

Indiana University
BLOOMINGTON FACULTY COUNCIL
April 2, 2013
IMU State Room East
3:30 P.M. - 5:30 P.M.

Attendance

MEMBERS PRESENT: Abhijit Basu, Lyudmila Bronstein, Bonnie Brownlee, Carolyn Calloway-Thomas, Gracia Clark, Pnina Fichman, Marion Frank-Wilson, Thomas Gieryn, Donald Gjerdingen, Cassandra Guarino, Jason Baird Jackson, Robert Jacobs, Bruce Jaffee, Lynn Jamieson, Peter Kloosterman, Jennifer Laherty, Lesa Hatley Major, Eugene McGregor, Sherri Michaels, Michael Morrone, Maresa Murray, Michael Ogden, John Paolillo, Edwin Ramos, Lauren Robel, Matt Semadeni, Sandra Shapshay, Jim Sherman, Sarita Soni, Rebecca Spang, Sonya Stephens, J. Kyle Straub, William Swanson, John Tafoya, Herbert Terry, Peggy Thoits, Julie Van Voorhis, Barbara Vance, Edward Vasquez, John Walbridge, William Wheeler

MEMBERS ABSENT WITH ALTERNATES PRESENT: James Perry (Ted Miller)

MEMBERS ABSENT: Dana Anderson, LaNita Campbell, Mike Conway, Gregory Demas, Jeffrey Gershman, Vivian Halloran, T. Scott Herring, Dan Knudsen, Patricia McManus, Michael McRobbie, Jeff Nelsen, Dot Porter, Elizabeth Raff, Deanna Reising, Bret Rothstein, Augustin Ruta, Lisa Sideris, Grant Simpson, Marietta Simpson, Adam Szczepaniak, Pat Thomas, Frances Trix, James Wimbush

GUESTS: Craig Dethloff (Faculty Council Office), Dennis Groth (OVPUE), Roger Levesque (BAC), Michael Lundell (OVPUE), Mark McConahay (BREG), Laura Ridenour (Faculty Council Office)

Agenda

1. Approval of Minutes

<http://www.indiana.edu/~bfc/docs/minutes/12-13/03.19.13.pdf>

2. Memorial Resolutions for Harry Lee Gradman and Joseph Robert Hartley

Harry Lee Gradman: <http://www.indiana.edu/~bfc/docs/circulars/12-13/B23-2013.pdf>

Joseph Robert Hartley: <http://www.indiana.edu/~bfc/docs/circulars/12-13/B24-2013.pdf>

3. Executive Committee Business (10 minutes)
(Faculty President Carolyn Calloway-Thomas)

4. Presiding Officer's Report (10 minutes)

(Provost Lauren Robel)

5. Question / Comment Period¹

6. Resolution to Establish an Indiana University Bloomington Statewide Transfer General Education Core Certification

(Carolyn Calloway-Thomas, BFC Executive Committee; Sonya Stephens, Vice Provost for Undergraduate Education; William Wheeler, Chair of the Educational Policies Committee)

<http://www.indiana.edu/~bfc/docs/circulars/12-13/B25-2013.pdf> [ACTION ITEM]

Minutes

AGENDA ITEM 1: APPROVAL OF MINUTES

CALLOWAY-THOMAS: I would like to call this meeting to order. I think the Provost will be arriving momentarily, but in the interest of your time and our time, let us begin. May we have approval of the minutes?

UNKNOWN MALE SPEAKER: So moved.

CALLOWAY-THOMAS: Second?

UNKNOWN FEMALE SPEAKER: Second.

UNKNOWN MALE SPEAKER: Second.

CALLOWAY-THOMAS: Thank you. It has been moved and seconded that we approve the minutes. All those in favor, please signify by saying "aye." [Aye] Those opposed, please say "nay." [Silence] The minutes have been approved. Now we have memorial resolutions from our Vice Provost, Tom?

AGENDA ITEM 2: MEMORIAL RESOLUTIONS FOR HARRY LEE GRADMAN AND JOSEPH ROBERT HARTLEY

GIERYN: For the many of us who knew him, Professor Harry Lee Gradman was synonymous with TESOL, ESL, Language Testing, Studies in Second Language Acquisition (SSLA), and internationalization at Indiana University. A native of Louisville, Kentucky, Harry Gradman arrived in Bloomington in 1964 as a graduate student in the Department of English. Fresh from

¹ Faculty who are not members of the Faculty Council and who wish to address questions to Provost Robel or President Calloway-Thomas 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: bfcOFF@indiana.edu

Ohio's Miami University with a BA in History (having graduated cum laude and Phi Beta Kappa), he did not plan to stay long. He ultimately spent forty-seven years at Indiana University.

Upon earning his master's degree in English literature in 1966, he moved to the doctoral program in the Department of Linguistics and became a teaching assistant and then lecturer toward the end of his work toward his 1970 PhD in Linguistics. During this period he also earned the graduate Certificate in Applied Linguistics. When Bernard Spolsky offered him a teaching assistantship in the Department of Linguistics' English as a Second Language Program in 1966, he began what was to be a lifelong connection with the international community.

