

Indiana University
BLOOMINGTON FACULTY COUNCIL
September 15, 2009
Indiana Memorial Union – State Room East
3:30 P.M. - 5:30 P.M.

Attendance

MEMBERS PRESENT: Randy Arnold, Robert Arnové, Rob Aspy, Jack Bielasiak, Elizabeth Boling, Purnima Bose, Carolyn Calloway-Thomas, James Capshew, Andrea Ciccarelli, Nicholas Clark, Angela Courtney, Gregory Demas, Jon Dilts, Carrie Donovan, Erika Dowell, Lucas Fields, Lessie Jo Frazier, Laura Ginger, Mary Gray, Patrick Harbison, Robert Hatten, Brian Horne, Robert Jacobs, Paul Losensky, Jack McCarthy, Eugene McGregor, Patricia McManus, Patrice Madura, Jennifer Miller, Jenna Morrison, Michael Morrone, Robert Noel, Elizabeth Raff, John Raglin, Michael Rushton, Debora Shaw, Richard Shockley, Peter SerVaas, Sonya Stephens, Richard Stryker, , Herbert Terry, Maxine Watson, Sue Whiston, James Wimbush, David Wise

MEMBERS ABSENT WITH ALTERNATES PRESENT: Thomas Gieryn (Anne Massey)

MEMBERS ABSENT: Eric Arnold, Bruce Burgun, Julia Fox, Valerie Grim, Karen Hanson, Patricia Henderson, Claudia Johnson, Michael Jolly, Padraic Kenney, Valerie Markley, Diane Reilly, Ranu Samantrai, Sarita Soni, Alex Tanford, Neil Theobald, Vasti Torres

GUESTS: John Applegate (VPPP), Alan Bender (Biology), Mark Bruhn (OVPI), Amanda Ciccarelli (Office of the Provost), Craig Dethloff (Faculty Council Office), Diana Ebling (IU Health Center), Peter Kazmarczyk (CWA-Libraries), Victor Kinzer (Human Subjects Committee), Erin Rykken (Faculty Council Office), Abbey Stemler (Trustee), Sylvia Turchyn (Libraries), Brad Wheeler (VPIT), David Zaret (Office of the Provost)

Agenda

1. Approval of Minutes

April 7, 2009: <http://www.indiana.edu/~bfc/docs/minutes/08-09/04.07.09.pdf>

April 21, 2009: <http://www.indiana.edu/~bfc/docs/minutes/08-09/04.21.09.pdf>

2. Agenda Committee Business (10 minutes)

(President pro Tempore Erika Dowell)

Circular B1-2010: <http://www.indiana.edu/~bfc/docs/circulars/09-10/B1-2010.pdf>

Circular B2-2010: <http://www.indiana.edu/~bfc/docs/circulars/09-10/B2-2010.pdf>

Circular B3-2010: <http://www.indiana.edu/~bfc/docs/circulars/09-10/B3-2010.pdf>

3. Question / Comment Period* (10 minutes)
(President Dowell)

4. Staffing Issues at Indiana University. (30 minutes)
(Peter Kazmarczyk, President - CWA Local 4730) [DISCUSSION]
http://www.indiana.edu/~bfc/docs/circulars/09-10/auxiliary/Kazmarczyk_edit.pdf

5. Report on Current Issues in Undergraduate Education at IU Bloomington (30 minutes)
(Sonya Stephens, Vice Provost for Undergraduate Education) [DISCUSSION]

6. Initial Report on Emergency Preparation Planning (30 minutes)
(John Applegate, Vice President for Planning and Policy and Mark Bruhn, Associate Vice President) [DISCUSSION]

*Faculty who are not members of the Faculty Council and who wish to address questions to Provost Hanson or President Dowell should submit their questions to the Faculty Council Office. Our documents are available at: <http://www.indiana.edu/~bfc/>. To send e-mail to the Faculty Council Office: bffcoff@indiana.edu

Minutes

AGENDA ITEM 1: APPROVAL OF MINUTES

DOWELL: (laughter)...first and last opportunity probably. Hi, welcome everybody to our kickoff meeting for the faculty Council this year. I'm Erika Dowell, President of the Faculty Council for the next couple of years and I welcome you and I need to give you the bad news that Provost Hanson can't be with us today. She sends her profound regrets for not being available but the AAU Provost's meeting which is held like once a year is happening right now and so she couldn't skip that either. So we're on our own today more or less. Let me introduce the Agenda Committee briefly, whoever is here. Laura, Ginger, Brian Horne will be right back, Herb Terry, Vasti Torres who may or may not be here, and Andrea Ciccarelli. I think that's everybody. And let's get right into business. We have an approval of the minutes up first from April 7th and April 21st 2009. Do we have any comments or amendments to the minutes?

GINGER: No one can remember them.

DOWELL: Okay, no one can remember them. Yes, that's an issue too. Alright, so all in favor of approving the minutes, or do I need a motion first I guess...No? Okay, all in

favor? [Aye] Any nays? Or abstentions? Okay, great, the minutes are approved. On to Agenda Committee business; before we get started, I thought that well, I'd like to acknowledge the campus's concern and sorrow over the death of Peter Duong last week in a pedestrian car accident. And it was suggested that it might be nice to have a stand for a brief moment of silence, and so if you would join me. (Silence) Okay, thank you. We will be talking about, I'm sure, pedestrian/bicycle/traffic kinds of issues in the near future, but not today.

AGENDA ITEM 2: AGENDA COMMITTEE BUSINESS

Okay, first on the Agenda Committee business we have three circulars before you. Let's see, one is a roster of the BFC membership overall, one is a list of committees and their members for your reference or for your reminder (you may be on one of those committees many of you—scan these things for your own name), and then circular B-3 is a summary of BFC actions taken during the last academic year. I just have one note about that. One of the things we passed last year was a revision of the Religious Observances Policy and over the summer in response to a faculty member just kind of having trouble parsing one of the sentences I approved basically a very brief kind of minimal edit which I think was a sort of, I added a comma and a 'the' or something like that, and we'll send that to the committee to make sure that they don't have a problem with what I think of as a very non-substantive kind of edit to that. Yes?

WISE: Just a brief question. Question regarding the list of committees. For committees not listed there, is there a standing procedure for creating them when needed?

DOWELL: Yes, and is there a particular committee you have in mind?

WISE: With reference to the committee on program Merger / Reorganization / Elimination...

DOWELL: Yes! And that will be being put together in the near future. Yes, and we'll publicize the membership of that when it's formed. Any other questions? Yes, Ralf?

SHAW: I think in B-3, there's the final resolution honor of Dan Seldin because his last name was spelled wrong.

DOWELL: Oh, was it? Okay... Dan Seldin's name is misspelled, not in the title but in the text of the final resolution listed there. So, just drop that "g." Alright, our next item of business in Agenda Committee business is to call Herb Terry to the front for an official 'thank you,' for his service as President of the Faculty Council for the last year and a half or so, more or less, and for his long history of service to the faculty. Thank you, Herb. [applause] There's a gift receipt's in there if you don't want it, or need to upgrade...

TERRY: Thank you all.

DOWELL: Thank you, Herb. Okay, next few things we have to go over are calls for volunteers or nominations for some various groups or other areas of service. The BFC needs nominations to fill one position on a new task force that will be addressing the issue of academic continuity in the event of an emergency situation confronting one or more campuses of the university. This will be related to what John Applegate will be talking about as our final item of business today but they're looking for one faculty representative from each campus (there will be administrators on the committee) and the idea is to explore some of these issues where possible and develop some advanced plans. So if you're interested in nominating yourself, or someone you know for this group, please come and talk to Laura right after the meeting or email Laura or any of us on the Agenda Committee or Craig because we need names. So please do.

Another opportunity to involve yourself in something new: we need a volunteer potentially to attend a meeting of the Inter-campus Coalition for the Advancement of Women. This is a group that the Dean of the Office of Women's Affairs, Yvette Alex-Assensoh, helped get started last year. They'll be meeting this Friday up at IUPUI for, well, most of the day. It's 11 to 4. So I know that's a big time commitment, but if anybody might be interested in getting involved with that I can supply you with the agenda and tell Yvette that you'll be there as BFC's official, semi-official, representative.

Yes, one more recruitment item: the BFC has benefitted from the service Dan Seldin as Election Supervisor for 32 years but he has retired and we need a new Election Supervisor. So we're now calling for volunteers who might wish to volunteer. I think I can guarantee that you won't have to do it for 32 years [laughter]. But if we can get someone to volunteer for one or two.... The fact is that because he had served so long, we have no process for selecting an Election Supervisor. They are referred to frequently in the bylaws as the election supervisor will do this and will do that but we basically get to make up how we're going to select or elect an Election Supervisor. So if you're interested in being the receiver of ballots and counter of ballots for the next year, or possibly two, we welcome—or three—right. As long as you want! If you want a long-term commitment we can work that out too, probably. So let me or Craig know right away because we're interested in putting your names on return envelopes.

Okay, moving on to the question and comment period. Questions that have come in to either the Provost or to the BFC office; first one we had regarded the campus plans for responding to flu and H1N1 issues, so we're kind of just going to put that off to see what John Applegate and his people have to say in their report today. Several people contacted the office and the Provost about Labor Day. You will recall that we were all in session this Labor Day, but last Labor Day we were not. Labor Day 2008 was observed as a holiday because of the specific one year only resolution of the BFC at the time although the BFC in the past has charged the Calendar Committee to obviously to add Labor Day to the list of holidays and to change the calendar in other ways also. So what we'll be doing because I think there's consensus certainly on the Agenda Committee

that we would like to see Labor Day continued as a proper holiday, we'll be drafting a charge to the Calendar Committee that deals only with Labor Day. So the past charge that BFC sent was Labor Day and fall break and semester symmetry and a whole variety of issues and so I think what we were thinking of proposing this time is a just-Labor-Day-request to the Calendar Committee and then they would consider that request and if they felt that it was do-able then they will be coming back with a resolution for the Council, right? That's generally the process, so to let you know that, that's what's happening with Labor Day. If you have comments on that, you can go ahead and let me or the Agenda Committee or the Provost know.

