

**Minutes of the
Indiana University
UNIVERSITY FACULTY COUNCIL
Peterson Room, Indiana University Foundation
Bloomington Campus
October 25, 2005
1:30 - 4:30 P.M.**

Attendance

Members Present: Charles Bantz, Chris Bjornson, Jacqueline Blackwell, George Bodmer, Polly Boruff-Jones, Donald Coffin, Andre De Tienne, Erika Dowell, Ronald Finkbine, Mary Fisher, Michael Foos, Karen Gable, Ken Gros Louis, Eyas Hattab, Barbara Hawkins, Dolores Hoyt, Kevin Hunt, Robert Ivie, Elizabeth Johnson, Marilyn Kintzele, Robert Kravchuk, Cathy Ludlum Foos, David MacKay, Bryan McCormick, Dale McFadden, Alice Merz, Ted Miller, B. Keith Moore, Bart Ng, Harold Ogren, Sandra Patterson-Randles, Markus Pomper, C. Michael Renfrow, John Ross, William Schneider, Alex Shortle, David Vollrath, Maxine Watson, William Wheeler, Gary Wiggins

Members Absent with Alternates: Mary Pagliero Popp for Julie Bobay, James Baldwin for Giles Hoyt, Mark Urtel for Anna McDaniel

Members Absent: Bruce Bergland, Roseanne Cordell, Jennifer Delaney, Brian Fife, David Fulton, Adam Herbert, Debomoy Lahiri, Michael McRobbie, Joseph Near, Ruth Person, Una Mae Reck, Nakisha Robertson, David Turnipseed, Brian Vargus, Michael Wartell, Nanci Yokom, Eric Zeemering

Guests: Alan Bender, Roland Cote, Steve Hinnefeld, Maynard Thompson

Agenda Item #2: Presiding Officer's Business

GROS LOUIS: Under the 27th, are there any comments on those or any changes, editions, additions? Editions are hard make. Hearing none I will assume that the minutes of the 27th are approved. Under the Presiding Officer's business, you see on the footnote on the agenda that the President is dedicating a building on another campus today and so I'm sitting in for him. I think what I would like to do is to call on Maynard Thompson who I think most of but not all of you know has been appointed as a... is it senior councilor to the President? And ask him to say a few words about the nature of his responsibilities and then respond to any questions you might have, Maynard.

THOMPSON: Thank you Ken. Early this semester President Herbert asked that I spend some time in his office. The events of the summer with the attention to the way he was spending his time and his activities led him to __ what could be done in response to those comments. In doing so he recognized that the core part of his responsibilities was to respond in a timely way to issues that ___ and to be sure that he continues to be able to do so, he asked that someone with

accredited credentials and academic administration come into his office and I agreed to do so. Although I continue to teach a full load this semester, in the beginning of the spring time I will spend most of my time working with him on matters that pertain primarily but not exclusively to faculty concerns. For example the things he's asked me to look into at the beginning of this task is to talk to people and give him some advice and recommendations perhaps on aspects of the new proposal for the faculty rank, the process by which it is handled. He's asked that I work with those who are directly concerned with finances of the university, who consider the review of the process of use or allocate financial resources, usually referred to as an RCM system. That system of course was created some 15 years ago in a somewhat different environment and it may be that the present system is a system that would be best for us and it may also be that there should be some changes. Basically I'll do what he suggests that I do and my task is to behave as if I were as I am a faculty member who has a ____.

GROS LOUIS: Thank you Maynard. Are there any questions of Maynard at this time?

FEMALE SPEAKER: Will you be attending the Faculty Affairs Committee in terms of this new rank?

THOMPSON: I don't know the answer to that.

GROS LOUIS: Any questions?

FEMALE SPEAKER: Is it possible for you to repeat questions so that we hear them?

GROS LOUIS: Yes, I'll do so, thank you. Mike?

MALE SPEAKER: Maynard I'd like to ask you how your duties differ or perhaps overlap with those that Don Gray fulfilled some years ago and other have done as kind of a liaison with the faculty?

GROS LOUIS: The question is how the nature of the overlap between what Don Gray and others have done in the past and what Maynard is going to be doing.

THOMPSON: My understanding, and I wish the President were here to speak to that, my understanding is that he was looking for someone who would spend considerably more time than Don Gray did and Al Ruesink did in that role and in addition, several times in his discussions with me, he commented that he thought my broad involvement with the university and the number of different administrative capacities would be helpful.

MALE SPEAKER: __ Indianapolis.

GROS LOUIS: Any questions of Maynard. If not we'll go on to the Agenda Committee business and I will call on Bart.

Agenda Item #3: Agenda Committee Business

NG: Thank you Ken. I just want to quickly go over what we talked about at the Agenda Committee meeting today. There were a couple of items __ follow up on September 27th, a question was raised by a number of representatives from the regional campuses about what's happening to the inter-campus research funds. They learnt at the time that those funds have been suspended pending further review and we asked for a clarification from the President. And we have since been made to understand that the money for these funds is still there with an amount of about \$100 000. At this moment Sarita Soni who is the Associate Vice President for Research is conducting a review of that program and she in fact has been traveling around the various campuses talking to the Chancellors and the Vice Chancellors. Plus, she has been making contact with the faculty on these various campuses to ask for input. And it is her plan that she will have the review completed at least for instruction by McRobbie by December and have a program in place again, perhaps in a revised form in the spring. But questions were raised about the entire process of the review and it's not entirely clear in the mind of the Agenda Committee that one person should be really conducting the review despite the fact that she's trying to get the faculty input. The question about process and in fact we even raise a question about why should the program be suspended while the review is ongoing. We have not heard a good rationale about why that is the case. So I will follow up on behalf of the Agenda Committee on this matter.

The Graduate School; we have sent forth names from both Bloomington, Indianapolis as well as the smaller campuses. We have forwarded the names to Ken who is in the process of putting the committee together and the search will go forth. We had a brief discussion about whether it should be a national search or a internal search and the consensus I believe is that it will be a national search although they will not be involving a so-called search firm in this endeavor.

There was also some discussion about what is now the UFC Finance and Facilities Committee. You will recall there was a discussion in the last council meeting that we want to change the name of the committee to make it more of a role. The role of a Budgetary Affairs Committee and Bob Kravchuk and his colleague Ben Boukai have made arrangements to meet with the President to talk about... perhaps a new role for the committee at the end of this November and they will move forward from there. I think that's all I have from the Agenda Committee for now. Thank you.

Agenda Item #4: Question and Comment Period

GROS LOUIS: Thank you Bart. Moving on to the question and comment period, there were two questions, they were asked at the first meeting and the first one has already been answered by Bart. It was a question about the Intercampus Research Fund. By the way, Michael McRobbie sends his regrets, but he had another engagement that he couldn't break.

The second question dealt with the... Keith Moore from IUPUI had asked about the change in Research and Sponsored Program Support; "in the absence of Mark Brenner, is this a permanent change in reporting to have IUPUI go through the Bloomington administrator or will Mark be replaced?" And his answer I received from Michael this morning; "Mark Brenner who headed the office of Research and Sponsored Programs at IUPUI reported to Chancellor Bantz as Vice

Chancellor for Research at IUPUI and to Vice President McRobbie. He left IUPUI at the end of August 2005 as most of you know. Vice President McRobbie and Chancellor Bantz are working to identify a persona and to replace him on an interim basis. In April of 2005, Steve Martin, Assistant VP for Research, took responsibility for corporate contracts and grant processing in research and sponsored programs, reporting to both Chancellor Bantz and Vice President McRobbie". That's the end of the answer. My interpretation of that is that when an interim is identified, then the interim will do what Steve Martin is now doing. So the answer is that the report to Steve Martin is temporary only.

Those were the only questions I received in advance, were there any questions to the Agenda Committee? Yeah, Bill.

WHEELER: I would like to submit a request and also ask a question. First on the request, I'm hoping that the Agenda Committee will find an opportunity to discuss the Mission Differentiation report. I feel that is circumventing that this council-- this council has been circumventing the way this has happened. That each individual campus discusses its own things but this council as a whole is not and traditionally this council is the faculty voice on matters that affect the entire university. I think this one solely does. Now I'm pleased that we get to vote on the Mission Statement today but I feel like there are certain things that deserve the merit of our discussion. For example, one of the recommendations in the Mission Differentiation, what concerns trying to select an academic administrative practice that's shared by all campuses and then to market that as the unifying aspect in one university with multiple campuses. You know, that this would happen without discussion by this council strikes me as very unusual. Certainly this council was heavily involved, __ was heavily involved in the discussion of the 19... the reorganization of the university in the 1970s and this is something that would serve the organization and I would hope that this council would have an opportunity to address that.

