

Indiana University Bloomington Care Caucus
Statement and Recommendations
September 2020

To:

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The Indiana University Bloomington Care Caucus (IUBCC) was founded as an advocacy collective in July 2020, four months into the COVID-19 pandemic. Since mid-March 2020, the pandemic has provoked a *crisis of care* that exacerbates existing labor, race, and gender inequities in institutions of higher education. IUBCC understands the term “care” generously, from caregiving of dependents such as children or elderly relatives, to academic caring labor such as mentoring. Care is undertaken disproportionately by women and BIPOC faculty. Care is at once a matter of *labor* and *expertise*.

As caregivers and/or as scholars of race, gender, care and equity, we offer here: 1) a local analysis of this crisis of care, and 2) a set of recommendations for supporting caregivers, avoiding institutional damage, and mitigating the gendered and raced crisis of labor and equity. We recognize that the university is tackling a public health crisis that is also a financial crisis. To steer us ahead, we urge administrators to address the crisis of care in their structural planning. Addressing this historic situation entails both recognizing care as labor and drawing on caregivers’ and scholars’ expertise.

The situation is urgent. The Fall 2020 semester has begun and Monroe County’s K-12 schools have shifted from online to in-person instruction with many children remaining at home. Many of IUB’s employees face enduringly impossible working conditions. The social, emotional, and organizational labor of care is immense. Our core missions of research and teaching are at risk of suffering varying degrees of harm or even collapse because the pandemic has placed caregivers under ongoing, unpredictable and increasing duress.

The Crisis of Care

Like many American campuses, Indiana University is a historically white and male institution—albeit one reshaped in recent decades by the important role Bloomington played in the Midwestern civil rights and women’s liberation movements. The Office of Women’s Affairs, for example, was founded to be responsible for all women on campus, addressing procedures for sexual harassment complaints and salary equity, negotiating for family and other leaves, and working with other offices to ensure the availability of childcare. The Department of Gender Studies became home to the first doctoral program in the country in gender studies. The Center for Research on Race and Ethnicity developed as a hub for researchers across a range of disciplines who think intersectionally about our world. More women and BIPOC faculty filtered into the administrative structure of the campus. Campus nurseries flourished.

But gains in race and gender equity, as they relate to care and labor, have not been unidirectional. Recent years witnessed, for example, the closure of the Office of Women’s Affairs (OWA) in 2012, with some of its responsibilities dispersed elsewhere. Provision of adequate and affordable quality childcare seems to have been abandoned as a campus responsibility. Two cooperative nurseries on campus were shuttered, and there is a diminished role for the Childcare Coalition on the Bloomington Faculty Council. The tentative efforts OWA had made to address elder care issues were left to Human Resources and ineffective institutionalized responses. Meanwhile the watch-dog efforts of OWA, such as the full-scale survey on the status of women, were never replicated. Nor are there ongoing regularized and institutionalized efforts to assess promotion and tenure fairness or salary equity. Although more women and BIPOC faculty are among the administrative structure of the campus, that has not been a guarantee that individuals would find mentors or advice or resolutions that could help them cope with “climate” issues, or inequities. Just as importantly, more individual women and BIPOC faculty in administration has not ensured that a variety of perspectives are voiced, considered and taken seriously. This matters greatly when care is in crisis.

The now six-month-long crisis of care risks returning the campus to less equitable times. In mid-March, the closing of university buildings coincided with the closure of local nurseries and schools. Yet faculty, staff and students continued to do their work remotely, forcing caregivers to confront an immediate crisis of care. Homes became the site for two types of mutually exclusive but co-located and simultaneous work: university labor and childcare/dependent care. Home wifi connections strained. Kitchen tables were the venue for university work as well as remote schooling, a situation that was especially difficult for single parents, the partners of essential workers, and the parents of children under twelve, and that was profoundly gendered and raced. Instead of ending with the semester, this care crisis continued through the summer months. In Bloomington, for example, all but a few summer camps were closed, and those that were open catered to vastly reduced numbers of children. Pandemic conditions made even informal babysitting arrangements very difficult. At the same time, faculty tried to prepare for remote emergency learning in the Fall semester, alongside maintaining the research that is their main mission and criterion for promotion. Staff carried on with their support work—but without the extra support that they now needed. Parents among graduate students were left to do as best they could with summer classes or