Let's see. I think our last question that has come (more of a request). This is a request from David Wise from Informatics right here asking for us to implement a new mandatory procedure to be put in place that would inform each person elected to the Faculty Council of the polling results for his or her position. So that would mean that when elected, each of us would be privately informed of the number of votes we received as well as the count for the people we ran against and write-in candidates. And I think the proposal is intended to give members some idea of their mandate or lack of mandate and promote an awareness of the level of participation in the Council election process. So what we're going to do right now is the Agenda Committee is going to talk about it, probably forward the request to a committee to talk about, and it'll come back up at BFC at some point. So, happy to hear your comments about that, although we don't have time to talk about it today you can certainly, you know, as every single information item has ended so far today you can email me or anybody on the Agenda Committee or Craig with your thoughts on that issue.

And unless we have any questions from the floor, and of course, the Provost isn't here so we'll see what our motley assortment of people here can answer. Yes?

AGENDA ITEM 3: QUESTION/COMMENT PERIOD

ARNOVE: This is Robert Arnové. About the Calendar Committee, who serves on that and to what extent are they response responsive to policy decisions made by this Council?

DOWELL: I'm not qualified to answer that, would...?

DETHLOFF: It's actually in your handout: composition of the Calendar Committee.

DOWELL: Okay, so the composition of the Calendar Committee is in the handout and Herb, do you want comment on the responsiveness...?

TERRY: The Calendar Committee exists for a very good reason. Drafting a calendar is an exceedingly complex thing that extends well beyond faculty issues. The Calendar Committee is intended to bring staff and everybody else to bear on this thing and

administration can come back with their recommendation but the Council adopts the calendar. And just to clarify since there was a bit of laughter about last year's events, for those of you who don't remember there was a reason why the Council adopted the last year Labor Day only resolution and that was that last year Labor Day was also the first day of the fall semester. And there was a sense that while there are some problems that always come up when we talk about observing the Labor Day holiday, the problems were even worse if it was the opening day of the semester and therefore the Council decided quite consciously not to go forward a couple of years ago and make it a permanent change in the calendar but made it just for last year because of that scheduling.

DOWELL: And the Calendar Committee's on, oh these don't have page numbers, did you find it?

ARNOVE: Yeah.

DOWELL: Okay.

TERRY: I guess I'll add one other comment. I think the faculty adopts the calendar. Actually some years ago we adopted a calendar. It had many of the characteristics the faculty have always wanted, it was symmetrical, all of this sort of thing. We got to it by adjusting the length of the meeting periods of classes so we had the correct number of minutes of instructional time that are expected by the general assembly. The calendar became controversial in part because of concerns by the business community in Bloomington that we had reduced the number of days when the students and others were in Bloomington and therefore adversely affecting their income and they turned it into a political issue. Then Chancellor Gros Louis unilaterally aggregated the calendar that we had adopted and announced at one of these meetings that we were going back to the earlier calendar. We did not oppose that, but I think we then had a calendar that for a while we had not endorsed.

DOWELL: Okay.

GINGER: It's a nightmare, Bob.

ARNOVE: It should be a day off.

DOWELL: I agree, whether it's the first day of classes or the sixth. Any other questions from the floor today? Okay. Then we will move on to item four on the agenda: staffing issues at Indiana University featuring Peter Kazmarczyk, President of the CWA local 4730 who's asked to address the Council today and this is on the schedule for about thirty minutes and he'll kick us off and then there'll be some time for discussion. Peter?

AGENDA ITEM 4: STAFFING ISSUES AT INDIANA UNIVERSITY

KAZMARCZYK: Alright, thank you Erika. And I'm assuming everybody can hear me. I don't even know if this is plugged in, but I will attempt to talk loudly enough for everyone to hear me. First off, I'd like to thank you all for having us in here today and giving us a chance to address this issue. I think this is an issue that is very important to the campus and the university as a whole. It's not just an issue of staff and it's certainly not just an issue of staff wages. That's a component of what I want to talk about, but this goes far beyond what we are or are not paid. So I appreciate the opportunity to come in here and talk today. I also would like to introduce Victor Kinzer. He's a member of our Executive Board. He's our Treasurer, he's also a member of our bargaining team, and he's here to, you know, share a little information as well and assist me in answering any questions you have. And I'll say right now I'm very interested in questions or comments when I'm done to know what your concerns are and, you know, where we have common ground on this issue.

Now I believe I know that guest editorial I wrote for the Herald-Times was provided to everybody. I'd assume some of you have read it and it really summarizes what the issues of importance are for us. As you may well know, when the budget was announced for this fiscal year in July, it was announced that not only would staff not receive raises this year except for a small bonus to some staff but that all staff positions, PA, support staff, service/maintenance, when they became open to attrition would have their budget lines cut in half. Now this to me quite simply exacerbates an already critical problem of overworked and understaffed departments. We've already been losing people just through attrition through positions not being filled for several years now. The number of support staff, and I'm going to focus on support staff because that's who we represent, the number of support staff on this campus is down approximately a hundred over the last two or three years. So we were already losing staff to begin with. By forcing departments to slash funding lines for staff positions when they open up, for all practical purposes it makes it impossible to fill that job with a full-time, PERF-eligible staff person who also gets benefits. Now, there are two ways that this can be addressed by a department -- I suppose three. One, they can lobby, lobby, lobby to have that position made an exception. And I understand exceptions will occur. They can fill it with an hourly who can come in and work part time and, in the eyes of administration apparently, do the job just as well. Or they can scramble around until they have two halved staff lines, find some way to combine them, which is fine if they're very similar in terms of the amount of funding, maybe they can put two together and form a new one. And then they can bring in a new full-time staff person. But all of those involve certain amounts of creativity and I think the end result is often going to be, and I'm seeing this already on campus, is that staff positions are going to open up and they're not going to be filled. And therefore our departments are going to start suffering even more critical shortages of skilled, capable staff. You know, I know of several examples already of places where the front desk person—the secretary or administrative assistant whoever it is—leaves the department, the line doesn't get filled and the next nearest person, sometimes literally, whoever happens to sit nearest to that

front desk is told, 'Alright, on top of your other duties you now have to cover the desk. Every time a student or a faculty member or a parent walks in the door, drop what you're doing, get up there, greet them, because that's your job now.'

This of course has a drastic impact on their ability to do the job they're already doing which is, you know, supporting the faculty, pushing the mission of the university, making sure that everything is processed in a timely manner, whether it's enrollment issues, payroll issues or just whatever the day-to-day issues are of a department. It also cuts back on the amount of service that the person walking in the door gets. You know, that student or parent, this may be their first contact with the department and instead of getting somebody who's dedicated to doing that job, they're going to be talking to someone who's scrambling to try to do two jobs at once. And it's going to have a detrimental effect on the service. You know overall I think it's important to stress especially because some people have, you know, ideas about what unions are all about, I want to make clear: we support the academic mission of this university. We support making this a world class university, and you know when I step back and I look at some of the goals of this university I'm very much in favor of it. I'm not opposed to building projects, I'm not opposed to this being a greater international university. I think all of these things are important. I think what has been forgotten is that a world-class university with world-class faculty needs world-class, experienced staff. Staff that are, you know, well compensated. Staff that have institutional knowledge. You know, staff that can really support the faculty, work with the students, and do the day-to-day running of the university. You know, and quite honestly I don't think that's something a lot of faculty want to do or should be asked to do. You know, you are brought in to teach, to do research, to nurture students. That's absolutely and what you should be doing and what we want to see. But I think that the university through its budget and through its behavior in the last couple of years has really lost sight of the fact that staff provide a vital part of the machinery that runs a university. Sometimes you know, honestly I feel that we are thought of as interchangeable parts, we can be replaced easily, anybody who's got some skills in Office and Excel can come in, sit down, and do the job that we've been doing. Even when it's somebody who's been here twenty or thirty years and has memories and knowledge and has proven themselves over and over to be an excellent employee and excellent, you know, at working with the students and parents and whoever else they encounter on their day-to-day jobs. You know, now a lot of people when we started talking up this issue in the spring said, you know, it's just a bad budget year. You shouldn't be talking about wages. You shouldn't be talking about staffing levels. Honestly, if staff had been properly taken care of and our issues properly over the last ten years, perhaps we wouldn't make such a big deal about it this year.

Now I didn't provide a lot of printouts. This is data that's easily accessible and I can gladly provide to people. But now a little background so you'll know where we are on this. Like I said, staffing levels have already been dropping. About a hundred in the last few years. If these positions are not filled, staffing levels could drop up to 25% in the next two years across this campus. And this is based simply on a standing attrition rates

as provided by Indiana University human resources. Now some positions are combined, maybe not so much, but either way it's going to be a drastic reduction in staffing. Or, staff will be replaced by hourlies and some of them may be skilled. They might eventually become full time staff if the opportunities are there, but it is really taking a cut in the quality of people we're bringing in and we can't possibly expect the same level of dedication to the university out of hourlies and people who are just sort of there as a transitional job. And one example I want to give, and I hadn't been planning to give this example, but I heard it mentioned when I saw that you had a resolution thanking Dan Seldin. You know, I work at the libraries. I worked with Dan. And yes, he always had a smile on his face, it was wonderful. Well Dan left. I'm not sure exactly what's being done with funding lines. The libraries have historically been very creative at moving funding lines around, at finding ways to retain people and creatively redistributing work. But what I can tell you, Dan catalogued maps, you walk by his work area now there's maps everywhere. And they aren't going anywhere. They aren't getting catalogued. Some have been brought over to the desks of mine and my fellow workers, staff people. 'Get to it when you can on top of all these other projects you have.' You know, that's a perfect example of staffing levels. And no, I know Dan was not support staff but you know, all that work's just sitting there. It's not getting done and I'm sure it's valuable to some faculty member on this campus, to some student, to real people who need those things catalogued who need them in our collection, you know. And that's just one example. You know, I know Victor will be able to give another example of an impacted department. But this is going on all over and I've talked to dozens of people about this. You know, I heard from one librarian who thought it was a shame that the collections budget was protected when staff was left out in the cold. And I'm a firm believer in collections budgets, but again I think that the university needs to sort of re-think some of its priorities. You know, six building projects, and again and you can ask me about this I know they're funded different—dedicated funds and so on -- a hundred and forty something million dollars for six building projects. There's no reason the university couldn't have lobbied to have some of that money, you know, some of those projects deferred, just one of them or part of one, so that they could put some money into staff wages. But apparently, the staff was not considered important enough. When Senator Kenley gets up and starts pounding his fists from his pulpit and says you can't raise tuition, you know, we're gonna hold up your money...guess what! IU suddenly comes up with money to take care of the students to give them a little bit more. And again, I don't oppose in principle doing whatever it can to attract good students to get them educated but it made clear again, there's money out there. Yet when we tried to get any kind of wiggle room on wages, on us getting nothing on the way the wages/bonuses were distributed, we're told there's not a penny more. We couldn't find any more money to even give you a 1% raise. That would have cost an extra million or so. I can look it up if need be. It was doable. The money was out there if there were a will to do it but there seemed to be no will on the part of the trustees or the administration to address staff issues. And the final point I want to make on this, again, about why we're concerned about this now: During the last ten years, generally considered a boom time for the economy nationally, things were going well, the university endowment was

