Agenda
Indiana University
UNIVERSITY FACULTY COUNCIL
February 25, 2014
1:30 P.M. - 4:30 P.M. (EST)
Multipurpose Room, Indianapolis Urban League
777 Indiana Avenue, northeast and across from the IUPUI campus

RECEPTION TO FOLLOW

<u>Attendance</u>

MEMBERS PRESENT*:* John Applegate, Simon Atkinson, Charles Bantz, James Barbre, James Barry, Jonathyne Briggs, Claude Clegg, Susan Cress, Chris Darr, Charles Davis, Charles Gallmeier, Linda Adele Goodine, Bradley Heim, Jerry Hinnefeld, Robert Kravchuk, Steve Mannheimer, Michael McRobbie, Yusuf Nur, Jodi Smith, Herb Terry, Jack Windsor

MEMBERS ABSENT WITH ALTERNATES PRESENT:

MEMBERS ABSENT: Ed Berbari, Dave Breed, Carolyn Calloway-Thomas, Doug Darnowski, Andrew Downs, Cathy Ludlum Foos, Jan Froehlich, Don Gjerdingen, Anthony Greco, Jim Hollenbeck, Michael Kaufmann, Michael Nusbaumer, Lauren Robel, Jim Sherman, Joel Stager

GUESTS: Sarah Booker (UAA), Dwight Burlingame (School of Philanthropy), Craig Dethloff (Faculty Council Office), Debbie Fletcher (IUEMC), Kathy Johnson (IUPUI), Melissa Lavitt (IUPUI), Karen Lee (IFC Coordinator, IUPUI), Jayme Little (IUPUI), Diane Mack (IUEMC), Nasser Paydar, Simon Rhode (IUPUI), JJ Rivard (UAA), Michael Rushton (IUB), Bill Smith (IVBMC), Rebecca Torstrick (UAA), Ann Weiss (IUPUI)

<u>Agenda</u>

1. Approval of Minutes
http://www.indiana.edu/~ufc/docs/minutes/AY14/10.29.13.pdf

2. Executive Committee Business (20 minutes)
(Professors Herb Terry and L. Jack Windsor, Co-Secretaries of the University Faculty Council)

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3. Presiding Officer's Business (20 minutes)

(Professor Michael McRobbie, President of Indiana University)

4. Question/Comment Period (20 minutes)*
(President McRobbie and Co-Secretaries Terry and Windsor)

5. Revision to Intellectual Property Policy UA-05 (20 minutes)
(Professor Simon Atkinson) [ACTION ITEM]
http://www.indiana.edu/~ufc/docs/circulars/AY14/U6-2014.pdf
http://www.indiana.edu/~ufc/docs/addDocs/AY14/IPPMinutes13.pdf

6. Discussion of the University Common Calendar (10 minutes)
(Co-Secretaries Terry and Windsor; Professor John Applegate, Executive Vice President for University Academic Affairs; James Kennedy, Associate Vice President, University Student Services and Systems)
[DISCUSSION]
http://www.indiana.edu/~ufc/docs/addDocs/AY14/CommonCalendarProposal14.pdf

7. Presentation of the EAB Student Success Collaborative (20 minutes)
(Executive Vice President John Applegate; Associate Vice President James Kennedy; Professor Rebecca Torstrick, Assistant Vice President for University Academic and Regional Campus Affairs; Professor Dennis Groth, Interim Vice Provost for Undergraduate Education IUB; Professor Kathy Johnson, Dean, University College IUPUI) [DISCUSSION]

8. PLA/CBE Task Force Charge and Update (20 minutes)
(Executive Vice President John Applegate; Professor T.J. Rivard, Assistant Vice President for University Academic and Regional Campus Affairs) [DISCUSSION]
http://www.indiana.edu/~ufc/docs/addDocs/AY14/PLA_CBECharge.pdf

9. Indiana University Strategic Planning Process (20 minutes)
(President McRobbie, Executive Vice President John Applegate and Professor Michael Rushton, Director, Strategic Planning, Office of the Executive Vice President for University Academic Affairs) [DISCUSSION]

10. Discussion of Emergency Preparedness (30 minutes)
(Mark Bruhn, Associate Vice President, Public Safety and Institutional Assurance; Diane Mack, University Director of Emergency Management and Continuity; Debbi Fletcher, IUB Director of Emergency Management and Continuity; Carlos Garcia, IUPUI Director of Emergency Management and Continuity) [DISCUSSION]
http://www.indiana.edu/~ufc/docs/addDocs/AY14/2010PlanningGuide.pdf

Minutes

AGENDA ITEM 1: APPROVAL OF MINUTES

MCROBBIE: Ladies and gentlemen, why don't everybody take their seats? We're maybe missing a few people. Herb tells me a couple aren't able to be here, so that the proxy situation's sorted out regardless.