Harry accepted a faculty position in the newly formed Urban and Overseas English Programs in the School of Education in 1969. By 1972 he was chair of the department (unheard of these days!). He was subsequently chair of Linguistics, then the Program and Department TESOL and Applied Linguistics, and from 1976 on he was Director of the Center for English Language Training (CELT), which he established to be a unit devoted solely to the English education of nonnative speakers of English. The Center included the Intensive English Program (IEP) and a support program for matriculated students. Harry retired in May 2006, having established the foundation for the current Department of Second Language Studies.

Harry's passion was the IEP and international service. In 1996 he was recognized with the prestigious John W. Ryan Award for Distinguished Contributions to International Programs and Studies for his contributions to the international efforts of Indiana University. His research addressed the many issues of language assessment, and he was active in the field of program development and evaluation in the United States and abroad. His publications included his refutation of Contrastive Analysis (Gradman, 1971, Working Papers in Linguistics), the introduction of reduced redundancy noise testing based on his early work with Bernard Spolsky, which came to be known famously as the Indiana Noise Test (Gaies, Gradman, & Spolsky, 1977, TESOL Quarterly), his description of Fatima, a learner who used unanalyzed formulas (Gradman & Hanania, 1977, Language Learning), and an extensive learner background study which showed the most important learning variable is outside (unassigned) reading (Gradman & Hanania, 1991, MLJ). Harry also served for three years on the Test of English as a Foreign Language (TOEFL) Committee of Examiners at the Educational Testing Service in Princeton, New Jersey.

Harry Gradman was in effect the co-founder of Studies in Second Language Acquisition. Without his assistance, SSLA, now entering the thirty-fourth year of its existence, would not have become what it is today: the premier venue for research on second language acquisition and a journal that ranks in the upper tier of periodicals in the language sciences. Harry served as associate editor of SSLA from its founding in 1978 through the first six volumes. In its first year, the journal appeared in a modest mimeographed 8½ x 11" format and was distributed by

the IU Linguistics Club to a narrow readership. Harry managed to “divert” some ESL funds so that for the next five volumes, SSLA gained its independence. Produced by the IU Printing Services and appearing in proper right-justified professional form with its distinctive red cover, it reached a much wider audience. It caught the eye of the Cambridge University Press editors and, beginning with the seventh volume in 1985, rapidly gained a wide international readership. Harry was too unassuming to claim the important role he had played in the birth of SSLA, but had he not provided the crucial early editorial assistance and critical financial support, SSLA would have never made it off the precarious beach.

Harry’s service to local communities is reflected in his early presidency of Hospice of Bloomington, his volunteer efforts at Methodist Hospital Hospice in Indianapolis, his longtime tenure as a driver for Bloomington Meals on Wheels, and his many years as director and treasurer of the Indiana Railway Museum, where he served as a conductor on the French Lick, West Baden, and Southern Railway System in Orange and Dubois counties. He also served as director and treasurer of the freight Dubois County Railroad. He became an adventurous traveler, first as a recruiter for the IEP, and later for enjoyment.

Harry’s legacy at Indiana University is a legacy of service, teaching, development of an international community of students, and, fortunately for all of us, the vision to help create and then support SSLA in its early days. He also leaves us the legacy of having enjoyed his life, a valuable lesson for us all.

Professor Joseph Hartley served the State of Indiana, the United States, and other countries around the world through a distinguished career with the Indiana University Kelley School of Business on both the Bloomington and Indianapolis Campuses. He passed away Sunday, November 13, 2011, in Indianapolis following an unexpected illness, with his family at his side.

Joe Hartley was born June 25, 1931, in Portland, Indiana, to the late Alton Hartley and Josephine (Norris) Hartley. He attended Portland High School, graduating as valedictorian in 1949. He earned letters in football and held numerous leadership positions in student organizations. Joe worked as available in the Hartley Dairy helping to run the dairy, ice cream, and cold storage business.

Joe spent his freshman year at Ball State University in 1949-50. He transferred to Indiana University where he earned a BS in Business Management with minors in mathematics and economics in 1953. He continued in the Graduate School of Business, completing an MBA degree in 1954, and the DBA in 1957. Joe’s course grades were all “A’s” and his degrees were awarded with highest distinction. His academic achievements earned him membership in Phi Beta Kappa and Beta Gamma Sigma scholastic societies. He was also president of Alpha Kappa Psi professional fraternity.

During his studies, Joe held assistantships at the Bureau of Business Research and the Aerospace Research Application Center (ARAC), and served as a Doctoral Teaching Associate. He also served in the Air Force Reserve with the rank of captain, holding the position of Special Assistant to Director of Worldwide Transportation in the Logistics Command headquarters.

In 1951, Joe was married to Louise Logan, also an IU student who graduated in 1953 and became an elementary school teacher. The Hartleys had three children, Karen Louise (Mrs. Stephen Cotner) of Vincennes, Indiana, Gregory Hartley of West Chester, Pennsylvania, and Lynn Marie (deceased). Joe was deeply impacted by the early death of his daughter and he worked through a long and difficult adjustment to that loss.

