

SUMMARY
IUPUI Faculty Council Meeting
September 6, 1979

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Minutes of
IUPUI Faculty Council Meeting
September 6, 1979, 3:30 P.M., Law School, Room 116

Present: Vice President Irwin; Executive Dean Moore; Deans: Beering, Kellum, Read, Renda, Weber, Yovits; Directors: Bonner; Professors: Alton, Barlow, Bond, Bonner, Brandt, Burnett, Burns, Cecere, Conneally, Daly, Davis, Dehnke, Dipert, Edmondson, Fife, Fredland, Fuller, Gartner, Gnat, Haak, Hamburger, Karlson, Keck, Kimball, Kuczkowski, Langsam, Lawrence, Maxwell, Palmer, Penna, Pontious, Reed, Roman-Weiner, Shellhamer, Sidhu, Solow, Stonehill, Vargus, Yokomoto, Yu, Zimmerman.

Alternates: Dean Hugh Wolf for Dean Richard P. Gousha, Assistant Dean Magdalene Fuller for Dean Elizabeth Grossman, Robert Lewis, Jr. for Dean Schuyler Otteson, Neil B. Apfelbaum for Director Edward R. Pierce, Henry R. Besch for August Watanabe.

Absent: Deans: Bonser, Francois, McDonald, Schneiderman, Marjorie Stonehill; Professors: Beck, Bourke, Burt, Chalian, Childress, Deets, Doedens, Faris, Green, Hendrie, Hennon, Hornback, Hull, Jackson, Johnson, Judy, Laube, Lawlor, Markstone, McCarthy, Miller, Olson, Perez, Sagraves, Sartoris, Schoen, Strawbridge, Tharp, Warfel, Wright.

Agenda Item 1: Approval of the minutes of May 3, 1979.

The minutes of May 3 were approved as distributed.

Agenda Item 2: Memorial Resolution for Owen A. Paul

VICE PRESIDENT IRWIN: We will be following the procedure adopted last year, namely printing the memorial resolution, but we will not read them during the Council meeting. So will you please stand in memory of Owen Paul. (Moment of silence.) Thank you.

Agenda Item 3: Presiding Officer's Business

VICE PRESIDENT IRWIN: I have a few items of business that perhaps would be of interest to the Council. We do have a preliminary report on enrollment. This is at the end of late registration (the data that I have) and it looks like we have approximately 700 additional students this year compared to a year ago at this time. This represents a 3.4 percent increase and is certainly a far cry from the drop of about a thousand students that we had a year ago, which caused fiscal and other difficulties. The credit hours taught are not quite as much as the head count but still good at 2.1 percent. I underline that this is preliminary and we won't have the official figures for a couple of weeks yet. You might be interested to know that the Learn and Shop program, and we don't have the final figures on this either, but when the program was started last spring had 503 registrants. This year it has 1,079 so that in the two programs, the Weekend College and the Learn and Shop of this fall, we have approximately 3,400 students, and they are taking 10,000 credit hours. The second item is a brief progress report on our construction program. You all have watched the Business-SPEA Building go up this summer. It should be completed in October of 1980 with occupancy between then and opening in January of 1981. Class Room Building Number 2 is the first phase of what is a mirror image of the Business-SPEA Building. The bids should be out for this in about one or two weeks from now; the second phase of the building which is the building that extends across New York Street should be out for bids in January of next year. The computer facility which is to be housed in the basement level of the Engineering and Technology Building: the bids should be out this month and I believe the completion time on that is ten to twelve months. So that will move rather quickly. The contract has been let for the addition of the Medical Science Building. I have not been over there but construction if it has not started, should start at any time. It has started. Good. Work at Coleman Hospital for Allied Health Sciences should be out for bid by October 1 and also the contract for the East Garage, which is the garage across the street from the Engineering and Technology Building and is to be connected to Engineering and Technology, will be awarded this Saturday, so construction should start within a week or two for that garage. The garage proposed for west of the Union Building is being held up for the time being and it may be postponed, but it is not as important a garage as the South and East Garages.

I would like to introduce some new administrators who have come on board or will be coming on board. First, I would like to introduce Dr. Frank Tom Read, the new Dean of the School of Law. Tom comes to us from the University of Tulsa where he was Dean of Law. Prior to that, he had been Associate Dean of Law at Duke and had graduated from Duke University School of Law. Tom would you stand up and be recognized. We also have in the audience today Marshall Yovits who comes to us from Ohio State University. He had been Professor and Chairman of the Department of Computer and Information Science there for twelve years. He is a graduate of Yale, has a Ph.D. in Physics from Yale, he taught at Yale, he has taught at Johns Hopkins, and will be Dean of Science effective January 1 of 1980 although he is spending a day or two in Indianapolis each week now. So Marshall would you stand up and be recognized. The third person you all know is Paul Nagy who is back from Poland. As you know, Paul is Professor of Philosophy but he now is the Associate Dean of Faculties for IUPUI. Paul let us give you a hand. And I want to thank Henry Karlson of the School of Law for his willingness to help us with being the Parliamentarian.

A few weeks ago we had an important event on this campus, namely, the National Clay Courts championship tournament. I have asked Bob Baxter to give us some highlights of the success of that facility and that event. Bob.

MR. BAXTER: Thank you, Dr. Irwin. Dean Read said the other day he appreciated the gift that we have made to the Law School by adding on the tennis courts in the backyard of the Law School. He has not been here long enough to realize that we are not really allowed to use the courts at all. (Laughter). The project did come in on time for the U. S. Clay Court Open Tournament which was very well received. It did come in on budget and is now available for use by the general public. And, I don't know if you all realize but part of that ground back there was University ground and part of it belonged to other people in the neighborhood--Alco, Acme-Evans, and so forth. All of that ground has now been put into one piece. It is thirteen acres to the fence back there. It belongs to the University, is leased to the City and run by a separate corporation called Municipal Recreation, Inc. On that board, the University has three members, the City appointed three members, two are from the tennis community, plus one is a member of the Indianapolis Chamber of Commerce; I am the present chairman of the board. Now that is the organization of it; so in reality the University does own the ground, though management is under a separate board. It is available for general use. Tennis is going on right now at a \$3.00 an hour. If you have a foursome that is just \$.75 an hour which is pretty reasonable. The winter season starts October 1, as soon as the bubble cover is up covering up six courts. Then we go to a rate schedule which I will leave here at the door if you would like to take that with you. The other things that are involved in this tennis facility is a few weeks ago we had the Indianapolis Ballet. They came out here and they had a performance. It was very well received. It was very easy to set up. Everything ran very smoothly. We will have the opera perform out here. I just talked with the people involved in amateur boxing and planning for the Golden Glove tournaments. They are interested in coming out. The Indianapolis Symphony Orchestra has extended their season for this next year into the spring. We will have eight performances out here of the Indianapolis Symphony. The Champions Room, which is below the south stands, has been used extensively for meetings, for dinners, or combinations of luncheons, tennis, dinner. Any combination like that is available. None of these things are available on a gratis basis. The corporation has a responsibility to pay back a four million dollar general obligation bond that was floated by the city of Indianapolis. Therefore, nothing is free. We have to generate money to pay back that bond. We would like to say that it is available to all University and all City activities at no cost but that is not possible. There is a pay schedule. We have a full office over there, we have our own maintenance, we have our own police force, and will be glad to talk to anybody about having meetings over there, or luncheons, or dinners. Furthermore, other things have happened because of this particular event over here. If you have noticed Michigan Street is not quite as bumpy as it was before. It has been repaved. Blake Street and many other streets have been paved in the area for two reasons. One was in preparation for a general upgrade of this whole area and that includes both sides of the river. This directly effects the campus and directly effects all of the neighborhood around the campus. I think it is all good. It is a very positive step; one of the most positive steps Indianapolis has taken in a long time was creating a park commission. At some later time, I would like to discuss the Park Commission and their plans but they are just forming right now. But the hub and core of the whole park plan that you have read about is the IUPUI campus. The reason, one of the major reasons, that that park plan went through was because of this campus, because of the numbers of people here, the quality of people here and that our students, faculty, and staff can use it. It was the logical place to start something like this. We take the tennis facility as the first step in that overall park program. We see many other benefits to the park, the tennis facility, the tournament itself and the 70,000 people. Are there any questions concerning it? I think it is amazing how many people did not realize the complexity and the size and the numbers of people involved in IUPUI until they came out here and saw. They were all very pleased. Some of them were just out-and-out shocked at the size of what we have out here. In terms of public relations, we can have a gold star because of that tournament. It brought a lot of people and a lot of interest, and I think we will get more community involvement in this campus because of that tournament and the other things that are coming up.

VICE PRESIDENT IRWIN: Thank you very much Robert. I just was thinking; you know, we ought to have this Council meet in the Champions Room sometime because afterwards, although Bob did not mention it, you can have cocktails.

PROFESSOR YOKOMOTO: I would like to ask a question about the parking during the Clay Courts. There was a confusion in the first two days as to what good our faculty stickers were and what parking lots were for our use. After about the third day it was resolved but for the first two days we were being sent all over the place.

MR. BAXTER: This is true. In running any event for the first time there are problems. We had the campus police and Spurgeon Davenport working very closely with us, but we also had a private police force out here for the tournament. All of the campus police knew the situation and knew all of the parking lots were available to all students, staff, and faculty who had their stickers on. We had put out a map showing where the general public was to park. If they had a box seat, they were to park in certain lots; if they had champion seats they were to park in certain lots and the general public parked in others. I think the confusion came at the end of the tournament when the private police force that was hired did not fully understand that these lots were not to be used exclusively for the tournament. We did catch that after a couple of calls

and actually there were very few. I think we did get two, and we did get to the private police to tell them that anybody with university parking stickers could go ahead and use any lot that they would normally use. The people going to the Clay Courts were to use those lots if they were available after the students, faculty, and staff used them. That is one of the things I think will flow very smoothly in years to come, since in the last part of the week I didn't hear any complaints.

VICE PRESIDENT IRWIN: Thank you Bob.

Agenda Item 4: Executive Committee Report

VICE PRESIDENT IRWIN: All right, Item 4, Executive Committee Report. Miriam.

PROFESSOR LANGSAM: Thank you. I too would like to start off with an introduction. I would like to introduce the new council secretary, that is, Sharon Graves who is sitting at the far end of the table. Our Council Office which will now be serving not only the Faculty Council but the Staff Council and do University Faculty Council business. The extension number is the same. It is 2215. If you don't get your minutes, if you need to find a member of a committee, if you need to find me and you can't, Sharon is the person to help. So everybody this is Sharon Graves.

I would also like to introduce the members of the Executive Committee and I would like to say a few things about the Executive Committee. The Executive Committee not only plans the agenda but it helps by advising me and it also serves as liaison for all the standing committees and is also kind of a feeler of this Council when there are concerns among the various schools and units. So, if you have a problem you might wish to talk to one of the members of the Executive Committee especially if you might want the item on the agenda. And I would like to have them stand after I mention their names. You don't necessarily have to clap if you don't want to, but at least you will be able to recognize them. We won't force you to clap.

PROFESSOR LANGSAM: Richard Beck of the School of Engineering and Technology; Billie Bond from the School of Nursing; Jean Gnat from University Libraries; Mike Penna from the School of Science; Robert Shellhamer from the School of Medicine; Don Tharp from the School of Dentistry who is not with us because the Dentistry people are having a special retreat; and Brian Vargus from the School of Liberal Arts. There they are. We are also ably assisted from time to time by Dr. Moore and when he can't join us Dr. Irwin fills in to keep us on the right track. For those of you who are new members, you have black folders on the table near the sign-in sheet. They were in alphabetical order. They will be most useful in keeping the various minutes and items that get sent to you so we would urge you that is one of the few free gifts you will get from us; take your black folder. For new members not attending this first meeting, the folders will be sent to you. You should have at this time in your hands a Time Line, a Summary of the 1978-79 Faculty Council activities, Minutes, Constitution and By-Laws, Membership Lists of the Council, Committee Lists, a Calendar and an Orientation. And, I would like to point out just one or two items about the Orientation. First of all, when you come in pick up your signs. You will discover that there is a right way and a wrong way to put your nameplate in though I didn't know it for years. If you put it in backwards it doesn't fit right, but it will take awhile for you to figure out which way is right. Also sign in. We have the attendance sheet near the nameplates. If you can't attend we urge you to send an alternate especially if you are a unit representative because that is the way your unit gets the quick information about what's happened at the meetings. It is true that members will eventually get, all the University community will get, their minutes but there may be things they want to know immediately. If you do send an alternate, they have what is called in the Constitution "voice and vote" which means they both can talk and vote. When they come, please have them sign in on your line but sign their own name so we know who they are. This is important because Sharon writes down the name of each speaker using the nameplate in front of them. She is new and doesn't know whether the person behind Dean Gousha's sign is Dean Gousha so she writes down Dean Gousha. (Indicating Dean Hugh Wolf). That isn't Dean Gousha, at least it wasn't last year. And that also incidentally leads me to the point that when you speak and you're not the person that your sign says, please let us know if you are substituting for someone. That will help Sharon certainly in the beginning until she recognizes you. Also, I would like to compliment the administration because on September 1 we did have our pay checks as promised. I wasn't sure until the very last moment that we would have our pay checks as promised. I wasn't sure because a year ago there was a problem. But this year our pay checks did arrive and we do appreciate it. It made my balancing a lot easier. Also, in the orientation it says that there shall be no smoking in this room, which was a decision made some years ago and we will adhere to it. Also, I would like to say a word about our fall meeting, which is on your calendar. As of now, that meeting is scheduled for October 4 at the Nursing Auditorium and we will have a Faculty Council meeting starting at 3:30 and then we will at 4:15 have our annual constitutional mandated joint Staff/Faculty meeting at which time Dr. Irwin will give us a State of the University Address and fill us in on what's going on.

Agenda Item 5: Old Business

PROFESSOR LANGSAM: Item 5 is old business and the one item that I have under there is a report of the Committees on Committees. We have a subcommittee of the Executive Committee prepare the membership lists of the standing committees. In the new By-laws, it says that the standing committees shall be appointed by the Executive Committee. The item that you have dated August 15, was a list that was given by the subcommittee to the Executive Committee and hence the strange expression "the following list is a committee recommendation". It is the subcommittee's recommendation. It was voted on by the Executive Committee wearing its Committee on Committees' hat and for your purposes you might want to change that to "the following list indicates the committees for 1979-1980". These are the standing committees for 1979-1980. Are there any questions about that? Yes sir.

PROFESSOR BESCH: Speaking for Dr. Watanabe my name is Besch. And this time, since I am an alternate, I did not get lists a long time ago, but in just glancing over them it seems to me as if there is an extraordinary number of persons on these committees who are not in this body. That certainly is not crucial. But turned the other way around, there are way over half of the people who are elected to be in this body who are not serving on the Faculty Council standing committees. It is certainly so for the School of Medicine though it is not necessarily limited to the School of Medicine. There are a number of people, faculty people in this body, who are not on any one of those committees which are, in fact, subcommittees of this body. Also, I was wondering what additional considerations besides the letter of the law, Constitution and By-laws, were used in getting 40% of the chairmen to be from a single unit.

PROFESSOR LANGSAM: I might speak to that. I don't know whether it's that some deans rule with an iron hand and when their faculty get pieces of paper their faculty respond, or whether the members of one or more schools are truly interested in committees. But, the way that these committees were selected was in the following manner: rather than draft people who might not be interested in serving on committees either because of lack of interest or personal, private, or university committees, a form was sent out requesting faculty members to list, if any, their interests in order of committees that they would like to serve on. The subcommittee then took these lists and if I understand them correctly almost to a person, people who submitted returns were placed on committees of first or second choice. The fifty percent of this body that are not serving on committees are not serving on committees because they chose not to write back and say I am interested in serving. Now we could have restricted ourselves to the membership of this committee but we already have enough problems with committees whose members don't show up and who are not interested. So rather than draft members we allowed faculty members to suggest where they were best suited and most willing to serve. Now I hope that answers your question.

PROFESSOR BESCH: May I respond. PROFESSOR LANGSAM: Surely.

PROFESSOR BESCH: In fact, the process you've described is what has been used at least for the last two sessions of the old Committee on Committees, three, because I was on those, and in no case in the last three years did one school have, for example, 40% of the chairmanships of the committees. And, in one case at least on a committee that I served on, in discussing the matter with a prior chairman of the committee, he was not asked whether he might like to be chairman again and as far as I can tell he turns in reports and so on. So I'm just wondering, I guess I'm asking a question which is: Should we conclude from what he said that this rather extraordinary occurrence is nevertheless statistically an occurrence that might happen once every four years?

PROFESSOR LANGSAM: Well first of all, I'm not sure this isn't an extraordinary occurrence but that is a matter of words. Another part of that form was to indicate whether you would like to chair a certain committee. If, in fact, the previous chairperson did not indicate that they would like to serve again as chair, they may very well have not been reappointed. I think that is an option of an individual faculty member. Next of all, this work is done during the summer when it is incredibly difficult to get in touch with various members of the faculty. Since we have to prepare these lists sometimes a person is not contacted. Now as far as "x" numbers of people from one school offering to be chairs and "x" numbers of people from other schools not asking to be chairs, I think it can only be ascribed to fortuitous circumstances. If it continues to happen and distresses people perhaps then we will have to take some steps to change it or encourage it further depending on whether we think it is favorable or not. Yes.

PROFESSOR PALMER: Since this question has come up, I think it would be appropriate to have a statistical report of the Committee on Committees, of the number of volunteers and how they allocated the volunteers. And, I think that since this has been used as justification for the allocation we should require that numerical summary be given to us.

PROFESSOR LANGSAM: Brian do you have the figures in your hand.

PROFESSOR VARGUS: I don't have them in my hand nor in my head. As far as I know all of those forms were submitted to the Faculty Council Office by Kent Sharp. I'm Brian Vargus and I'm involved in the committee that made the recommendations to the Executive Committee which made the recommendations to you. But, the only thing I can say is that basically everybody who turned in a form was assigned to a committee. As I

recall there were a few exceptions. For example, there were cases of people who had put down one committee and it was for Resources and Planning which is no longer a functioning committee. There were other cases where large numbers of people from the School of Medicine, for example, all wanted to be on Budgetary Affairs; then a selection had to be made based on past experience. But I really don't know if the papers still exist. As far as I know they were turned in to the Faculty Council Office.

PROFESSOR LANGSAM: Well, do you remember about how many responses you got? Sixty-four sticks in my mind as the number.

PROFESSOR VARGUS: I haven't the foggiest, I really don't know.

PROFESSOR LANGSAM: We could certainly look into it and see if the papers still exist. It was not what one would call an overwhelming response on the part of the faculty. That was why it was possible to put almost everybody on a requested committee. My feeling is that there is so much interest in committees, hopefully, next year we will have an incredible choice and an incredible number of people to select from.

PROFESSOR BESCH: This is actually a little late to respond to this but you said before we could. Actually when I used the word spectacular, stupendous, or overwhelming, I had in mind the figure from my count here that the SLA, the Liberal Arts School represents less than a tenth of a percent of this body and has 500 times, 500 times the number of chairmen than any other school.

PROFESSOR LANGSAM: I would say to you that that is true. It is perhaps almost embarrassing that of the people who requested chairmanships 500 percent of them were from the School of Liberal Arts. I want to defend my own school.

PROFESSOR BESCH: I would like to compliment my colleagues in the SLA for the extraordinary high density of outstanding faculty members that they have.

PROFESSOR LANGSAM: Well, we accept and we thank you. Brian.

PROFESSOR VARGUS: Henry, I quite frankly never before realized that four out of ten chairmen were from Liberal Arts. But let me tell you this. In at least two of those cases, I know because I made the phone calls, we had to beg somebody to take the chair.

PROFESSOR BESCH: All right. I've been in the same position.

PROFESSOR VARGUS: And one of those committees didn't even meet last year, that was Metropolitan Affairs, so we picked somebody who said he was really interested. A second committee, which I think is Constitution and By-Laws, we had a choice between a chairman who provide continuity in case they wanted to continue as chair and one other person who was from Liberal Arts. That counts for 50 percent of the four. The other one is myself and the Budgetary Affairs Committee. There I was the only person who volunteered to be chairman of that committee and as you know it has some special restrictions. We tried to put in chairs who are interested. That was the key, because the committee system is the working part of this body. And that was the key notion. There was no conspiracy.

PROFESSOR BESCH: I'm not accusing anyone of conspiracy, but I would think that the persons who are duly elected to serve as the Faculty Council of IUPUI should be, in fact, in some cases, asked if they don't volunteer to serve on subcommittees of the Faculty Council which is after all what we are talking about. I don't propose to make any sort of attempt to get any kind of reconsideration. I'm not leading up to anything like that. I am just saying that I believe as a principle although not written in the Constitution and By-Laws, but as a principle we should build committees, actually subcommittees of this body, principally from this body. Thank you.

DEAN YOVITS: I'm curious. How are the members of the Executive Committee chosen?

PROFESSOR LANGSAM: They are elected.

PROFESSOR FREDLAND: They are elected by this body from previous years.

PROFESSOR LANGSAM: Yes. If there are no more questions about the committees, and the membership on the committees, we will then just accept this. I would say that if any of you, having had a change of heart, should suddenly become interested in a committee, send a note in your own name. Don't have friends recommend you, but send a note in your own name to Sharon. If a vacancy should develop in the committees, we will appoint you to that committee. Sometimes we do have vacancies, so if there are some of you who are interested it is not too late, and next year fill out your forms.

VICE PRESIDENT IRWIN: Catherine.

PROFESSOR PALMER: I would like to have a last word. I would like to ask that forms be kept and enumerated next year.

PROFESSOR FREDLAND: Have we determined that that's not possible for this year?

PROFESSOR LANGSAM: No, not necessarily. I see no problem with keeping them or in keeping them and enumerating them.

Agenda Item 6: New Business

PROFESSOR LANGSAM: I just have one item of new business, and I would like to report on the Staff Council. The Staff Council is just getting started and it will be meeting on the third Wednesday of every month. It will be having its first official meeting on September 19 and it will be electing officers at that time. We, at the present time, have a standing committee which is titled the Staff Committee. At such time that the Staff Council becomes fully functional we may want to consider eliminating that standing committee. We might want to consider options suggested by the Executive Committee for cooperating with the Staff Council because there are certain items such as fringe benefits in which both the staff and faculty have shared concerns but as of yet they are just still in the formative stage. Since Carol who was very very much responsible for helping them get started had kept you informed on what was going on, it seemed appropriate to tell you that they are just getting organized and will be functional with new officers on the 19th of this month. And again, Sharon will be their secretary as well.

VICE PRESIDENT IRWIN: Yes Carl.

PROFESSOR FULLER: This is another item if you are through with that. I don't want to belabor any point, but ...

PROFESSOR LANGSAM: Yes sir.

PROFESSOR FULLER: I don't know if this is old business or new business. It is old for me. It may be new for some. I refer to the Time Line for Faculty Council elections which is in the document which contains our agenda for today.

PROFESSOR LANGSAM: This can be found on the back page, the back inside page.

PROFESSOR FULLER: In the item for the Nominating Committee in the column Implementation By, you have the notation "Nominations from floor in Faculty Council".

PROFESSOR LANGSAM: Is that incorrect sir?

PROFESSOR FULLER: My interpretation of the new By-Laws which was another document distributed; page 10. This is where it's old business for me. Article III, paragraph 12, subparagraph C-4. I quote, "Solicit and accept from members of the Faculty Council nominations in writing for". I suppose it's possible to read nominations in writing from the floor but I think that there's certainly ambiguity there which I think ought to be clarified.

PROFESSOR LANGSAM: Well sir, we will clarify it. Would you like to make a motion for clarification of it or just have it corrected?

PROFESSOR FULLER: I don't feel that it needs a motion. My sense since I was involved in the writing; my interpretation of the By-Laws, is that it was an attempt to prevent the kind of clamorous voicing that went on here in the past in response to nominations from the floor. So I see voice nominations and our intent as potentially in conflict. I would suggest that maybe the Executive Committee ought to consider whether or not those statements in the Time Line really mean what it says.

PROFESSOR LANGSAM: I don't think that is a problem. I think the Time Line is an informal guide, not only to myself and the Executive Committee, but to the faculty, but it is not a formal document and if it is in conflict with the By-Laws then the Time Line is the thing to be changed and I think very easily changed. If it is agreeable to all of you I suggest that at the next meeting, because I would like to check and see just to make sure, we just correct it to read nominations from the Faculty Council in writing and that will resolve that problem. But I would like to just check on it in the calm, but we can certainly take care of it.

VICE PRESIDENT IRWIN: All right. Well, that's a record, I believe for us, so we are adjourned.

Miriam Z. Langsam
Miriam Z. Langsam, Secretary
IUPUI Faculty Council

Hitwant Sidhu
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Minutes of
IUPUI Faculty/Staff Council Meeting
October 4, 1979, 3:30 P.M., Nursing School Auditorium

PROFESSOR LANGSAM: We have a very full agenda today so we would like to get started. I wish to welcome all of you to the October 1979 joint Staff and Faculty Meeting. I am Miriam Langsam, the Secretary of the IUPUI Faculty Council. And, those of you who have not received an agenda, let me tell you what is on tap. First, we have the State of the University Address by President Ryan. Then a State of the Campus Address by Vice President Irwin and a few comments by Mrs. Joyce Compton, who is the new chief of the Staff Council. Without any further ado, I would like to introduce President John W. Ryan, President of Indiana University for the State of the University Address.

PRESIDENT RYAN: Ladies and gentlemen... (See the attached for the full text.)

PROFESSOR LANGSAM: Thank you very much President Ryan. And, for our State of the Campus Address I would like to present our own Vice President Glenn W. Irwin.

VICE PRESIDENT IRWIN: Thank you very much Dr. Irwin. We are almost on time. If you look at your agenda--for those of you who are members of the Faculty Council--we will be having a short Faculty Council Meeting at 4:45 p.m. so please stay with us. Right now I would like to turn the microphone over to Joyce Compton for a few comments. Joyce.

MRS. JOYCE COMPTON: President Ryan, Dr. Irwin, faculty, and staff--what little is here. I don't see very many staff members here. It really is an honor to be with you this afternoon. The term "comments" on the agenda is quite appropriate. It is getting rather late, and we, as the Staff Council, have not had many meetings yet, and we don't have a total organization to present to you at this time. But now you know we are here; the first Staff Council at IUPUI. This to me is quite an honor; to represent our staff. We have a nice slate of officers that I'm sure many of you know and you work with every day. We have thirty-four members. They represent all parts of the campus. They represent all classifications and they also have three ex-officio members. And, now I would like to introduce you to our officers. Some are here and some are not, so those of you who are here, would you raise your hand. Our Vice Chairperson is Mary Ann Underwood who is from the School of Science at 38th Street. We also have standing committees, and these chairpersons are also here. Mrs. Norma Ross is from Patient Referral and Utilization. Our Membership Chairperson is Barbara Marple. She is from Nursing. Our Communications Committee Chairperson is Mr. Wayne Slater and he is from Patient Accounts. As Dr. Irwin mentioned, perhaps we as the Staff Council can have just a little voice, and maybe express our views to you and to the Administration as to what we are expecting. We will accept this challenge. We will try to represent the non-academic staff more fully in the communication processes which is very important, and in the decision making of the University, as well as striving to obtain a closer working relationship with you the faculty. Thank you.

PROFESSOR LANGSAM: Thank you all for coming. Those of you who now need to leave, please feel free to do that and those of you who are Faculty Council members, why don't you come on down a little closer. You are so far away. In about five minutes we will get started. Thank you very much for attending.

SUMMARY
IUPUI FACULTY COUNCIL MEETING
October 4, 1979

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Minutes of
IUPUI Faculty Council Meeting
October 4, 1979, 4:45 P.M., Nursing School Auditorium

Present: Vice President Irwin; Deans: Beering, Francois, Kellum, Read, Renda, M. Stonehill, Weber; Professors: Alton, Barlow, Bond, J. Bonner, Bourke, Cercere, Chalian, Childress, Conneally, Daly, Davis, Deets, Dehnke, Dipert, Doedens, Edmondson, Faris, Fife, Fredland, Fuller, Gartner, Gnat, Haak, Hamburger, Hennon, Hornback, Hull, Jackson, Karlson, Keck, Kimball, Kuczkowski, Langsam, Lawlor, Lawrence, Markstone, Maxwell, McCarthy, Miller, Olson, Palmer, Penna, Pontious, Roman-Weiner, Sartoris, Sidhu, Solow, R. Stonehill, Strawbridge, Vargus, Warfel, Wright, Zimmerman.

Alternates: Dean Hugh Wolf for Dean Richard P. Gousha, Assistant Dean Magdalene Fuller for Dean Elizabeth Grossman, Robert Lewis, Jr. for Dean Schuyler Otteson, Professor James Wright for Professor Ira Brandt, Professor Robert Witt for Professor Robert Burt.

Absent: Executive Dean Moore; Deans: Bonser, McDonald, Schneiderman, Yovits; Directors: R. Bonner, Pierce; Professors: Beck, Burnett, Burns, Green, Hendrie, Johnson, Judy, Laube, Perez, Reed, Sagraves, Schoen, Shellhamer, Tharp, Watanabe, Yokomoto, Yu.

Agenda Item 1: Approval of the minutes of September 6, 1979.

The minutes of September 6 were approved as distributed.

Agenda Item 2: Memorial Resolution for William E. Gifford.

VICE PRESIDENT IRWIN: It is our custom not to read Memorial Resolutions so would you please stand for a moment of silence in honor of William Gifford. (Moment of silence.) Thank you.

Agenda Item 3: Presiding Officer's Business

VICE PRESIDENT IRWIN: Item number three is my business but I have no business, so I shall pass now to the Executive Committee Report. Miriam.

Agenda Item 4: Executive Committee Report

PROFESSOR LANGSAM: Thank you very much. There is no report from the Executive Committee.

Agenda Item 5: Old Business

PROFESSOR LANGSAM: I have two matters of old business. One, after checking on the By-Laws and Constitution and our Time-Line, I discovered that the following modifications (and some of you might wish to write this down) would be appropriate with regard to the election procedure for the Faculty Council Nominating Committee. What should be in that space on the Time-Line is "the written nominations from Faculty Council members up to November 1 (this date was selected by the Executive Committee) then slating by the Nominating Committee". I'll read that again. Written nominations from the Faculty Council members up to November 1, then slating by the Nominating Committee.

The second item of old business is that a report on the review of the selection process of Standing Committees will be included in your minutes for next time. The report is in its final draft right now. And, that is all that I have in the way of old business.

Agenda Item 6: New Business

VICE PRESIDENT IRWIN: Thank you, Miriam. Is there any new business?

PROFESSOR LANGSAM: I have something here. We had one or two items which are basically informational items on new business. The Standing Committees, which I must say are being very active this year, will be submitting to the Executive Committee progress reports on October 10 and we will follow up with a report to the Council to give you some idea of exactly what is going on with regard to the Standing Committees. In addition, we will be undertaking a revision of the definition in the By-Laws of Standing Committees, and in one case the Fringe Benefits Committee writing the definition of its goals and objectives because none appears. If any of you have served on committees, have been chairmen of Standing Committees, we would like any kind of recommendations that you might have on how to tighten up or polish up some of those definitions or bring them closer into focus with reality of what the committees actually do. Finally, next time we will hear some comments about a very exciting private development that is being considered. The facility would be north of Michigan Street. Two things in relationship to that private development. One is that a Chicago firm in approximately one month may be getting in contact with various deans, chairpersons and some individual faculty members. They are trying to ascertain the kinds of conference and other facilities needed as well as facilities related to operations that are auxiliary to the University such as ICFAR. As a result some of you may be questioned about the numbers that we might need. Second, there is a possibility, provided if we are willing to dig into our pockets, of a faculty room in this development. I think this is something you might want to talk to your colleagues about. How interested are they in a center? It probably would be a very large room with drinking

facilities, and perhaps a food facility. And, I thought before popping such a question on you, you might like to know about it and be able to ask around to get some feeling of how the people you represent feel. We will be hearing more about this. Thank you. That's it.

VICE PRESIDENT IRWIN: Anyone else have any new business. We are adjourned. Thank you.

Miriam Z. Langsam
Miriam Z. Langsam
IUPUI Faculty Council

The meeting of the Faculty Council was preceded by the Fall Faculty/Staff meeting at which the State of the University Address was delivered by President John W. Ryan and the State of the Campus Address by Vice President Glenn W. Irwin. These addresses are appended.

SUMMARY
IUPUI Faculty Council Meeting
November 1, 1979

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Minutes
IUPUI Faculty Council Meeting
November 1, 1979, 3:30 P.M., Law School, Room 116

Present: Vice President Irwin; Deans: Beering, Francois, Renda, A. Weber; Professors: Alton, Barlow, R. Beck, Bond, I. Brandt, Burnett, Burns, Cecere, Chalian, Childress, Conneally, Davis, Dehnke, Dipert, Doedens, Edmondson, Fredland, Fuller, Gartner, Haak, Hamburger, Hennon, Hull, Jackson, Karlson, Keck, Kimball, Kuskowski, Langsam, Laube, Lawlor, Markstone, Maxwell, Olson, Penna, Reed, Roman-Weiner, Sagraves, Schoen, Shellhamer, Sidhu, Solow, R. Stonehill, Strawbridge, Tharp, Vargus, Warfel, Yokomoto, Yu, Zimmerman.

Alternates: Associate Dean Paul J. Nagy for Executive Dean Edward C. Moore, Dean Hugh A. Wolf for Dean Richard P. Gousha, Helen E. Dorsch for Dean Elizabeth Grossman, Assistant Dean Sue Barrett for Dean Nicholas P. Kellum, Associate Dean Robert L. Bogan for Dean Ralph E. McDonald, Assistant Dean Scott Evenbeck for Dean Marshall Yovits, Leslie P. Wilson for Director Robert Bonner, Robert B. Forney for James Faris, Neil B. Apfelbaum for Director Edward R. Pierce, Larry R. Jones for Walter Daly, Lesley P. Wilson for Jean Gnat, George Weber for Hugh C. Hendrie, Terri Wagner for Carlyn Johnson, Henry Besch for Catherine Palmer.

Visitors: None of the visitors signed the attendance record.

Agenda Item 1: Approval of the minutes of October 4, 1979.

The minutes of October 4 were approved as distributed.

Agenda Item 2: Memorial Resolution for John M. Riteris.

VICE PRESIDENT IRWIN: John was a remarkable person--for all of you who knew him--a tremendous person in fact. He came here in 1967 in Philosophy before there was a department of Philosophy at this campus. He also was a first from the standpoint of medical science and research. He was the first person to receive a kidney that was not from an identical twin. That was twenty years prior to his death. In fact, he was getting ready shortly before his death to go back to Peter Bent Brigham Hospital in Boston where his transplant was done for a reunion. John also had a massive heart attack five years ago but he kept going. I never heard him complain about his health. He was really remarkable. So, please join me in standing for a moment of silence. (A moment of silence was observed for the memorial resolution of John Riteris.)

Agenda Item 3: Presiding Officer's Business

VICE PRESIDENT IRWIN: We have a big agenda today so I will be relatively brief with my remarks. I think most of you have probably read this by now but we do have the official enrollment for this campus as well as all campuses of I. U. Our enrollment on this campus compared with a year ago this fall is up 4.61 percent or an additional 946 students. This compares with a total I. U. enrollment on all campuses of an increase of 1.66% or an increase of 1,244 students so we had the majority of the additional students in the system occur at this campus. All campuses were up slightly except for Fort Wayne which was down slightly and Northwest which was down. This enrollment is very important to us so far as income this year is concerned, and at this time it appears that we will not have that dreadful budget cutting that we had a year ago. It is important, of course, that we keep the enrollment for the second semester at appropriate levels and I'm delighted when I talk to people who are involved in this that you all are taking this very seriously and I think it is a good project. Secondly, we now have on the front burner the multipurpose private development facility to go in that major block east of the University Hospital and we have hired the services of Laventhol and Horwath of Chicago, which is a marketing firm, to come to the campus to meet with many of you in this room to determine if various aspects of that building can be financed; for example how many rooms would be feasible, how many dining rooms will be needed, how much office space will be needed, how much commercial space can be created in view of the market that is out here. So, hopefully in the next month many of you will either have a questionnaire from this firm or will be visited personally at work. This gives us an opportunity to again consider a faculty club and we asked them to do especially careful study of the feasibility of developing such a facility.

The budget this year is the largest we have ever had. And for those of you that compare us with the other large firms in Indianapolis, we again rank eighth largest employer of any institution or firm in Indianapolis, with a budget of about two hundred and twelve million dollars. I think I will close there.

Agenda Item 4: Executive Committee Report

PROFESSOR LANGSAM: A recommendation on Council size for 1980-1981. You have in your minutes a circular entitled "Faculty Council Size for 1980-1981". Since this comes from the Executive Committee which is in effect a standing committee, you have before you a motion. It does not require a second for the Council to vote on it. The Constitution requires us to deal with Council size in terms of "n". Now, without trying to explain to you all of the ramifications of "n", the criteria the committee used was that we tried to set the Council size as close to one hundred as possible without disenfranchising any previously elected unit representatives. The "n" value which did this was .0297, therefore, I would like to bring before you a motion from the Executive Committee to set "n" at .0297 for 1980-1981.

PROFESSOR FREDLAND: That is different from what is printed here.

PROFESSOR LANGSAM: No, it's not. There is an error in the white mailer but not in the brown ones. Most of you received two mailings, a local set and a Bloomington generated set of minutes to insure we honored the Constitutional requirements regarding minutes. In the first white mailing there was an error, the "9" was left out. Are there any questions? Comments? Henry, is that you back there? Yes, Henry.

PROFESSOR BESCH: I would like to move to amend the motion. I have a written document for that, if I may pass it out?

PROFESSOR LANGSAM: Is this a friendly motion?

PROFESSOR BESCH: All my motions are friendly.

PROFESSOR LANGSAM: I would see no reason why you can't hand that out. Is there a second to an amendment which you don't know what it is yet?

PROFESSOR BESCH: It is moved that the prior motion be amended by substituting an "n" value of .04 in that motion and further that all Council members currently elected to serve for the 80-81 term be allowed to serve. But by my calculations no one gets disenfranchised. But in case someone should, the amendment covers that.

PROFESSOR LANGSAM: What does that do to Council size, Henry?

PROFESSOR BESCH: It is right here if I might...

PROFESSOR LANGSAM: O.K.

PROFESSOR VARGUS: Point of order. I would like a ruling from the Parliamentarian because if he is substituting a number for this "n", it is not an amendment to the motion but I believe it is a substitute motion. I would like a ruling from the Parliamentarian, please.

PROFESSOR BESCH: I moved to amend the motion. Period.

PARLIAMENTARIAN KARLSON: That is allowable, I believe.

PROFESSOR VARGUS: I asked for a ruling on whether this is an amendment or a substitute motion. The proposal before us is the size of the Faculty Council. The proposed size of the Faculty Council would be 102 members which is the use of an "n" of .0297. This would be a substitute motion, not just an amendment to the motion. It changes the nature of the motion and, therefore, becomes a substitute and not an amendment.

PROFESSOR LANGSAM: Excuse me. I do believe that Henry's motion is illegal anyhow because as I understand the Constitution the number of unit and at-large representatives must be equal.

