

Faculty Organization Minutes
April 24, 2015
1:00-3:00
Hawthorn Hall 107

1. Call to Order
2. Approval of Minutes of March 27, 2015 – approved without amendments
3. President's Report
 - a. Congratulations to winners of Fac Org Officers: President Charles Gallmeier, VP Subir Bandyopadhyay, Secretary Mark Baer, UFC Rep Jonathyne Briggs, At Large Representatives to All Campus P&T Committee - Iztok Hozo and Kris Huysken
 - b. Congratulations to newly tenured faculty: NAMES
 - c. Congratulations to our 2015 Board of Trustees Teaching Award recipients: Marie Eisenstein; Doug Swartz; Xiaofeng Wang; Alicia Wright; Axel Schulze-Halberg; Andrea Tamburro; Anja Matwijkiw; Atta Ceesay; Eunjoo Kim; and Crystal Shannon who was also selected for FACET and is the 2015 IU Northwest Founder's Day Teaching Award winner.
 - d. Crystal won the "triple crown" of teaching awards!
 - e. Zoran Kilibarda is this year's winner of the IU Northwest Distinguished Scholarship/Creative Activity Award and Vesna Kilibarda is the recipient of the IU Northwest Distinguished Service Award. CISTL had two new awards this year and Joe Ferrandino is the first recipient of the Scholarship of Teaching and Learning Award and David Parnell is the inaugural winner of the Excellence in Online Design and Delivery Award.
 - f. Congratulations to award winners:
 - i. **Zoran Kilibarda, Ph.D.**
*Professor of Geosciences and Chair of the Department of Geosciences
President's Award for Teaching*
 - ii. **Dorothy Ige Campbell, Ph.D.**
*Professor of Communications
W. George Pinnell Award for Outstanding Service*
 - iii. **Subir Bandyopadhyay, Ph.D.**
*Professor of Marketing
Frederic Bachman Lieber Memorial Award*
 - g. IU Board of Trustees Meeting update
 - i. Chuck was welcomed to the meeting as Acting RFC Co-Chair for the first time.
 - ii. Online issues and student engagement were the prominent topics.
 - iii. IU Northwest Strategic Planning Priorities & Objectives – please submit comments or suggestions. (See Attachment 2)
4. Chancellor's Report
 - a. Trustees acted on tenure applications. All of our applications were approved. Chancellor Lowe is very proud of the work of these fine professors.
 - b. IU Northwest Strategic Planning Priorities & Objectives – please submit comments or suggestions. (See Attachment 2)
 - c. Significant fiscal challenges for academic year 15-16. This is the toughest situation since the Chancellor's appointment.
 - d. Town Hall next Tuesday at 1pm. The meeting will be recorded since only one time could be scheduled and it is expected that not everyone will be able to attend.
 - e. Retirements:

Joseph M Pellicciotti –

- Professor of Public & Environmental Affairs and, since 2008, Vice Chancellor for Administration.
- At IU Northwest since 1980 (35 years); achieved rank of professor in 1997. Headed criminal justice for many years, when a BS degree program and graduate certificate programs were added.
- Well-published; Founder’s Day Teaching Award. Became Vice Chancellor month prior to 2008 flood, which resulted in the loss of Tamarack and the moving many people into temporary and new accommodations.
- Supervised many infrastructure, facilities and renovation projects, including Arts on Grant, the shuttle service, the storm water drainage project and, of course, has been a major part of the planning for the new Arts & Sciences Building and Tamarack Green.
- Co-chaired Crisis Management Team and the Facilities Planning Committee.
- A good, hard-working colleague, who has contributed a great deal to IU Northwest and we wish he and Beth well for the future.
- Thank you, Joe, and all the best in the next phase of your career.

