

Agenda
Indiana University
BLOOMINGTON FACULTY COUNCIL
November 4, 2008
IMU Georgian Room
3:30 P.M. - 5:30 P.M.

Attendance

MEMBERS PRESENT: Randy Arnold, Bruce Burgun, Stephen Burns, Carolyn Calloway-Thomas, James Capshew, Andrea Ciccarelli, Diane Dallis, Jon Dilts, Erika Dowell, Paul Eisenberg, Harold Evans, Christine Farris, Lucas Fields, Luke Gillespie, Dennis Groth, Karen Hanson, Patrick Harbison, Robert Hatten, Patricia Henderson, Brian Horne, Paul Losensky, Valerie Markley, Bryan McCormick, Michael Morrone, Diane Reilly, Jennifer Riley, Jeanne Sept, Daniel Sloat, Jerrold Stern, Richard Stryker, Herbert Terry, Vasti Torres, David Waterman, Maxine Watson, Susan Whiston, James Wimbush.

MEMBERS ABSENT WITH ALTERNATES PRESENT: Mary Popp (Julie Bobay), Ann Gellis (Laura Ginger), Ruth Stone (Sarita Soni).

MEMBERS ABSENT: Eric Arnold, Jack Bielasiak, James Biles, Nate Birkhead, Leslie Blaha, Purnima Bose, Nick Clark, Carrie Donovan, James Drummond, Julia Fox, Valerie Grim, Amy Holtzworth-Munroe, Michael Jolly, Padraic Kenney, Lloyd Kolbe, Amanda Meglemre, Lokman Meho, Brian O'Donnell, Dan Ondrik, James Perry, Lisa Pratt, Richard Shockley, Alex Tanford, Neil Theobald.

GUESTS: Frank Acito (Associate Dean, Business), John Applegate (VP for Planning and Policy), Grace Calhoun (Athletics), Tim Fitzpatrick (Deputy Athletic Director), Lesli Gordon (Office of the VPIT), Rick Greenspan (Athletic Director), Jan Holloway (UITS), Bruce Jaffee (FAR, Business), Wayne Radford (Athletics Committee), Eric L. Richards (Business), Anthony Thompson

1. Memorial Resolution for Sadie Grimmett

<http://www.indiana.edu/~bfc/docs/circulars/08-09/B10-2009.pdf>

2. Agenda Committee Business (10 minutes)

(Professor Herb Terry)

<http://www.indiana.edu/~bfc/docs/circulars/08-09/B7-2009.pdf>

<http://www.indiana.edu/~bfc/docs/circulars/08-09/B8-2009.pdf>

<http://www.indiana.edu/~bfc/docs/circulars/08-09/B9-2009.pdf>

3. Presiding Officer's Business (10 minutes)

(Provost Karen Hanson)

4. Question / Comment Period* (10 minutes)
(Provost Hanson and Professor Terry)

5. Report on the Information Technology Strategic Plan 2. (30 minutes)
(Brad Wheeler, Vice President for Information Technology)
<http://ovpit.iu.edu/itsp2>

Brief Recess

6. Annual Report of the Athletics Committee (50 minutes)
(James Wimbush, Chair of the Athletics Committee)
(Bruce Jaffee, Faculty Athletics Representative)
(Rick Greenspan, IU Athletics Director)
http://www.indiana.edu/~bfc/docs/circulars/08-09/auxiliary/AthReport_08.pdf

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

AGENDA ITEM #1: MEMORIAL RESOLUTION FOR SADIE GRIMMETT.

HANSON: So let's convene ourselves and the first item of business is a memorial resolution for Sadie Grimmett. Jeanne?

SEPT: Sorry I'm a little bit out of breath here (inaudible). As usual let me refer you to the complete memorial resolution for Sadie Grimmett in your notes. I'm just going to read some excerpts from this.

Sadie Grimmett devoted her life to education. She completed a BA in English at the University of Oregon in 1952 and became a teacher in the elementary grades in the Portland Public Schools. While still teaching, she returned to Eugene to complete her MA in education in '62. In 1965 she responded to the mandate of President Johnson's Great Society by developing the curriculum for Portland's original Head Start program and she continued her research contributions to Head Start through the rest of her career. Her goal was to get an early life advantage to disadvantaged children living in poverty and from the 1960's in Portland to the 1990's in Bloomington, she pursued her interest in children's developmental learning especially in children of minority status. Sadie completed her PhD in '69 in Educational Psychology doing her dissertation research on problem-solving in children from four different ethno-cultural groups.

She accepted her first full-time academic position at Syracuse University and in 1973 the School of Education recruited Dr. Grimmatt for a position as associate professor in the School of Education with a half-time assignment in the Institute for Child Development and the other half in the new, Interdisciplinary Doctoral Program on Young Children which combined training in childhood development with early childhood education and social policy issues concerning young children. Some of Sadie's greatest strengths were displayed in this program. She excelled at getting students to push the limits of their thinking. Indeed her research program was focused in the area of increasing understanding of cultural differences in young children's social development for the rest of her career. She was also warm and supportive of their efforts, and knew or created many ways to help her meet the exacting standards she set for them as well as herself. She went on to chair the program for several years and ultimately was promoted to full professor in 1984 and taught courses in child and adolescent development and took her retirement in 1994.

Through her academic career, Dr. Grimmatt played a major role in service to the university and to the state and nation. Her service contributions include membership on the University Promotions Committee and the Presidency of the Women's Faculty Club to name just a few. At the state level she was appointed by the governor to the Board for the Coordination of Childcare Regulation and to the Governor's Committee on the International Year of the Child. She was a member of the Minority Advisory Committee for Senator Birch Bayh. At the national level, she was a consultant to the national institute of education on both the Head Start and Follow Through programs. She was a member of the editorial board of the *Journal of Contemporary Educational Psychology* and in 1990 she was awarded the Neal Marshall award for outstanding black faculty at the close of Black History Month, a fitting honor for an outstanding, stellar teaching dedicated to the betterment of the lives of young children of all racial and ethnic backgrounds.

Talbot Donaldson who co-chaired the Affirmative Action Committee on which Dr. Grimmatt had many years of service wrote of her, "she is the kind of person upon whom the university's excellence largely depends. A quiet, hard working, hard-minded, devoted woman with high ideals and an acute sense of the possibilities as well as the potentialities of university matters." That hard-working, hard-mindedness came through in everything she did for the university in her teaching, research, as well as her service.

This is submitted in recognition of Sadie Grimmatt's devotion to the university and to her profession by Sue Eklund and Myrtle Scott.

HANSON: Could we stand and have a moment of silence? Thank you. Agenda Committee business?

AGENDA ITEM#2: AGENDA COMMITTEE BUSINESS.

TERRY: Thank you. At our last meeting I told you that the BFC staff was going to be working hard to try to actually hold the elections when they're supposed to be held. You should all have received nominations ballots I think last week. A reminder that they are due back to the Election Supervisor by Friday of this week. I hope you'll encourage colleagues that you think would be good members of the Council to either nominate themselves or if you will nominate them so that we'll have a good range of people nominated. I want to publicly thank Craig and the BFC staff for all the hard work they engaged to get those materials out. We duplicate them on our own copying machine in our own office believe it or not, and it takes quite a lot of work on their part to do it and Craig thank you very much.

In two weeks, we'll have what I hope will be an important discussion here and I hope you will talk to some of your colleagues here about this matter between now and then. As you may know if you read President McRobbie's State of the University Address, he announced there that he was going to staff the position of Assistant Vice President for Research which has been vacant since he was named Provost and that he was leaving open the prospect of whether or not the Vice President for Research would also assume the duties of the Dean of the University Graduate School. He indicated that campuses should discuss that issue and we will be taking recommendations to him on that matter. We have a meeting of committees of the BFC with relevant people in the upcoming week. I anticipate they will have some kind of a report. It may be in the form of recommendations, it may be in the form of matters for discussion, but please be aware that in a couple of weeks we'll have a discussion here that one way or another will produce feedback that we will give the President on that matter.