PROFESSOR BESCH: I'm sorry. There is a typographical error on the first page. I would have pointed that out. In much the same way as there was a typographical error in the mailer. (Laughter)

PROFESSOR LANGSAM: Which one of these numbers, Henry, is correct?

PROFESSOR BESCH: Thirty-four. The number of unit representatives is correct and that would be the same as the number at-large.

PROFESSOR VARGUS: Madam Chairman. A point of privilege. If it is, in fact, not an amendment, then I believe it is inappropriate to discuss it until we have discussed the motion that is on the floor.

PROFESSOR BESCH: That is correct. The parliamentarian so ruled. We can discuss it if it should happen to come up later.

PARLIAMENTARIAN KARLSON: Dr. Besch's proposal changes the basic motion which we have. It so changes the basic motion on the floor that I would rule that it is not an amendment but a substitute motion, and, that the motion presently on the floor would have to be discussed first since your motion is not a privileged motion.

PROFESSOR BESCH: O.K. May I leave these here? I will collect them later. Thank you.

PROFESSOR LANGSAM: Is there any discussion on the original motion?

PROFESSOR BESCH: I would like to suggest that the original motion not be approved by the Council on the basis of the reasons that are in the paper on the table.

PROFESSOR FREDLAND: I would like to ask a question. Are the two criteria the exclusive criteria that were applied by the Executive Committee: a) that we have a Council of approximately one hundred, and b) that no one previously elected be disenfranchised?

PROFESSOR LANGSAM: Our intent was to set up one criteria for all the schools and yet not disenfranchise anybody.

PROFESSOR FREDLAND: That's not my question. My question is about the committee report.

PROFESSOR LANGSAM: We aimed at getting about a hundred or less if possible without disenfranchising one unit. Particularly, in order for one unit to have its two elected members, who will serve until 1981, not be disenfranchised, a particular value of "n" had to be set. Now, I've got my engineer and my mathematician here and they worked on the number and this was the number that they felt did the job without disenfranchising someone. Does that answer your question Dick?

PROFESSOR FREDLAND: Were there other criteria or not?

PROFESSOR LANGSAM: There were no other criteria applied.

PROFESSOR FREDLAND: That answers my question.

PROFESSOR ZIMMERMAN: Since all of us do not have the benefit of Dr. Besch's information, I would like to request that that information at least be passed out so the rest of us can look at it.

PROFESSOR BESCH: Consider under item number five of the agenda, that the Executive Committee is working with the idea of having a small core of dedicated committee members. By extension of this policy I think the Council as a whole should contain a small core of dedicated members as an extension of the stated policy of the Executive Committee. In that spirit then, inflation of the size of this Council by an additional twelve or fourteen members, depending upon what number you actually use, I think, would be as undesirable to the Executive Committee. I feel that there is an increased possibility of sacrificing quality and performity as Council size grows beyond reasonable limits. In as much as this year's total Council size is 90, it seems to me that it should remain approximately 90, in fact 86, and therefore, I would not entertain the motion to have the number of "n" be .0297.

PROFESSOR LANGSAM: Henry, I appreciate your comments but I think you are mixing apples and oranges. An executive committee or committees that are working committees of a very special nature should be small. This is true in part because it is almost impossible to get people together.

PROFESSOR BESCH: That applies to this body.

PROFESSOR LANGSAM: This body meets at a regular time that is known to people, therefore, people know when it meets and they can set aside time. I don't have any qualms about keeping the Council as small as possible. I do, however, find it necessary to make a rule which applies across the board to everyone. It disturbs me to consider a policy which states if it disenfranchised anyone let them serve. I find that to be an unreasonable approach. We expect that once this is taken care of this semester, next year the size of the Council can be lowered. But this is a very unusual circumstance. We, in fact, established this principle last year when we chose a size deliberately, not to disenfranchise certain members. I find it capricious to say "well if anyone is disenfranchised by our number let them serve any how". The Executive Committee spent a good deal of time to find a number which kept the Council as small as possible, but at the same time did not change the rules for any unit.

PROFESSOR BESCH: May I respond to that, please.

PROFESSOR LANGSAM: I don't want to debate it with you.

PROFESSOR BESCH: Well, you made two errors which I would like to correct.

PROFESSOR LANGSAM: O.K.

PROFESSOR BESCH: First of all, by the calculations and the numbers that I have available to me, which admittedly are different and may not be as up-to-date as the numbers the committee worked with, the number of .04 does not, in fact, disenfranchise anyone. Everyone is able to serve-- exactly as elected. You will see from the handouts--if you would look at the material--that no one is disenfranchised. There are no negative numbers in the numbers necessary to represent or the number necessary to be elected. Admittedly, the calculations, as I said are based on numbers--the most recent numbers I could readily obtain--so I do not suggest that some be handled differently. The second point is, I don't believe you were here two years ago when this same thing came up. And it was for that reason--not disenfranchising anyone--that the number was set at .0374. That argument was, I believe, capricious then and it is also now. Thank you.

PROFESSOR LANGSAM: Excuse me, Henry, I hate to prolong this discussion but the way that you determine what is called the "unit size" is to take "n", multiply it by the total faculty size which at this moment--as close as we can determine--is 1,274. And if you multiply--and I roughly did at this moment multiply--your "n" or .04, you will come out with a unit size of 50.9. That means a unit must have 50.9 or less representatives for one representative. Specifically, Allied Health at this moment has thirty-eight members. With a unit count of 50.9, Allied Health will have one representative. It will disenfranchise the elected second member of Allied Health. Now I don't know what numbers you were using, but you happen to be wrong. And if you would like to check my figures and the process, I have overhead transparencies to do it.

PROFESSOR BESCH: It is because of not having the figures that I put in that statement which you call "capricious". It is not capricious at all but rather to counteract what I believe to be capricious criteria in the first place. This Council size should not be determined on the basis of single units, and by the way they are not all schools but units; and as a matter of fact, Allied Health is administratively a unit which reports through the School of Medicine.

PROFESSOR LANGSAM: That is true, but the Council accepted Allied Health as a separate unit so it comes down to a question of the wishes of the Council. Henry, I think this disagreement has been amply discussed.

PROFESSOR BECK: I thought the body voted to have one hundred members as the size of our Council. The matter that has been presented by the Executive Council makes its size 102. I was surprised when you said the size was now 90. I thought it was about 100.

PROFESSOR LANGSAM: It is 90.

PROFESSOR BECK: The Council did vote to have a size of 100 and we can make it 100 exactly but it would disenfranchise somebody. I don't see that this is so far from what we wanted.

PROFESSOR VARGUS: Call for the question.

VICE PRESIDENT IRWIN: All right. The question has been called for and we are voting on the Executive Committee's recommendation. All those in favor hold up your right hand.

PROFESSOR FREDLAND: Pardon me. We are not voting on the substitute motion?

PROFESSOR LANGSAM: No, we are not.

VICE PRESIDENT IRWIN: All opposed raise your right hand. The motion carries. (Yes = 41; No = 19)

Agenda Item 5: Old Business

PROFESSOR LANGSAM: Item number five is a report on the selection process for standing committees and you will find included in your minutes a review of the standing committees. As you might remember, Drs. Besch, and Palmer raised some questions and the Executive Committee undertook to look into this matter. We had on file in the office all of the responses. We reviewed the responses, and specifically, Dr. Shellhamer, Paul Nagy, and myself undertook to review the whole process and these are the results. We did feel that there were some procedural changes that might be used next year to insure a better representation. We felt that, in general, the existing procedure was reasonably responsive to the wishes of the faculty who turned in their request to be on committees. There was an honoring of all the rules and regulations of the By-Laws in regards to size when that applied and with regard to distribution, etc. We will be making changes in the form so there is a place for checking if one wants to serve as chairman. We will try to include even more members from the Council if, in fact, the Council responds by returning their forms. If we don't get this response, we may come back to you next year and suggest that we want to mandate memberships on standing committees; but, we would like to try once more with a voluntary approach to membership. If there are no questions we just offer you this report as the result of our investigation.

VICE PRESIDENT IRWIN: Any comments?

Agenda Item 6: New Business

VICE PRESIDENT IRWIN: All right, item number six.

PROFESSOR LANGSAM: We have with us, as the first item of new business, a report from the chairman of the Academic Affairs Committee, Richard C. Pflanzner.

PROFESSOR PFLANZER: Thank you. Article II of the IUPUI Faculty Constitution, under Section A, Number 4, says that "the faculty shall determine the academic calendar". This responsibility has been delegated to the Academic Affairs committee since there is no University calendar committee here as there is in Bloomington. We have undertaken that responsibility as have previous Academic Affairs Committee. We've worked with the Office of Academic Affairs of the University and the Summer Session Coordinating Committee and the Office of the Registrar to formulate a two year academic calendar. You have that two year academic calendar before you, and you also have a proposal regarding the dates for summer session next summer--the eight weeks session that this body voted to go to in the summer of 1980. I would request that the members of the Council move to approve the proposed academic calendar as submitted, including the summer session for 1980. (It was moved and seconded.)

PROFESSOR LANGSAM: That is actually unnecessary for a standing committee. You have all kinds of privileges. How do you like that?

PROFESSOR PFLANZER: Well, from the preceding discussion I was nervous...

PROFESSOR LANGSAM: Very wise.

VICE PRESIDENT IRWIN: Is there discussion of this?

PROFESSOR ALTON: Why isn't the summer school schedule for 1981 included?

PROFESSOR PFLANZER: The reason it is not included has to do with the fact that there is a considerable amount of debate still going on as to whether or not a single eight weeks session is better than two six weeks sessions. The Academic Affairs Committee has been requested by Dr. Moore and by several faculty members to study the up-coming eight weeks session in terms of student contact hours, etc., and compare that with the previous performances last summer in the two six weeks sessions. The committee and the administration--as represented by Dr. Moore--agreed that we do not want to commit ourselves to additional eight weeks sessions until after next summer, so we have not.

PROFESSOR SIDHU: Will there be any hardship for the students of IUPUI because Bloomington has two sessions while we're having only one session. Some schools may have difficulties in that respect.

PROFESSOR PFLANZER: That is hard to say. Again regarding summer session, there is an awful lot of opinion and very little fact; and, most of the opinions aren't based on any fact at all, and that is part of the problem. That was the problem when the Council decided to go with an eight week session. I personally was

PROFESSOR PFLANZER (Continued): disappointed by the action and I have indicated to Dr. Moore my own disapproval. It's not unique. We need to take a look at the eight week session and then compare it with the six week session from the standpoint of the faculty, students, and administration. The Academic Affairs Committee will be doing exactly that. And I probably shouldn't say anything about my own personal opinions at this particular time. When we have that report ready, or whoever is willing to chair this committee next year, will bring it to the Council for consideration. Bloomington has a six week summer session which precedes an eight week session. The Council minutes were in error in that regard. Bloomington has adopted and will remain with a six and an eight week session, and these do not coincide as you can see, with our proposed eight week session.

VICE PRESIDENT IRWIN: Other comments.

PROFESSOR ALTON: Is there some time limit that is on your study? It seems as if we really should publicize summer school dates as soon as we can. It really is an inconvenience to students when it is the second semester already and we have't set any dates for summer school.

PROFESSOR PFLANZER: There is a feeling--my own personal feeling--and this was shared by members of the Academic Affairs Committee and the administration that the calendar should be adopted as soon as possible. Last year the calendar--for this academic year that we are now operating under--was not adopted until the spring of this year and that is much too late. We feel the same is true with respect to the summer sessions and that is why you now have before you, about three months earlier than usual a proposed two year calendar. A two year calendar will allow for publication of dates well in advance, so the students can plan. We did not want to go beyond the two year period--at least Dr. Moore did not--and we agreed. He didn't want to commit the University to say, a five year calendar. Bloomington does have such a calendar, but they change it periodically. In fact, they have changed the approved five year calendar already--last month.

PROFESSOR BECK: Why does our calendar run so much longer than Bloomington?

PROFESSOR PFLANZER: It doesn't.

PROFESSOR BECK: In 1981-1982 it looks like we start on the 18th of August and they start on the 26th. We end on the 21st of December and they end before we do on the 19th. Do they teach less than we do?

PROFESSOR PFLANZER: I don't want to raise a bag of worms but there are two reasons. Bloomington conducts classes on Labor Day and Memorial Day. We do not. Bloomington does not have a final week. We do. And those are the reasons why the calendars are not compatible with regards to beginning and ending days and probably are not likely to either. Each calendar has in it seventy-five instructional days per semester. That was the guideline proposed in 1975 by an all University calendar committee. Bloomington has honored that guideline and so have we. And so we have exactly the same number of instructional days but the differences are in Memorial Day, Labor Day, and final week.

VICE PRESIDENT IRWIN: Other comments.

PROFESSOR NAGY: I might add, in connection with this last question, that these two calendars--the Bloomington and the Indianapolis calendars--are as close as they have ever been in the past. And this is probably as close as we will come at the present time.

PROFESSOR PFLANZER: We did try to match them as closely as possible.

PROFESSOR LANGSAM: This is a standing committee, therefore, you have before you a motion. It does not need a second. Are you ready to vote?

PROFESSOR KECK: I have a question. When does the committee expect the summer session calendar for for the next summer session to be presented to the Council?

PROFESSOR PFLANZER: Do you mean the summer calendar for 1981?

PROFESSOR KECK: Right.

PROFESSOR PFLANZER: We need to look at the data from the 1979-1980 eight week summer session first. Assuming that this committee operates efficiently--and I assume that it would be operating that way next year--we will try to look at the data in September, which is probably the earliest convenient date. We are prepared to report to this Council by October, and no later certainly than the November meeting. And at that time we will also present for approval a calendar with respect to the following summer session--or the following summer sessions. So that is roughly the time table we are talking about--realistically.

PROFESSOR LANGSAM: I have a question for you. Is this going to be a renewing two year calendar cycle so that next year you will add another year so we always have two years in the planning as apposed to run out of two years?

PROFESSOR PFLANZER: Yes.

PROFESSOR LANGSAM: Every year they will add on another year so we will always be able to tell people what the schedule will be for two years.

VICE PRESIDENT IRWIN: Are there any questions?

PROFESSOR NAGY: I would also like to respond to Professor Alton's question. Upon action by this Council, we are prepared to announce the summer session dates immediately. We have already planned to publish the schedule of classes for the summer session so that they will be available to the students during registration in January for the spring semester. We are trying to make the adjustments to this eight week session as smooth as possible for students so that they can plan far enough ahead of time and coordinate their spring and summer schedules.

PROFESSOR ALTON: A large number of students who attend summer school or who attend my classes, at least for the past summers, have not been regular students at this University. Are you planning anything to publicize the schedule to public school teachers and people in the surrounding area?

PROFESSOR NAGY: Yes.

VICE PRESIDENT IRWIN: All in favor of the motion say "aye". Opposed. Carried. Thank you.

PROFESSOR LANGSAM: The next two items under new business are a proposed amendment to the By-Laws, and a proposed amendment to the Constitution. They are separated because there is a slightly different procedure for By-Laws and for the Constitution. A vote of this body can eliminate an item from, modify, or add to, the By-Laws. However, in the case of action to delete or change something in the Constitution, the following procedure is followed. If the Council is given previous notice, two-thirds of the present members are needed to carry the motion. Then a mailing to the entire faculty will be sent out. If a majority agree to the motion, then the change in the Constitution is made. So you have the first vote which can be accomplished here; the second vote which requires mailing. The first item is the deletion of a standing committee--the Resources and Planning Committee. This is an item that has been carried over from the spring of last year--when it was the sentiment of the Council to eliminate this Committee. However, in order to do that we have to have a specific charge to remove it from the By-Laws. We are voting to eliminate it on the request of the chairman of the committee. Dr. Moore has indicated to the Executive Committee that this committee does not really have a function, and therefore, the Council decided in the spring to eliminate it.

PROFESSOR RENDA: I move that the amendment be approved.

PROFESSOR LANGSAM: Thank you sir. (It was seconded.)

VICE PRESIDENT IRWIN: Discussion.

PROFESSOR FREDLAND: I would welcome--since I was not a member of the Council last year--an explanation of why there is nothing for this committee to do. I think, from what Dr. Irwin said earlier, independent private development is about to happen and here is an opportunity to provide some advice in just that area. Why is there nothing for this committee to do?

PROFESSOR LANGSAM: May I respond to that? First, this campus is under a plan. The plan that we are functioning under has been set and other than making decisions about specific buildings, there is no planning that goes on. When it comes to planning a particular facility, the users of that facility are called in, they work with the architects and the administrators, and they work with the amount of space that they have. That is the level of planning that goes on now. Since the original plan, architects were not even selected at this campus but through the all University system, so there is not much room for physical planning by a committee, because we have a plan.

PROFESSOR FREDLAND: I just heard with my own ears the fact that some marketing consultants are appearing here forthwith to discuss private development so it seems the plan has some openings in it.

PROFESSOR LANGSAM: That project was approved by the State Legislature which authorized the private development and is, as I understand it, going to be a profit-making operation done by private individuals. They will be making the determination of what will be done, and it is true that faculty input will be sought. That is why the Chicago group is coming around, that is why there is going to be a survey here. But as far as faculty members telling a private developer that this is the way they should build their building, I am not quite sure that is appropriate input. At any rate, this body decided last year to abolish the Planning and Resources Committee since the Chairman felt it should be abolished.

PROFESSOR KIMBALL: I was chairman of that committee last year and had served on it for several years previously. That committee was never called upon to give any input. We had a lot of questions about our function and we gave them to Dr. Moore. Should we be involved in such and such? He said that that committee would not be called upon to help with any of these things. So in view of that, it was decided that it would be well to eliminate the committee. We were going to serve as long as we were given the opportunity, but in the last four years the committee was only given the information about some development after everybody else had been given that information. It was never called upon to do anything prior to the fact. The Campus Planning and Development Committee also serves the same function so there was a great deal of overlap.

PROFESSOR RENDA: It sounds like an uncalled for committee.

PROFESSOR LANGSAM: Yes. In addition, additional faculty members were put on the Campus Development Committee to provide more faculty input.

VICE PRESIDENT IRWIN: The question has been called. All those in favor, hold up your right hand. All those apposed, raise your right hand. The motion carried.

PROFESSOR LANGSAM: The next item on the agenda is a change in the Constitution. This is one of those cases where when you have a new Constitution you find a few little items that need to be polished. This deals specifically with the Executive Committee. I would like to read to you the exact wording. "The Executive Committee shall consist of seven members of the Faculty Council elected by the Council at its last meeting in the year from among its continuing members for a term of one year, the Chief Executive Officer of IUPUI or that officers designee, and the Secretary of the Faculty Council, who shall serve as Chairperson of the Committee. No two members of the Committee shall be from the same academic unit." Allow me to introduce Brian Vargus from the School of Liberal Arts, Dr. Moore who holds his academic appointment from the School of Liberal Arts, and myself who holds my rank from the School of Liberal Arts. As it is presently worded, there are three of us from the School of Liberal Arts that sit on the Executive Committee. However, the drafting committee intended the working to say "no two elected members should be from the same academic unit". In other words, none of the seven members elected to serve on the Executive Committee. Therefore, in order to make this change, we are asking you to vote for the insertion of the word "elected" between "no two" and "members". You don't have to. Brian and I are both ready to resign.

PROFESSOR FREDLAND: Is there no other way to handle this?

PROFESSOR VARGUS: I'll step aside for Henry.

PROFESSOR BESCH: Is this capricious?

PROFESSOR LANGSAM: Both of these items, by the way, were sent to the By-Laws and Constitution Committee. I had asked for a slightly more extensive revision, but they felt that just the substitution of the word "elected" would do the job, and therefore, that is the way we are bringing it to you, and we would ask for your approval.

PROFESSOR RENDA: I so move.

PROFESSOR LANGSAM: Thank you. (It was also seconded.)

VICE PRESIDENT IRWIN: All right, is there any discussion?

PROFESSOR BESCH: I missed the part about what the Constitution and By-Laws Committee recommended.

PROFESSOR LANGSAM: This is what they recommended. I wanted them to reorder the paragraph to make it clearer because I, too, am an elected member, but they said that I serve in an ex officio capacity and, therefore, it was unnecessary.

PROFESSOR SAGRAVES: Does the committee consist of only the seven elected members or are there other members on the committee?

PROFESSOR LANGSAM: There are two more of us. I sit as chairperson and Dr. Moore as the official designee of the Chief Executive Officer also sits with the Executive Committee. And the wording of the Constitution suggested that none of the nine could be from the same unit. The original intent of the Constitution and By-Laws Committee was that none of the seven that are elected should be from the same unit. This insertion provides for that.

VICE PRESIDENT IRWIN: Question has been called for. All in favor of the motion say "aye". Opposed "ney". Carried.

PROFESSOR LANGSAM: Thank you. Since this was a Constitutional amendment, the Secretary will send out a mail ballot to the entire faculty. We will let you know the results of that mailing as soon as we get them.

The last item under new business that I have is the question of whether we want to consider a faculty room, club, or what have you, and how we should procede with that matter. In terms of procedure, should we have a vote in this body, or should we have a survey? Do we want to have a report from the group that is coming from Chicago telling us how much it would cost, because the one thing I can report to you is if we do have such a facility we shall pay for it ourselves.

PROFESSOR FREDLAND: It should go to Resources and Planning.

PROFESSOR LANGSAM: Well, we can restore that Committee if you would like to serve as chair, Dick. Kidding aside, I think in order to get the widest opinion on the matter, it might be appropriate for people who served as unit representatives or those people who are serving on the Council in their own units and schools to raise the question with them, and see if by next time we could have some reaction from your colleagues about how they would feel about such a facility.

PROFESSOR ROBERT STONEHILL: I think a lot of what people would want depends upon what it would cost and what facility we are thinking about. I think it would be appropriate to have someone give us several alternatives with differing costs and then let us see what we want to do.

VICE PRESIDENT IRWIN: I think that will happen but I think we do need general input from all segments of the campus.

PROFESSOR ROBERT STONEHILL: Even the general input might be influenced by what they say. You want what you get. We want this, this, and this, but not that.

PROFESSOR LANGSAM: One of the things we could tell you, for example, is that there is a "ball park" figure for space. So when we talk about a certain amount of space, we are talking about the faculty--1,200 of us--kicking in to pay for it. And I have heard some figures that would indicate that in order to pay for a small room, without facilities like cooking, we are talking about \$100.00 per faculty member for two years just to pay for an empty room. I think we can get some reactions from faculty about whether they want to spend \$200.00 to have a room. This would be in a building by the way which would have a privately run restaurant or restaurant serving liquor. Therefore, getting a drink would not necessarily be restricted to a faculty club because facilities would be available in this building. These are some of the general questions that I think we could talk about without having all options. Then if people are still interested, we can obtain a high, middle, and low figure and talk about specifics. Therefore, I am asking you to serve as solicitors among your colleagues to determine their feelings about a faculty room.

PROFESSOR RENDA: I think it would be desirable to say, if we have a room or several rooms of 1,200 square feet, it would cost \$200 while if we have a four room facility it is going to cost \$500. I think there ought to be four or five options and then let people express their opinions. Otherwise, we'll get yeses, but not know what we're saying yes to.

PROFESSOR FREDLAND: To solicit opinions at random, I think would be a waste of time.

PROFESSOR LANGSAM: What we can do is prepare some "ball park" figures and distribute them to you to provide the kind of information I hear you asking for. Would that be satisfactory?

PROFESSOR RENDA: I think we ought to present three or four options with the cost of "x" so that the faculty can respond.

PROFESSOR MAXWELL: I think what, in fact, is going to happen is that the answer is going to be no. And I don't think it is worth spending a great deal of effort to develop options until we get a fairly strong yes, even without a figure. This figure of a \$100 a year is going to discourage the great majority of the faculty.

PROFESSOR HAMBURGER: Where is the proposed facility to be?

VICE PRESIDENT IRWIN: In the multipurpose building east of the Hospital.

PROFESSOR FULLER: When you say east of the Hospital do you mean an area that is now a parking lot?

VICE PRESIDENT IRWIN: Yes.

PROFESSOR LANGSAM: North of Cavanaugh, east of the University Hospital.

PROFESSOR FULLER: East of Agnes Street.

VICE PRESIDENT IRWIN: Right.

PROFESSOR FARIS: In connection with this multipurpose building, has anyone considered the possibility of financing a faculty club by means other than by soliciting funds from the faculty. There may be private foundations or even our own Foundation that might be willing to contribute to such a facility. Also, it could be made one of the conditions of building the facility that certain concessions would be made to the faculty. Is anyone suggesting this?

VICE PRESIDENT IRWIN: No, we are just not that far. But I think that is a very good point. Many university clubs have been given by donors and that could happen here.

PROFESSOR FREDLAND: I would like to suggest that we refer this to the Faculty Affairs Committee since that seems to be the remaining committee that has charge of this sort of thing and ask them to come up with a survey, proposal, or provide advice. We could spend a week talking about it here.

VICE PRESIDENT IRWIN: That's a good idea.

PROFESSOR LANGSAM: I think that is excellent. Would you like to so move?

PROFESSOR FREDLAND: So moved.

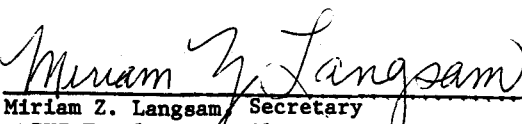
PROFESSOR VARGUS: Second.

VICE PRESIDENT IRWIN: All in favor say "aye". Opposed. Carried.

PROFESSOR FULLER: Can you restate it, please. I don't know what was said. What was the motion?

PROFESSOR LANGSAM: The motion is to submit the question of a Faculty Room to the Faculty Affairs Committee for them to pursue, and report back. There is no additional new business.

VICE PRESIDENT IRWIN: We are adjourned. Thank you.


Miriam Z. Langsam, Secretary
IUPUI Faculty Council

SUMMARY
IUPUI Faculty Council Meeting
December 6, 1979

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Minutes
IUPUI Faculty Council Meeting
December 6, 1979, 3:30 P.M., Law School, Room 116

Present: Vice President Irwin; Executive Dean Moore; Deans: Beering, Francois, Grossman; Professors: Barlow, Beck, Bond, Burns, Burt, Cecere, Chalian, Childress, Conneally, Dehnke, Dipert, Doedens, Edmondson, Faris, Fife, Fredland, Fuller, Gartner, Gnat, Haak, Hamburger, Hendrie, Hennon, Hull, Karlson, Keck, Kuczkowski, Langsam, Lawlor, Lawrence, Maxwell, Palmer, Penna, Pontious, Reed, Roman-Weiner, Sartoris, Shellhamer, Sidhu, Solow, R. Stonehill, Strawbridge, Tharp, Vargus, Wright, Yokomoto, Yu, Zimmerman.

Alternates: Jean Gnat for Director Robert J. Bonner, Assistant Dean Sue Barrett for Dean Nicholas P. Kellum, Robert Lewis, Jr. for Dean Schuyler Otteson, Assistant Dean David Bostwick for Dean R. Bruce Renda, Peter Loh for Dean Marshall Yovits, Gene Hoffman for Robert Davis, Marilyn Reinhardt for Mary Kimball.

Visitors: None of the visitors who were present signed the attendance record.

Agenda Item 1: Approval of the minutes of November 1, 1979

The minutes of November 1 were approved as distributed.

Agenda Item 2: Presiding Officer's Business

VICE PRESIDENT IRWIN: I have some items which occurred at the last Trustees' meeting at Kokomo last weekend that I want to bring to you today. Some bad news is that the parking fees, as of July 1, 1980, will be increased about 5% on this campus. For example, a blue permit will cost fifteen cents more a month which is a 4.7% increase, a green permit will be increased fifteen cents which is a 4.3% increase, a red permit will be increased fifty cents per semester for full-time students and twenty-five cents for part-time students. The new garages, which will be completed during the 1980-81 year, will have the same rates as the Wilson Street garage which is near Riley Hospital. Fees will be thirteen dollars a month for faculty and staff, and forty-eight dollars a semester for students. Visitors will pay seventy cents an hour for the first hour and thirty-five cents an hour thereafter which is about a 17% increase for visitors. That is still a good rate compared with present downtown rates. These rates were recommended by the Parking Committee on this campus and faculty, staff, and student representatives were consulted before it went before the Board. And as I stated earlier, the Board did approve them. The second item was a request by John Ryan, our President, for Board approval to approach the Commission on Higher Education, the General Assembly, the leadership of the General Assembly, and the Governor to ask for a supplement in the short session 1980-81 to be used for additional faculty and staff personnel compensation. This has been discussed with leaders of the General Assembly already, and my reading is that they are going to be sympathetic to this. In fact, I will predict that they will approve some action but at what level I do not know. Nobody knows. It takes about thirteen million dollars to increase the salaries of all state employees and all university employees 1% and our pitch, of course, will be that the dollars provided by the last session for personnel compensation do not even come close to reaching the inflation factor price index. Therefore, that will be the argument that all of the universities will be making in unison. The Trustees also changed the place of the March 1 meeting. It will be here in Indianapolis instead of Bloomington so Miriam will probably be talking to you about preparation for the Faculty Affairs meeting with the Trustees on March 1 here in Indianapolis. March 6 is our joint Spring Faculty and Staff meeting and Arthur Hansen, President of Purdue, will be our speaker that day. I think you will enjoy what he has to say. I think I'll close there and Ed will tell us about our foreign students' program.

PROFESSOR MOORE: Thank you. I don't know how many of you were members of the Faculty Council when the Council passed a motion urging us to improve the procedures for the admittance of foreign students (or international students) to IUPUI and to increase the number of staff that were involved with it and to try to get at least in the neighborhood of 5% of our student body from international sources. I would like to report that we have been moving in this direction with a fair amount of success. We have increased the functions of the international services office which is in Dean Mannan's office, by adding Dr. Ed Brown as the officer there who is primarily responsible for the admission of international students. He has substantially taken over the responsibilities that were formerly exercised in Bloomington for the translation and interpretation of transcripts from foreign institutions and for the general process of admission of foreign applicants. In the fall of 1978, we admitted twenty-three foreign students. This fall we have one hundred eighty-three foreign students who matriculated and are presently on our campus. We believe that this is going to increase, although with the state of our foreign relations these days nobody is prepared to predict how much. But, at any rate, we have beefed up that staff and we have improved substantially--roughly six fold--the number of international students on campus, and I thought you would want to know that. I also thought I would report to you on another matter in Dean Mannan's office which by now many of you are acquainted with. More or less on his own initiative the Dean of Students proposed this fall to offer a course called Introduction to College Life--an eight weeks course with zero credit--to incoming students who wanted to know more about a university and wanted to know more about the opportunities it might offer to them. Much to everyone's surprise, we have thirty-seven sections of the course with 401 students registered which suggests among other things that there is a greater thirst for information about this institution on the part of our incoming

students than we had previously realized. These sections are taught as a service to the university by a wide variety of people ranging all the way from the Dean of the School of Liberal Arts to Dean Mannan and encompassing a good many faculty members and other persons. The course has been so successful that there is now talk about expansion--that is more than thirty-seven sections for next year. Those are the two items that I had to report.

VICE PRESIDENT IRWIN: This afternoon Miriam and I and others thought it might be of great interest to you to hear the story of the new White River Park Commission and we are pleased to have with us the Chairman of that Commission, Carl Dortch. For those of you who aren't aware of it, Carl has distinguished himself in this city as President of the Indianapolis Chamber of Commerce for many years. In practically all of the new movements in this city in the last fifteen to twenty years Carl Dortch has been involved in helping to implement them and to see that they were carried out. And so we are delighted that he has joined my staff as Special Assistant and we are also excited about what the White River Park Commission will be doing in the next decades for downtown Indianapolis but also for this campus.

MR. DORTCH: Thank you. Dr. Irwin made reference to the fact that since my retirement from the Indianapolis Chamber of Commerce, I have taken on a special assignment with him. I do this with some fear and trepidation remembering my association of many years ago with academia when I was a student at the universities. I stand in awe and reverence of all of you. I hope through this mutual association that I am beginning to have with some of you, that I am able to bring that down to become somewhat more versatile in this new relationship. Now Ed Moore knows perfectly well and has admonished me in the past that I am no public speaker. I'm going to demonstrate some versatility in that--I have some prepared notes Ed, to keep me on track so I won't wander as much as usual. I'm perhaps in this sense not as versatile as the young man who had his first job in a check-out counter in a grocery store. On the very first day that he was working, a very tall 6'7", 285 pound monster came up to him with a head of lettuce and said to him "Son, I'll take half that head of lettuce." Well, the young man hadn't been confronted with this kind of a problem before so he took the head of lettuce and went back towards the managers office unaware of the fact that this large fellow was following him. He went back to the managers office and said to the manager "Some silly ass wants to buy a half a head of lettuce, what do I do?" And about that time he notices this fellow behind him and said "But this kind gentleman has agreed to buy the other half". (Laughter.) The manager was very much attracted to this and he said "Young man, that showed a lot of fast thinking on your feet. From whence did you come?" and the boy said "I came from Escanaba Michigan, and actually nothing ever came out of there except fast women and hockey players". To this the manager said "Well that is interesting, my wife is from Escanaba". And then the young man said "What position did she play?" (Laughter.)

The last session of the General Assembly--the regular session of 1979--passed an enabling act, House Bill No. 1752. And while in the process of being examined by members of the General Assembly, I demonstrated my acumen and knowledge as an observer of the General Assembly, having been classified as a lobbyist for perhaps twenty sessions--by observing to one of my associates that that bill doesn't have a chance in the world of passing in this session of the legislature. A bill of that significance requires a considerable amount of time for digestion on the part of members of the General Assembly plus the fact that it is aimed at doing something in a significant way for the capitol city of the state of Indiana and, as all of us know, that by-and-large legislators from outside of Marion County view with a great deal of suspicion, anguish, and dislike anything which is applicable to Indianapolis. It is the old traditional urban versus farm clash which I think is beginning to break down. Well, the bill was passed. It demonstrated to me that when you involve, in any significant way, a public and a private undertaking there has to be a significant catalyst to bring this about and in this particular instance there happened to be a significant foundation--the Lilly Endowment. The Lilly Endowment placed before the General Assembly the inducement to get the General Assembly itself to take a look at the possibility of setting in place an urban park in the capitol city of Indiana. Lilly offered to match five million dollars to ten million dollars of state money to provide the seed money to get the project underway. This type of initiative by a very significant institution in our community indicates the commitment that it has to Indianapolis. Of course, this has been manifested in many of its other grants. This one with a great deal of assistance and support from a bipartisan coalition of Marion County legislators in important positions in the General Assembly were able to put this through. I would say that only rare occasions in history provide an opportunity to do something different to set a new standard of creativity and excellence. The creation--the planning and development of the White River Park--is one of those opportunities of the Commission for our community. The main focal point would be in the Indianapolis downtown section. And, the act empowers this Commission with the authority to take a look at the area--one mile on each side of White River as it flows through the consolidated city of Indianapolis or in other words Marion County. Yet the development of the River was not limited to that area. The Commission does tie in with the activities of the Department of Natural Resources in its effort to take a look at the entire sweep of the River from as far north as Anderson down through Martinsville. Hopefully, along that stretch of river there are areas which can be preserved for conservation and recreational purposes. That is what the legislature enacted. Let me tell you something about the nature of the Commission now. What it intends to do and what it has done to date. I am repeating some material that may be familiar to some but I am assuming that while many of you may know this it may be repetitious for you, unknown to others, and useful in putting matters into perspective. The Governor, late in May, appointed as authorized by the legislation a ten member Commission. The three members of that Commission who were specified specifically in the legislation were: 1) the President of Indiana University or his designee, 2) the Mayor of the city of Indianapolis or his designee, and 3) the Director of the Department of Natural Resources or his designee. Through either their own interests, willingness to take the time to do this, or having been persuaded by the Governor--I don't know which, and I suspect it is both--Dr. Ryan is serving on the Commission, Mayor Hudnut is serving on the Commission, and

Joe Cloud is serving on the Commission. Other members (seven) of the Commission, were required to be appointed on a bipartisan basis. It was my lot to be Chairperson because the Governor felt that since I was retiring and didn't have anything to do I would have time, so he designated me as Chairman. Other members of the Commission are William Watt who is a special assistant to the Governor and works in his office; Mrs. Morton Swango of Terre Haute who has a long association with the Hulman Enterprises in Terre Haute and once a month comes to Indianapolis and helps handle, and was the right hand of Toni Hulman in the operation of the 500 Mile Race. She is the Treasurer, Bill Watt is Vice-Chairman, and Bill Cloud is the Secretary of the Commission. Other members are Michael DeFabis, Jr., President of Preston-Safeway Markets in this community; former deputy mayor under Mayor Lugar who has taken an active part not only in business enterprises but in political enterprises. Also serving is Will Irwin from Bourbon Indiana, which is located someplace north rather than south, former State Senator of Indiana, and former Under-Secretary of the United States Department of Agriculture. Dr. Frank Lloyd, Director of Medical Research for Methodist Hospital and Chairman of the Board of Midwest National Bank, Michael Palmer who is an Administrative Assistant at St. Francis Hospital and also a member of the Indianapolis City-County Council and a resident of the nearby area which would be impacted by the development of the downtown park. This completes the group. The vision for what might happen was expressed by the sponsors of the legislation on both sides of the Senate and the House of Representatives even prior to our coming on board. Our mission is to look at 250 acres lying on both sides of the River. The area goes south of the university property, across Washington Street down to beyond the old Hygrade property and on to the railroad tracks south of Washington Street. It extends east toward the Convention Center, probably by-passing the Howard Johnson Motel, but rather working around it on Washington Street. In the long range we may involve Acme-Evans (the big mills). I say long range because with fifteen million dollars--and I'll get to that in a moment--it is just inconceivable that we might start active negotiations at this point. (I'll relate to you in a moment where we stand on that and the potential of it.) Coming across the river past the White River Parkway back to Washington Street, we reach the Metro Barns--that is the transportation system barns. Here we are in active negotiations because we would like to acquire the land down to these commercial properties which were originally the second urban renewal project undertaken by the city of Indianapolis in the early fifties. At the time, this was one of the worst slum areas of the city as was the area north of Tenth Street. This was cleaned up. So that is the 250 acres, involving 27 parcels of ground in the area just south of IUPUI that has been in effect designated as the area on which we should focus our attention. Given the area and the concept of developing something which is unique with a central part of it being the River and including the land on both sides, we have committed ourselves to developing something which would be unparalleled in the contemporary world. Unparalleled in the sense that we don't want to pick up something which is already in existence and try to put it into our setting. Therefore, we want an opportunity to examine a whole variety of ideas and then to integrate them into something which will be of interest to visitors, which will be of value to the people of this community, and give testimony to the uniqueness of Indiana's position in the history of America. The Park is intended to be a major factor in upgrading the image of Indianapolis--and I think that we suffer from a lack of any image either positive or negative. But with the help of the Park and other allied developments at times when we are just emerging as a university as it ties in with the plans for the development of the State House Complex, as it ties in with the Convention Center, our mission and our concern is to come up with something which will be--I hate to continue to use the word "unique"---if not unique at least distinctive and fitting for this community. Now to help us along with this assignment, the legislature--and I say this somewhat tongue in cheek--to help us along in our assignment the legislature created four advisory boards. (These are equivalent to faculty councils.) These are composed of 20 members each and Dean Beering is a member of one of them. Steve, I hope that it is all right to mention that.