I might note in passing that the President last time observed that there was one controversial part of the Mission Differentiation that he's heard about. I think there would be other parts he could hear about if we actually discuss it at the council. When that section was discussed on the Bloomington campus, Luis who is not here with us, and I myself were the two who opposed the use of a certain phrase that has caused some anguish on other campuses and I think that it would be appropriate for this body to discuss that and I hope that the Agenda Committee can find a time for when we can do that.

The question then is to Bart, which has to do with the special status of IUPUI. The question I have is, does Purdue have a faculty body that's analogous to our UFC which deals with the system wide aspects of Purdue University and if so, how close is the relationship between the Indianapolis faculty council and such a Purdue faculty senate?

GROS LOUIS: First of all, did everybody out there hear the question?

FEMALE SPEAKER: No we did not.

GROS LOUIS: Okay, there are two parts to it. The first one is a request that the Agenda Committee try to put on its agenda a discussion of various aspects of the Mission Differentiation

report in addition to voting on the mission today. And then the question to Bart was, is there a Purdue body analogous to the University Faculty Council that deals with matters that affect the Purdue missions on the IUPUI campus and if so what is the relationship between that Purdue body and this body.

NG: The short answer to your question about is there a Purdue comparable body, the answer is I don't think so although I'm not a 100% sure. It's somewhat embarrassing for me to that but all my years at IUPUI I have never never heard of a so-called University Faculty Council comparable to that because I think Purdue's organization is somewhat different. There is however a graduate council in matters that has to do with graduate education, that Purdue has a system wide responsibility. But in terms of the various campuses that Purdue does not really get into that kind of involvement. So, the short answer is no that I know of. But I can actually check further into that just to make sure.

GROS LOUIS: It's conceivable that the university wide Purdue body functions in secrecy.
[Laughter]

NG: That's correct, to make it even more interesting.

GROS LOUIS: Marty

SPECHLER: Ken this is a question drawing on your experience and wisdom. It has to do with the quality of education which is offered by Indiana University and its various campuses. You may have noticed the New York Review of Books and you have to have a long article which argued that research universities such Indiana University offer a systematically inferior education in its undergraduates as compared with small liberal arts institutions. Although the evidence was hardly overwhelming, there was some evidence in the article and they got me to thinking and I would like to ask your reaction. In pointed out that universities such as Indiana University, we essentially say that a student who passes a certain number of courses with a distribution receives a degree and that's that, there's no general education nor is there any attempt to see whether graduates of research universities meet any kind of standard in fact when they leave.

Some universities do that and there are some departments, I understand that make an effort to find out whether their graduates have really progressed to an adequate level. Now, I would like to ask your opinion based on considerable experience about whether you think at Indiana University we need to do more to evaluate, perhaps on a sample basis, whether student actually do meet any kind of reasonable standard for literacy, numeracy, critical thinking and the like, quite aside from passing the requisite courses.

GROS LOUIS: Okay the question has to do with the quality of the undergraduate education at Indiana University relative to that education obtained by a student going to small liberal arts college.

I think there are some approaches to that Marty. I think, first of all, I've always felt that the benefits of a large institution rests large measure in the variety of approaches even in the specialized areas so that very fine four year liberal arts colleges may have one person teaching

Shakespeare whereas Bloomington and IUPUI might have 4 or 5 people teaching Shakespeare and with different approaches and the same thing there too for African History, American History or any of the subjects you might name. So I think the benefit of a large for the student lies in the variety of approaches even in specialized disciplines. In addition to that, I've always felt that you can make a large place small but you can't make a small place big. By that I mean not only in terms of the variety of expertise in the faculty but the lectures you bring in, the concerts, the performances, the museums, the extracurricular opportunities that exist at large research universities.

Getting to specific measurements, I think the National Survey of Student Engagement, I know that George Kuh has initiated and has now spawned a number of other kinds of studies of high school students, of pre-college students etcetera, demonstrates, at least in the years since it has started, that the students are as engaged at large institutions as they are smaller institutions and in some cases feel that they've been more challenged at large institutions than they have been in smaller institutions, not too across the board. But the results as you know, are given to each campus and the compared to our case, research, one institution if its Bloomington, and the compared to AAU institutions and then compared to the whole sample, which includes many of the small liberal arts colleges. So I think that kind of survey, which by the way is increasingly looked at as an important complement if not superior to the years __ annual survey of colleges and universities.

Another point I would make is I don't think we do as good a job as we could in identifying what our graduates do after they graduate. As you say, some schools do because their accrediting bodies expect them to, other schools don't. Arts and Sciences certainly does not and the Enrollment Committee in Bloomington, and this may be true for other campuses as well, has recommended that working with the Alumni Association and with the Deans, that we try to do a better job of tracking our graduates. It doesn't tell us about critical literacy and all those things but it does tell us the effectiveness of the undergraduate experience for the graduates as they go into their careers. So, other than antidotal things, which I could go into, I really do believe and I think back in 1989, the CFC group that is provost of the CIC institutions, realized that we had given more attention to research activities to the faculty in terms of the reward structure that we have to teaching. And there was a significant effort to reverse that and part of the effort was to identify what was the value added experience of going to the large Big Ten public universities and from that a number of innovations I think have improved, improved the quality of the undergraduate education. Do we have more to do? The answer is yes and as you would expect, on a campus as large as this one and IUPUI, I'm sure the same thing is true and to a less extent the smaller campuses, the effectiveness varies from department to department and school to school.

NG: I actually want to come back to Bill's first request for a discussion in this body about the MDP. We can do that in November. Thank you for the suggestion.

GROS LOUIS: Yes

BALDWIN: I'm Jim Baldwin here from __. Since Marty started the practice of quoting out of __ publications, the New York Times on Sunday had a story about ____, columns ____ create

an online system, and costs could be huge. Has IU got a policy on this and how much has the cost been like.

GROS LOUIS: I don't know the answer and Roland Cote who is the Interim Vice Chancellor for Enrollment Services may have the answer.

BALDWIN: Well, actually, our systems are already fairly adequate for...

GROS LOUIS: The question for those of you, who not have heard it, excuse me, is do we have an online? I think you need to come to the podium, and then I won't have to repeat the question, for both the questions and answers.

COTE: During the extensive development for the ___ and costs for the last several years, I know we're all aware of that year, our systems are actually in very good condition in terms of being able to comply with the regulation of ___ and what we're wanting to be concerned about with this is for likely not the technology part but the actual policies with regard to intrusion and privacy.

BALDWIN: Just a follow up, from the story, it looks like the Feds want to have immediate access to internet communication on the university campus. And with what's in the resolution and the story, would they be able to do that without a court order?

COTE: I can't answer that.

BALDWIN: It sounds like they would be able to do it and nobody would ever know.

COTE: I can't answer that, I, I can't answer that but the Feds been doing a lot of things.

[Laughter]

BALDWIN: It's not funny.

GROS LOUIS: Any other questions or comments?

Agenda Item #5: Indiana University Mission Statement [ACTION ITEM]

GROS LOUIS: If not then let's move to the next item on the agenda which is the Indiana University mission statement. You'll recall at the first meeting of the year there was a draft and a number of suggestions were made. I tried to incorporate those suggestions and sent a new version to Bart and to Ted and it is the version that you have before you. I don't think I missed anything, at least from my notes I know. My notes have been transformed into what you have before you. So the floor is open for your comments on this mission statement.

If you want, for those of you who may not remember, let me just recall that the major changes were to change in the second line where it now says "extended to", in the first draft it said

“accessible on”. In the 4th line, where it says “and a world leader”, it initially said “yet also”. In the next line, it initially said “broad access to students within Indiana”, now that’s changed to “for student from Indiana”, in order to make that balance the rest. The 3 items on the bottom, “dynamic partnerships” with singular in the first draft, as well as “model efforts”, with singular and the last phrase suggested simply dropping “while maintaining a”, because its all followed “IU provides:”, up to 5 lines. And instead of “humane set of values”, changing that to “humane environments”. And those were the changes that I had anyway from the draft that you saw in September, any further comments or questions on this? This as you know will be going to the Trustees if approved today at their meeting next week on the Richmond campus along with the campus mission statements.