dissertation research, often caring full-time for their children. University administrators provided welcome opportunities for different groups to voice the dilemmas of working from home, and the Provost made appreciative reference to the devotion of caregivers. But words did not translate into substantive action. The university's Restart Committees paid scant attention to the fundamental issue of care and workload, and they were not well-staffed with experts on the intersection of race, gender, care, and labor. Issues that were immediately apparent to caregivers of all stripes failed to gain much traction in planning for Fall 2020 and beyond. When policies were announced, there was little awareness that one's gender, immigrant status, marital status, disability, sexuality, race or ethnicity might be differentially impacted by the crisis in which we find ourselves.

Even as we grapple with the collocation of professional labor and care work, members of the Care Caucus have attempted to fill this gap in knowledge and in institutional action. Our understanding is partial, with less input and information from staff, NTT faculty and graduate students, or around questions of race, disability and queer studies (hence our first recommendation, below, for a campus survey). This partiality reflects both our current composition and the wider state of public commentary and academic research. We incorporate understanding from local scholars such as Jessica Calarco, Sarah Knott, Michelle Moyd, and Miriam Northcutt Bohmert, as well as the intellectual labor of groups such as the Center for the Study of Women at University of Oregon. We expect to amend and adjust our Statement as our coalition expands its membership and engages other groups on campus, and as our understanding and analysis deepen.

We appreciate the 30th July 2020 recommendations made by VPFAA to Chairs and Directors to support faculty with the heaviest burdens, and the recognition that such initiatives serve not just individuals but the campus as a whole. These recommendations ranged from a reconsideration of annual reviews; the suspension, simplification or reduction of service activities, and the consideration of the burden of care in their allotment; encouragement for flexible course scheduling; inclusive practices and attention to the timing of meetings; and the reallocation of funds to offer targeted support. They handed to Chairs responsibility for understanding pandemic policies and for keeping their faculty abreast of changes in the current caregiving scene.

The situation is urgent. We must begin to understand that care is essential to the work of IUB. Faculty, staff and students cannot fulfil the mission of the university absent essential caregivers. Most do not have the financial or personal resources to defer or delegate care. Currently, IUB provides health care for its employees both to provide incentives for employees to work at IUB and because healthy employees can do better work. No one would suggest that providing health care is outside the purview of IUB. We must begin to acknowledge that providing resources for care is similarly essential to Indiana University and its members alike.

Recommendations

We make these requests and suggestions on Wednesday, September 16, 2020. To address the current dilemma of caregivers benefits both individuals and the campus as a whole. With this in mind, we make the following immediate, mid-range, and longer-term recommendations, which can be shared with other administrators. Appendix A includes further detail on a number of these recommendations.

