

Indiana University South Bend
Meeting of the Academic Senate
18 October 2002

Members Present: S. Agarwal, A.W. Bartholomew, M. Basolo-Kunzer, E. Bennion Turba, J. Blodgett, L. Blodgett, D. Bryant, P. Bushnell, J. Bushong, L. Chen, X. Cheng, K. Clark, J. R. Colborn, N. Colborn, L. Collins, R. Cordell, J. Davis, W. Feighery, L. Fisher, B. Fong-Morgan, L. Fritchner, P. Furlong, L. Garber, A. Greitzer, A. Grens, A. Guillaume, G. Hadley, C. Harrington, M. Heck, P. Henry, J. Hinnefeld, J. Hurst, P. Joray, J. Klein, W. Knight, L. Lambert, I. Levine, J. Lewis, E. Lucal, E. Maher, M. Makielski, D. Marr, J. McIntosh, D. McMillen, J. Metelli, J. Meyer, J. Mucha, F. Naffziger, A. Naylor, P. Newcomb, S. Norton, S. Opasik, P. Pierce, R. Pope, C. Quinn, C. Rios, E. Roth, M. Russo, S. Sage, M. Scanlan, A. Schnabel, R. Schreiber (President), R. Schwartz, S. Sernau, F. Shan, S. Shore, K. Smant, D. Smith, K. Smith, C. Sofhauser, D. Surma, G. Trench, M. Truex, D. Vollrath, D. Vrajitoru, B. Withers, N. Yokom, L. Zynda.

(Thanks to the generosity of the Office of Off-Campus Programs, coffee, tea, and light snacks were available during the half hour preceding the meeting.)

President Roy Schreiber called the meeting to order at 10:00 a.m. The minutes of the meeting of September 20, 2002, as they appear on the W drive, were approved without dissent.

I. Administrative reports were made by Chancellor Mae Reck, Acting OIT Director Beverly Church, and Vice Chancellor Alfred Guillaume.

Report by Chancellor Mae Reck:

Mary Wisniewski has announced that beginning in January, the monthly fee for faculty and staff to use the athletic facilities in the Student Activities Center will drop to \$10 per person. Those who choose not to pay the monthly fee can pay on a per visit basis: \$1 to use the track; \$2 to use the weight room.

Dr. Alice Chandler has submitted her report on her review of IUSB's administrative structure. The report can be found at the following Web URL:
<http://www.iusb.edu/chancellor/remarks/Admin-Struc.pdf>
(paper copies were also available at the meeting). Chancellor Reck showed a chart of the present IUSB administrative structure, under which 10 other administrative officers report directly to her. She next showed a chart of the structure recommended in Dr. Chandler's report. Under this arrangement, 7 other officers would report to the chancellor. Some new features:
(A) There would be a Special Assistant to the Chancellor; this is not a high priority, and no money will be sought for it at the present time.

(B) There would be a Director of Institutional Research & Planning; this is a high priority item, and will be filled as soon as funds for the position can be found.

(C) There would be a Vice Chancellor for Public Affairs & University Advancement; this can be funded with money from the IU Foundation and an existing unfilled position.

(D) There would be a Vice Chancellor for Information Technology; IU provides half the salary, and the rest can come from an existing unfilled position.

The two charts can be accessed at the following Web URL:

<http://www.iusb.edu/chancellor/remarks/Org-Charts.pdf>

Question: If all the positions shown on this chart are filled, will this result in an increase in the number of administrators on campus?

Chancellor: Probably a little. IUSB is lean in administration when compared with other schools our size and other regional campuses of IU.

Question: The proposed structure appears to take us back very close to the structure we had seven or eight years ago. Was Dr. Chandler shown an organizational chart from that time period?

Chancellor: No, she was not given such a chart.

Comment: It appears that moving the Director of Human Resources under the Vice Chancellor for Finance and Administration will create a structural problem. The Vice Chancellor will have to review all kinds of decisions about workers (e.g., discipline actions).

Chancellor: Please send me an email detailing the problems you see.

Mary Ann Zemke: At IUPUI they use the model proposed here.

Chancellor Reck said that she has been meeting with the Senate Budget Committee about the budget process to be used on our campus. She showed a draft of a plan she expects to follow this year at least:

November: The Vice Chancellors discuss budgets within their respective units.

December & January: The Vice Chancellors make informal presentations to the Chancellor regarding those discussions.