growing by leaps and bounds yet not since 2002 have staff received wage increases that have kept up with the increases in the cost of living as measured by the consumer price index. Now there are other measurements you can look at; you can argue maybe some years we just hit that level but the fact is we have tread water at best and lost ground for eight years—seven years. Now, if we'd been better compensated then we could probably weather this storm better. But staff got no raises this year, they're struggling to pay bills, their numbers are cut, morale -- I've been working as a union steward for a long time now -- morale is lower than I have ever seen. People are disgusted and they are frustrated and you know, they're scared to leave. They're scared of what's going to happen and they can't pay their bills. They can't afford the basics for their children. And we got nothing meanwhile we see hiring of 60, 80, 100 more faculty depending on whether you're talking about just Bloomington, 140 something million in building projects...again, I will say, I'm for building projects, I'm for bringing in more faculty, but there has got to be a better balance. And you know, we bring this issue today because we'd like to hear what's important to you and we didn't come up with a specific proposal we want endorsed but honestly we would love to see the faculty take some kind of position on the slashing of budget lines and therefore the slashing of staff numbers and the fact that we got no raises this year for most staff, nothing on the baseline for anybody yet they're throwing money left and right at other projects that also have long term commitments and long term expenses and ,you know, as I said in my guest editorial, we're not blind. We can see that there's money out there. We just - - it seems very clear to us that we at the bottom are having all of this heaped on us and we're not being treated with any respect. And it's just plain wrong and we're trying every legitimate way we can to address it and that's why I'm bringing this to you today. And that said, I wanted to let Victor say a few words, you know, sort of tell you what's been going on in his department and fill in any gaps I missed and then I think we'll take some questions.

KINZER: I work in research administration. Something that I imagine several people here have dealt with that office. We recently went through a major reorganization. We're a year out from the actual reorganization part. It happened on paper long before that. And we're just really catching up. There were higher expectations in terms of turnaround time, in terms of responsiveness and we're just reaching the part where we're seeing the gains. We are in a better organization than we were before. We just had a staff member announce that he was going to retire, actually a PA staff member, and as Peter said, there may be exceptions. Right now I know there is lobbying going on. Currently the way we're organized, we have very, very divided work. What I see as the largest impact and I especially see our department being relevant to, you know, faculty concerns to the academic concerns because we primarily serve faculty. Other departments might serve students, even some community members but we really serve primarily faculty. And if the wrong person were to leave, we would be left in utter chaos. If the wrong person were to leave, our office could very easily be left, not as disorganized as we were during the reorganization but very, very close for a period of time if we weren't able to replace them. I understand, you know, budgetary concerns.

My greatest fear and what I see, you know, people very afraid of in my office and playing out in a lesser extent with this retirement of the individual who has retired, there are several people with his job description so there is wiggle room. There are other positions that do not fit that. We have one person who does effort reporting. We have -- literally our audit team is three people. So there isn't a lot of cross training there. The fact that these budgetary concerns are being slashed without giving the departments the necessary movement to go, 'Alright, well you tell us we have to cut this much.' That's terrible, but then we can intelligently cut it. And yes, there's going to be collateral damage there but the slash and burn approach drastically compromises our ability to serve the faculty and to facilitate the faculty to provide, you know, the necessary academic and research infrastructure for the university. And I see that most starkly when compared with 130 additional faculty that are being brought in, you know, depending on which campuses you're talking about that number varies, I mean we've had increased enrollment for a long time. We need new faculty. Certainly we need new faculty and I'm all for that hire. I mean, I think that that's sort of overdue. But I've also heard stories from you know, PhD students, you know, who have instructed a couple faculty members just in general not necessarily here, but at other institutions and the thing that I hear consistently and that I'm most concerned about is, you know, if they lose support then their ability to focus on, you know, what they're doing or, you know, in their situation is seriously compromised. You can find space. Labs can be moved. But I just look at lab assistants or research assistants. The really, really high level support staff jobs and there are several PA jobs that fall into this as well and what if that's the job that gets slashed. And there, that could dramatically impact large research projects and it strikes me that the broad approach could be very, very damaging where the fiscal issues could be addressed in a way that would have less collateral damage to the mission, the vision, and the purpose of the university.

KAZMARCZYK: Thank you, Victor. And I think we've made our points. I'm open to questions.

ARNOVE: Robert, I'd like to first support strongly the points made by Peter and his colleague. And since you raised the issue of wages, I'd like to know at the lower salary prong of the schedule what is the average salary and with regard to hiring low paid, low expense salary workers would they be paying a living wage of \$12-13 dollars an hour?

KAZMARCZYK: The second question, no. They would be paying the city living wage which is \$8.50 with benefits, \$10 dollars without. That may have gone up a little bit since they passed it. It was supposed to increment up with inflation.

KINZER: It's tied to the consumer price index. It has gone up and that was part of the original law. So it's gone up whatever the consumer price index is. It's like \$10... I checked last year. I did not check this year. It was like \$10.61 last year. So it's probably gone up, well the consumer price index has gone down so it's probably a little less than that this year.

KAZMARCZYK: So the hourly workers that come in would they be making \$12 dollars an hour? It would depend upon the job, but a lot of them probably wouldn't. I know in the libraries we have lots of student and hourly help that, you know, make less than that. The average IU salary right now, you know, honestly I'm not sure if I have that data on hand but I can tell you that out of 1600 staff there are 280 earning less than \$12.50 an hour. You know, 1300 of them earn less than \$17 dollars an hour which is a much higher number. The bottom end in large part thanks to efforts of President Herbert has been brought up quite a bit. He brought it up above the city's living wage, but there's a lot of wage compression at this point and a large number of people are in the bottom quartile of what's -- we have salary brackets -- and most people are well below what's considered the midpoint for their job description and what IU says is 'Oh, this is where a skilled competent experienced person should be. It's the midpoint.' 70 odd percent of us are below the midpoint. So we're not, we're not even close to making what is considered a good salary for the jobs we do based on a national standard.

ARNOVE: And how many staff do you know of that are on food stamps? Is that still a common problem? People needing food stamps?

KAZMARCZYK: Honestly, I doubt it's as common as it had been in the past. I haven't talked to anybody recently who was, but I suspect that there probably are some. Single individuals with young children for instance need to make \$17 dollars an hour or more to really maintain a decent standard of living.

KINZER: I can address approximately the average wage that you asked about. I have run those numbers for bargaining for the last two years and while I don't have them with me, the average wage fell, and this is, you know, the lowest person all the way up to the high end support staff research assistants. It was in the \$14-ish range. I think it was \$14 and low change was just if you did a flat average. The most common wage, the mode was below that. So the most common wage is less than the raw average, but not by much. I think it was very, very close to \$14.

DOWELL: Yes.

CALLOWAY-THOMAS: I just want to say that your case is compelling and moving but I want to know in light of the awful budgetary constraints on campus. Do you have any specific proposals that you'd like to present? Or any suggestions that you have for how to remedy the situation that you've described?

KAZMARCZYK: Well, you know, these would involve changes in the budget and honestly I'm not sure A) what can be changed in the budget or B) quite frankly, what power this body actually has to push for those changes. We would love to see a resolution from this body calling for the campus to stop slashing every position 50% when it opens up because that would at least be an immediate attempt to stop the bleeding and maintain

current staffing levels. So that at least those staff who are here right now or their replacements could continue to do the work at the level of work they're doing now. You know we still feel they're extremely overworked but that would prevent the hemorrhaging quite frankly.

CALLOWAY-THOMAS: And my second question is, whether you and members of your union have had a collective discussion about these matters and if so, what was the outcome of that discussion?

KAZMARCZYK: Well, a collective discussion as in all the staff together...?

CALLOWAY-THOMAS: ...over remedies, yes.

KAZMARCZYK: Yeah, we have discussed it. And I mean, we brought this issue to the bargaining table and we tried to get IU to put more money into wages. But we do not formally have the ability to call for changes in the budgetary process at all. But we would like to see some of the monies that IU has put into buildings or new faculty hires redirected towards staff, whether it's maintaining those staffing levels or actually providing us raises for the year. You know, we do not have a formal position that the CWA itself has voted on but we did take to bargaining that we thought we should be provided wages and we do firmly believe that we think IU should have should do something different with the way they're distributing their monies.

KINZER: I can say and this, this is more my personal view of it, but I think it fits roughly within the philosophical direction that the union a whole has taken. I think the first, easiest and smallest step that can be taken was instead of a flat slash – 'alright, this position is gone, you know we're just gonna slash the budget -- you know, propose some sort of formalized review process. Now that was slightly put in place before in terms of requiring VP or dean level approval for re-hire, but it wasn't tied to the budget. It had no effect on budget line it was just, 'Oh, you should review this.' But we should have some sort of evaluation tied to that budget slash of where does this position fall critically within the mission of the university and the mission of the department. I think the first thing before we get into the money fight itself is to tackle the fact that these budget losses are being taken absent any intellectual evaluation of their impact on the university. And I think that is the most damaging element of this policy. I think the other, the next step which would probably be more difficult, but also be less painful than really saying, 'No, we need more money for this,' is you can't have perpetual slashing. It only seems logical that there is a number somewhere that we have to meet. You know, because if we were spending exactly what we had, we wouldn't be doing this. Someone knows that number and I think that number needs to be given to the people who are crafting these budgets and I think that number needs to become a public part of this discourse.