BALDWIN: I’m Jim Baldwin again and I have to apologize because I hadn’t read this until _____ but I’m very disappointed in it. It’s got—it doesn’t read like a mission statement to me. And I was heavily involved in the mission statement so I’ve been reviewing this process recently. The first half of this is a history statement which doesn’t belong in a mission statement. Mission statements are forward looking, history is history. So I would suggest that the entire first sentence be _____. Only one of our IU campuses is mentioned, which seems to reinforce that idea that Indiana University is located in a place called Bloomington with branches around the state, rather than one university with multiple campuses. So I would like to get rid of the entire first line so that then it begins with “Indiana University is a major state-wide research institution grounded in the liberal arts”. It would also make it shorter, its way too long for a mission statement.

The 2nd half of it, the problem is with that colon, “IU provides:” that’s a strange awkward way of saying it. I suggest it should say “IU provides many services to its constituents”. And then the _____, you get lost in all those semi-colons in the next 5 lines. It’s very difficult to read, shouldn’t it be bulleted, and I know bullets don’t belong in a mission statement either but I can’t think of anyway around this? It’s just that I was reading and couldn’t come back to where the lines begin because of all the semi-colons. The first most is unnecessary, the second half is awkward.

GROS LOUIS: But other than that

BALDWIN: I would suggest this go back to a committee for putting in some work of phrase. I think it’s almost embarrassing the way it’s written.

GROS LOUIS: Would you like to make a motion to delete the first sentence.

BALDWIN: Oh yes, I move.

GROS LOUIS: Okay, a motion is made to delete the first sentence of the draft, is there a second?

SPECHLER: Second

GROS LOUIS: Any discussion? Dale?

MCFADDEN: Ken, what is the rationale behind the first sentence, how does that help with mission statement?

GROS LOUIS: I set it to-- I guess identify IU as the oldest and largest public university in the state.

BALDWIN: Isn't Vincennes actually older?

GROS LOUIS: Not that I'm aware of.

SPECHLER: I think it is.

GROS LOUIS: Yeah

MALE SPEAKER: I think Jim is right but not embarrassed by the claim to be the oldest and the largest and certainly the idea that the university began in Bloomington many many decades before it was extended to other places is also a very important fact. But surely there's an introduction before the mission statement where this can be inserted and perhaps including the fact that we have about 100 000 students and, I don't know, 20 000 faculty and professionals, librarians, might also be included.

GROS LOUIS: Mary

FISHER: I think if we eliminate the first sentence then the next sentence should begin "IU is a major public research institution", because we had lot that there.

GROS LOUIS: Ok.

BALDWIN: I like the word "state-wide" there because we've lost the word "state-wide".

FISHER: Yeah, that's fine, state-wide, public, that's fine.

GROS LOUIS: Further discussion of the motion to eliminate the first sentence. If not, all those in favor of eliminating the sentence say it again by saying "aye", those opposed.

MALE SPEAKER: We'll need to poll them.

GROS LOUIS: I think we'll have to have a roll call vote.

KISH: You really want a roll call? Let's do the hands and then each site individually.

GROS LOUIS: Okay, the hands, all those in favor of eliminating the first sentence raise your right hand.

KISH: 17 in Bloomington.

GROS LOUIS: Okay, the motion as you know is to eliminate the first sentence of the IU mission statement, so South Bend how do vote?

FEMALE SPEAKER: Yes

MALE SPEAKER: Yes.

FEMALE SPEAKER: Two yes votes.

GROS LOUIS: Okay, and Northwest

MALE SPEAKER: Yes

GROS LOUIS: And Fort Wayne

FEMALE SPEAKER: Yes

GROS LOUIS: And Indianapolis

FEMALE SPEAKER: Aye people 4 of IUPUI

GROS LOUIS: I don't think we need to take the no. Okay the motion is approved, so the first sentence is dropped. And now somebody will need to make an amendment to the opening of the new first sentence. Mary

FISHER: I move that we add the words after major "state-wide public", between major and research.

GROS LOUIS: Is there a second?

LUDLUM FOOS: Second.

GROS LOUIS: Okay, any discussion?

COFFIN: Can restate the motion for those of us who didn't hear it.

GROS LOUIS: Yes, this will now read, the first sentence would read, "IU is a major state-wide public research institution". So between major and research, are inserted the two words, state-wide and public and the rest of the sentence, unless somebody makes another motion, will remain as is.

JOHNSON: Would you change _____

BALDWIN: Yes.

JONES: This is Betty Jones for Boruff-Jones at IUPUI. I recommend that instead of saying IU, say Indiana University.

GROS LOUIS: That's a good point. Is that a friendly amendment?

FISHER: Yes.

GROS LOUIS: Ok, any other discussion of the change toward now the first sentence of the mission statement? Bob.

KRAVCHUK: Here we get into an area where it's starting to blur description and prescription. I don't know how we can avoid it, to tell you the truth. Because I think being a state-wide, public and research institution, are pretty critical descriptive words of who we are and it implies certain parables and so I think its appropriate the mission statement with a statement or a sentence of this kind. I'm going to save other remarks for the many semi-colons that follow.

GROS LOUIS:

IVIE: I'm wondering, is there any possible implication with using the word state-wide this way that it would imply that the university's reach doesn't extend beyond the state. The way that it was written in the original document, it doesn't come out that way at all. But when you write it in this way, it becomes a state-wide institution, not an institution with an international reach.

GROS LOUIS: For those of you who didn't hear, the comment is that-- the concern is that, the word state-wide may suggest that IU does not have an international reach. Mary

FISHER: I think the other sentences corner back throughout the country and the world. I think those other dotted sentences make that clear that that's not a limitation, but we are a state-wide public university, I mean, as far as who we are. That doesn't mean we only focus on, we are commissioned by the country or the world, we're commissioned by the state of Indiana. So that's who we are.

GROS LOUIS: Any other discussion of the motion? So the motion now is to begin the second sentence, or it was the first sentence, "Indiana University is a major state-wide public research institution", with the rest of it following as it appears. Bill

WHEELER: I'd like to propose an amendment as a I share the concern about the use of the word state-wide there, because what we're really trying to say is that we're an Indiana public institution and to say that Indiana University is a-- something that-- I'd like to put that public institution Indiana, after Indiana University. If you could read the whole sentence again, because I don't have it written down here, I'll say where I want to put it. So drop the word state-wide, but could you read what it says? Could someone read the motion as it currently exists?

FISHER: "Indiana University is a major state-wide public research institution", and then the sentence continues as written.

WHEELER: IU is a major public institution of the state of Indiana.

OGREN: Or instead of state-wide say state.

HAWKINS: There seems to be resembles in that when I hear “public, Indiana University”, that it sounds like it’s commissioned by the state of Indiana, then you don’t need to say state or state-wide. A major public research institution.

FISHER: I think the state-wide is to indicate that it’s in more than one site.

BALDWIN: Which we would like when reading the first sentence.

HATTAB: Can we say multi-campus, for example, instead of state-wide? This is Eyas Hattab from IUPUI.

FISHER: That’s a very good idea.

GROS LOUIS: Mary, I take it that as a friendly amendment that you made.

FISHER: Yes, multi-campus, I love that.

GROS LOUIS: Okay, so now the amendment is that “Indiana University is a major multi-campus public research institution”, and the rest of the sentence as is.

HAWKINS: If you took the first sentence which we deleted and put it __ mission statement, you would know that there were multiple sites in the state.

GROS LOUIS: But I thought the first sentence was deleted.

HAWKINS: Well it was deleted from the mission statement but the suggestion was made to put it as a historic preamble. And that way you didn’t recognize how many other campuses there are, and you realize that it’s statewide.

GROS LOUIS: I think that would be quite unusual to do it that way.

HAWKINS: No

GROS LOUIS: I mean in terms of admissions, normally, if you read from the website, the mission statement comes first and then other things might follow. Any further discussion of the amendment on the second sentence, yes?

MCCORMICK: One last clarification on the wording, that is, I’m curious about the intent of major in that phrase, was there a minor institution?

GROS LOUIS: Well, I assume it really modifies the word research institution, so what it’s saying is that this not a university of southern Indiana. ____. Any discussion of the first sentence?