Alright, welcome to this meeting of the UFC. We'd like to thank Urban League for making this space available to us. The pressure on space on the campus has got to a point where we have to use other space although hopefully that will be rectified in the next couple of years as well.

Let me first start with the first agenda item, which is the approval of minutes of the last meeting. Can I have a motion to approve those minutes please?

UNKNOWN MALE SPEAKER: So moved.

WINDSOR: Second.

MCROBBIE: Any discussion, comments, corrections of the minutes of the last meeting from any member of the Council? Okay, there being none, I'll put the motion to adopt the minutes. All those in favor signify by saying "aye." [Aye] Again, same sign. The minutes are adopted.

And we move to agenda item two which is the business of the Executive Committee and Herb and Jack.

AGENDA ITEM 2: EXECUTIVE COMMITTEE BUSINESS

TERRY: First of all, thank you all for coming out to Indianapolis. We did not have a snow storm, a blizzard, a polar vortex or any other [comment indistinct}. We also have a full agenda so I'll keep my comments short. It is a full agenda and I'm going to throw out an idea I haven't even talked to Jack about. At Bloomington we have begun putting together little executive summaries that we get out fairly quickly after the BFC meetings. My hope is that you will spread the word back on your campuses on many the sort of agenda items that are here. So working with Craig and Jack I'm going to try and put together an executive summary of what we do here and sent it to you with hopes that you'll forward it out to your campuses and that sort of thing and then eventually the minutes will show up. But I've discovered people read these sorts of executive summaries in Bloomington and so I think it'd be worth it given that we're going to discuss things that we hope to spread word about among the faculty of IU generally.

A few items. First of all, parking was reported on at the Board of Trustees meeting. It affects at the moment only IUPUI and Bloomington, but basically it's been reported in the press. The Trustees, some meetings ago, decided not to proceed with the privatization of parking at those two campuses, but they are interested in generating revenue comparable to what was predicted if we would – if we gave up control of those facilities ourselves. That process continues largely under MaryFrances' directing. I think she reported to the Board that she is still confident that it is possible to generate comparable revenues, whether that will mean

parking increases on either the Bloomington or the IUPUI campuses has yet to be determined and also the efficiencies and that sort of thing. Privatization remains off the board – off the table, but achieving market rate and market earnings is on the table.

I want to comment on why I added something to the agenda, in connection with Ivy Tech. I added the Unit Guide for Academic Continuity Planning report presented to John's office in 2010. I ran into this report when we prepared for a similar presentation on emergency preparedness at IUB. And we probably won't get to this report today. We're talking about emergency preparedness today which is really one of three parts of getting ready for emergencies and disasters. There's emergency preparedness, there's business continuity, and there's academic continuity. But this report actually identifies a number of IU policies, including UFC policies, that the people who wrote it thought we should take a look at in terms of providing for academic continuity. It seemed to not have attracted the attention of the UFC, so I attached it and I hope that next year's UFC and the Executive Committee will pick it up and pay attention to it as well as to emergency preparedness, business continuity...

WINDSOR: You've made Diane Mack very happy. [Laughter]

TERRY: I'm glad I've made somebody happy. [Laughter] But we will – I don't want it to get lost and so I've tucked it into the agenda although it's not the focus of our discussion today.

I wanted to say just a bit about HJR3, the marriage amendment, report on some things I said to the Trustees at the last Trustees meeting, and acknowledge that Indiana University on this one did a good job.

MCROBBIE: We'd like to think we do a good job on most things. [Laughter]

TERRY: But on this one you did an especially good one. Let me explain why we did an especially good one. There were other universities in this state that took a similar posture publically and said they didn't think this was a good thing for the state and a good thing for their campuses. We put our resources behind that. Not all the other universities in this state did. Of course one flagship institution took a pass on it. But we did. I worked to the extent I could with Mike Sample and Jeff Linder to make sure we weren't working in opposite directions. I kept them informed of the resolutions of this Council and the other councils that adopted it. I carefully corresponded with the members of the General Assembly. I doubt that it changed a vote. I did hear back from a few members of the General Assembly that were glad to hear what IU's position was. But Jeff and Mike and Jackie Simmons, the General Council, from all reports were very effective in joining Freedom Indiana, joining with Cummins, joining with Lilly and getting the outcome that we got at the General Assembly this time around. Let me remind you that the whole thing is not dead for two reasons.