David Malik

- Returning to IUPUI as Chancellor’s Professor of Chemistry and Chemical Biology, after more than six years of service at IU Northwest, as Executive Vice Chancellor for Academic Affairs. He has served at IU for 35 years.
- Brought fresh perspective and stability to an important office, along with a focus on high academic standards.
- These preoccupations evident in his work on systematically improving faculty compensation and recruitment of a highly-qualified, diverse faculty of teacher scholars, who are supported by resources that encourage the productivity in scholarly and creative activity that make IU Northwest very distinctive among IU regional campuses.
- During his time with us, five undergraduate and six graduate degree options have been added, along with two graduate certificates.
- David successfully took up the challenge, with CISTL, of engaging with the online learning environment, which, with a high proportion of faculty colleagues participating, has made IU Northwest the fastest growing regional-campus online program, which positions us well to attract students to flexible degree completion options that he has, it appears, successfully championed with the University Administration.
- Also, co-founded the campus-wide Enrollment Management Group, implemented advanced priority registration, took a lead with pre-professional programming with the IUSM-Northwest and supported the Center for Urban & Regional Excellence to lead the deepening of the campus commitment to community-based engagement.
- He accomplished these things through a close working relationship with faculty colleagues and a respect for shared governance that I share.
- Thank you, David, and all the best, as you continue your academic contributions at IUPUI.

- f. “IU Northwest is academically sound. It is the best example of the teacher-scholar ideal that with which I have been involved. And I am committed to keeping it that way.

Looking at these last five years, I am confident that the academic strength of IU Northwest has been materially strengthened, which is evident in the work of faculty colleagues. Clearly, there was a good foundation on which David and the academic leadership could build and I continue to say, whenever I can, that IU Northwest is academically sound, the best example of the teacher scholar ideal with which I have been associated and I am committed to helping to keep it this way. At a comprehensive regional campus, scholarly and creative activity animates good teaching and our students benefit from faculty colleagues who are scholarly about their teaching. Our campus Mission commits us to difficult but rewarding work of enabling Indiana University's most diverse student population to succeed and complete degrees. It is a job for committed teacher scholars who know why they are here at IU Northwest and love what they know.

- g. Thank you, as always, for your good work and all the best as we wrap up the academic year.
5. Vice Chancellors' Reports
- a. Remarks:
 - i. A large part of having success here is having a faculty that is ready for success. The IU Northwest faculty is remarkable in this regard. An example is that 20% of our courses are now available online due to the amazing work of the faculty.
 - ii. The next VCAA will face more complex challenges as the higher education environment continues to evolve very quickly.
 - iii. Thank you to all of the faculty for a wonderful opportunity and a fun time.
 - b. Hybrid degree programs:
 - i. In the beginning the focus was on moving individual courses online, not degree programs.
 - ii. After years of work, a tipping point has been reached where there are paths to complete all General Education requirements online. In addition, most degrees have at least some online offerings. Suddenly we are defined as having 10 or more hybrid online programs (more than 50% of requirements online).
 - iii. Because the term "Hybrid" has many definitions, we may refer to "Flexible program options" or something similar.
 - c. Higher Learning Education Strategy Forum
 - d. They may review our campus as early as November. (AQUIP)
 - e. Faculty Question – I've seen advertisements about 100% online Communication program from IU. Is this correct?
 - i. IU Policy is that all 100% online programs are shared with all campuses. There are several programs in place or in development.
6. Joe Peliciati – EVCAA search.
- a. Committee is preparing to deliver a report to the Chancellor next week.
7. Alexis Montevirgen, VC of Student Affairs and Enrollment Management
- a. Search for Director of Admissions and Strategic Recruitment
 - i. One candidate was on campus on Wednesday, 4/22
 - ii. One candidate will be on campus on Wednesday, 4/29
 - iii. Two other candidates will be on campus during the first two weeks of May
 - iv. Encourage faculty to attend the scheduled open forums with the campus and to provide feedback
 - b. New Student Orientation

- i. Continue to encourage faculty advisors to meet with and provide new students with advising for fall and spring semesters.
 - ii. The goal is to register as many new incoming students BEFORE orientation as possible.
 - iii. Year-round scheduling is what new students are already used to at their high schools.
 - iv. New Student Orientation Dates:
 1. May 8 (only for new students starting in the summer), June 23, July 9, July 22, July 30 (transfer students), August 4
8. President's comments on the retirement of Dorothy Ige Campbell
 - a. See Attachment 3
9. IU Northwest Resolution re: RFRA – Past President George Bodmer
 - a. See Attachment 1 – comes to the Fac Org moved and seconded from the Executive committee.
 - b. MOTION ADOPTED WITHOUT DISSENTION.**
10. Tech Tips – “New IU Northwest Campus Virtual Tour” – Myriam Young, Webmaster, University Information Technology Services
 - a. New virtual campus tours have helped with recruitment and searches. It is the 6th most visited page on our website.
 - b. www.iun.edu/tour
11. Remembering Dr. Herman Feldman, Emeritus Professor of Psychology – Neil Goodman and Mark Hoyert -
 - a. Neil Goodman (Attachment 4)
 - b. Mark Hoyert (Attachment 5).
12. Old Business
13. New Business
14. Meeting was adjourned at 2:24