IMMEDIATE RECOMMENDATIONS

- 1) **Research on caregiving labor crisis:** The university should support and facilitate faculty research on the caregiving labor crisis via a campus climate survey. It is essential that the university's measures to address the crisis of care proceed from an evidence-based understanding of the situation we now inhabit. Please see Appendix for details.
- 2) **Information and representation from IUB:** Through a single, coordinated venue, the university should clearly present information about the resources available to caregiving faculty, staff, and graduate students, including the leave provisions made under the Families First Coronavirus Response Act. We also advocate for the appointment of a "wayfinder" who gathers provisions related to care in one place and facilitates easy access to and interpretation of those resources. And we call for better representation of caregivers and feminist scholars versed in issues of race, gender, labor and equity at higher levels of university administration to address this crisis of care. Please see Appendix for details.
- 3) **Need for a language of collectivity and care as labor:** It is crucial that we attend to the language we use to describe labor under the crisis of care. Language of "choice" and "individuals" fails to recognize that as we engage in care-work, we are not making free choices based on our desires or on established best practices. We are making sharply constrained decisions, limited by emergency circumstances and by the competing demands of plural networks that extend across and beyond the university: networks not only of faculty, staff, and graduate students, but of paid and unpaid care providers, K-12 educators, domestic laborers, healthcare workers, city employees, colleagues, and administrators. The language of "devotion" commonly used by administrators to describe faculty and staff efforts fails to capture the new forms of labor being demanded of us. It casts our work in terms that are inappropriate to the gendered dimensions of the problem, masking as altruistic and willing sacrifice what is in fact a labor issue intertwined with a long, well-documented history of women functioning in caregiving roles without compensation.
- 4) **Resources and support for caregivers navigating the challenges of schooling and daycare during COVID-19:** We suggest a clearinghouse run by the university and/or a community partner to assist in forming educational pods and providing childcare, youth care, and elder care for less affluent families. Supportive measures might include organizing sliding fee scales, collecting and distributing money, or offering space on campus for families whose living conditions are less than ideal for remote education. Please see Appendix for details.

5) Reduction of workloads: The university should work with caregivers to find creative ways to support a real, substantive reduction in workloads for all faculty, staff, and graduate students. Please see Appendix for details.

6) Support for graduate students: The university should take immediate action to use CARES Act monies earmarked for student relief to help graduate students arrange and pay for childcare. Since the College is the institutional “home” of most of the university’s graduate students, it is especially important that the College continue to pursue its prior commitments to increase graduate student stipends to be more equitable in relation to other campus units and to ensure a living wage.

7) Liaising and Collaborating: The College and VPFAA need to **actively liaise and provide logistical support** to the formation of a new committee through the BFC on care issues writ large, OR to expand the [Child Care Coalition](#) (appointed by the BFC) to address broader care issues, extending beyond the campus facilities currently represented.

MID-RANGE AND LONGER-RANGE RECOMMENDATIONS

8) Address salary and caregiving related disparities: VPFAA, the College, and the Graduate School must address and redress the fact that salary and caregiving disparities are now even more acute: many people cannot afford to outsource extra domestic labor (some of which is educational) demanded by the pandemic. Meanwhile, the social, emotional and organizational labor newly required is onerous. Please see Appendix for details.

9) More equitable approaches to evaluations of job performance and letter of recommendation requests: See Appendix for details.

10) Provide post-pandemic sabbaticals, internal research (small grant) support, and teaching releases for faculty who have had caregiving responsibilities during the pandemic: Faculty with caregiving responsibilities are being forced to use their meager work time on teaching and service at the expense of research. While adjusted tenure and promotion criteria are helpful, post-pandemic sabbaticals and internal research support will be crucial in helping tenure-track faculty to resume their interrupted research careers and to preserve the research mission of the university. Lecturers, clinical faculty, and other academic staff who are not eligible for sabbaticals will need teaching releases and service reductions to stay on track for promotion, research, and professional development.

11) Establish a university institute akin to a Center for Intersectional Research on Gender and Society: We need a Center with institutional resources and financial backing to provide faculty, students, and staff a centralized space to collectively confront sexism and its uneven impacts on all genders by sharing and generating new and existing knowledge, resources, and support. COVID-19 and the current crisis related to labor and care demonstrate the urgent need for collective networks of people and resources to respond quickly and responsibly to such large-scale crises exacerbated by the legacies of patriarchal white supremacy.

12) As soon as possible, re-open the campus co-op daycares closed by the Provost in 2018:

Parents with expertise in running the co-ops are still working at IUB and could provide guidance to reform the co-ops quickly. The university has it in its power to support them with both money and access. Please see Appendix for details.

13) Establish closer collaborations between the university and the school corporation: To initiate closer links, we propose that faculty of the School of Education and other scholars of education be encouraged to stand for the School Board, and that their election be recognized as extremely significant service compensated by an annual course release.