Dr. Hartley joined the faculty of the Indiana University Graduate School of Business in 1957 and moved through the ranks to become full professor in 1963. He was appointed to the Department of Transportation, and he served as acting chairman in 1960. Joe was an active researcher and prolific writer, the author, editor, or co-author of over twenty books and monographs and over forty professional articles and pamphlets. He became known nationally and internationally as an expert on transportation by water, the development of port facilities, and regional development strategies based upon appropriate transportation infrastructure.

An early study focused on the Saint Lawrence Seaway, and he was called upon over the years to participate in studies of such waterways as the Ohio River, the Trinity River in Texas, the Tennessee-Tombigbee Navigation Project, the Wabash Valley in Indiana, and the Red River Basin Project. Joe even developed some facility in Spanish through serving as water resources and transportation expert for the Magdalena River Development Planning Group in Colombia, South America in 1959. He returned to that area in 1963 to conduct a study of transportation traffic for the Brookings Institution.

Joe Hartley's expertise extended well beyond water transportation. During 1960, in cooperation with a colleague from Purdue University, he co-authored a two volume study on airports and air service in Indiana. In 1979, his paper, "The Need for Radical New Transport Technology," appeared in the Proceedings of the Indiana Academy of Science. In 1980, he reported on a "Market Study of Demand for Radiophone Service in Lake, Laporte, and Porter Counties of Indiana" sponsored by IU Division of Research. In a 1982 news release, Joe called for Indiana to become involved in space travel and space manufacturing, pointing to unique advantages in production of materials, pharmaceuticals, and power generation. He also foresaw the development of a market for pleasure travel in space, estimating that "there are a lot of people out there with enough income who would be willing to pay perhaps \$3,000 to be among the first to travel in space." (Remember, this was 1982.) His expertise was sought and applied on a global level. For example, as Research Director for a panel of university presidents and vice presidents, he co-authored The University of Pittsburgh: A Selective Review with Proposals.

In recognition of his wide-ranging expertise, Professor Hartley was called as an expert witness on transportation and water resources in hearings before U.S. Congressional committees such as the House Ways and Means Committee, the Senate Finance Committee, and the committee on Public Works. He worked with the Interstate Commerce Commission and the U.S. Army Corps of Engineers, and in a 1973 Federal Court case he entered offer of proof regarding environmental effects of water resource development. At the state level, Joe testified before various committees of the Indiana General Assembly in both the House and Senate, and before regulatory commissions.

Professor Hartley's career took a major change of course in 1965 when, at age thirty-three, he accepted a university-level appointment as Associate Dean of Faculties. He had already participated in a number of university-wide programs. For two years he had headed the Committee for Improvement of Teaching and had served on committees to appraise the regional campuses and the Junior (later renamed the University) Division. Also, he was a member of a committee named to design a self-survey of the entire university. Joe's administrative abilities were quickly recognized, and his appointment was advanced to Vice President and Dean of the Faculties (1968-69) and Vice President and Dean for Academic Affairs (1969-72).

In these years Joe carried out a study of Islamabad University for the Ford Foundation in Pakistan and helped with negotiation of Indiana University's contracts with National Institute for Development Administration in Bangkok, Thailand; University of Kabul, Afghanistan; National University, Hong Kong; and Kyoto University in Japan. In Indiana, Joe was involved in a study of the Fort Wayne Institute of Technology and served on a Gubernatorial Commission which studied Indiana Post-High School Education and created a long-range plan for regional campuses of Purdue and Indiana Universities.

Professor Hartley returned to full-time teaching in the fall of 1972. He continued an intense level of service as a member of the Steering Committee for planning the future of the School of Business, as a member of the search committee for a dean of the College of Arts and Sciences, and as chair of the search committee for a chairman of the Accounting Department.

In another major change of course, Joseph R. Hartley was named Chancellor of the Saint Louis campus of the University of Missouri in September 1, 1973. Joe noted, "Because of my many strong ties with IU, this is a major move, not lightly arrived at. It is also a most challenging assignment and I am looking forward to it with enthusiasm." A few weeks earlier, he had celebrated his forty-second birthday. In the fall of 1974, in recognition of family responsibilities, Joe returned to his home town of Portland, Indiana, to take over management of the Citizens Bank of Portland. Joe also served as a member of the boards of directors for Bloomington

National Bank and Hoosier Bancshares, Inc. In the summer of 1976, Joe was elected to the board of directors of Zenith Laboratories, Inc.

Dr. Hartley rejoined the School of Business in January 1976 and began dividing his teaching time between the Bloomington and Indianapolis campuses. Joe had long been a supporter of the Indianapolis campus. Professor Roger Jerman recalled that with Joe's enthusiastic encouragement, many of his students participated in the annual Transportation Conference. When the conference was moved to Indianapolis, Joe continued to encourage his Bloomington-based students to attend the conference, and they did so in substantial numbers.

In the 1970s and after more of his classes were being offered in Indianapolis, and for about two years he also was serving as part-time Director of Railroad Planning for the Public Service Commission of Indiana. Professor Hartley's appointment was transferred officially to Indianapolis as of July 1, 1987. During this transition, the focus of Joe's teaching shifted from transportation courses to finance courses. He continued to earn the respect and admiration of his students and younger colleagues. His major contribution to the Indianapolis programs was as a senior finance faculty member at a time of serious staffing and tenure problems in that area. Joe was the anchor for several years and mentored many young faculty. Outside of class, students frequently sought his advice on career strategies and other matters of personal development. Joe considered these contacts as part of his job and enjoyed seeing young people grow in character and maturity.