Number one, I've worked as a lobbyist [comments indistinct] Indiana's like that, it's amazing what can happen in the last day of the General Assembly until they gavel it to an end, nothing is truly dead. But I think this is dead for this year. But it really isn't. This marks a passage by this General Assembly of a proposed a constitutional amendment that would still define marriage in Indiana as only between one man and one woman. It can come back in 2015 or 2016. I

suspect, I hope, many people believe, that there will be a definitive ruling by federal courts, by the Supreme Court of the United States before that. I'm hopeful that the ruling cracks the current federal laws that says that dragging that kind of discrimination into a state constitution violates the Fourteenth Amendment of the US Constitution. It may say that. It may not. What I stress to the Trustees was my hope that next time around we can't focus our strategy on striking a controversial second sentence, but actually have to focus on the basic constitutional amendment itself. But Indiana University will try [comment indistinct] with others in again saying this is a bad thing to do if it still has any legs. And so I'm hopeful that the university will be as forceful in what will be next time around the budgetary session as it was this time which wasn't in standing up for marriage equality. And I can't speak for my successors, but I hope they will also work along that front.

I've talked with Mike and Jeff and we are planning a meeting sometime this summer of this Council's government and public relations committee. What is it called, the vigilance committee? Probably including John or somebody from his office to get together and talk about the relationships between the administration and the legislative efforts of the university and the interest of the faculty and anticipate the upcoming General Assembly. Every indication is that this General Assembly, like many around the country, is more and more interested in academic matters. The time to graduation, they're interested in the value of degrees, they're interested in a variety of things. And I think it would be helpful to the university's efforts and be helpful for us representing our own efforts to spend some time once this General Assembly adjourns, getting together with the folks who represent IU up here in Indianapolis and the State House and looking ahead and trying to talk about and advance how we can best work together in the coming General Assembly. I hope that will come together after this General Assembly has adjourned.

That's what I have. Jack has a few observations as well.

WINDSOR: Yes, welcome to Indy, if not IUPUI campus close-by.

MCROBBIE: Jack, do you want the microphone?

WINDSOR: Can you hear me? [No.] No?

TERRY: The green things are taking recordings. That one is amplified.

WINDSOR: I do want to expand a little bit on what Herb said about parking. When MaryFrances McCourt presented that to the Board of Trustees she did include that would expand to the regional campuses also to maximize savings. So, just want to let you know that's coming. I want to – even though Dan Rives is not here today – I want to thank him for 23 years, because this will be the last University Faculty Council meeting we have before he retires. Jackie Simmons is chairing a search committee now. The IUB Faculty Council President is on that search committee –

TERRY: Incoming.

WINDSOR: Incoming. Also want to thank Herb who – also, this is his last UFC meeting. We will meet several more times with the Executive Committee, but since we only have one meeting every semester, this will be his last. Also, it will be my last. I've served two terms here at IUPUI, so no more Alabama English for you. [Laughter] Other things I want to state is that John Applegate did clarify with the strategic plan that once they're integrated we'll have ample opportunity in the fall to provide feedback. So the process has been slowed down a little bit. Thank you.

MCROBBIE: Okay. I think we can take – maybe we should stop for any questions to – to Herb or Jack at this point? Any questions? Sorry, yeah, Steve, yeah?

MANNHEIMER: Herb's comment about market rate – it's sort of built into a large question in my mind – to – what are the markets that we're talking about? Other Big 10 schools? Are we talking about – obviously it doesn't apply once you leave the campus. Is that a concept that has been articulated in any kind of quantifiable way? I mean it seems a point of mushy conceptualization, as it were, flexible to the purposes of the occasion. And I'm just wondering, in the future, should questions of the market rate for anything – student housing, student parking, student meals, et cetera, et cetera. To what extent do we have a quantifiable answer?

MCROBBIE: I don't know if MaryFrances – she's not here, I don't think. The comparison is basically the Big 10 and I believe some others. I just don't have the exact list in my head, Steve. But it's the main institutions with whom we are – with whom we compete and with whom we're ranked and so on. You know, basically, large scale systems. Obviously, that will be different for regional campuses. It won't be the same list of comparators. But that's – that's what the committee I believe looked at in terms of the comparison. I mean, if you want the exact details we can – that's all – this is all public anyway – all this material so… Any other questions for Herb or Jack?

TERRY: One comment.

MCROBBIE: Yes, Herb. Yeah?

TERRY: I also want to thank Jack for his service. He's been a pleasure to work with. One of the nice things about serving as a co-Secretary of the UFC, you know, is that you do learn a great deal more than you learn on a single campus about the value of different campuses, the diversity that we reflect, the commitment of faculty on all of our campuses to making sure governance work and to the welfare of the university. This may not be my last meeting. Carolyn should be here. She is an elected member and is also an emeritus of BFC so I might end up on that. I have to look at our Constitution. It's the last one that I'll get to preside over. And I do want to thank all of you and all the folks that I work with for many years in faculty governance and on the administration side. Universities are best when they have effective systems of shared governance. Ours is not perfect, but it works to the extent it does that people care about it and do the work. And I appreciate all the help I've received over the years.