APPENDIX

This appendix expands upon several of the recommendations made above. Numbers are keyed to the main body of the statement.

1) Research on Caregiving Labor Shortage

The pandemic impacts caregiving of children, youth, elders, and others. According to a climate survey at the [University of Washington](#), approximately 20% of staff and academic personnel care for senior family members. Between 39 and 51% have substantial parenting or caregiving responsibilities.

The pandemic impacts everyone – men, women, and others. But it **particularly impacts women**. Northwestern University summarized findings from [surveys conducted](#) during the pandemic. In families in which there was no difference in the ability of mothers and fathers to work remotely, **64% of college-educated mothers** reported by early June that they had reduced their working hours at some point since March, compared to **36% of college-educated fathers**. Here in Bloomington, IU Sociology Professor Jessica Calarco is currently conducting research with Monroe County mothers as part of the Pandemic Parenting Study. Calarco has found that compared both to their male partners and to mothers who were not employed prior to the pandemic, mothers who are working for pay are reporting a greater increase in their childcare hours. They are also experiencing significantly greater stress, getting significantly less sleep, and experiencing significantly more frustration with their children and their spouses/partners. Calarco also finds that mothers who currently have access to regular childcare (e.g., through a childcare facility, a hired babysitter, or an extended family member) are having an easier time coping than those who do not have regular access to childcare.

[Research](#) has already shown substantial and inequitable impacts on research and career trajectories for women. This decrease in research productivity greatly impacts the standing of IU as a premier research university. The mission of the university to advance “excellence and innovation” and “diversity of community and ideas” depends upon teaching and the production of knowledge from multiple lenses and areas of expertise. A decrease in teaching and research productivity by women caregivers reduces not only the novel research questions asked and the pool of researchers who ask them, but also the thoroughness of the analysis needed to confront large-scale issues such as COVID-19 and climate change to advance the quality of life for all.

Thus, the university needs to gain a **clearer sense of how labor conditions have changed** since March 13, 2020 and, in turn, the changes experienced by IUB parents, guardians, and caregivers. Bloomington Public Schools (MCCSC) restarted on August 12th, 2020 with instruction completely online and children 100% at home. Now MCCSC has partly reopened, with a large minority of children remaining at home, and the continual possibility of classrooms, schools, or the entire system reclosing. Parents with children in other local schools or daycares (including St. Charles, Montessori, and The Project School) also find themselves with limited in-person class schedules and care for their children. People caring for elders have faced shortages in caregivers willing or able to

provide in-home care; many have moved elders out of residential care facilities and into their own homes.

Therefore, **we are asking IUB to conduct a survey** immediately to assess how, and how many, people in the IUB community are impacted by caregiving labor shortages this fall. This survey could and probably should be conducted by faculty researchers, but the College, OVPR, and campus should provide support.

The survey can be optional; it should be directed toward faculty, staff, graduate students, and undergraduate students who are engaged in various caretaking roles. Content should consider the situation since March and include:

- o ages of children, youth, or elders
- o special needs of children, youth, or elders
- o additional direct costs incurred to provide care (e.g., cost of caretaker/tutor/sitter)
- o additional indirect costs (i.e., to increase space, equipment, supplies, utilities, therapy, etc.)
- o anticipated hours per week devoted to caregiving
- o anticipated hours parent or guardian must now do the work of caregiving *in the workplace* (i.e., the home), and *during working hours*
- o anticipated hours of productivity lost due to labor shortage (total hours as well as categorized in terms of research, teaching, service)
- o type of caregiving arrangements (1) used previously, (2) available to them now, and (3) desired
- o level of stress related to current arrangements
- o ability to continue 'balancing' work and family; that is, number of parents or guardians seriously contemplating abandoning their careers or studies due to the collapse of caregiving networks
- o demographic information of parent or guardian
- o survey should be individual-level, not family-level, data

We are aware that some similar survey efforts are underway at IUB using COVID Research Funds. If IUB is unable to create, distribute, and analyze survey items by that date, we have identified researchers who are part of the IUB Care Caucus and could perform this labor, as recipients of a \$50,000 IU Research Grant, with university assistance in distributing the survey link to potential survey takers.