There was some grumbling from Carolyn over here that we were meeting on election day, okay? (chuckling) And this [holds up flyer] is being distributed in the union. It says, "Skip class, go vote!" And you all should have received an email from Provost Hanson a few days ago urging faculty to be as accommodating as they might choose to be for students or others who had to go vote today. That led to a discussion in the Agenda Committee about various policies or lack of policies that we have on making accommodations for students for various kinds of things. We'd also received this year some expressions of concern from some of the religious community in the Bloomington area that maybe the religious accommodations policy either wasn't working or wasn't as well publicized as they hoped it would be. That led the Agenda Committee to refer to a couple of our committees a sort of general charge to look at accommodations. To take another look at the religious accommodations issue, but also to look at accommodations for voting and accommodations for things that we might give faculty a family leave if they were gone, illness, who knows what... Faculty are adopting attendance policies. I don't know where that will go, but sometime in the remainder of this year, I expect to come back here with a discussion of accommodations in general.

Finally, in light of IT in the room I guess should any of you learn who actually has been elected before 5:30, please wave your hand and we'll go, otherwise, we will adjourn quite on time and you can go find out hopefully by tomorrow who our next president is. That's it.

AGENDA ITEM #3: PRESIDING OFFICER'S BUSINESS.

HANSON: Thanks Herb. I don't have a lot of business to talk about. I'll just piggy back a bit on what Herb said about the discussion that's been referred to committee about student accommodations in the schedule. I took some of the conversations connected with complaints about how that's working right now and one of things that was at issue was whether or not young students, freshmen, should be expected to familiarize themselves with the policy and be able to ask within the first two weeks of the semester to have an accommodation made for them. I think that was one of the things that you know faculty may feel they're addressing by putting information on the syllabus, but whether or not that takes with an 18 year old...

STRYKER: Karen, we're not hearing you over here, sorry.

TERRY: Yeah.

HANSON: I said that one of things that had arisen in some of the discussions with community members and some students about whether or not the present policy on accommodations is working is whether or not we can reasonably expect 17 or 18 year old freshmen to be able to familiarize themselves with the policy and ask for accommodations within the first two weeks of the semester, that would be the Fall semester, before they know this is possible. The faculty, of course, have complicated schedules of their own to arrange particularly in large classes. They have to know early in order to plan for this sort of thing, but it is an issue about whether or not the policy we have is the only one that would work for both sides. So that's one of the things that the committees to which this has been referred might investigate.

Other items of business: You should know that the two Vice Provost searches for Faculty and Academic Affairs and Undergraduate Education are off and running and making good progress. The additional searches that have just begun for the Vice Provost for Student Affairs and the Dean of the Libraries search are the big...

TERRY: Karen...we're having trouble with the mic fading in and out and with the amplification system.

HANSON: Alright, well I'll just stop leaning into the mic and speak up the way I used to! The two other searches that needed to get going this term, one for the Vice Provost for Student Affairs has been, the committee has been constituted, and you should all know that Matt Auer is chairing that search in case you want to give suggestions to him. The

Dean of Libraries search is going to be chaired by Bobby Schnabel who's out the country right now but will be back and the members of the committee have been notified as well. But those searches are just beginning, as are the two task forces. One on undergraduate education and the other on undergraduate life, or not on undergraduate life, student life. So that's the status of those campus matters. Are there other, are there questions or comments that you want to make? Do we have a quorum? (laughter) Well, alright! Brad you're up.

AGENDA ITEM #5: REPORT OF THE INFORMATION TECHNOLOGY STRATEGIC PLAN 2.

WHEELER: Okay, thank you. Hopefully my mic will be a little more consistent. Karen, that one seems to be fading in and out a lot. I think I know many of you already. I'm Brad Wheeler, Vice President for Information Technology for the University and Dean of IT for the Bloomington campus. I'm joined today by Frank Acito a professor in the business school and also an Associate Dean who chaired some of the work that we'll be talking about today. So rather than print a lot of materials for you, we're going to walk through a few things visually and our - did everyone receive an email? Craig, did the note come out with the link to where the plan is? Okay, so everyone did receive that and you're aware that we're here today to talk about Indiana University's next Strategic Plan for Information Technology. By way of short history, some of you have been here long enough to remember ten years ago in May of 1998 when the original Strategic Plan came out. I'll send this around for folks. Some may want to thumb through it.

That plan was chartered by then President Myles Brand shortly after Michael McRobbie became the first Vice President for IT. And it has really been the guiding framework for our IT investments over the past ten years. When you look at that plan I think that one thing that helped make it effective at this campus and for the university was there were ten general recommendations. They were not tied to the web or any particular technology of the day. And if you read those, you would find them as relevant today as you did ten years ago. One saying, for example, that we've got to quit thinking about buying faculty and staff computers out of end of year salary savings. We have to realize that computers get old and that we need to put them on a sound, fiscal basis and creating lifecycle funding was, I think, one of the great accomplishments of that plan. Each of the recommendations then was turned into a specific action item. So there were 68 action items and I'll tell you when I first came over to start working part-time for then President McRobbie, I was pretty shocked, to be candid with you, that everything in the entire office was tied to action item numbers. Every financial report, every budget, every everything was tied to action item numbers of getting the plan implemented. And I think that was one of the reasons that it was able to be implemented with success.

Another thing that was important and that was learned from that ten-year period is that it looked at things very holistically. It wasn't in one year that well we're going to really write the manifesto for security and you optimize all the things around security but you

don't really consider that in optimizing security you break a bunch of other things. And so it was looking very holistically: classroom technology, the technologies to support courses, administrative systems and things such as that. And in May some of you joined us for a large celebration we had, about 400 people were there, for "Celebrating the Progress, Continuing the Journey." And there was a small accomplishments book that was put together that lists all of the ten recommendations and the outcomes of that and my assistant Leslie's back here. We have some of those if some of you weren't at that and would like to have one. It really chronicles the progress at that time. I'll go ahead and send that around. Leslie, you might want to pass a couple more of those around too. But now we really turn to the matter at hand.

In March President McRobbie commissioned that we begin work on a new strategic plan for Indiana University, and he charged that the plan should be very broad and very encompassing. I will take just a moment because I know the text may be a little small to read the first paragraph to you. It says, "Hence, the next IU IT strategic plan should be a plan to develop the pervasive use of IT to help build excellence in education and research in all disciplines and administration and IU's engagement in the life of the state, across all campuses and in collaboration with IU's key partners such as Clarion Health and institutions of higher education in the state." And it was a very encompassing charge to say the least in moving forward with the next plan for information technology.

So we followed pretty much the same set of approaches of university engagement from the first plan and I asked Frank Acito, who, Frank's an award winning teacher over at the Kelley School and someone involved in administration there and had been a part of a number of initiatives over time, if he would chair the University Information Technology Committee and my guidance to that group as it convened was that this plan needed to be visionary, realistic, and relevant to the different missions of the campuses of Indiana University.

So with that charge, the work began in April and the other thing that I think is important about this plan, and maybe I'll back up here, and note it; the first plan if I were to summarize it in the broadest sense, it fixed a lot of things that we really didn't have a plan for, as the world evolved, the university didn't really have our approach to how the world had evolved for technology. So in terms of funding, services, agreements like with Microsoft so we have the enterprise license agreement and everybody can get access to that software and the twenty four hour help desk and such. It fixed a lot of things and set us on the right path.