Attachment 1:

RFRA Resolution

"In light of recent action in the Indiana Religious Freedom Restoration Act, the faculty of Indiana University Northwest reaffirms its commitment to diversity and inclusiveness, aiming to deal equally with people without regard to their age, race, disability, ethnicity, gender, gender identity, marital status, national origin, religion, sexual orientation, or veteran status."

Attachment 2:

IU Northwest Strategic Planning Priorities & Objectives, 2015-20

May 2012 December 2013 Spring 2015

April 14, 2015 Draft

IU Northwest Mission

The mission of Indiana University Northwest, a regional campus of Indiana University, is to provide a high-quality and relevant education to the citizens of Northwest Indiana, the most diverse and industrialized area of the state. The institution strives to create a community dedicated to the pursuit of knowledge and intellectual development, leading to undergraduate and selected graduate degrees in the liberal arts, sciences and professional disciplines. The campus is strongly dedicated to the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the sustainable economic development of the region and of the state. Indiana University Northwest is committed to the health and well-being of the communities it serves.

Vision Statement

We are Indiana University in Northwest Indiana, providing personal, affordable and life-changing education, to advance the social, economic and civic health of the region. Through our diverse working and learning environment, we help build lives and communities.

Values Statement

We, the students, faculty, staff, and alumni of IU Northwest, value:

- Our unique identity as Indiana University in Northwest Indiana;
- Academic excellence and scholarship, characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement;
- The complete richness and dignity of the human family in all of its diversity;
- Supporting aspirations of the individual and community;
- The contributions of all of our constituencies;
- An environment conducive for learning, self-examination, and personal growth that leads to greater student success;
- Graduates prepared for life-long learning, ethical practices, successful careers, and effective citizenship; and
- Collaboration with other educational institutions, external partners, and the Northwest Indiana community.

“Every Student Matters”

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IU Northwest Campus-Level Strategic Priorities & Objectives

Strategic Priorities and Objectives

The Strategic Priorities commit Indiana University Northwest to fully engage the expectations for higher education in the Twenty-First Century. The IU Northwest Mission, Vision and Values, which align with the Indiana University *Bicentennial Strategic Plan* and *Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University*, establish the guiding context for the planning, implementation and achievement of the more specific purposes that occur at the campus and unit levels. This University and campus context frames embedded commitments and characteristics that inform and pervade all IU Northwest responses to campus- and unit-level priorities, objectives and activities:

- Substantive campus connection and engagement that result in high-quality, enriching academic experiences and pride in accomplishment and association with IU Northwest.

- A campus-wide commitment to strategic enrollment management that ensures an IU Northwest education is accessible and generates graduates who are prepared to address the 21st-Century demands of the region, the state, and the country.
- As the Region's University, full, active partnership with Northwest Indiana cities and communities.
- Trust in the promise of diversity, equity and inclusion in student and employee recruitment, retention and success.
- Efficient use of campus resources to keep IU Northwest programs effective and affordable, through metrics-based actions that are guided by the continuous improvement principles and framework of the Academic Quality Improvement Program (AQIP) accreditation pathway.
- Transparency and accountability for all activities, financial resources and expectations of the University's public and internal constituencies.
- Active support for collaborative relationships with Indiana University campuses and regional partners.
- Strategic marketing and communications that clearly identify IU Northwest as integral to the Indiana University brand.

Student academic success is our primary purpose. The best pedagogical practices, responsive degrees, high-quality academic and career advising, collaborative learning opportunities, exemplary equity and inclusion, the best information technology applications, distinctive strengths such as health-related programs and innovation and partnerships create a premier academic experience and outcome for Indiana University's most demographically diverse student population.