Okay, so again the first sentence would “the university is a major multi-campus, public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical and technological education”. All those in favor of this being the first sentence, indicate by saying “aye”, opposed. Those of you on the TV, any-- let’s start with IUPUI.

MALE SPEAKER: Total of 4

GROS LOUIS: 4, okay. Fort Wayne

FEMALE SPEAKER:

DE TIENNE: Count of 4

GROS LOUIS: Okay, thank you, South Bend.

FEMALE SPEAKER: 2 yes votes

GROS LOUIS: Okay, Northwest

MALE SPEAKER: Yes

GROS LOUIS: Okay, thank you. The next sentence is open now for your

LUDLUM FOOS: The next sentence is open now for your inspection.

GROS LOUIS: Yes

DE TIENNE: You know, recognition of the faculty, it is becoming more important for Indiana University to recognize its work and partnership with local communities which I think perhaps extend the clause between ___ to either dynamic partnership with the state and local communities in economic, social and cultural development.

GROS LOUIS:

HAWKINS: Is that a motion?

GROS LOUIS: You want to make that as a motion?

DE TIENNE: Yes.

HAWKINS: Second.

GROS LOUIS: So the phrase that now reads “dynamic partnerships with the state and economic development” would be “dynamic partnership with the state and ...”

DE TIENNE: And local communities.

GROS LOUIS: "... and local communities..."

DE TIENNE: In economic, social and cultural development.

HAWKINS: Point of order, are we needing to vote on this, that change before other changes or can we friendly amend?

GROS LOUIS: Ideally if somebody is prepared to make a motion that amends the entire sentence that would be helpful.

HAWKINS: I was going to suggest that this really be meet on the mission and that we might say something like "IU's mission is to provide", and even though it's not typical to use bullets, it's so difficult to break through that text, may be use the bullets for the items. Then it becomes something you can really grab onto.

GROS LOUIS: Is that a motion?

HAWKINS: That was an amendment.

OGREN: __ I think that the __

HAWKINS: I don't like items

GROS LOUIS: Barb would you read that one more time please?

HAWKINS: "Indiana University's mission is to provide:", and the fill out the items.

GROS LOUIS: Okay so the opening of that sentence says now that Indiana University's mission is to provide. Mike

SPECHLER: Well Ken you must have noticed that there is not parallelism in this first item. It either had to be broad access from Indiana and throughout the world and the country and the world or there has to be another preposition in there. It looks as if it was written by an economist.
[Laughter]
So, I would say from Indiana and throughout the country and the world, otherwise its improper syntax.

GROS LOUIS: So broad access for students from Indiana and throughout the country and the world.

SPECHLER: Right

GROS LOUIS: Barb is that a friendly amendment since you started off the sentence?

HAWKINS: We can add that to the amendment, he's right.

GROS LOUIS: Now we add, “Indiana University’s mission is to provide broad access for students from Indiana and throughout the country and the world”, and about the next clause.

GROS LOUIS: Thanks.

WHEELER: I have a ____, broad access to what? So I would suggest “broad access to higher education to students from...”

FINKBINE: Educational opportunity or access ____

WHEELER: Broad access to higher education

GROS LOUIS: Isn’t it redundant to say the university is providing broad access to higher education, because that’s what the university does?

SPECHLER: Well for that matter you might as well say undergraduate and graduate education, in order to identify that we provide degrees at all levels including the doctoral level. Undergraduate and graduate education, and that is a very important part of our mission, we’re full range.

GROS LOUIS: Okay Marty so your suggestion then is

SPECHLER: Indiana University provides broad access to undergraduate and graduate education for students from Indiana and throughout the country and the world. That would be my suggestion.

WHEELER: Second.

GROS LOUIS: In the beginning that was “Indiana University’s mission is to provide broad access to undergraduate and graduate programs”?

SPECHLER: Well, you could say degrees really if the redundancy bothers us.

HAWKINS: We do need a fragment because we do continuing education too and educate at other levels too.

SPECHLER: Ok, so education

HAWKINS: For the sake of higher education.

GROS LOUIS: So Marty retain change in undergraduate and graduate to higher education?

SPECHLER: Well I guess I’m not aware whether communal education is classed as undergraduate, graduate or neither. But if it is neither, then it’s a good point, let’s put undergraduate, graduate and continuing education.

FINKBINE: I think its out; we have certificate programs that are in campuses also, those are...

FISHER: Continuing education

GROS LOUIS: No, many certificates are not in continuing certificate, well, I was going to say they're not continuing studies but education.

SPECHLER: But the idea of including our efforts in continuing education is an excellent idea to put that in. If anyone ever reads the mission statement, they might like to know that.

GROS LOUIS: Okay, Bart points out that we'll need to alter the agenda if we're going to spend more than the 10 minutes allotted for the mission statement. Does that mean it requires a motion?

[Tape 1 side, A ends]

KRAVCHUK: I'll move

GROS LOUIS: Second?

POMPER: Second

GROS LOUIS: Discussion? All those in favor of modifying the agenda in order to give more time to the mission statement together say aye, opposed. And those of you in South Bend, Northwest and IUPUI, is since everybody here said aye you don't count.

GROS LOUIS: Ok, so we're now back to Indiana University's mission is to provide broad access to undergraduate, graduate...

MALE SPEAKER: Graduate and continuing education...

GROS LOUIS: ... for student from Indiana and throughout the country and the world.

POMPER: I would like to suggest to split the second sentence to fray so that it's now "IU's mission is to provide", and then whatever we provide, country and the world, and begin a new sentence with "IU engages in outstanding academic and cultural programs and student services", all the way up through development. And then "IU strives to achieve full diversity, leadership and..." and so on until the end of the paragraph.

GROS LOUIS:

LUDLUM FOOS: Three sentences?

FEMALE SPEAKER: And have it in bullets?

POMPER: In bullets make them into three sentences that begin with missions to provide, engages in outstanding and so on and strives to achieve.

GROS LOUIS: Okay so the period world, right? “Indiana University’s mission is to provide broad access to undergraduate and graduate and continuing education for students from Indiana and throughout the country and the world”, right?

POMPER: Correct. The next sentence begins with IU engages in outstanding—

GROS LOUIS: IU engages or IU offers? I’m just questioning whether engages is as precise as offers. Although in the first clause offers does is better than the same clause, engages is better.

FEMALE SPEAKER: I have a suggestion for that. If we take the same principle but say missions provide broad to etcetera and outstanding academic and cultural programs to services and end the sentence there and then IU engages in dynamic partnerships.

FISHER: That’s good

GROS LOUIS: So we add another and after world, not semi-colon.

POMPER: I think if we’re not so sure we can make counts.

GROS LOUIS: Okay, so we have “Indiana University’s mission is to provide broad access to undergraduate and graduate and continuing education for students from Indiana and throughout the country and the world, outstanding academic and cultural programs and student services.”

POMPER: Well the comma was as well as.

GROS LOUIS: After the comma say as well as? Okay, so the sentence now reads “Indiana University’s mission is to provide broad access to undergraduate and graduate and continuing education for students from Indiana and throughout the country and the world, as well as, outstanding academic and cultural programs and student services.”

BALDWIN: Shouldn’t it be as well as too outstanding, it just reads fine without it.

LUDLUM FOOS: We’re not providing broad access to the programs, we’re providing...

GROS LOUIS: Okay, you ready, any further suggestions, ready to vote on this sentence? We have one more time.

HATTAB: I actually have a suggestion, its Eyas Hattab from IUPUI again. It relates to first part of the statement. Do we really need to say from and throughout, I mean, can’t we say for example for student throughout Indiana, the United States and the world. And we are assuming that the only people who are reading this statement are from this country. I think that we’re making IU sound more international if we say the United States rather than assuming that everyone who is reading this mission statement resides in this country.

GROS LOUIS: So your preference would be for it to say “broad access to undergraduate and graduate and continuing education for students from Indiana and United States and the world”, right?

HATTAB: Well actually rather than from “Indiana”, “throughout Indiana, the United States and the world”, because I think from and throughout can be-- we can just simply say throughout these 3 places instead of the from and throughout.

GROS LOUIS: Okay, those of you amending this, we’ll take that as a friendly amendment. So it will read ...

POMPER: Doesn’t it already mean the same as from. To me it means we are offering the services or what, whereas from means that’s where the people come from, __ services. Not being from here myself, __ myself.

HAWKINS: We do have programs though that are in other countries so that it’s throughout, also implies the multi campus system. It wouldn’t be inaccurate to say that.