I can tell you that even without a new plan today, we would continue incremental progress in all of those areas. We try to get better each year at the things that we're doing. So this is a plan above and beyond what would have been accomplished just by incremental efforts anyway and in chartering this work and lots of conversations, we really wanted this to be a human-centered plan. We will continue to evolve really

without question, our connection to high speed networks, our ability to buy, you know, contemporary computers and create some services and engage with the library and digital library programs and things. But really, the scholarly outcomes of the University in research and education are keenly dependent on the extent to which our faculty, staff and students can make the best use of those tools in their creative works, performance, research, whatever it may be. So we charged that this would be a human-centered plan as well, knowing, by and large, we could continue to evolve the technology base, but that which would differentiate Indiana University from lesser institutions like Michigan or Ohio State, etc... (laughter) would be our ability to make great use of those tools and scholarly endeavors of research and education.

So the task forces of the first plan were as you might suspect. There was a task force about telecommunications and about administrative systems and such. This time we organized the task forces around people-centered roles. So a task force around faculty and scholarly excellence. Our faculty teach, they do research, they're engaged in creative activity, they're engaged in service. So from the view of a faculty member across all of those things, how might we improve the information technology environment? Likewise, the second one; student success. And so as you pause for a moment and you think about student success at the Bloomington campus where our principle input is students who arrive as a freshman, though we may have some growth of transfer with some of our articulation agreements with Ivy Tech and such. That's still different than students who may be taking their degree program completely at a distance with Nursing or with Kelley Direct. Or students maybe at Kokomo who are coming back to complete a degree that they started, and then got involved in work and family and they're coming back maybe with some credits under their belt. The third task force is effective community, how we work together setting up meetings, video conferencing, finding / buying tickets to IU events, paying parking tickets, all of those things about how we effectively come together as a community, our teams, task forces and then finally engagement beyond. Our engagement with Clarion Health or with the Community College of Indiana or with the state, Indiana Economic Development Commission.

So under Frank's able leadership we had over 140 participants plus the email comments that have come in. The timeline for the plan, the president asked for it by October 1st. Fortunately, he grades on a curve. He got it about October 14th, I think is when we finally got it all put together and on his desk. Michael wanted to take a pass through it before we put it out for public comment and we got plenty of his attention on the flight to Korea. I think he read it with red pen in hand. So I spoke with him after that flight and blessedly the President had very little guidance on it so it's pretty much what we had put together. He offered a few refinements for it. So you can see on the timeline where we're at right now: full draft to the President, the vertical line. It is now posted for university wide comment. It weighs in at about 60 pages, so it's pretty substantial document as you could imagine. But let me give you a peek at what you will see when you pick it up and I will note for review, the copy that's posted on the web, there is a

numbered version. So it's numbered all the way through line, you know, two thousand and something and so if you read something in like 1632 and you don't think we've got that just right, it'll be easy for you to reference the section you're talking about in letting us know. This plan is organized in three major sections.

The first section is "Sustaining the Foundation" which essentially says, 'Let's don't abandon the things that have been working.' So let's don't stop funding life cycle replacement of desktop computers and growing our network capacity, things such as that. The second one is perhaps more interesting. That is the "Human-Centered IT". And in this one we dig in more deeply into what are the things that we can do to increase faculty/student productivity and access to services in a very human-centered way. Make it easier, make it simpler, make it quicker to get things done as well as building some data utilities which I'll talk about in a moment which we probably will need in the future. And then the third section is probably really the big one. It said that if IU wants to take on some problems of great substance and swing for the bleachers, things beyond Indiana University's individual ability to solve, but we could contribute to a solution, what might some of those look like? So the plan yields fifteen action, fifteen recommendations and 69 action items at present. I'll review just a snip from each section, one from each section.

So in "Sustaining the Foundations," I'll let you read there, the major recommendation is that we really need to keep our infrastructure sound and not let it atrophy and then we all end up with old and broken equipment. Our pay-as-you-go philosophy has worked well and kept us out of the ditch where recently the Chronicle of Higher Ed highlighted some institutions that have built glorious classrooms, but then didn't have the ability to update them over time and they'd fallen into disrepair.

Then you see specific action items. In two different studies a number of our scholars have raised, that the desktop funding, life cycle funding for the desktops is good but we may have things like language labs or other student facilities that are specialized to a department or to a research need but those are not being maintained until they become old and the faculty are unable to really make use of the equipment as needed. Action 18, I think it's no secret we really would like to stay off the front page of the newspaper with any sensitive data breaches and our greatest worry is not in our core systems, but in the USB drives that are running around and people downloading things into places and laptops getting lost and such. We simply have to take a very rigorous stewardship attitude towards these things and we need to make it easy for people who have to deal with sensitive data to handle it in that way.

As we look to human centric information technology, two recommendations here; these are just samples pulled out of each of the sections. First one says, you know, there's a lot of skills acquisition that has to continue to go on. Last Monday morning under a deadline of duress I received three Power Points, two PDF files and four Word documents that we needed to immediately sew into a cohesive and beautiful looking

binder to put in front of an economic development opportunity. Well, if you know the right tool to do that with, it's actually fairly effortless to sew those disparate things together and produce what you want and move on down the line and get it done. If you don't, God help you to try to combine that. So our faculty and students are always having to learn new skills with new things that are coming along, even with finding things in the library. We need to make it easy and convenient for people to learn at their own pace at the moment of need, how to pick up these skills.

Recommendation number 9, I really draw your attention to this in the document when you get there. The document speaks to a set of what I'll call in the abstract, data utilities – where we put our scholarly, scientific research data, provision it over time, secure it, ensure that we can still read it a few years from now; where digital books are being kept. Yesterday Karen and I were at a celebration with the Libraries of the Google Book Project and HathiTrust for scanning and keeping our digital book content. We've identified seven of these utilities including one around open access, educational resources. We're all concerned about the burden our students face with textbook prices. It's all, it's everywhere you know, you know the situation, fairly intractable problem. There may be other ways that we can get and provide the materials that we want for our students in learning moments other than just through the textbook market, so that's in there as well.

And so finally, just a peek at the grand challenges; if our librarians are here, some of them can speak to this more eloquently than me, but I'm not sure everyone fully knows the situation that we're in with journals today. Overall the cost of subscriptions to online journals has been going up about ten percent year over year over year. Over time that is ultimately unsustainable, as you can imagine. The even greater tragedy is we currently do not own the right to preserve the scholarship that we create. We have long bought a copy of a paper journal and put it on a shelf and that was our means of preservation. As we increasingly license electronic copies to read, we do not own a preservation copy of our own scholarship in many cases. And this is a concern nationally. It's an intractable problem, there's not an immediate easy solution. But I do believe IU has the ability to begin thinking about some options where we can ensure, even at first base, that a scholar at Indianapolis or at IU East could read the work of another IU scholar. Right now, we do not have that situation. As bizarre as that may sound it is a truthful statement. So there's an area there that we need to work on around the scholarly record, reasserting our rights to do the things that universities do in providing access and preserving it over time. There's a lot of models that may emerge there and we're not advocating a model, we're advocating participation in a solution that will hopefully evolve over time.

Likewise, distributed education environments you can imagine are a key area of interest. Particularly as the state knows that it faces a shortage of people in the healthcare fields just to take care of the citizens of Indiana, we're not producing enough healthcare specialists whether it's in nursing or optometry or medicine. The School of

Medicine has made some changes recently in its distributed education programs and we've got to continue to look with creativity there towards the things that can be done.

So with that, this is the website where the full plan is posted. We welcome you to pick it up and take a look. We request your feedback by December 1st. We hope to get a final version of it finished up then on the desk of the president and probably at the Trustees' meeting in December. You can submit feedback either to this email address here or there's a place for voicemail to be left. And with that I'll pass to my colleague Frank Acito who has chaired this and attended hundreds upon hundreds of hours of meetings of these task forces and took the lead in writing much of the document, I'll offer Frank for any additional comment and we will take your questions.