Objectives:

- Develop and continuously refine data-driven processes to attract and recruit excellent, diverse students, to increase degree-seeking undergraduate enrollment by 5%.
- Invest in individualized academic and student support programs that improve the quality of the student experience and lead to degree attainment.
- Increase high-impact learning practices in teaching, learning and curricula.

"Every Student Matters"

3

IU Northwest Campus-Level Strategic Priorities & Objectives

- Develop and improve undergraduate and graduate degree programs that are aligned with student interests and regional needs.
- Increase 2nd-year retention of First-Time Full-Time students to 70%; raise the number of Bachelor's degrees conferred to at least 625 annually and improve the Student Achievement Measure (SAM) in all student categories by 5%.
 - First-Time Full-Time after Six Years from 60% to 65%
 - Full-Time Transfers after Six Years from 65% to 70%
 - First-Time Part-Time after Ten Years from 45% to 50%
 - Part-Time Transfers after Ten Years from 67% to 72%

Indiana University's high-quality educational experience is grounded in the academic excellence of curriculum content and disciplinary scholarship. High expectations for student and faculty scholarship that advance student success, enhance experiential learning in research and creative activity and build the foundation for lifelong learning. Aggressive recruitment and retention of a strong, diverse faculty of teacher-scholars and curricular leaders reinforces good stewardship of our resources and best serves the needs of our students and communities.

Objectives:

- Continue to improve recruitment of highly-qualified, diverse faculty members who fulfil the expectations of the Teacher-Scholar ideal.

- Increase the support for faculty career development in scholarly commitments associated with teaching, research or creative activity and service.
- Continue to incentivize the expansion, improvement and investment in faculty scholarly activities.
- Expand the engagement of students to advance the scholarly work of faculty.

Community-based engagement advances educational opportunities and addresses regional priorities. Faculty and student engagement with community-based organizations and groups results in a stronger regional economic development and cultural impact and simultaneously strengthens experiential learning opportunities. Collaborative engagement with Northwest Indiana communities supports quality of life, creates opportunities for diversity, equity and inclusion among our students and workforce and provides a valuable context for the complete student experience.

Objectives:

- Expand accessible, community-based experiential learning opportunities for students, including discipline-specific, interdisciplinary and inter-professional experiences with regional business, civic, public and not-for-profit organizations, by 5% annually.
- Enable the Center for Urban and Regional Excellence to lead coordination of standardized reporting and collection of community-based activities data, as the basis for systematic measurement of the academic and regional impact of campus engagement.

Student citizenship is an essential component of academic success and satisfaction. The academic experience embraces development of civic participation and global awareness through discourse, analysis and reflection that are integral to learning and application. The role of students in shaping our democratic future requires that they have the intellectual and career tools to be actively engaged with society and assume leadership responsibilities in business, government and civic organizations.

“Every Student Matters”

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IU Northwest Campus-Level Strategic Priorities & Objectives

Objectives:

- Strengthen the integration of global perspective and international experiences in academic programs.
- Encourage and expand more active student participation in student governance, shared governance and student-led organizations.
- Increase public-interest discourse in the academic experience.
- Define learning outcomes that improve civic awareness and the understanding of ethical practices and behaviors.

Outstanding Institutional infrastructure and support are essential for achieving excellence and success. Student learning experiences, faculty scholarship and employee effectiveness rely on facilities and infrastructure that facilitate success. The availability of supporting resources and accomplished staff furthers student learning, improves engagement and optimizes substantive scholarship.

Objectives:

- Maintain a safe and attractive campus environment for learning, scholarship and work.
- Maintain an effective information technology structure for institutional success.
- Continuously review campus space and use policies to insure campus excellence.

Campus human resources and administrative functions facilitate transformational success. A culture of continuous improvement and investment in the continuing professional growth of all

employees transform how we accomplish our work and thrive intellectually, as a diverse community of students, faculty and staff.

Objectives:

Achieve a Service Culture of Excellence that is reflected in all interactions between students, colleagues and other constituencies.

Invest in employee professional growth and development in the framework of continuous improvement.