February 1-15: Each Vice Chancellor makes a presentation to the Senate Budget Committee.

February 16-28: The Budget Committee gives budget input to the Vice Chancellors.

March 15: Final budget recommendations will be made by the Vice Chancellors to the Chancellor. These recommendations will be shared with the Chancellor's Cabinet.

Question. Will there be a report to the Academic Senate? That hasn't happened in the past.

Chancellor: Yes.

Chancellor Reck reminded us of the survey in late summer and early fall of the faculty, administrators, and staff. The survey asked for suggestions for first year goals and three year

goals. It also asked about the strengths of IUSB and concerns about the present and future. The chancellor has shared the results with her Transition Team, and a summary of the responses will be made available at www.iusb.edu/chancellor by November 1.

Other announcements by the Chancellor:

- Patrick Murphy (Bloomington) is on campus today to present a plan for better usage of the space in the Administration Building.
- On October 23, IU Vice President Terry Clapacs will be on campus to talk about IUSB's bridge over the St. Joseph River, the new fountain being installed on our mall, and about the Associates Building.
- On November 14, Don Hossler (Bloomington) will be here to answer questions about PeopleSoft, the new university-wide integrated information system, and also about SIS and SES.
- Lieutenant Governor Kernan has announced that IUSB's Child Care Center has been given this year's award in Indiana for excellence.

The Chancellor introduced Beverly Church to talk about the new email system that will be put into use in November.

Report by Beverly Church:

About a year ago OIT started looking for a better email system than Webmail. A survey had reported that Webmail received low ratings from faculty and staff, although our students liked it because it was an improvement over the system they had previously used. After looking at a number of options, Church decided to recommend that our campus join the university-wide Outlook/Exchange system. Among its advantages are the following:

- (A) It has a rich array of features.
- (B) Because it is a Microsoft product, it will be easy for most people on campus to learn to use.
- (C) It is free to us because it is included in IU's software agreement with Microsoft.
- (D) Other campuses will be using it, and it will have a large staff downstate dedicated to keeping it up and running.
- (E) It can be accessed by any Web browser, so we will have world-wide access to our email.
- (F) It will have a complete IU address book (not just IUSB).
- (G) It can be used to schedule meetings.
- (H) It has virus protection. This is essential because Microsoft products are frequently targets of virus attacks.

Here are some disadvantages of switching from Webmail to Outlook/Exchange

- (I) We will be more dependent on our physical data line downstate. We will have redundancy, however, when we get a switch to IU Northwest and one to IU Fort Wayne.
- (J) Each of us will have a smaller quota for storage of messages for immediate retrieval, but we will be able to archive items so that they can be accessed reasonably easily.
- (K) Each of us will have to get a new account, and our desktop computer must have all its Microsoft Office programs updated to the most recent versions.
- (L) We will have to move our own stored messages from Webmail to Outlook/Exchange, but OIT intends to try to make that as easy as possible.

November 11 is the planned switch-over date. On that date, all our email will be directed to Outlook/Exchange, but we will still be able to access old messages on Webmail for about three months thereafter. Training sessions will be available for those who want hands-on instruction in how to use the new system.

Students will move to an upgraded version of WebMail. They will not use Outlook/Exchange.

Question: Is it true that we will all have to get new email addresses?

Church: No. Only the few people who have two addresses will have to change one of their addresses.

Question: What is the size of the new quota?

Answer: About 100 megabytes (MB), although that is open to negotiation. Many faculty and staff at IUSB have far more than this at present, perhaps up to 500MB, so a lot of our saved messages will have to be discarded or archived.

Question: What about people who don't use Microsoft Windows as their operating system?

Answer: If they have a Web browser it can be used to access the Outlook/Exchange system.

Report by Vice Chancellor Alfred Guillaume:

The Vice Chancellor called on Bill Feighery, who announced the recent death of Chemistry Professor Emeritus Joseph Ross. The Chemistry Department will bring a memorial resolution to the next meeting of the Academic Senate. A moment of silence was observed in honor of Dr. Ross.