ACITO: Thanks Brad. That's a pretty thorough introduction. I'll just say a couple of things. First of all as you, if you read the document and look through it, we've tried to make the wording as inclusive as possible to reflect that this is a plan for all disciplines on campus both creative arts, performing arts, and in some places you'll see the word "research" and that reflects kind of our thinking, that is aligning with Michael McRobbie's thinking, that when he says 'research' he means all disciplines and we are probably going to revise the text a little bit to use that approach so that we don't have to constantly repeat this long set of phrases to include, but keep that in mind. The other thing is this, and it was continuously or frequently hammered home to me, that this is an Indiana University plan for IT rather than the other way around, an IT plan for Indiana University. And so keep that in mind as you are looking at it and if you see anything that doesn't ring true, please let us know. Everything in the plan should be clear. If a sentence or a recommendation doesn't make sense, there's probably many other people that will feel the same way, so please flag that and let us know. And I appreciate any kind of feedback that you can provide to us to make this the best possible plan that we can have for our next five to seven years.

WHEELER: We're happy to take your questions, go ahead.

EVANS: Can you remind us of what kind of time scale you envision for implementing any changes, comments might provoke in the document?

WHEELER: Yeah, just to make sure everyone can hear: 'What is the time scale for implementing any changes?' And you mean in the implementation of the plan itself or revision of the document?

EVANS: Revision of the document.

WHEELER: We've decided we're not going to revise the document on the fly. We've posted a document and it would be unchanging for people to send comments to because we're getting version control and line numbers changing and things just going nutty. So that will not be revised. We'll gather all the comments in, as you can imagine

with 100,000 students and 15,000 faculty and staff we'll probably get a chorus of some things that go, 'Oh you've all missed this or you should think this way' and we may get some contradictory advice, wouldn't surprise me a bit, too. But we'll assimilate all of that and then we'll go back to public posting as soon as we can put all that together probably very early December.

HANSON: Can I just say that you can see that they have a very aggressive timeline on this. You should look at it right away and get your reactions because the plan is to go to the Trustees in December, and as Brad pointed out, the previous ten-year plan was really an action plan and so if you want to have input on this, the time to do it is now.

FIELDS: I was just curious, I know there was lots of student involvement in the process with this, just so for expediency, who were those students? I'd love to get involved with some of them just to know sort of what was discussed there.

WHEELER: At the URL there at the top there's a complete list of the rosters of everyone who was on the task forces, which campuses, faculties, students and such so that would be probably the best place to check.

FIELDS: In addition, the Board of Acons...

WHEELER: The Board of Acons here on Bloomington campus had input as well.

ACITO: Right, with a formal report that they made when we started out and we took that and then incorporated those recommendations to the extent we could as well.

HANSON: Other questions or comments?

TERRY: If I could make a couple comments. I actually read this last night and it's quite a good piece of work and I think faculty should be very happy with it in many ways. One thing that I found important is a bit of an acknowledgment in here that standard builds for faculty and this sort of thing may not be the answer in the future, that you may have to help support faculty in different computing environments than sometimes the case now with standard builds from CITO (College Information Technology Office) and elsewhere and (inaudible) Obviously I think faculty will like the idea that you want to look at maybe finding ways to get us better deals for internet services, other sorts of things that we need off campus in order to interact on campus and I hope you can go somewhere with that. I'd urge you to be a little bit more aggressive on how to solve the problem with keeping web content up to date. You talk about that a lot. I think there's a problem budgetarily for that. You might look at whether you can make that non-metered. Can some system be developed campus wide to help units keep up to date?

I found it interesting that there's not much a mention in here of disabilities and disabled students and it seems to me that cuts two ways. On the one hand, you want to make

this an environment one that they can use. And on the other hand, we have a great deal of difficulty providing some services to the disabled student population or the disabled staff and faculty members. And there may be ways to address that. It kind of struck me as an odd thing. We have an accumulated list of things we would have liked to have had done with Peoplesoft. For example, the rain check system that disappeared and there's no mention in this report of addressing that accumulated list. It isn't even clear to me that that list made its way into this document so it might be useful to take a look at that.

I wanted to acknowledge that I like the idea that you're trying to get control of our own intellectual property and do something about Luke's concern about textbook costs and that sort of thing, although that is kind of beyond us.

And I had a question. You've recognized that we need to be competitive in terms of salary and benefits for your own staff. Are we there now? I mean there are, the word 'remain competitive' is what's there and yet there's so many other parts of this University in which one way or another we're not competitive. I'm wondering where we stand now and whether it would be a big leap or a small leap to remain there or to get there.

WHEELER: In the slowing economy, we're increasingly competitive. (laughter)

TERRY: Okay, that's a good line. Those are my comments. I hope you will do them. We will ask some of our committees to also take a look at this and I think probably just authorize them to forward comments to you directly rather than bring them back through here.

WHEELER: We appreciate that and we're already off to a very good start this year with Hal's committee, with Technology Policies Committee, and my staff have already met with them a couple of times for early thoughts on this and we appreciate those comments. We've made note of them.

HANSON: Could I just mention that that list of requests that people had while Peoplesoft was being implemented, it's still being maintained and SES is addressing them. Do you want to comment at all on the relations with those kinds of smaller tasks in this strategic plan?

WHEELER: I will. For the first time since I've been around we're actually in clearer waters in being able to make choices about things that we want to do with administrative systems. Much of the late nineties was spent getting ready to get ready to take out a bunch of legacy systems off the mainframe and move to Peoplesoft 8.0 and that was tough as you guys know. Any institution in the nation will tell you that. And then recently up until February, about 18 months of energy, of functional staff time in registrar's office, etc... and my staff time was tied up in moving from, - we skipped all

the interim upgrades of Peoplesoft to avoid the disruption - from 8.0 to 9.0, and we had to move or they were going to drop support. And we moved as far forward in the Peoplesoft food chain as we could. And that went off pretty much without a hitch last February.

So for the first time we're now in a position to allocate and think about where we want to put our time and energy on around administrative systems. And I think the belief right now is and it's yet to be fully seen, some of you know about open-source development efforts for the financial system, we're going to start moving to an open source financial system over the next couple of years. A similar effort that IU is not presently invested in is going on with the investments of others for student systems. And it's very modular, it's very atomic. And so there are probably pieces of that that we will start to pick up over years. Some things we would develop ourself to knock off the wish list and some things we will pick up from the kindness of strangers and their work. They're not really strangers, I'm teasing about that. And I think a lot of the functionality that we would like to see enhanced can be done much more modularly now that we're passed the big upgrade. And I do not anticipate, and I know this will be recorded, but I do not anticipate that we will make another large Peoplesoft upgrade in the future. You know, the offer from Oracle might change dramatically, but I really anticipate we've got our core system and we will just work to improve functionality and usability around the edges of it for quite a long time.

ACITO: There's also a similar set of lists around for Oncourse that many faculty talked about. And that did not, although we were made aware of it, we did not include it in the plan with the idea that that's part of the 'sustaining the activities,' that we have in place right now to address those. And some of them - that doesn't mean to diminish the importance of those things - some of those can be quite disruptive and critical, but we wanted to just keep this at a fairly high level and people will notice that all of those wish lists regarding Oncourse and some of our other systems aren't really explicitly called out in this plan.

WHEELER: If I could just close by saying, this is a strategic plan. So this is a multi-year implementation. There are some things in there that you read that clearly are not feasible in one or two years, but that was the intent of it being a strategic plan rather than, you know, a particular nuance of a problem today. So it is our intent that this will guide a pattern of investment over time and coordinated action, and I just emphasize again what Frank has said. Much of this is Indiana University's plan. My office may have the lead on lots of points. Some of it will be done in conjunction with school level IT staff or campus staff or the libraries or other units. It's really a plan to coordinate that action as much as anything.

HANSON: Any other questions or comments? Well thank you Brad. Thank you Frank. We're grateful. And be sure to read the plan and send comments if you have them as quickly as you can.