Invest in campus compensation that is consistent with excellence in performance and regional standards and expectations.

Sound financial management and sustainability depend on enrollment and revenue growth and efficient campus operations. Academic excellence and student success require expansion and diversification of revenue sources, to protect current assets and enable investments that enhance human, physical and operational capital. The sustainability of fiscal health is based primarily on the enrollment and retention of students from all of the regional constituencies to which the campus is committed by its Mission and includes grant support and fundraising for student scholarships and to strengthen the endowment.

Objectives:

Sustain campus assets and develop investment capacity through growth in enrollments and revenues.

Increase private funding support, including campus endowments, to support student scholarships and academic innovation.

Increase successful government, foundation and corporate grant applications and the number of participating applicants. **“Every Student Matters”**

Attachment 3

I must say this is a bittersweet moment for me as I am about to invite EVCAA David Malik to the podium for what will be his last report to the IU Northwest Faculty Organization. Six and a half years ago our campus was in crisis and faculty morale was at an all time low. We couldn't seem to recruit or hire an Executive Vice Chancellor for Academic Affairs and when we did we couldn't seem to keep them. I believe one only lasted a semester, another one quit before he even got started, and another lasted for only a couple of years and left shortly after our campus experienced the tragic loss of three of our colleagues, including the beloved AVCAA Robin Hass-Birky, all in just a few weeks.

And then we got hit by a storm causing a flood of almost biblical proportions and we lost Tamarack.

In my travels downstate as President of the Faculty Organization I learned that IUN was often called the "The Ghetto School" and the faculty were characterized as a bunch of unruly, and out of control radicals constantly at war with the administration. Of course none of this was an accurate assessment of our faculty colleagues or of our campus or community but as the late great sociologist W.I. Thomas told us long ago "What people define as real becomes real in it's consequences."

And then we hired you. You hit the ground running, rolled up your sleeves and we all got to work. You recommended we overhaul our P&T policy, what we called the "Golden Rod." I charged the Faculty Affairs Committee and you worked with the Chair, George Bodmer, Alan Barr, and the Committee to create a new document more in keeping with the 21st Century. You recommended we hire some new faculty and when we told you the previous administration had told us in the past that we could not do so you simply said of course we can and so we did and we continue to do so. When we hired Chancellor Lowe you worked closely with him to raise faculty salaries including adjunct compensation which was truly unprecedented and way overdue. As the President of the Faculty Organization you gave me a seat on the Deans Council, the Academic Core Group, and the Campus Budget Committee, all with the support and approval of our new Chancellor. In time you and Chancellor Lowe recommended that members of the Faculty Organization Budgetary Affairs Committee should also participate in budgetary processes and discussions. Most of these changes we were told by the previous administration were things we could not do. But under yours and Chancellor Lowe's leadership we were told of course we can and so we have and we continue to do so. In short, under both Chancellor Lowe's and your leadership we have changed a culture of we can't do this and we can't do that to one that says of course we can.

When I travel around the state now no one calls us The Ghetto School any more. In fact I recall Becky Torstrick, before she went to work for John Applegate, asking me how long you were going to stay at IU Northwest and that when you were done here could you please send him to South Bend. I believe IU Northwest is now the premier regional campus, a regional campus that is on the move and has become the leader, the model, and the envy of all the other regional campuses. After all, we have four Chancellor Professors at IU Northwest, another innovation David championed with Chancellor Lowe's full support and the other regional campuses have none. I believe that all of this is because of yours and Chancellor Lowe's leadership. Perhaps Past President George Bodmer said it best when Chancellor Lowe and I shared with the Executive Committee in November that you would be leaving us in November. George said, and I am paraphrasing, that your tenure here has been a highlight in the history of our campus and that your gift to all of us was one of respect. Something that has been elusive and neglected for a very long time. I couldn't agree with George more.

So David as I now call you to the podium for the last time I want to thank you my friend on behalf of our faculty colleagues for a job so very well done!

Attachment 4

I first knew of Hy Feldman before I actually met him some years later. His son Ted was a high school friend. We met through a Jewish High School youth group program in Northwest Indiana. Ted was from Gary, and I was from Munster.