2) Call for Information and Representation from IUB

Information and resources available to staff, faculty, graduate students, and undergraduate students changes daily. We understand this. We need help sorting through the changing policies. We are requesting:

- A **single website** that provides clear information about *what type of leave is available and how to apply for a leave* under the **Families First Coronavirus Response Act (FFCRA)** based on position within the university (staff, academic personnel, or graduate student). An example of a good resource for questions about leave policies can be found here:

<https://worklifelaw.org/covid19/helpline-resources/>.

- A **‘wayfinder’ person and office** who is additionally compensated and supported with resources to compile and publish an IU website that provides **centralized information** about all the resources IUB currently offers related to caregiving. While the centralized source of information could link to the [VPFAA page](#), this page does not address the needs of non-academic staff and graduate students; efforts should be made to synthesize communication across all relevant units regarding issues of caregiving and leave policies. This person can also be contacted if someone is in need. Known resources include Care.com, IU Campus Childcare, HR policies, HealthyIU, IU Working Moms, mental health resources, etc. For example, we need a more centralized source to disseminate information about Care.com and more attention to how the resource offers limited options (prior to and during the pandemic), albeit in different ways, for families of color and/or families who are queer, gender non-binary, and/or differently abled.

- **Reinterpretation of CARES Act for Staff:** The College can and should push HR to reinterpret the CARES Act leave for staff to render it more flexible. As explained on the HR website, the university interprets the CARES leave options for staff so that the smallest increment of leave allowed is a full day. This interpretation forces even those staff with access to part-time care to take an entire day off. Given the current schooling situation and the realities of caring for elders, it would be extremely useful to take off a few hours to (for example) assist a parent who can’t go out due to underlying conditions, or take a turn in a co-op whose members provide rotating supervision to K-12 children as they do their “online learning.”

- **We need better representation of caregivers, and feminist scholars versed in issues of race, gender, labor and equity, at higher levels of the university.** Information must flow in two directions. We need to have more women and caregivers in paid decision-making positions and present in decision-making meetings. We recommend that an IUB Care Caucus member be included at Deans’ Meetings in the College. If the initial “Restart” committees failed to anticipate and address the ongoing crisis of care, improved faculty representation on this topic can begin now.

4) Resources and support for caregivers navigating the challenges of schooling and daycare during COVID-19

Parents would benefit from help forming pods: groups of families who pool resources in order to supervise school-age children and youths as well as babies, toddlers, and preschoolers. Parents need pods for varying reasons: single parents need time, so may be looking for a 9am–2pm pod; young children need socialization, so their families may be looking for a pod that meets for a few hours

twice a week, etc. There is also interest in co-op pods, to which each family contributes time, and professional pods, in which families collectively hire someone to supervise children.

- **Parents need a matching service.** The university—and the College—can and should provide infrastructure and labor toward a system for matching up people wanting to participate in pods.
- **Parents need equity.** Grad students and full professors may both have children in K-12, but they are working from very different resource bases. Also, IU is part of the larger community, and there is considerable interest in working with community partners (e.g., the Community Foundation) to ensure that support reaches caregivers with fewer resources. A clearinghouse run by the university and/or a community partner could assist in providing care for less affluent families by organizing sliding fee scales and by collecting and distributing money, thereby removing this power dynamic from the collective pod.
- **Parents need space.** Many people do not have room for five children stationed six feet apart in their houses—especially lower-income families who live in apartments and smaller spaces but who stand to benefit most from a rotating co-op arrangement. If IU gyms are closed, for instance, or if the former daycare co-op spaces are empty, consider opening those up so that small groups of kids can use them. We realize that there are liability issues, but please understand: we are desperate. IU could also provide liaising services to arrange for other kinds of community spaces to be freed up: school yards, the old K-mart building, the Girls, Inc. gym, to list just a few possibilities.
- **Parents need financial support.** Subsidize daycare costs for those with an income under a certain level. For those working at home, equipment and supplies should be provided to mitigate the challenge of working in spaces that are not intended or equipped as offices, and to facilitate efficiency.