We are moving right along. It shows what happens when we have a smaller group here. I think instead of taking any kind of a break, if the Athletic Department folks are prepared to give their annual report now, that would be wonderful. Yeah, thanks Rick. So, Rick Greenspan and Bruce Jaffee are here, thank you, and James Wimbush.

BRIEF RECESS

AGENDA ITEM #6: ANNUAL REPORT OF THE ATHLETICS COMMITTEE.

WIMBUSH: Yes. Similar to Brad, I think that I know most of the people here and most of them know me, but for the benefit of those of you who don't know me, I'm James Wimbush, the Dean of the Graduate School. I'm also a Professor in the Kelley School of Business and also the Chair of the University Athletics Committee. And based on the University's Intercollegiate Athletics Program policy that was passed by both the University Faculty Council and the Board of Trustees, we are required to present to the Bloomington Faculty Council a report of the status of intercollegiate athletics at Indiana University, and so I'm happy to do that. And before we get into the report, I would like to acknowledge that we have a couple members of the athletic staff in addition to our AD who are here with us: Grace Calhoun, who is Associate Athletics Director and Senior Woman Sport Administrator as well as Tim Fitzpatrick who is the Deputy Athletics Director for the department. We're happy that both of them could be here with us. We also have a few members of the Athletics Committee; John Applegate is a representative from the President's office. Wayne Radford is one of our alumni representatives and Wayne is here and then Luke Fields is one of the members of the committee who represents the IUSA and he's here. I don't recognize anyone else who is here. I'll introduce Bruce later.

I'll proceed by providing just a brief summary of the report which all of you have received as a handout and then I will ask Bruce in his role as Faculty Athletics Representative for the NCAA to provide just a brief summary of his activities, but we will yield most of our time to our Athletics Director, Rick Greenspan, who will provide an overview of the activities of the department and any other thoughts that he would like to share with us. Again as I mentioned earlier, it is because of the policy that was passed by the UFC and the Board of Trustees that we are here. The functions of the Athletics Committee, there are actually quite a number of them. They are listed here on the report but just briefly we have the responsibility of making sure that the mission and goals of Indiana University are carried out within athletics. We have the responsibility of making recommendations regarding the relationship between the athletics programs and academic affairs of the university. We monitor policies related to student equity and welfare as well as academic support. We participate in decisions related to the addition or elimination of sports. We provide advice and counsel related to personnel matters. We also provide advice and counsel related to the athletics budget which also includes contracts. We provide advice also on votes of the NCAA and Big Ten legislation.

And then we meet annually with the President and over the past year we actually had two meetings with the President. He was introduced to us, we already knew him, but in his role as President he was introduced to us in August of last year and then he met with us during one of our regularly scheduled meetings in March.

This year the committee was actively involved in really all facets of the Athletics Department. We carried out all of the functions that you see listed. There's a summary of our activities on page 3 of the report. I won't go through them, but because I am required by the Trustees to state the status of intercollegiate athletics at IU, I can say that based upon the progress that all of you see as you drive along 17th street or even the bypass that the progress on the facility improvements, the fact that we have a budget that is in the black and rendered a surplus, the fact that we have significant gains in overall academic performance of our student athletes and that overall we have an improved performance of our student athletes in their athletic activities that it is quite clear to me that the state of intercollegiate athletics at Indiana University is very strong, and that it has a very bright future. Much of the credit goes to the gentleman who is sitting next to me, Rick Greenspan, for his leadership, and of course, the members of his staff. They have done a tremendous job. When Rick joined us, we had a budget that was in the red. We were woefully in need of facility improvements. We had academic standards that were good, but not good enough and they have improved tremendously. We have seen the addition of members of the staff who provide outstanding competence in their duties. We have coaches who also not only provide great leadership on the courts or fields in which they play, but they are also committed to the academic values that we all embrace.

And so I am very grateful to Rick for his leadership and for how he has worked very closely with the committee. I can say after ten years of being on the committee that the working relationship has been very good with all of our Athletics Directors but it has been unparalleled under Rick's leadership. And although Rick has announced that he is leading us, as was announced last Tuesday, Fred Glass is going to be joining us on January 2nd, as Athletics Director. We're all excited about Fred's joining us and I can tell you that thus far, the transition of leadership is going along very smoothly. So again, thank you Rick for your leadership, the wonderful work that you have done, and of course, to the members of the staff and also to the members of the committee for working together to really create a lot of positive outcomes for the department. I will now call upon Bruce to provide just a brief summary of his activities as FAR and then Rick will provide a more detailed overview of the activities of the department.

JAFFEE: Thank you James. I'll be brief and I'll just focus really on three very different areas. First, as many of you maybe have read, there was a major restructuring in the governance organization of the NCAA earlier this year. And while some may say that's as effective as rearranging the deck chairs on the Titanic, I do think that at least there's some optimism that this will provide a more involved decision making and more rational decision making process. We're lucky that there is decent representation on the key

councils and cabinets by people from the Big Ten, but specifically at Indiana University. To add to Grace Calhoun's already long list of titles, she happens to be, and putting us in good position, the head of the awards, benefits and financial aid cabinet for the NCAA which is certainly very critical when you deal with topics like awards and financial aid. I happen to be a member of the legislative council that deals with and serves as a funnel for all legislation that may affect intercollegiate athletics. And just very quickly, to give you the range of things we deal with and we had meetings in Indianapolis, I think, now about two weeks ago, consistent with the IT report that Brad Wheeler described, one key piece of legislation is to the extent there should be any constraint on online or other non-traditional courses that may be taken by student athletes. That may be sort of the higher level. The other extreme would be the definition of allowable nutritional snacks for students athletes which currently includes such things as Gatorade and PowerBars. This proposed legislation to expand that to include, and I'm being precise here, nuts, bagels, and fruit. And there was a discussion that deteriorated into whether bagels should also include cream cheese, the recommendation was "No," and then there was a discussion of the lack of nutrition on bagels. I did confer with the owner of Bloomington Bagel who will maintain that there is pretty good nutrition in at least her bagels. Hopefully not much will happen with that legislation, but I'm not optimistic.

A second point I want to make is to piggy back on James' point of involvement of the committee is, without a lot of publicity for pretty obvious reasons, the committee is involved, one or multiple members, in all major searches that relate to athletics, related to all major head coaches and certainly the Athletic Director. Also the committee was involved in every stage from the beginning to, at least what I hope, is now the end of the NCAA infractions case that related to men's basketball. Certainly that was extremely time-consuming for the staff of Athletics. The legal staff of the university and outside counsel, but members of the Athletics Committee were involved right from the beginning and played an advisory role and really a policy role throughout that process.

A third issue is, as reported to the BFC before, I had the Sponsorship Committee which is the special admit program that we have for student athletes. For the Fall of 2008, we admitted 32 students through faculty sponsorship, and at least so far, the reports I get through midterms is that they're doing reasonably well and the last academic year I think they had very strong academic performances. Every major Division I athletic program does have some form of special admission program. We reviewed all these programs this summer within the Big Ten and the general evaluation of the Indiana program was that we have by far the most transparent program, which has pluses and minuses, but at least the most honest and transparent program and the one that has by far the strongest level of faculty control in that we have a committee of now five faculty members that make all these sponsorship decisions without any direct involvement by any coaches or other athletic administration. So the situation on faculty sponsorship and special admission is something that is certainly of great concern to all faculty, the BFC and certainly the Athletics Committee as well. And I think we do have a pretty decent, open system in that regard. With that let me turn it back over to James.

WIMBUSH: No, Rick.