PROFESSOR BEERING: That's all right.

MR. DORTCH: One of the four councils is a health council and the Governor has appointed outstanding individuals and citizens on all four councils. They are just now being organized in order to help us out on this program. I think it is appropriate that we have a health council because of the setting next to one of the worlds largest university and medical complexes with a variety of schools and hospitals nearby--Eli Lilly and Co.--one of the giant pharmaceutical and agricultural companies in the United States--together with the pharmacy schools at Butler and Purdue. Certainly they ought to be able to provide us with leadership in developing, if possible, a health theme or health participation in the park. In fact, in the early discussions with the potential development of amateur athletics, the idea of sports medicine developments had a great deal of appeal to the people who are participating with us on this council. Now in addition to the health council, we have the food and agriculture council. This state has long been known for its strong agricultural interests. (Purdue is one of the leading agricultural educational institutions). We have the opportunity to bring this association with agriculture and food development into high profile. I made reference to the athletic council and the possible emphasis of amateur athletics, and we have the animal and wild life council which will tie in with the Department of Natural Resources. In its early decisions the Commission also identified areas of prime interest but secondary to the downtown development. Four other areas have been outlined for us by the Department of Natural Resources as potentially recreational conservation areas. One of those areas, on the north side, would be the gravel pit area up around 86th Street and White River, the St. Maury property which is at Northwestern and White River, the area of the Conservation Club which is a beautiful setting down by the sewage disposal plant, and despite the location by the sewage disposal plant has an excellent opportunity for dramatic types of development and then on further south along White River in Perry Township there is some open space that might be developed. We have had a host of ideas thrown at us and we must decide how they fit together, if they fit together, and we must then consider implementation of the plans selected. We are not spending public money in developing all of this. We want to attract private entrepreneurs to join

with us in whatever will be done. As the starting point, we are getting the Council organized and local design people are gathering essential data. In February, we propose to bring into our community a group of outstanding national and international experts on urban park design. They will be with us for a period of time. Four days will be set aside for open hearings for people to react to their initial conceptions. Our instructions for those initial concepts will be given this kind of setting, this area, and regardless of cost, what would you do? We are looking into the ideas that Disney discarded when he was building a completely new Disney World as he did. He must have had a whole host of other new ideas for family orientation. We've met and talked with the zoo people. While some people have preconceived ideas because of the discussion that went on in the General Assembly of what we are going to do, we do not know at this point. We feel that at this time, our objectives are: 1) that we want White River Park to be something that has never before been conceived or at least developed, 2) that the White River Park be designed to serve an intensive and dense urban development, 3) that public and private investments be explored for implementation purposes, 4) that sufficient time be allowed for the generation of ideas from Indiana citizens and the transformation of those ideas into design concepts, and 5) that the ultimate design for the downtown site and the related corridor be so visionary as to require several generations to implement it. Now, somewhere between the people who are saying "let's get something done", "why don't we see something out there now?", and the caution of others that say "take your time and do it right", this historical opportunity to be known as the White River Park will become a reality for the pleasure and enjoyment and pride of Indiana citizens. This is our concept, this is where we are headed. We haven't bought the first piece of ground. As a matter of fact, we haven't spent any part of the money which was made available to us--the initial grant--the fifteen million dollars the Commission is to receive, seven and a half million dollars has been received and invested. From the interest we now receive, there is enough to cover our initial expenses. We have a small staff. Actually we have a staff of two, but we are ready to hire another person--a part-time person. We think that will be all for the moment. We are hiring consultants to do the rest of the work. Bruce Brown, who is the Executive Director that we have employed and is a remarkably fine person for this job--particularly since I hired him. He tells me that he believes that we will have, by June of next year, all of the pieces of property, with the possible exception of one, in hand that we will need to purchase. We have talked to twenty-six of the twenty-seven owners and we think that we will be able to start moving ahead. We have hired appraisors and they are appraising the value of the property. We have a commitment from the Mayor that he will give us, as we have requested, the Indianapolis Water Company pumping station which is just south of Washington Street by the Beveridge Paper Company. We propose to transform that, at least for the moment, into an office and conference rooms to be the headquarters of our activities as we move ahead. We are determined to get the best talent that we can from state and national designers to explore, to interact, and to give us exciting unknown design concepts. Then we propose to try them out on the communities. In the early stages of the development of the legislation, people who are residents over on the west side of the River expressed concerns about the impact of our project on their neighborhoods. This undertaking will, according to our parameters at least for the moment, not involve any housing. We will either be involved with vacant lots as the old Hygrade property, for example, or with other commercial property that the university has acquired. If we do our job right--and I think we will--we can do nothing more than enhance the value of the surrounding property. What I have said is on my own to the residential people. I would not promise you that residential property will not be wanted. And, if we do things right it ought to enhance significantly the value of your property either for your own purposes of housing or for sale to groups induced to come into the area. What are we going to do about Acme-Evans mill? The only thing we can do right now is to move around it. But in terms of the long-haul, it has to come out of there. I'm pleased that the ownership of that property sees that and they see the potential for doing something significant with a family oriented activity that is going to attract people in and out of there. And if we don't get messed up on transportation problems or the like, the inducement for hotel development and eating places--a whole variety of unique and different kinds of operations--are going to come. Right here is where I would like to stop. Miriam indicated to me that you might have some questions you would like to ask me. There might be some instances where I will have to say "I don't know", because that is exactly where we are.

PROFESSOR BECK: Where do you plan to relocate the industries?

MR. DORTCH: In the case of the Potts Foundry, they have another location that I wasn't aware of and their present location might ultimately represent a tremendous problem in environmental impact and operations. So they think they probably can make the shift. The Metro people would like to stay where they are or else have the White River Park Commission or somebody give them a brand new plant. The figures that they are tossing around are about twenty-five to thirty million dollars, a sum that we don't have. They say that they like where they are now, but it isn't the number one spot in relationship to the south side of the city so somewhere around the Union Station area would be more suitable for them. There are some areas down there that we have looked at, but we have not discussed this with the Acme-Evans people. They also have other building facilities around town so I don't think this would represent a significant problem for us.

PROFESSOR BECK: Do you think you would probably relocate them in other downtown areas?

MR. DORTCH: No.

PROFESSOR BECK: In the suburbs?

MR. DORTCH: Not necessarily.

PROFESSOR BECK: Well, where?

MR. DORTCH: The City has been successful in developing an industrial park along Oliver Avenue. It was one of our significant adventures into urban redevelopment earlier, and that has been a success story. There are some other possibilities on the south side. There are any number of possibilities. You don't have to shove them out into the suburbs.

PROFESSOR BECK: That is true.

PROFESSOR HAMBURGER: Do I read you correctly that you are not talking about large open spaces?

MR. DORTCH: Not necessarily. One of the original ideas was something similar to Busch Gardens. We have talked to Disney people who gave us ideas which would involve open space or family type orientation. Also very appealing is something more like the kind of thing done in Toronto, which is on fifty acres of ground across the bay and combines family type activities, recreational playgrounds, and scientific exhibits. But right now, we don't know.

PROFESSOR FULLER: Do you anticipate after you get this initial project running, that further development along the River will be in some kind of serial order or will it be a leap frog?

MR. DORTCH: Leap frog, very likely.

PROFESSOR FREDLAND: Is there going to be a significant participation athletically by IUPUI?

MR. DORTCH: What kind of components?

PROFESSOR FREDLAND: For example, the two swimming pools under construction.

MR. DORTCH: The commission has a commitment to have a relationship with the university. We are going to be tied very closely with the university on that whatever it is. We are going to be good neighbors.

PROFESSOR ZIMMERMAN: Is there any kind of serious consideration so far to take care of things like parking in the area?

MR. DORTCH: One of the first things we did was to get a working relationship with the Department of Metropolitan Development and Zoning to tie them in on planning. Perhaps you know there are plans for the relocation of Agnes Street coming down through your campus here. Is that right? Agnes Street?

VICE PRESIDENT IRWIN: A new Agnes Street to Washington Street.

MR. DORTCH: That would also go into the area that we are talking about. Traffic patterns, what we do when we generate traffic, can we handle it, new transportation systems are all areas to be dealt with jointly with the Department of Metropolitan Planning. We'll also work with the Department of Natural Resources in terms of conservation and development of the River. Thank you for giving me the opportunity to tell you a little bit about what we think is going to happen without really knowing what all the details will be. You will be hearing more about it.

PROFESSOR LANGSAM: When you talk about the February activities, I assume that they are going to be very well publicized, and all sorts of people can be involved in inputting. Individual faculty members, children, ...

MR. DORTCH: Miriam, there are a lot of details that we haven't worked out yet, but at the last Commission meeting we said that we are committed to have open interchange and have it for four days and it will be well publicized at a very accessible place where any number of people can come and have input, digest and feed back into the process. That is the whole purpose of bringing a brainstorming group in here, to excite people about the park and then we go back through the councils and sell the ideas, and then we turn our own design experts on it.

PROFESSOR LANGSAM: We can expect to see announcements of this in newspapers?

MR. DORTCH: Yes.

PROFESSOR LANGSAM: Thank you very much.

MR. DORTCH: Very good. Thank you.

PROFESSOR MOORE: Thank you Carl.

Agenda Item 3: Executive Committee Report

VICE PRESIDENT IRWIN: All right, item number three. Miriam. Executive Committee Report.

PROFESSOR LANGSAM: We have two items to report. The Faculty Council meeting in January 1980 was originally scheduled for the 10th of January. However, it was decided that it would be a better meeting if we delayed it for one week. So our next Faculty Council meeting will be January 17, 1980. As well, there will be a change in the Executive Committee meeting at the beginning of January and that meeting will occur on January 9 in case you have anything that you need to bring to the Executive Committee. So those are the two items from the Executive Committee.

Agenda Item 4: Old Business

VICE PRESIDENT IRWIN: Is there any old business?

PROFESSOR LANGSAM: Today is the last official day for people who want to submit information about the two reviews for Drs. Irwin and Pinnell that are going on. However, the December deadline has been cancelled. Therefore, I suspect that if you do have material in the next two or three days that perhaps the two review committees would accept input a little bit later than the original cut off date. Another item of old business is that Jay Paap, who is the Chairman of the Faculty Affairs Committee has already given me a little report regarding a faculty club. He reports that the Committee will be working with Bob Baxter after the Chicago survey is complete. Jim Faria, who is a Council member, will be the Committee member who will be working directly with Bob Baxter. And, the Committee will take upon itself to explore the desires of the faculty for a facility area beyond what might be available in the private development facility. So we can expect then to hear from them twice, once about costs and the opportunities within the private development and then perhaps if that doesn't fly, as we say, on the possibility of a facility elsewhere on campus.

Next, the ballots on the Constitutional amendment are due tomorrow. So far we have thirty-seven returns; three of them lacking signatures on the front. For those of you who haven't noticed the ballot yet, it is on the first page of your minutes. I would encourage you, if you have not yet turned in your ballot, that there are some red and white envelopes here so that you might do so. We brought some red and white envelopes along for those of you who have been waiting for this time to fill them out and return them. Please make sure that you sign your red and white envelope on the outside if you would before you leave. The Constitution does not require any set number of votes for approval, by-the-way.

The one other item I would like to bring up today is the question of Memorial Resolutions. There has been a little bit of confusion as to exactly how we get Memorial Resolutions. And the process is as follows--and Ed if I'm wrong you can correct me. Dr. Moore is our official campus necrologist and there is an official university necrologist.

PROFESSOR BEERING: It is sort of an underground movement. (Laughter.)

PROFESSOR LANGSAM: And to do his job, Dr. Moore scans the obituaries to determine whether any faculty members have deceased. He then notifies the dean of the particular school of this situation because sometimes they may not be aware of this. (Laughter.) And the dean then contacts the appropriate department and requests from the department a Memorial Resolution. The Memorial Resolution is supposed to be made in triplicate and to indicate the people to whom the Memorial Resolution is to be sent. And this is very important because if there is a family or children we want them to receive a copy of the official recognition of the service of an individual. These three copies are forwarded by the dean to Dr. Moore's office where Shirley Nusbaum puts into effect the system. One copy goes into the persons permanent file, one copy is sent to the official necrologist and becomes part of the university files. This is how people who write histories of the university get information about people. The last copy comes to the Faculty Council. Where upon we put the memorial into our minutes. Therefore, if one of your colleagues has died and no memorial resolution has appeared, somewhere along the line there is a breakdown. If there is for some reason a very outstanding retired member of our faculty community who should be honored, this is something to be brought to the attention of the dean of the appropriate school so that we can so honor them. And since we may occasionally miss somebody we urge all of you--if you know somebody of this nature--to contact the dean of your school so that we can follow through on this procedures.

Agenda Item 5: New Business

VICE PRESIDENT IRWIN: I'm almost afraid to ask for any new business after that. (Laughter.)

PROFESSOR YOKOMOTO: In Sunday's paper there was an article on the development of Indiana Avenue. There was a section related to IUPUI. There was a figure of a particular enrollment increase of some 5%. Would that specific figure be an official figure that a faculty group could use?

VICE PRESIDENT IRWIN: No. That is not an official figure. That is an old figure that has been used in years past.

PROFESSOR MOORE: We are officially predicting 1% a year for the next decade. Unofficially we expect more than that but that seems to be the best the demographic data supports. In order to maintain credibility it is best to make a prediction which will be met or why we are saying at least 10% officially. Unofficially, I wouldn't be surprised to see us reach that 30,000 student figure in another ten years.

VICE PRESIDENT IRWIN: Any other comments? Thank you, we are adjourned.

Miriam Z. Langsam
Miriam Z. Langsam, Secretary
IUPUI Faculty Council

SUMMARY
IUPUI Faculty Council Meeting
January 17, 1980

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Minutes
IUPUI Faculty Council Meeting
January 17, 1980, 3:30 P.M., Law School, Room 116

Present: Vice President Irwin; Executive Dean Moore; Deans: Beering, Francois, Grossman, McDonald, Schneiderman, Weber, Yovits. Directors: R. Bonner, Pierce. Professors: Alton, Bond, J. Bonner, Burnett, Burns, Burt, Cecere, Davis, Dehnke, Doedens, Fife, Fredland, Fuller, Gartner, Gnat, Haak, Hamburger, Hull, Jackson, Karlson, Keck, Kimball, Kuczkowski, Langsam, Laube, R. Lawrence, Markstone, Maxwell, C. Miller, Olson, Penna, Reed, Roman-Weiner, Sagraves, Schoen, Shellhamer, Sidhu, Solow, R. Stonehill, Strawbridge, Tharp, Warfel, J. Wright, Yokomoto, Yu, Zimmerman.

Alternates: Associate Dean Hugh A. Wolf for Dean Richard P. Gousha, Assistant Dean Sue Barrett for Dean Nicholas P. Kellum, Assistant Dean Robert Lewis, Jr. for Dean Schuyler Otteson, Associate Dean G. Kent Frandsen for Dean Frank D. Read, Kent Sharp for Richard Beck, Robert Karn for P. Michael Conneally, Henry R. Besch for Walter Daly, Mary Jane Archer for Dennis Dipert, James McDonald for David Hennon, Lewis E. Wagner for Carlyn Johnson, Ke Won Kang for Catherine Palmer.

Visitors: None.

Agenda Item 1: Approval of the Minutes of December 6, 1979

VICE PRESIDENT IRWIN: Good afternoon ladies and gentlemen. The first item of business is the approval of our December 6 minutes. Are there corrections, additions, or deletions?

PROFESSOR LANGSAM: I have an amendment from the School of Science that the number .0297 which appears at the bottom of page one, and several other pages of the minutes, should be expressed as 2.97% and I so move that we change the minutes. (Seconded.)

VICE PRESIDENT IRWIN: Is there any discussion?

PROFESSOR MOORE: Is there any objection to correcting it wherever it is found? (This pertains to the November 1, 1979 minutes.)

Agenda Item 2: Presiding Officer's Business

VICE PRESIDENT IRWIN: Several of you have asked what is the status of enrollment for this current semester. I don't have any official data yet, but as of today--unofficially--we have a total student body of 21,017 which represents a 6.9% increase over last year. We also have a 4.1% increase in credit hours taken by these students. This is unofficial, of course. It will be a couple of weeks at least before we have the official enrollment data.

Things are rather active down at the State House this week. Several bills that are important to us are being considered. First is the request for supplements to personnel compensation. There is a bill in the hopper for a 5% increase above our 6.1% increment which was approved a year ago. There is also a bill recommending a 2% increase the second year of the biennium. This morning the Senate Finance Budget Committee and the House Ways and Means Committee met on this. Several of our faculty were there. No vote was taken, and I don't know what the status of that bill is. I think that there may be a compromise between the 5% and 2% budgets. But it is too early to be certain about that. Some are predicting that there may be a 3% increase.

PROFESSOR YOVITS: That's not an average.

VICE PRESIDENT IRWIN: Another bill that is important to the health professions is one that would amend the act of 1927 which establishes bonding authority. We hope the act that goes way back many years will be amended to include the word "hospital". Steve, I believe you were down there this morning and I believe that is going to move all right this time.

PROFESSOR BEERING: It passed out of committee unanimously.

VICE PRESIDENT IRWIN: There is a need to bond approximately seven million dollars in the university hospital system and our bond council felt that the way to do that was to change the language in the act of 1927.

The bill to create a University of Indianapolis has no hearing set so I can't report on that. Does anyone have any questions about enrollment or the actions of the State House today?

PROFESSOR MOORE: I just thought I would add to what Dr. Irwin is saying, and tell you that the enrollment for Weekend College and Learn & Shop are both up 15% to 16%. Of the 21,000 headcount students that we presently have, 4,000 of them are in those two programs.

Well actually we have 3,955 enrollments at the moment. We have got to start focusing on this fact a little more than we did. These are no longer peripheral or satellite operations. These are beginning to be major items. Of our 21,000 students, 4,000 of them are graduate students, another 2,000 to 3,000 are in the post-baccalaureate professional schools of medicine, dentistry and law. That leaves us--of the 21,000--about 14,000 headcount students of whom about 4,000 or nearly a third are in the Weekend College and the Learn & Shop Program. So we can draw two conclusions from that. One is that we are clearly using our facilities the whole week around--seven days a week now--much more effectively than we have in the past. Certainly, we are also serving the community more effectively than perhaps we have done in the past. And we are developing an outreach program which is in danger of becoming the tail that wags the dog. Therefore, we will need to be giving increasing thought to some of the implications of that.

Finally, I thought you would be interested to know that last week Clark Kerr, the former President of the University of California was in Indianapolis and Herman Wells asked him if there was anything he would like to see while he was here. He said he would like to see the Learn & Shop Program. He is one of the big name consultants now in Education and he not only wanted to know about it, he actually wanted to visit some of the classrooms, and see what it was like. Dr. Irwin arranged for Jim East to take him on a tour the next day, and see the program in action. So this program is indeed unique and is being widely copied. It is making an impact on its own. There are, as far as we now know, fourteen other colleges and universities which are imitating the Learn & Shop Program. I thought you would be interested in those things.

VICE PRESIDENT IRWIN: We actually failed to take a vote on approval of the minutes. It has been approved and seconded. Is there any more discussion about approval of those minutes? All in favor say "aye". ("Aye" votes.) Opposed, "nay". (No votes.) Carried.

We have Dean Bill Nevill here with us today to give us a report on several of the graduate programs. These are continuing to grow as Ed Moore just indicated. I don't think that people appreciate the fact that there are a lot of post-baccalaureate students at this campus in a variety of professional and other fields. So Bill, the floor is yours.

PROFESSOR NEVILL: Thank you. I do have some figures for you to show you the breakdown on those students that Ed mentioned. While those are being passed out, I will make a few general comments. If she will turn around, this is the face behind the name Judy Lovejoy whom many of you have talked to over the phone. Most of you, I think, know as Ed likes to point out that this office has had four previous people in this position. (Judy has survived them all.) That either makes her awfully old or me awfully young, and I guess I would opt for I am very young in this position. My position is a double one. The graduate office here at IUPUI acts as headquarters for the Director of Graduate Studies. That I would suggest to you is my primary title, and under that title it is my responsibility to coordinate the professional program as well as the academic program under the Graduate School of IU, and with Dean Renda's help Purdue University. So our job is one of coordination in terms of student records, and in particular the graduate non-degree student. The other title I have is Associate Dean of the Graduate School, and under that title I report, of course, to Leo Solt who is the Dean of the IU Graduate School. Here the job is to act as the Indianapolis sub-office, if you will, of his Bloomington Office. Again, the job is one of coordination. As I'm sure you are all aware, the Graduate Dean has no budget and therefore no clout. He simply coordinates and persuades, hopefully, to get the Graduate Program developed. I think that I have successfully stalled so that all of you now have the figures in front of you. I would simply point out the bottom line of 4,266 as of the fall. You just heard the spring results. Our spring results are such that we expect to hold our own. Although we do not expect the total numbers to go up, we do have a substantial number of new graduate students entering this spring. There is a constant turnover of students in the non-degree program. There were some 1,372 non-degree students last fall and that represents the largest number of students in the graduate program. The students by-in-large are here to experiment. That is, they are either taking courses to see if they can do successful work in graduate school after which they make formal application to a particular school, or they are here for the sheer delight of learning Ancient Egyptian archeology, or some such thing. There are few figures here that need specific attention. You will note that in general the decrease in graduate numbers within both Indiana University and Purdue University in terms of the Division of Education. The increases in enrollment are in that bottom area where we find that Business has increased, non-degree students have increased, Nursing has increased, and Social Service has increased. Obviously, I have to give my views on why all of this is happening, but perhaps the Deans of those various schools will disagree with my analysis. Consider the figures for the Division of Education, Allied Health. It has gone from 58 to 5 as a result of a conscious phasing out of that program. Within Education you will notice there is a definite shift in terms of where the students are now majoring. They are essentially leaving Elementary Education, School Administration, Secondary Education, and showing up in Special Education, and Adult Education. I think one can over-interpret these kinds of figures, so I'll try not to do that except once again to underline what Ed has said. Counting Dentistry, Law, and Medicine (the professional degrees), we have about 6,766 students involved in post-baccalaureate work. That means that we have a substantial graduate program in Indianapolis. That is a fact that I think escapes most people in Indianapolis, and if I may I will encourage you to spread that word. There are a couple of other things that my office is trying to do in terms of promoting the total graduate programs here at IUPUI. You may know that we have four fellowships that were awarded on the Indianapolis Campus. Four fellowships for 4,266 students. Obviously work needs to be done in terms of increasing the number of fellowships at IUPUI. One way to achieve that is to approach

the I.U. Foundation so that we might get approval to contact local industry as part of a major fund raising campaign which is about ready to be launched. We have done that, and we are hopeful that our request will be approved. If so, the idea is to have industrially sponsored fellowships on the order of about ten new ones each year for a period of three years, giving us thirty fellowships of about \$5,000 each which should allow us to compete with the best in terms of attracting graduate students here. There are numerous activities going on generating new programs at the various schools. The ones that are most active at the present time are concerned with a masters degree in History that is at the present before a subcommittee of the Indiana University Graduate Council in Bloomington. We are in the early stages of running a master of Future Studies through our own Graduate Affairs Committee to go to Bloomington, hopefully within the next month. At Herron they are working on a master of fine arts which is, I hope, in about the final stage of preparation, and we may see that one go forward before the year is out. A Ph.D. program in Social Work is also in the final stages of being developed. Already completed is a coop component to the masters degree in the Department of Chemistry and a Ph. D. in Psychology that is coming along. That one has given us considerable delays through problems because of the two academic orientations involved--the Bloomington and Lafayette Psychology Programs. But that seems to be straightening itself out. I think that gives you a brief report of what we are doing currently in the office, and either Judy or I would be glad to respond to any questions that you have in regard to the report.

PROFESSOR YOVITS: What did you say about those fellowships? You said you have four of them. Who sponsors those? And, are you now in the process of trying to generate more fellowships? How is that going?

PROFESSOR NEVILL: I am in the process of trying to develop more fellowships.

PROFESSOR YOVITS: Are you contacting industry?

PROFESSOR NEVILL: Not yet. The point is that the University really ought to operate with one voice towards the community, and so we want to tie that effort in with the development for the entire University. Our present four fellowships are funded in the general budget of IUPUI, and we have a Fellowship Committee, as part of our Graduate Affairs Committee. Dean Francois chairs that Committee. They consider students from the various Schools and, as a matter-of-fact, one of the fellowships this year is from the School of Science--a lady in Psychology has a fellowship. They are competitive, and since there are only four they are highly competitive. I wish from that aspect that they were less competitive.

PROFESSOR YOKOMOTO: Do they have a fixed stipend?

PROFESSOR NEVILL: Yes, they are \$4,000.

PROFESSOR YOKOMOTO: Is that a one year base or is it renewable?

PROFESSOR NEVILL: They are currently for a one year period for the new students--as they are coming in. We hope, of course, that they will be picked up by departmental funds as soon as possible.

PROFESSOR WOLF: I would like to comment about Bill's statement on the master degree program in Allied Health Education. I know it is accurate to say that there is no conscious effort to phase out that program. Because of a faculty resignation last year, and some other considerations, we do have a moratorium on new students, but we are not moving to phase out that program. As a matter-of-fact, we have had discussions with Dr. Pierce and others in the Allied Health Division just this year. So, it is not accurate to say that we're phasing out.

PROFESSOR NEVILL: I appreciate the correction because it was my opinion or my understanding that it was a phase out, and I'm glad to see that it is not, particularly in Allied Health where there is a great need to train people to work throughout the nation.

PROFESSOR KECK: I don't see any listing of the graduate degrees offered by the Biology Department. Is there a reason why those are not listed?

JUDITH A. LOVEJOY: There was no material on how many students had been admitted to the program in time for the fall semester.

PROFESSOR KECK: I see.

JUDITH A. LOVEJOY: The program just began. There are probably five or six this semester.

PROFESSOR NEVILL: If there are no more questions, thank you for allowing us a few minutes of your time. It is like old home week to be with you, but I know you will excuse me now. I must leave.

VICE PRESIDENT IRWIN: Thank you.

Agenda Item 3: Executive Committee Report

PROFESSOR LANGSAM: The first item of the Executive Committee's report this meeting is to have Jean Gnat, who is the head of the Nominating Committee, come up and conduct the elections for the Boards of Review, and a new Nominating Committee.

PROFESSOR GNAT: You all should have received the slates in the mail. We will pass out the ballots now. I think the easiest way to handle the Boards of Review election, since only elected members can vote for Boards of Review, is to pass a ballot out to every body and if you are not eligible to vote don't vote. You will receive envelopes. Please sign them and we will check you off at the end.

PROFESSOR LANGSAM: There are two ballots. There is one ballot that has two Boards of Review on it, and there is one ballot for the Nominating Committee.

PROFESSOR GNAT: The Boards of Review ballot goes into the envelope. The person receiving the most votes will be Chairman of the Nominating Committee. Everybody can vote for the Nominating Committee. Only elected representatives can vote for the Boards of Review according to the Constitution. That is why we want you to use the envelope.

PROFESSOR BESCH: Do I understand that if you are an alternate who does have a voice and vote in the Council you may vote?

PROFESSOR LANGSAM: You may vote.

PROFESSOR BESCH: Thank you.

PROFESSOR LANGSAM: Does everybody understand now?

VOICES OF SEVERAL: No!

PROFESSOR LANGSAM: All right. You should have two ballots in your hands. One of them says the "Nominating Committee" for which you are voting for seven. Anybody who is in the room may have a ballot for the Nominating Committee and may vote. Don't put that ballot in the envelope. The other ballot is for the Boards of Review. The By-Laws state that only elected members of this Council may vote. That excludes Council members who are not elected, but rather appointed or serve by virtue of their deanships. You may not vote. For those of you who are elected members and are voting, put the ballots in envelopes and then if you would, sign the envelope so that we can make sure that no crafty deans vote.

PROFESSOR WAGNER: I am not an elected member of this Committee. I am substituting for a member on leave so I am actually an alternate. Do I vote or not?

PROFESSOR LANGSAM: Yes, you do. An alternate or an elected member has voice and vote.

PROFESSOR LAUBE: We have to put that on the envelope.

PROFESSOR LANGSAM: Correct. If you are an alternate, please not only sign your own name but put in parentheses the person that you are standing in for.

PROFESSOR GNAT: At this time I would like to make a motion that after we are through counting the ballots, and the results are announced, we may destroy the ballots. (Seconded.)

VICE PRESIDENT IRWIN: All in favor say "aye". ("aye" votes.) Opposed. (No votes.) Carried.

PROFESSOR MOORE: Just don't destroy the ballots before you count them, that's all.

PROFESSOR LANGSAM: The second item on the Executive Committee report is the document that you now have in your hand which is a responsibility of the Executive Committee, and we are charged by the Constitution and By-Laws. Using the December 15, 1979 official faculty roster and the value of "n" of 2.97%, we have arrived at the Council size and the breakdown of unit representatives for the Council for 1980-1981. The first column represents the number of unit representatives that each unit or school is entitled to. The next column indicates the number of carryover Council members. That is those unit representatives who will still be serving the second half of their two year term during the 1980-1981 year. And then, the final column is the number of unit representatives that need to be elected for 1980-1981. At the bottom, it also indicates that the number of at-large members will be 42, which equals the number of unit representatives. The figures at the bottom indicate the number of at-large carryovers, and the number that need to be elected.

PROFESSOR FREDLAND: Is there any reason that we have "Education-Indianapolis" but not "Business-Indianapolis"?

PROFESSOR LANGSAM: No. We will try to be more consistent next time. I am sorry. Letters will be going out to the Deans of each of the units or schools informing them of how many unit representatives are to be elected. The letters ask the Dean to have those ready for us by April 15, 1980.

PROFESSOR STONEHILL: I'm always very poor about mathematics, but how do you get 102 with what adds up to 84?

PROFESSOR LANGSAM: Because there are in addition to the 42 and 42, which is 84, 18 administrators who also sit on this Council.

PROFESSOR STONEHILL: That is what we have down here, isn't it? You added the administrators.

PROFESSOR LANGSAM: That is correct. There are 42 unit members, 42 at-large, plus 18, and the total size is then 102.

PROFESSOR MAXWELL: The 18's work out fortuitiously that there are three 18's that are all separate?

PROFESSOR LANGSAM: Believe it or not, we cast stones and bones and checked back... And also it is my eighteenth birthday. (Laughter.)

PROFESSOR MOORE: You cast bones to get that. (Laughter.)

PROFESSOR ALTON: There are 18 unit representatives being elected, 18 at-large representatives, and 18 administrators.

PROFESSOR LANGSAM: Yes.

PROFESSOR FREDLAND: Do I understand that some of the at-large members will also have to be elected?

PROFESSOR LANGSAM: That is correct. We will check and make sure whether all of the 18's belong there.

PROFESSOR FREDLAND: Thank you.

PROFESSOR LANGSAM: It does seem kind of odd so we will check that again. The next item on this agenda is to inform you that we will have a new procedure for nominating and electing at-large Council members as well as University Faculty Council members. We are developing this procedure to save time and expedite counting ballots. We are grateful to Dr. Besch for making this suggestion and sharing what the Medical School has developed--a technique for dealing with elections which involves large numbers of people. In the nomination stage, we are dealing potentially with 1,274 people who can vote and who can be nominees. Each one gets a chance to nominate three candidates out of that same list of 1,274. This means that you have to tabulate an incredible number of potential candidates. Then with the election you have a slate of twice the number of people as have to be elected. If it is 24 you have to have 48 candidates running. If it is 18 you have to have 36 candidates and again you have 1,274 people who have a right to vote. And that is an incredible job, so we are hoping to make it a little bit more efficient by computerizing it. We'll be sending you all packets with the official roster, a marking sheet, and very clear instructions. I think we will be able to handle this, and I think it will make the thing much more efficient. It is, I hope, a step forward.

PROFESSOR MOORE: The Executive Committee looked at the procedure, and we learned that the School of Medicine managed it and we figured that the rest of you probably could too. If the instructions look complicated, all I can say is that they are.

PROFESSOR LANGSAM: The final item from the Executive Committee is a report on something that I'm sure all of you are aware of and that is that much to our regret Vice President O'Neil from the Bloomington Campus has resigned to take a job as President of the Wisconsin system.

PROFESSOR MOORE: That is a position not a job. (Laughter.)

PROFESSOR LANGSAM: The search and screen process to replace Vice President O'Neil has been started. Although for some of us this is not of direct concern--because some schools report to Bloomington, and because we are part of the system--it seemed appropriate to keep you informed of what was going on. The All-University Faculty Council requested our Nominating Committee to submit six names to the All-University Nominating Committee. The Bloomington Nominating Committee was also asked to submit names as were regional campuses. A list was then developed, not totally reflecting the list sent by the various Nominating Committees. At the same time, a ballot was sent out to the University Faculty Council members requesting that they waive their right to vote on the search and screen slate before it went to President Ryan. The final vote was twenty-six to one agreeing to waive the right to vote. At that point the University Faculty Council Nominating Committee then submitted their names to President Ryan. Although we have not officially had any word of when the President is going to make a decision about the Search and Screen Committee membership, Vice President Bonus has suggested that it will no doubt be before the February 2, 1980 Trustees meeting. The Committee, as it is presently envisioned, will contain 13 members with the possibility of President Ryan adding two members bringing it to a maximum of 15. But in all probability it will remain at 13. There will be three non-faculty members. Two of them will be students; one an undergraduate student, and one a graduate student. There will be 10 faculty members. Eight of them will represent Bloomington. The other two, most likely, will represent the Indianapolis Campus. I thought it was important that you know that although it has not been widely known, this Council has had input in the selection process.

VICE PRESIDENT IRWIN: I might add that Bob O'Neil will spend one or two days a week in Bloomington even though he has assumed the Presidency of Wisconsin. His family will not be moving until the end of this semester because the children will remain in school until then. Therefore, he will still be around during this period.

PROFESSOR MOORE: There is no plan to appoint an acting or interim Vice President, and I think that the present hope is that the Search and Screen Committee will be able to make a recommendation in time to have a new Vice President if not by July 1 at least by the time school starts next fall. In that case it would not be necessary to appoint an interim or acting person.

PROFESSOR LANGSAM: I'm glad you mentioned that because speed is one of the reasons that there was a request to have the University Faculty Council members waive their right to vote. For the Council to vote would have delayed the submission of the list of candidates for the Search and Screen Committee by almost a month. Since it is hoped that no acting Vice President will be needed, it was felt that anyway we could save time without cutting or limiting faculty input would be helpful.

Agenda Item 4: Old Business

The next item of business is under old business, and it is the result of the Constitutional amendment. In the vote on the proposed amendment to the Constitution of Article IV, Section F, Subsection 1, we received fifty-six votes. There were forty-six "yes", four "no", and six "voided" votes. Two of the voided votes were received after the deadline, and four were received without signatures.

The next item of old business involves the meetings of the Board of Trustees. When we sent your packets out in the fall, the spring Trustee schedule was not yet set. At this time I have what is the final schedule for the Trustees and those of you who have your packet with you might want to write them in. In January there will be no meeting. The February meeting will be on February 2 in New Albany. The March meeting will be March 1 and it will be in Indianapolis. The April 5 meeting will be in South Bend. There will be a May 9 meeting in Bloomington.

PROFESSOR MOORE: Is the March 1 meeting in Indianapolis?

PROFESSOR LANGSAM: Yes sir. The April 5 meeting is in South Bend. The May 9 meeting is in Bloomington. The June 7 meeting is in Gary. And there will probably be a June budget meeting in Indianapolis which has a restricted agenda, but there is no date yet set for that. And there is no meeting in July. There will be a meeting in August in Bloomington. That is to be a three day retreat workshop. Now I want to remind you that there are parts of the Trustees' meetings that are open to the public, and you are certainly welcome to attend. In addition, there is as part of the regular agenda which is a Faculty Relations meeting and it is open to faculty members. I would suggest that if any of you are interested in attending when the Trustees are in Indianapolis in March, please get in contact with me, and I will give you information about where and when we will be meeting.

PROFESSOR YOVITS: It is my recollection that we do not receive copies of the minutes of the Board of Trustees meetings. Is there any particular reason for that?

PROFESSOR MOORE: I have a copy in my office, and if anybody that wants to look at them I will send them out. You can have them. They are a pretty thick document and to reproduce them is not particularly...

PROFESSOR YOVITS: I automatically get the Board of Trustees meeting minutes from Purdue.

PROFESSOR MOORE: What do you do with them?

PROFESSOR YOVITS: Throw them away. (Laughter.)

PROFESSOR MOORE: At any rate they are available, and anytime that you want a copy, if there are some particular things that you want to know about, we will even give you a copy. But, I do have a copy and Dr. Irwin has a copy and you can see them. I would just like to make one other point.

PROFESSOR BONNER: There are copies available in the Library.

PROFESSOR MOORE: Even at 38th Street?

PROFESSOR BONNER: No, not at 38th Street.

PROFESSOR MOORE: See, that is the way it is, Marshall.

By-the-way, I trust that you all recognize Dean Yovits who is the gentleman making all of the trouble down here. He is the new Dean of the School of Science. He is not as new as he was, since he has been working at the job most of the fall semester but he is now with us full-time. I thought that I might add that some of the Deans who have never had occasion to see the Trustees or see them in action, might want to do so, when they do meet on the Indianapolis Campus. There is a public meeting usually about 10 o'clock on Saturday morning. It usually lasts less than an hour. During that time the Trustees formally and officially take whatever actions they wish to take. There are usually 50 or 60 people other than the Trustees present, and you would be lost in the crowd and nobody would know that you were there. If you want to come and see what it looks like and what kinds of things go on, the meetings in Indianapolis are an opportunity for you to do that. And, if you want to approach any Trustees they are very approachable, and they will give you all kinds of promises. (Laughter.)