GROS LOUIS: So you want to go with throughout instead of from? And if we go with throughout, then do you want to still have Indiana and the United States or throughout Indiana, United States, and the world.

MALE SPEAKER: Yes.

GROS LOUIS: So drop the and. Okay, so this now reads, “Indiana University’s mission is to provide broad access to undergraduate and graduate and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services.” Any further suggestions or discussion, Bob?

KRAVCHUK: Ken I support this change and I will support also changes that were or haven’t already been suggested to the rest of these semi-colons or now voted statements, I don’t know. We’re talking about turning them into sentences mainly because the general thrust of them now is pointing towards something that’s much more prescriptive and actionable in ways that the original draft was not and so I definitely these changes.

GROS LOUIS: Okay, thanks and if you’re ready for vote, do you want me to read the sentence one more time or you got it? One more time? , “Indiana University’s mission is to provide broad access to undergraduate and graduate and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services.” Yeah

DE TIENNE: Did you say undergraduate and graduate? We could drop the and before graduate.

GROS LOUIS: Undergraduate, graduate and continuing education? Okay are we ready to vote on this sentence? All those in favor indicate by saying aye, opposed. __ votes and so __ out there is in support.

We now go to the next clauses and the suggestion was made initially that it begins “Indiana University” or “it” if you think that’s clear “engages in”. Should we say Indiana University or it? Yes.

MCCORMICK: I would suggest that we say Indiana University and also indicate for, thinking idea, any idea that Indiana University seeks to create or strives to create dynamic partnerships. It’s more mission, at least in my mind, that the wording is more mission oriented and less description minded.

GROS LOUIS: Do we want to count vote with that that we begin by “Indiana University strives to create”?

MCCORMICK: That 3rd sentence I had suggested to begin with strive so, how about seeks.

GROS LOUIS: So Indiana University seeks to create? And then Indiana University seeks to create dynamic partnerships with the state, let’s go back to your point over here, state and local...

POMPER: And local communities in economic, social, and cultural development.

GROS LOUIS: So we now have it reading, beginning “Indiana University seeks to create dynamic partnerships with the state and local communities and economic, social, and cultural development”. ____

DE TIENNE: Second

GROS LOUIS: Any other suggestions that we have about that sentence, as is or appearing there.

HAWKINS: But I’m not sure that we maintained the parallel making this sentence prior to it because you say Indiana University’s mission is to...

MALE SPEAKER: Can you say that one more time please.

GROS LOUIS: Yes, a question was made about parallelism with the preceding sentence. But the way it reads now is “Indiana University seeks to create dynamic partnerships with the state and local communities and economic, social, and cultural development.” But then Barb has made the point that this loses the parallelism with the preceding sentence which says “Indiana University’s mission is to provide...” Although “seeks to create” seems to be similar to “is to provide”.

HAWKINS: It’s still part of the mission.

GROS LOUIS:

LUDLUM FOOS: Well, if it’s between “is to” and “seeks”, seeks almost suggests we don’t ____.

HAWKINS:

KRAVCHUK: A mission statement should be prescriptive, it shouldn't take some things that we would aspire to become, things we aren't already.

GROS LOUIS: Further suggestions on this sentence? I'll read it one more time to hear how it sounds; "Indiana University seeks to create dynamic partnerships with the state and local communities and economic, social, and cultural development." Should development be plural or singular?

WATSON: It seems to me like it should read something like it's committed to continuing the creation of, so again that dynamic aspect rather than would begin to create partnerships or continues to create.

GROS LOUIS: So your suggestion is to change the "seeks" to Indiana University continues to create?

WATSON: Supports...

HUNT: Or we could say __ there.

SPECHLER: If you would say welcomes dynamic partnerships, it would resolve this problem.

GROS LOUIS: Yes, but welcome sounds as if we're waiting for people to come to us as opposed to us going to them. Doesn't it?

HUNT: If we said further dynamic partnerships, it would imply that we already have some dynamic partnerships but we seek to...

MALE SPEAKER: Or facilitates

NG: I think engages is the strongest, the original suggestion. IU engages in, it's the strongest and the most direct way to say. Why beat around the bush?

OGREN: It could say Indiana University builds dynamic partnerships.

NG: That's fine too.

GROS LOUIS: What's your preference between engages or builds?

NG: Builds

LUDLUM FOOS:

GROS LOUIS: Okay, the sentence now reads “Indiana University builds dynamic partnerships with the state and local communities in economic, social, and cultural development”.

KRAVCHUK: I think it’s too status quo. I think we should continue to seek _____. I’m trying to think of what it is after digesting the mission statement that I would do different tomorrow, on the job that would help me, help to fulfill further the achievements of the mission.

GROS LOUIS: So what’s your preference here, do you want to...?

KRAVCHUK: I like seeks.

GROS LOUIS: Seeks to create?

OGREN:

KRAVCHUK: Now we’re back to that one, I was very comfortable there, on creating and seeking an active ___ community.

MALE SPEAKER: The problem is that seeks sounds, again, like we are _____ rather than _____...

KRAVCHUK: Well we are. We are beginning...

MALE SPEAKER: And I think the mission statement can be a ___ sentence. I mean, the classic were _____, right?

KRAVCHUK: Pepsi Cola’s mission statement is beat Coke.

GROS LOUIS: ___ yes.

LUDLUM FOOS: I’d like to argue against build because building is something you do to something, whereas either seek or engage has more of that partnership aspect of something we do together. Engage more so to seek, I think. But build to me sounds like something we’re doing to the partnerships, rather than with the partners.

GROS LOUIS: Okay, the preference seems to either to say Indiana University engages in or Indiana University seeks to create.

MCCORMICK: I would argue that the phrasing when one seeks or strives doesn’t necessarily imply that the present state is not present. It just ___ to contribute to a body of knowledge, it doesn’t mean I’m not doing it right now, but it is what drives what I do.

GROS LOUIS:

PATTERSON-RANGLES: Can I suggest that we promote.

GROS LOUIS: So Indiana University promotes dynamic partnerships? I like that.

COFFIN: Or you can promote dynamic partnerships without being part of them.

GROS LOUIS: Well, it shies away from.

POMPER: How about to accommodate both seeks to engage in and maintain?

GROS LOUIS: It seems to be, the “seeks to” create captures it best. ___ “seeks to create”? Okay, so Indiana University ___ and ... “Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development.” Ready to vote on that, all those in favor indicate by saying aye, opposed. Those of you at IUPUI and else where?

IUPUI: Aye

ELSEWHERE: Aye

GROS LOUIS: Okay, now we have clauses to go. It was suggested earlier that captured, I thought I captured all three but I’m not sure. So anyway, the floor is open for someone to put it on the table a way of changing the last three clauses.

POMPER: The original suggestion was “IU strives to achieve full diversity, leadership and creative solutions for the 21st Century”, for 21st Century problems and then the semi-colons replaced with an and. And friendly, collegial, humane environments ___ institution.

GROS LOUIS: Okay, so the suggestion is “the University strives to achieve full diversity, leadership creative solutions for 21st Century problems, and friendly collegial humane environments at every level of the institution”

HAWKINS: Is the last phrase a mission statement or a description? Friendly collegial humane environments at all levels.

KRAVCHUK: ___ [Laughter]

HAWKINS: Is it descriptive or is it ___?

KRAVCHUK: Is it an aspiration?

HAWKINS: An aspiration? I like that. Ok.

BALDWIN: Is that really, that statement more a value statement than a mission statement?

GROS LOUIS: It could be although a lot of people who saw this first time round they thought it was one of the unique characteristics of IU as opposed to other Research I institutions. Maybe its less true now than it was in the past, I don’t know. Anyway the suggestion is that the last

sentence read “Indiana University strives to achieve full diversity, leadership and creative solutions for 21st century problems, and friendly, collegial, humane environments at every level of the institution.”

HAWKINS: That’s good. What if we said “within” friendly, collegial, humane environments? You do those within this kind of thing...

BALDWIN: I think it’s a separate thing, it’s not related back to the previous things. So it’s a third item.

DOWELL: I would question if you can achieve leadership or achieve environments and I would suggest “IU aspires to achieve full diversity, provide leadership and creative solutions for 21st century problems, and create friendly, collegial, etc., etc.”

GROS LOUIS: But we’ve used create in the previous sentence.