AGENDA ITEM 3: PRESIDING OFFICER'S BUSINESS

MCROBBIE: Thanks Herb and Jack. I have a couple of things I want to report to you on. The first actually Herb has already mentioned, but I'll say just a little bit more with respect to what was previously HJR6 and became HJR3. This was, I think, a particularly unfortunate time in the state that a matter like this was being debated when there are so many other matters of major, pressing importance in front of the legislature of the state and all of us and so on. I took the position, and for the period that I'm in this position this continues to be my position, that where there are – so-called – what some people call social issues – that both fundamentally affect the university in some way and/or are of overwhelming moral importance that it is appropriate for the university to – to at least consider making – taking a public stand on it. I don't think it's something that we should do lightly, in fact I think it's something we should do very sparingly because, as the state's largest and flagship institution the – Indiana University does command a certain amount attention in terms of positions it takes on things. So for example, I think that, you know, in the civil rights era, the university took positions there rightly because it was a matter of overwhelming moral importance. An issue like for example, like mining in Antarctica, although I think it's thoroughly laudable issue is not something I think the university necessarily wants to take a strong position on. And it's those kinds of considerations that I think should inform the kinds of positions we take. And I think this was a case where both of those criteria were brought into play. So after some consultation, discussion, with the Trustees and others I go to the university publically, very mindful of the fact that the UFC has consistently taken a strong position on such legislation, going back, I think about seven years or something like that. And once I took that position I asked that the UFC consider supporting a position which you did and I'm very grateful for that support. I'm also grateful to the various faculty councils on the campuses, in a number of the schools, to the various student governance organizations, staff governance organizations, and others around the university. I think the position we took received the endorsement of about twenty different governance bodies around the university and I was particularly gratified at the overwhelming and sustained support that the position we took… took. I think it was important for us to take that position because once we did we were joined by a lot of other, not all, but a lot of other universities in the state. I was pleased that it was possible to have Indiana – Indiana University Health, previously Clarian, support our position as well, along with some of the major companies in the state and a number of chamber of commerces and so on, as well. This was a very divisive issue for the legislature. As a constitutional amendment it is – at this point in time it is now dead. It's now unlikely in the last three weeks of the legislature that it will come to life again. I think it – I think it requires –requires two-thirds – as I remember the procedure – it would require two-thirds of the senate for it to – to come back on the agenda there. And I think that's very unlikely to happen. Of course, because it – because it was modified from what was passed in the previous legislature I think that people understand at this critical point that means that the clock effectively starts again now. So it can't – it won't go to a vote in its present form. It will have to be passed again in this form for it to be voted on. And I'm not certain there's much of an appetite for having this sort of extremely divisive and very unfortunate discussion again. So, also, I think as Herb indicated there's a strong expectation that the Supreme Court will apply to this matter too before too much longer and then that will settle the matter once and for all hopefully in what will be we think is the right way. Most of us would think of it as the right way. So, again, I want to thank you for your support and for the strong position that all the various

bodies in the university took on this matter that I think would've been so unfortunate for both the state and for IU had it gone to – had it even got to being voted on. I mean one can imagine what it would be like now, another six months or seven months of divisive debate and discussion in the state and large demands of money pouring in for very unpleasant media campaigns on both sides of the issue. So that's the – that's the first thing.

Second thing I wanted to come up with – to some extent what is on my agenda at the moment tends to be dominated by what's happening in the legislature. There's another three weeks, just under three weeks to go. I think it's the 14th when by – by law they have to complete their deliberations. It looks like that will almost certainly happen. The – there was a bill that would've affected the governance of the Fort Wayne campus that is not going to be proceded with I think as people know. Instead there will be a study committee formed in Fort Wayne supported by local business there. And I think what they come up with will have some bearing on whatever the next steps are for the Fort Wayne campus. And obviously although that's a Purdue-managed campus, it's one with so many IU faculty there and students that we obviously have a significant interest in it as well. So we will strongly engage – John, in his role, is heavily engaged in many of the discussions that surrounding that. I think the bill was – John, in fact, appeared at some of the hearings on that. But that is now at least off the agenda 'til the next session of the legislature which is the budget session.

Then I think some of you are familiar with the fact that the governor announced a two percent cash cut because of the decline in state revenues, or at least state revenues not hitting the targets that were projected. And the revenue coming in below target has continued, sadly, for the last few months. This is at the moment a – based on what we are being told – this is just a cash cut and will not be a recurring cut. It is unfortunate because in the last session of the legislature, in the budget session, we actually received the most significant increase in funding both for operations, R&R and capital – that we've received for [comment indistinct] and it's signaled both by virtue of the facts themselves and also through some of the public comments that people have sent. And again it signaled, if you like, a sort of a reinvestment by the state in higher education which all of us, I think, were very gratified to see happen and went to some trouble to publically thank the legislature for that. But this was a governance decision alone and this cut which amounts to about $10 million across the university, as I said, will be cash. We have decided, in order to deal with this, to wait a little longer before we put in place the measures we need to deal with it primarily because if there is an improvement in the state's fiscal situation in the next few months, this may be something that may still be reviewed. And there's no promises being made to anybody about this, but I think it's at least something that has been discussed. We'll want to wait and see how things are going and probably 'round about May decisions will be made on how to deal with that. But as I said, at the moment, this does not appear to be a recurring cut next year.