Agenda Item 5: New Business

PROFESSOR LANGSAM: I might also add that I have a copy of the minutes of the Trustees' meetings and feel free to ask me for my copy if you wish to see them. The new business on the agenda today relates to the first page in your minutes entitled "Proposed Standing Committee Definitions". There has been over the last three meetings some discussion about the fact that the Standing Committees definitions were not as precise and clear as we would hope. Therefore, the Executive Committee put together some rough definitions for consideration, and what we would like from you today--and before the next meeting--is some feedback. We will not be voting on this now since this is the first time the Council has seen this material. We would like a reaction from some of you who have served on these Committees and those of you who have chaired these Committees. If we do not get any reactions from you or from the present Committees, we will then go ahead and bring this to you for your approval as an amendment. I would like to take the time to read them to you and to make a few comments. First of all, we go down to the bottom of the page. You will discover that two Committees are excluded. One of them is Student Affairs because we feel that the charge is sufficiently clear and to the point. The other Committee, which is not dealt with, is Staff Affairs. There is a question about the future of this Committee since there is now a Staff Council. We are not quite sure yet exactly what we want to do. We hope to bring you a specific proposal at the next meeting. Now to the definitions. One of the changes that occurs throughout these definitions is an attempt to bring the stated mission of the Committees into line with reality. For example, Standing Committees advise. They do not legislate, they do not oversee, they do not do a number of things which their present definitions suggest they do. The definitions are as follows. The Academic Affairs Committee shall advise the Council on matters relating to general (not school specific) educational curricular matters, calendars, degree formats, graduations--the

academic structure of IUPUI--and other related matters. The Athletic Affairs Committee shall advise the Council on the status and future needs of intercollegiate athletics (not covered by NAIA), intramural athletics and recreational opportunities available to the IUPUI community. The Budgetary Affairs Committee shall review the general academic priorities of IUPUI, and the reflection of such needs in the creation of budgets; to inform the faculty of budgeting procedures and points of potential faculty input, to alert the Council to matters of budgetary importance external to IUPUI. The Constitution and By-Laws Committee shall periodically review the Constitution and By-Laws; draft revisions when necessary and provide, along with the Parliamentarian, interpretations of those documents when questions arise. The Faculty Affairs Committee shall advise the Council on matters involving the faculty, including but not limited to, issues of academic freedom, appointments, tenure and promotion policies and procedures (and salaries). "Salaries" has been put in parentheses. There is some question as to whether that is the appropriate Committee for this matter. We wait to hear from you on that. The Fringe Benefits Committee is responsible for reviewing and recommending to the Council fringe benefits policies or needs unique to this campus as well as participating in policy development and on-going reviews of compensation matters effecting the total I.U. system. The Library Affairs Committee shall review and advise the Council on policies and resources of the IUPUI libraries as well as considering system-wide decisions that might effect the quality of IUPUI's library resources. Finally, the Metropolitan Affairs Committee will serve as an information center for IUPUI faculty and administrative activities in the community as well as identifying needs and stimulating interest in additional interaction. Now, I know out there there are people who have served on all of these committees. One of the problems we have every year is that a committee will start off and spend three months saying "I wonder what we should be doing?" We are trying to clarify that matter by tightening these definitions. It may not help but we would like to give it a try. If you have served on these committees, if you feel these are not adequate definitions, then please let us know so we can make changes that will help future committees determine what they should be doing. Are there any comments to start with?

PROFESSOR YOVITS: Is there a possibility of forming new committees? Is that a different process?

PROFESSOR MOORE: It is a different process. It requires changing the By-Laws. The By-Laws establish the Standing Committees.

PROFESSOR LANGSAM: Do you have any suggestions for a new committee?

PROFESSOR YOVITS: I do but not right this minute. I can give you some if you would like. I can tell you about the committees that existed in similar organizations elsewhere.

PROFESSOR LANGSAM: We would certainly be delighted to hear about them.

PROFESSOR FULLER: Is there a reason to keep the Faculty Affairs Committee and the Academic Affairs Committee as separate functions? Did you discuss whether or not those two committees could be combined into a single committee?

PROFESSOR LANGSAM: They are doing quite distinct kinds of things. The Academic Affairs Committee has been incredibly busy this semester working on the calendar. They have made recommendations on official terms for bachelor and masters degree. The Faculty Affairs Committee has been considering the Faculty Club issue, which seems to be a quite distinct issue. Nobody raised that question as to whether or not they should merge.

PROFESSOR FIFE: Academic Affairs is a programming matter. The other has to do with personal matters of faculty, like salaries.

PROFESSOR MOORE: Professional matters.

PROFESSOR FULLER: I can understand that from the way it is worded but I question the necessity for having two separate committees.

PROFESSOR MOORE: I think that they serve a useful function as separate committees, and I am also inclined to believe that if we had only one, we would have to have two. There really is usually more business than one committee can get through in the course of a year. This breaks it down about as well as any other way.

PROFESSOR FULLER: I have an additional set of questions about the working of these things. This may not be the time to go into that though.

PROFESSOR MOORE: I have some of those too.

PROFESSOR LANGSAM: I hoped that by putting them in the roughest form that I might get some of you to actually respond because your grammarian souls would be sufficiently upset by the format.

PROFESSOR MOORE: But spare us that at this meeting. If you have any editorial changes, write us a letter.

PROFESSOR YOVITS: Could you comment further on the parenthetical "and salaries" under Faculty Affairs?

PROFESSOR LANGSAM: There was some feeling that it was perhaps more appropriate for the Budgetary Affairs Committee to deal with this since they were dealing with salaries. On the other hand, the individual faculty members and their salaries were not really items that the Budgetary Committee would get into. Therefore, it might be more appropriate to have the Faculty Affairs Committee deal with salaries, but it is uncertain and that is why it is phrased in that way.

PROFESSOR YOVITS: It seems to me that it would be very appropriate to me to incorporate that with fringe benefits, because benefits is just another name for salaries. Then we would talk about a salaries and benefits committee. It would make a lot more sense in my own opinion.

PROFESSOR LANGSAM: We had a difference of opinion. That is why we come to you. When we think we have the right idea, the best version, we make recommendations. When we are uncertain we bring it to you to try to get some sense about how you feel about the issue.

PROFESSOR MOORE: If you think about what the Fringe Benefits Committee does, it really does something quite different than deal with money. It looks at things like the health policies. It says "what things should be included in the Blue Cross/Blue Shield policy?"

PROFESSOR YOVITS: What it boils down to on the bottom line is dollars.

PROFESSOR MOORE: No, not really. They mainly are trying to find out what we think we ought to have in the health policy. Should we have alternate policies so that some people could take one kind of policy and others another.

PROFESSOR YOVITS: In my mind that is still dollars.

PROFESSOR MOORE: But the dollar line is not a line for a faculty committee. The line for the Faculty Committee is to say what the faculty thinks it ought to have in the way of Fringe Benefits. The dollar line is an administrative line. So if in the course of their deliberations they want to know what something would cost we can tell them. If they want to know whether we are going to be able to budget it, that is a different question and not one that they would basically make a recommendation on. The only way they would make a dollars decision would be if the faculty decided it wanted a fringe benefit so much that it would take it out of its salary. If that happened they could make a recommendation to that effect. That is legitimate.

PROFESSOR YOVITS: That's ultimately what happens.

PROFESSOR MOORE: Not necessarily.

PROFESSOR YOVITS: There is a certain pot of money and some of it will go to fringe benefits and some of it will go directly to salaries. And it seems to me that this is a reasonable topic for serious discussion.

PROFESSOR FULLER: If you take the phrasing which now exists referring to ongoing reviews of compensation matters, then I don't see how you can exclude salaries from that.

PROFESSOR LEONARD SCHNEIDERMAN: Where are the salary issues being dealt with here, or have they been?

PROFESSOR LANGSAM: They haven't been.

PROFESSOR SCHNEIDERMAN: There is no charge or particular committee assigned to this?

PROFESSOR LANGSAM: Not really. Yet this is an area where we felt that there was more than passing faculty interest. Therefore it would be appropriate to have a committee which has the responsibility for dealing with salaries. Having served on the Fringe Benefits Committee, I can speak to the fact that that committee very rarely discusses or deals with salaries. It tries to think of ways of juggling what we have--which means the money that is already allocated, that is getting better fringe benefits for the faculty by just adjusting the way they are allocated at present. Or, it makes requests. For example, the Fringe Benefits Committee this semester is looking into dental coverage and fee privileges for faculty families. Salaries have not been something that fringe benefits committees traditionally deal with. If you have strong feelings about this, please drop me a note.

PROFESSOR GNAT: For the Nominating Committee, we have a three way tie for first place. Since the Constitution mandates that the individual with the largest number of votes will chair the committee, we have to have a run-off election.

PROFESSOR MOORE: Do we have to have that in writing?

PROFESSOR GNAT: It does not say in the Constitution. (Written ballots were used again.)

VICE PRESIDENT IRWIN: Does anyone have any additional old business?

PROFESSOR SHELLHAMER: Could you comment on the time-table for the election for University Faculty Council? I was led to believe that there was something urgent about that this year.

PROFESSOR LANGSAM: The way the Constitution and By-Laws are set up, the completion of the election process for the All-University Faculty Council will take place after the date that they are actually needed by Bloomington. Specifically, the All-University Faculty Council must be notified of new members by March 30. If our election process for All-University Faculty Council followed the By-Laws, we would not have results until April 15 or later which obviously made it impossible to have the names in by March 30. So what we are doing is we are using the fact that the Constitution and By-Laws say "shall be due no later than", and just moving backwards in time. We will be notifying the Deans by February 1 or before of the fact that their academic units are requested to nominate two individuals to serve on the All-University Faculty Council. In fact, what we are going to do is ask the Deans to only submit one name because we have only five slots on

the University Faculty Council that need to be filled. If each Dean produces two nominees, we will end up with 32 names for 5 slots. That seemed a bit excessive and again it was an option. The words in the By-Laws are "may nominate". So, the Executive Committee is requesting only one nominee from each school by February 15. We will then send election packets out to the voting faculty by March 1, having them back by March 15. We will then be able to notify the All-University Faculty Council by March 30. If we don't we will not comply with the All-University Faculty Council rules. Now this is a problem that developed because of our new Constitution and By-Laws. It means that we must expedite the election process. Later this year we will be requesting changes in the By-Laws so that we don't have these problems in the future. It means that with any new Constitution and By-Laws there are problems and these problems must be ironed out. Until those changes are made, we must take the option of moving up deadlines. Does that help, Bob?

PROFESSOR SHELLHAMER: Thank you.

PROFESSOR LANGSAM: Are there any other questions about this?

PROFESSOR SIDHU: Regarding members at-large of the IUPUI Faculty Council, will there be two year terms or are you expecting any possibility that there will be some one year terms?

PROFESSOR LANGSAM: As far as I know at this moment, we are not anticipating anything but two year terms. If you will remember there was some need to have some one and some two year terms because of changes in the Constitution. At the moment there are no indications that that is necessary.

PROFESSOR MOORE: We do have a two way tie for the Board of Review and the question is how we should resolve it. Dr. Besch wishes to speak.

PROFESSOR BESCH: I don't recall that the Constitution specifies the same process for Boards of Review as it does for this Committee. Right? I just want to be correct on that.

PROFESSOR LANGSAM: You may be right, Henry, but the fact is that we have a tie and we are required by the Constitution to have only a specified number of people on the Boards of Review, so we must break the tie.

PROFESSOR FULLER: In answer to that question, according to the Constitution you have to use a second ballot, on which the only names of the tied members appear.

PROFESSOR LANGSAM: Yes, that is correct. It says "if a tie vote occurs a second ballot will be held. In such cases, only the name of the tie nominees will appear on the ballot." It doesn't say that it has to be written.

PROFESSOR HAMBURGER: It is hard to have an anonymous vote without ballots.

PROFESSOR MOORE: Everyone use your own paper to vote.

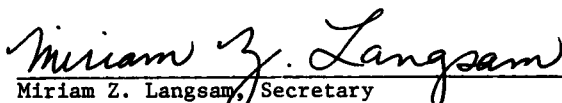
PROFESSOR YOVITS: I assume only the people who could vote originally can now vote again.

PROFESSOR LANGSAM: That is right; we will inform you of the results by mail.

PROFESSOR MOORE: As you leave this room, put your ballots on this desk.

Agenda Item 5: New Business

VICE PRESIDENT IRWIN: Any other old business? New business? Thank you, we are adjourned.


Miriam Z. Langsam, Secretary
IUPUI Faculty Council

SUMMARY
IUPUI Faculty Council Meeting
February 7, 1980

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Minutes
IUPUI Faculty Council Meeting
February 7, 1980, 3:30 P.M., Law School, Room 116

Present: Vice President Irwin; Executive Dean Moore; Deans: Francois, Kellum, A. Weber;
Directors: R. Bonner; Professors: Alton, Barlow, Beck, Bond, J. Bonner, Burns, Cecere,
Childress, Conneally, Davis, Dehnke, Faris, Gartner, Gnat, Haak, Hamburger, Hennon, Hull,
Judy, Karlson, Keck, Kimball, Kuczkowski, Langsam, Lawlor, Maxwell, Olson, Palmer, Pontious,
Reed, Roman-Weiner, Schoen, Sidhu, Solow, R. Stonehill, Strawbridge, Yokomoto, Yu, Zimmerman.

Alternates: Daniel P. Benford for Dean Steven C. Beering, Hugh A. Wolf for Dean Richard P. Gousha,
Robert L. Bogan for Dean Ralph E. McDonald, Robert Lewis, Jr. for Dean Schuyler F. Otteson,
G. Kent Frandsen for Dean Frank T. Read, Jon P. Lindemann for Walter Daly, Henry R. Besch
for August Watanabe.

Visitors: None.

Agenda Item 1: Approval of the Minutes of January 17, 1980

The minutes of January 17 were approved as distributed.

Agenda Item 2: Presiding Officers Business

Two days ago the Indiana House passed a supplementary budget to increase personnel compensation for the 1980-81 year. This bill provides a 4% increase on the 6.1% increase that the General Assembly approved a year ago. The Senate will deal with this budget this week and early next week. Although there may be an attempt to reduce it, we hope, of course, that it will remain at the highest level possible. We are encouraged because one of the bills being seriously pushed was the 2% increase and the House has endorsed 4%. Two days ago the House restored some of the loss in the health professions' Capitation. The House restored this year's loss which is \$625,000. They have not dealt with the 1980-81 loss that is projected at 1.3 million dollars. We don't know how that will be resolved. The House also approved the completion of the Business-SPEA Building in Bloomington. As you recall, a year ago they approved that project but they only funded half of it, now the House, at least, has recommended completion of that project. Also important to us is that the acts of 1927 have been changed. Those were acts to allow trustees of universities to issue revenue bonds to build dormitories and food service facilities. The new language will include hospitals so that they can issue bonds to renovate or build new facilities which is important to our hospitals on this campus.

Now I would like to bring up a subject that probably is new to many of you, but not all of you. As you know, we let the contracts for two phases of Class Room Building #2 a few weeks ago, but there is a fourth phase of that project which is the component to be south of New York Street. This building would house our School of Physical Education and provide three gymnasiums, office facilities for the faculty and staff of the School, and other recreational facilities. At the time we were planning this facility, others in the community--primarily the Lilly Endowment--were interested in building a natatorium on this campus. A natatorium is an indoor swimming facility. We have been approached with the idea of taking our Phase IV (which is the Physical Education Facility) and merging it with the natatorium, resulting in one building instead of two separate buildings. Our architects, as well as the architects working for the Endowment, have come up with plans that make this possible. Incidentally, the natatorium would have three swimming pools in it. It must have a racing pool meeting olympic standards and seat 6,500 people. It would have a high-dive pool and it also needs a warm-up pool. The architects came up with a good scheme, I thought, because they would combine our building with the natatorium putting the warm-up pool in our building. The warm-up pool is much larger than the one we had scheduled for our building, and would be in our building. There are still some hurdles. Money has to be raised. This is a project that will cost from 18 to 20 million dollars, counting our share. We have set aside 5.5 million as our part of it, and so essentially 13 or 14 million dollars has to be raised, but more than half of that is on hand now. This facility would be immediately south of the Lecture Hall and immediately west of the tennis facility. There would be a garage that would connect at several levels. It would be a garage that would have a second story pedestrian walk-way from the garage to our building and to the natatorium as well as across the street to Class Room Building #2. In the next couple of months you will probably be reading a good deal about this, and I do think it is another opportunity for this campus to have a remarkably expanded physical education and recreational facility. This facility would be different from the tennis facility in that we would own it. It would be entirely on our land and we would operate it. It wouldn't have the complexities of the tennis facility in which we own the land and lease it to the City for long periods of time and which several institutions operate. Are there any questions about this or activities at the General Assembly?

PROFESSOR BECK: Is that 4% fully funded?

PROFESSOR MOORE: Yes, so we would be given 10.1% and authorized to spend 11%. We would have to find the other .9% by firing a few faculty members in the School of Engineering and Technology. (Laughter.)

PROFESSOR REED: Is there any estimate of this combining of the gymnasiums? Is there any estimate of how far on a time scale that might be?

VICE PRESIDENT IRWIN: If anything, it will speed up the time table. There are certain olympic events that are coming up in July and August of 1982 so I think it would actually speed up the process.

PROFESSOR MOORE: We would like to have it ready for those events in 1982.

PROFESSOR BECK: I think there is a committee that is looking into the possibility of using the facilities and locker rooms, and I would like to open the issue again because we keep talking about these facilities, and some of our eyes get large when we think about swimming in an olympic pool. Yet, I'm not so sure that it would be open to us. I really hope that some thought is given to such matters.

VICE PRESIDENT IRWIN: Nick Kellum can probably expound on that more because, as I understand it, the locker facilities will be more than adequate. Much more than they would be if we built our own.

PROFESSOR KELLUM: Yes, we will get about 600 additional lockers with the natatorium--300 men's and 300 women's lockers.

PROFESSOR BECK: If I come over and ask for a locker you will get me one?

PROFESSOR KELLUM: Well, I can't promise you that.

PROFESSOR MOORE: That is why we put Nick on that Committee. If you have any complaints after it is built, you can talk to him.

PROFESSOR BECK: Is he bigger than I am?

PROFESSOR MOORE: He is tougher.

PROFESSOR ZIMMERMAN: One of the alternatives that has been suggested for the White River Park is a sports facility or a sports-medicine facility. Would this be complimentary to the natatorium? How will it coordinate with the White River Park project?

VICE PRESIDENT IRWIN: I think it would compliment what they are going to do in the arena that you just mentioned. And, all along the river from that facility to the bridge on New York Street over White River will be our outdoor recreational facilities and this facility would not encroach on any of that land.

PROFESSOR KECK: What would be the fees, if any, for intramural swimming in this pool?

PROFESSOR MOORE: The warm-up pool which will be our swimming pool, is not intended to be a public swimming pool. That is an instructional pool. I don't know what Nick Kellum will eventually decide to do as far as opening it up to the public at certain hours but that is to be the pool for instructional purposes for Physical Education. As far as the other pools, I think a lot depends on how many events are scheduled in it and so on. It is not intended that it be a closed facility. But right now I don't think there are any absolute answers to that question.

VICE PRESIDENT IRWIN: If the operating monies are as we think they might be, there may be no charge for swimming, although it may be closed a week here and a week there.

PROFESSOR KECK: That is for students that you are talking about?

VICE PRESIDENT IRWIN: Students and faculty. We do have some new information on enrollment. Ed, do you want to give us that?

PROFESSOR MOORE: The enrollment for this semester has been very good. We have in the undergraduate level an increase of 8.1% over a year ago. In the total enrollment, we have an increase of 4.9% in head count and 4.8% in credit hours. The enrollment in the health sector has not managed to keep up. There are some problems there which were anticipated and not significant, furthermore, we know what to do about them. But, the total enrollment in the Institution shows about a 5% increase between 1979 and 1980. We were curious about what that meant in terms of the drop that we had a year ago, and so we made a comparison of the percent increase in 1980 compared to 1978 so that we would see whether we had, in fact, actually gained ground or just failed to recover. And, I am pleased to say that we have gained ground. Between 1978 and 1980 we have recovered from the year of the depression. We had 2.9% increase at the undergraduate level and again a 1.6% drop in the health sector, which gave us an overall 1.3% increase. So, we really have had a payoff, it seems to me, on our recruitment and retention efforts. We had an 8% increase this spring compared to last spring in admissions. We had a total of 2,873 students who were admitted for this spring semester compared to 2,657 a year ago. We have not dropped in admissions nor in enrollment. On the whole the situation looks good. I had a large chart in my office, showing our enrollment pattern over the last ten years. Some of you have seen it, and every year it showed an increase. Last year when it didn't show an increase I removed it. I am now having it repaired and I'm going to put it back up on the wall. I think that we are clearly in a favorable position on enrollment and hopefully we will not revert to the downward trend of last year. Of the 2,800 new spring semester admittees, 1,400, or half

of them, were transfer students. These are not transfers from other Indiana University campuses, but from campuses outside the IU system. This means that half of the students who came to us came from another institution. This is not surprising but one that we sometimes overlook. The big areas of increase will be discussed with the Deans in detail next week, and you will probably hear about it from them. The most significant increase has been in Engineering and Technology where we have a 67% increase in admissions, and between 1979 and 1980 a 15% overall increase in students. The School of Social Work with fewer students actually had an 18% increase.

PROFESSOR LANGSAM: We have today two people to speak to us about special programs and developments, and I would like first to call on Donna K. Dial who is doing some very special things with the Honors Program.

PROFESSOR DIAL: Did all of you get a copy of the handout that we passed out? There are some left on the table. I would prefer not going over the material that is in your handout on the midterm report, other than to make one correction and to call your attention to a couple of items I think you might need to keep in mind when talking with your colleagues in your respective schools. I was glad that Dr. Moore said something about enrollment because I did catch an error in the first paragraph. The third from the bottom sentence says that of the approximately 800 students who were admitted for the 1980 spring term, 127 were eligible for honors. Those were the figures given to me by the Admissions' Office as of December 14, 1979.

If you would turn to page two, I would like to call to your attention some Honor's Council decisions which will definitely have an impact on the students. Number two was one of the decisions made by the Council in consideration of those students who are already enrolled and who would otherwise not be able to work towards an honors degree. The Council decided that with the presentation of a dossier and with appropriate recommendations that it would be possible for students who began their junior year this semester to petition for receiving an honor's degree with twelve hours of honors credit rather than twenty-four. You might want to keep that in mind when counselling students who are interested in the program. The information under number one refers to people who are applying for our faculty summer fellowships. It gives you the restrictions and some of the evaluative criteria to be used so you might want to have that information in the event that you have requests for information from faculty next year. I would also like you to turn back to page one, and please note the bottom paragraph, because this is one of our very exciting programs that is being sponsored by the Honors Program. You will be seeing a great deal of publicity on this program in the next few weeks. We are extremely excited that we are able to give support to Ken Barger in the Anthropology Program in the development of a summer field course in the Northwest Territory in northern Canada a few miles below the Arctic Circle. He will be taking ten students on this field trip. They will spend three weeks in the tundra section of Canada in conjunction with students and faculty from the University of Saskatchewan. We are extremely excited about being able to lend support to this program because it is unique. Of all the Honors Programs--and there are many honors summer programs and many courses and semesters offered to students all over the country--this is the only one, to my knowledge, that takes the students to the Arctic. We are proud that it is to be coming from this Program. Incidentally, I would refer you to the Faculty Council minutes of two years ago this month for that was the time at which the program was approved. I have met with many of your schools and different committees to disseminate information on the program so I would prefer not talking about the Honors Program per se, although I will be glad to answer questions later.

What I would like to talk about are the students in the Honors Program because in working with the students over the last few months I have had more and more confirmed for me, and the Honors Faculty Council has certainly had the same realization, that this is a Program that was a long time in coming. We have a group of students who come from all over the campus who are extremely excited about some of the opportunities that are being made available to them through the program, and I thought it might be interesting for you if I could give you just a bit of a profile of these students and the kinds of things they are interested in. The Honors Student Council, right now, is a voluntary group. They are people who came into my office last fall before we even began to offer the first courses and said "what can I do?" "I'm excited. I want to meet other bright students." "I would like to be able to converse with people who have other majors than mine or with other faculty members who are interested in other kinds of things." And out of a series of requests from these students, the Honors Student Council has formed itself. There are about sixteen or eighteen students on the Council. They come from all majors, all academic units, and they are one of the most exciting groups with whom I have ever worked. Just a beautiful group of students. They are willing to take on responsibilities and tasks that are just enormous, considering the kinds of course loads they are carrying. One of the tasks they are doing right now is conducting a questionnaire of all the W131, (the English composition courses). Over 500 questionnaires are being handed out to those students and students in some of the freshman courses at Herron. The students have designed the questionnaire. We have a psychology major who worked very hard and long hours in designing the questionnaire. They are administering the questionnaire, and they will be tabulating it. The reason for this is that the students decided they wanted to know how all of the students felt about honors, whether they were honors students or not, so they designed their own charge. They are now conducting the survey and the tabulations will be coming out in a couple of weeks. The students have also decided that they are interested in recruitment and in working with recruitment so this is one of the tasks that they have given themselves and the Honors Council. I might add, they say "This is what we want to do." And someone says, "I'll do it."

They have divided themselves into committees handling their different projects so there are recruitment committees, one for external recruitment and one for internal recruitment. As a result, they are working with the Admission's Office and with different people all over the campus to try to find ways they can be of assistance in bringing other honors students into this campus or in attracting them to some of the opportunities which exist for the students already enrolled. They have decided that among the things that they want to do is provide a way to publicize the fact that academic excellence does occur at IUPUI, because they feel it is very important in terms of their own futures whether they are looking to graduate school or professional schools, and certainly as alumni. So they are taking very serious responsibility in terms of recruitment. I think one of the keys to their success so far is the fact that they are volunteering to do all of this and they are very seriously committed to the honors concept, to academic quality, and academic excellence in their own personal academic careers. By the way, these students are not only academically very capable in their chosen majors, but they are extremely diverse in their interests. We have an engineering major who enjoys reading Greek Mythology and Shakespeare and draws in his spare time. We have a student who has not yet been admitted to the University but has written asking if she may be admitted to the Honors Program, intending to major in medical technology and chemistry. She reads Tolstoy and Kipling and for fun Alistair Maclean. She collects coins and antiques, plays the banjo and the guitar, works as a nurses' and a library assistant in her high school. By the way, she has a 1280 SAT and was valedictorian in her class. She will graduate in May.

We have had lots of requests because of the help of the Admissions Office and their use of our brochure in recruitment. We have received several requests from students who are not yet ready to graduate and who are now making their college choices, so I think our brochure has been helpful to us in terms of our recruitment needs. Two of our "H" options which are the student contracts, students negotiate with instructors in regularly offered courses, include a premed major who is majoring in biology and is interested in practicing in underdeveloped economies. He reads Tolkien, Dostoyevsky, and Shakespeare. He enjoys playing war games, is involved in music and computers for fun, and is a member of the swim team, and also a coach in his neighborhood swimming team. He is taking an "H" option in HL13 right now. This is the western civics course. His topic is on the black death because he believes this ties together his academic goals with a history course. We have another premed major who is majoring in psychology. He is a member of the emergency medical team. He also is a tutor in University Division. He enjoys mysteries and English comedies. His hobbies are flying, soccer, and the guitar. He is, by the way, one of our Student Council members. He is in charge of external recruitment. He is now taking a graduate course in psychology for honors credit this semester. He is taking an "H" option in B211 doing research and laboratory testing, keeping a journal, writing a paper which will describe his project and refute or substantiate his hypothesis that it is simpler to modify learned behaviour than modify instinctual behavior in a guinea pig.

These students are always looking for challenges. One of the important things they have decided in the Honors Student Council is that they have a responsibility. They are academically able students and they are developing a resource file in which they will be able to provide mutual assistance to one another. They are also going to be making their skills and talents available to the non-honor students and they may be in competition with what is happening in University Division because there is going to be a free tutorial service. They are really interested in being committed both to honors and to seeing honors become a very real part of this University.

The support groups around the University have been fantastic. That is the only thing I can say. I have never seen so much support from the different people around this campus. Financial Aids is helping us identify funds that we can make available to students with research projects. The Admissions Office, as I already indicated, has been giving us a great deal of publicity when they go into the schools and that is already producing good feedback from students as well as counselors who are asking for information. The Registrar's Office has been pulling its hair trying to figure out how we can best schedule courses and publicize them to make them available to the students. Research and Sponsored Programs certainly has been helpful because they help me administer and learn all of the paper work and the details that go into offering some fellowships. We are offering six or seven fellowships this summer for course development grants in honors and the Library has been extremely helpful in assisting in identifying critical books as well as looking for a place where we can bring our students and faculty members together for conversation. So it is a really exciting program right now. The students are certainly succeeding but only because there is a very strong base of support from the faculty and from the staff for the students to have these opportunities.

Although the program itself emphasizes interdisciplinary and innovational kinds of honors experiences, I personally would like to emphasize on the part of the Honors' Council that this program is not to be at the expense of the traditional programs which exist, nor at the expense of the traditional ideals that lead to academic rigor in our individual departments and schools. We work developing interdisciplinary and innovational courses but we depend very much on the individual departments to aid in departmental course development, to develop degree programs that would be departmental honors degrees or components for the general honors degree. The Honors Office is also making a very special request that I would like you to take back to your colleagues. We need help in identifying potential honor students who are already enrolled, so that we can work with these students. Whether or not the students are pursuing an honors' degree, there are some really interesting and exciting opportunities that we can make available to these students, if they come and talk to us or if we can identify them. So we do ask for your continued support and your help identifying the students and in developing courses for your own majors. Are there any questions? Thank you.

PROFESSOR MOORE: I note that your report describes this as a midterm report which sounds like a women who is pregnant four and a half months, but I think that we ought to note that this Program is relatively new and that Donna Dial is Chair of the Committee which studied the problems, developed the program for a period of two years, and she is now the Director of the Program. Her office is over in the Cavanaugh Building, and I suppose that you have a telephone over there too don't you?

PROFESSOR DIAL: Thank you. Cavanaugh Hall 303 and my extension is 2660.

PROFESSOR MOORE: So if any of you are interested and want to talk with her and find out more about it, she would be glad to hear from you.

PROFESSOR LANGSAM: Before we go on with the next speaker, I would like to also mention that the All-University Honors Committee of which Donna is an integral part, is planning a get-together for honor students from several of the campuses that have honors programs, and some of the faculty that have been involved, as another kind of experience for honors students. Those students will get a chance to meet other Indiana University honor students and discuss with them not only their programs but a selected academic topic. This weekend activity is kind of an academic get-together as well as a social activity. Now, next on our agenda is a report on Weekend College and Learn & Shop by James R. East.

PROFESSOR EAST: I want to thank you very much for the opportunity to share my enthusiasm for both the Weekend College and Learn & Shop. In my presentation, I would like to first present the basic plan that is common to both of these programs and then I would like to take a look briefly at Weekend College, and then at Learn & Shop, and after this if you have any questions I would be happy to answer those.

Let's look at the basic plan that is common to both of these programs. First of all, both programs offer regular credit courses which are offered by the faculty of the regular academic departments. In other words, we do not offer diluted or specialized courses on weekends or in the Learn & Shop program. The adult learners that we attract to these programs want the regular courses, nothing more, nothing less. Another thing about both programs is that most of these classes meet in one long session weekly throughout the semester. Then too, the class contact hours are the same for Weekend College and for Learn & Shop as they are on campus during the week. Also, all enrollment credits from these courses go to the academic departments in the same way they would be selecting teachers for week day classes. All paper work for faculty assignments goes through the departments and through the schools. In other words, my office does not do that. As director of both programs, I plan the curriculum and make the necessary arrangements for space and promotion of both of these programs. The faculty are assigned to teach either as a part of load or as an approved overload where appropriate. Part-timers are used in the programs when the departments think it is necessary. So that is the basic plan of both of these programs.

Now let's take a look at the Weekend College. The Weekend College was started in 1973 by the School of Liberal Arts as an experiment. It was probably the nineteenth or twentieth weekend college in the country. The first weekend college in the country started in 1965 at Miami-Dade Junior College, and from its inception on that campus they only offered Saturday courses. Miami-Dade has never offered Sunday courses, but they have always called it a weekend college. So when we started our experiment in 1973 it was not a brand-new program, but we wanted to see whether or not there would be a market for our regular classes taught on weekends. And I was particularly interested to see if we could do this on Sunday. So we offered three courses. Two of them were offered on Sunday afternoon and one on Saturday morning. And, there was an overwhelming response from the community. The Liberal Arts faculty evaluated the experiment and debated at some length in its faculty assembly, and finally, and with an overwhelming majority enthusiastically endorsed the concept of offering courses seven days a week. It took a while to get funding for the program but we had the faculty support in Liberal Arts and finally in 1976 we got the financial support from the central administration to offer Weekend College of IUPUI. We are now completing our eighth semester or fourth year of operation. The Weekend College operates only during the academic year. I personally feel it would not function well in the summer in which both Saturday and Sunday meetings in a single class would be required in order to provide the required number of contact hours: so we have never offered Weekend College in the summer. Now let me give you some statistics about the Weekend College. I think you can see with these statistics how the program has been received. This semester, Spring 1980, we actually have 103 sections that are being offered. Student enrollments are 2,726. We have a larger student enrollment than we've ever had in eight semesters. This past Fall, 1979, we had 90 courses in which we enrolled 2,363 students. I made a very special effort this Spring semester in terms of marketing the whole idea with some things that really worked and I think these figures tend to show it because we had a considerable jump from the Fall semester. Last Spring we had again 103 courses, and 2,633 enrollments, and going down to the Fall of 1978 you can see we had 2,465, and in the Spring of 1978 we were a little over 2,000 with 77 courses. During the Fall of 1977 we had 2,237 and in the Spring of 1977, 1,075. But notice, we started in the Fall of 1976 with 19 courses and 458 students. These statistics give you some idea of what has actually happened. My goal for the program, and I'm hoping we reach it by the Fall, is to get to 3,000, and I think we are going to do it. We will either do it next Fall or in the Spring; budget permitting.

PROFESSOR MOORE: Don't count on that. (Laughter.)

PROFESSOR EAST: The exciting thing about the students in the program is that our aim in both of these programs is to attract new students. In Weekend College we have never had under 60% women. In fact, the Weekend College was originally planned to attract women and blacks. That was the idea we had in 1973. In actuality, our student population has ranged from 60% to 74% women in any one semester. We have never had under 25% ethnic minorities enrolled in these weekend classes. And we have never had less than 18% blacks. The percentages for blacks have averaged anywhere from 27% to 18%. This semester we have blacks, Asian, Hispanic, and American Indians. This past Fall semester we actually had 25%. I don't have the exact figures for this Spring. Students in the weekend program come from great distances. It is a tremendous advantage to them to be able to take time off on a Saturday or Sunday afternoon to come to school. They come from Cincinnati, from Louisville, from Danville Illinois, and from Fort Wayne. (We have always had people from Fort Wayne.) When they come they want to take not only one course but two. So, when I plan the curriculum I try to identify pairs of courses so that particular groups of students might come in and take, for example, two kinds of courses in Graduate Education--one in the morning and one in the afternoon on Saturday or two of them on Sunday afternoon. Now let me mention the scheduling patterns. This is important because it presents an arrangement that makes it possible and financially feasible for them to get quite a bit in one or two days. On Saturday for four years now we have had basically two time modules. A three-credit lecture type class runs from 9:00 a.m. to 11:40 a.m. on Saturday, or from 12:00 noon to 2:40 p.m. on Saturday afternoon. Beginning next Fall, I have added a fifth module and that is going to be on Saturday. We have 20 some courses planned for a 3:00 p.m. to 5:40 p.m. class on Saturday. But that will be the first time we have tried it, and I think it is going to be a big advantage when gasoline is at \$2.00 and it is going to provide more options for people coming in to take two classes: the options will be a 9:00 a.m. class and a 12:00 noon, or perhaps a 9:00 a.m. and 3:00 p.m., or maybe a 12:00 noon and 3:00 p.m. On Sunday from 1:00 p.m. to 3:40 we have a module, and from 4:00 p.m. to 6:40 p.m. Then there are variations on these patterns depending on whether or not it is a laboratory class and the amount of credits provided. But as I say, in the Fall we are going to move to a fifth module and I am kind of excited about this. This will give us a big boost because we will be offering in the neighborhood of some 130 sections. Furthermore, from the beginning I thought we had to do more than offer courses. So the course offerings have been designed with degree objectives in mind. And if you haven't picked up the weekend brochure do so, because on the inside cover it points out to you the actual degrees and certificate programs that you can complete by attending weekend classes over an extended period. I should add to that list two other possibilities, the masters of science and elementary education. They will appear in next year's bulletin. Some people are exclusively taking their courses on weekends, and will get degrees doing so.

Now let me move just briefly to the Learn & Shop Program. Learn and Shop came into being a year ago when on January 19, 1979, classes were offered. Initially courses were offered in four shopping centers. Last summer the fifth was added at Greenwood Shopping Center. Classes are held in small lecture rooms called training rooms which hold twenty-five to fifty people. These rooms are used to train store personnel. The uniqueness of Learn & Shop is not the fact that we offer credit courses off campus, because IUPUI has done this for a number of years in numerous locations in and around Indianapolis. What is unique about Learn & Shop is that we are offering a coordinated program of college credit courses in leading department stores at convenient shopping centers in the suburbs. We are most excited about this new development which we think is very natural in the sense that it brings together in one location functions that are often considered quite separate from one another. In Learn & Shop a woman or a man can go to the shopping center and take college credit courses that lead to a degree at Indiana University, and they can still do their necessary family shopping. We think the concept is particularly attractive in this day and age of fuel shortages and inflation. The basic plan, and we are doing more than this now, was to select courses that satisfied requirements for two of Indiana University's associate degrees--the associate of general studies offered by Continuing Studies and the associate of arts degree offered by the School of Liberal Arts. We have set those courses up so that a person could start and complete the first four semesters. This would satisfy all requirements for the sixty credit-hour programs and permit taking all of their class work at the shopping centers. Since its beginning in January 1979, Learn & Shop has received international attention as being the first of its kind. We have received inquiries from organizations in 34 states and four Canadian provinces. Articles have appeared on the front page of the "Wall Street Journal", the "Christian Science Monitor", "The Chronicle of Higher Education" twice, "McCall's Magazine", "Working Woman Magazine", "American Education", and in numerous articles in the "Indianapolis Star", and the "Indianapolis News" among others. Stories have been written by the Associated Press and United Press International and fed to daily newspapers all over the world. Additionally, we have responded to inquiries from several shopping center organizations and an article on Learn & Shop appeared in the leading shopping center journal, last May's issue of "The Chain Store Age Executive Magazine". Now the success of Learn & Shop, I feel, can be gauged in large part by the student response. As one newscaster says, "Learn & Shop has been a public matter". And, it really was. When we had the idea for the program the idea was aimed mainly at and the program was planned, especially but not exclusively, for women. In the fall semester--and we are doing a survey this Spring right now--of 1,056 students 80% of all of our enrollments in Learn & Shop were women. Let us take a look at those statistics. In Learn & Shop this semester we have 52 sections and 1,229 students. Notice that in the Fall of 1979, we had 44 sections and 1,056 students. We had a summer program in Learn & Shop last summer but we are not going to have one this coming summer. There were problems mainly due to space. Furthermore, having to offer a course twice

a week cut down on the variety of courses, so I decided that until we can get enough space, it is probably best not having summer classes. We offered 17 classes, however, and had 424 students. In the Spring of 1979 when we started our premiere semester, we had 25 sections actually taught with 503 students. Our average class size has never been under 20. I think you can see from 503 a year ago to this Spring of 1,229 that it really has been a public matter. I have never been involved in a program that has attracted more interest on the part of the community. The wonderful thing about this Program is people will say, "Well what kind of students are you getting?" We are getting excellent students. These are some of the very best students we have. The English faculty that we have, for example, who have taught in the program, are fighting for the assignments in these courses. These students are well disciplined, older and highly motivated. They know how to read; they know how to write. (Laughter.) And so, it is a real fine experience.

PROFESSOR MOORE: We will strike that from the record. (Laughter.)