DOWELL: That’s true, so we need a substitute.

GROS LOUIS: So your change is to change the “strive” to what?

DOWELL: No, “strive” stays. “IU strives to achieve full diversity, provide leadership and creative solutions for 21st century problems, and create, or build, or something else friendly, collegial, humane environments at every level of the institution.”

GROS LOUIS: Well we’ve used the word “provide” in two sentences before also.

DOWELL: My basic question is I don’t think, I don’t know about achieving leadership or achieving environments.

BALDWIN: It doesn’t refer to that. This change uses another verb. You achieve diversity, what’s the word leadership?

DOWELL: Provide.

BALDWIN: Provide, so achieve ends with diversity.

DOWELL: Striving applies to all.

GROS LOUIS: Any further suggestions?

FINKBINE: Are we going to have four sentences that all start off with Indiana University?

GROS LOUIS: That’s what seems to be happening.

FINKBINE: Don’t most grammarians or English-type folks don’t like four paragraphs that start out with “I” all the time, “I did this” “I did that”?

LUDLUM FOOS: It's a mission statement though.

FINKBINE: Ok. The secret rule.

LUDLUM FOOS: The whole point is to talk about us, it's the purpose.

GROS LOUIS: So the issue is whether one can strive to achieve leadership and creative solutions, whether or not the verb is needed. Is there some other verb that might go there? So Indiana University strives to achieve full diversity...then do we need a verb for leadership and creative solutions for 21st century problems that can also pick up the other clause?

URTEL: This is Mark Urtel from IUPUI. I like the word "leads". If we were to start that with "Indiana University leads efforts towards achieving full diversity and in developing creative solutions for 21st century problems."

GROS LOUIS: What about the last clause?

URTEL: "...in a friendly, collegial, and humane environment."

GROS LOUIS: How do the rest of you respond to that?

KRAVCHUK: Where are we leading the university to?

GROS LOUIS: Good question. The question was where are we leading efforts to achieve full diversity? Is it state-wide, county-by-county, campus by campus?

URTEL: Yeah, I didn't think that far through.

COFFIN: This is Don at Northwest. If we feel like we need separate verbs how about "strives to achieve full diversity to provide" and something now I forgot what it was. "Strives to achieve full diversity"...you know I should write these things down. Anyway, whatever I was thinking there and in the end "and to maintain friendly, collegial, and humane environments at every level of the institution." "To achieve full diversity, to develop" no develop is wrong.

HAWKINS: Provide.

GROS LOUIS: We've used provide though two sentences before.

HAWKINS: I think it's repletion we're worried about.

GROS LOUIS: How about "offer leadership?"

HATTAB: "Promote".

GROS LOUIS: "Promote" how about "promote"?

NG: I think the problem with leadership in creative solutions is kind of in between two concepts that kind of go together. Achieving full diversity in a friendly, collegial, and human environment seems to me kind of go together. Leadership and creative solutions in the 21st century actually go with the previous sentence.

HAWKINS: If you just change “achieving” to “achieve” don’t you fix the problem? “Strives to achieve” and “strives to promote” leadership and “strives to create” friendly.

GROS LOUIS: Well, again we use create in the preceding sentence remember. What you could say, based on your suggestion, “Indiana University strives to achieve full diversity, promote leadership and creative solutions for 21st century problems, and maintain friendly, collegial, and humane environments at every level of the institution.

NG: Sounds good.

GROS LOUIS: “Indiana University strives to achieve full diversity, promote leadership and creative solutions for 21st century problems, and maintain friendly, collegial, and humane environments at every level of the institution.”

HAWKINS: What happened to create?

KISH: You used it in the previous sentence.

SPECHLER: I think Bart is right. I think we should take up his point that leadership and creative solutions goes with the dynamic partnerships and diversity and humane environment go together. And that would even out the sentences in length. So if we were to say “enter into dynamic partnerships for so and so development” “and offer leadership and creative solutions for 21st century problems.” That kind of goes together. And then we talk about diversity and humane environments.

GROS LOUIS: Ok, so your suggestion is that in the preceding sentence we say “Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social and cultural development and...”

SPECHLER: “and offer leadership...”

GROS LOUIS: “and offer leadership?”

NG: What about “by offering leadership in creative solutions for 21st century problems.”

GROS LOUIS: “By offering”

NG: No actually that doesn’t sound so good.

KRAVCHUK: That almost sounds as though we're willing to cue up and what we really want to do is take over. [Laughter] We already say we want to be right out in front.

NG: "And to offer leadership"

HAWKINS: What about "provide leadership"?

NG: "IU seeks to create dynamic partnerships with the state blah, blah, blah...and to provide leadership in creative solutions for 21st century problems."

GROS LOUIS: We just had provide in the previous sentence.

NG: "To exercise leadership"

["assert" "promote"]

DE TIENNE: We could drop the leadership and say promote creative solutions.

GROS LOUIS: And promotes creative solutions? How's that sound? And promotes creative solutions.

HATTAB: Better.

GROS LOUIS: And promotes creative solutions, like that, everybody?

COFFIN: I think _____ requiring to promote. To created to promote.

GROS LOUIS: Okay. So this sentence would read "Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to promote creative solutions for 21st Century problems."

HATTAB: Can we say challenges instead of problems?

GROS LOUIS: Everybody _____ with that?

MCCORMICK: I think problems is more clear than challenges. I would like retaining problems.

GROS LOUIS: The comment here is that problems is more precise than challenges. Do we need to say this one more time? "Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to promote creative solutions for the 21st Century problems." Are we ready to vote on that?

POMPER: Do we really just promote? Somehow provide _____ even though we provide _____ in the previous sentence maybe look for a better word that's synonymous to provide. Because

promoting alone just ____ we should use it, where as providing means we come up with which is a higher aspiration.

KRAVCHUK: Do we want to use the word develop again? We just used develop ____.
Developing ____.

GROS LOUIS: Another alternative is to go back to the previous sentence and change the word provide there to something else. Such as offer ____.

LUDLUM FOOS:

COFFIN:

LUDLUM FOOS:

COFFIN:

GROS LOUIS:

WHEELER:

FISHER:

LUDLUM FOOS:

FISHER:

WHEELER:

LUDLUM FOOS:

FISHER:

WHEELER:

GROS LOUIS:

KRAVCHUK:

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HAWKINS

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GROS LOUIS: Thank you, its almost time to adjourn. [Laughter] Now we move on to item 6 which is the policy on undergraduate admissions and Bill is going to take the leadership on that.

Agenda Item #6

MILLER: Bill is going to come to the podium and speak briefly.

NG: 5 minutes

MALE SPEAKER: I would just like to say Ken, we'll be very fortunate indeed to have your successor with your patience.

KISH: I'd actually just point out that we ___ before they kick us off.

WHEELER: Thank you. My task is basically just to prepare the floor for your discussion and building on something that...

MALE SPEAKER: ___

WHEELER: Within admissions, at this point in time... for your discussion on this draft on admissions and I think the thing that I should just say actually has to do with something that Ted said earlier today at a Bloomington Faculty Council meeting. This is called admissions policies but its really ___ guidelines and I think that's the thing that I should address because ___

This council typically has adopted policies that are prescriptive about campuses, as in the student code that we adopted last year, as in various faculty policies, as in various _____. So it's a policy that we adopted ___ across all the campuses. When it come to educational policy, it isn't clear that this campus has quite that same authority because academic policies are to a large extent invested in the school of faculties and to a lesser extent in the campus. And so both this document and also in the general education document, the documents are issued in more constitutes the university policy and the answer is that in these educational areas, that these documents be forced or written with the perspective that at the university level, the university level policies are guidelines that may be adopted by individual campuses and individual schools. That is to say, in contrast to the current handbook statement on admission policies, which was really adopted to actually be prescriptive and therefore to actually be followed by all campuses although ___ campus. This is proposed as a guideline that campuses could use as a standard from which to develop their own. And so all those things that say admissions policies, it at the university level, it's actually a set of guidelines that campuses could use. I think if you read this you will then see that document only takes to empower in anticipation of a discussion by the Trustees on admissions policies. It undertakes to empower the campuses to setup admissions policies which are ___ particular situations and so in that sense it is not anticipated, the words themselves would be very necessarily incorporated into any campus' specific admission policy provided that this provides a set of guidelines for campuses to use as a starting point in developing their own policies. In that sense its very different from the current handbook policy, this is not a core, this would be ___ in every policy but rather a set of guidelines to be used as a point of departure by the campuses for developing their own policies.