BIELASIAK: In light of that I'd like to in fact address an issue of balance which Peter also mentioned. And I think I want to ask the Agenda Committee to charge the budget committee and the Provost's office with a fact-finding mission about our budget over the last ten years. In particular I would like to know how much of the university's at Bloomington's expenditure is devoted to teaching, to research, and to administration. Several national studies point out that higher education costs have risen tremendously but largely driven by administrative costs, not by teaching and not by research. I think this is true of the Bloomington campus as well. We have too many Vice Presidents, too many Provost and Vice Provost and assistants and associates, whatever. And I just would like first of all as a fact finding to know precisely what is the balance between those different costs to the university and how they have changed over the last 10 years. 10 years, 5 years, today.

Second, within that fact finding mission, I think we need to know indeed what are the different appropriations to the different sectors of professional and other staff. How has that altered over time? I suspect that what's been said here is true. That in a matter of balance of constraints, everybody's protecting their turf. It's understandable. But we are in fact taking advantage of the most vulnerable population amongst our midst. And I -- frankly to me it's appalling -- and I would like first to find out the facts, and then when we have the facts to try to act on this to support those who need our help. So that would be my request to the Agenda Committee to proceed with that kind of steps in the near future.

DOWELL: Thank you. Herb?

TERRY: As I've just agreed to return to being co-chair of the Budgetary Affairs Committee so that task may be directed to us, but I think it might be a very appropriate task. This is the start of my 35th year at this university and one of the things that I know is that this place achieves a great deal of its distinction through the efforts of staff and through their dedication to their jobs. This place has historically been underfunded and under-supported on many fronts for many years and it has accomplished a lot of what it has accomplished by people doing more than one might normally expect them to do if they were just employees of some institution...

DOWELL: Could you speak up?

TERRY: ...if they were just employees of some institution in a traditional sense. So I think it is time to look at that. I think it's time to look at it comparatively and I wonder, Peter, to start with do you have any data on this? Are we, compared to peer-institutions, understaffed?

KAZMARCZYK: You know, honestly, I don't have that data. I would be more than happy to do a little research on that, you know, hold up our end of doing the work.

TERRY: Any additional data that we should probably try and determine. I have often had a feeling that we have institutions, parts of this campus, that are under-staffed and maybe some other parts that are over-staffed. But we don't know. And it would be useful to get that data as well as data on the administrative expenses compensation. Other sorts of things like that. It seems to me there are three issues: One is compensation policies and priorities, what do we pay now, what do we do in a tight budget in terms of salary and benefits...fringe benefits, other sorts of things. This question of staffing, that's not necessarily competitive/comparing. That's going to be driven by cost of living in these areas. It's not going to be the same here as the University of Minnesota. Staffing levels, where I think again we can try to find out in a broad sense maybe and sometimes in a narrow sense how we compare with peer institutions and then the other question I think you're raising is this place is going to have to make some profound budgetary adjustments. This is not a one year or two year change in our financial mix of resources and the support we receive from the general assembly. The question I think, in part, is do we have good systems for making wise adjustments and developing policies, deciding what to do when we really confront that and yeah, it sounds to me like the policies of automatic slashing of half of a budget line when it becomes vacant are a bit of a blunderbuss but I hope in practice it will be worked through. But it's not the way to continue to do business, I think ethically. We need to come up with other policies. And if this Council and the Agenda Committee ask that we take a look at that, I'm sure my colleagues on the Budgetary Affairs Committee will do our best. And I hope we would have the support of the administration in doing that. As you said at the very beginning, this place depends on its staff. It would not achieve the distinction it has without the efforts of staff and faculty and students and graduate students. It's a mixed bag. And when one group is not treated well and the morale suffers, we'll all suffer...

DOWELL: Thanks. Maybe one more comment. David do you have...?

ZARET: I'm David Zaret from the Provost's office. The decision to cut 50% of vacant staff lines was, I think, taken by the President in part to have a metric that the public could really understand how we are cutting costs. In any event that was the decision taken by the President, so you can see that it's not a campus decision, it's a system decision.

Responses to that are made by local academic decision makers, that is, by the deans of the schools or by staff administrators in the non-structural units. This is not a hiring freeze. What deans or other unit leaders can do is to decide to reallocate funds if a lost staff position is deemed to be essential to support faculty and students in their learning and research. And so what is happening in fact in some schools is that chairs or unit directors can come to the dean and say, 'I need this,' and then it's up to the dean to decide to further reallocate. And so it's painful. I certainly agree with everything you said about the mission-critical nature of the dedicated and talented staff. In the end, if the dean or a unit head wants to reallocate, they can do so. So this is not a hiring freeze, it's a way that central administration has to rise to force academic decision

makers to reallocate. It's painful, it's difficult, but I think it is best to I think describe it in those terms as opposed to a hiring freeze which it's not.

As to Jack's request for more information, I think that's an excellent idea. The Provost's office can certainly work with the CFO to provide that information. I can say that there are some good answers to your questions. We just did look at the issue of administrative cost over the last ten years as most of you probably know. Administration, that is support for Physical Plant, and the President and the Provost's office comes from assessments to the income received by schools. And over the last ten years the percentage of school income that is taken away as assessments to support the non-academic units has gone down. And if you will, after this I'll send you that information. It does suggest that IU may be somewhat different from many large public research institutions in that the institution has done a pretty good job of trying to funnel more resources to the academic side of the institution. So there, in the midst of all of these numbers and the gloom, you know, there are some glimmers of hope.

DOWELL: Alright, one last comment if there's anybody? Okay, I think the Agenda Committee will be happy to take Jack's request and forward it to the budgetary advisory committee. We'll talk about it next week if not before. Thank you, Peter.

KAZMARCZYK: Thank you.

AGENDA ITEM 5: REPORT ON CURRENT ISSUES IN UNDERGRADUATE EDUCATION AT IU BLOOMINGTON

DOWELL: Sonya would you like to...are you going to move down? Okay. We don't have an official break today, but you may just have to wander out and get another Diet Coke if you need it or popcorn refill and then come back.

STEPHENS: Can you hand me, can you hand me, is that, am I speaking, is that loud enough? Yeah? I am very pleased to have this opportunity to share with you some of the current issues in undergraduate education on this campus. As you'll know, this is a young office that was created only on the first of January in 2009, but I believe that in the short time we've been there, we've tried to be very proactive not only in organizing ourselves better to serve the faculty and the students and institution and to be responsive to their needs, but to also plan for the short-medium-and long-term future.

So when I was asked to come and sort of make this presentation to you I was thinking about the kinds of issues that I'd like to address. And I was asked to address three particular issues and I will address those issues. But I didn't want to do that without giving you some context because many of the things that we do don't appear to be immediately related to each other but they are all connected. So I wanted, I mean, one of the things I've given you is the mission statement and I'll come back to that in a moment, but I wanted to say a little bit first about how we've decided to define our

agenda for the short to medium term future and how we're articulating our goals and our vision if you like.

So the Agenda Committee proposed three areas of interest for this presentation: remonstrance policy, the reform of the campus curriculum committee, and any developments in assessment. And I will address all of those as I said, but with your indulgence I'll actually address them in reverse order and not until I've said something more broadly.

So, the mission statement is actually a work in progress. We're not quite finished with it yet and we have a couple of things that we've identified that we want to add. And it will eventually go up on the website which I'll raise again in a minute. So the mission in creating the role of VPUE, Provost Hanson delineated a remit that OVPUE has adapted and establishes the mission, that's what you see before you. That mission is far reaching, reflects the role of the many units that are brought together within OVPUE and connects with the mission of the Bloomington campus. Now, a number of key initiatives shaped our immediate priorities. National trends and state prerogatives influencing undergraduate education, the IUB General Education initiative, the VOICE report—or the Vision of the Ideal College Environment report—commissioned by President McRobbie in 2007-8, presented in December of that year, reports by the Board of Aeons in 2007-8 and 2008-9, and the 2009 report of the Provost's Task Force on Undergraduate Education. What emerges from these, broadly speaking, is a need to create and promote an institutional culture that values and recognizes the importance of undergraduate teaching, learning, and experience broadly conceived as well as specific areas warranting further attention. These include but they're not limited to -- these are specific recommendations that we're addressing; -- the creation of an academic roadmap, an information clearing house for students, the first year experience, interpretive curricular issues including such opportunities in the residential environment, a review of academic advising and its many manifestations, enrichment, including opportunities for civic engagement, service learning, undergraduate research, internships, study abroad, etc..., enhanced use of information technology in the support of the undergraduate learning experience, innovation in the area of large-class teaching, and in concert with the schools and their faculty: a reevaluation of the major. So this list is obviously set to grow, but we're addressing several of these already with a number of initiatives. And I'll just run through some of the initiatives that we've begun so that you'll have some sense of where we've started and where we're going. And I should say that nearly everything we're doing, we're doing in collaboration with the academic officers for undergraduate education in each of the schools, with the EPC, with other administrative offices, and we're working particularly closely with enrollment management on first year experience, with the Dean of Students and with the office of the Vice President for Information Technology and UITS. And SES in various functions of others you'll hear.

So here's a quick run through of some of the things that we're trying to do and I'm going to try to get through this as quickly as possible to give you an opportunity to ask questions about all of these.

So we're trying to create a coalition of campus administrative and academic offices to create a strategic approach to the integration of the curricular, co-curricular and the residential experience, beginning with the first year student and developing to consider how each year might build on that foundational program. This is part of a wider mandate together to create an academic roadmap and information clearing house. This project will involve many undergraduates as well as graduate students pursuing professional degrees. So that's one of the things. We're putting together a number of groups in the shape of task forces; the first one to reevaluate the advising services in the light of recommendations to date, in light of best practice research, current and innovative institutional models, and our own campus priorities. This task force, the one on advising, is in formation and will report by the end of March. Aware of the likely resource implications for this, we're also looking at alternative business models as we look at the kind of academic approaches to advising and the support approaches that we need to deliver for the students.