PROFESSOR EAST: Donna, we are developing a large pool for your Honors Program. From all indications that I'm getting from the faculty, these students are among the very best and they are largely undergraduate. What we have done here, of course, is to attract new students to the University. A number of them are women who dropped out 15 to 20 years ago from college, got married, had kids; and for many of them the program "is convenient". "Convenient" is the word that they always say. They say they feel safer in the shopping center classroom. I thought you might be interested in what I have done from the beginning and that is to try to keep a control of this thing in terms of the courses that we are offering. I have developed what I call a curriculum wheel. It is divided into five parts. These are the five major shopping centers involved with the program. I started at the very center of this, that is our first semester last Spring. The yellow here indicates day courses that we offered, and the white indicates evening courses. I have tried to make sure those courses flow from day to evening and move from center to center. I avoid operating only certain courses in one location, so that students do not have problems meeting the degree requirements. If you take a look at what is happening, we are getting our curriculum and our professors throughout the city and we are getting them from day to evening. There is a different clientele in the day and at night. Some women will or can only come to day classes. In fact, most of the new students we are getting are the daytime students. The day classes are really bringing them out. The men that we have, by-in-large, are in the evening classes and in our weekend classes.

One thing I may have forgotten to mention to you is that in both Weekend College and Learn & Shop a common denominator is that we teach classes seven days a week. So we do have classes on Saturday morning and Sunday afternoon in the shopping center classrooms. We keep those going seven days a week just as we keep our courses here on campus going on Saturday and Sunday. The motto of Learn & Shop is that the University goes to the people, so that people can go to the University. In keeping with this concept, all essential University functions of admissions, registration, Bursar payments, and textbook sales, are made on site--at the centers. Someone has said that it takes people to start things, people to stop things, and others to keep things going. Many people at IUPUI have kept things going in the Learn & Shop Program, and I would like to just mention a few of them because of their tremendous amount of support. The Marion County Library system has been helpful. We have an arrangement with them under which I check out books from the Blake Street Library, deliver them to the branch library nearest the shopping center where the course is being offered, they put them on reserve, and then we pick them up at the end of the semester. The Registrar's Office has done an enormous job helping get everything ready. We go out to the centers, we register the students there. The University Division has been extremely cooperative in providing their counselors on location for the necessary counseling. The University Relations' Office has done a mammoth job in coordinating responses to inquiries from around the world. Ken Beckley and Gretchen Wolfram have been particularly helpful. Noel Duerden has helped a great deal in terms of helping me design the literature because we know and we want others to know we have a good product. I know that higher education is still a prized commodity and we want to be able to present this and attract people to it. In my office I have a full-time person, Ellie, and three part-timers who help me in both of these programs--Debbie, Dee, and Bill. The Admissions' Office, again in terms of its delivery service, will tell you that a number of new admittees that came in this semester are those people who show up at the shopping centers and register for these classes. The Bookstore was a big help. I don't know how many books we carried out to the shopping centers. By-the-way, the books are sold by the commercial stores, either Walden's or Dalton's, at the centers. We had to alternate so that they can both participate. You learn all kinds of things when you get out there. But the Bookstore makes sure that we get the books there and I haven't had a foulup yet. I have been extremely impressed that not a single foulup with the Bookstore operation has occurred although we've dealt with thousands and thousands of books.

The support of Continuing Studies is absolutely essential. Tremendous support has come from Dean Marge Stonehill and also Paul McKelvey who is my Associate Director of the Program. Paul and I go around cleaning blackboards and we work together, work hand in hand, to get this thing done. His secretary, Karen, and IUPUI administrators have been a great help. These people so often are not in the limelight when things happen but they are the ones that are really there to make it happen. Dr. Irwin and Ed Moore have been especially helpful. I know they have lots to do just to keep things going, but to get a new concept started takes an unusual amount of energy and patience. They had the vision to do it and it is because of them it happens. I really think this should be mentioned. The program is going. It is here to stay. It requires an enormous amount of time, and lots of public relations. When I talk with the store managers I've got to follow-up, I've had to interpret what we are doing since this is not the usual business. But we are there. They seem to like what we are doing, and

I think we are there to stay. As some of you may know, Clark Kerr was in town three weeks ago and he wanted to know about the program because the Carnegie Council had written me twice and called me once. They are trying to identify one, two, or three programs in the Country that they figure are programs that are effective delivery systems in higher education for the 80's. So I met with Clark Kerr when he was here and spent a couple of hours with him. I took him out to a couple of shopping centers, showed him a tape of ten interviews we have had by the local TV stations. He had done some research sometime ago and had talked about developing learning pavillions, and he said this concept is far beyond that because what we have done is to take higher education to where there are critical masses of people doing things that they would ordinarily do anyway. It makes it easier for them to get at higher education. I have some ideas that I would really like to see expanded here and I know they will go though it would take a little bit of support and a little bit of vision. Next Fall we are going to be doing some different things in the program. We're going to have 90 some sections of Learn & Shop classes. Dean Marge Stonehill is heading up a special program we are just getting started called Learn & Shop non-credit program. Beginning in March, (she is now advertising), she is offering, I think, six courses at Penney's at Lafayette Square and so some of you may have received a brochure on this. She is also going to be offering about the same number of courses at Block's at Washington Square starting in March on a staggered schedule. I will continue to offer the college credit program. I hope I haven't spoken too rapidly but I wanted to get in a lot. I want to thank you for your patience and the opportunity to share my enthusiasm for these programs.

PROFESSOR MOORE: We asked these people to come because these are programs that are not the exclusive property of any one school and we want the faculty to know what is going on, and be prepared to raise questions about them as seems appropriate. While they are not the property of any one school or college, I want to thank Dean Francois. The School of Liberal Arts has supplied both of these very talented people and we're very grateful for the support that the school has given us. Dean East is Associate Dean of the School of Liberal Arts. I don't know how he manages to do every thing that he does. He is a bee keeper. He brings me a pot of honey every year and there is nothing that I need more than a pot of honey.

DEAN EAST: I try to keep him sweet. (Laughter.)

PROFESSOR BESCH: Try two pots. (Laughter.)

PROFESSOR MOORE: I think I'll quit while I'm ahead. (Laughter.)

PROFESSOR KUCZKOWSKI: I was wondering if you give tuition remission in either of the programs? Do you give half price to faculty and staff for their spouses?

PROFESSOR EAST: It is the same in terms of the cost and arrangements as for campus courses. We have some people taking twelve or more hours and for them the financial aids program is the same.

PROFESSOR KUCZKOWSKI: Is this on a separate budget or is it supporting itself?

PROFESSOR EAST: We support ourselves. We have separate budgets, one for the Weekend College and one for Learn & Shop.

PROFESSOR KUCZKOWSKI: And the tuition that comes in is sufficient to cover the cost?

PROFESSOR EAST: Both programs have always done that.

PROFESSOR BECK: I wasn't aware that you could have full-time faculty with part of their load in Weekend College.

PROFESSOR MOORE: Sure. We are trying to make the point that we are using our facilities to capacity, seven days a week. We are trying to offer instruction on Saturdays and Sundays. Faculty members who want part of their load in the Weekend College can do it in the same way that they offer courses during the rest of the week and it is part of their load if their department finds that possible.

PROFESSOR BECK: If we did this on an overload basis, what basis do you use to compute salary?

PROFESSOR EAST: There is a standard base. I have a list. Continuing Studies and my programs are the same. It is standard. It makes no difference whether you are full-time as a professor or as an instructor. For a full-time faculty member the rate is \$1,200 for a three credit course. In other words, we don't encourage overloads but that is the rate.

PROFESSOR KUCZKOWSKI: You indicated that you are getting quite a few good students. What is your attrition rate? How does it compare with comparable undergraduate attrition rate?

PROFESSOR EAST: That is a good question. I have never really studied that. By the way, I am writing several articles now, and in one I am dealing with what is happening with our geography offerings in both programs from the very beginning. I'm getting a profile though it is taking an enormous amount of time on the computer to pull out the people and get a profile by sex, and age, and grade points, and so forth. I don't really know. My hunch is, and I have taught in Weekend College, that the holding power is much greater in both of these programs because the students are adult learners, they tend to know what they want when they make the decision to come. They might not know a particular major but they know they want to go to college. And having made that decision and having stepped into a classroom, they stay.

PROFESSOR KUCZKOWSKI: Are you also checking into the possibility that some of these people may have had previous college experience?

PROFESSOR EAST: Yes. In both programs, and I see this especially in Learn & Shop, it is clear that a number of them are women who have had college experience from 15 to 25 years ago.

PROFESSOR MOORE: I think that one of the problems is that Dean East needs help with the statistical and mathematical side of this operation and there is an eminent mathematician there asking all of these questions, so you might want to volunteer your services.

PROFESSOR EAST: I would like to ask one thing. From the math department I want the 208 course--the computer science course--offered on weekends. I have been after it for a long time. (Laughter.) That is the only course that we need to complete the two year certificate in business studies on weekends.

PROFESSOR MOORE: We better quit.

PROFESSOR EAST: I've got a lot of other things that I would like to ask for. (Laughter.)

PROFESSOR LANGSAM: Thank you both very very much for coming. I might add that Dean East has also informed us that the shopping centers have benefited from the fact that he is out there and seems to get sucked into buying bargains. He has also told me that he is going to develop a course in wise shopping. (Laughter.)

Agenda Item 3: Executive Committee Report

PROFESSOR LANGSAM: The Executive Committee does have a matter to bring before you. We would like to move that the designated joint staff-faculty meeting which will be taking place on March 6 as the March Faculty Council meeting. Since this comes to you from the Executive Committee it is before you as a motion and it does not require a second. Is there any discussion?

PROFESSOR MOORE: I'm not sure that everyone knows what we are talking about. We are required to have two general faculty meetings a year. In our past it has been our practice for the spring faculty meeting to have a meeting of this Council and then to have the General Faculty meeting. What happens is that people come to the Council meetings and then go home so we don't have very many for the faculty meeting. We are hoping in the spring to have President Hansen. So we thought that we would invite the Staff Council, the Faculty Council, and have only one meeting which is what this motion is to authorize.

VICE PRESIDENT IRWIN: All in favor of the motion, say "aye". Opposed, same sign. Carried.

PROFESSOR LANGSAM: Now I would like to give you some details, about that meeting. It will be held in the Champions Room of the Tennis Complex and President Arthur Hansen of Purdue will be there as our guest speaker from 3:30 to 4:30 and from 4:30 to 5:30 we will have a reception with refreshments.

The Floor: Free?

PROFESSOR LANGSAM: Free. But not hard. (Laughter.) Parking can best be handled by either parking west of the Complex or parking here in the Law School lots. We will have the gate open so you will be able to go through to the Complex. If you have any questions please call the Council Office. The person down at the far end is Sharon Graves and her number is 2215. There is another announcement that is part of the Executive Committee's Report. The Trustees will be meeting here at the Union Building on March 1 and on that Saturday morning, at 8:00 a.m. probably. The details are not finalized yet. We will have the Faculty Relations meeting and you are cordially invited. Another item that might be of interest to you is that the All-University Faculty Council will be meeting at Bloomington on February 12, and there is an item on the agenda related to the review of Dr. Irwin. There will be some report to this Council after that report is given. And finally, there was an error in the Sagamore article relating to the Search and Screen Committee for the replacement for Bob O'Neil. It said that there was only one IUPUI member. There are two IUPUI members. I am one of them and the second member is Tal Bosin of the School of Medicine who happens to have responsibilities on the Bloomington campus which caused, I think, the confusion. But there are two representatives from this campus on that committee. That completes the Executive Committee Report.

Agenda Item 4: Old Business

VICE PRESIDENT IRWIN: Is there any old business?

PROFESSOR LANGSAM: Yes. You have in your possession a revised list of the Standing Committee charges. Because of the lateness of the hour I think it would be better not to act on this now. But, I would very much appreciate it if you would take this with you, look it over and if there are any concerns we will vote on these at the April meeting which will permanently change the By-Laws. But if you have concerns, please let us know. Some people already have turned in very helpful comments. But we have heard nothing from other committees or individuals. So we are going to give you one more chance because once this gets done we would rather not have to change it again. I think that is the end of our old business, and I have no new business.

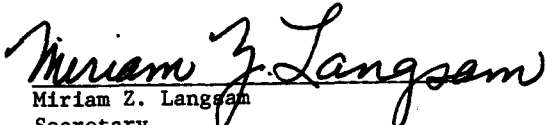
PROFESSOR MOORE: How many of you have never been to the Champions Room? (Show of several hands.) That is what I thought. Well, I better say a word. The Champions Room is the lower lever of the Tennis Complex. You know the new Tennis Complex is right behind this building. You have to either park here as she said or over on the west side. When you go through the gates and go over to the stadium, you will see a sign that says "Champions Room". It is a very nice room and we want you to get acquainted

with it. That is one reason we are having the joint meeting there. It will hold anywhere from zero to probably 150 or 200 people and I want you all to be aware of it. It is available for functions of this sort and if you want to have a meeting of your faculty over there you can do it. The charge is very nominal depending on the situation. There is a charge but not such that it would break the bank of any of the schools except for Physical Education perhaps. (Laughter.) I want you to know what it was, so you can tell your colleagues a little bit about it if you are asked.

PROFESSOR LANGSAM: I apologize for not having said more. I guess because I have been there I assumed that you had been over there to watch the tennis matches. If any of you need maps to find it, please call the Council Office. (Laughter.)

Agenda Item 5: New Business

VICE PRESIDENT IRWIN: As you leave here just look south and you can see the stadium. Is there any new business? All right, we are adjourned.


Miriam Z. Langsam
Secretary
IUPUI Faculty Council

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School of Physical Education
NC
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Indianapolis

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SUMMARY
IUPUI Faculty/Staff Council Meeting
March 6, 1980

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Minutes of
IUPUI Faculty/Staff Council Meeting
March 6, 1980, 3:30 P.M., Champions Room, Tennis Complex

Faculty Council Members

Present: Vice President Irwin; Deans: Francois, Grossman, McDonald, M. Stonehill, Weber;
Professors: Alton, Beck, Bond, J. Bonner, Cecere, Chalian, Davis, Faris, Fuller,
Gnat, Haak, Hendrie, Hennon, Hull, Karlson, Kimball, Kuczkowski, Lawlor, Penna,
Reed, Schoen, Sidhu, R. Stonehill, Tharp, J. Wright, Yu

Alternates: Dean Hugh Wolf for Dean Richard P. Gousha, Dean Sue Barrett for Dean Nicholas P. Kellum;
Robert Lewis Jr. for Dean Schuyler F. Otteson; Dean G. Kent Frandsen and Dean Gerald L. Bepko
for Dean Frank T. Read; Professor Henry R. Besch for L. Craig Miller, Professor Jordan Leibman
for Professor William Sartoris.

Staff Council Members and Visitors

Present: Don Booth, R. L. Bowman, Marilyn Brown, Joyce Compton, Tom Cook, Edgar Fleenor, Sharon Graves,
Arthur Hansen, Pat Jenkins, John Krivacs, Dorothy Medcalf, Robert Peale, Allegra Radspinner,
Jan Shipp.

JOYCE COMPTON: Good afternoon everybody. I want to welcome all of the faculty and the staff to our joint meeting. I am Joyce Compton, the Chairperson of the IUPUI Staff Council. Since this is a joint meeting, Dr. Langsam decided that I should preside today. I would like first to introduce to you Dr. Miriam Langsam, Secretary of the IUPUI Faculty Council.

PROFESSOR LANGSAM: I would also like to extend a welcome to both the faculty, staff, administrators, and guests. I would like to introduce you to two additional people. First of all, to my right in case we get into any legal troubles is our parliamentarian, Henry Karlson, from the School of Law. A special guest with us today, and I am going to ask him to stand up, is the President of our Student Body, Frank Brinkman, who is a student at our Law School. Frank, would you stand up. He is here to represent the student component of our activities. And now I will turn this back over to Joyce.

JOYCE COMPTON: I would like to introduce you to Dr. Irwin who is our Chief Executive Officer here on our campus. I would like you to be sure to look around you at this beautiful building that we are in today. This is such a nice place to have a meeting. Dr. Irwin.

VICE PRESIDENT IRWIN: Thank you Joyce. It is always a pleasure for me to introduce our speaker today, Arthur Hansen, President of Purdue University. Before he came to Purdue as President in 1971 he had been President of the Georgia Institute of Technology. He is a national leader in his profession of engineering and certainly in higher education. He has a baccalaureate, he has a masters, and he has a doctorate of engineering from Purdue, and he also has a Ph.D. degree from Case Institute of Technology. He started his teaching career at Purdue--West Lafayette--later went to the University of Michigan where he became Chairman of the Department of Mechanical Engineering. Still later he became Dean and later President at Georgia Tech. He is a member and a chairman of many boards and societies in the national field of engineering. He is the author of several books and many papers particularly in the field of fluid dynamics. He has been a great help in this partnership between I.U. and Purdue here in Indianapolis. I give you Dr. Hansen.

PRESIDENT HANSEN: Thank you Glenn. May I tell you how very pleased I am to be in this facility. This is a very very lovely facility. Glenn asked me whether I'd been down here to see tennis. When I said not yet, he promised that I will have the chance. I also appreciate the crimson and the gold table clothes.

What I would like to do today with my remarks to you is to look ahead to what I see as the future of higher education, particularly in the state of Indiana, though I think it goes beyond the state. It is going to be a rather broad perspective but nevertheless I will attempt to focus on some things that I think we have to keep very much in mind as we plan for the 1980's. My remarks will be divided into the so-called good news and the bad news. The good news is that with this last state appropriation things have at least temporarily turned around. As we worked on the state appropriation for this coming year, I think we were a little on the pessimistic side. There were times when we would have an increase above and beyond the magnificent 7% that had been promised to us but then it would seemingly vanish.

Until a few weeks ago we thought that the best we could do was perhaps 2% more than the 7%. As you know, it now turns out that the state has given us 4%. That gave us an indication for the first time that somebody down there was sensitive to the plight that we were in. Some one not only realized the plight we were in but if I might go to the bad news, they understood where we were. Not long ago we had a survey made on faculty compensation. The results indicated that as of this particular year going back five years we had lost 5.4%. This was based on the consumer price index. Indications were that inflation for this coming year would only make matters worse. At least there is somewhat of a turnback for keeping your real income constant. But that does not mean that we have a solution to the problem because we haven't. One hates to think that our faculty salaries are really supplementing or compensating for higher education of the State. But for the moment at least things are a little bit cheery.

On the negative side, the schools of Indiana in higher education generally are underfunded. There are no two ways about that. Along with the problem of underfunding we have a series that I would call a litany of problems. These are the ones that I see will be facing us in the immediate years ahead. Certainly salaries and wages will remain critical. They will remain critical for no other reason than I do not see a sudden change of the tax base for the state. And I do not think that all of a sudden someone is going to say we will put you back on a constant real income. It's not going to happen and it is not just the faculty. I can speak very knowledgeably about this at West Lafayette. The other day I had a chance to visit with the people in our machine shop. These are highly skilled people who are instrument makers and the like. They are very hard to come by and to keep. And I asked the fellow in charge about our hourly pay. He said the top pay for a machinist is \$7,096.00. He said that is the top pay. Then he said: "Take this chap over here. This is a fellow who has been with us for a number of years and he is making under \$7.00 an hour. He was so highly skilled that Argonne Laboratory was sending projects for him to do for their experimental work." Then I put that against the salaries of \$10.50 per hour and up that the Caterpillar Company will soon be paying. And I say, "How are we going to keep skilled employees?" I am not telling you anything that is new. And the problem goes beyond the faculty and staff. We can not keep up with equipment and supplies, library holdings, modern technological needs like computers and so forth, and that will continue unless the State takes action. Now there has been some thought about that. I think that the State is beginning to recognize that the present funding level is not going to keep up with the tools and equipment with which we have to work.

Then we have a problem of more of our resources being siphoned away by government intervention and that is a continuing problem. There are more programs now that are covered by government regulations. And all of these come down upon us with the feeling of "You solve the problem. This is your task to perform." Other things are also beginning to show up that disturb me. We have seen this particularly at West Lafayette, and I am sure there are people who see it here, and that is the lack of students who are continuing beyond the B.S. degree. Every year as we look at students and ask them about their plans we find that they are leaving. And the reasons are simple. First of all is the attractiveness of jobs somewhere else, especially in technological areas. I talked with a young man the other day who was completing his masters degree in management. He was very happy. He said he just got a job offer. I said, "Great. What is it?" He is going to work for a company on the west coast and his starting salary is \$28,400. Now that is a nice way to start off life with a masters degree. Then I think of a person hired in one of our technology schools not long ago. The requirements were that anybody that we hired for that position normally had five years of experience and a masters degree for which we pay the magnificent sum of \$18,000. The individual said that he loved to teach. He loved the field but to make that move to come on campus was costing him his savings. That was because of his house. I think that he had to float a loan at the mortgage rate, and moving expenses were involved. And, he said, "Is it really worth it for me to make the move?" Sometimes I wonder when a person makes a move at such a tremendous sacrifice. And, that will go on too. These are things that the students know. And they know very well that we are facing a time of rather constant enrollments so if they were to join a faculty the chances for promotion are going to be very very limited. Will the Ph.D. be worthwhile? I think that their answer is that it probably is not in the long run. Once again, I do not see a change. I have picked the area of engineering and technology because of the tremendous competition in the outside world but it is true of the humanities as well. Across the entire spectrum of education is that question. Is it worth it in this day and time to join the academic community? What do I do about that? I have no simple answers. I simply haven't. It is not only a State problem it is a national problem. A lot of people are trying to find the answer but it is a tough question. I put that before you as one of the problems I think that we will be facing fairly quickly. Another thing that bothers me in these rapidly changing times is having enough flexible funding to give faculty members a chance to develop and grow, and I hear this over and over again. Someone will say we have cut our travel expenses again to maintain something else. People can't go to meetings. They can't attend professional societies. Or speaking more specifically in more technical areas, they are becoming obsolete now. How do I get them out of the university environment into industry to learn what the new techniques are all about. The money has not been there. I worry about that aspect a great deal. We simply have got to have flexible funds for faculty so that they can go out and grow. Finally, we have or will have no return non-productive competition for students as enrollments decline. You are going to face simple competition among other sister institutions in this State. And I think in the long run that is going to cost us from the resource standpoint. It is something that is going to be difficult to combat.

All of this comes down in my mind to one basic problem that we have to solve. The problem is solved by priority setting, by planning, by planning extremely carefully, by deciding on trade-offs, by gathering very accurate information about what we are doing, and then by making some tough decisions. I wish that I could say to you that I did see something along the horizon, or around the corner that would be really a positive indication that this would not be necessary. I simply honestly can not and do not see that. The problem is going to come. The response must be plan, set priorities, and then decide. Now having said that I would also add this: The institutions which do not plan very well or very effectively will simply lose, and those who do not have contingency options that they can exercise will be at a tremendous disadvantage because they will not have the time to plan. I have gone over this time and time again--back at West Lafayette that is going through what I would call a crisis scenario. What happens if the budget is really lean? What happens if the appropriation is not there? How are you protecting the university against that? What will your options be? We have exercised some of those options already and we have others that I would call a contingency plan. Everyone of them is painful, but we have tried to set those priorities so that options are there. Now how do we go about setting priorities? Here I say "we" because I mean both the faculty and the administration. This has got to be a team effort. Both groups must sharpen institutional operations. For example, what are our programs supposed to be achieving? What criteria should be used in making evaluations? That is a tough one. Are they fulfilling our expectations? For example, I reviewed the libraries the other day and I heard all about the rising costs in books, the rising costs in periodicals, the service that we were offering the students and the faculty. And then we talked about new technology and there is a wealth of new technology out there for serving library users. Computers can do all kinds of things; you punch a little keyboard and your system can tell you whether the book that you want is in or out and who has got the thing and when it is going to be back. This is a marvelous aid to the researcher. But I said that the money is not here. What are you going to do? How many books, how many periodicals, which ones, which way are you going to lean? More books? More periodicals? Do you really need that computer operation? Can you justify it? How about personnel? And the answer was that that is one area that we must ask the faculty to advise us. And that is what we have done. But when you have done this all along you can only say that the financial crunch has increased. And you hear one group that says we must have our journals and we must have our periodicals. Somebody else says but we must have our books for research. Sorry about that. What is the compromise? Let's decide. That is where the team work becomes absolutely critical. And I would point out what I think is obvious that no administrator and no administration could or should make those decisions for the faculty. They simply can't. The administrator that does that is a fool. It can only lead to disaster in the long run.

These problems, I think, are very real, very vital to our future, and I want to report on some recent State planning and thinking. I bring this to you not from the standpoint of criticism but only because I am very sensitive to what I now hear. And when I say what I hear, I am talking primarily about two sources of input. One which came from a conference with the Trustees two weeks ago and other reports that have come from the Commission on Higher Education. Their view and my view are slightly at variance, and I think I can explain that to you. But first of all, there are some points of agreement between what I have been hearing of the university picture of needs and the state picture of needs. One of the things that has been mentioned is the rate of students going to college in Indiana is probably one of the lowest in the country. It is terrible. Thirty-five percent or something like that. And the State is saying why? How come? Why aren't more of our students going to college? We talk about declining enrollments and my gosh there is a great pool of students out there if we could find a way to get them to a college. Second, the state people say that higher education and its benefits are not being sold as effectively as might be possible. I say perhaps. I am not sure of that. But there is a conviction that we are not doing a good selling job in this State. That is one reason why students in Indiana are not going to college. Another point of agreement is that we in Indiana can benefit greatly from higher per capita income for our citizens to which I say "sure" that is absolutely true. The more money people make in Indiana the more taxes they pay; the more taxes they pay the better it is for us. And we will all agree. Certain educational programs that have been impaired in the State, particularly those in the health sciences, are the prices in this State. You in higher education want to solve that. I would say yes. We have a serious problem in our high schools which higher education can not ignore. That problem relates to retention, probationary students, education for the gifted students and so forth. Not long ago the vice chairman of the Indiana Commission for Higher Education really put that to us. In his words high school education in this area, for Indianapolis certainly, is a disaster. He said that you in higher education had better take cognizance of that fact if we are to solve the problem of too few college students. I agree. All of these points are well taken points. For the institutions of higher education, for their own self interest, can not ignore these problems.

However, after recognizing the list of issues that have been put before us by the State and the state planners, how do we respond, how do we fight? Number one, we talk about students going to college. Why specifically is it that our college age youth are not opting for college. Let's find out and then determine appropriate responses. What is not needed is to pursue solutions before we know the reasons and then make investments for remedying the problem with a proposed remedy may be inadequate or inappropriate. Assumption: the main reason why students are not going to college is because they are not well informed. What do you do about that? Over the State you have counseling agencies and you have people who will go out to high schools or go out to industry and tell people about what we can offer here on the campuses. If we do that we'll inform the

work force which will result in students. How do you know that? What facts do you have to support that contention? We do know one thing. To do that is going to be extremely expensive. And secondly, the pot that we have to work with is a finite pot. The money you need means less for our educational needs in the State. My only point is that when decisions are made let us not assume a solution first. Don't spend the money and then say we were wrong--bad news. That we can't do. Again assume if you will that the primary reason for lack of sufficient students is in the high schools themselves and, therefore, we need to work very closely with counselors and send more people out into the high schools to solve problems. One more time I will point out that that is an assumption that currently is unverified.

Another unverified conclusion is about per capita income. The answer to increasing it that I heard was that if more people had jobs, skilled jobs, their incomes would be higher. True. What kind of skill jobs are we talking about. Well, those that are primarily vocational in their thrust. The conclusion, therefore, is we can increase the per capita income by expanding our vocational school offerings. If we do that more people will get trained, they will get better jobs, and everything is settled at that stage of the game. One more time, that assumption is basically incorrect. First of all, where are you going to find the personnel to carry out a large expanded program in vocational education. I need not remind you of the story I told about the chap who came to the University for \$17,000 or \$18,000. Where are you going to find them. Where are you going to find good people. That is extremely expensive education on two counts--faculty and modern technology. Again, I am not speaking against vocational education except to point out that if you go that particular route your best answer is to be one very early expensive track for the State to take. Second, when that happens the outcome may very well be that colleges and universities are starved even further and the research and the talent that will eventually provide a base for vocational education might very well be limited or destroyed. Now one more time, an illustration. I have a nice camera. My wife said "Why are you buying a new camera?" I said "Because this is the new Olympus M-2 and it does everything. It has all kinds of gadgets. It is great." So I bought the camera. It is a marvel of electronics. Now that is a beautiful sophisticated thing to put together. It is being done by laborers in Japan. Not in the U.S.A. but in Japan. To build that camera takes a lot of vocational skill. I did not buy it because the schools are enlightened. I did not buy it because it was painted a nice black color and had a pretty leather strap. I bought it because of its electronics. And that electronics is the product of high technology. Without that the camera would not compete in the U.S.A. So that high technology ultimately and the research behind it has produced all kinds of jobs. It has provided that base for which others can find work. And so, my worry is that we look at one end of the spectrum, one part of the picture and we say that vocational schools are the answer and let the universities do with less. That could be the road to disaster. And I am critical of solutions, and I realize it, at this stage of the game. I am saying whatever you do be careful that you don't destroy the very thing that you are trying to preserve.

Having said this, colleges, universities, and state planning agencies can and should view the problems together. Individually something beneficial can not be done. It is true of the faculty too. You don't make decisions in a vacuum. When you do planning it should not be in a vacuum either but rather a combined, carefully orchestrated joint piece of work. Now how should planning proceed? The same way that it does on a campus. Exactly the same way. Gather information first of all. Build on the basis of facts. Then set priorities based on criteria that relate to public needs. Establish trade-offs and make proper decisions. It is as simple as A, B, C, but I have the uneasy feeling that it is not being done that well. Having said this, I may sound like I'm a great advocate of centralized planning but I am not. But planning and priority setting does make sense especially in universities.

Having touched on that particular point let me shift to one other topic that also came up not as part of the meetings that I attended directly but little things that were said. Little things that are heard when talking to people who are at these meetings and others. I would say to you that as people presently view higher education, we are not the most loved people in the world. It is not that we aren't liked, but we are just not loved very much. And time and time again I had the impression that people were asking us "What are you really doing? A lot of money is being spent over there on the campuses, and what are you really doing?" The implication is that there are other higher priorities in this State than higher education. Now I think that is a very jaundiced view. What is the problem? What are we doing wrong? Well, I am back to my fundamental impression again that until we really know what we are doing in carrying out our educational mission we can't convince others. If you will permit an analogue to the business world we might ask a question like this, and it is very simple. What kind of a product do we want to produce? What qualities should that product have to serve some commonly accepted need? And what should the components of that product be like? How do we go about doing the job we think we need to do to produce that product? That is what a business person would say looking at what a company does. Now if the company wants to stay in business, it had best ask these questions continuously. This leads to what is commonly called strategic planning. A simple case in point: If an automobile company is currently producing large fuel deficient automobiles and does not ask such questions, it will soon realize the painful consequences as one company has. Now what are the products that we produce? Education, service, and research. That is what we put out in the market place. That is what we produce. Let me examine only one of these three. The one that I have chosen is Education. That is our product. Let's go back again to the question. What does our product look like? How are we going to build it? And what are the needs that the product is supposed to fill? When we consider the

education of our students what are the programs that we would like to provide for that student so that upon graduation we will at least be satisfied in our own minds that we had done the job? In approaching such a problem, where might we begin? I would like to propose a few ideas to you.


First, it would seem to me that we should try to be certain that our graduate, our product, has what might be called basic functional tools. By that I mean that he can read and write because if he can't that student has problems. It is just like the automobile manufacturer again. You don't build a car without an engine or without wheels. Without these, the thing doesn't run. I say that the fundamental functional tools are part of our product. And with that I come back to the issue of the supply. And again a manufacturing company may be making automobile tires and all of the models come in and they are not circular but are oblong and the automobile company says "I can't work with that." We need to look at our supplies. What have they provided for us. It is a pertinent issue for us to know what the high schools are doing. And we could say that is not a concern to us, we will solve the problem without them but every time we solve the problems it is going to cost us people and time. So our suppliers are critical. I would also hope that our students can communicate ideas fairly effectively and have a working knowledge of basic mathematics.

Now considering the real world, what else needs to be in the product? I would say that number two is some vocational or professional skills. We would like to have a student graduate and, since they have to function in the real world, have a job. You would like to have that person have something that says I am employable. It is not to be the whole curriculum but it ought to be a part of it. And then I would ask, "What courses do we have in my package that would give students some knowledge that would enhance a person's role as a citizen in society. That is a very open-ended goal but we ought to at least think about it. You want a person to be a contributor as a citizen in the sense that the Greeks meant when they swore into citizenship the young men of Athens. They said that you shall leave this city with not less but greater, better, and more beautiful than it was transmitted to you. High ideals. Those young people were equipped to be citizens in the best sense. If our product was not exposed to values and making value judgements and I'll say that if our product doesn't have values that we have missed something very critical and very important. And the student should have enough basic material in some field of interest to enable that student to continue to learn long after school. He ought to be an expert on something. He must now be able to say that I can now teach myself. That is a great thing. And I would ask for some exposure to a wholly new concept to simply broaden my vision and scope. You ought to be able to go to college and say, "Gee, I learned something totally new that I didn't even know existed!" I have one student that almost changed a major after taking a course in photography. She took the course as strictly an extra course. She looked through the catalogue and said, "Hey, there is a good course to take in college." But that student became so intrigued with photography that she almost became a photographer. A whole new world opened up for her. And she said to me, "I look at things differently today than I ever did before. I look at houses and I look at landscapes differently because I had a course in photography." It was the greatest thing that ever happened to me at Purdue." I was concerned that one course in photography could mean that much to her but it was something else that we did well. (Laughter.)

You know what I would like to see? It doesn't happen but I would like to see this faculty sit down with its fellow members and look at the product and the present design and say, "What do we want?" What we want is when a student comes to us, we consider that student. Then we say this is what we hope you will be like after four years. That is what we are going to promise. That is what we are going to work at and design. That is your package. That is what you are going to obtain. And it all fits and it all makes some sense. Now within that there is a lot of latitude, but the point is when you say that you then ask the next question. Are we doing that now? Are we doing it efficiently? Are we doing it well? And as an administrator, are we doing it cost effectively? Until you know where you are going you can't set priorities, you can't plan, and you can't find criteria on which to make judgements--so my standpoint begins. If we would do that when a legislator or a layman says what do you do out on the campuses? We can fairly well tell what you can do, what the benefits are if someone comes to your campus. One person said to me, "I see only one reason that you exist." I said, "What is that?" He said, "To give people enough schooling to get a job." If they can't get a job education really is marginal." I thought that was absolutely shocking. If that is what we are in business for, we are in sad shape. What he doesn't have is the picture. He doesn't have the concept. But if we in higher education say that is his or their problem, we are simply asking for trouble.

Now in conclusion let me try and say in many ways what I have been over. Basically I think that we have some very difficult challenges ahead of us. We are not going to be offered much on a silver platter. That is the way that it is. How do I know that? The only evidence and reference that I have is the past. That is the way it has been and I do not see any great hope for a change, at least not all of a sudden. Yet in spite of that, we can do a good job if we truly know where we are going and why. And we can stretch more than we have on every dollar that we receive and every hour that we spend but only if we know where it is that we want to go. Now those of us in the administration can fight the battle for you in the legislative halls and corporate offices but only if you provide us with the ammunition that we have got to have. And neither of us, I would submit, can do the job effectively alone, or certainly not as effectively as we could in a partnership arrangement. What we want to do is to give people a better chance to fulfill their potential in

education and to make the society of the future better than it is today. And because of these objectives education is and will remain a high calling, one of the very highest. Somebody remarked that as he looked ahead to the very turbulent times between now and the year 2000 only those countries which have the finest educational systems will be the only ones that will survive. I think that it is true. I think that it is really true, that the future will depend upon people. We can touch the lives of people in so many ways. We can and we want to improve the pattern of the world of tomorrow. That is a priority. We need to work more than ever to maintain this unique and important kind of mission that we have. And I am saying that it is serious. We can not take our task lightly. We can not under-estimate the impact of what we are doing and if we can only make that clear to our friends, to our supporters, I think we will find a way to get that support and we will find that it includes John Doe. The support is a consequence of our partnership. This then is the good news and the bad news: that the solution lies with us. Thank you.


Miriam Z. Langsam, Secretary
IUPUI Faculty Council

SUMMARY
IUPUI Faculty Council Meeting
April 3, 1980

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Minutes
IUPUI Faculty Council Meeting
April 3, 1980, 3:30 P.M., Law School, Room 116

Present: Executive Dean Moore; Deans: Francois, M. Stonehill, Weber, Yovits; Professors: Barlow, J. Bonner, Brandt, Burns, Burt, Cecere, Childress, Daly, Davis, Dehnke, Doedens, Fredland, Gartner, Gnat, Haak, Karlson, Keck, Kimball, Kuczkowski, Lawlor, Maxwell, Miller, Palmer, Penna, Reed, Roman-Weiner, Schoen, Shellhamer, Sidhu, R. Stonehill, Tharp, Vargus, Yu, Zimmerman.

Alternates: George T. Lukemeyer for Dean Steven C. Beering, Maudine B. Williams for Director Robert Bonner, Helen E. Dorsch for Dean Elizabeth Grossman, Samuel M. Standish for Dean Ralph McDonald, Robert E. Lewis, Jr. for Dean Schuyler F. Otteson, Henry R. Besch, Jr. for Richard Hamburger, Mark I. Mallatt for Byron Olson, Ruth Woodham for Jean Pontious, Jordan Leibman for William Sartoris

Visitors: Scott Evenbeck

Agenda Item 1: Approval of the Minutes of February 7, 1980

Executive Dean Moore: Good afternoon. Considering that tomorrow is a holiday, your appearance here this late in the afternoon is noted with great appreciation and you get two extra gold stars. I should say for the record that Dr. Irwin is not here and the reason is that he is attending an accreditation meeting in Bloomington for the School of Education. I will undertake to get you through your agenda. The first item of which is the approval of the minutes of February 7, 1980. Is there a motion to approve the minutes as distributed? (Moved and seconded.) (Vote.) The minutes are approved.

Agenda Item 2: Memorial Resolution for Robert Parker Marks

EXECUTIVE DEAN MOORE: The next item is a memorial resolution for Robert Parker Marks, a faculty member in the Herron School of Art and I will ask you to stand with me in a moment of silence. (A moment of silence was observed for Robert Parker Marks.)

Agenda Item 3: Presiding Officer's Business

EXECUTIVE DEAN MOORE: The third item is Presiding Officer's Business. I have only one general remark to make on behalf of both Dr. Irwin and myself. We have been going through the budget process. There is one difficulty that I wanted to at least have mentioned to the faculty. As many of you know, we have not received any additional funding from the legislature for about five years. What we have been receiving is increments for either salary increases or for the increase in the cost of Supplies and Expense, and other items. These dollar amounts have never met the cost of living increases and, in fact, have not contained any budget items in any event.