At the same time, by putting forth a set of guidelines, it does attempt to preserve some sense of unity for Indiana University. We jus, in the mission statement, deleted the historical portion which says that Indiana University was founded in 1820 and is now spread out to be 8 campuses across the state. One of the issues before this council and especially in the context of the mission differentiation, is the issue of in what sense are we one university and the proposal that is coming

to you from the Educational Policies Committee for your discussion is to say that unity exists in the form of guidelines and shared values and not in some sense of prescriptive policy, educational policy for each of the campuses. So that's the introductory perspective on this that one needs to have; that this is not like the student code, it's not like tenure policies, tenure ranks and things like that. But this then is a statement of values and guidelines that would constitute shared values of the university and give a point of departure for the individual campuses.

NG: ___ I think we open up the floor for discussion. Marty?

SHECHLER: Well, Bill, you presented very clearly as two alternatives; one, prescription, one guidance. But I wonder whether these two polar alternatives solve the problem that students in state of Indiana often don't pursue academically rigorous program in their high school and therefore when they come to Indiana University they have a number of deficits. I would like to suggest though, that within this, that we have a clear message to the high schools in the state of Indiana, that the CORE 40 program, high school education is required to be admitted to Indiana University. If we just have guidelines and flexibility, I'm for flexibility beyond this. But flexibility means a diverse and a very money message to our high schools. And that's on any of its campuses, the CORE 40 would be the minimum requirement. Now I'd like to suggest that in this respect, we should back off from the prescription element.

WHEELER:

NG: Could you actually quickly repeat the question for the benefit of the people who are not in this room.

KISH: The question was simple though.

WHEELER: The question was whether or not to be prescriptive on the issue of CORE 40 and so if I can respond speaking on that. The CORE was not why they recognized that. The CORE 40 is actually currently weaker than our current admissions policy. The CORE can be satisfied with 15, I think, credits. What our current policy calls ___. This is because both in this current form and its future form, it has issues of electives that can be satisfied by either college prep courses such as foreign languages or by non college preparatory courses such as vocational business education and so the sense of the Educational policies is that we wanted to not weaken our requirements. It's also the case that there is some doubt as to whether some high school in the state will actually be able to offer the CORE 40 or will be able to offer it to all of their students. And so therefore if we were to put to enshrine CORE 40 in a prescriptive way then we actually might work against our access, our mission off access, and so for that reason and because also although for the regional campuses, for South Bend, for Northeast, for East, for South East and also for Bloomington. A very important part of our constituency are the students from out of state. Then we should cast our academic, referring here to such and to, our academic preparation in terms of what we think are the course work that people should really take. A careful reading of the academic coursework, you'll find out that it's actually stronger than CORE 40, one would actually sit down and compare. We are carefully walking around a couple of issues here. On the one hand senate bill 200 says that CORE 40 should be a requirement. CORE 40 ___ should be a requirement for admission to all universities. That is to say that it should a

necessary condition. The division of council agreement says that CORE 40 with a minimum grade of C in each subject should be a sufficient condition for that. And there are objections from various courses within the university from both sides of that argument. The music school for example has indicated that it accepts students who don't satisfy the CORE 40. J.T. Forbes' description of the university's lobbying efforts on senate bill 200 indicated that the university was making the case for CORE 40 or equivalent having bearing in mind especially the needs of the school of music because some of its students there will focus very intently on things relevant to music ___ the school of music and they have to go a lot of times with that. There's also a sense that the CORE 40 is designed more with an eye to the needs of the industry than to the needs of preparing for a liberal arts education. Commissioner Jones was on the Bloomington campus ago, ___ you were at that meeting perhaps when Senator Jones was here, I forget. But anyways, one of the issues that I raised with commissioner is that on the one hand, the Higher Education Commission wants us to increase the amount of effort that we're making in the remediation. On the Bloomington campus and I think its strong on all the campuses, the greatest single error in remediation happens to be mathematics. And on the Bloomington campus, a person who has CORE 40, and just has CORE 40 is going to have to start in remedial math courses. We currently have over 1700 students taking remedial math courses on the Bloomington campus and this is because they satisfy only the CORE 40 requirements in mathematics.

On the other hands, CORE 40 division is taking three years of sciences and there's ___ physics that are difficult to understand if you don't have trigonometry, if you don't have ___ functions. So that there's a case to be made that from pedagogical point of view, it should be the case that one should spend a bit more time in mathematics and then take their sciences at the university level. I've put this to Senator Jones as for there was a pedagogical justification for the mathematics and science portions of CORE 40 and he was unable to provide and pedagogical rationale for why we do not... why CORE 40 does not require to go on to college but requires enough science, so it requires more science than mathematics. So there's this, I'm wrapping up here.

NG: Actually, I want to... the question I'm asking, sorry for interruption, I think of all the people, not clear in their minds on the academic preparation, some of those items if I read them correctly, exceed the CORE 40 requirements and some of them the CORE 40 requirement is actually stronger, is that correct?

WHEELER: The CORE 40 is more specific, in terms of total credits, is it stronger than the CORE 40 in terms of college preparatory courses that are required, its stronger. It is less specific in that the CORE 40 specifies 6 credits of science whereas in this one it satisfies 4 credits of science but then in item number 5 its says you have to have 7 other credits and if you spend those 7 credits in the physical sciences then you will satisfy the CORE 40 thing. So, it is consistent with CORE 40 but it's stronger than CORE 40. It is consistent with CORE 40, it's not as specific.

NG: But that requirement number 2 exceeds, in terms of specificity, you're requiring 6 credits of mathematics versus 4 by CORE 40, explicitly requires, is that correct?

WHEELER: CORE 40 requires 6

NG: 6?

WHEELER: Item 2 is exactly the same as CORE 40.

NG: Okay, so when you referred to trigonometry may be I understood you. Alright, go ahead.

WHEELER: So anyway, there are issues. There are a variety of issues concerning the CORE 40 and so that's why in this particular proposal we opted to provide a list of what we believe are the courses that students should take. If someone carefully compares this list of courses to the CORE 40, one will find that the total number of credits is stronger but at the same time it does provide a little bit more flexibility in terms of the course work and that flexibility is consistent with the university's ___ on senate bill 200 where the university supports the language that said the students should have a CORE 40 or an equivalent degree. And now, at the end after listing items 1 through 6, it does say students who attend high school in Indiana should equate a CORE 40 high school diploma or equivalent or a CORE 40 academic honors high school diploma or equivalent.

NG: Bill.

SCHNEIDER: Bart could you remind us again where this draft policy is coming from and why are we considering it, where it's going and when.

NG: The policy or as you'll recall Mission Differentiation, one of the recommendations is that each campus will determine its own admissions policy. That recommendation itself has not been voted on by the Trustees. In the mean time, I think this particular policy, we asked the Educational Policies Committee to see whether we can in fact come up with a kind of a set of guideline for the campus, for the campuses as they proceed to discuss their admissions policies so that we will not start of in any and all directions. So this is, as Bill pointed out, is meant to be a set of guidelines for discussion and...

SCHNEIDER: Even when the Trustees decide that...

NG: That's correct, when the Trustees decide that we're going to move ahead with different admissions policies, then we have a leg up on the process. Bob.

IVIE: Question for clarification, these guidelines are for admission to the university, not to a specific school, is that correct?

WHEELER: There are guidelines for admission to the university rather than to a particular school. That's an unusual question. Admission is typically to a campus and it is true that various campuses have direct admission programs and they may get somewhat higher standards for direct admission to it. But as the school of music in the local Educational Policies Committee meeting this morning, that they would want to admit students who are subsequently flagged from the applications from the admissions office because they may be some questions as to whether they satisfy the campus or university criterion at this point in time. So the answer there is that

admission policies are primarily the requirements of campuses. Schools may have somewhat stronger requirements for direct admission, but everyone has to be admitted to the campus.

IVIE: That's what I was getting at; when I said school I was thinking of your example of the Music School. Really these would be guidelines for whether a student would be admitted to a particular campus or not. Not whether they would be able to get into a school in that campus.

NG: ___ just pointed out to me as we talked about guidelines, the heading of the document says "University Faculty Council Educational Policies Committee, Admissions Policies", perhaps it can be changes to guidelines.