As a result of the Board of Aeon's report on undergraduate research the Provost mandated that we create an office for undergraduate research and creative activities within OVPUE, an office that again will act as an information clearing house for opportunities, create a database of faculty research interests as they pertain to undergraduate research and create and offer opportunities for the presentation and dissemination of undergraduate scholarship and creativity in the form both of a campus-wide symposium and an undergraduate journal run by the undergraduates for their peers, of course.

OVPUE is trying to, as we speak literally, create a student advisory board that will be composed of twelve students representing a wide range of campus programs and experiences. This advisory board will not just be a kind of discussion circle. I mean it's intended that the students who serve in this role will be fully involved not only in all the projects that we're pursuing but will advocate for learners across the campus in developing their own projects and involving us in pursuing those. Part of this, a part of our activities have been to create a completely new and audience focused OVPUE website with resources for students, faculty and staff and it will in due course include information about assessment which I'm coming to.

And under some other kind of ideas, we're working quite closely with UITs and with classroom technology and with the office of the Vice President for Information Technology to align as far as possible the strategic plan, information technology plan of the campus, with the undergraduate mission, including oversight of integrated students services and the new student portal being developed by UITs. We're also trying to, and you'll hear more about this in due course as well, we're getting to the end of a project

for a new electronic system for the proposal and amendment of undergraduate courses, CARMIN. We're trying to develop an enhanced course description site which will enable students better to navigate the wealth of choices on the Bloomington campus and we're moving steadily but seriously towards a campus wide evaluation of the possibility of doing online course evaluations.

It is expected that future initiatives also collaborative will include pilot projects exploring e-textbooks, e-portfolios, and technology and the role of technology in advising. Next week, in addition, we will announce a new opportunity for faculty to re-imagine their teaching with innovative pedagogy enhanced by cutting edge technology in classroom facilities. The new pedagogies, new technologies fellowship emerges from a collaboration between the office of the Vice President for Information Technology, OVPUE, and the campus Classroom Committee and is a multi-year project to redefine the learning environment on this campus. It's also happening simultaneously on IUPUI. Also, sponsored by the Office of the Vice Provost for Undergraduate Education we will have this fall an undergraduate competition to design a Gen Ed website for a student audience, thereby increasing opportunities for undergraduates to apply their academic skills and unique perspectives in a professional context within and in the service of the institution. So I hope that gives you just some flavor of the kind of things that we have been involved in broadly as well as the way in which we envisage the mission of the office.

So I want to turn now to the specific items I was asked to address. And I'm going to begin with assessment, partly because assessment was the focus of much of our discussions last semester with the EPC. You'll recall that Padraic Kenney brought to the Bloomington Faculty Council a statement of principles about assessment which, you know, he was going to revise and it's one of the things that as a campus we need to address as a sort of focused concern of the accreditation site visit in 2007. And what I've provided for you because I don't think it's been seen by very many people and I think we need to get the message out there is an excerpt from that report of that accreditation site visit which identifies what we need to do as a campus in order to address their concerns about our assessment strategy. So you have that there. That's where the external pressure is coming from to give focused attention to assessment. You can read that at your leisure but I think one of the things that we've tried to do is to think about ways in which we can begin to put in place systems that will help the faculty without unduly burdening them in order to collect this information and begin to develop the kind of amount, the data that we need to effectively report on what's going on on the Bloomington campus. So I'm going to come back to the common project and you'll see I'm going to have to come back to it again when we talk about remonstrance. So this is the way in which these things connect. So the common project which is the course approval and remonstrance, maintenance and integration system will institute a new process for putting course proposals and course amendments through the various processes of approval, processes of approval that they currently go through on paper. Those of you who have put courses up to the University Graduate School are already

doing this in an electronic, in an e-doc light form. So this is just a more robust version of the graduate school system because of the dimension of the undergraduate course approval and remonstrance system. So a significant piece of this, and this was something that we had extensive discussions with EPC about was how will we get course information into this new electronic system? And the question was do we attach a syllabus or do we go, do we ask for information to be put online? And we had extensive discussions both on Campus Curriculum Committee and on the EPC about what we would do and we decided to go for a new format called the course outline. And the course outline collects information on learning outcomes and assessment of those as a part of the approval and amendment process. So it's the first stage in collecting information about what faculty members are doing so that we're able to report on learning outcomes and assessment techniques on the campus without actually having to engage in extensive activity to collect this information. So that will only affect new and amended courses and it will come into effect well in the pilot stages, in December, in the early parts of next year. I'll come back to that later when we talk about remonstrance. But that's just, that's one of the ways in which we're going to collect information. An additional layer of information for existing courses, it's proposed will be collected through what the students have also been clamoring for, an approved course descriptions website. Many of you will know that we have different layers of course description and one of the things we need to do is to distinguish between those levels and to enable faculty members to describe their course as it's taught in any given semester. And so whereas there'll always be a generic description for an approved course, we're going to try and create the opportunity for faculty members to individualize that to give more information to students including information about the kind of resources they'll need; text book information, for example. These new course descriptions it's likely would also gather the same sorts of information about the course: what the objectives are for the course, how they're going to be assessed and so forth, so that we'll gradually build a picture of what sorts of learning gains we're trying to measure on campus. So this is envisaged both as an opportunity to give students more information and advisors advanced information about courses as well as a means of collecting data related to student learning gains and the assessments of these.

In the next stage, the courses in the General Education curriculum, and this was presented to the Bloomington Faculty Council on April 21st, will be subject to monitoring both the level of course outcomes related to the rubrics established for each of the areas within the Common Ground and at the level of the program's effectiveness overall. So monitoring, you'll recall, is the term used to refer to the process of documenting in quantitative and qualitative terms the value, effectiveness and efficiency of General Education. And that includes student assessment, curricular evaluation and program review. So all of that has already been proposed by the faculty and agreed by the faculty and approved by this Council and is a crucial piece in how we're going to respond to this assessment issue on the Bloomington campus. So the BFC circular of 2007 states that the Bloomington Faculty Council will establish a General

Education Committee to facilitate the implementation of ongoing assessments of the General Education program. In giving this jurisdiction to the General Education Committee the circular specifically charges the committee with the responsibility for developing assessment metrics for the ongoing evaluation of the Common Ground and Shared Goals; conducting a base line assessment on the campus's current experiences with the Common Ground and Shared Goals during the period 2007 to 2011; reviewing unit reports on the implementation, ongoing experience and effectiveness of the General Education program; and delivering annual updates.

So in the white paper that Russ Hanson and Barb Bichelmeyer presented to the Bloomington Faculty Council in April, they set out, having consulted widely with the faculty, guidelines for the accomplishment of this and part of what we're going to be doing this fall and through this year is seeing how the General Education Monitoring Subcommittee or GEMS will carry forward this mission. So I think step one in terms of collecting information about new courses will ensure that we have information about learning outcomes and the relevance of these to the future General Education curriculum if they're proposed for it, GEMS will advise on the way the General Education is being monitored and the Office of the Vice Provost for Undergraduate Education has the responsibility for the implementation of the recommendations made by the General Education Committee. So we'll be implementing the General Education Committee, managing it, and reporting to you on its effectiveness through this monitoring committee. So you can see how these all things all fit.

There are a couple more things on this. We're looking at online course evaluations and there are two committees which are going to be looking at different aspects of this. One will be looking at the implications in terms of technology and return and best practice research on this. The other committee will be chaired by me and by Tom Gieryn and we'll be looking at the kind of questions that schools will want to ask and individual faculty will want to ask and trying to come to some kind of position on how much flexibility we have with it, with such a questionnaire. What kinds of questions would individual faculty members like to ask? What kind of questions might the school like to ask? What kind of questions does the campus need to address? And how do we go about information so we have a continuous flow of information from the Nessie data, through course evaluations, to exit surveys. So we're not just gathering information about what our students are learning and what their experience is.

I want to come back to the kind of suggestion that we conduct a baseline assessment between 2007 and 2011. As far as I know, we did not begin to address this until this year and so one of the things that we have been doing at OVPUE is trying to put in place a pilot project to get some information about what our students know when they come in, in addition to the indirect measures we have through Nessie. This project involves the -- and you'll be hearing more about this because we'll need to be writing to all the faculty about it for reasons I'll tell you about in a moment -- but the Intensive Freshman Seminar brings in a number of students just before the start of the semester and we

decided to choose this particular group to work with highly committed faculty with an interest in teaching freshman students and so we've put in place a pilot assessment scheme where we've asked them to submit artifacts from their study in the Intensive Freshman Seminar and we're gathering those in an e-portfolio and we're going to analyze them as we go through and we're going to ask the students in the cohorts over the next five years to continue to share assignments with us, their artifacts, so that we can see how they move as they progress through their education. So we should have two years of data before General Education comes into effect so that we can measure what was happening before General Education and so we can measure what starts to happen when we have General Education. This is a kind of project with an 8 to 10 year horizon. We'll be looking at those student artifacts and seeing if we can match some of the gains through analyzing them. Now we expect there to be considerable attrition of the students in this project and so we're trying to think of ways to incentivize them and we're currently applying for IRB approval for the project. It's going through as I understand it right now. But we will need to write, to inform the faculty that this is happening, because if this does go ahead, the students will be sharing assignments with us that they've done for your class. And they'll become, they'll be anonymous and they -- one thing I should say is that we're not evaluating the faculty, we're evaluating the work. And so we hope that we're going to have some graduate students and some faculty volunteers and some staff volunteers working together to analyze the data and come up with some benchmarks so that we can understand what we're really delivering in terms of value-added for the students.