GREENSPAN: Thank you Bruce, thank you James. And I appreciate your involvement in so many ways within our Athletic Department as part-time jobs to your full-time jobs; I know you spend a lot of time with us. And Herb I, as I plan on leaving the campus, I was reminded of this as Brad left, I was reminded of something that my dad used to tell me all the time and that not getting slapped upside the head is a compliment and when you and I have spoken over the course of four years, the lack of being slapped upside the head is a compliment. I've learned that. So thank you for not slapping me. I have some comments that I'll read but I traditionally don't do that. My comments are generally more informal, but if Provost Hanson and President Terry allow me, I'd like to read some thoughts.

Thank you for giving me this opportunity. I'm most appreciative of the support in leadership and the advocacy of the Athletic Committee and the Bloomington Faculty Council. Over the last several weeks, I've shared a comprehensive overview of the Athletic Department with several constituencies: the Board of Trustees, the Athletic Committee, and our Varsity Club Board of Directors. I would be pleased to share electronic versions of these reports with this group upon request. I believe you'll find that upon inspection the data and the analysis would be enlightening and valuable. It's a very detailed report on finances and academic success, athletic success, the challenges we face, etc...

Today however, I'd like to focus on several areas that are important to me as I make my plans to transition from Indiana to my next career opportunity. I cannot do such without sharing my deepest appreciation for the honor of serving as your Athletic Director for the past four plus years. These years have been challenging, exciting, inspiring, productive, and they have never been boring. Today I will share some thoughts on four broad areas: one, communication and transparency; two, financial matters; three, integrity and ethics; and four, student athlete welfare.

Communication patterns in athletics have evolved considerably in the last ten years creating opportunities and challenges of great significance. The public's insatiable thirst for information related to sports has spawned thousands of websites, blogs, customized and specialized interest, special interest television and radio stations and have threatened, and in many cases, altered what is a cornerstone of journalistic credibility and that is integrity. The Society of Professional Journalists' Code of Ethics is voluntarily embraced by thousands of journalists regardless of their place or their platform as a guide for ethical behavior. This code references amongst others that journalists should be honest, fair, and courageous in gathering, reporting, and interpreting information. Ethical journalists treat sources, subjects, and colleagues as human beings deserving of respect. They should be accountable, admit mistakes and correct them, expose unethical practices of other journalists, and abide by the high standards to which they

hold others. Regrettably while there are still journalists that understand and accept these standards, there's a culture of many journalists that do not.

Colleges are highly regulated, and college athletic environments perhaps even more so. Our obligations to federal laws such as Title IX, HIPA, FERPA, NCAA, and Big Ten regulations and other groups such as the Knight Commission and COIA is complex and rarely understood by media members. College Athletic Departments I believe must rethink, reeducate, and retool the manner in which we relate to and communicate with our constituents. We are continually in a defensive stance against ridiculous, unprofessional, and hurtful rhetoric. These types of media attacks in my opinion continue to be one of the driving forces behind aberrant fan behavior. The absolute loss of perspective in terms of winning and losing, the flavor-of-the-month desires for coaching changes, electronically expressing damaging opinions that have no merit or substance, amateurs' websites and blogs that are being used by legitimate news sources for "confirmation and verification," and much more. I believe we must find better ways to protect our student athletes, our coaches and our staff and employees and to publicize and protect the truth. At the 2008 Sports Information Directors' Annual Meeting, Bill Smith from the University of Arkansas, their sports information director, said that the goal is to convert our traditional way of reaching our fans from a speech to a conversation. When opinions are supported by inaccurate facts, they can take on a damaging life of their own. This is a significant challenge, but one that is required in order to report honestly and shape perception for the betterment of the University.

I am proud of the collaborative effort that has been made over the last four plus years at Indiana to open the books and to have forthright, inclusive and meaningful discussions with faculty, staff, and other constituent groups about the challenges, issues, and ramifications of decisions made in the athletic realm. The Athletic Committee and its subcommittees have been strong partners in helping us in athletics to understand, as well as share, our perspectives with the campus community. We have the most transparent and detailed approach to faculty sponsorship on campus. We share complete financial records quarterly with the Athletic Committee and our University Chief Financial Officer. Our personnel subcommittee comprised exclusively of faculty has had meaningful input on all major hires absent one. We report regularly on various academic metrics and strategies for improvement. We have Human Resources, Purchasing, and legal opinion oversight from the campus on all external contracts and we conduct multiple internal and external audits annually for business operations, protocols, procedures and compliance.

It was our own internal and redundant audit that discovered the phone call irregularities in men's basketball. We had a thorough investigation as Bruce referenced and self-reported to the NCAA our findings. I have a copy of the executive summary and survey that we included in our report to the NCAA in response to this allegation of failure to monitor. I would be pleased to share this with you, if interested. I believe, as do most compliance professionals, our University President, Jim Delaney, Commissioner of the

Big Ten, and Judy Vanhorn, the President of the National Association of Compliance Directors that this particular allegation is without merit. Our President, Michael McRobbie, has said on multiple occasions, "I am extremely disappointed with this judicial allegation by the committee on infractions. I believe our compliance program worked and have remained steadfast since I first learned of this situation in my belief that Rick Greenspan and the compliance staff did their job. We await the NCAA adjudication." This case, in my opinion, has the potential to create unenforceable standards without documented best business practices at absurd institutional costs. At a time when institutions are struggling for state support and college students are leaving campuses with tremendous debt, it is absurd to spend hundreds of thousands of dollars counting text messages or debating the difference between a color or two note card for the nutritional value of bagels. The issue is not about process, the issue is about ethical standards.

Several years ago department finances were mired in red ink. Today because of the hard work of marketing professionals, fundraising professionals, business office professionals, in combination with a group of outstanding coaches, we are operating within our means, investing in major facilities renovation and development, significantly growing our staff and budget in academic support services and demonstrating a genuine commitment to gender equity. We have completely paid off our two outstanding loans ahead of schedule, built our endowment and annual funds to all-time highs, and have grown our budget by nearly 40%. This budget growth still places us squarely at or near the bottom of the Big Ten conference. Contrary to some popular opinion, we do not have financial obligations to former coaches. We are building a reserve for the uncertainties of the business cycle, and unlike most of our peers we receive almost no university funding and zero state appropriations. Good fiscal management should be an expectation on this campus and a reality in this Athletic Department.

There has been much written and more speculated about the culture, the events, and the process that led to the hiring and acceptance of a former coach whose history of academic achievement and rules compliance have been well documented. This is not the time nor the place to point fingers or contradict others who have spoken. As I've said before I will continue to take the high road on these matters because I've found there's too much congestion on the low road. (chuckling) It is, however, the time and place to remind you of your delegation of responsibilities to the Athletic Committees, personnel subcommittees. These duties should not be taken lightly. As Dante said, 'The hottest places in Hell are reserved for those who maintained a neutrality in times of moral crisis.' We cannot allow our moral compass to be altered by those with authority and no accountability, those with power and no wisdom, and those whose ethics are easily marginalized by public pressure.

In 2004, the AGB, the Association of Governing Boards of universities and colleges first adopted a statement on intercollegiate athletics. Recently in 2007, it was revised. It serves as a template and a resource for good governance, policy standards and

principles to reinvigorate efforts on the part of governing boards to align intercollegiate athletics with the mission, vision, and values of high education. This revised statement explains, "Because board members occasionally have been associated with some prominent football and basketball programs, it is time for all boards to reexamine how they exercise their oversight responsibilities. Strong voices are needed to express a clear, philosophical and moral position on core issues." The report goes on to state that boards should not be directly involved in the process of hiring and firing coaches or other Athletic Department personnel. Board members should be discouraged from fostering personal relationships with the Athletic Director or coaches.