The Vice Chancellor reported that when he arrived at IUSB, the first email he received from Chancellor Perrin was an instruction to work on General Education Requirements for the campus as a whole, and to report to Bloomington Chancellor Kenneth Gros Louis on progress in this direction. Inquiries around campus about who would be a good choice to lead a General Education Task Force repeatedly turned up the name Jerry Hinnefeld, who agreed to serve. Guillaume saw this as an opportunity for defining IUSB values (i.e., what does it mean to have

an IUSB degree?) and for campus-wide engagement of faculty with each other in considering ways of shaping our students into life-long learners. He also saw this as an effort that would complement our goal of greater retention of entering students. He asked the members of the task force to move away from a departmental focus and impediments to learning, and to look at competencies and common threads. He also suggested that any proposed core curriculum should be integrated into the students' majors. Jerry will present the current draft of the recommendations of the task force later in the meeting.

Searches are underway for 23 faculty positions as well as a dean for Nursing and Allied Health and a dean for Education. All the positions were posted in a single large advertisement in the Chronicle of Higher Education recently.

Academic Affairs recently held a retreat at which the deans presented the goals of their colleges and schools. The group also agreed on a set of Principles of Operation under which all work in Academic Affairs should be conducted. Formulation of these principles was guided by the Parameters of Engagement enunciated by Chancellor Reck in her two major campus addresses earlier this fall. The Principles of Operation include safeguarding the primacy of Academic Affairs, respect for unit administrator's autonomy, representing Academic Affairs to the rest of the university, representing academic unit needs, understanding each other's work, and supporting team decisions. A more complete statement can be found at the following Web URL:

<http://www.iusb.edu/~acadaff/principle.htm>

Tammy Fong-Morgan and Jennifer Good have received a \$15,000 grant from Ameritech to develop a course in Spanish for Health Care Personnel.

There will be a Dean's Seminar today in the Boardroom. The talk will be given by Mary Basolo-Kunzer on "Chronic Headache Patients' and their Spouses' Marital Cohesion, Adaptability, and Conflict."

II. After a five minute break to allow members to stand and walk around, Schreiber made the following announcements.

The constitutional amendment proposed at the September 20 Senate meeting and voted on by mail ballot has been approved by 73 to 2 .

An interim IU president to replace Miles Brand will be selected by the Board of Trustees and announced on November 1. The UFC has urged the Board to select an academic with administrative experience. Meanwhile, a committee is being formed to search for a new IU president. The practice in the past has been for the Board to appoint six faculty members, to

include three from Bloomington, two from IUPUI, and one from a regional campus. The Senate Executive Committee will send an IUSB faculty name downstate as a nomination.

III. Schreiber announced that since he had served on the General Education Task Force, he would turn the meeting over to Vice President Doug McMillen. McMillen then called on Jerry Hinnefeld, chair of the Task Force, to present its recommendations. The slides shown by Hinnefeld during his presentation can be viewed at the following Web URLs:

http://www.iusb.edu/~gened/gened_acadsen_0211016b.ppt (power point)

http://www.iusb.edu/~gened/gened_acadsen_0211016b.pdf (printable)

A summary of Hinnefeld's presentation follows.

(A) The eleven faculty members of the committee were listed.

(B) The external motivation for formulating a general education (gen-ed) curriculum came from a two sources: it was called for by President Brand in a State of the University address several years ago, and a North Central Accreditation report expressed concern over the difficulty of assessing gen-ed at IUSB. Internally, faculty members who have been involved recently with advising students undecided about a major have expressed frustration in trying to help such students select courses likely to be of use in their eventual majors.

(C) A chronology of the activities undertaken by the Task Force was exhibited.

(D) A two-paragraph Statement of Purpose for General Education at IUSB was presented.

(E) A list of 11 goals of gen-ed at IUSB was enumerated. They deal with writing, quantitative arguments, verbal and visual arguments, Western culture, contributions to American society, non-Western cultures, scientific views of nature, retrieval and use of information, the arts and aesthetic sensibilities, human behavior, and personal growth and learning.

(F) The four components of the proposed gen-ed curriculum were listed:

- (1) Fundamental Literacies
- (2) Common Core
- (3) Contemporary Social Values
- (4) Extended Learning

Coherence in the program is fostered by the Common Core. Flexibility in the program is attained by having all courses carry departmental designations, but allowing many departments to offer courses to meet the requirements of the program. Altogether the proposed gen-ed curriculum will require about 33 credit hours of course work.

(G) The Fundamental Literacies are Writing, Critical Thinking, Oral Communication, Visual Literacy, Information Literacy, and Computer Literacy. These can be addressed through 13 credits of existing courses and a demonstration of proficiency.