So that's what we've done so far in relation to assessment. The final piece of this for the moment is in, sort of alongside, the GEMS, of the General Education Monitoring Subcommittee. There's going to be a task force on assessment and that will report to me on measures that we should take on the campus and then we'll be discussed more widely when they do report. So they will be getting the information that you've seen today and it'll be a task force composed largely of faculty, some graduate students who will consider issues in assessment, look at research, look at best practice models elsewhere, and come up with some recommendations for this campus, bearing in mind the research mission of the Bloomington campus. So we're very aware of that. I don't think we can go any further than that yet. I think that gives you some indication and I think it would be premature to try and second guess what GEMS will propose and what the assessment task force will propose to us and I think we'll be backing it with more information about that.

I think there's one final thing that I would like to say which is just a kind of position statement about assessment. I think that one of the things that comes out of the white paper presented by the General Education Committee is that, and it's a statement that I think, I want to read because I want to kind of draw your attention to it. This is not about doing anything we're not already doing. So this is the statement made in that report. "A well designed and well conceptualize curriculum allows faculty, administrators, and the university as a whole to articulate what it is we do, the way in

which we do things, and why we do things in specific ways. Statements of program goals and objectives, assessments and evaluation plans and the results of measurement should be made public and easily accessible to all interested parties.” And that’s all we’re doing, but we’re just trying to do it in a way that collects the data more coherently and consistently. So we’re certainly not asking faculty to do more than they’re doing. We’re just asking them to say what they’re doing. And we’re prepared to provide as much support and help with that as we possibly can and you’ll see when the common project comes online, there will be help online for, you know, how you articulate what you’re trying to do and we’ll also be providing staff help to support you in that as well.

Campus Curriculum Committee, I was a little alarmed by the suggestion that I should talk about the reform of the Campus Curriculum Committee because I wasn’t aware we were reforming it. So I just would like to say that there is no plan to reform the committee. What we are doing as a result of some confusion in how the committee operates is trying to establish clearer procedures for its operation. The Campus Curriculum Committee, many of you will know, oversees curricular issues, negotiates tensions between the different schools, ensures that no program suffers the result of the innovations of another. It makes recommendations to the Provost and depending on the nature of the proposal itself goes through a whole series of approvals on this campus and beyond it. So we are trying to refine a draft of the terms of reference to some extent and the procedures and I hope we’ll have that by the October 15th meeting of Campus Curriculum Committee and we’re very happy to share that document with EPC, with BFC, with whoever wants to see it. We’ve talked at some length about making the deliberations of the Campus Curriculum Committee more available on a website so that people who are interested in what’s going on at Campus Curriculum Committee can go in and see the minutes and see the recommendations and see what programs are being put on.

We are now minuting the, there weren’t previously minutes to this committee. We do take minutes and so we provide a full record of the discussion. The one thing that I would say that we have changed since the committee is chaired on undergraduate matters by me and on graduate matters by David Daleke of the University Graduate School. One of the things that we have done is to institute if you’d like a secondary agenda, an agenda b, whereas instead of just kind of looking at proposals and discussing and agreeing them, we have time in every meeting to discuss items of interest to the schools and to the academic officers in those schools. So what we’re trying to do is increase the exchange of information between the individuals concerned so that we have a kind of structure for discussing initiatives prior to any proposals being put up. So that’s one of the ways in which we changed it. But I don’t think that actually reforms it in any way at all strictly speaking.

Finally remonstrance policies and I have to say I was a bit concerned about this as well because we simply oversee the remonstrance procedure on campus as it relates to

undergraduate education. As far as I'm aware there have been no changes to the remonstrance policy. I've already alluded to the common project and I think I should say that is relevant to remonstrance policy in as much as it will do the following: It will also make the undergraduate and graduate course request forms. It will provide a central electronic process to support course remonstrance and therefore will have more information about remonstrance and it will create an electronic contact list and provide university wide distribution an access to course remonstrance information. The benefits of going online with this process are quality assurance because we'll have improved access to course information for vetting and for remonstrance. It'll be more efficient; we'll get rid of duplication. There'll be improved communication between campuses. There's going to be greater transparency providing IU access to approved course description information. And there's going to be reduced expense.

So the way the process works is that it automates and stores data related to the approval and remonstrance process. What's likely to be particularly helpful to faculty is that the electronic process would include help on how and when to file a remonstrance. So here's what will happen in the common system: remonstrance lists will be published on a university-wide webpage accessible via Onestart. Remonstrance will be published once per month at the beginning of every month for thirty days. All data collected on course add or change requests will be available for review and all faculty, and this is under discussion further because I believe there was some discussion over in Academic Leadership Council and there was some concern that faculty wouldn't want to be told that courses were up for remonstrance. So the current proposal was that all faculty would receive email notification when the remonstrance list is published and there's some discussion currently about it being in the form of a listserv that you can opt out of if you wanted to.

DOWELL: Sonya, are you almost done? We're running out of time.

STEPHENS: Yeah, I'm done. No, I'm done. And that's it.

DOWELL: Okay, then, questions. Bob?

ARNOVE: You mentioned external pressure on assessments. Could you talk a bit more about what the sources of that pressure are? What's the nature of that pressure and how these external agencies might use the data, assessment data generated, what they plan to do with it, and what the interests might be or also what the benefits might result from this?

STEPHENS: I think I'm not sure in a sense the data that we'll be providing. What we are being asked to do currently is to think about what the student, what value-added is, what the students are getting, what are the learning gains of doing a degree at IU-Bloomington. And you'll see from what I've provided for you, that the report says that we don't make any effort to collect that data currently or to articulate what we're giving

the students. So the pressure is coming both from nationwide organizations, the Higher Learning Council, the accreditation agencies, the Indiana Commission for Higher Education, who as part of their oversight of higher education want to see evidence that there are learning gains, evidence that what students are learning is transferrable from one institution to another and transferable from the educational context into the working context. So the most obvious form of external pressure we have is from the accreditation agency which is saying, 'We're going to come back and visit you in June 2010 and we want to see that you've made attempts to address this issue.' And it's an issue that's broadly affecting universities across the United States, but it's also an issue that has I think been now picked up by research universities who thought they were going to be immune to the pressures because it was really teaching institutions who were going to be pressured in this way. But now research universities are getting together and saying, 'You know, we need to address this and we need to have strategies for addressing it together given the competing pressures on our time and on our funding.' So I think if we deliver the information in the right sort of way, the information can only help us. I don't think it can harm us.

ARNOVE: What about the Indiana general assembly? What kind of pressure are you receiving from the assembly or committees within the assembly?

STEPHENS: Well that comes down to us through the Indiana Commission for Higher Education.

ARNOVE: Mmhmm...

STEPHENS: So it really comes through committees like the committee on statewide articulation and transfer where they want to see us be more effective in providing opportunities for students, but that would come down through the Commission for Higher Education as well.

DOWELL: Mary?

GRAY: I was just going to ask, I'm just trying to keep clear of the objectives here, 'cause there seems to be a conflation of expressing a learning objective and I think I really appreciate that as somebody who teaches the pedagogy class of my department and somebody who wasn't well trained as a teacher; I've learned a lot about listing my learning objectives and being explicit about learning goals for each class so I can see the value of communicating that to the students, but that seems a very different thing than trying to track, 'well did they get it?' I mean my concern would be that there would be an intent to see how those intersect. Do they seem like different projects? And I think much of the literature I've read is somewhat suspicious of being able to track very clearly in a quantitative way a student's outcomes onto the learning objectives that are stated back on there. So could you just speak to how these are being...

STEPHENS: Yeah, I mean -- and I don't think that was addressed in the white paper on General Education -- it is an issue, and that's why in a way what we've tried to do is to say -- I mean, every student is an individual, they come to us with different experiences, we have no idea where they're starting, where they're coming from for the class. So we know that at the course level it's extremely difficult to track, but we need to start somewhere with that. We need to be thinking about how we articulate the outcomes for programs and one of the things that Indiana University faculty have been involved in in the last six months is this Tuning USA project supported by Lumina, where they're going to be working with other colleges to see if they can agree what an education degree means, what a chemistry degree means, what a history degree means based on the Bologna process. And then we need to think about, you know, how each course contributes that programmatic level and how institutionally those programs fit together. Looking first of all at the level of the General Education curriculum and then moving through the upper levels and trying to work out how a student gains and how they learn differently and what the value added is without trying to get to the direct linkage between learning outcomes and assessment in any one course.

BIELASIAK: I have two general comments I guess. One is, from what I'm hearing you, despite everything that's being said, this seems to be a fairly labor intensive process and you know the faculty's going to have to do this and the faculty's going to have to do that, and the faculty, etc... So I may be mishearing, but it seems to me there is more that is going to be required. This at the time that we just heard we have fewer staff to help us with these things and you know, David may say, 'Well take away 50% of you and use it to reallocate.' Well that's like robbing Peter and giving to Paul or whatever. You know it's not that easy. And are you taking 50% of an allocated line, but you have to find the other 50% is problematic. So I think it is a labor intensive process and we are going to be asked to do more, I think, with fewer resources so I see that as a problem. Second...

STEPHENS: ...Sorry, can I just respond to that? Which is to say that I don't think you're going to be asked to do more, I think we're going to be doing more on your behalf. You will be asked to say what your learning outcomes are and what the assessment is but you would probably do that on your syllabus in some form anyway or in your class. So it's actually...

BIELASIAK: You are going to ask me to do *some* things! [laughter]

STEPHENS: Well...

BIELASIAK: As I said it's more than I've been doing up to now. [laughter] But I'm not, you know, I'm just saying it's labor intensive when the resources are fewer. That's all.

The second point I want to make is I'm a little concerned about the student populations we're talking about in all of these things; assessment, servicing, etc... I think Indiana University has embarked on a strategy of buying a better, smarter, prettier, more

handsome student body. [laughter] Well, I tend to disagree with that strategy. I don't think you can buy that kind of student body. You have to nurture it, develop it, and some of the things we are talking about are going to do that. And that's good. But at the same time, I am concerned that we tend to target in fact a more elite kind of student and leaving behind students that need our attention, our support, and our help. And, you know, we're sort of vaunting the fact that there's more financial aid. The impression is, I think, that that financial aid is sort of need-based. The fact is, it's primarily merit-based. Students that need it most, that are already deprived, that are already behind are being further left behind; minorities, those first generation thing. And I think we need to look at those issues in a very broad context of what it means with a kind of education and the kind of student populations we are servicing.