Those are basically the three things I wanted to – to raise of significance. I know that all of us have suffered the vicissitudes of the weather over the last two months. That – that in turn, I mean it puts, I think puts, a lot of stress on faculty, puts a lot of stress on students, puts a lot of stress on the staff and it puts a lot of stress on infrastructure. And Tom Morrison gave a presentation to the Trustees at the meeting just a few weeks ago in which he indicated what

the total cost of the – the varying temperatures and above average snowfall and everything has been. At the moment it's in the vicinity of a couple of a million and rising. Of course it doesn't look like we're out of the woods yet, so to speak. And, of course, in Bloomington what could've been a catastrophic incident when a piece of Assembly Hall fell, though thankfully there was no one there at the time and all the incidents on other campuses too. So my thanks again to people's forbearance with the unfortunate state of nature at the moment. With that I think we can move straight to agenda item four, which is questions and comments period.

AGENDA ITEM 4: QUESTION/ COMMENT PERIOD

So I'm happy to take any questions on those I've just reported on and any of the other matters, as are Herb and Jack. So, questions?

Oh well, there being none [Laughter] let us move along with dispatch to one of our favorites, Simon, the intellectual property policy. And Simon's labored personally on this for many, many years and is bringing some further revisions to it and Simon do you want to – do you want to comment on this to start with?

AGENDA ITEM 5: REVISION TO INTELLECTUAL PROPERTY POLICY UA-05

ATKINSON: Yes, yes, so, thank you. This is probably – I will take some responsibility for this having to come back to the Council because – because this is really because I didn't explain this particular change to the policy. [comments indistinct] So this is an amendment to section 1.C.ii. of the intellectual property policy. So this is on page two of the policy that is attached to the [comment indistinct] So let me explain a little context for this. So the intellectual property policy has a category for "University Works." So this is a category of intellectual property that – that the university claims either because it has to because of federal obligations or because these are works that are created with significant university support, beyond the support that is normal and customary for faculty to do their usual scholarly and teaching work. So, this would include – this includes things like patentable inventions which are supported by research grants but it also includes things that happen in the university where the university devotes beyond the normal resources to those things that happen. This includes, for example, recordings that the university makes of – recycles of lectures, of presentations that [comment indistinct] at the university.

So the – this was – this point was originally raised by the Jacobs School of Music which would like to use and manage the recordings that are made of student, faculty, and guest artist performances at the Jacobs School. The school has in fact crafted a separate policy governing those – those recordings that has been adopted by the school to which faculty and students are being asked to accede when they're matriculated or when they're [comment indistinct]. This more general provision would apply to things like a recording the university makes of the President's State of the University Address. So this will give the university the ability to use the recording that is made of the State of the University Address for university purposes [comment indistinct]. This provision does not extend to the content of the president's State of the University Address which the president has the greater – holds the copyright as to the content of that speech. But so it's – so this provision is now applying to recordings of that speech. So

that's the distinction that I failed to make at the previous University Faculty Council meeting which confused everybody into thinking this applied to the content of the speech so the president could not, for whatever bizarre reason, could not go and give his State of the University speech [comments indistinct]. So the other component of this change is – is governing software that's made with contribution of university support, so it qualifies as a university work. There are some types of software creation that might occur without exceptional university support and might not fall under the University Works provision. But if the – if software is made with this unusual level of university support, then this provision means that the university retains rights to that software and to its use, distribution and management. So I'm asking on behalf of the Intellectual Property Policy Council for adoption of this – this change to the IU policy.

MCROBBIE: So this comes from your committee, Simon? So this doesn't require a seconder, so that – this is basically – these changes – this is the motion in front of the Council?

ATKINSON: Right. I – yes.

MCROBBIE: Okay, okay. So that's the motion in front of the Council. Could I ask for comments and questions, discussions, please? Questions? Yes, Simon? Steve?

MANNHEIMER: My dad was a lawyer. Both my brothers are lawyers. I like to think of myself as reasonably able to decipher some language. But may I suggest that, to the extent that we are increasingly encouraged to think about ourselves, not simply as professors, researchers, teachers, but also as potential creators of intellectual property that does have a market value, however we might calculate that, that this document deserves a supplement that speaks in plain-speak, as it were, to some of our – those of us who don't quite get it in all of its nuances – and this is obviously not something to be drafted in the next ten minutes – but in the future, I think it would be useful and valuable if there were a layman's guide to – I don't – you know – "Intellectual Property for Dummies," so to speak – but I think it's great and thank you very much, I just think that there is that another shoe that ought to fall [comment indistinct].