During his final years on the faculty, the Indianapolis Campus was going through a period of rapid growth along with a need for rebuilding of the Finance faculty. Joe joined the dean in recruiting activities at the annual meetings and was a strong advocate for the Indianapolis campus and the city of Indianapolis. As a result of his vision and persuasive promotion, a number of new faculty members were hired, enabling the expansion of finance offerings and bringing major strength to the Kelley School of Business.

This review of Joe Hartley's career has listed only part of his accomplishments. However, summary as it is, this history is an amazing record of teaching, research, administration, and service that touched the lives of countless persons and enhanced the performance of many organizations.

ROBEL: Please stand. [Silence] [indistinct comment] call on our president.

AGENDA ITEM 3: EXECUTIVE COMMITTEE BUSINESS

CALLOWAY-THOMAS: Thank you. And I want to begin with a few quick comments from the March 26th meeting of the UFC. First, at the meeting, President McRobbie reiterated the university's commitment to keeping IU affordable for students with a special emphasis on two

programs that the university has inaugurated to help defray costs—tuition costs—for students. The two programs include a 25% tuition discount for undergraduate summer semester classes on all IU campuses, and the on-time graduation award. As you know, the on-time graduation award will freeze tuition rates for students who have completed four semesters in good academic standing and who are on track to graduate in four years.

The president was most emphatic about his commitment to keeping IU costs effective for students and their parents, while balancing the core mission of the university. President McRobbie also stressed over and over the importance of students getting the best advising that they can on all campuses, a point he underlined in his October 2012 State of the University Address, which he delivered at IUPUI.

Second, at the meeting, Mr. Jeff Linder, IU Government Relations Representative, gave a very thorough and informative report to the group. He observed with great satisfaction that the guns on campus, knives on campus, and opposition to gay rights—hot button issues—are virtually gone from legislators’ agendas. He attributed the waning to the persistent, never-ending, hard fight on the part of faculty and other interested citizens. Further, Mr. Linder noted that the course numbering policy bill proposed for universities is dead. Recall that there had been an attempt on the part of legislators to create a state numbering system to be used by the state educational institutions for all courses in the course transfer library. Although Mr. Linder was very excited about the Vigilance Committee, and although he thinks it is an excellent idea, he encouraged us to be measured in our linguistic utterances and behavioral approaches toward our goal of monitoring legislators. Of course, we had already agreed to such a wise course of action. He promised to assist our efforts, but alerted us to the fact that the faculty who will be involved in government relations business should be ready at a moment’s notice to appear before legislative committees. Crucially, he underlined the significance of faculty serving as advisors to him and his cohorts.

Third, at the UFC meeting, we passed five policies. Shall I repeat that? Five policies, including the Export Control Policy pertaining to how IU conducts classified research, a revised definition of an academic credit hour for the Handbook, and a statement of principles on intellectual property. The revised definition of a credit hour reads: “The usual 3-credit lecture class shall meet for a minimum of approximately 2,000 minutes, excluding the final examination period. Specific campus policies pertaining to credit hour definition shall also comply with all regulatory requirements.” The intellectual property policy raised one very complicated, thorny question about who owns and retains rights to use and commercialize university works. That is, what intellectual property rights should obtain for creators of recordings of performances, presentations, talks, software or other extracurricular activities by or involving creators once faculty leave IU. Because the issue surrounding this particular question generated keen interest

and concern, revisions to the intellectual property policy was passed with an understanding that the Intellectual Property Committee would give the matter further study. Should you wish to know particulars regarding these items, please consult the UFC website. There, you should find attachments concerning this and other items that appeared on the March 26 UFC agenda. That takes care of the UFC business for today.

A final item of business that I would like to mention is the IT-28 policy about maximizing faculty use of University information Technology Services, and common information technology infrastructure. This is UITS language, since I do not typically use such language. On March 27th, Informatics held a meeting—I don't [laughter]—with Vice President Brad Wheeler to discuss the policy. Chief of Staff Dethloff, assistant Laura Ridenour and I attended the meeting. The three big contested issues that emerged from the meeting are what is a server, who controls the servers, and to what end? Since such questions have important implications for how we deliver our courses and conduct research, as well as implications for risk the university could face in the event of a cyber-attack, we should be both mindful and concerned.

Toward this end, we are inviting Vice President Wheeler to address the issue at the last meeting of the Council, which will be on April 16th. Finally, I'd like to announce that the AAUP forum which was scheduled for April 9th has been cancelled, and that forum has been cancelled primarily because the central characters, Trustees Cast and Shoulders, will not be able to attend because they had a significant scheduling conflict, and I say that with all sincere honesty because they had planned to attend, but discovered later that they had this—or those conflicts. So, that concludes my business.

ROBEL: Thank you very much. Do you need—

DETHLOFF: Everybody has—

CALLOWAY-THOMAS: —Oh yes! Thank you. Does everyone have—

DETHLOFF: It's at the bottom of [indistinct comment].