STEPHENS: I agree with that, and that's good.

DOWELL: I agree with that, too, and thank you Sonya for giving us the nutshell view of all kinds of different things of intense interest to many people here. John Applegate, you're on.

APPLEGATE: Well, thank you. Do you want to -- do you want to just start in?

DOWELL: Yeah! Introduce your people and just start in, I think, yeah. I mean, this is, I should say this is partially in response to different concerns the faculty have called the office with about planning for a possible flu epidemic.

APPLEGATE: Great! Well thank you, Erika. It's excellent timing for it because the area of emergency preparedness on Bloomington campus and indeed in the whole university has changed substantially in the past couple of months so it's a nice opportunity to explain to you just very briefly what those changes are and then to go into some of the details about it.

The people with me are Mark Bruhn who's the Associate Vice President for -- I always need to read this -- Information and Infrastructure Assurance. He is the -- now you know why -- he is the person who is going to be responsible for pulling together the public safety issues that have moved. And Dr. Diana Ebling who is the Medical Director of the IU Medical Center here in Bloomington and who is here obviously to talk a little about the H1N1 or swine flu that is approaching us and our preparations for it.

Let me just very briefly talk about organizational changes. As you may know, on June 30th, Vice President Terry Clapacs retired and President McRobbie took the opportunity to break up the portfolio that he had supervised, which was very wide, to permit the focus on two different areas. First, was capital projects and priorities. As I think it has been mentioned, we are doing a lot of building. We're planning to do a lot of building, not just on this campus but throughout the university to support the research and teaching missions of the university. And that is a very intensive process in a lot of

different ways and really requires full time attention in the judgment of the President and so he carved out those pieces of Terry's portfolio and those are now the responsibility of Tom Morrison.

The other piece was public safety. And that was a number of parts of Terry Clapacs' portfolio and most significantly, the IU Police Department, Environmental Health and Safety and Emergency Preparedness which was part of Risk Management. It also allowed for a little better coordination of two committees that were created about a year ago, or a year and a half ago: the University Emergency Preparedness Committee and the Bloomington Emergency Preparedness Committee. The idea in both of these cases was to bring focus and pull together areas that really needed some consistent, clear attention. Mark is the person who has take on the public safety role and he jointly reports, I really only have half of him, the other half of him is retained by Vice President Brad Wheeler and that, those responsibilities, are related but they are in the areas of information and infrastructure assurance, related areas and the reason that we required Mark to develop a split personality.

So that is the organizational change. That's what we're currently sorting out the details of. And we're sorting them out at a time when we have a couple of pretty significant pressures on us to deal with emergency planning and public safety. The first one, of course, is the H1N1 flu, and Diana will talk more about this, is coming our way and we need to be prepared for it. We have taken a number of steps you've probably seen in some of those steps to prepare for it. A second one that arose very tragically recently, that is last week, is the issue of pedestrian safety and traffic safety generally on the Bloomington campus. This is something, obviously traffic safety is something that we think about all the time as a general matter, it's something that we, I think in response to the tragic death of one individual and in others thankfully much more minor injuries, we will take a particularly close look at that. Provost Hanson is, in fact, in the process of putting together a task force to look at the issue of traffic safety on the Bloomington campus to get the best thinking behind that so that we can look not only at the accidents that most recently occurred but look at, more generally, the issue of traffic safety. It's a very difficult and complicated question as it turns out, but obviously one of enormous importance to all of us.

Two other things that I might point out as issues. One is something that I don't know actually if this group has looked at it particularly but the question of tailgating in the Red Lot at football games. Dick McKaig put together a task force or chaired a committee last year that made a number of recommendations for managing what was becoming a very unmanaged situation. And so far it has worked remarkably well; the collaboration between the athletics department, student affairs, and the police department has worked very well.

And the other area that I might just mention that I think will be of interest to this group is academic continuity planning. This is in the case of some kind of emergency. This is

surprisingly unknown territory, particularly surprising since we all know examples including our own IU Northwest where this has been an issue. And so my office is putting together a task force, a sort of joint administrative/faculty task force to try to identify those issues and they'll be working over the next several months to identify the issues that we need to be addressing. Some of them we'll be able to resolve early in advance of an emergency. Others we really will be able to do very little more than say, 'We need to think about this in the context of the particular event.'

So that's a very quick version of the changes, what the highlights are of what we're focusing on right now. Let me turn it over then, to Mark Bruhn to talk a little bit more about the initial tasks of the public safety area.

BRUHN: Well first off, I'm looking very much forward to the challenges and learning more about these new areas. And to that effect, John and I have spent the last four weeks or so, has it been four weeks already? Less? More? The last several weeks looking at these new areas, again the areas that we inherited: our IU Police Department for this campus, Environmental Health and Safety that the name of the unit is Universal Environmental Health and Safety. They do have responsibility to regional campuses and also the Emergency Planning portion of Risk Management. Now all three of those have varying levels of maturity. IUPD has, of course, been around on this campus since '70 or '71 or thereabouts. Environmental Health and Safety, very mature operation. Emergency Planning, a bit less so. We're teasing that out of the old Risk Management organization. As you try to tease these things out of organizations that have been around for a while, most of you likely can understand it takes a little while to pull all the pieces out and follow some of the threads and get it all back intact and in place.

The area that we have, because of that then, the area where we have been spending a lot more of our attention is around emergency planning and getting that capability up to speed, figuring out what the gaps are in our capacity and capability in that area, we've had discussions about that already with President McRobbie and once we get those gaps identified, we'll try to figure out how best to get those taken care of. We do have some excellent practical and technical expertise there. I think we would agree even at this point that the overall coordination of emergency planning, that is out on campus talking to students, faculty, staff, that overall coordination, is probably what is missing in a way.

There are two committees as John mentioned. The UEPC, the University Emergency Preparedness Committee, both of these committees charged, appointed and charged by President McRobbie about a year and half, almost two years ago. The UEPC as you can imagine is comprised of the emergency planning representatives from each of the regional campuses representing emergency planning on those campuses, appointed by the Chancellors of those campuses. There are a few representatives from the Bloomington campus on that group; David Zaret from the Provost's office, Ken Long who's the technical emergency planner for Bloomington among other people. There

are, there's a faculty representative on that committee from IUPUI, there's student representatives there, I think both the student representatives on that committee are also from IUPUI. That committee very quickly is charged with facilitating, supporting, guiding planners on the other campuses in developing viable and useful plans. The Bloomington Emergency Preparedness Committee is just exactly what you think it would be. It's mostly Bloomington staff, Bloomington based here, Bloomington staff based here on this campus. There are a lot of representatives from a variety of kind of *ex officio* areas and I'll quickly read through this membership list so you'll know who we're talking about. That committee is tasked with discussing strategy and providing guidance and advice around emergency planning for the Bloomington campus. That should not surprise you given what it's called. The members of the group are, me as chair, there was a co-chair Paul Sullivan, but after reorganization we need to find a chair. Right now I'm the single chair. Diana Ebling is on there representing the health community, the campus health community. Robin Featherstone is the student representative on this committee, though that has not been confirmed yet for this current semester. Pete Goldsmith, Dean of Students, has replaced Dick McKaig on that committee. Hank Hewetson from Bloomington Physical Plant, Mike Jenson, who is the Director of Environmental Health and Safety, Ken Long again, technical emergency planner and Interim Director of Emergency Planning by the way for Bloomington campus; Jerry Minger, from IUPD, Bob Patterer from COAS is one of our faculty advisors, Maurice Smith from HR, Emily Springston from University Counsel, Larry Stevens from Risk Management, Jeff White from Research Operations, Susie Williams from the Office of Communications, and David Zaret from the Provost's office is again, one of our other faculty advisors. That group meets, well we just met – was it yesterday?

ZARET: I think so.

BRUHN: Yesterday? You think so? [laughter] We met yesterday.

That group again, very simply, it's more complex than this based on the charge of the President, but basically that group discusses high level strategies and policies around emergency planning for this campus. You know, many of these committees, much of this work, has been done around H1N1 of course of late, but we do talk very generally about all hazards as opposed just to planning.

So that's the UEPC and the BEPC. One of the things around emergency planning that we have done is we have engaged a consulting company called Good Harbor LLC, a company started and still chaired I think by Richard Clark of *Against All Enemies* fame. We know him from other engagements. That group has started their consulting engagement with us. They, for example, the first task that we charged them with is to look at what we present to the public, to our own campus community, university community and to the public around emergency planning. So for example, parents should be able to look at IU's websites as the outside, as the outlet, for that sort of information to figure out what we do around emergency planning, what we do around

safety, including the whole pedestrian safety thing. Prospective students should be able to find good information on our websites related to that. They have given us a preliminary, a very preliminary, report on what they found and what they didn't find that we will be reacting to. The next phase of that engagement will be an onsite visit. They will interview a pretty wide variety of people over the span of about a week and a half not just on this campus but on every campus. They will talk to the planners on other campuses as well, many of the people in this room are likely to be on that interview roster. The third phase of that will be two large tabletop exercises, one here at Bloomington, and one at IUPUI. There may be a third at one of the larger regional campuses and they will just stand in the corner while the people who would normally respond to an incident respond that incident. But again a table top is just that you're sitting around a table talking about what you would do if you were experiencing or responding to a particular incident in reality. So that's where we are related to that.

There is yet another group, the operational detail oriented group for this campus. It's called the Emergency Operations Center or the Emergency Operations Communications Group. They are really the workers, that is, the task oriented folks that gather and do what the Bloomington Emergency Preparedness Committee advises be done. And so that committee right now is actually meeting at 8:00 every Wednesday morning. Tomorrow morning we will have our third meeting of that, I think, of this semester. And we go around the table and get reports from all the essential functions: the health center, physical plant, all of the essential functions around responding to this sort of event. I'm talking about H1N1 and our preparation. Out of that group for example, you've noticed the flu posters hanging -- they should be hanging -- in most if not all restrooms or around the restrooms. Those are a manifestation of that. A lot of the sanitizing dispensers, lotion dispensers around are a manifestation of that group's work. They actually are the worker bees. They do that stuff. And we are now meeting weekly and we will ramp that up and probably start meeting a couple times a week if and as this H1N1 thing escalates on the campus.