5) Reduction of Workloads: We need real and meaningful labor reduction. This means different things for different people and units on campus, but we offer some suggestions here for how to begin a conversation on efforts to reduce workloads so that members of our IU community can care for themselves and others.

- **For faculty,** this might mean relying on the above-mentioned survey to provide meaningful information about the pandemic's impact on faculty productivity, rather than asking faculty to add the writing of individual COVID-19 impact statements to their already overflowing agendas. It might also mean suspending merit review activities and moving to a cost-of-living increase for the duration of the pandemic and/or indefinitely to ensure more equitable salary increases for those faculty historically doing a disproportionate share of service care-work (e.g. mentoring of faculty or graduate students) on campus. Some campus units might consider a “cap” on the research outputs assessed for tenure/promotion, and/or other creative ways to fundamentally reassess the respective values that we place on quality vs quantity of scholarship, what work-life balance looks like in our profession and who is

able to enjoy it, and how a profession designed for nineteenth-century gentlemen can enable a more diverse workforce to thrive at the highest levels in the 21st century.

- **For staff**, it might mean moving to a 35-hour workweek for full-time staff without any reduction in pay (hourly pay would need recalculated so that salaries are not reduced).
- **For graduate students**, this might mean making fewer requests for them to participate in departmental service and making it clearer that it is okay for them to say no to any requests and making it safe for them to do so.

8) Address salary and caregiving related disparities: VPFAA, the College, and the Graduate school must address how salary and caregiving related disparities are even now more acute: many people cannot afford or arrange to outsource extra domestic labor (some of which is educational) demanded by the pandemic. The social, emotional and organizational labor required to manage everyday care during the pandemic is onerous.

For faculty, this means that equity raises are even more important. Moving forward, it should be university policy that if/when budgets renormalize, equity raises should be made *at the expense of* “merit” raises until disparities are no longer egregious.

Especially for staff and graduate students, alongside the importance of living wages, this means that the university can and should get involved in providing infrastructural assistance so that inexpensive care options are more widely available. This could take the form, for instance, of community partnerships, in which the university provides space to new, COVID- and post-COVID-era non-profit daycares (possible partners: the City, Monroe County United Ministries, the Community Foundation, Boys and Girls Club, Girls Inc.). The point here is that we don’t just need money. We need space, expertise, liaising, and organizational know-how, all of which IU already has.

9) More equitable approaches to evaluations of job performance and letter of recommendation requests: VPFAA should increase the weight given to service in evaluations of faculty performance (e.g. annual merit, tenure, and promotion reviews). This means placing more emphasis and value on submitting balanced cases for tenure and promotion. For many faculty, research is turning into a ship sailing into the distance. This is a real equity issue disproportionately affecting people of color and women who do the bulk of service care-work within higher education and at home. VPFAA should also encourage units on campus to move away from requiring letters of recommendation as a default element in dossiers for job applications, and potentially also for internal grant applications. Requesting letters of recommendation from shortlisted candidates only would be perfectly feasible.

12) Re-open the campus co-op daycares closed by the Provost in 2018: Daycare in Bloomington is scarce. For many, including many IU employees and students, it is also unaffordable.

In 2018, IU exacerbated this situation by closing two daycare cooperatives (Knee High and Sunflower) that had been in existence since the 1970s. The model of the cooperatives allowed for

caregivers of children up to age 3 to contribute their labor to the cooperative in order to provide care for up to 12 children each weekday. In order to ensure appropriate ratios of caregivers to children, the cooperative hired undergraduate assistants, who were paid the standard university salary for undergraduates. Families paid \$200 per month to offset the costs of the assistants, supplies, and other associated costs of running the day care. The university provided the facilities, maintenance, and cleaning. Compliance with health and safety rules was managed by the parents in cooperation with university and state requirements.