CALLOWAY-THOMAS: I have in my hand a list of members of the BFC Council, and today we're asking you to name about three persons whom wish to serve as president-elect of the BFC. And once you have done that, would you send your ballots to—to Lauren? Okay. They will be collected.

AGENDA ITEM 4: PRESIDING OFFICER'S REPORT

ROBEL: Thank you so much, and thank you in advance to those of you who are willing to be considered for this important role. As you know, my tradition is not typically to read a statement, but I'm going to vary from that tradition today.

Monday, as part of a demonstration that wended its way across campus, a group of several dozen students came to my office on behalf of "IU on Strike." They crowded the small reception area where two staff members work. I welcomed them into my office, and spoke with them on the topics they presented until they chose to adjourn. It was an engaging and, I thought, productive discussion - one I had sought unsuccessfully for some time. The university is a place for open expression, disagreement, and robust discussion, and I was pleased to have the opportunity to listen to their concerns and exchange some preliminary views with them. We share many concerns, including those related to diversity and affordability.

What I did not know until after they left was that in order to reach my office door they had physically shoved and pushed aside my executive secretary. I also discovered that while I was meeting with the larger group, members of the group had broken into an internal office, strewn their literature across the floor, and placed it in files and, unsettlingly, placed it inside my purse.

Civil disobedience as a strategy for calling power to account has a long and important history. Participation in civil disobedience is a serious moral decision, a matter of conscience. There is a deep literature and practice around civil disobedience, one that at its most honorable calls, in my view, for nonviolence as its core, and nonviolence in its orientation. The practice of nonviolent civil disobedience requires a discipline of careful fact-gathering, dialogue and negotiation, and, as a last resort, direct action. In direct action, honorable traditions of civil disobedience require accepting the consequences of that direct action. Doing so expresses the moral conviction of those engaging in direct action.

The students' articulated aim for the meeting was to extract a promise from me that there would be no consequences for those whose conscience called for their involvement in strike activities.

As I explained to them, I cannot offer such assurance, nor do I believe they should seek it.

First, I do not know what the group, its members, and its supporters are planning to do. Neither I nor anyone at the university can preemptively excuse undefined behavior.

Second, the policies of the university, to say nothing of the laws of Bloomington, remain in effect. We do not suspend university activities when a group organizes a demonstration. Our faculty and staff have a duty to provide the classes and services for which our students attend Indiana University.

Finally, there is nothing in this university's responses to civil disobedience or demonstrations of

conscience that would hint that we would react unreasonably to nonviolent demonstrations.

I remain interested in talking with the group. In particular, it would be helpful to get agreement on the facts behind their complaints, including the current efforts the university is undertaking to address these issues. For instance, in the group's literature and in their discussion with me yesterday, they insist that the support staff have been subject to a "wage freeze," and called for the university to lift this wage freeze. As most of you know, there is no wage freeze. Support staff have received base increases ranging from 1.5-3.5 percent every year since the recession started, with the exception of 2009, when the university reserved cash \$500 bonuses for employees who earned less than \$30,000.

Thus far, however, my efforts to schedule meetings with the group have been rejected, which they told me yesterday resulted from a lack of clarity regarding their leadership. It's not clear with whom I should be communicating, but I will continue to try.

I continue to welcome vigorous discussion, debate, and dissent on this campus. As I did yesterday, I encourage all members of our community to follow their moral compasses and do what they feel is right. I further encourage them to do so within the honorable tradition that requires that they take responsibility for their actions.

I also strongly encourage all members of our community to consider the implications of the meeting yesterday that this message describes. I have also encouraged those who support IU on Strike strongly to examine their consciences about their tactics. After communicating with a representative of the group, I am holding on to the hope that there will be no further physical assault of community members, or other actions that detract from our ability to react, as a university, with reason and fairness to concerns. Should this occur, there will be an entirely different and wholly appropriate set of consequences.

So I share this with the Council in large part because I know that many members of the student body, the staff, and the faculty are considering what their response to this call for strike should be, and I wanted to share my views.

On a separate, but—yes?

WHEELER: I would like to move that the Council state its full endorsement of the views and sentiments you've just expressed.

ROBEL: Thank you, Professor Wheeler.

WHEELER: Is there a second?

KLOOSTERMAN: Yeah, I'll second.

ROBEL: Carolyn, would you like to take over?

CALLOWAY-THOMAS: All those in favor of Professor Wheeler's statement of commitment endorsement of the comments that Provost Robel has just made. Would you signify by raising your hand? All those opposed signify by the same sign? I believe we have unanimous consent.

SPANG: I abstained.

CALLOWAY-THOMAS: Oh, one abstention. Yes, okay. Thank you.

ROBEL: I—thank you. I wanted to just have a progress report on discussions between Journalism and the College, and I—I actually think that probably could better come from our—our members here. Lesa or Bonnie, would you like to say a few words?

HATLEY MAJOR: Sure. I think—I'm sure many of you probably know that we have been in discussions with Telecommunications, Communication and Culture inside the College, and the School of Journalism that a merger, meaning these three units would merge and that this unit would be housed inside of the College. And, at this time, the—the leadership of the School of Journalism and the College have been meeting, and we are—the School of Journalism is actually working on a memorandum of understanding as we make this move forward. We actually had a meeting yesterday with the leadership of the College, and we found it to be very productive, and respectful, and Bonnie, would you like to add [indistinct comment]?