We have basically been operating on the same budget or slightly less for the last five years. There has always been the question of the reallocation of resources which is the modern jargon for suggesting that you reduce or cancel one program in order to improve others. I think that is a feasible proposition in an institution which has some programs which are diminishing in strength. Unfortunately for us, or fortunately as the case may be, we do not have any programs of that sort and therefore such a reallocation of resources has not been a realistic possibility for us. Each year now for the last half dozen years we have had to make an effort to stretch our income to cover larger and larger student enrollments. On the average, we have increased five percent a year for the last ten years and we are roughly fifty percent larger now than we were a decade ago. And as one would anticipate there comes a time when you can't do very much more of that and we are about to that period in our history. We have to begin to contemplate seriously the possibility that we may have to cap enrollment. We have already, of course, capped enrollment in many of the professional schools--Medicine, Dentistry, Nursing, and Law. In the School of Business we haven't capped enrollment but the requirements for admission have steadily increased in order to keep the entering class in Business to a manageable size. We are talking to the School of Social Work about the possibility that they may have to cap enrollments there and this may spread. This is something that I thought that you ought to be alerted to. The logical solution to the problem, of course, is for the legislature to increase our budget base but in general there is a reluctance to do that for a variety of reasons. The request to increase our base because of increased enrollment is generally answered with the contention that enrollments are decreasing at other campuses in the state and that the students ought to go to those campuses rather than here, if we can't handle them here. The reply, the rebuttal, is of course that students who come to IUPUI are generally students who can not go elsewhere because they live in Indianapolis and they can not afford to go to a residential campus either because of financial reasons or because they have work

responsibilities which require that they stay in this area. The only solutions we have to the problem at the moment are in the budget request process where the Higher Education Commission has a set of options under what is called "new program monies" or "program improvement requests". These two categories are pretty strictly limited in terms of what you can ask for. For instance, you are not allowed to ask for personnel. In these two categories we do regularly make as strong a request as we can manage. We will do that again in the coming budget period but our growth is probably going to be restricted by these kinds of difficulties. I think that we all, particularly on the non-health side of the campus are going to have to begin to cope with this problem more than we have in the past. That is the only comment that I have. Are there any questions that any one would like to ask?

PROFESSOR VARGUS: When you are talking about limited resources and cutting back, one of the things that is relevant is student credit hours which effects where and what kind of income you can generate. This summer we are facing a situation where we have a very limited number of offerings, presumably because we don't have the money to offer more. The first question that I would ask is if it is likely that we will continue to operate with limited offerings subsequent to this point, and secondly, how can we justify, I use my own department as an example, that the Bloomington undergraduate offerings in my field outnumber the ones on this campus this summer by the order of four to one. I just can't see how we could have screwed up that much budgetarily compared to Bloomington.

EXECUTIVE DEAN MOORE: I think you are asking two questions and by the time you got to the second one I forgot what the first one was.

PROFESSOR VARGUS: The first one really has to do with given the fact that we have to justify...

EXECUTIVE DEAN MOORE: Oh yes. The eight weeks summer session this summer is an experiment. We will have to see how it goes. It may or may not result in fewer credit hours. We don't know. You may think that you do but we will have to see. In general, those of us who are not sociologists prefer to base our opinions on fact and you have to wait for the facts before you proceed. (Laughter.) At any rate, that is an open question and if it turns out that say this summer is a disaster we will have to look for other alternatives. The basic reason that we went to this process for the summer was because of the fairly serious tuition short-fall we had. We either had to cut the summer offerings or the regular year offerings. Those were the only really viable alternatives. And so we discussed it here among other places and we decided to try reducing the summer offerings.

PROFESSOR VARGUS: Now you've just conducted a very long discussion which may be a philosopher's fact. (Laughter.)

EXECUTIVE DEAN MOORE: It is. It is logical and you have trouble with that. (Laughter.)

PROFESSOR VARGUS: The thing that troubles me is that in the past we ran into the short-fall and now you are saying, "Well, prepare ahead". Well I think the faculty has a right to at least some guidance, or at least learned opinion from the administration to know what we should anticipate in the future and what will happen to our old campus down the road.

EXECUTIVE DEAN MOORE: I thought that I answered your first question. I don't know what the future will hold until we see what happens this summer. If this summer turns out to be fairly successful we will probably continue the eight week pattern. If it does not we will not. That is the best guidance I can give you until we see what happens, I don't know what I will recommend. Regarding the second point--the tuition short-fall, which has made more of a dent in our operation than the one did at Bloomington--our tuition short-fall was almost entirely in the non-health side and we had to somehow make it up. We either had to reduce the part-time faculty offerings in the regular school year or the part-time faculty offerings in the summer. We will try the summer and see what happens. Eight weeks summer sessions have been popular all over the United States.

PROFESSOR VARGUS: The issue is not one of eight weeks or whether we have two six week ones or not in one sense. It is, as far as I am concerned, simply a matter of somebody somewhere screwing up because there are a whole bunch of students sitting out there. You, in fact, articulated it rather well that these students are bound to Indianapolis for one reason or another. They do not find it convenient to go down to Bloomington to take courses in the summer, so we are going to be turning some of them away.

EXECUTIVE DEAN MOORE: Yes we are. We are going to be turning them away during the regular school year also. We are just not getting the money we need! And when you don't have the money there is a limit to what you can do.

PROFESSOR VARGUS: All right. I would just hope that you would understand that the faculty feel that we would like to see very vigorous efforts made by the administration to see that this particular campus'

unusual circumstances are articulated, because as near as I can tell many of our state legislatures don't understand this.

EXECUTIVE DEAN MOORE: Let the record show that this administration will make every possible effort to articulate the difficulties of this campus and I would even go so far as to say that I think we have always done so. And I don't know that I think that the problem is as much with the legislature as it is with the Higher Education Commission.

I have told many of you privately and I will tell anybody that will ask me. One difficulty of course is that the Higher Education Commission has either it's third or fourth Commissioner in the six years that it has been an office. And each one has got a different idea about what is going to happen and you think you have got your ducks all in order and you turn around and you have got a new Commissioner and he is looking for a different set of ducks.

PROFESSOR YOKOMOTO: I would like to carry on with that.

EXECUTIVE DEAN MOORE: I thought you would. (Laughter.)

PROFESSOR YOKOMOTO: This came up at a meeting of the School of Engineering and Technology. According to the official figures, Bloomington and Purdue teach approximately 20% of their full year load during the summer. In other words their summer course offerings are about 20% but on what basis I am not sure. Our summer offering is about 3% or so. And it seems strange because we have more of the traditional twelve month students. We have more working people who go all year plus there are some students who come home. So it almost seems like that we can serve a more well rounded summer program than they can. Yet we lost courses and students.

EXECUTIVE DEAN MOORE: Well I agree with you. What would you like me to do about it?

PROFESSOR YOKOMOTO: I think that the answer is obvious.

EXECUTIVE DEAN MOORE: Well it isn't obvious to me. If we don't have any more money, what are we going to do?

PROFESSOR YOKOMOTO: I think we need to make a big point to emphasize that summer term here is more than a summer term anywhere else like at Purdue where the needs are different.

EXECUTIVE DEAN MOORE: Well, the only way to increase the summer is to decrease the regular year. Which way would you like to go?

PROFESSOR YOKOMOTO: Can't we keep the regular year up and ask for a better summer program?

EXECUTIVE DEAN MOORE: There is no money.

PROFESSOR YOKOMOTO: The legislature?

EXECUTIVE DEAN MOORE: You can ask for it. We do ask for it. We have asked for it. We don't get it. We will keep on asking for it. But until we get it the pie is cut up and there isn't any piece left over. I knew I was asking for a lot of trouble by raising this issue but the reason I am doing it is that it seems very clear to me what the situation is but it also seems very unclear to a lot of faculty. I know that what I am saying will be read by people who are not here and I would like to try to make the point that our problem is a fiscal problem. We don't have the money we need to do all of the things that we would like to do or that we ought to do! Nobody questions that we ought to have a larger set of offerings in Engineering and Technology not only during the summer but during the regular year. And we have tried to make that case and in your instance President Hansen has helped us try to make it to the Higher Education Commission but so far it has not produced any useful results.

PROFESSOR YOVITS: In capping enrollment in a professional school where you have control of students is one thing. How you can cap enrollments in a school where a great deal of the work is service oriented becomes a much more complex issue.

EXECUTIVE DEAN MOORE: Yes. That is why we want to start thinking about it before it happens and we don't know how to respond. It may not happen, but if it does what would we do?

PROFESSOR YOVITS: I know, but my understanding of what you are saying has some very serious consideration to cut or at least not increase our offerings. In fact, you are suggesting it may be absolutely essential to do that.

EXECUTIVE DEAN MOORE: Maybe, maybe.

PROFESSOR VARGUS: Just one other thing. I realize that you interact fairly regularly with people like Vice President Williams and President Ryan.

Everybody keeps telling the faculty and I have heard it a lot of times in lots of places and I have even stood up and defended that we are a system which is eight campuses, so on and so forth. Now look, that little campus with the trees and flowers and the funny cigarettes down the road, that campus in the summer has always had a large summer enrollment but a lot of it has got to be coming from up here.

EXECUTIVE DEAN MOORE: No. It is a residential campus and a lot of those students simply don't go back to wherever they lived before the summer. They stay on. We are not a residential campus. We are a different operation. Yes we are a system. But as far as being a system financially there is another point that seems widely misunderstood. The legislature appropriates the money by campus. It does not appropriate amounts to the President of Indiana University which he divides among everybody.

PROFESSOR VARGUS: Did you not recently accept the All-University Faculty Council's inter-campus transfer fund to allow the movement of funds from one campus to another in order that activities conducted at one or the other if the demand were there and so forth?

EXECUTIVE DEAN MOORE: Yes.

PROFESSOR VARGUS: Wouldn't it be appropriate perhaps to suggest to President Ryan that perhaps the summer sessions demand that Indianapolis be looked at relative to the Bloomington demand and perhaps maybe some assignments be changed or monies transferred.

EXECUTIVE DEAN MOORE: What you are proposing is the reallocation of resources.

PROFESSOR VARGUS: Which you said we should be looking at.

EXECUTIVE DEAN MOORE: Well you can look at it but I also said that the difficulty in doing it is finding a program which is diminishing and where you are justified in reallocating resources. The summer program in Bloomington is not diminishing.

PROFESSOR VARGUS: If ours does this year, which is a good probability--50-50 or I even give you 60-40--the next year we are going to be tied in to even fewer offerings because we play right into it by simply cutting them back.

EXECUTIVE DEAN MOORE: I don't know that everybody is interested in this discussion so if you want to carry it on with me I will be glad to do so but I don't think that I can do much more than repeat what I've already said.

PROFESSOR VARGUS: My expressed concern is shared rather widely.

EXECUTIVE DEAN MOORE: I know it is and that is why I wanted to discuss it. I think that it's not very likely, and I'm not sure that I would even support the notion, that resources should be taken from one campus of the University and put in another campus. I would like to move on unless there are other questions. This distinguished looking gentleman here in the front row is our visitor for the day, Harrison Ullmann. Harrison has been involved with this institution for many years and he was formerly head of our News Bureau. He is now carrying on more exalted projects in Ted Bonus' shop and he is here today to discuss one of the projects which is called "Project '70" and I will turn the floor over to him.

MR. ULLMANN: I enjoyed the conversation that was going on while I was sitting here but I think that if you are looking to the Congress, or the General Assembly, or the Governor of Indiana, or the HEC, to change the allocations for higher education that you are really looking in the wrong places. Those institutions are all political institutions and no matter what else they might look at the mighty engine that makes them move is public opinion. So if you want more than marginal improvements in your treatment from the legislature or the HEC or the Congress for that matter, public opinion is where you are going to make those changes. If the institution and higher education generally do not go after changing public opinion then you really are not going to improve your situation very much over the next several years. Anyway, public opinion is why I am here. Working for a place like Indiana University over the last twenty years, particularly in P.R., was kind of a nice thing, because every year through the 50's and for a good chunk of the 60's enrollment went up almost every year and the appropriation went up almost every year or every biennium and people who

were sitting around in public relations were telling each other how good they were because it kept getting better every year. And, recently things have not been getting better every year, and around America's colleges and universities there are people who think that this means that we should be doing what we have been doing a lot harder, others of us think that it means we should be doing something quite different. One of the things I think we should do differently is to figure out what it is that brings kids to a university and what it is that inspired public support. I was thinking about this about a year and three months ago on New Year's Day watching all of the bowl games. Those of you who watch football and basketball will know that often during half-times and other dead moments the participating school gets a minute of network time to show off its campus. Usually what the schools show off is something about their founding date. Most institutions are very proud of when they were founded. They recite the number of academic divisions or schools, the number of degrees they have given, and somewhere in there there is usually the claim that the school has either the largest agricultural research station or the largest medical center between somewhere and someplace else. These seem to be interchangeable things. And try to remember those things. The only claim I can remember made on behalf of higher education was Florida State University, I think, said something during whatever bowl game about being the world's center for teeth transplants and do you think I was sitting there thinking, "I'm going to send my kid to college because that place leads the world in teeth transplants". Well you know the answer is "no", that is not why I send my kid to college. You look at why people go to college and basically it comes down to the idea of improving themselves. You look at the reasons why the citizens support Indiana University or why they don't and it is based on an expectation that all of these people who have gone to school someday somehow are going to be useful once they move back into our communities. So after a while it came upon me that the way to demonstrate this was not by talking about what our new buildings are or what books you all are writing this year or why you are in Washington and won't be able to teach a class on campus this fall. The real proof to whether or not you are going to benefit yourself or the University or whether the University is worth supporting, the real proof of that lies in the alumni. The real test of a University, I think, is the alumni that are floating around out there.

Now I hope that you will forgive me for this, people in the central administration are supposed to be very simple minded and what I did was apply a very simple minded approach to all of this. It came down to the idea that the way to prove to a parent or to a child that you want to go to college is to show what the alumni have been doing recently. That counts more than anything else, I think. It counted more with me when my kids were picking their own schools and their own majors. If you want to demonstrate to a bunch of taxpayers out there why they should go on supporting Indiana University and these people are being wiped out by inflation just like you all are, if you want to explain to them why they should give tax money to Indiana University, you show them what good they are getting from the alumni. Nobody can afford anymore to be taxed in order to keep the number one school in music in Indiana, or simply to have what we could claim as the largest medical school. Hoosier pride just isn't worth it anymore, as far as appropriations are concerned. Out of this came a simple minded proposition that we build an entire publications campaign on the accomplishments of a single class of Indiana University graduates. For a variety of reasons, most of them journalistic, we picked the class of 1970. There was another good reason for that. We figured that the class of '70 was still young enough that eighteen or nineteen year olds--potential college students--could identify with these people and at the same time they have been out of school long enough--that turned out to be kind of a misconception--to have established a pretty good record of success. We were right on both accounts incidentally. We composed, with Brian Vargus' good offices and outstanding help, a questionnaire which we mailed to 9,200 men and women who received I.U. degrees during 1970. Roughly 2,600 of those were returned in usable form or about 28% or 29%. I will go over some of the results very quickly because...Incidentally anytime that you have questions just go ahead and ask them.

PROFESSOR YOVITS: Did this include graduate degrees too?

MR. ULLMANN: Yes, graduate degrees, associate degrees. Any degree awarded during 1970. We chose the calendar year as opposed to the academic year primarily for journalistic reasons. But anyone who got a degree of any sort that year is included in our population.

PROFESSOR LEIBMAN: Could you give us some idea of the degree of nonrespondents?

MR. ULLMANN: Not yet. This is really a "first-of-its-kind" project. The only one like it that I know of is a survey that Harvard did of the 1925 year class last year. Indiana University has never done this before and except for Harvard no one else has either. I received a number of inquiries from other colleges and universities. I am just unaware of this going on before so I don't know a whole lot about our nonrespondents except in very broad terms. The nonrespondents do match up with the respondents on things like sex, the type of degree awarded in 1970, and instate versus out-of-state residence. But beyond that I really can't say.

PROFESSOR YOVITS: One would expect that the respondents would be somewhat more successful.

MR. ULLMANN: No, that is not true because education degrees are over-represented in the respondents. These are people who are not too prosperous. At the same time I think that we are a little bit under represented in medical and dental degrees where you would expect incomes to be pretty good.

EXECUTIVE DEAN MOORE: Fair, anyway.

PROFESSOR LANGSAM: I would trade. (Laughter.)

MR. ULLMANN: As a group, the personal incomes reported by these people were about \$22,000. The average age was about thirty-five but most of them are thirty-one or thirty-two. That is where the big cluster is. Family incomes average around \$32,000 a year. That is for all degrees, all campuses. I got some things that surprised me or which I thought were very interesting. Two-thirds of these people who got degrees of all kinds in 1970 now have graduate degrees. Two-thirds of the class of 1970, in other words, have masters degrees or doctoral degrees and this proportion is going up. Some of those people are still in school; others indicated on the questionnaires that they plan to go back to school. I was surprised by that. Even considering the heavy component of graduate and professional schools in the I.U. organization, I was still surprised that graduate and professional degrees had been earned by that high a proportion of the class of 1970. I wish we had comparative data. I would really like to know if this is a characteristic of the sorts of people who are going to school at roughly that time or if it has gone down since then. I suspect that it is quite a bit higher than it would have been for the class of '50 for an example.

PROFESSOR LUKEMEYER: Do you also feel that the nonrespondents have the same kind of distribution of graduate and advanced degrees?

MR. ULLMANN: I think so because they match up in other ways.

PROFESSOR LUKEMEYER: A lot is being said about success but there are other ways of measuring success than monetarily.

MR. ULLMANN: Yes, I will get to that in a moment because that is one of the reasons that we ran this particular kind of questionnaire.

PROFESSOR KUCZKOWSKI: Did you say that there were a number of respondents with degrees in Education?

MR. ULLMANN: Yes.

PROFESSOR KUCZKOWSKI: For one thing, in this state it is required that you have a masters degree.

MR. ULLMANN: I know.

EXECUTIVE DEAN MOORE: I think that Harrison has made a mistake in saying that he would take questions now. I think that he should run through his report and then you can ask him questions.

MR. ULLMANN: The second thing that I found very interesting is that we asked the question, "Is there some individual faculty member or course or activity you remember as being particularly important in your life?" About one-third responded that there were. The responses were spectacular. It amazed me, how many people out there ten years after they took these degrees can look back and find individual faculty members who one way or another profoundly affected their lives. These people remember those things. It is something that I think we should deal with more because it is such an overwhelmingly visible measure of the importance of good teaching. Things that are going on in the classrooms are having an effect in these lives ten years later. I thought that was extraordinary. The alumni were very outspoken in the courses that they recommended. We asked if there was some course or activity that students take today. Recommendations were generally for stronger higher standards for admissions and for degree work. There were a large group of recommendations for much stronger preparation in English both written and spoken. That came up time and time again. There was a larger group of recommendations that all I.U. students acquire some kind of proficiency with computers. Many of these responses came from people who seemed to be working in areas where a knowledge of computers would not appear to be something of primary importance but even these people are running into computers. There is a cluster of recommendations for things in the humanities; arts, art appreciation, music appreciation, that sort of thing. It looks like people think about whether their own education was broad enough and the first things that they think of are music and art appreciation. Incidentally, one of the really striking things is that there seems to be an association between music and medicine. I can't account for that. But the association was so striking that when I read a questionnaire coming back from a physician I began looking for the music association because it was almost always there. They played an instrument, collected music, performed in a group, sang, and when they traveled they would go on opera tours. I didn't see as strong a correlation anywhere else. I didn't see it in dentistry even. I can't explain that.

EXECUTIVE DEAN MOORE: Both are highly sensitive intelligent groups.

MR. ULLMANN: Well I certainly hope so. Incidentally, one of the things that I don't think any of us were fully aware of is that liberal arts degrees, or at least those from this period, can be viewed as a pre-professional degree. A large number--probably most liberal arts graduates go on to acquire another degree in business--go to a professional school, get an education degree, something like that. There are relatively few people from that period who are floating around with only a bachelors degree in one of the arts or one of the sciences. So I think that when we start counseling people who ask what the heck good is a degree in history, we should tell them that the pattern at least at this institution is to use those kinds of degrees whether pre-professional or preliminary degree in some other line of study. People with liberal arts degrees who are succeeding tended to believe that they had some kind of competitive advantage over people who had gone entirely through a career oriented discipline. Liberal arts graduates who are not succeeding tended to be quite bitter about it, and tended to recommend that I.U. offer a lot more courses that are career oriented. In other words liberal arts graduates who are succeeding are quite smug about it; those who are not are quite bitter about it. 1970 turned out to be kind of a water-shed year for women in higher education. After 1970 it became relatively easy for women to go on to business and other disciplines where they hadn't been before. Until 1970 these women tended to fall in with conventional wisdom which counselled them to go into health care, go to the nursing school; if you are not interested in anything else get a teaching degree; if things do go bad in your family you can always teach. Now of course they are finding out that this isn't true, and many of them are quite bitter about it. Some of them have returned to school to acquire things that they consider to be more worthwhile. Incidentally, women as a group did not do very well on the survey. There is a huge income differential between men and women. Even when we took out single professional women and compared them with men, the income differential existed all down the line. We looked at women who were working in business, women who were working in government, women who were working in education, and even women who were working in higher education. Where other kinds of characteristics were comparable, women were making poor salaries in comparison with the men in that field. If we are clever enough and fast enough, it looks like Indiana University might be able to get through the next ten or fifteen years without suffering substantial enrollment losses. One of the reasons for that is that Indiana ranks very very poorly on all indices of participation in higher education. We just don't send very many people to college anywhere, not just I.U. but anywhere, any private school, any instate school, or out-of-state school. Hoosier kids just aren't going. It looks like if we could get a proportion of Hoosier kids in college roughly equal to the national average that we would have enough of an unused reservoir so that we could maintain our enrollments until the demographics save our necks again. But to do this we have to have a lot better organized, a lot more coherent, and Ed, a better staffed and funded public relations program going out and persuading people about the virtues of higher education. This is going to require a lot better work than we have been doing because it comes back again to the notion that nobody ever sent a kid to college because they just dedicated a new building or because somebody on the faculty was invited to the White House to sit on a commission or that sort of thing.

It comes back to public opinion. Public opinion is the engine that runs all the rest particularly for a state university. We went out and talked to alumni that by-in-large you don't see around. These were alumni who didn't hang around at this institution by going to the graduate schools and the professional schools so you can watch them over these ten years. Most of them have finished that and have gone out and are doing something else but they are not old enough to be prosperous enough and important enough for the institution to go out again and contact them as successful alumni. They are out there working or being housewives largely unobserved by the University. Many of them still have very good memories of what it was like to go to Indiana University. I have a speculation that the Indiana University that is remembered by the class of 1940 or the class of 1930 or maybe even the class of 1950 is an Indiana University that never really existed. But these people still remember it. We did ask, for example, about favorite professors or professors that were strongly influential. I remember one that reeled out three names in the School of Education and said that they were mean. I remember one that said that there was a faculty member in Physics who had a profound effect on his career. He was planning to major in Physics but this one particular individual was such an awful teacher that he decided to change careers and became a lawyer instead. (Laughter.) Now he is doing very well. So the negative influence exists too.

PROFESSOR YOVITS: One can be helpful in many ways. (Laughter.)

MR. ULLMANN: If I was making recommendations, one recommendation that I would make is to pass on some of this material to parents, potential students, and current students. I think that current students should know that their competitive position when they leave the University may in most instances require an advanced degree of some kind. I think that this information about influential faculty should be widely distributed among the faculty. I don't think that the faculty as a group gets enough feedback from graduates that indicates that what goes on in the classroom is really perhaps the most important of Indiana University's three missions.

It is, after all, that mission which supports the entire legislative appropriation--the educational mission of the University. I would like more of our faculty to be aware that what goes on in the classroom really has prolonged continuing everlasting effects. And you don't know where this is going to come from. One of my favorite returns came from a woman who I think lives in Toronto. Does anybody know Toronto? Well apparently there is a bluff overlooking downtown Toronto that is apparently very very attractive. And this woman and her husband bought a telescope so that they could sit out there in the evenings and observe the Toronto skyline. This woman is a housewife, she works in the symphony guild but I don't think that she is otherwise employed. She said rather quickly that they got more interested in the stars and the sky because she remembered a course in astronomy she had taken as an elective. She refreshed her memory in astronomy, taught astronomy to her kids as best she could, and has had a marvelous time teaching astronomy to cousins, nieces and nephews. Now this is ten years after this woman who became a housewife took this elective course from an instructor that she couldn't remember and now she is out using astronomy as a thing which really enriches her life. I would like our faculty particularly those who teach in the service courses to be aware of that kind of stuff. Finally, I think that the courses recommended by alumni who have gone into the market fairly recently and seen how well or how poorly their disciplines, their curricula have prepared them for that work. I think that this feedback is very important. So I think Project '70 was and will be useful, a potential winner for I.U. In the next three or four years we are going to see the same project with some variety going on at maybe two or three hundred other colleges and universities.

EXECUTIVE DEAN MOORE: Now are there some questions.

PROFESSOR YOVITS: The whole idea of your presentation is that you give us guidelines about modifications that we want to make in our programs in order to attract more students yet we have just heard from Dr. Moore that we can't do any of that anymore. In other words we have all sorts of exciting ideas about ways that we can attract students but somehow or other there isn't a relationship between the number of students and our budget. None of this makes any sense at all.

EXECUTIVE DEAN MOORE: I don't think that was quite the message. I think the message was that the way to elicit support for the University is to persuade the citizens of Indiana that it is a useful and profitable thing to have a university that their children can go to so that when we find ourselves saying that we can't take anymore students there is support out there to build a base from which you can get more funds. That was the intent of the study at any rate.

MR. ULLMANN: Yes it really is. One way or another you have to get to public opinion because if you don't get to public opinion you are never really going to change legislative priorities. Somehow you have to make higher education as important as highways and the mental health system.

PROFESSOR ROBERT STONEHILL: You said that you were going to discuss some other measures of success. The reason that I am interested in this, when you start talking about college graduates ten years out making \$22,000 that is quite a pull. Do you understand?

MR. ULLMANN: Yes.

PROFESSOR ROBERT STONEHILL: You have to have some other measures of success to go along with that too, don't you?

MR. ULLMANN: There are other measures of success. Obviously some disciplines have higher financial rewards than others even for beginners, but it would be wrong to measure the importance of higher education and the success of our graduates entirely on income and occupational data just because that data is available. We don't have another good and easily defined index. We can go around and say that higher education is good for you. You can learn something about arts and literature and music and you will be happy maybe someday. We can't tell you how or why, but that is what an educated person does. Two of the questions that we asked were designed to pull out information about how active these people are in their communities. More than half of them have positions of some responsibility in some sort of community organization. We asked this question to avoid the membership attendance sort of response and to get the how hard I am working kind of response. For a group of people who are essentially in their thirties the volume of work done raising funds, directing voluntary programs of one kind or another, organizing programs, sitting on school boards, zoning boards, that sort of thing, is incredible. The work that these people are doing in the communities is a benefit of higher education and I think most of the citizens aren't aware of. A citizen out there may be quite aware that a position is held by a university graduate. When he sees that person serving on a symphony board, I don't think that the citizen looks at the position in an educated-noneducated context. But that service-work is one of the indices, one of the many things that we have to develop. More than half of these graduates are involved in those kinds of activities. Given the background of the class it is surprising that more than a third of these people have positions of responsibility in churches. I would have been surprised if one-third of them were attending church on some kind of a regular basis, given the circumstances of 1970. But instead more than one third of them are Sunday School teachers, choir directors, assistant ministers, board members, membership

chairmen, are in positions of responsibility and work, as opposed to simply attending. So both of those indices support the other measures of success. And I have an impression from reading the data, and I have read almost all of them now--about 2,400 of them--is that there is a large group of people out there who are quite conventional who probably look pretty much like the graduates of '60 or '50 or '40 or for that matter '80. But there is a distinct group of people living an alternative life style by choice who don't want to be high income producers who probably don't even want roots. I found, for example, when we asked about children maybe 4% or 5% of the returns volunteered the information that they plan never to have children. There are a fair number of families, again I don't yet have a number for it, where there is a partnership of professions. There are even a few families where the woman is the wage earner and the man is in effect the househusband. And always by choice. There are a few people in there who are using their educations as travel tickets. They are working their way around the world, deliberately. Those kinds of things. More questions.

PROFESSOR LEIBMAN: I guess that Project '70 is designed to be a P.R. or image polishing project.

MR. ULLMANN: It goes further than that. But you are right it is a P.R. project.

PROFESSOR LEIBMAN: O.K. It seems to me that it would be useful to the University to determine what the real profile of the class of 1970 or whenever an earlier class is, just to determine for our own purposes whether we are meeting the needs of higher education in this state.

MR. ULLMANN: I would carry that a step further. I think that one of the things that the University should do, or any college university, is to maintain some kind of continuing census of its alumni. There is an attitude in the Legislature, as many of you know, that appropriations for higher education are kind of a charitable kind of thing. The attitude is that anybody who goes to a state university benefits personally but not society; therefore, the more of a load that we can put on the student the more fair it is to the taxpayers. If we really knew what our alumni were up to collectively, I think that we could prove that the state of Indiana makes a considerable collective gain and more so than any single individual that gets through a state school or university.

EXECUTIVE DEAN MOORE: This is the last question that I am going to take and then we are going to cut you off.

MR. ULLMANN: Good.

PROFESSOR YOVITS: As long as we have gone this far with a P.R. project, it seems to me that it would not be that much more difficult to go a step further and at least statistically sample the nonrespondents in some kind of a scientific way to see if we can round out the picture. I am sure that those who respond to a questionnaire like this even though it is a huge sample and even though you have a high percentage of educators that these must be the educators who are happy with their lives, or those who are more happy statistically. That is what any person trained in statistics would immediately assume.

MR. ULLMANN: I have had more statistical criticism from inside than I would have expected. I did expect some from outside but we really didn't get any. Initially I was willing to accept some skewing but I'm not very good with statistics. I am a user of statistics, I am a user of data not a generator of data. I was dubious about some of this myself and looked at it as skeptically as you did because I didn't want to print something in public and then have it shot down. So far, no one who has looked at the data very closely and many people who know a lot more about it than I do ...

EXECUTIVE DEAN MOORE: What was your percentage of response?

MR. ULLMANN: About 28% or 29%.

EXECUTIVE DEAN MOORE: That is a pretty large response percentage.

PROFESSOR YOVITS: But there were a lot who did not respond.

EXECUTIVE DEAN MOORE: I know but still any questionnaire that gets 28% response is doing pretty well.

MR. ULLMANN: I would have been more dubious about these responses if we had asked for anything very subtle, if we had asked for a lot of attitudes, or if we had tried to pull out their attitudes towards minorities or toward their lives but we didn't. Basically we asked for very simple things. We asked for a lot of demographic data. We asked for a lot of career data but simple career data, and we asked for some narratives. I asked for that because journalistically I wanted to have some anecdotes to write about. But the data that we asked for was really very simple.

EXECUTIVE DEAN MOORE: I think that we better go on, and you can talk to Harrison later. At least one thing that we know is that 28% of our graduates can read and write well enough to fill out a questionnaire. That is one positive bit of information. Thank you.

Agenda Item 4: Executive Committee Report

EXECUTIVE DEAN MOORE: The next item on the agenda is the Executive Committee Report.

PROFESSOR LANGSAM: I have two items under the Executive Committee report. One of them relates to Circular IUPUI-117/79-80 which for those of you who have your minutes with you is an announcement by the Search and Screen Committee for a new Vice-President for the Bloomington campus to replace Vice-President O'Neil. This was included to increase the inhouse circulation. If any of you have any suggestions, any recommendations, the Committee would be very delighted to receive them. The cut off date for nominations is April 15 so you still have plenty of time to send such a recommendation. All you need to do is to send the name and if at all possible where one would look for this person. We have a few names that we are not quite sure where to look for the person, but we are searching for them. Some of you come from other universities and you know people within the I.U. or Purdue system who you think would do an excellent job and we would most certainly urge you to send in such names and recommendations.

The second matter of Executive Committee business is the following page which is the revised standing committee charges and we have had this before you numerous times and we would like to have you now vote if you would on this matter. Now according to the By-Laws, to change the By-Laws if there is prior notice we need two-thirds of the people in attendance to pass amendments. What I would like to do if this is agreeable is to ask if there are any additional questions, and if there are no additional questions or comments to do this as a whole rather than by point by point. We have had this on the agenda in various forms two or three times now and I feel that this is sufficient unless there are some particular concerns. We have dealt with the concerns regarding the Athletic Committee. We have worked very closely with the present staff Committee to provide a Staff Relations Committee with a new mission. Are there any questions or comments?

PROFESSOR REED: I notice in the Circular IUPUI-113/79-80 that we received two months ago and this one that there are some changes.

PROFESSOR LANGSAM: Yes there have been changes.

PROFESSOR REED: Is this a result of new input?

PROFESSOR LANGSAM: Yes. What happened was we circulated these to committees, we circulated them to the faculty and we received a number of corrections, comments or changes. We then went to individuals. Dr. Moore had some concerns about one committee and we included the concerns and changes in these revised statements. Some of them were cosmetic and some of them were more serious. We attempted to adjust the charges to what committees did but also to allow a certain degree of flexibility so that we didn't have to create lots and lots of ad hoc committees because the existing Standing Committees could not deal with certain issues.

EXECUTIVE DEAN MOORE: In order to discuss this is there a motion to approve it? (Moved and seconded.)

PROFESSOR MAXWELL: I didn't think that we needed that.

PROFESSOR LANGSAM: We didn't need it.

EXECUTIVE DEAN MOORE: Is there any discussion?

PROFESSOR DALY: In going over these, they all seem to be in a somewhat similar style from a technical point except for the Budgetary Affairs Committee. This is the only one which has as one of its components to inform the faculty of anything. Is that intended?

EXECUTIVE DEAN MOORE: Our usual practice has been for these committees all to be asked for year end reports and many of them do come and report orally to this body.

PROFESSOR DALY: All of the others in form are "advise the Council".

PROFESSOR LANGSAM: I think that the specific intent of having that particular item in there, in addition to the normal reporting procedures, is that the feeling, and I think that Brian might be able to say a word

about this, is that one of the problems with regard to the Budgetary Affairs Committee is that there is a special need to educate the faculty on budget procedures. So rather than just limit them to reporting to this body there was a hint in their mission of a kind of educational function as well.

PROFESSOR DALY: I can understand that but I am concerned about the mechanism upon which that educational function takes place. One might interpret this to mean that the Budgetary Affairs Committee is to prepare a periodic newsletter to the faculty about its plans.

PROFESSOR LANGSAM: I wouldn't find that to be unreasonable at all. I think that I would bow to the wisdom of that committee.

PROFESSOR VARGUS: Walter is on it and is past chairman of it.

PROFESSOR LANGSAM: I know he is. I do think however that for those of you who have never served on this particular committee there are several problems that make this committee unique. First of all, they are privy to certain kinds of information which they are not always at liberty to reveal. However, the general processes which many of us are sadly ignorant about could help us understand the kinds of things, for example, that Dr. Moore has talked about earlier for example the problems with authorized and actual amounts of money received and a number of items which I confess sometimes baffle me too. The budget committee might very well perform such an informative role and that is why it was put in there to at least suggest that that was one of their missions. And it is different, but I'm not uncomfortable with the fact that it has a slightly different function than say the Library Affairs Committee. I think that most people are more familiar with the Library. But we are, I think as a group, pretty ignorant about budgets and budget functions and I think it would help us as faculty to know more about it.

PROFESSOR DALY: Well as a matter for symmetry and uniformity and beauty and style and all of that, it seemed to me that the Budgetary Affairs Committee is a creature of this Faculty Council and owes its support to this Faculty Council.

PROFESSOR LANGSAM: I have no disagreement with that, but I see that as different than informing the faculty about budgetary procedures. I think that reporting is an on-going function and informing is more of an educational function which is slightly different.

EXECUTIVE DEAN MOORE: Yes, but I don't think that that is quite the point. The question, I think, is should they undertake to inform the faculty before they have advised the Council of what it is they are going to inform them of.

PROFESSOR DALY: That is my point.

PROFESSOR LANGSAM: I don't interpret that as meaning...

PROFESSOR DALY: I thought it probably was not intended that way, but generations in the future may see it differently and that is why I raise the question.

PROFESSOR LANGSAM: Would you feel comfortable, and I am sure the Executive Committee would not feel hostile to the inclusion of the words "inform the Faculty Council", for the material would then be circulated among the faculty via the Council minutes.

PROFESSOR DALY: I so move.

PROFESSOR PENNA: Just substitute the word "Council" for "faculty" and that will make it consistent with the rest of the sentence.

PROFESSOR LANGSAM: Would that be acceptable?

EXECUTIVE DEAN MOORE: Somebody got all of that?

PROFESSOR LANGSAM: Yes.

EXECUTIVE DEAN MOORE: Is there a motion to amend? (Moved and Seconded.)

PROFESSOR SIDHU: It may be late but in the Athletic Affairs Committee...

EXECUTIVE DEAN MOORE: Let's stay with the Budgetary Affairs Committee for a minute.

PROFESSOR SIDHU: O.K.

EXECUTIVE DEAN MOORE: Is there any further discussion on the Budgetary Affairs amendment? You first vote on the amendment. All those in favor of the amendment signify by saying "aye". Opposed. So ordered. It is now amended and is for your consideration along with the rest.

PROFESSOR SIDHU: In the Athletic Affairs Committee the earlier charge talked about inter-mural, intra-mural and recreational activities and is there an important reason that the first is not included in the new charges.

EXECUTIVE DEAN MOORE: What was your question?

PROFESSOR SIDHU: The question is that you have included intramural athletics and recreational activities. The varsity athletics program of the University is not included and is there a reason that it is not included?

EXECUTIVE DEAN MOORE: Yes, there is another committee that is responsible for our intercollegiate program. This is a different function.

PROFESSOR LANGSAM: This issue was raised and was I think successfully resolved with all of the persons involved. I am convinced that this is the correct wording for this Committee for a lot of reasons.

PROFESSOR SIDHU: O.K.

EXECUTIVE DEAN MOORE: Is there anything else? There is a motion before us to approve this list of Standing Committee charges as changes in our By-Laws. Any further discussion? All of those in favor signify by saying "aye". Opposed. It is unanimous.

PROFESSOR LANGSAM: Fantastic.

Agenda Item 5: Old Business

PROFESSOR LANGSAM: We are ready for Old Business now.

EXECUTIVE DEAN MOORE: This completes the business from the Executive Committee. Is there any Old Business to come before us?

PROFESSOR LANGSAM: I have two items under Old Business. First of all, I would like to report to this Council on a recent action of the All-University Faculty Council with regard to reviews of ranking administrators in the Indiana University system. One of the people who had a review was Dr. Irwin and that review was reported to the University Faculty Council in executive session. At that time there was no decision as to what should be done with this information other than reporting in executive session. At the following meeting a resolution was passed by the All-University Faculty Council and I will quote the recommendation. This will be the procedure that will be followed with Vice President Pinnell's report, Vice President Irwin's and any subsequent reports that are done at this level.

"Following an oral report to the University Faculty Council in executive session,
the Review Committee and the appointing officer shall decide what shall be made public."

At this time no decision has been made about either of the reviews that were made this year.

EXECUTIVE DEAN MOORE: I would like to say off the record that the review of Dr. Irwin was very favorable. I don't want to leave the impression that anybody is trying to hide anything. There seems to be a lot of difficulty about the fact that these reports are positive. All that I can say is that if you thought that Project '70 raised some questions about the validity of some of the procedures and the results, these reports raised some questions. So the question was how much should be released and under what circumstances and by whom. The wisdom of the Agenda Committee was to leave this matter up to President Ryan and the Executive Committee. Is that right?

PROFESSOR LANGSAM: No, the Review Committee.