There's no more important person in the Athletic Department than our students. They are truly the campus. They are the campus community. As it relates to our student athletes, they are held to very high standards for personal behavior, for academic progress, for physical conditioning, for public interaction and for competitive excellence. Almost all of them succeed and leave this university with a degree, great memories, an understanding of team concepts, and a better ability to learn to live with life's adversities. Some fail. They do not live up to our expectations and requirements and their privileges of scholarships and participation are mitigated or eliminated. These are hard lessons to learn, and frequently public lessons. We must continue to keep the student athlete at the forefront of our decision making and planning. While much is talked about, budgets, coaching salaries in football and basketball, media and their financial values and intrusive styles, new facilities, recruiting, and other topics of the day, an Athletic Department that doesn't recognize and instill discipline and scholarship in its student athletes is a department without a soul. I encourage all of you to have fair, reasonable, and serious expectations for academic and social achievement for these young men and women. We have an outstanding staff of professionals and a department that spends countless hours advising these young men and women. Only a small part on true academic issues, but they spend a great deal of time regularly discussing with them and guiding them on the realities of life. The loss of a parent, the embarrassment of a learning disability, the challenge of overcoming injury, and the maturation from youngster to adult. These are real issues and I believe that coaches are perhaps the most qualified on a campus community to make meaningful inroads with our student athletes in these areas. I encourage you to choose your leaders wisely.

I will always be proud to have been a Hoosier. I have been honored to serve as your Athletic Director. I have had experiences and challenges I never would have imagined and thank you for your support and guidance. I will continue to be available to any and all of you during the remainder of my time at Indiana and well past my departure, if I can be of any assistance to you. Thank you. That concludes my report. (Applause).

I know it's polling day, or voting day. If I can answer any questions and be deliberately vaguely specific or specifically vague in my response, I'd be happy to. Yes Ma'am?

CALLOWAY-THOMAS: On page 2, paragraph on the very bottom you say, “When achievements took place over the last year of which are all proud,” could you speak more specifically on some of the achievements particularly in the area of student academic performance? I’m referring to the report.

WIMBUSH: Yes, certainly. There are a number of achievements for our student athletes that we’re very proud of, and the overall academic performance of our teams. We have Grace Calhoun here who can be a little bit more specific than I can regarding the academic performance of the teams. Grace do you mind speaking to that?

CALHOUN: Sure, I’d be happy to. Just a couple of things off the top of my head. On the women’s side, all of our teams once again had GPAs above 3.0. On the men’s side the vast majority of them do. All teams were above a 2.8, but again, the majority again above the 3.0 again on the men’s side. I know I saw Bruce was carrying a copy of our graduation success rate report. We also have another NCAA metric, the Academic Progress Report. On those measures, by and large across sports teams, we rank very well. We had a couple of sports that haven’t done as well as we would have liked in the recent two or three cycles. I think we’ve all identified those issues and have made some changes that should get those programs back on track as well. But I think one of the hallmarks of Indiana’s Athletics program has always been the accomplishments academically of its student athletes. It really gets to the core of what we are as an Athletics Department and in fact one of the very first academic support services units in the country was founded at Indiana. So it’s something that we really feel is an area of strength that continues to be strong but that Mr. Greenspan has laid such a tremendous foundation for in going forward for even greater success in future cycles.

We have expanded the services that our student athletes received to make them more competitive with other institutions in the Big Ten. I think we all feel ethically, as we expect more of our student athletes, that we have the obligation to give back to them and provide the support that gives them every legitimate chance of leaving here with a degree. When you look at our faculty sponsored admissions, we had 100% persistence rate last year. So I think we’ve been able to really make some tremendous inroads to making sure that our student athletes continue to be representative of our undergraduate student body and continue to make you proud.

CALLOWAY-THOMAS: Please talk about the athletes who do not perform as well. Could you tell us why? Do you have any suggestions, theories, as to why these particular athletes did not perform as well as the others? And I consistently hear about the performance of the athletes, but you did say that some did not perform as well.

CALHOUN: Sure. Men’s basketball has been the one well-noted exception. And I think our leadership change there has been tremendously positive and in the semester since the leadership change we have seen very different results than we had in the past two cycles. It’s difficult to talk specifically to any cases because of course the circumstances

are so different. We do, I think, contribute to a lot of other institutional priorities. We have a very ethnically diverse student athlete population and many of those individuals come from inner city schools where they might have been toward the top of their class, but weren't given the support to really excel and we find that once they come in, they require a lot of remediation, but if we do that well, we have found that they do go on and progress toward a degree and graduate. So it's difficult to address obviously for privacy matters but because of how different all the cases are. It's difficult to talk about specifics, but I feel that our metrics when we compare it to the undergraduate student body usually stack up favorably in terms of retention and persistence rates; this progress toward graduation and what our national graduation rates look like. And those are areas where we've also set some high standards for ourselves going forward. Recently, with my unit, we went through a strategic planning exercise and we do aspire in all those areas to be in the top third of our conference knowing that if we are, we will stack up very favorably in Division I in general. So those are things that will continue to be points of emphasis going forward.

HANSON: Questions or comments?

GELLIS: Bruce, you mentioned that, and I am reassured to hear, that the committee was consulted and works very well on an ongoing basis with the Athletic Department particularly obviously with respect to the NCAA infractions. And you've mentioned that, you know, among the things that you do is address policy issues. Can you give me, give us, an example, particularly after the infractions came down, or the discovery of the violations according to the NCAA, that the committee looked at that whole issue, presumably, as to what had gone on. Give us a feel to what you found and what kinds of things you know you, presumably, there are always things you can, that one can do better or ways of figuring out where there are holes in the compliance system, and I'd like just to hear more than just that you were consulted and gave advice, is what I'm saying.

JAFFEE: Yeah, that's a really good question and certainly one thing that I think the department and the committee have pondered for a long time, what we could have done better. I guess I want to just stress a few things.

First of all, when this first came to my attention through Grace Calhoun in early July of 2007, very shortly after President McRobbie was announced officially, or started his term as President, I think there was no question that, once I was notified, very shortly after it was brought up, I thought there was absolutely no question that A) this was a very serious issue potentially and the President had to be notified. And I notified the President immediately through Dottie Frapwell the legal counsel. Ironically, later on at a hearing in Seattle, I was asked why didn't I call the President. I said, "I'd never, except socially, had met the President. He'd only I think been President for seven days, and I'd known Dottie Frapwell for years and I knew what her reaction would be and recommended a reaction." I'd essentially followed this issue very, very closely I think to

be candid and Rick's alluded to this, the role that the committee played in the hiring of our now our ex-men's basketball coach was not best practices. Wayne Radford and James and possibly somebody else on the committee at that time who were here were on the committee and our involvement was very, very limited. I mean to be candid, a good story on the search for, the current search of Coach Crean, when we had our first meeting, we had an outside consultant and his comment was that some of these coaches do not like to be interviewed and contacted by a committee. I remember saying at that time, in effect, we did that once, we're not going to do it again. I had nothing to do with the hiring of our previous coach and I did not want to stand in front of this body and ever say that before. And then one of the great one-liners that I'll always remember from Rick Greenspan, he said, "Bruce if you want to stand in line and say you had nothing to do with the hiring of our previous basketball coach, you'd have a long wait. Because lots of people deny any involvement in that hiring decision."

GELLIS: Let me interrupt for a second. So are you...one policy uses it to make it clear that the committee will always be involved. I'm sort of looking forward rather than back.

JAFFEE: Correct.

GREENSPAN: Let me try and, at the risk of not being too prescriptive I think, there are very significant policies and procedures for self-reporting and filing self-reports both to the Big Ten and the NCAA on infractions and those, I think, were followed to the letter. I think the campus communication with our legal counsel, our President, Vice Presidents and others was very strong. The challenge when an incident, a transgression like this occurs is certainly to look at your policies and your procedures, to look at the way in which you conduct your business to identify whether or not you could have detected whether you could have reported, whether you could have known earlier and better. But this was not a case of the processes failing us. This was a case of an ethical lapse and a deliberate and conscious attempt to usurp and to hide facts from those who would have stepped in or stopped their actions had they come forward much earlier. And I think that's an issue that in my mind is absolutely critical to this. Not that we don't self-examine, not that we don't look at our processes carefully; but that we have good leaders taking strong moral stances, that their affliction to win doesn't overwhelm their moral compass. And I think in my mind that is the case. And that should always be the case. And a good organization I believe is an organization that takes risks. A great organization takes risks, and fails and continues to take them. A bad organization is an organization that never takes risks on character. And I think to me, that is the heart and the essence of the issue.