BROWNLEE: I concur.

HATLEY MAJOR: She concurs. [Laughter] We are very pleased to find that we are working together in a positive manner, and that we have, you know, there are good people involved in this, and we're learning, I think, about each other as we move along, and I just am very pleased that it's headed in this direction.

ROBEL: I really want to commend all of the faculties involved in these discussions for their—their willingness to—to have productive, open, broad-ranging discussions about the Committee's proposal to—and my proposal—I appreciate very much the process that you all are going through to come to some sense of what—what bringing these faculties together must entail. At a preliminary step, of course there will be—there will be, if this moves forward, there would be several other steps involved including working together as faculties on a new faculty constitution for their new school, but I'm—I thought it would important for the Council to know that the faculties involved are—are involved, and these discussions are proceeding and I expect that they will proceed carefully and thoughtfully until we come to the point where—that we

move forward to the Trustees, which, at this point, I think, given everybody's schedules, could not possibly be before August, so...

I had a request to discuss the funding situation for the Indiana Public Interest Research Group, INPIRG—is that how you—a group, again, of long and storied history at IU. The group was the—apparently—the only group that had been grandfathered into a system in which they received funding kind of automatically from the students through the process of the bursar allotting it as long as a certain number of students continued to—to indicate that they were interested in supporting this group. All other students—student groups have to go through a different process to get that kind of student level funding that involves a fairly labor intensive effort to get signatures on petitions and bring them to the bursar, I think.

The—INPIRG had been told several times that the level of support—that the grandfathering into this system of support depended on their maintaining a certain level of student support in the process. They had fallen below that level for several registration cycles, and so the bursar told them that they needed now to go join the rest of the student organizations in the same process that everybody else uses. They aren't happy about that, and they've been expressing their unhappiness with that result. As I said to—to Kyle Straub and anyone else who has asked me about it, I think fairness is treating like things alike, you know? And wisdom is knowing the difference between like and like—and unlike. This—this is—this is treating like things alike, and so I know there were some people on the Council who had questions about this, so I wanted to at least explain this, and feel free to talk to me afterwards [indistinct comment] if you have other questions.

And I think that's it for me today. Are there any other questions? Okay. We move then to the resolution to establish an Indiana University Bloomington statewide transfer General Education Core certification, and I do want to thank the BFC Executive Committee for a lot of work in—in getting to the point where we could get something in place that allowed us to meet the requirements of the state and still keep time—keep open the possibility of the Council having a reasonable amount of time to consider more fully articulated proposals. And so, with that, I—I think I turn this to you, Carolyn.

AGENDA ITEM 6: RESOLUTION TO ESTABLISH AN INDIANA UNIVERSITY BLOOMINGTON STATEWIDE TRANSFER GENERAL EDUCATION CORE CERTIFICATION

CALLOWAY-THOMAS: Yes. On February 14, 2013, at a meeting of the Board of Trustees in Indianapolis, President McRobbie, members of the Board of Trustees, Professor Jack Windsor and I all addressed the crucial matter of the legislature's efforts to control the curriculum of public institutions in the state of Indiana. You know the story. To help thwart such efforts, six IU campuses have passed resolutions pertaining to such encroachments. The resolutions above all

are a testament to how members of the faculty feel about state intrusions. To try to preempt such political behaviors in the future, a Vigilance Committee has been formed as a possible remedy, but nowhere at this time is such state intrusion more emblematically and substantively evident than in Senate Enrolled Act 182, which is at the heart of General Education issues on the IUB campus.

As many of you know, Senate bill 182 stipulates that, and I quote, “Not later than December 1, 2012, institutions in collaboration with the Commission for Higher Education, should create and report to the Commission for Higher Education a statewide transfer General Education Core to be implemented not later than May 15, 2013.” Furthermore, Senate Enrolled Act number 182 is designed to document an individual’s completion of the statewide transfer General Education Core on the individual’s transcripts. To comply with the mandate of the General Assembly of the state of Indiana, a state leadership team was created to develop a framework for the statewide transfer General Education Core, STGEC, as Vice Provost Stephens has noted in her previous comments before this body, as well as in her preface to the General Education document.

Senate Enrolled Act 182 also charged institutions of higher education to do their work jointly and collaboratively. Given the state’s mandate for institutions of higher education to comply with Senate Enrolled Act number 182 and given tight deadlines imposed by the state, the General Education Committee and the BFC Educational Policies Committee have helped us work through this matter. Neither the EPC nor the GEC went looking for this hugely intense task; rather, it was thrust upon them. It was thrust upon all of us by the state, the driving force.

All parties involved in this crucial mission have grappled with how to reconcile a statewide mandate against the Indiana University Bloomington General Education program, which was adopted before state insertion, consisting of two parts: the Common Ground and Shared Goals. That said, we are grateful to members of the two named committees for their democratic deliberations, dedication, persistence, and just plain hard work on behalf of the faculty, students, and the University. Vice Provost Stephens, chair of the EPC, Bill Wheeler, Provost Robel, and members of the BFC Executive Committee, I thank all of you for representing the university so ably.