WHEELER: Well, that's why I was saying that in educational matters, the university level policy is a set of guidelines for the campuses. What constitutes a university level policy and I think university level policy is a set of guidelines.

NG: As long as ___

SCHNEIDER: You get examples when it's not the case.

NG: I beg your pardon

SCHNEIDER: You get examples when it's not the case

WHEELER: No, I just said with the educational matters as opposed to faculty matters and personal matters and the student code or something.

NG: Cathy

LUDLUM FOOS: I still think that if we want to be clear that these are guidelines, that it's probably better not to use the word policy because generally speaking, policy means something we're all bound to go along with and so if you mean for it to be guidelines, why not call it guidelines. Then everybody knows.

WHEELER: The section in green ___ is called admissions policy and that's the origin of the term.

NG: Marilyn

KINTZELE: Who approves the various campus admissions policies? Is that the Trustees or does it come under some other purview or is it not... it should be somehow looked at by the whole university when each campus has it as its policy?

WHEELER: The question had to do with whether or not... can you repeat the question again?

KINTZELE: Who approves individual campus policies other than just the approval that takes place on that campus? Is there some overall approval, you know, like Trustees approval

admissions polices or is it somebody at the central administration in Indiana University that looks at it?

MILLER: Marilyn I would say at this point that that actually isn't quite clear to me. But my understanding is that in March or April, the Trustees are expecting to have presented to them a set of admissions policies; one for the university, may be it will be guidelines and one for each campus. I guess my expectation is that they are going to... it isn't clear to me that this council is going to be in the approval business for the admissions for each campus. I could imagine that this can be an unusual situation really. But normally the Trustees don't deal with policies that are individual campus policies. But this seems to be, given the Mission Differentiation Project, given this recommendation coming out of the project; I think they are expecting to see the individual campus policies.

KINTZELE: Okay, thank you.

NG: Whether they are going to approve it or not, we frankly don't know. But I think the development of the policy, the responsibility to come up with the polices, rests with the faculty on the campuses.

JONES: This is Betty Jones at IUPUI. We're getting a lot of mike feedback, _____. Thank you.

NG: Betty did you want to say something? Do you want to add something?

KISH: Betty Bart wants to know if you want to add anything.

JONES: Well, I'd like the group to know that the Educational Policies Committee has been working on this this fall and received sought of a hustled up message from our various leaders to get a draft together for this body to review starting today. I think we're trying to put something together that gives us something to talk about but is certainly not in a file phase and all. A concern I have is that in the handbook now, we have something that is, as Bill said, is identified as an admissions policy for the university, yet we're not going about devising guidelines so perhaps we're going to have to, in our actions, propose that we would recent the current policies and revise them with guidelines or... those sorts of steps, I think we need to look to in our work. One of the things that we tried to identify, I think of it most specifically on this document is external transfers and them inter-campus transfer. So I think since we only have quite a bit on interest in students moving from one of our campuses to another, that we have tried to address that. Those will be comments for the moment.

NG: Okay, thank you Betty. Yes

MCCORMICK: Just in terms of looking at this particular document though, and I don't know if this helps in clarification, but this document appears to me to be in fact the admissions policies guidelines or guidelines for admissions policies, in a sense that it provides a guide for the development of admissions policies and so titling it such might make it clear.

NG: Thank you. I actually have one more question that was raised with me by somebody. You made a distinction between the inter-campus transfer requiring that the person have at least or rather instate, I believe. That's right, for residents, we only require 2.0, for out of state you require 2.5 and somebody said well, you know, the out of state people actually pay more, why should we discriminate against them. So perhaps you can address that question.

WHEELER: This is the current policy. So this is the exactly what's in the current handbook. So, we just _____. This is under external transfer students, item number 2, transfer student accumulate a grade point average of at least a 2.0 on a 4.0 scale for Indiana University and it's a 2.5 on a 4.0 scale for Non-Indiana University. So then this is an existing policy, it goes back a long time, somebody else might want to comment or give the rationale. My speculation has always been that this is part of a recommendation as a state institution, a state public institution that we have a commitment to serve the needs of the students from Indiana and we have an access mission that we do not have although we provide access to students from Indiana, the United States and the world ____ that we just adopted. In terms of ____ there's a ____ access to students from the state of Indiana in comparison to others.

NG: _____

MALE SPEAKER: I would like to add that this appears to be relic from the sixties and may be it is time to do away with it. Particularly because some of our regional campuses have _____ agreements with neighboring states, for example, at IU East we have such an agreement with Ohio which allows students to enroll at IU East and _____. So to discriminate against those students, I think its uncalled for and I think now is the time to do away with treating out of state students different than instate students for example.

WHEELER

NG

POMPER

GROS LOUIS

LUDLUM FOOS

GROS LOUIS

SPECHLER

WHEELER

SPECHLER

WHEELER

GROS LOUIS

KRAVCHUK

WHEELER

GROS LOUIS

Agenda Item #7

GROS LOUIS

WHEELER

GROS LOUIS

FISHER

WHEELER

FISHER

JONES

GROS LOUIS

WHEELER

GROS LOUIS

NG

SCHNEIDER

WHEELER

SCHNEIDER

WHEELER

MILLER

GROS LOUIS

JONES

GROS LOUIS

Agenda Item #8: Executive Session: Honorary Degrees

The Council met in Executive Session for 15 minutes.

The meeting was adjourned at 4:29 pm.

MALE SPEAKER: ... academic freedom belongs in the second sentence of this. Something like the university's mission is to promote academic freedom and to provide.

MALE SPEAKER: Right now it almost feels like the throw away, as something that was stuck in at the last second. [Laughter]

MALE SPEAKER: I know, it was.

GROS LOUIS: Do we want to vote on this version, and then if its voted down, we can go back to Dan's suggestion.

MALE SPEAKER: Can you repeat that.

GROS LOUIS: Ok, we're voting on "Indiana University strives to achive full diversity, and to maintain friendly collegiate humane environments, with a strong commitment to academic freedom. All those in favor of that sentence indicate by saying aye. Opposed, other campuses?"

FEMALE SPEAKER: No.

GROS LOUIS: South Bend?

KISH: That's a no

GROS LOUIS: Oh that was South Bend, okay. IUPUI?

MALE SPEAKER: We have 7 for and one against.

GROS LOUIS: And IPFW?

FEMALE SPEAKER: __

GROS LOUIS: And Northwest?

MALE SPEAKER: That's fine with me, yes.

GROS LOUIS: Then the motion passes and I'm sure that Kelly has all of these changes. Want to go over the whole thing, if I can read it? Okay, "Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical and technological education. Indiana University's mission is to provide broad access to undergraduate, graduate and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership and creative solutions for 21st century problems. Indiana University strives to achieve full diversity, and to maintain friendly collegiate humane environments, with a strong commitment to academic freedom."

MALE SPEAKER: Could you read the first sentence again please?

GROS LOUIS: Sure, Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical and technological education.

FEMALE SPEAKER: When you read it it sounds really good.

FEMALE SPEAKER: I have a problem with the syntax of the sentence beginning "Indiana University's mission is provide broad access to undergraduate, graduate and continuing education for students throughout Indiana, the United States, and the world, as well as...", it's really kind of ambiguous. I mean, from the context you can tell but Indiana, United States, the world as well as academic programs. We kind of shifted from talking about where our students are coming from to what we're offering, all with the same punctuation. Am I the only one who finds that?

GROS LOUIS: It seems to me the clause "mission is to provide broad access" ___ as well as "outstanding academic and cultural programs and student services".

FEMALE SPEAKER: I know what you mean; it just sounds funny to me, the way you said it.

FEMALE SPEAKER: Is it to provide access to outstanding academic and cultural programs and student services? Was that what we're providing access to?

KISH: No, it was just ___

GROS LOUIS: No, it was just provides, providing broad access to these students but also providing outstanding academic and cultural programs.

FEMALE SPEAKER: But we're providing access to those programs before students.

GROS LOUIS: Are we prepared to vote on the whole thing, it would go to the ___ committee.

[Laughter]

NG: It doesn't exist anymore.

KISH: And they got rid of that in 1974.

GROS LOUIS: Okay, all those in favor of this statement as I read it again indicate by saying aye, IUPUI?

MALE SPEAKER: four of four

GROS LOUIS: South Bend

FEMALE SPEAKER: Aye

GROS LOUIS: Thanks, Fort Wayne

FEMALE SPEAKER: Aye