Could we have and should we have done more in a better way? Absolutely. But I think our information and the information we've gathered by survey tools and "experts," proves to me that our standards for compliance, perhaps the best analogy would be research compliance, but our standards, I think, far and away exceeded best business

practices. Far and away. We reviewed 70,000 phone calls. We reviewed 70,000 phone calls and we found 4 calls that were inappropriate. And when I talk about the value of our time and the value of our staff time and to think of the hundreds of thousands of dollars that are being spent to count and interpret phone and text messages and to the second to determine if it's a countable call or it's not a countable call is an absolute shame in higher education right now and I know that Dr. Calhoun who, for instance, and I'll probably screw this up Grace, but who has an engineering degree from Brown and an MBA from Lehigh and a PhD from Florida is delegated to sitting in front of a stack of papers and counting phone numbers and trying to match them up with prospects that we've gone wacky in this business. And we all deserve to eat a bagel. (laughter) With kosher lox in my opinion. I'm not trying to short circuit the question in terms of 'can we do things better and should our processes be better', they always can. But I think this was a decision that exhibited in my mind a lapse of judgment more so than anything.

GELLIS: Okay, I will just ask. Has the committee, I have said that, has the committee subsequently taken any other policies you know in terms of review or you know, when it talks about policies--what are you talking about?

WIMBUSH: Sure, we actually have a subcommittee structure that works really well. We have the student equity, welfare subcommittee, and the academic issues subcommittee that look at all aspects of the accounting for the performance of our students academically and athletically and what they do is work very closely with Grace and her staff to make sure that all of the processes and procedures that should be in place are in fact in place and that they work well. And then they make recommendations to the Athletic Committee and we will in turn make recommendations to the department. So our subcommittees have been busy at work. We did something a little different this year. We have an annual retreat every year in the summer at the beginning of the academic year in August or September and normally it is a meeting of listening to various reports and reviews and whatnot. This year because we felt that we needed to get to work right away, the subcommittees started their work at the particular meeting and so the subcommittees will be making reports to us. We haven't had any recommendations as of yet for changes that we would recommend to the Department but we have had our subcommittee chairs working very closely with members of the Department.

GELLIS: Thank you. I appreciate that.

TERRY: If press accounts are correct and Rick has raised some concerns about whether that's true or not, but if press accounts are correct, our new Athletic Director has decided to work without a contract, without a personal services contract. And he says he's happy to be an employee at will. Contracts seem to me to be useful for setting out objectives for the University for protecting us as well as protecting an employee. Did the committee consider the question of contract or no contract in the hiring of the new

Athletic Director and if it did, did it think it was a good idea to proceed without a contract?

WIMBUSH: That was not an issue that was brought to the committee. The terms of the employment of the new Athletics Director was something that was not within the purview of the President so that was not something that we considered.

TERRY: Do you share any of my concerns? Should we, as good practices, generally have contracts with major employees in the Athletic Department?

WIMBUSH: One of the things that we did was, well that the Athletics Department did, was all of its coaches created contracts. I think most of them were one year contracts.

GREENSPAN: All of our, Herb, to answer your question, I work on a contract. All of our coaches work on contracts with the exception of four head coaches and those are in our two basketball programs, football, and volleyball, they work on renewable year to year contracts. None of our administrative staff, including the senior staff that are here, work on contracts, not by my design. Quite honestly, I think it would be appropriate for them to work on a contract but because of interpretation of University policy I think personally employment contracts in athletics are healthy for an institution and they're healthy for employees that are not independently wealthy. I do believe that they also, in many cases depending upon the way the contract is written with liquidated damages and other issues that are typical in a contract, tend to enable and encourage people to choose a harder right than an easier wrong at times. And maybe that's the essence of your question.

TERRY: Alright.

HANSON: Any other questions or comments? Pat?

HARBISON: You've all sort of alluded to the fact that the process that originally brought us an ethically challenged coach was not necessarily according to the best hiring practices, that the role of the committee was marginalized, etc... Has anything changed, or is there any process to tell people, and I'm trying to figure out how to say this gently so that I don't implicate any particular group even though I think I know some people that might deserve to be implicated, to tell people whose role is not to be involved in a certain way in a search and screen hiring due diligence process, is there, has there been anything established to keep that from ever happening again? That's, and I mean, this is part of making how the transition from your administration to the next administration goes.

GREENSPAN: If it's directed, if your question is directed to me, I don't believe there's been a formal change. I did share with you I think what has been viewed as best business practices as detailed in the '07 report by the Association of Governing Boards

and I've had, personally I've had that conversation with the leadership of the NCAA casually for a period of time. I can't tell you that anything formally has changed, and I can't tell you that it won't happen again. Because I truly believe that these are ethical decisions.

HARBISON: But is there any way to make certain other influential parties aware of NCAA regulations involving search and screening processes?

GREENSPAN: Well I think there is in some areas. Several years ago, I expressed some concern to then President Adam Herbert about the role and presence of some of our Trustees in a variety of subjects and by NCAA definition, Trustees are "boosters." That I think, quite honestly was a revelation to some of our Trustees. They are not defined, and Grace can correct me here, but they are not defined as institutional personnel, etc... When they are outside the University in that way, yet they have either made financial contributions or have closely held relationships, they fall under a broad category of "booster," which is very significant in terms of NCAA rules limiting their contact with, their promotion of, etc... As an expression of that concern, what we did is we had a, and I believe it was in executive session, no it was not in executive session at one of our Trustees meetings, we had an educational session regarding NCAA rules with our Trustees and in some select cases, Dr. Calhoun and I visited some Trustees in their office and gave them perhaps a more intensive remedial course. Whether or not that was beneficial, I don't know.

HARBISON: Thank you.

HANSON: Herb?

TERRY: Four years ago when Rick was hired, I was around and I had high expectations at that time. We needed a competent, professional, ethical Athletic Director. Terry Clapacs had done a good job of filling in on an interim basis, but Rick inherited a department awash in red ink and I believe that the hire was a good one. We hired him away from Army, I believe that that would mean he would know what a budget would mean and how to live with that. And I believe that it meant that we were going to get somebody who would understand that there were things in addition to athletic performance and performance on the field that mattered. And I think we've had all of that from Rick. We will wait for the last shoe to drop on the failure to monitor, but from all I know of our response, I find it convincing. It is very difficult to monitor someone who seeks not to be monitored. I think we should be grateful for Rick's leadership. This is a challenging Athletic Department, and as he noted it's one of the departments with the fewest resources in the Big Ten. He has been very faithful to Title IX. He's managed to find ways to mount more non-revenue sports than you would expect he could do given this budget. The Athletic Department is a large source of scholarship support when you get right down to it for students at IU. My experience has been that it brings in people that we might not get otherwise who often enliven our classes and come with

a good work ethic. And I'm personally very grateful to Rick for all your work on our behalf for the last four years.

GREENSPAN: Thank you, Herb. It's really been my honor to serve and I hope my comments today are not taken out of context. As I approach free agency I perhaps get a little more liberal with my comments, but they're intended to be hopefully dignified but forthright. So thank you all very much.

HANSON: Don't think we don't appreciate that! (laughter) We want to thank James and Bruce and also Grace, but really, thank you Rick for coming today with your forthright, invigorating, thoughtful comments for us and we're grateful.

GREENSPAN: Thank you very much. I appreciate that.

HANSON: Well I think we are adjourned. If people haven't had time to vote, they will have time now.