(H) The Common Core requires course work in four areas: The Natural World, Human Behavior and Social Institutions, Literary and Intellectual Traditions, and Art/Aesthetics/Creativity. Each core course can have many versions -- there is no prescribed syllabus for a course in any area. Each course must, however, conform to a stated description of one of the core areas.

(I) The Contemporary Social Values areas are Non-Western Cultures, Diversity in American Society, and Health and Wellness. Here the focus should be on contemporary social issues.

(J) Extended Learning will focus on coursework and extracurricular learning opportunities, and will involve annual selection of an Extended Learning Theme with external speakers.

Hinnefeld stated that the discussion to follow was intended to provide feedback to the Task Force. They also invite comments through email or otherwise over the next two weeks. Soon thereafter they will present their final report.

McMillen asked that in view of the lateness of the hour, discussion be limited to 30 min. His suggestion was approved by show of hands.

Question: How do the course credits add up?

Answer: There are four courses (12 credits) in the Common Core. No course in any category (e.g., the Common Core) can meet a requirement in any other category.

Question: Are economics and business included as something students should know?

Answer: Any department can develop Common Core courses and offer them. Some new course development is certainly involved.

Comment: Students currently enrolled at IUSB will be able to complete the program they're in with no change in their requirements. For about seven years IUSB will have to run a dual program that meets the needs of current students and incoming students to whom the gen-ed requirements will apply. In other words, the new program will have to be phased in over some years.

Question: Under Contemporary Social Values, why is there a Health requirement but no Ethics requirement?

Answer: Please make that case more explicitly and in detail, and send the suggestion to the Task Force.

Comment: The report appears not to address implementation issues.

Response: True. The Task Force felt that implementation planning should be left to another body.

Comment: There is no mathematics here, i.e., nothing that connects all aspects of life in this century.

Response: There are courses such as Math M110 that teach critical thinking in quantitative areas.

Comment: One of the stated Goals is to have students be capable of "understanding, constructing, and analyzing quantitative arguments", but no Quantitative Literacy appears in your list of Fundamental Literacies.

Response: A course in critical thinking might work toward that stated goal, but it does appear that a student could take a course in critical thinking that does not help students achieve that goal. This is something the Task Force should probably re-visit.

Question: What are the bookends of this curriculum? Are there required courses at the 300-level and above? Across the different majors we have differing requirements.

Answer: The Task Force has not considered the question of what should be required beyond the proposed gen-ed curriculum.

Answer: Contemporary issues courses may be 300 level courses.

Question: We have many transfer students. Imagine someone transferring as a junior. How would we handle the gen-ed requirements for those students?

Answer: Some competencies courses would no doubt be met by coursework transferred in. Also some contemporary issues courses are likely. The Task Force is not willing, however, to make exceptions for the Common Core.

Answer: The charge to the Task Force was to design a gen-ed curriculum for students starting their academic careers at IUSB. The Task Force did not spend much time thinking about transfer students. When implementation takes place, this might be something that the Curriculum Committee, or a special Implementation Committee, might work on.

Comment: Some committee or person is going to have to be charged with the responsibility of ensuring that every semester an adequate number and variety of gen-ed courses are offered.

Question: Who is to be responsible for implementation?

Answer: There should be an Implementation Committee. Probably there should be a faculty Director of General Education.

Comment: I am reminded of that quotation from Shakespeare about "all the voyage of their life is bound in shallows and in miseries." [Julius Caesar, act IV] Will this curriculum keep our students in the shallows too long?

Answer: There is no change from the present situation.

Question: There needs to be someone who oversees and provides continuity. Will there need to be a separate committee to oversee this?

Answer: No recommendation on that. Perhaps the current Senate Curriculum Committee would do that job.

Question: Have you designed a similar gen-ed requirement for associate degree programs?

Answer: No. The Task Force considered baccalaureate degrees only.

Comment: I would hate to see this derailed by over concern about implementation details.

Comment: I really like the model. But math is missing as a fundamental literacy.

Answer: Perhaps critical thinking should be able to take care of that. The Math Department could launch a Natural World course.

Comment: Some, perhaps even most, IUSB schools and colleges are likely to add math as an additional requirement if it does not end up in the gen-ed curriculum.

Question: Will there be well stated objectives that must be met by students in the courses?

Answer: The same question should be posed now for English W131 and Q161 (Library Skills). W131 is very different now from what was approved, and may not any longer have the same objectives. There should be well-defined objectives.

McMillen adjourned the meeting at 11:59.

Respectfully submitted,

William Knight

Secretary of the Academic Senate