ATKINSON: I agree with you, Steve. It's – sometimes this is a changing landscape the way changes in history or in practical labor that the way the policy works sometimes are a bit of a moving target. And as I struggle with every time I come and present some piece of this policy to the Council, parts of it are just darn difficult to explain. So, you know, always your best recourse is to talk to the experts at IURTC about any aspect of this policy and they're always very happy to talk to anybody who reaches out.

MCROBBIE: Other questions? Yes, Herb? And then [comment indistinct]

TERRY: This arose in part because the School of Music came in after we had enacted last time. Said you hadn't quite solved that. [Comment indistinct] the School of Informatics & Computing are satisfied with what this now says about software?

ATKINSON: I believe so, so there is a – there is somebody from that school on the IPPC. And [comment indistinct]

TERRY: Okay, good.

MCROBBIE: Yes?

BRIGGS: Someone had a question about – is there calculus of university support? We talked about this idea that a significant amount of university support. So is there a certain number attached to that?

ATKINSON: No, not…

BRIGGS: Is it just kind of a mystical thing?

ATKINSON: Not – not really. The idea is that as it's sort of like pornography you know it when you see it. [Laughter] So I think we know what is not unusual support, so a faculty member having a desk to work at and a computer to work at and an office space to work at and heating – and heating the office, et cetera and, you know, the normal secretarial support in the department is not unusual university support. If the university bought you a server to create your software on then now you're getting into the realm of unusual university support.

MCROBBIE: Yes, Bob?

KRAVCHUK: Does extraordinary release time qualify as unusual support, something beyond the sabbatical leave, for instance?

ATKINSON: It can, so many of those – many of those – and that's one of those situations where it – you would want to clarify that before taking the release. So it's always possible to make an agreement with the academic unit that clarifies whether that counts as unusual support.

KRAVCHUK: So picking up on the question about clear language addendum or supplement. Perhaps it would be wise to indicate in advance of engaging in such activity, perhaps consult your superiors?

ATKINSON: Yeah and – I can't point to it now, but there is language in the policy to that effect, but that's always good advice.

MCROBBIE: Jack? Jack first.

WINDSOR: A lot of times you when you disclose something to IURTC, they say they're not interested. How does that work with this policy?

ATKINSON: So if you have a disclosure of a patent or – software, IURTC says they're not interested and then it's yours to control.

MCROBBIE: Yes?

GOODINE: I'm from the Herron School of Art, as you know. What about artworks that are created? I've always been curious about that reference to intellectual property.

ATKINSON: So artworks will almost always be considered traditional work of scholarship. If you have some enormous performance installation that somebody – that the university needed to put a lot of resources into, that would probably cross over, but in normal cases then it would be a traditional work of scholarship. That goes for the compositions. It goes for the other pieces of writing, yeah.

MCROBBIE: Yes?

DAVIS: And when you say that, does that mean that it falls to the faculty member that references ownership?

ATKINSON: Yes. The university doesn't claim any ownership of those traditional works of art.

DAVIS: If I may follow up, one of the areas that I was curious about was that under the traditional works of scholarship. And being new to this council and not having read through the previous policy to the changes here, how much of that is – I see the inclusion of online information there – let's say I teach an online class and leave, the university would have a right to… ?

ATKINSON: Yes. So the…

DAVIS: So is that new? Is that something new that's developed with the policy or is that's something that's already passed?

ATKINSON: So that was in this revised version of the policy from the start so the language [comment indistinct] that was amended and clarified last year. But in general if you create an online course at the university, the university has the right to operate that course and the materials that were created.

MCROBBIE: Charles, yeah?

BANTZ: Just a clarification under page eight in the text "J."definition, "Exceptional University Support" under iii. a. lists "sabbatical funding" [comments indistinct]

ATKINSON: Right, so yes –

BANTZ: – specifically in schools –

ATKINSON: Right.

BANTZ: – "competitive" –

ATKINSON: Right. Some of those broad programs do [comments indistinct]

BANTZ: – excellent, yeah –

DARR: Thanks for that online teaching section. We had a lot of debate in our senate meeting about this. And so I guess falling upon that would be good. So in general the university has the right to [comment indistinct]. Now, if you do an online course as a normal part of your teaching

you don't get a stipend, you don't get release time. Does that count under extraordinary support? I would think getting a stipend or extra release time would make it?

ATKINSON: So you can take materials, as I understand it, you can take materials to your new institution and offer them a course there. But this is really so that the university can have continuity of online instruction. The university can take the materials that were created here and continue to offer the course. John may be able to speak.