We both ended up at IU Bloomington, although Ted was older by a year. Ted started as a psychology major, but soon became interested in art, specifically ceramics. As friends often do, his interest became my interest, and soon we were working together in the pottery studio in Bloomington. Ted ultimately decided to go to medical school, and I stayed in art. I went on to graduate school, finishing my MFA at Temple University Tyler School of Art in Philadelphia. Ted moved to Chicago, and began his residency at Rush hospital. Our careers took us on different paths, although our friendship did not.

Art is a profession of passion; it is a calling, a personal journey, and a way of life. However, as my father reminded me in a pragmatic way, it is not always the best way to make a living. In 1979 IUN moved forward to offer a BA in studio art. They already had a painter but needed a 3D person and a photographer. I applied for the 3d position, and was one of two finalists. Ultimately, I was offered the position and became and have remained the only permanent sculptor of record at IUN. I am somewhat suspicious of fate or destiny, as it can work for or against you, but in this case what are the odds of a friend that introduces you into a profession, a job that gets posted in a place you want to be on the year you graduate, and the friend whose father happens to have been the former chancellor at that same university.

When I began teaching, Hy was enormously helpful to me professionally. He was towards the end of his academic career and I was beginning mine and his counsel was very important on numerous occasions. After he retired, I would see him frequently at numerous Feldman family gatherings. Our families became part of each other's lives, and the layering of years created a texture to our connections. Hy would almost always greet me in Yiddish, the language of his parents and my grandparents, and I would consistently pretend to remember more Yiddish than I actually did. Our next topic would always be about "my campus". For Hy, Indiana University Northwest was "thou". It was a place that was intimate to his nature and he held the campus deeply and personally within his heart. His questions about the campus were often curiously mixed, and he had the same heart felt sadness of thinking of someone you loved who was no longer with you, as life runs its inevitable course.

Hy's years after retirement was spent as a devoted husband, father, (Jim and Ted) father in law, (Marie) and principal caretaker for his wife May. He was also a loving grandfather to Tess, Katie and Julia. The final time I saw Hy was this past Thanksgiving, and after Ted and I dropped him off at his home, I wondered if this would be the last. His body was weak with age although his mind was still sharp.

The world is large but it is also small. For me, I am grateful to have known Hy Feldman. Perhaps a simple twist of fate gave me the opportunity to be both a teacher and an artist, and for that gift, I will be eternally grateful. It is also a privilege to thank someone publicly, and bear witness to how one's life can affect another. However, I am not alone, and I am certain that IUN would not have been what it is now, if it was not for the enduring care, love and wisdom of Hy Feldman. He built a department and a school; and he exemplified what it meant to be a professor and a leader. His net was large, and he created a sound footing for generations to come.

As a person, his family will remember him, but his presence will endure within Indiana University Northwest.

Attachment 5

We are here today to remember our long-time colleague, faculty member, administrator, and friend, Dr. Herman Feldman, who passed away on April 14 at the age of 88. Hy served the university at a time of growth and transformation. He played a major role in those transformations and the battles that were required to create a regional comprehensive university that supports the faculty of teacher/scholars that we have today. Indiana University may have had a different vision for the IU presence out in Gary. It was through the efforts of Hy and his colleagues that IU Northwest developed in its current trajectory. Hy finished his doctorate at the University of Nebraska in the spring of 1955 and began working at the Gary Center of Indiana University later that summer. He was educated as an experimental psychologist with a specialty in Physiological Psychology. He wanted to work at a university that offered a balanced between research and teaching and spent his career working towards achieving that vision. At the Gary Center, he joined a staff of only six total full-time faculty and the "campus" was rented space in the basement of the old City Methodist Church. According to Bloomington, the express purpose of the school was to provide some classes for residents in the region and it was expected that students who wanted more than a year or two of school should plan on transferring to Bloomington. Hy only spent four years in the Methodist church location. Planning for the move to the Glen Park campus began shortly after his arrival. Hy quickly became involved in the planning. In his words, he was almost immediately sucked up into administrative positions and responsibilities and over the course of his career he held virtually every administration position on campus.