The decision to close the cooperatives was made without consultation with the caregivers involved, and at a time when daycare slots in Bloomington were very difficult to get, for a variety of reasons. Although a number of families involved, including some whose children attended many years ago, sought to educate the administration on the benefits of the cooperatives, their appeals made no difference. Rather than defending these distinctive institutions, the university simply dispensed with them. This was a multidimensional blow to caregivers, children, and undergraduate employees.

As more and more families and caregivers begin to rally around the notion of “pods” as a way of providing cooperative care for their children while schools are closed due to the pandemic, it is a shame that the two existing facilities that once housed day care cooperatives are shuttered, serving no purpose on IU’s campus. Parents with relevant expertise in running the co-ops are still available and could be tapped for guidance on how to get up and running quickly. We call on the university to reopen these spaces in order to give some families options for safe, comfortable, and active day care for their children.

In addition, the university should consider opening some of its large spaces for caregivers to serve as educational and recreational spaces to facilitate remote learning for as long as is needed during the pandemic. IU is in many ways the center of Bloomington life, and it has a responsibility to assist with the vast numbers of children who will be without adequate care and education the longer the pandemic goes on. IU must work with MCCSC and other Bloomington/Monroe County organizations to help organize and implement a spectrum of caregiving and educational options for families who need it.

Signatories (name, affiliation)

1. Alex Lichtenstein, Professor Department of History
2. Anna LoPrete, Cataloger, IU Libraries
3. Arlene J. Díaz, Associate Professor, Department of History
4. Aziza Khazzoom, Associate Professor, MELC
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6. Colleen M. Ryan, Professor, Department of French and Italian
7. David J. Wild, Professor, Department of Informatics, Luddy School of Informatics, Computing and Engineering
8. Eli Konwest, Interim Director, Center for the Study of Global Change
9. Elizabeth Hebbard, Assistant Professor, Department of French and Italian
10. Filippo Menczer, Distinguished Professor of Informatics
11. Heather Blair, Associate Professor, Religious Studies
12. Heather Milam, Professor of Practice, Department of Theatre, Drama and Contemporary Dance
13. Jean C. Robinson, Professor Emerita, Department of Political Science
14. Jeannine Bell, Richard S. Melvin Professor, IU Maurer School of Law
15. Jennifer M. Pacella, Assistant Professor, Business Law & Ethics, Kelley School of Business
16. Jennifer Maher, Clinical Associate Professor, Department of Gender Studies
17. Jennifer Piatt, Associate Professor, Department of Health and Wellness Design, School of Public Health Bloomington
18. JesAlana Stewart Thomas, Program Coordinator, Center of Excellence for Women & Technology
19. Jessica Calarco, Associate Professor, Department of Sociology
20. Jessica R. Storey-Nagy, Department of Central Eurasian Studies
21. K. Anne Pyburn, Provost's Professor of Anthropology
22. Kalani Craig, Clinical Assistant Professor, Department of History; Co-Director, Institute for Digital Arts & Humanities
23. Karen Stoll Farrell, Associate Librarian, IU Libraries
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26. Konstantin Dierks, Associate Professor, History
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28. Laura Foster, Associate Professor, Department of Gender Studies
29. Lauren M. MacLean, Arthur F. Bentley Chair and Professor of Political Science, Department Chair of Political Science
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35. Marianne Kamp, Associate Professor, Central Eurasian Studies
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42. Purnima Bose, Professor, English and International Studies; Chair, International Studies
43. Rebecca Lave, Professor, Department of Geography
44. Sara Friedman, Professor and Director of Graduate Studies, Department of Anthropology; and Professor, Department of Gender Studies
45. Sarah Hare, Assistant Librarian, IU Libraries
46. Sarah Knott, Sally M. Reahard Professor of History
47. Sarah Van der Laan, Associate Professor of Comparative Literature
48. Scott Libson, Assistant Librarian, IU Libraries
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