EXECUTIVE DEAN MOORE: The Review Committee which carries out the review will determine the statement for public release and so far they have not released anything.

PROFESSOR LANGSAM: I would like to add something. It is sort of ironic to have the issue of how much to release come up now because both of the reviews done were very favorable. But one of the concerns from the All-University Faculty Council was the issue of what happens when you have a bad review. To what extent do you want to deal with that in public. So this decision was that the Review Committee and the appointing

officer would, in fact, make a decision but the sense of the group was that the most complete report should be made for the health of everybody concerned.

PROFESSOR HAAK: Who is the Review Committee for?

EXECUTIVE DEAN MOORE: Who is it addressed to? Is that your question?

PROFESSOR HAAK: Yes. Who asks for the review to be done?

EXECUTIVE DEAN MOORE: The review process was set up by the University Faculty Council. The result of the process is to be reported to the President and to the University Faculty Council in executive session. And that was done.

PROFESSOR LANGSAM: There will be additional reviews of vice presidents and probably some chancellors next year. There will be an ongoing review process picking up more of the officers. Henry, is that you back there? I don't have my glasses.

PROFESSOR BESCH: Yes it is. I don't think that I am breaching any confidence when I tell people publically what will soon be known and that is that the Committees and the President have made determinations of what to do with the report and it will be given to the Board of Trustees.

EXECUTIVE DEAN MOORE: Probably this weekend.

PROFESSOR BESCH: Yes.

EXECUTIVE DEAN MOORE: Well, that is probably what has held it up. The President probably felt he ought to report to the Trustees before he made it public and the first opportunity for that would be this weekend.

Is there any other Old Business?

PROFESSOR LANGSAM: Yes. One other item. We had a very successful Trustees meeting here and I would like to take this opportunity to thank the three members of the faculty who participated in that. I think we made a very favorable impression on the Trustees. I think that we made some points, hopefully, towards a theater here which is something that some people are very anxious about, and specifically I would like to thank Dorothy Webb of Speech and Theater, James Roach of the School of Dentistry, and John Ryan from the School of Engineering and Technology for taking time on Saturday morning and coming and making what I considered to be an excellent presentation and doing a very fine job representing the faculty of IUPUI with the Trustees. The trio were all different but they were delightful and the Trustees in fact delayed the next meeting for a half an hour so that they could finish. I am sorry that not many of you joined us. I am done.

EXECUTIVE DEAN MOORE: Thank you. I think that I would just like to add for the record what I should have said earlier that Professor Besch was the chairman of the committee that reviewed Vice President Irwin and Rebecca Markel from our School of Nursing chaired the committee that reviewed Vice President Pinnell. Professor Fredland did you have something?

Agenda Item 6: New Business

PROFESSOR FREDLAND: It is new business.

EXECUTIVE DEAN MOORE: We have an item of New Business that is on the agenda and I will take that first.

PROFESSOR FREDLAND: I'm sorry. I thought you were ready for items from the floor.

EXECUTIVE DEAN MOORE: Dr. Cunnea has submitted a document. Has it been distributed?

PROFESSOR LANGSAM: Have all of you picked up a copy of this item?

EXECUTIVE DEAN MOORE: This is a document that has to do with tuition waivers for dependents of faculty. If you do not have a copy would you raise your hand. I take it that every one has a copy.

PROFESSOR LANGSAM: I would like to introduce you all to Dr. Patricia Cunnea of the School of Public and Environmental Affairs and I would like to offer the following as a procedural approach to the next item. Pat will have a few comments to make and then we will begin discussion on this. We will then give you an opportunity to discuss this with members of your school, your department, etc. Then at the next meeting we will have additional discussion. I think that this is a very complex issue but a very desirable one. The matter before you comes here with the support of the Executive Committee. We want to maximize the

opportunity for people to discuss it before we take a vote. Again, we are not planning to vote on the item at this meeting unless there is some overwhelming rush to do so because we think that this is important and needs to be discussed. So that is how we would like to handle this.

PROFESSOR CUNNEA: All of you in this room read, so I am certainly not going to read you through these two and a half pages of typed material but I will comment briefly because I think that you probably haven't had much time to look at it.

The proposed changes have been outlined. There are basically five of them. What the Committee is trying to do is to expand fee courtesy to include dependent children and to provide for those faculty members without children the opportunity to designate two people to whom fee courtesy could be extended. What we are also doing is specifying certain circumstances under which a faculty member would pay zero tuition rather than fifty percent. Basically this is what the proposal is all about. We have also suggested taking the limits to credit hours off. Obviously a full-time faculty member can't very well be a full-time student. That would involve having problems doing two full-time jobs as a faculty member. Clearly this would allow spouses, dependent children, and designees the possibility of full-time student status under this proposal. That is not possible under the present fee courtesy. So we are trying to open it up. The rationale on page two states some of the major reasons we support this proposal. I think that they are easy to scan. We have suggested some mechanisms on the last paragraph on page three. But it makes it clear that we are not proposing these implementation techniques as a necessary part of the proposal. We simply suggested them to spell out in your mind possible ways this could be implemented, and indicate that we had thought through the proposal considering what it would take. It would, of course, be up to the administration if the proposal is adopted to decide how it will be implemented. As far as time and location we are suggesting that it begin here and it begin here as soon as possible. Initially it would be a program for people connected with this campus to be used on this campus. I am open for questions.

PROFESSOR DEHNKE: Is it the committee's contention that this would be for both graduate and undergraduate work here?

PROFESSOR CUNNEA: Yes. It could be for either.

PROFESSOR DAVIS: I don't understand the rationale and the background for the proposed change number five, designation of persons.

PROFESSOR CUNNEA: The question as it came up in the committee was equity. Apparently this sort of thing has been discussed in the Faculty Council before. A sizable number of people felt that it somehow wasn't fair to the faculty without children to support such a program and so in an effort to make this benefit open to to everyone we simply said all right, two in lieu of children.

PROFESSOR SOLOW: I agree on that. If you don't have children, you do help to educate others.

PROFESSOR CUNNEA: I think that I pay most of my taxes for other people's children and roads.

PROFESSOR SOLOW: That is right. For example, in our own personal family we have a nephew who went to IUPUI and it would be very nice to have the fee courtesy.

PROFESSOR CUNNEA: Several of the people with whom I have discussed this proposal in various offices on campus thought of the importance of family and started sort of clicking off in their heads all their nieces and nephews.

PROFESSOR DALY: I have two questions. In considering the specific individuals, did you consider age lines? I'll give you an example. At age seventy my fifty year old daughter decides that she would like to take some courses in something or another and is fully independent financially but yet this would cover her as my child.

PROFESSOR CUNNEA: It has to be a dependent child.

PROFESSOR DALY: And dependent is defined as tax dependent.

PROFESSOR CUNNEA: And deriving major economic support.

PROFESSOR DALY: Next question. You carefully used the word "full-time faculty".

PROFESSOR CUNNEA: That is right.

PROFESSOR DALY: Were there other options that were considered? For example, voting faculty?

PROFESSOR CUNNEA: No we didn't really discuss that. We thought that we would be on stronger grounds for a privilege which will be significant if this is adopted, if we limited it at least at the beginning to full-time faculty only.

PROFESSOR KARLSON: I wanted to ask one question. I notice that you talk about faculty without children. Could you then say faculty without dependent children in order to have proper equity?

PROFESSOR CUNNEA: Technically the term should have been repeated each place. Please repeat it so in your mind.

PROFESSOR KARLSON: I think that it should be clear because we have obviously faculty members with children who are no longer dependent and would not have any opportunity to use this and why should they be treated differently than the faculty members who have no children at all. And I take it you mean dependent children.

EXECUTIVE DEAN MOORE: I think that I am going to exert the prerogative of the chair and take control of this meeting.

PROFESSOR CUNNEA: I'm sorry.

PROFESSOR BURT: Is there any consideration given to surviving dependent children and surviving spouses as to a death benefit?

PROFESSOR CUNNEA: As to what?

PROFESSOR BURT: A death benefit. Say I "cool" tomorrow. Can my kids come here for free if this is passed?

PROFESSOR CUNNEA: We hadn't thought of that. That is something that may well want to add.

PROFESSOR MOORE: If you can promise it, we might be able to do something. (Laughter.)

PROFESSOR CUNNEA: I think that our discussion was limited entirely to present full-time faculty. That is really the only group we had in mind.

PROFESSOR REED: Getting back to number five, it seems to me that you are getting into an awful lot of problems if you go beyond dependent children. It is very easy to judge dependents within your own family but when you start going outside the family, who is to say whether an individual is dependent or not. All of the discussions we have heard initially today were about financial matters but to me this seems to be something that would be looked upon by individuals outside the University as being a rather frivolous thing. If you know a University faculty member, you've got it made.

PROFESSOR CUNNEA: Dependency is a critical factor only where a child is concerned. With a designee the dependency question isn't relevant.

PROFESSOR REED: If I have a neighbor who is the same age as me and I have no children I can...

PROFESSOR CUNNEA: That is right. You can designate your neighbor.

PROFESSOR WEBER: Isn't that a kind of discrimination. A man who had a fifty year old daughter may not use her as a designee but he may designate someone who walks down the street.

PROFESSOR CUNNEA: Well I think that what Professor Karlson suggested could be the answer to that problem. If, for example, Professor Daly had never used the privilege since we hadn't had it in this form before and all of his children were grown and he currently has no dependent children who qualify he may have two designees and one of them could be his fifty year old daughter.

PROFESSOR WEBER: Oh.

PROFESSOR FREDLAND: There is discrimination here. The dependency issue is finite but the designated quality is for a life time, and so you could pick a three year old on the streets and have a seventy year qualification under this where as my child would qualify for only maybe five years.

PROFESSOR CUNNEA: Each semester someone is going to be using the privilege. You must request a form. And you must essentially say what semester they are going to register in. You are obviously not going to be able to designate a three year old who will register in the summer session of 1980. It is a nonfactual situation.

PROFESSOR LEIBMAN: Is the dependency requirement so critical. Would it make a substantial difference if it was just eliminated because it seems all kinds of inequitable possibilities.

PROFESSOR CUNNEA: One matter that the committee discussed which led to that distinction is the possibility that faculty here would be putting the children of married sons and daughters through graduate school.

PROFESSOR LEIBMAN: If that happened would that be so terrible?

PROFESSOR CUNNEA: The committee seemed to think it made a difference. If you are married and presumed to be economically dependent you ought to be responsible for your own education.

EXECUTIVE DEAN MOORE: I think that I am going to limit the discussion to two more questions.

PROFESSOR YOVITS: First of all, did you make any estimate as to the cost?

PROFESSOR CUNNEA: The last paragraph on the last page has the only positive information that we've got so far and this is the summary statement about last semester. It describes a much more limited fee courtesy situation. We'll send you a mail questionnaire in which we are going to find out to what extent a change of the sort proposed would influence the frequency with which people take courses. It asks how many children do you have from high school age up who are still dependents so that we can get some kind of number. Purdue, I am told, uses a figure based on their past experience of 17% of full-time employees to calculate how many people would show up with fee courtesy. We are going to need some additional information before we can make such an assessment.

PROFESSOR YOVITS: All right, so there will be a number which you will come up with for the estimates.

PROFESSOR CUNNEA: Yes, with your help.

PROFESSOR YOVITS: Another question is "have you considered other possible fringe benefits for that amount of money?"

PROFESSOR CUNNEA: Yes. We don't see this as an "either-or" situation. We took very seriously Dr. Irwin's recent letters about the responsibility of employees to aid in continuing education of their employees by providing funds to support tuition.

PROFESSOR DEHNKE: When you talk about dependent children there seems to be an inconsistency between that and item five where there is no necessity of dependence for anyone who would be a designee.

PROFESSOR CUNNEA: You may well decide that you want to support a change in wording for that reason.

PROFESSOR DEHNKE: Well I'm raising a question about this inconsistency. That is all.

PROFESSOR CUNNEA: Some inconsistencies are desirable, some are not. Consistency for its own sake is not particularly valuable. It all depends.

PROFESSOR ROMAN-WEINER: I would think it is not inconsistency. I'm not on this committee so I don't know. But I would think that it is to be consistent in the sense that if families have "x" number of kids and the thinking is that that is an average of two then that is what they are giving other people an average of two. And they are saying dependents simply to eliminate expansion of blood line family by inlaws and things like that. So it seems to me that there may be some problems in wording but there is consistency in the intent.

PROFESSOR CUNNEA: We did want consistency in intent.

PROFESSOR EVENBECK: I think that it is the present case that fee courtesy extends to staff members and I wonder if your committee thought about how that would really increase the cost of this if it were extended.

PROFESSOR CUNNEA: There are proposals already that have been submitted to the administration from the staff which would expand the fee courtesy privilege though not exactly in this form. It would also significantly expand possible usage. We made the recommendation only concerning faculty because we are a committee of the Faculty Council and didn't feel that we had the authority to try to do more.

EXECUTIVE DEAN MOORE: This will be up for discussion and possible vote at the meeting on May 1. So you are asked to discuss this with your constituent bodies and let us hear from you. Just a minute. We have more business, so don't run away. Our meeting time runs until 5:30 p.m. I hope it won't but it might because Dick Fredland has an item of new business.

PROFESSOR FREDLAND: I guess I am asking a question. I think it is important information. It has come to my attention that the University is in the process, I gather of providing for a credit course under the rubric of the office of the dean of students--and I am not sure where it is located--entitled, "Introduction to College Life". And, it concerns me that we apparently have and this is my question: a non-faculty body of the University and a non-staff body of the University introducing a course that is provided for credit. This, it seems, is the second such case. The other one being a University Division course on reading but given under the auspices of the rubric of the University Division for credit. So my question is and I have a two part question, a) is indeed this happening and b) is this not leading us into a pattern of deception such as we have been exhibiting in the English composition course of 001 for which credit is given but for which the grade is NC (no credit) so that students are on one hand being enticed into taking courses with three hours of credit but which applies to no degree programs? I am raising the question about what is going on in this area. I don't know where to ask it.

EXECUTIVE DEAN MOORE: Well the answer to your first question is "no".

PROFESSOR FREDLAND: Would you tell me which question that is the answer to? (Laughter.)

EXECUTIVE DEAN MOORE: Is it true that some non-academic division is going to be offering courses for credit? No. All right.

PROFESSOR FREDLAND: That could well be expanded on possibly. (Laughter.)

EXECUTIVE DEAN MOORE: It could be what?

PROFESSOR LANGSAM: He wants you to say more about it.

EXECUTIVE DEAN MOORE: Why should I expand on it? I don't see any reason to defend myself against allegations without any basis, but if you want to talk to me sometime in private I will tell you anything you want to know. The answer to that question is "no". The answer to the second question if it was a question and it sounded more like a speech, was that the 001 English courses are courses that are essentially remedial in nature which we offer as a convenience to people who do not have the English skills necessary to enter the normal college curriculum. We can not afford to offer them at no charge and we can not charge for them unless we give credit but we should not, in my opinion at least, give credit towards a degree for what is essentially remedial work and so we offer them as no credit courses for three credits. And so we show it on the transcript. These were three credit no-credit courses. They do not count as credit towards a degree. I would then propose that we reduce them to zero credits which would mean that we do not get any income to sustain them and in that case your school would have to decide whether it wished to offer the courses or not without any sustaining income.

PROFESSOR DEHNKE: I would like to return to the answer of the first question.

EXECUTIVE DEAN MOORE: All right.

PROFESSOR DEHNKE: It is confusing to me. Does your "no" mean that the course entitled "Introduction to College Life" or whatever it was, carries no credit or that no course exists. What does the "no" mean.

EXECUTIVE DEAN MOORE: The "no" means that the course will not be offered by a non-academic division of the University, namely the Division of Student Affairs. We are now negotiating and when we make a decision we'll let you know. If we offer it one place and they turn us down, then somebody else is less likely to take it. When we find a taker we will let you know. (Laughter.)

PROFESSOR MARJORIE STONEHILL: I just wanted to offer you the alternative of offering the 001 non-credit English course through the School of Continuing Studies as a non-credit course which would alter all other non-credit activities and there could be space for it in that way and the students could have that value without going through academic areas.

EXECUTIVE DEAN MOORE: The credit hours would then not accrue to the School of Liberal Arts, though. Are there other questions on this interesting topic? It has aroused more enthusiasm than anything else we have done. There is one more New Business item apparently from our eminent Secretary.

PROFESSOR LANGSAM: Is that me?

EXECUTIVE DEAN MOORE: That is you.

PROFESSOR LANGSAM: O.K. The Executive Committee is preparing to circulate a form requesting your input regarding Standing Committee assignments for the fall. Prior to our doing that it would be most helpful

to get from you a feeling about whether you would be in favor of a hundred percent Council membership on Standing Committees. That means that everyone of you sitting out there with legitimate name tags would be serving on a Standing Committee. This would be a change from the present approximately 30% of all Standing Committee membership who are also members of this Council. Or would you favor 50% of our Standing Committees being members of this Council? The Bloomington membership situation is that all members of the Faculty Council serve on standing committees. In fact, their standing committees are maned and womened by (you thought I was going to goof didn't you?) (Laughter.) members of their Council. The Council is a working Council. It would be very helpful to us before we 1) send out the questionnaires and 2) decide what to do with them when we get them back to get some reaction. Therefore, I would like it if at all possible to ask and get some reaction from you. We give preference to members of the Council who do respond and put in requests but presently we have a 60% response one year and 2% the next. Now, I will repeat those options so we can take a straw ballot and then we will have a response from Henry. (Laughter.)

EXECUTIVE DEAN MOORE: Maybe I should point out that I am chairman of this meeting. (Laughter.) I understand the options. Are you making some kind of request, is that what you are doing?

PROFESSOR LANGSAM: I thought that by asking for a straw ballot I was in fact suggesting...

EXECUTIVE DEAN MOORE: I will conduct a straw ballot.

PROFESSOR PENNA: You said you weren't going to blow it.

EXECUTIVE DEAN MOORE: Well, I wouldn't say that. I would just like to keep you and Henry from carrying on a public debate here. Let me say that if Dr. Besch has something to say at this point, let's hear it before we conduct a straw ballot.

PROFESSOR BESCH: Thank you. I was going to suggest that perhaps the ballot ought to be on the same form as the request for nominations. The information ought to be a little broader than the fifty odd people who happen to be here today.

EXECUTIVE DEAN MOORE: I think that our problem is a little more pressing than that, Henry. We need to make a decision as to how we are even going to structure the nomination process. If we are going to limit it simply to the members of the Council there isn't really a lot of point in distributing a ballot asking for nominations. I think that what Miriam is saying is that the committees that we have been using have not been overpoweringly ambitious. Some of the members of the Council have expressed concern about it. There are two options. One is to look at the Council as a policy level legislative making body which takes recommendations from committees and acts on them or not. The other is as the Bloomington Faculty Council operates. It does not have any committees except itself, its own people on its committees and so if there are issues of concern or if there is a lack of committee response everybody knows where the problem is. So what Miriam was asking the Executive Committee and what they asked her to ask this group was whether you have any leanings one way or another. Would you prefer that we structure the committees so that all the members of the committee come from the Faculty Council? Would you prefer that we continue our present mix of both groups or would you prefer that we have no members in the Council? Are those your three alternatives?

PROFESSOR LANGSAM: No.

EXECUTIVE DEAN MOORE: Would you state them again and we will take a vote on them.

PROFESSOR LANGSAM: One, the present haphazard system.

EXECUTIVE DEAN MOORE: That biases the question.

PROFESSOR LANGSAM: I understand that but that is the way the system works.

EXECUTIVE DEAN MOORE: The present haphazard system. (Laughter.)

PROFESSOR LANGSAM: That one has no fixed percentage. It just depends on whether or not you return ballots, whether or not you put in preferences. Two, that every committee have a thirty percent requirement from this Council. Three, a fifty percent; or four, one hundred percent from this body. This, by the way, does not exclude, except in the very last case obviously, membership from outside this Council.

PROFESSOR REED: Are you implying that you want the chairmen to come to the Council?

PROFESSOR LANGSAM: In the last case, we want everything from the Council.

PROFESSOR REED: No, I mean is it that you have to have the chairman of the committee from the Faculty Council. Is the situation now that not even the chairmen come from the Council?

PROFESSOR LANGSAM: That is correct.

PROFESSOR REED: That is kind of a different question.

PROFESSOR LANGSAM: It is a different question.

PROFESSOR LAWLOR: Under the current haphazard system, if a Council member requested a committee will he automatically get it?

PROFESSOR LANGSAM: I think that exactly one person who put in a request who was a member of the Council was not put on a committee and in that case it was because members from his school were already on the committee. So in answer to your question "yes" preference is given to Council members.

PROFESSOR CRAIG MILLER: If that person was me, that is correct.

PROFESSOR ROBERT STONEHILL: I am wondering about the committees because of lack of enthusiasm. In other words, what I am saying is that people will be assigned to committees. And there are just a certain number of bastards like me who would probably be represented by our absence on an assignment.

PROFESSOR LANGSAM: Evidence to the contrary, however, exists. Dr. Stonehill not only served on a committee but at every meeting of that committee that I have attended he has been there and helping.

PROFESSOR ROBERT STONEHILL: I wanted to do that, but try another one. (Laughter.)

EXECUTIVE DEAN MOORE: One more comment and then we will take a vote.

PROFESSOR MAXWELL: I have a question for Dr. Langsam. Did you say that 30% of the Council now serves on one of its committees?

PROFESSOR LANGSAM: That is correct.

EXECUTIVE DEAN MOORE: So thirty percent would be a continuation of the present haphazard system.

PROFESSOR LANGSAM: Except on other occasions the haphazard system does not necessarily produce thirty percent.

EXECUTIVE DEAN MOORE: I see. All right. Let's take a straw vote. It is only a straw vote. It is not binding. We are just trying to get some sense as to how you might feel. How many would prefer to continue the present system? I get nineteen.

PROFESSOR LANGSAM: That is right.

EXECUTIVE DEAN MOORE: Now of those who would not prefer the present system only how many would prefer that thirty percent be from the Council? Three. How many would prefer that fifty percent be from the Council? Seven. How many would prefer that one hundred percent be from the Council? Four. Are there other ballots that you would like us to take?

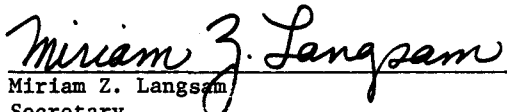
PROFESSOR LANGSAM: No, I think that we have the information needed. Thank you.

PROFESSOR BESCH: If you didn't take the abstentions may the record show that the straw vote was taken when a quorum was not present.

EXECUTIVE DEAN MOORE: Let the record show that the straw vote was taken when you know that a quorum was not present?

PROFESSOR BESCH: Yes, I counted. (Laughter.)

EXECUTIVE DEAN MOORE: We are taking Henry's word for it that a quorum is not present. Since a quorum is not present, therefore, we must adjourn. Therefore, we do adjourn.


Miriam Z. Langsam
Secretary
IUPUI Faculty Council

SUMMARY
IUPUI Faculty Council Meeting
May 1, 1980

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Minutes
IUPUI Faculty Council Meeting
May 1, 1980, 3:30 P.M., Law School, Room 116

Present: Vice President Irwin; Executive Dean Moore; Associate Dean Nagy; Deans: Beering, R. Bonner, Francois, Kellum, McDonald, Pierce, Read, Renda, Weber, Yovits; Professors: Beck, Bond, J. Bonner, Bourke, Burns, Burt, Chalian, Childress, Conneally, Daly, Davis, Dehnke, Dipert, Doedens, Edmondson, Fife, Fredland, Gartner, Gnat, Haak, Hamburger, Hendrie, Hennon, Hull, Jackson, Judy, Karlson, Kimball, Kuczkowski, Lawlor, Lawrence, Maxwell, McCarthy, Miller, Olson, Palmer, Penna, Pontious, Reed, Roman-Weiner, Schoen, Sidhu, Solow, R. Stonehill, Strawbridge, Wright, Yokomoto, Yu

Alternates: Merle R. Draper for Dean Richard P. Gousha, Robert J. Lewis, Jr. for Dean Schuyler F. Otteson, Lynn R. Willis for Ira K. Brandt, Carlene M. Grim for Carol Cecere, Henry R. Besch for James Faris, Carl Rothe for Robert H. Shellhamer, H. Glenn Bohlen for Gerald Zimmerman

Visitors: None.

Agenda Item 1: Approval of the Minutes of April 3, 1980

VICE PRESIDENT IRWIN: Good afternoon. We have a full agenda so I think that we should proceed. Item one is approval of the minutes of April 3, 1980, however, the minutes have not been distributed, so they will be mailed to you and we will take that up at our next meeting.

Agenda Item 2: Memorial Resolution for John Arbogast

VICE PRESIDENT IRWIN: Item two, a memorial resolution for John Lynn Arbogast. Dr. Arbogast was a member of the School of Medicine for many years. He tended the clinical laboratory for a long time and then later was head of the Division of Allied Health Sciences. The memorial resolution is with your mailer. Would you now please stand for a moment of silence. (A moment of silence was observed for Dr. Arbogast.) Thank you.

Agenda Item 3: Presiding Officers Business

VICE PRESIDENT IRWIN: I have a few items that I would like to discuss with you today. Two items that you are probably familiar with were approved by the Trustees at their last meeting. I will just cover the highlights of them. The Trustees approved the regular instructional fee schedule for next fall and in the case of undergraduate students the fee will go from \$26.00 a credit hour to \$29.00 a credit hour which is an 11.5% increase. At Bloomington the undergraduate fee goes from \$31.00 to \$33.50 so we have closed the gap between this campus and the Bloomington campus by fifty cents although there is still a four dollar and fifty cent differential. There was a five dollar differential. We have the graduate fees of this campus and of the Bloomington campus now in line. Graduate fees for residents will be \$43.25 up from \$40.00 and that is an 8.1% increase for both campuses. The Law School fees are the same on both campuses. They are also up 8.1%, and they are the same as the graduate fees, \$43.25. Dentistry went up 15% to \$1,334.00 and Medicine went up 15.2% to \$1,520.00 for the year. Also, at the last Trustees meeting there was action taken on promotions and I will just read you some brief statistics. The IUPUI Promotions Committee and the Joint Promotions Committee--the latter made up of members of this campus and the Bloomington campus--approved a total of ninety-one promotions. Thirty-three of these were to full professor; forty-three were promotions to associate professor; and fifteen were promotions to assistant professor. Of the promotions 71% were men, 29% were women, and 6.6% were minority groups.

Since we are in the Law School and since Dean Read is here I would like to read you a summary of an announcement that came from the Law School this year. The announcements of those who passed the Indiana Bar were released last week. 221 candidates from the four law schools in Indiana took the bar. To be exact, fifty took the bar. In this school, sixty-seven were successful out of a total of seventy-two or a 93.1% rate of passing. That compared favorably with the 73% passing rate of all other law schools in the State of Indiana. So this Law School continues to hold a good record of students passing the Indiana Bar exam. Our congratulations to the Law School. I think I'll now turn things over to Miriam.

Agenda Item 4: Executive Committee Report

PROFESSOR LANGSAM: Thank you. The first item of the Executive Committee's report is the election of the Executive Committee and the Tenure Committee and I would like to turn this over to the Chair of the Nominating Committee, Dr. Catherine Palmer.

PROFESSOR PALMER: We will be distributing your official ballot and if you will look at it you will see that we have seven places to fill and no one school may be represented by more than one person on the Executive Committee. Therefore, note those nominees above the line. We can only vote for one individual from the School of Medicine, one from Nursing, one from Science, and one from Dentistry. Below the line are six additional persons from different schools and you may vote for three of those. Three of the six. I would also like to report that the Nominating Committee also served as tellers for the Executive Committee in the election of the at-large representatives and those are shown on the reverse side and we had 57.4% of the faculty casting ballots. Among these were forty-seven late ballots and as of yesterday Sharon was still receiving ballots even though the deadline was April 3. So I suggest that in the future if you want your ballot to be valid that you please cast it on time. In addition to the Executive Committee candidates, the Tenure Committee candidates are listed. We would like for you to vote for all three as a slate. The members of the Nominating Committee will serve as tellers and we will let you know by the end of the hour what the results are. And before finishing this report I would also like to move that we have permission to destroy all the ballots for this year after this meeting.

VICE PRESIDENT IRWIN: Can we take that by consent? All right.

PROFESSOR BECK: Point of order. No nominations from the floor?

PROFESSOR LANGSAM: That is the way that the Constitution and By-Laws read.

PROFESSOR BECK: May I ask why we don't have any representation on the Executive Committee?

PROFESSOR LANGSAM: The School of Engineering and Technology?

PROFESSOR BECK: Right.

PROFESSOR LANGSAM: Well, it is very simple. There are seven slots and sixteen schools. And, therefore, on a rotational basis some schools are represented and others are not. This year you are represented and you have been represented. So the Nominating Committee has had to make some selections among the various units. Is that an appropriate answer?

PROFESSOR PALMER: That is one of the reasons. The other reason is that this year there are a lot of people who have one year terms and there were a limited number of continuing members of the Council from which we could choose. This was a problem for the Nominating Committee because of the newly revised Constitution that we have.

PROFESSOR BECK: How many people are on the Executive Committee?

PROFESSOR LANGSAM: Seven.

PROFESSOR BECK: And how many schools?

PROFESSOR MOORE: Sixteen units.

PROFESSOR YOKOMOTO: I may be wrong about it but there seem to be more than two people from some schools. Is that explained by the same answer? Did we need candidates from the same schools to get them back on the Executive Committee by school?

PROFESSOR LANGSAM: First of all, the Nominating Committee determined that there were certain schools that should be represented on the Executive Committee. This year the four pairs above the line represent the schools that they wanted to guarantee a slot to. Then to make up the other three they selected a range of schools. Now not every unit can be represented every year and some, it is felt, need to be on there and others we tried to get on on alternate years. And that was a decision. Not every school and unit can be represented as long as there are only seven members. And therefore a decision has to be made.

VICE PRESIDENT IRWIN: Any other comments? Do you need help passing those out?

PROFESSOR PALMER: No, that is all right but we do need permission to destroy the ballots and I don't think that I have that permission.

VICE PRESIDENT IRWIN: Well, I thought that we took that by consent.

PROFESSOR LANGSAM: Right. The next item on the agenda is the Library Report by Director Robert J. Bonner.

DIRECTOR BONNER: I passed out some statistics and they are available on the table over here if you don't have them. I would like to begin by thanking the Faculty Council and the administration for their previous support of the Library and especially for their resolution to increase Library materials support. As you may recall, in May of 1977 the Faculty Council passed a resolution to increase the Library materials support over the next three years by 35% each year. This has resulted in a significant change in our base budget. Last year we received an additional \$100,000.00 for Library materials. It has provided us with an opportunity to review the way we distribute this money to the nine schools we work with. We now have a partial formula approach to Library material distribution. We also have some new developments that I am happy to announce. The University Library is now a partial depository for government documents. This came about in October of 1979. We now have two partial depositories on campus; the Law School and the University Library. We also have been named a repository for U.S. documents on the aging. They come to us from the National Clearing House on Aging. And to date we have received 3,000 microfiche reports. If you would take a look at the first page of the statistics you will see an overview of the developments we have experienced in our collections. Back in 1974-75 the University Library had 277,000 items. Our records now show 635,000 as of the end of the last fiscal year and this does not include the Archives or the Columbus campus. Our total volumes are 247,000 right now and that is up from 219,000 in 1974-1975. One of the most significant increases we have experienced is in microforms. We now have over 301,000 microforms available as compared with 33,000 in 1974-1975. And, our slides have increased from 21,000 to approximately 56,000. In our serial titles there is an increase from 3,022 to 3,708. Serials, when we look at our Library materials budget, is our main area of concern. Last year we increased our serials by ninety-one titles which is .2% and at the same time the price of serials purchased went up 14.5%. We spent approximately \$155,000 last year for serials as compared with the previous year of \$135,000. Our Library use has increased significantly. We increased to 129,000 circulations, close to 130,000 circulations a year from 88,313. We are now open approximately nine and one-half hours more a week; from 72.5 hours to 82.0 hours per week. And, our reference questions on an average week increased from 760 to 1,262. Likewise, our orientation programs increased from 24 to 108. However, today I would like to share with you my major concern and that is with staff. Our existing staff is overextended and it is becoming more and more difficult to keep up with the increasing demands we are facing for new programs and for proposed programs. We have a very dedicated hard working and progressive Library faculty but they are spread too thin. In 1974-1975 we had fifteen librarians and now we have sixteen. These sixteen librarians serve on fifty university related committees. They are active on twenty-eight committees in professional societies. Our support staff increased from 1974-1975 to the present from twenty-one to twenty-three and one-half but during that period our wage hours dropped from 26,874 to 22,358. At the same time we became more and more dependent upon non-University support. We now have six CETA employees in addition to the twenty-three and one-half support staff members noted. But, the CETA program is changing and we can not expect the kind of help that we have received in the past. Therefore, we are becoming more and more dependent upon the work study program. When I first arrived we had about two work study students. Now we have thirteen regular hourly employees and thirty-two work study students. We have the desire to do more for the academic programs; we want to increase our services to the handicapped. We need to correct an imbalance in our acquisitions rate and staff. We don't have the staff we need to do our processing. We want to develop a government documents program. We want to reclassify a significant number of books--most of them at 38th Street--that are now held in Dewey. We have something like thirty thousand books still catalogued in the Dewey system. We want to improve access to online data bases. We want a serial printout for our faculty. We want more coordination in our selection development. We want to develop services to support the Honors Program. We want to renovate the Blake Street Library and provide a second floor entrance with services. We need a new circulation system and much more. And to do these things we need more staff. That is the essential point of my talk today. We need to continue to recognize the essential relationship between the quality of our academic programs and our Library. We need to get the point across that we do have an over extended program right now and we do not have the staff to keep up with our present demands. I would be happy to answer any questions.

PROFESSOR CONNEALLY: Why aren't Law and Health included in your report and others that I might not be aware of?

DIRECTOR BONNER: I am not directly responsible for the Dentistry, Medicine, and Law Libraries, and I don't report for them.

VICE PRESIDENT IRWIN: Other comments or questions.

PROFESSOR FIFE: What about the new facilities. Where do they stand?

DIRECTOR BONNER: I am happy to note that we are planning to ask for a new Library Building in the 1983-1985 biennium. Our present Library was designed for a different kind of program. We have approximately 57,000 square feet in the Blake Street Library. For the kind of program we are developing, and using existing library standards, we should have approximately 180,000 square feet; three times the size.

VICE PRESIDENT IRWIN: Thank you very much. Good report.

DIRECTOR BONNER: Thank you.

PROFESSOR LANGSAM: The next item of the Executive Committee Report are the election returns and you have in your materials the results of the at-large election for IUPUI Faculty Council for 1980-1982 and you also have the results of the University Faculty Council election with an additional person listed who will serve as a replacement. In addition, and you will be receiving this in the mail, we have the complete list of the new unit representatives for this Council for next year. I would like to read them to you. In Business, Jordan Leibman; in Engineering and Technology, Kent Sharp and Kenneth Dunipace; in Dentistry, Varoujan Chalian and John Wright; in Liberal Arts, Harry Reichelt; in Law, Henry Karlson; in the Library, Karin Donahue; in Physical Education, Hitwant Sidhu; in Medicine, Judith Campbell, James Heger, William Hildebrand, Robert Lebow, and Elizabeth Solow; in Nursing, Margaret Applegate, and Joyce Martin; in Science, Pascal DeCaprariis; and in the School of Public and Environmental Affairs, Keith Baker. And so that now completes the election process for next year. And that completes the next to last item of the Executive Committee business.

Finally, I want to say just a few words about the reviews of Dr. Irwin and Dr. Pinnell. President Ryan has released in toto the reports on Vice Presidents Pinnell and Irwin and they are available to anyone who wishes to read them. They are available in the Library. And I might add that they were highly complementary. However, the press picked up a statement from the Irwin report regarding Executive Dean Moore. The Executive Committee would at this time like to make a statement with regard to that comment. The Executive Committee, which works very closely with Dr. Moore, wishes to go on record as disagreeing with that statement. We have in our dealings with Dr. Moore found him to be knowledgeable, helpful, and totally committed to the Indianapolis campus and the Indiana University system. We believe, having seen his tireless work, achievements, and comments, that he has been and continues to be a vital force in the success of this institution. It has been our pleasure and a great learning experience to work with him over this past year. I think that concludes the business of the Executive Committee.

Agenda Item 5: Old Business

VICE PRESIDENT IRWIN: Item five, Old Business. Dr. Patricia Cunnea will talk about fee remission.

PROFESSOR CUNNEA: This was discussed last time and you have all received your copy of the proposal. As I understand my goal for this afternoon it is to answer questions that you may have.

PROFESSOR LANGSAM: Would you like to give a little background information to the group?

PROFESSOR CUNNEA: Yes. I just thought that I would first take any questions that there might be. We did mail out the survey to IUPUI faculty. We sent out 1,288 questionnaires. At the time that they were tabulated we had 600 responses. Others have come in since that and have not been tabulated, so I think that we will have a surprisingly high rate of return; about 50%. I thank all of you who took the trouble to complete and return the questionnaires. It has been helpful to us. We sent out the questionnaire, as you may recall, because we were trying to get information about the probable number of people and different kinds of people who might take advantage of an expanded fee courtesy. What we found in the questionnaire is that of the 600 people we tabulated concerning the faculty, 166 of the faculty who responded said they would not use the privilege themselves in the future. Of the respondents 210 said they would probably use it but for not more than three courses. The rest of the 600 were distributed in the other categories. As far as spouses are concerned, 107 spouses apparently would not be interested but approximately 300 would be interested in using the privilege. Again, the majority of these according to the questionnaire would be interested in taking not more than three courses. As far as children are concerned we discovered that among the 600 respondents there are 200 children of high school age. That is, they will be high school age as of this coming September. Of these 200, and I think that this is fascinating, just about all of them judged by the parent who answered the questionnaire would be interested in using fee courtesy.

PROFESSOR YOVITS: Now you ought to ask the children. (Laughter.)

PROFESSOR CUNNEA: Well, at least the parents have responded as we thought they would. It was the committee's view that faculty are quite interested in having the privilege extended to their dependent children, and the response seems to suggest that. In terms of how the children might use the fee courtesy, it was interesting that of the 200 that would probably use it, according to their parents, 63 would be interested in Medicine, 41 in Nursing, 8 in Dentistry, 16 in Law, 8 in Allied Health, 9 in Social Work, and the others would be

taking courses other than the professional schools. The last question of the questionnaire was the one about designees, that is if you have no dependent children would you designate two people to receive the fee courtesy? The answer to that, I think, is rather interesting. A little more than a quarter of the people who responded said "yes" they would designate two people. A little less than a quarter said "no" they would not and the rest were undecided. Essentially these are the numbers I can share with you this afternoon. We will have to spend quite a bit of time, I think, working on these to apply dollar figures. I can talk about this to some extent this afternoon if you want me to.

PROFESSOR MOORE: We are not asking for a vote today on this.

PROFESSOR CUNNEA: I am leaving this up to the Faculty Council as to whether you wish to act on this.

PROFESSOR HAMBURGER: Since this is being proposed as a benefit to the faculty, I do not understand the reasoning behind putting in two designees, not requiring that they be dependents. Dependents clearly would be a benefit to the faculty and nondependents are people chosen for some other reason. It is not a direct benefit to the faculty.