Even after the Gary Center moved to the current location, it remained as an explicit extension of Indiana University in Bloomington. All faculty were hired through Bloomington. Gary faculty were expected to attend department meetings in Bloomington. The budgets ran through Bloomington. Bloomington micro-managed. This created more than a bit of tension with the mother campus. For instance, when Tamarack first opened, the faculty shared one communal office. There was one phone hanging on the wall for the entire faculty to share. After a while, the campus began to grow and they found that the one phone wasn't sufficient. They needed another. Hy was tasked with trying to convince Bloomington to allow them to get at least one more phone. He called Bloomington and made his pitch. The request was greeted with incredulity. "How could it be possible that they needed another phone? Who were they calling all of the time! Surely that volume of calls could not be justifiable." And, most irritatingly, "clearly the one phone was sufficient and was working well, after all, he was using it to call them." This was not an isolated event. They had to plead their case at every turn. Even requests for office supplies required Bloomington support and approval. Hy told a story about requesting some paper, some pencils, and an adding machine. Bloomington could understand the paper and pencils, those were appropriate supplies for an extension teacher, but they put Hy through the ringer for the adding machine. "Why would you need that?" "Why can't you just add it up using the paper and pencils we are giving you?"

Things got better after the state legislature created the regional campuses. The legislation forced Bloomington's hand and enumerated the original degrees the campus could offer. Hy always viewed his role in listing the degrees as one of his greatest accomplishments. IUN was up and running and had gained some autonomy, expanded and prospered. Hy also prospered. He was able to publish research-based journal articles and a textbook. He was known as an excellent teacher and was honored with the very first IU Northwest Founder's Day Teaching Award. He was tenured and reached the rank of Professor. He left his most significant mark as an administrator. At different times in his career, he served as the Chair of the Department of Psychology, as the Dean of the College of Arts and Sciences, as the Dean of Faculties, as the Vice-Chancellor for Academic Affairs, and as the Chancellor of Indiana

University Northwest. In these roles, Hy was known for his colorful and effective ways of communicating the needs of his faculty and students. Once, Hy was having trouble getting the physical plant to clean. He forwarded a memo to the Chancellor describing the floor as looking like the Russian Army had vomited on it. The Chancellor hustled over immediately and brought the Physical Plant director with her in tow. Cleaning began the next.

The political contacts that Hy made during his efforts to enhance the campus led to a side-career in civic engagement. Throughout the 1960's and 1970's, he worked with many civil rights and environmental conservation groups. His contributions were recognized by the IU Dons, the Neil-Marshall Alumni Association, and by the W. George Pinnell Award for Outstanding Service. Helping to establish the Hoosier Prairie State Nature Preserve was one of his favorite accomplishments and served as the backdrop for one of his favorite stories. The land that became the Hoosier Prairie State Nature Preserve was privately held by a prominent Chicago family. Hy Feldman and Herman Wells requested an audience with the scion of the family and made a pitch for a land donation. The scion could not understand the request. He did not understand environmental preservation. He was sure the two had some hidden angle and were probably up to something nefarious. The family had held the land for decades and believed it to be worthless. They considered it their worst investment and held onto the property as a reminder of the kinds of mistakes one could make when you fail to do due diligence. He could not understand what a university president and a university chancellor could possibly want with this wasteland. He even hired a private investigation firm to look into the matter and see what hidden agenda they might be hiding. In the end, he relented and the Hoosier Prairie came into being.

I first met Hy in April of 1988. He was the first person that I met on the IU Northwest campus. Since then, he served as my Department Chair and mentor. I was especially privileged to benefit from his incredible wisdom earned through years of experience and his phantasmagoria of resulting stories. I have carried his lessons with me as I have traveled through my career. For instance, one of my favorite admonitions comes directly from Hy. Once, when asked why we had been charged with completing yet another pointless and time consuming report. Hy pithily responded, "the bureaucracy needs its chow." Another time, Hy was asked if the university had grown more pernicious or whether we just hadn't noticed it before. His response was that "the enemy was always with us."

Thank you Hy for your years of service and guidance. We will remember the portly man with the rumpled suit and crooked smile. We will try to follow your lead and strive to build a comprehensive university to serve the region. We will feed the bureaucracy when necessary, will keep our eyes out for the enemy, and will resort to allusions to the Russian Army only when absolutely necessary. Alav Haholom Haim Feldman.