With emphasis on questions such as, collectively, how do we create a uniformity of responses, and what is in the best interests of faculty, schools, students and the university, as well as citizens of the state of Indiana, today, members of the Council, you have before you, a reconciliation document, BFC Circular B25-2013, titled Resolution to Establish an Indiana University Bloomington Transfer General Education Core Certification Resolution—that was a long one—which I think is in the best tradition of Nelson Mandela. This is our Nelson Mandela moment. In the resolution before you, you have embodied therein the collective work and

wisdom of many faculty at IUB, work of the General Education Committee, work of the Educational Policies Committee, as well as work of the BFC Executive Committee, the latter under the guiding bylaw 16.A., Duties of the standing committees. It reads, “The function of the Executive Committee shall be as follows:

- i. The agenda of the Council shall be determined by the Executive Committee. All communications—including those from individual faculty members requesting Council action, study, or advice—shall be placed on the agenda or shall be referred to an appropriate body or committee for consideration.

As some type of precedent, I should also note that B5-2009, the resolution where BFC finally adopted the core General Education policy came from the Agenda Committee itself. Thus, the document before you is a sincere attempt to address what many of us consider to be a badly inserted piece of state legislation that is being imposed upon us.

The three groups have also and are acting with a sense of urgency because the May 15 deadline for implementation of the statewide transfer General Education Core is around the bend. And since we only have one meeting of the Council remaining this semester, today it behooves all of us to act wisely, cooperatively, but quickly. Please understand that the resolution before you is just one step, and we hope that we can get this one thing done today so that committees can move on to other significant issues that need to be resolved concerning the implementation of General Education at IUB. Having framed matters briefly, I now call on Vice Provost Stephens to address the Council, and she will be followed by Chair of the EPC, Professor Wheeler.

STEPHENS: Thank you. I don’t need the microphone, my remarks will be very short. This is, as Carolyn Calloway-Thomas has said, an interim measure that we agreed upon in order to comply with the legislation. Sixteen—the bylaw 16.A. was invoked because the General Education Committee had asked for its recommendations to come before the Council. We believe that this is a good solution as an interim measure, but we would still like to see the General Education Committee’s recommendations discussed fully by the Council in due course once we’ve had time to work out some of the details. So this is to buy us some time, and we’d ask that you receive it in that way.

WHEELER: I want to begin with a statement of appreciation to Vice Provost Stephens for her extraordinary efforts on behalf of the campus and the faculty—

GIERYN: —very good.

WHEELER: Start again. Okay. I want to—can you hear me now?

CALLOWAY-THOMAS: Yes!

WHEELER: I want to begin with an expression of appreciation to Vice Provost Stephens for her extraordinary efforts on behalf of the campus and the faculty to preserve our General Education program, and the faculty's authority over it through her work with the STGEC leadership team. As an example of her extraordinary efforts, they've even included being virtually in two places at one time, as she participated in one meeting while she was actually in the process of checking in and boarding an aircraft. She is responsible in a significant measure for shifting the statewide effort from one based on a short list of perhaps only ten courses to an effort based on competencies and learning outcomes. Because of this, the campus can go forward with only minimal changes to our General Education program, and for that, the campus and the faculty owe sincere gratitude to Vice Provost Stephens. Thank you.

ROBEL: Discussion, questions, and comments?

JAMIESON: I have just one question. I had been to the previous meeting where you explained the addition of a speaking and listening competency, which that appeared to be potentially added to the Foundation core or the—the other part—

CALLOWAY-THOMAS: —the shared—

JAMIESON: —the shared outcomes that could be part of a—of a school or a department program. What's to prevent this act to add another course that they think we should add, and then impose that upon us in the future?

WHEELER: Well, it doesn't do either of those. In fact, that's something that remains to be discussed. What this does is decouple the certification process which we have to have right now from an eventual decision on the—on the General Education program. And so, you know, this does not impose a course on anyone as a matter of fact. The only people that would be affected by this are students who do want to transfer to another institution and do want to be certified by IU Bloomington as having completed the STGEC, the statewide transfer General Education Core. So this is an interim measure because we have to be prepared as early as May 15th to do something. Now, the—it's my understanding from Vice Provost Stephens that there's an agreement that—that the SEA 182 will only apply to students who—who enroll or matriculate after May 1st or May 15th or something like that, so this, in essence, [indistinct comment]—and interim arrangement that would apply to anyone who matriculates between now and possibly as late as December. It's a process for certification. It does not impose any requirement on any student as part of our pressing Gen Ed program, and leaves the eventual structure of that program open [indistinct comment] next year, is that right?

STEPHENS: Yes. I would just like to make one clarification on your question if I may ask for it. Are you saying what's to stop the state from imposing another course on public institutions—

JAMIESON: —[indistinct comment] we had speaking and listening, which we have yet to determine where that will go, you know.

STEPHENS: Are you talking about Bloomington General Education or—or—I just—one thing I think we should say very clearly is that there is no state mandate in terms of the structure of this. The structure of it has been determined by faculty in the public institutions, so it's a—it's a faculty framework, which was designed to enable each institution to maintain its own General Education, but to come together around transfer issues to facilitate the passage of students between public institutions in Indiana. But it's been faculty determined with representation from this campus as well as other public institutions.