APPLEGATE: No, you got it exactly right. In other words it's joint ownership. It doesn't take away the author's right to transport it somewhere else, but it's to protect the university from being left, you know, high with no materials since online requires a large upfront amount of time to produce them. So it doesn't take away the creator's ability to use it, but just shares it.

DARR: And the university retains that regardless of how much resources the university put into it?

APPLEGATE: Correct.

DARR: Okay.

DAVIS: How does that square with face to face teaching though? If – I mean, would you have a right to my lectures if I was teaching face to face? But now you have a right to my lectures teaching online.

APPLEGATE: It recognizes that the online environment is different in some fundamental ways, in – particularly in the intensity of the effort that's required to generate the basic materials that are used for it.

MCROBBIE: Jack, [comment indistinct]?

WINDSOR: No.

MCROBBIE: Any other question or comments? Any others? There being none, I'm going to put the motion – questions or comments? Okay, I'm going to put the motion to accept the revisions as have been presented in the circular U6-2014. Any final comments or questions? There being none, I'll put the motion. All those in favor signify by saying "aye." [Aye.] Again same sign?

DAVIS: Aye.

MCROBBIE: So that's an "aye?"

DAVIS: Opposed.

MCROBBIE: Opposed, okay, alright. That I believe is carried. Okay, thank you very much, Simon. Thank you for your efforts on this. Let's move to agenda item 6, the discussion of the University Common Calendar. And I think Herb and Jack are going to start with this.

AGENDA ITEM 6: DISCUSSION OF THE UNIVERSITY COMMON CALENDAR

TERRY: This item is before you because of action at the Trustees meeting in IU East, Richmond, at the end of last year. That was another activity much disrupted by weather. [Laughter]

MCROBBIE: To say the least.

TERRY: The Trustees normally meet for two days and by the afternoon of the first day state police were warning that maybe they should get out of Richmond. They eventually truncated the meeting and in the course of that truncation they adopted a resolution in which they said they wanted the university to present a common calendar that could go into effect either in the fall of 2014 or at the latest, if it was necessary, the fall of 2015. Subsequent clarification of what they meant lead to an understanding that they really mean is what has sometimes been described as envelope – common beginning and ending dates and also a common census date and a couple of other common things that are necessary for administrative convenience as much as anything. Not necessarily commonality when it comes to spring breaks or holidays and other sorts of things the different campuses may have. I will acknowledge that the right to determine the constitution is under the – the calendar – is under the constitution of the faculty of Indiana University, a legislative authority of the faculty. On the other hand, I'm not anxious to turn this into a major constitutional fight with the Trustees over who has the right to set beginning and end dates. There are a variety of reasons why the beginning and end dates are essential and John and others can talk about that here. John's office was tasked by the president with responding to the Trustees' resolution survey of the campuses. You have a handout that indicates what the results of this survey were and then a proposed 2014-15 draft common calendar at least as far as the common envelope goes. We – that was sent out by John's office to the chancellors and the provosts of the various campuses to see if there was basically a deal stopper to it. He can report on whether or not there was. I don't think there was. The Executive Committee of the UFC sent it out to the members of the Executive Committee on the other campuses for similar discussion. The purpose of the discussion today, I think is to continue the dialogue and see how the members of the UFC feel we should proceed and how they feel about John's proposed calendar. And unless Jack has something else to say, I'll turn over to John.

WINDSOR: Go ahead, John.

APPLEGATE: Okay. Well thank you Herb, that's a great introduction and exactly right. I'd just add that the – having a common calendar is something that our Trustees have been interested in in as long as I've had any of awareness of what Trustees were interested in – so, for some time. And I've always been a little bit confused why – why it was – why we not do that. So this was, again, the result of a long-standing concern. I'd also note that the Trustees' resolution specifically directed the president to involve the University Faculty Council in the process of looking at the calendar. The person in my office who worked on this most intensively is Jim Kennedy who runs university student services and systems. He has a matter that needs his full attention in Bloomington at the moment so he could not be here. So, you're kind of stuck with me, so I will do my very best. I just want to take the occasion though to thank him for spending