DOWELL: If we could –

BRUHN: Yes?

DOWELL: Yes, sorry. Yes, we want to try to leave ten minutes maybe for questions.

BRUHN: Good, I just have one more thing to mention. We have the campus emergency management plan right now is about -- I don't know, what would you say? --three and a half inches thick. It's unwieldy, it's written in technical terms, and one of the biggest things that we have in front of us is to take that plan and make it really more efficient and more viable for the President, for the Provost, and for the responders to use. Every campus is essentially doing the same thing through the UEPC. I think that's about it.

EBLING: I can speak up, and if you can't hear me let me know and I'll step down. I thought you might be interested in hearing an update on kind of the flu situation on campus right now. As you all know, it's a new flu virus that first was diagnosed in this country in March. We saw some initial cases in the spring right after graduation, just a few. Summer was pretty quiet as it was in many parts of this country, although in the southern hemisphere they were getting into their flu season and it became widespread there. Since school started we've seen approximately 65 cases. That is a very rough estimate, of course. There may be people out there that don't seek treatment and don't call us. Generally a healthy person doesn't need to come in, doesn't need to see a medical provider. We encourage students to call first and then they're given advice in terms of self care, isolate themselves in their dorm room or in their apartment until they haven't had a fever for 24 hours without the use of fever reducing medications. And that's true of all of us in the room. Now me, as a health care worker, we need to self-isolate for 7 days, but for everyone else the CDC currently is recommending that 24 hour rule. I really appreciate many of the faculty I know are being very flexible and not requiring doctor's notes. That's greatly appreciated because the CDC actually advises employers and faculty not to require notes when people are ill because it does two things. It brings a contagious person into an environment where they shouldn't be; they should be at home isolating. They come in requesting a note and it burns the health care system. And one thing we can expect; we hope it stays mild in terms of severity but we can expect a very busy flu season this year. Right now in the country, eleven states are reporting widespread flu activity and that's very unusual for this time of the year to see any state reporting widespread activity. Indiana's not one of them yet. So we're just going to try to be flexible as the situation changes. We have all kinds of plans. We tried to communicate well. I know you've probably seen a lot of that ad on the Indiana websites in terms of communication about this H1N1 situation. I want to encourage you all to get your flu shot. An email went out to you today about the seasonal flu vaccine. Now that won't protect you against H1N1, but we encourage everyone to get the seasonal. And you can come to the health center beginning on Monday, set up an appointment and come for the, you know, the next two weeks we'll have a clinic where you can come and get that. As far as the H1N1 vaccine has been approved, we're in discussions with the health department and they don't even know yet how much they'll get when it initially rolls out in mid-October. We will initially be giving it to priority groups that are set up by the CDC. You may have seen some of that; pregnant women, people with chronic disease, college students will be in one of those first priority groups, and so we're in the process of setting up clinic arrangements. And we'll let you know. We'll let the faculty, staff and students know when you can come to get that H1N1 vaccine.

DOWELL: Okay, perhaps we can have some questions now? Herb?

TERRY: I'd like to ask John more about academic continuity issues. It seems to me that they're probably underestimated by the faculty. I've done a lot of reading in this...

APPLEGATE: It, once you start -- you know you touch the surface of the water, the ripples go a very long way.

TERRY: Right, we probably don't have the opportunity to develop those policies ideally to face whatever as you put it may face us with H1N1. Can you tell us how those decisions are going to be reached if they have to be reached in the next month or two? Who's going to decide a student gets an extension on an incomplete or gets an incomplete? Gets a refund for all that and what we're doing about research continuity...

APPLEGATE: Well, right, one reason for the Provost's message was because the enormous variety of teaching and research forums, styles, modes. I mean it's just staggering. It's what makes it a wonderful, great university. And you simply can't make rules as far as I can tell, even if you wanted to. And I think that at some point, one also, well, very early point, one has to realize that different faculty -- even if they're teaching the same section of the same course -- might want to approach it in different ways depending on their own pedagogical styles and objectives. So we have really tried to move in the direction of providing ideas and resources rather than sets of rules. Now if we got to some sort of point where we were, I mean, the decisions to close the university or something like that, those are the kinds of decisions I don't know that you can make in terms of policy in advance. I mean it would be a very, very specific kind of set of circumstances that you would do that and as -- I mean that would be a very, very dramatic sort of thing to do. That's not like a snow day. I mean that would be a huge, [laughter] well, and you know how reluctant we are to close the university for school days or snow days and so that would be huge. And that is what I don't think we're going to have the luxury of thinking all the way through. We are doing planning now, what we're calling the trigger document, that gives us an idea of the variables that will lead to certain kinds of decisions like that, but that's something that would not be taken lightly and that would be taken on the basis of very broad consultation.

DOWELL: Maxine?

WATSON: A lot of our emergency warning systems right now are electronically based. Is the campus backed up so that if an emergency occurs that causes the electricity to go down that that doesn't stop all our emergency notifications? The reason I ask is my daughter was at a small school in southern Indiana when that big wind storm went through. They lost all their electricity, their plumbing and their website. So as soon as kids' cell phones ran out all communication ended. So, I want to know how are these backed up?

APPLEGATE: I actually, it's very fortunate that Brad Wheeler is here, one of the areas actually of the university that has been out ahead and in no small part thanks to Brad's and Mark's work on continuity issues has been information technology precisely for this reason. And there are a number of things, and rather than me making mistakes about it, I'll let Brad or Mark speak to it.

BRUHN: Well I, let me start, because the short answer is that we layer all of our communications mechanisms. So we don't put all of our eggs in any one basket. So we've got sirens, we've got the IU-Notify system, we have the indianainiversity.info website which hopefully very soon will be hosted in addition to here at the University of California-Davis, that's the plan so it's somewhere else accessible if we lose power here. There's an emergency generators at the new data center. It is very robust. That's not going to go anywhere. And so what we do is we just try to fill in all the gaps that we might identify with a variety of communications mechanisms so at least one or two of those will work. That's the simple answer.

DOWELL: Mary, did you have something?

GRAY: I, my concern or my question is do we have a resource anywhere where a faculty member who is new or who doesn't have as much experience dealing with absenteeism has some strategies for not requiring notes which now I'm realizing, 'wow, I really shouldn't do that.' I hadn't thought about that. So is there somewhere I can go where I can get some suggestions, some resources for thinking through pedagogically how to deal with what is already happening in our department, students saying, 'Well I think I might be sick, so I didn't come to class.' And I don't know how to deal with that.

APPLEGATE: Well the Provost's email a couple of weeks ago provided links to various resources. I think the information.info.iu.edu provides links...?

BRUHN: indianainiversity.info should link to those same documents.

APPLEGATE: Right. But here again, that's a perfect example of the wide variety of expectations about how people do this. My guess is that your best resource on this is going to be your colleagues or maybe your department chairs or deans. And one of the things that the Provost emphasized, and I would really like to reemphasize, is to work with your department chairs and associate deans and deans because one of the big challenges that the campus, not to mention the university is going to have is to understand the scope of the problem in fairly short order. For students, the health services are a very good real time source of it, but an incomplete one. In the past we've found that we can kind of extrapolate from that. With classes for example, I'm not so sure. And you know, every time I miss a class I don't call up the associate dean and say, 'Gee, I'm missing class. I put a note on the board and that works.' Those are the kinds of things that we all need to kind of get over. And again, keeping in touch with department chairs and so on will be enormously helpful.

DOWELL: One more question, then. Professor Frazier?

FRAZIER: Yeah, I'm going to pick up on some of these comments and I appreciate the efforts to do some more in depth planning, but I have a couple of concerns that are very

much about right now and what's happening right now. And they have to do with a gap. The CDC asked that we have kind of every day kind of level flu preparedness and kind of catastrophic flu preparedness. So it seems some of the measures so far address one but not the other. So for example, the question of the IT, their responses I mean, the answer to the question has been in a catastrophic scenario. But there's a scenario which has to do with the lack of plan redundancy among staff. So the CDC says, 'You need to have personnel, you need to be ready for, you know 10% of your staff to be gone at any given time during flu season.' And I think that there's a gap between the policy of drastically stripping down staff on campus and disaster preparedness and hazards kind of assessments.

My second point relates to what you just talked about which is the kind of 'on the ground' information and access to information. So I would suggest that faculty know better than anyone the very kind of localized disease behavior that we're going to see in the flu. And part of this comes from having spent the summer in South America where young people, 22 year olds who are one day healthy are fighting for their lives two days later. And I think that what I would suggest is maybe we need to monitor attendance patterns at the classroom level because you can have very localized, as they saw in Purdue, very localized kinds of sub group interactions in terms of contagion. And if you don't collect general attendance information from the faculty, how are you going to know, because of exactly as you outlined, you don't want people to go to the health service.

APPLEGATE: And I think that's absolutely right and that's precisely one of the things that we're working on. In fact David has been working very intensively on how we're going to go about collecting that. I will say that there is one little worry I have about all of this which is the 'crying wolf' worry. Now my own reaction to last spring's was that we got the best of all possible outcomes. We had a real life drill and no one got really hurt. And that's wonderful. I'm not at all convinced it's going to be quite that rosy in the fall, but I also don't want to put very burdensome requirements on that that become sort of a bureaucratic nightmare for the faculty and people start not doing it. And, you know, having been the subject of them myself, I know how I react and I think we all react. So that's the one sort of push-back I have to that. But about reporting and understanding that, I completely agree. And one of the pieces of reporting has got to be the qualitative one. In other words, we need to be in touch with department chairs and deans. What are you seeing? What's happening in a narrative sense? Not just the numerical sense and I think that will be very helpful. So I certainly take your point.

DOWELL: It's time to adjourn. Thank you all for being here. And we'll continue these conversations, I'm sure, in other ways in other venues.

Meeting adjourned: 5:34PM