JAMIESON: Thank you.

ROBEL: Other questions or comments?

SWANSON: Just a small comment on point two, the second line, we're missing "of." it says, "the development a list." It should say, "development of a list." Small comment.

ROBEL: Thank you. I take all typographical amendments as friendly. Yes?

THOITS: This is not quite on topic here, but is the implication of this statewide mandate that we have to take any course from any other university in the state as—as credit here? Or do we still have control over what—what kinds of course content is acceptable and unacceptable?

STEPHENS: So, I—should I answer that [indistinct comment]? The—the law mandates that a student completing the statewide transferable Gen Ed core on another campus of an Indiana public institution must not be asked to repeat courses for General Education when transferring to another Indiana public institution. So they will—a student completing the statewide transferable General Education Core may transfer to another institution with a full thirty credit hours, but—and we have current transfer policies in place which says that they must get a C in order to—for courses to articulate. If they don't meet that minimum of a C grade, that they will still get the hours because the state—the law says that they must, so they'll come in with thirty hours, but we have a plan to assign that as undistributed General Education credit. That does not mean that you must admit the student, first and foremost. So the—the institution will still choose who it admits, and it does not also mean that school requirements will not have to be met by students transferring in who've met the statewide transferable General Education Core. So, this does not add to or subtract from school requirements. It does not mean you must admit the student, but it does mean that if a student completes thirty credit hours, they—and transfers, they must get thirty credit hours, and cannot be asked to complete further General Education requirements of a campus nature.

ROBEL: Thank you. Yes, Bill?

WHEELER: As a follow up to that, I'd like to mention, though, that there is—that was—what we're concerned right now is State Enrolled Act 182 of 2012. There is currently in the state legislature an Act 182 2013 which would even be more intrusive. I'm not familiar with those details, but it might be that—that either Herb Terry or Ted Miller might comment on some of the potential ramifications of that. Herb?

TERRY: I'll comment. First of all, the current version of Senate Act 182 is different as it has come out of the House is different than it came from the Senate. The differences are significant, and apparently are the result of a lot of lobbying by the state's institutions to try and make the original version something that is going to be easier for us to work with. Assuming that the Senate does not act for a conference committee to reconcile the differences, I'll comment on the current version that of the Senate bill as passed by the House because that's what's likely to come into play.

It basically—to sum it up, it's intended to permit an Indiana student to start at one institution, including Ivy Tech, and work for two years for sixty credit hours toward not only the General Education requirements of the statement, but toward what they define as an area of interest or something like that, essentially a major when you get right down to it. And the goal is that the implementation plan is similar to what happened here. The bill passes, the Commission for Higher Education is supposed to work with the state's institutions to collaboratively develop universal pathways to significant areas where a student might expect to earn an associate's degree and apply that toward an undergraduate degree in a state assisted institution. I have been thinking about what it will mean to implement this if this comes about since I'll be the head of the Faculty Council next year. I can tell you one of the things I think it's going to definitely mean, which is probably good for us. This will have to involve the policy committees of the schools because they control their undergraduate degree programs, and so we're going to have to have a broader process in which not only the BFC gets involved, but somehow or other very early if this passes we have an outreach to the schools probably through Sonya's successor. I don't know. But we will be naming, I assume, representatives to a body very similar like the Academic Leadership Council that responded to the last Senate 182. It must act according to the current version of the bill on a very fast track. This must be completed by May of 2014. So... [Laughter]

ROBEL: Have fun in South Hadley! [Laughter]

TERRY: So the current version of the bill puts us on a fast track. It would mean the students would do two year—could do two years somewhere, including Ivy Tech and come in here. It will pose severe problems for students, for schools that emphasize direct admits or try to develop

very comprehensive, integrated four year programs, but it's what the state will be expecting the higher education commission and the state's leaders of our institutions to figure out somehow to make it workable.

ROBEL: If it comes to pass.

TERRY: It passed unanimously in the Senate with two dissenting votes in the House.

GJERDINGEN: I think it's safe to say that it reflects the current power of Ivy Tech in the state legislature.

TERRY: It's Ivy Tech's number one legislative priority.

ROBEL: Well that has a lot of implications for us in a lot of different directions, but can we, you know, we've been asked very much to address this particular resolution, so are there any other comments directed at this resolution? If not, could I ask for a vote, please? All in favor? Opposed? And abstentions? Thank you very much. Alright.

CALLOWAY-THOMAS: Are we certain? [Laughter]

GJERDINGEN: We're done!

CALLOWAY-THOMAS: I am so pleased.

ROBEL: I am so pleased. And I want to add my thanks to everyone involved. This was a—the General Education Committee is a very large faculty committee, and it worked a lot on this. The Council I'm sure will be seeing its work product. I—I really want to thank the EPC and the BFC Executive Committee for all of their work to just get us to the point where we could get something done that allowed us to move forward without rushing our consideration of the merits, which I think would be a mistake, so on that happy note...

CALLOWAY-THOMAS: Shall we have a party? [Laughter] And don't forget to submit your ballots please. You should have named three individuals.

MEETING ADJOURNED: 4:22PM