PROFESSOR CUNNEA: It could be. Since you are talking about someone who is not a dependent child, a designee could be...

PROFESSOR HAMBURGER: I did not say the work "child", you did.

PROFESSOR CUNNEA: A designee could be a grandchild, a niece, a nephew. It could be a family member.

PROFESSOR HAMBURGER: That is correct, but it need not be a dependent.

PROFESSOR CUNNEA: That is correct. That is the whole idea.

PROFESSOR HAMBURGER: O.K. Then I would go on record against the idea.

PROFESSOR CUNNEA: We did discuss this the last time we met and the argument, from the committee's point of view was an effort and perhaps from your point of view misguided, but still an effort to establish some kind of equity between those faculty who had children and those who do not, because apparently this was a "bone" of contention in the past when this kind of proposal was discussed.

PROFESSOR HAMBURGER: The discussion should be between dependents and nondependents, not with children and nonchildren.

PROFESSOR WEBER: Did anyone bring up the question of whether the designee could be a client or dependent of a client? This was brought up in our School and I think that it is very significant in terms of fringe benefits.

PROFESSOR CUNNEA: No, the Committee did not consider that.

PROFESSOR WEBER: Maybe our School is a little more devious.

PROFESSOR CUNNEA: What School are you with?

PROFESSOR WEBER: Herron.

PROFESSOR MOORE: They are more devious.

PROFESSOR CUNNEA: I thought that I was.

PROFESSOR YOVITS: Do you have any examples of other universities that have such a designee program?

PROFESSOR CUNNEA: I do not.

PROFESSOR YOVITS: It is new to me. I had never heard of it before and it is sort of an interesting idea.

PROFESSOR CUNNEA: The Committee didn't make an effort to make a national survey. The designee idea was our own idea. I imagine it has occurred to somebody else but as a matter of fact we are not adopting someone else's idea.

PROFESSOR ROTHE: Wouldn't it be unethical or inappropriate to sell that designee? That is, sell it to the highest bidder.

PROFESSOR CUNNEA: Well of course it would be unethical. Some things one must be able to assume among professionals. (Laughter.)

PROFESSOR ROTHE: I won't argue with the question about ethicalness but I don't see how it can benefit faculty members any to give this designee to someone that you have no relationship to whatsoever. You might sell it to achieve a benefit for if you do not have dependent children, if you do not have a niece, or something like this, what is its purpose?

PROFESSOR CUNNEA: Well, presumably if you designated someone who is not in some way related, such as a grandson, a niece, a nephew, what you are doing is taking an interest in the education of someone that you cared about in some sense. It could be a neighbor, it could be someone that you have met in an organization and you are indicating your support for that person's desire for additional education. That is all. There is nothing dishonest about it, and we certainly do not intend that anyone would sell their privilege. I am really kind of shocked that the question even arose. Maybe I am naive.

PROFESSOR BECK: The remarks of most of the people in our School of Engineering and Technology, that I got, seemed to say the same thing that most everybody here is saying. I didn't quite understand it. I found myself tending to agree with them and then all of a sudden as I was walking down the hall one day it hit me. Of course, my wife and I have already spent money in helping two young people that we know go through school. They do not belong to our family in any way at all. They're not grandchildren or cousins or nieces or nephews or anything. They are just people, in both cases, young people who are struggling. Their parents cannot help them and we felt that we would try to help them. We do this out of our own pocket. So, I am not saying that we should pass this. But, we have done this type of thing on our own.

PROFESSOR CUNNEA: One fact, I think it is an obvious fact, should be pointed out to the Council. This is a proposal, but it is a proposal that comes in parts and should you in your wisdom decide that the designee part of the proposal has risks or that you don't like it, or you think that it is inequitable, it can be peeled off and the rest of the proposal can still be recommended to the administration.

PROFESSOR DEHNKE: Should this proposal be adopted, is there some provision that it be subject to review by some committee of the University Faculty Council? Did you investigate its impact on program and on budget?

PROFESSOR CUNNEA: It was the committee's intent that it be a pilot program on this campus only, primarily so that we could proceed with caution to get some experience with it. And this certainly carries with it implications which could be acted upon by the administration but we didn't specify a period of time after which we would review the process. We are heading into something that we haven't done before. Now other institutions have provided tuition benefits for children in this state so that we can, I think, also learn from their experience.

PROFESSOR YOVITS: Some years ago the Internal Revenue Service took a long look at this and then they decided, I believe, that they wouldn't touch the program with regard to dependents. But have you looked at the income tax implications for designees. It seems to me that income would probably be taxable to the faculty member and it is something that you really ought to examine before...

PROFESSOR CUNNEA: If the designee is getting the tuition benefit, I think that if anyone is taxed it would be the designee, but I am not an expert on IRS.

PROFESSOR YOVITS: There may be tax implications which really ought to be considered.

PROFESSOR YOKOMOTO: I would like to take a look at this from another perspective. Some of the comments that are being addressed to this problem are from the fee courtesy standpoint and some are addressing this from the fringe benefit point. If you look at fringe benefits you have something which everyone shares such as in the TIAA plan and our health insurance. Then there are some fringe benefits which are available to you as a member of the University like I forget the other health insurance package... Yes, Metro. We could look on it more as an optional courtesy than a fringe benefit. That is something everyone must have but something which is available to you as a member of the University community rather than one which everyone must be able to share in equally. I think that there are some things that some of us must not be given access to if we don't have dependents.

PROFESSOR CUNNEA: So this would be an argument against.

PROFESSOR YOKOMOTO: Against the equalness for everyone, because I believe that not all fringe benefits are of the guaranteed for everybody type.

PROFESSOR CUNNEA: Yes.

PROFESSOR FREDLAND: I would like to move that we peel off number five and send it back to the Committee

for whatever reworking they need to do. It seems to me the way in which it is phrased here is cluttering up our thinking. Let us see if we can deal with the other four provisions and let the Committee come back with a rephrased number five.

PROFESSOR CUNNEA: So what we would have is a proposal that provides at least 50% fee courtesy, to the faculty member, the spouse, the dependent child, and under certain specified circumstances no tuition charge at all. That is what would remain.

VICE PRESIDENT IRWIN: We have a motion that has been seconded. Is there any discussion now?

PROFESSOR KUCZKOWSKI: Is there some reason why we are sending this thing back to committee?

PROFESSOR MOORE: Yes.

PROFESSOR FREDLAND: But only number five.

PROFESSOR KUCZKOWSKI: Oh, five only. That is what it was. O.K.

VICE PRESIDENT IRWIN: All right, the question has been called for. All in favor of the motion as amended say "aye". Opposed. Carried. Thank you, Pat.

PROFESSOR FREDLAND: Point of order, please. I don't care what happens but we never voted on the amendment. Did we? We only took one vote and we passed it as amended and it was never amended.

VICE PRESIDENT IRWIN: I called for the vote on the motion as amended.

PROFESSOR FREDLAND: It never got amended in my judgement.

PROFESSOR MOORE: Well, it is simple. We will just take another vote on the motion. Why don't we do that?

PROFESSOR KARLSON: A vote on the motion which you made was to commit five back to committee.

PROFESSOR MOORE: Dr. Fredland, would you accept the vote we have taken as being a vote on the amendment so that we will then take a vote on the motion as amended now. To delete number five and refer the rest back to committee.

PROFESSOR FREDLAND: There is no amendment. There is just that motion.

PROFESSOR FIFE: The way that I understood the matter we were voting to remove number five from consideration as a body here and the Committee can do whatever it wishes. Now an appropriate motion would be to deal with the remaining four, and either accept those or qualify them or whatever.

VICE PRESIDENT IRWIN: All right, is there a motion for that?

PROFESSOR FIFE: I make that motion. (Seconded.)

PROFESSOR MOORE: What is your motion?

PROFESSOR FIFE: To consider the remaining four.

PROFESSOR MOORE: He is moving to reopen debate, or to continue debate on the remaining four items.

PROFESSOR FIFE: To adopt them.

PROFESSOR MOORE: To adopt them. The motion is to adopt the remaining four items deleting item five.

PROFESSOR BESCH: We adopted his motion. We are interceding and interfering with the effect of the previous motion to have the Committee consider number five. And so I think it is out of order.

PROFESSOR CUNNEA: Number five is separable from the rest of the proposal and can always be reintroduced at a future time, if we decide what to do with five. They are separate.

PROFESSOR MAXWELL: I would ask the presiding officer and parliamentarian to please explain to us what we have done with number five. I think that we have killed.

PROFESSOR KARLSON: You have sent item five back to Committee for reconsideration. That was the motion. We still have one through four before the body and there is a motion that we adopt proposals one through four.

PROFESSOR MOORE: I don't understand the fiscal implications of this. If there is some illusion that this simply amounts to waiver of tuition for the designee or for the person involved, this is not the case. We must provide dollars to cover any fee remission and, Pat, somewhere you had a statement about that, but I think that is a fact that better be considered by you.

PROFESSOR CUNNEA: May I speak to that?

PROFESSOR MOORE: Yes, please do.

PROFESSOR CUNNEA: I hope I understand it accurately. I did discuss this with the Budget Office (Mr. Lindle) and as I understood what was said in the part on not collecting tuition dollars which is the way we do it right now with the 50% discount we would not collect some additional tuition dollars if we adopt this proposal. We have an account which is a matter of record in which we essentially keep track of the money that we are not collecting. (Laughter.) It does make a difference to the budget. However, within two years going into something of this sort you build your budget for next time on the basis of the number of credit hours you are teaching and so if this proposal makes significant increase in the number of credit hours we are teaching then our basic allocation from the state and therefore our budget request may also be increased. So it is not simply a question of forgoing tuition, there is also the possibility and the probability of an increased budget allotment if our credit hours increase. Now this is my understanding of it. And I hope I haven't garbled it. You can correct me if I have.

PROFESSOR MOORE: I don't know if this is the place to continue the discussion particularly but my understanding of the situation is that where you waive tuition in effect you do not count the credit hours. So your support from the State for fee remitted credit hours basically requires that in order to get it you must somehow provide dollars equivalent to the fee remission and, in effect, pay the tuition for the people who get the remission in order to count those credit hours when you report to the State. And so we presently are in the process of getting a figure from the budget office to cover those. One reason that it is such a difficult figure to arrive at is because the requests for fee remissions from the Medical School and elsewhere are much in excess of the dollars that we can use from other sources. I think that there is at least a basic fiscal question that ought to be addressed if you really want to go ahead with this.

PROFESSOR CUNNEA: If I could speak again just a little bit, my understanding is that you do have to set aside an account for the dollars that you are foregoing in terms of not collecting tuition but that is something that you do now as you make up your next budgets. You are making your estimate in terms of probable credit hours that will be taught. The next budget which includes an item for this special account would have to reserve the funds but that there is some benefit, fiscal benefits to the University after an initial time lapse which was the understanding I derived from my conversation with Mr. Lindle.

PROFESSOR HAMBURGER: It would seem to me that a cost figure or projected cost figure could be placed on each of these items, one through four. I do not see how we can vote on an item without having at least the projected costs.

PROFESSOR CUNNEA: One of the problems in projecting costs if you think back over the questionnaire, is that you can not project a cost on a semester by semester or year by year basis because what we asked you was how many courses would you probably take under the new provision and somebody said not more than three, somebody else said between four and seven. Now you can't just simple-mindedly multiply those figures and come up with one figure as if they were all going to take all those courses in the same semester. There is an unpredictability about the timing involved. And so, putting dollars on this will require some time for sophisticated analysis. The respondents are not all going to take the courses in the same year.

PROFESSOR HAMBURGER: I would assume that it would take sophisticated analysis but a vote is based upon such a sophisticated analysis.

PROFESSOR CUNNEA: Well, if I thought this were going to be a large out-of-pocket expense to the University without a relatively quick financial benefit to the University I would be more concerned about those figures today.

PROFESSOR DALY: The discussion thus far has presumed that only state money is involved in this fringe benefit. A number of accounts and certainly in the School of Medicine are based on non-state money and a change in fringe benefit allocation from a fixed grant allocations where there is not the capability of increasing the funding provided if a fringe benefit change suddenly occurred needs to be considered.

VICE PRESIDENT IRWIN: By my quick calculations if 500 FTE Students qualified under this policy we are talking about rebudgeting \$225,000. I have no notion whether 500 FTE's would be involved or not.

PROFESSOR CUNNEA: According to the questionnaire it might be 200 and they wouldn't all be coming in the first year.

PROFESSOR SIDHU: The question is whether we want to accept that principle or not. The other part relates to the cost and the Council can reject that but that is a different issue. We have to decide for the time being whether we accept additional fee remission of 50% in principle. I think that we have to decide for the time being.

VICE PRESIDENT IRWIN: A vote for the four items as I understand is a recommendation by the Faculty Council to the administration.

PROFESSOR CUNNEA: Could I make one other comment?

VICE PRESIDENT IRWIN: Yes.

PROFESSOR CUNNEA: I would just like to remind the Council before you vote that other institutions in this state do provide 50% tuition discounts to faculty children--dependent children. Somehow they manage it. It seems to me that it might be time for I.U. to do the same.

PROFESSOR BECK: I would like to know what the definition of professional schools is? There was an item on the questionnaire about professional schools and there were a number of schools listed. How were these schools chosen? What was the criteria?

PROFESSOR CUNNEA: Simply by certain common understanding of what is regarded as a professional school on this campus. We used Law, Medicine, Dentistry, Nursing. We added a couple of others that are not always included in the category. One is actually a subdivision of the School of Medicine, Allied Health, because we wanted to get information about that and the School of Social Work.

PROFESSOR BECK: I think that you may be missing one of the oldest professions in the world. (Laughter.)

PROFESSOR CUNNEA: Public Administration is one of the oldest.

PROFESSOR BECK: I believe the Civil Engineer who built the roads and the embattlements for the warring nations is and I would like to know why Engineering is not, perhaps on the top but at least included at the bottom of the survey, in the professional category.

PROFESSOR MOORE: Well, in most American universities the college of arts and sciences is the non-professional school and all other schools are professional schools. They prepare people to enter a specific profession. Now whether Engineering is a liberating study or not, it is a profession in that category.

PROFESSOR BECK: I am registered in this state.

PROFESSOR CUNNEA: No invidious distinction was intended. Mostly we were trying to get at schools where there might be additional costs beyond the basic undergraduate tuition. We were particularly interested in the Medical School for that reason and the School of Dentistry because their tuitions are higher than the other schools.

PROFESSOR BECK: That is why I asked the question. I thought that there might have been something in the way of a specific reason.

PROFESSOR BEERING: I would like to make a comment about the Medical School. It costs us about \$28,000 per year per student. Tuition only covers \$1,320 this coming year. Your estimated sixteen students potentially being interested would have a whopping impact far in excess of anything that you have discussed. Because of uncertainties that have been raised by many of the discussants here, because of the suggestion of lack of equity with other campuses, and because of our lack of knowledge of how the Higher Education Commission and other universities in the state are dealing with this issue, and because I don't know the particulars and I guess that none of us does, I would like to advance an amendment to the motion that is before us. Something to the effect that we recommend a feasibility study of the first four items before us rather than recommending an immediate adoption of the four.

VICE PRESIDENT IRWIN: Is there a discussion of this?

PROFESSOR BESCH: Would the effect of the passage of the amendment be similar to tabling the motion?

EXECUTIVE DEAN MOORE: If the amendment is adopted we would then vote on the motion as amended, and at that point you would decide the disposition of it.

PROFESSOR BURT: Who would you suggest try to perform this? The administration or the committee?

PROFESSOR BEERING: I presume it would be the administration, because there would be the necessity to deal with fiscal data, other universities, and the Higher Education Commission, in order to get some of these specifics before us so we could vote on an informed basis.

PROFESSOR BURT: Is it possible for this Council to direct administration in saying, "let's have a report by next summer?"

PROFESSOR MOORE: Yes, that is possible. It doesn't even take that long. We could make it by the fall meeting I am sure.

PROFESSOR BURT: I would also like to suggest perhaps amending the original four items so that we also include the dependent children of full-time faculty who have died in the service of the University. This would be a meaningful fringe benefit in addition to the life insurance program. I don't know exactly how you handle the mechanics of amending an amendment to consider these people also.

PROFESSOR LANGSAM: I think that we can take that as a friendly suggestion.

VICE PRESIDENT IRWIN: The Secretary suggests that we take that as a friendly warm suggestion for the committee that will carry it from here.

PROFESSOR FREDLAND: I would like to speak to Dean Beering's proposal. It seems to me that we have responsible administration in the University that will deal with this. In fact, on the basis of this proposal all that we are doing is impressing our opinion on what we would like to see happen. And if you can't do it this week it is not going to happen anyhow, so I don't think that we should postpone our decision on the basis of how expensive it is. We have never done anything that rational before. (Laughter.)

VICE PRESIDENT IRWIN: We still have an amendment on the floor. The question has been called for. All in favor of the amendment before us say "aye". Opposed "nay". We better count. All in favor raise your right hand.

PROFESSOR MOORE: All in favor of the motion as amended raise a hand.

PROFESSOR BESCH: Is that in favor of the motion as amended? I think that you are counting amendments.

PROFESSOR MOORE: You are right. We are voting on the amendment. Whether we should amend the motion in accord with Dean Beering's amendment. I am sorry.

VICE PRESIDENT IRWIN: All right. All opposed. O.K. It does pass. (Yes = 31; No = 20). Now we are ready to vote on the motion as amended.

PROFESSOR HAMBURGER: Do you understand the motion to mean that each of these items number 1, 2, 3, and 4 will be sounded out fiscally so that we can then not necessarily pass the items in toto but separately?

PROFESSOR MOORE: We will if we can.

PROFESSOR LANGSAM: What I understand is that you are requesting a serious study of fiscal implications, other university policies, the attitudes of the Higher Education Commission, in other words...

PROFESSOR MOORE: Let's leave the Higher Education Commission out of it.

PROFESSOR LANGSAM: All right.

VICE PRESIDENT IRWIN: The question has been called for. All in favor of the motion as amended say "aye". Opposed, "nay". Carried.

I would like to announce the results of the election. The newly elected members of the Executive Committee are: Walter Daly, Wilmer Fife, Ronald Dehnke, Rosanne Perez, Glen Sagraves, Hitwant Sidhu, Dennis Dipert. Also, the Tenure slate was carried.

Agenda Item 6: New Business

PROFESSOR LANGSAM: The first item of new business is an item regarding an action taken by the Bloomington Faculty Council. You have within your packet of material Circular IUPUI-124/79-80 which is an IUB proposal

for the creation of research ranks at Indiana University. In addition, you have received by a second mailing a letter from Dr. Beering to Dr. Moore discussing an earlier version of a similar proposal relating to the creation of various research titles. Although at this point IUB's Faculty Council has made no move to do anything with this proposal, it was my understanding that this proposal would be taken to the Board of Trustees for implementation. The plan on paper at least is restricted to the Bloomington campus. However, as many of you also know, there are problems restricting something to the Bloomington campus, because there are things such as merged schools, etc. in which it is impossible to restrict a concept to the Bloomington campus, and especially in the area of research. It is, therefore, felt by myself and the Executive Committee, and others that this was an issue that we should address before it snuck in the back door at IUPUI and we had become a party to a system of ranking which would not be useful or appropriate for us here. I think that many of the objections are very well summarized in Dr. Beering's letter regarding this creation of special research categories. Among others, item number three is a very important one. This says, if I may read it, "This proposal would create a different class of faculty member who instead of being a first-class productive scholar will be viewed as a quasi-faculty and a second-class citizen," that is a person who has a title but does not meet the normal standards. I, therefore, felt that it was important to bring this matter to your attention. If you come from schools where this might be a very serious issue if you, for example, have researchers working on grants or various laboratories, you might through this Council take a position which we could then forward to the Board of Trustees if this issue came up. We could also present our position at the University Faculty Council if this matter was directed to the University Faculty Council. There has been a precedent for such an approach. There have been a series of reorganization issues before the University Faculty Council that were passed by the Bloomington Council and this Council went on record as indicating those items which we felt were not in the best interests of this campus. And that has, in fact, influenced the decision making at the University Faculty Council. Therefore, I felt it appropriate to bring to this matter to you and provide the opportunity for the Council to assert its position so that when this matter comes up and I assure you that it will come up, I can state the position of this campus. And, I would now like to open discussion on the matter.

PROFESSOR MOORE: This is an issue of concern, it seems to me so far as the quality of the academic faculty is concerned. I have been at universities that have tried this both ways, and I can only say that the result of a policy of appointing persons to research projects without tenure is that you can not when you seek candidates for those positions get the same quality faculty that you can get for your regular tenure positions. The result is then that you find yourself having to appoint persons to those positions who you would not appoint to your regular faculty. They not only appear then as second class citizens they may, in fact, even be second class faculty. And so the policy that we have followed on this campus generally has been that when we appoint persons to research functions that we try to preserve a faculty role for them comparable to the rest of the faculty. We appoint them to faculty ranks and put them on tenure tracks. If they achieve tenure, we find ways to take care of them if the research project funds should otherwise be exhausted. By doing this we have held them responsible for the same criteria that the regular faculty is responsible to and we have been able to get a superior level of faculty to serve in various research projects. That is the kind of issue that I think is before us. We agree to Bloomington doing what they wish as, I think, we would normally do. Our general feeling of the situation was that their concerns were different in these matters than ours are. Furthermore, the statement which appears in one of these documents that I was consulted about and had no objections is not true. I wrote to Vice President Pinnell and corrected that statement. In similar fashion and equally erroneous, is the statement that representatives in the School of Medicine had no objections. We had no objections to the proposal being used in Bloomington, but we did object to the proposal becoming I.U. system wide practice. Finally as a footnote, I, as a non-scientist, am not particularly enamored of the proposed seven titles for the non-science segment of this group. The scientists would be assistant scientists, associate scientists, and senior scientists, where the rest of us would only be assistant scholars, associate scholars, and senior scholars. There must be some better title. Thank you.

PROFESSOR BESCH: Before we get back to discussion, I move the following: Resolved, that the IUPUI Faculty Council opposed creation of the new categories of rank. (Seconded.)

VICE PRESIDENT IRWIN: Is there discussion of that motion. All in favor of the motion say "aye". Opposed the same sign. Carried.

PROFESSOR LANGSAM: The next item under new business is another policy passed at I.U. Bloomington which also concerned us. You will find it as Circular IUPUI-125/79-80. The issue at stake here is the question of whether or not if a professor goes on leave without pay that year should count towards sabbaticals. The arguments put forth by the Bloomington faculty were as follows. If you are a great scholar and you get a Fulbright, you should be able to count the year that you were a Fulbright towards the years accumulating towards sabbatical. It was the feeling of our Executive Committee in a time when we may in fact have to limit the number of sabbaticals that a policy of rewarding a year of research by counting it toward another year of leave for research was not the wisest policy to create the best overall faculty strength. What it seemed to us to do was to reward a select and small and quality--there is no question about that--group

so that what you would have happen is as follows: I am an outstanding scholar; I have a Fulbright; I come back for five years; I go on sabbatical; then I come back and get another Fulbright and then I get to count that and then I go off after another five years on another sabbatical. And each year of leave, I'll do research so my claim to do more research will be strengthened. In a period of limited resources, the sabbaticals will all end up in the hands of a very small group of faculty, who will continue to outstrip the rest of the faculty because they will continue to get more and more of the potential sabbaticals. And while rewarding the best researchers in that fashion may make sense if you have a great deal of money and you can, in fact, provide sabbaticals for everyone, it does seem, at a time when we may have to limit these things, not the wisest policy. And again what I am basically interested in is getting a feeling of your position on this matter so that when the matter comes before the University Faculty Council, which I am quite sure that it will, that we again have a position to take either pro or con. Incidentally, you may decide that you think that this is a wonderful idea and that we should adopt it too or you may merely wish to discuss the matter. That is an understandable position, but I do think that it would be appropriate to have some discussion of this matter so that the members of the University Faculty Council, of which I am only one of eleven, will have some knowledge of your sentiments and feelings of this matter.

VICE PRESIDENT IRWIN: Any discussion on the subject?

PROFESSOR MAXWELL: I have to oppose this particular thing. I have to oppose it for several reasons. One, the reasons that you gave. The second one is that there are a number of people on this faculty who are classified as part-time. They are part-time in various other locations and they don't get sabbaticals at all because they are not full-time anywhere. I don't think that this benefit is being applied equitably by allowing people to count Fulbrights and other such research and personal funds toward a free year away from the University paid for by the rest of us.

PROFESSOR BEERING: The purpose of a sabbatical is to prepare you to do a better job teaching not to prepare you to take another sabbatical.

PROFESSOR MAXWELL: Would that we were all so realistic.

PROFESSOR PENNA: I move that this body goes on record as opposing this policy and that it instruct the Secretary to inform the appropriate persons. (Seconded.)

VICE PRESIDENT IRWIN: Any discussion of this motion? The question has been called for. All in favor say "aye". Opposed the same sign. Carried.

PROFESSOR LANGSAM: The next item before you is a matter from the Faculty Affairs Committee. Is Jay Paap here? Jay, would you come on down here and present this matter if you will.

PROFESSOR PAAP: For those of you who haven't read over the memos that we sent out from the Faculty Affairs Committee, a word on its background. This matter has been in the Faculty Affairs Committee for two years now. It was initiated by some retired members of the Indiana University retired faculty committee that is here in town. These people wanted to somehow or other get more involved in academic affairs. On an individual basis a lot of people were, in fact, coming back doing part-time teaching or other part-time jobs of this sort but there was no organized school-wide or campus wide policy on this. We spent a lot of time this year interviewing people, we talked to all of the deans in all of the schools. We talked to SCORE, and PACE organizations downtown in the business community that use retired people. We talked to the retired university professors association and came up with two major points. First, the principle which very few people take issue with is that it would be good and right to help the retired faculty become more involved. In fact, it is recognized that this is an important resource. However, when we started near the end of the year to talk with the schools and various deans' offices trying to come up with some sort of policy which would be agreed upon by everyone it came down to point two "you mean that the limited space we have now might be given to a retired faculty member". And so, on the principle, which is what we studied for a year and a half, there was strong agreement that it was good and right to take care of those who went before us. when it came down to the question of deciding particulars it got to be a very hairy matter. What we resolved in our Committee after several meetings was this which we passed and would like this group to consider. We wish you to pass a resolution supporting the concept that the University should do everything in its power to try and involve these people. It is fair to them; it is a resource that is valuable, it also parallels what is going on in the public and private sector where with the elimination of retirement age with the inflation putting drains on retirement incomes, there is increasing pressure to somehow or other involve retired people in a more meaningful way with ongoing work. So what I would like to propose or suggest is that someone here, in fact, move that the University be urged to take action on these five items.

PROFESSOR LANGSAM: As a Standing Committee that comes to us as a motion.

PROFESSOR PAAP: O.K. Fine. I am new at this. I was amazed when I was told I didn't have to show up until about 5:30 p.m. since I was last on the agenda. It is not clear in the attachment here that there are five resolutions. It is a suggestion that was not passed in our committee that in order to make this more than just a verbal resolution which is nice and wonderful and great that, in fact, the Council take action to appoint a steering committee or some ad hoc committee that would try to develop particular rules and procedures to implement these nice words. As I said, we found out that it is not going to be a particularly easy job. There are limited resources, limited space, and a lot of people have a lot of really strong opinions on this. But, I think, that the starting point is for this group to pass on and accept in principle what these five resolutions suggest, that is that we should respond to the needs of our retired people. Any questions about what we did or why. There is also a page of some of the suggestions that came up on terms of the ways in which faculty might be used.

PROFESSOR BECK: Are we talking about hiring these people or just allowing them to work here or both?

PROFESSOR PAAP: The only thing that this resolution addresses is that the University would appoint someone that would be in charge of coordinating activities. Right now retired faculty on an individual basis are hired as long as they are not hired in full-time status because you can't collect full-time pay while you are collecting retirement benefits. But they can be hired in a part-time status such as a lecturer or a researcher. They can be involved in grants and things of that sort. We feel that within the administration there would be a focal point to coordinate activities.

PROFESSOR MOORE: A what?

PROFESSOR PAAP: A focal point to coordinate activities. To have a newsletter, maybe work with the deans to set up programs to establish consistent policies among the schools, to vie for the establishment of space when such space becomes available, and things of that sort.

VICE PRESIDENT IRWIN: All right. You have a motion before you. Is there a second? (Seconded.) Is there any discussion? The question has been called for. All in favor of the motion say "aye". Opposed "nay". Carried.

PROFESSOR PAAP: The last item has to do with an issue that came up several times in our committee meetings last year. Specifically, it is the question of at what point in time do you involve faculty in decisions that have to do with reallocations. Members on the committee went out and checked in our various schools and departments and we found examples of where quite often administrative decisions were made about the reallocation of space, often good decisions but decisions that got communicated to the faculty at such a point that it was difficult for them to adjust. I am trying to talk in generalities so that we don't reveal the particular problem. A decision was made to take some space away so that one department could expand. That decision meant that someone else had to be relocated, which meant that someone else had to be relocated which meant that one area that was previously used as sort of a research area was suddenly lost which all of a sudden put pressure on the faculty who were now restricted in the areas in which they could do their research. This is an item that at the time the decision was made administratively had not been thought out in terms of the domino effect. Our intent here is to go on record as we feel that as soon as any space is being talked about being moved--office space, work space, lab space--that the faculty who are potentially involved have an opportunity to present their case of how it is going to effect them in terms of their research and teaching.

VICE PRESIDENT IRWIN: Is there discussion of this motion?

PROFESSOR FIFE: Is space the only kind of allocation that you are dealing with?

PROFESSOR PAAP: Yes. The allocation of lab space, studio space, research space, office space. If that is not clear then we need someone to recommend that the motion be amended.

PROFESSOR MAXWELL: Space is power, and money is power. People who have the power are deans, department chairmen, and others in authority. I don't happen to own space as far as I am aware of but certainly if I were a dean I would certainly want to deal with my space without dealing with the individual faculty members.

PROFESSOR PAAP: In some schools, in my school right now, we are in reallocation decisions and our faculty were involved before our building was designed. In other schools it is the faculty who are informed after the fact and I think that what we are trying to do is support the idea that the faculty in all schools at all times need to be involved as early as possible.

PROFESSOR BEERING: As you know we are not an Athenian democracy. There are certain people who are delegated certain functions which includes the allocation of space. I would think that this motion, if it were adopted, would create chaos because it is not a practical thing in terms of its implementation. I would be willing to accept the spirit of this motion as a dean and, in fact, in the School of Medicine the decision

on space allocation is made at the departmental and service and academic sub-unit level and is discussed with the faculty members involved and there are lots of fail-safe mechanisms within that. Believe me, I have many visits from our faculty if our fail-safe system appears to be in jeopardy. But, I would be very concerned if we adopted this as a University policy because it would tie everybody's hands and would make it impossible to make any decisions without first calling a meeting of the entire faculty and that is really impossible, I think.

PROFESSOR PAAP: This says that they be consulted and I think that that could be interpreted as one on one or it could be interpreted as a group depending upon the details.

PROFESSOR READ: I think that Dean Beering is right. This is a motion that would create almost near paralysis on occasion and great political fire storms over next to nothing. There are times when you have to go through a number of alternative space plans before you settle on one that looks feasible and then you begin to talk or touch base with people as any good administrator would do. To have to do it at a precise point in your first planning or consideration of changing space would get faculty colleagues together who will have political axes to grind about their space long before any firm plan is really made or formulated. This would be an example of interference in the administrative process which, if we lived up to the letter, would tend to tie our hands and create confusion, political problems, and I think some chaos on occasion. I think that it is a very bad proposal.

PROFESSOR BESCH: I think that a closely allied point to the one that was just made that I didn't hear stated is that often times space is planned for and never materializes and this can create problems. I think that it is a very important point having just gone through a variety of space planning. It would have been chaos to have been forced to consult with the variety of persons who may or may not eventually be moved or expanded or contracted.

PROFESSOR BECK: I think that we are loosing sight a little bit of the issue. I think that this was brought about by situations where faculty lost space. This was not brought about in conditions as positive as planning situations. I think that it is an indictment of the chairmen not doing their job properly and consulting with the faculty or an indictment of the faculty not working with their chairmen. They don't get along. But, I think that we are loosing sight of the fact that we are discussing faculty losing space.

PROFESSOR MAXWELL: I don't expect an answer to this but isn't it true that deans sometimes or division chairmen sometimes make things clear by such techniques. For example, take space from one person to give it to somebody else. (Laughter.) We are effectively removing their ability to make that particular thing clear. I don't think that that is appropriate.

PROFESSOR PAAP: Two or three things I think need to be mentioned. The motion does not state that the faculty involved will make the decision, will pass on the decision, or will have total power of veto. It is only stating that at a point as early as possible that the impact upon their teaching and research be ascertained by consulting them. Again, that is not to say that the dean or the department chairman does not have the absolute power to make the decision. A second point, and I think this is important in terms of the chaos mentioned a few minutes ago, is the incident that brought this up in fact caused chaos after the decision was made. I remember talking to a Japanese manager and if you have ever worked with Japanese business firms it is very frustrating. It takes him six months to make a decision because he consults with everyone, and as he pointed out to me it takes six months to touch base with everyone and make a decision, but he can implement it the next day. In the United States, he noted, you make a decision and then you spend six months trying to resolve all the problems you have created by the decision and satisfying all of the unhappy people and six months and a day later you can implement it. And, I think if there are going to be these fire fights that we are talking about they come up after the fact as well as before the fact. The issue is just at what point in time do you address the faculty members.

PROFESSOR READ: The language of the proposal is extremely troublesome. Look at the last part. "The faculty of the academic units affected by the reallocation must be consulted in the initial planning stages " Now, initial planning stages meaning when you first start thinking about moving space around. You may go through a number of possible projects in the dean's office before you finally settle on two or three feasible ones and then any good dean will talk to the people affected. But if because of one or two past incidents this is lived up to according to the language of this proposal it will straight-jacket all academic units, all chairmen, all deans, into a procedure which really is mind boggling. This procedure would allow interested people in the very initial stages to work up political reasons why this or that or the other thing is not feasible and block even the attempt at initial planning. I think that the language is very harsh, it is overkill. I think that the spirit of the resolution is one that all of us can live with. We should consult with people but this particular resolution goes beyond the principle to an unwieldy procedure.

PROFESSOR DALY: The proposal has two flaws. First, that it reduces administrative flexibility. The procedure in many administrative situations would destroy the ability to develop, the ability to change direction. It would be quite impossible to respond to the shifting needs of programs. The other is it is simply a lesson in manners. Now, I think, that neither one is something which the Council should support.

VICE PRESIDENT IRWIN: The question has been called for. All in favor of this motion say "aye". Opposed, "nay". The "nays" have it.

PROFESSOR PAAP: I will take this message back to the Faculty Affairs Committee. Thank you.

PROFESSOR MOORE: I have one item of new business to ask your advice about before we adjourn. We had a phone call last week from the Army ROTC unit and the general situation seems to be something this: at present we operate an Army ROTC program on this campus as an extension of the Bloomington like ROTC program. In other words, we are what the Army calls an extension center. We have eighty students currently enrolled in the Army ROTC program. The policies under which the program is carried out and the Faculty appointed to it are determined by the Bloomington committee and we simply go along. The proposal that the ROTC made to us was that they have a slot for another ROTC program if we wish to change ourselves from an extension center and operate under our own faculty committee. The arrangements under which the faculty committee would operate would be that it would be charged with overseeing and reviewing ROTC matters specifically including the review of course content and instructional quality of course work. The recommendations of that committee would not necessarily be final since evaluation might also occur by schools of IUPUI and final decisions regarding academic credit would continue to be a prerogative of the various colleges. That is, some colleges might accept the credit and some not which is our situation now. Now, we don't make the basic decision or have direct input. It is now made by the Bloomington committee which is responsible for review of the competence of the instructors for the courses and the appointment of instructors to the ROTC program. The primary benefit which would come to us under this arrangement would be an enhanced opportunity for our own students to obtain ROTC scholarships. The basic scholarship is a four year scholarship of \$100 per month and in addition provides coverage for academic costs such as textbooks and tuition. As I say we have eighty students at present in the program and nine of them will receive commissions at commencement this June. What we do not have is the kind of academic control over the program that seems appropriate and this would be an opportunity for us to obtain it. And so, I would like to ask your recommendation on this matter.

PROFESSOR LANGSAM: How soon does a decision about this have to be made?

PROFESSOR MOORE: They are going to make their recommendations to Washington by the end of this week. (Laughter.) So we have the option to act now or the option of putting the matter off and waiting until another such slot occurs. That is why I bring it to you now instead of referring it to committee.

PROFESSOR BEERING: How do they feel about this in Bloomington?

PROFESSOR MOORE: I don't think that they care very much one way or another. They generally consult with us about new appointments. Since we don't have a committee that looks at this I look at it and if I think that it is a reasonable appointment I send it back and that is about all the involvement we have in it. At the present time we have three ROTC officers on campus who are paid by the Army. And if this program went into effect that might increase to four or five.

PROFESSOR HAMBURGER: Dean Moore, would this not have the effect of enlarging our ROTC program on this campus?

PROFESSOR MOORE: Yes. As I say we now have three ROTC officers on campus who come from Bloomington. If this went into effect then we would probably have four or five but they would be persons that we appointed and they would be part of our faculty.

PROFESSOR HAMBURGER: Are all ROTC personnel housed on this campus?

PROFESSOR MOORE: Yes.

PROFESSOR HAMBURGER: Military science courses, in other words.

PROFESSOR MOORE: Yes. This is Army.

PROFESSOR HAMBURGER: That is what I meant. The student need not go to Bloomington for any of the military courses.

PROFESSOR MOORE: No. We did for a time have a joint arrangement with Butler. Butler had an Air Force ROTC program and when they dropped it we had to abolish ours. We continued to have a relation with Bloomington.

PROFESSOR LAWRENCE: I move that we accept the recommendation as you outlined. (Seconded.)

VICE PRESIDENT IRWIN: Any additional discussion?

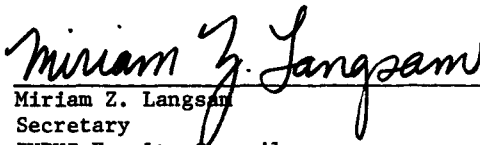
PROFESSOR ROTHE: What is the attitude of the administration?

PROFESSOR MOORE: I think that it is very desirable myself. I think that right now we are simply running a service program for Bloomington. I would like to see these students counted as our students and I would like to see our own students have a better opportunity for fellowships. I might add that these fellowships are now open not only to men but to women. We presently have about twenty of our eightystudents who have the full fellowships which is roughly equivalent to the old G.I. Bill of Rights for those of you who are young enough to remember that. The effect of this would be, we think, to at least double that. They also believe that our enrollment would double and might get to 300 or 400 in five years which is another factor. This would be an expansion, of course. (Question was called.)

VICE PRESIDENT IRWIN: All in favor of the motion say "aye". Opposed. Carried.

PROFESSOR MOORE: Thank you.

VICE PRESIDENT IRWIN: You are adjourned.



Miriam Z. Langsam
Secretary
IUPUI Faculty Council