a great deal of time trying to work this out in – to bring you a technically sound proposal. and one that doesn't have, as the term came to be used, any show-stoppers. The first thing, as Herb said that we did in implementing the Trustees' directive to us was to focus on the envelope, that is the beginning and ending dates. Those are the ones that make a difference for the various business and other processes that are assisted and made more efficient and cheaper by a common calendar. And that leaves complete flexibility inside that envelope to structure a calendar as the campus sees fit. This common calendar, other than a suggested start date for the summer, also does not address the summer, which has a number of complexities, in part because different campuses divide or don't divide the summer in various ways. So that may be something for the future, but we're not trying to take that complexity on at this point. So it turned out that this was a very fortunate year for the Trustees' interest in this because, for the next two years, the calendars of the various campuses are remarkably well aligned. The differences – and this is borne out by the chart you have – are on the order of two days of variance from the most common one, the one exception being IU Northwest who was able to work through it actually administratively and already with the faculty. So Northwest required a week's worth of change but everyone else needs far less change. So that was very fortunate and made possible, I think, the adoption of the common calendar by this fall, when I was a little pessimistic that that could be done. But I think that given the closeness of the calendars, there's every reason to move forward promptly as we were requested. The reason for it, I think the kind of business case rationale for it is amply described in the document you have. What you see is a whole range of processes that now have to be done by hand which takes more time, more person power, and creates opportunities for error, which are always expensive. And it also supports the increasing development of online and multi-campus education. I think anyone who has worked with a colleague on another campus and have to cope with differing calendars and so on knows how challenging that can be as an instructor. It's even more challenging for students. And as that becomes more common either between the core campuses or among the regional campuses or among everybody, that will be more of an issue. Herb asked me specifically, so, what's the academic reason for it? And I think fundamentally that is that in a very constrained fiscal environment we need to be doing everything we can to make the administrative costs of the university as low as possible so as to preserve the funding for the academic side of it. So while the, you know, various registrar and financial aid processes may seem far – far from the academic mission, in fact, by doing those in a more efficient and cost-effective way, we can put fewer resources into them and more into our core mission. So that is – that is the approach we've taken, basically, as I say, again, an envelope within which every campus is free to develop its schedule, spring breaks, fall breaks, when Thanksgiving is, and so on and so forth, as it sees fit. Any questions?

MCROBBIE: Any questions from anybody? Yes?

HINNEFELD: So, I appreciate all your efforts on this, John. I think it's [comments indistinct] with all of Chuck Gallmeier [comment indistinct]. And I really appreciate that in this envelope we have some flexibility in campus by campus how we set our holidays and so on. At the beginning of the term, though, we don't really have that flexibility. Am I right about that? Because there's a common census date –

APPLEGATE: Correct.

HINNEFELD: There are dates in the first week and the second week and –

APPLEGATE: That's probably the single most important, most valuable date to have in common because so many things flow from that. That is, it's not only start dates for classes, but the census date which has no academic significance on earth. It's the way that we account for time. Well, it does because that's where performance funding is based. But – and then the various withdrawal and refund dates which actually have already been set by Trustee policy long ago and those just follow in order. So those internal dates are all really administrative dates.

HINNEFELD: That was not an objection. That was just a question.

APPLEGATE: No, it's a great question. In fact, we looked at whether it would make – well, first of all I'm glad of the opportunity to explain that having all those internal dates don't change the way people teach classes or anything – or have labs or whatever. And the – secondly – second, just emphasize the significance of the starting date. So, thanks.

MCROBBIE: Herb, yeah?

TERRY: I received one question by e-mail from a faculty member from one of the regionals. Isn't the intent here to limit the ability of the campuses to offer things like eight week sessions, half a semester, or four week sessions or something like that?

APPLEGATE: Absolutely not. And indeed, summer is probably the best example of where that kind of creativity is really valuable, important, and to be encouraged. A couple of years ago, the Bloomington campus adopted a single summer period instead of Summer I and II to allow maximum flexibility within that. And I would commend that approach to all campuses. I think it's worked well at Bloomington. But for the spring and fall semesters, absolutely, being able to do shorter courses within that is perfectly consistent with this.

MCROBBIE: Yes, Jack?

WINDSOR: I forwarded John some comments some I'll – I forwarded John some comments from our Academic Affairs Committee. I also got a few more comments – folks around that IUPUI have some adopted standards that they might have to change, particularly around Martin Luther King Day and Labor Day because it cuts it one session short. Being in the School of Dentistry, I don't think that's a big problem 'cause we go year 'round, but I don't know if that's really a problem, so we're looking further into that. One thing I constantly hear is that calendar is legislative authority of the faculty – doesn't mean it has to be campus based. We can also do this to the Trustees and leave the management of the details to the campuses, also, is the way I view it. So depending on what the Council wants to do, I will probably ask to give the EC power to approve this after answering these questions since don't meet again 'til next fall. Just something to think about.

APPLEGATE: Well that would certainly be fine to work with the Executive Committee on this – happy to do this. We – obviously the sooner we can get this settled the better and I think we're really pretty much there. As I say, the most challenged – most challenged campus in this respect was IU Northwest and since I think they were able to make that work – we – I think everyone else should able to handle that with some – some tweaking. I know at my own school we have the Thursday that was Monday or something, which is sort of an extreme way of dealing with these balancing out days. But I think in general that shouldn't be necessary.

MCROBBIE: Jack, I'm not quite certain. What is it you're proposing exactly?

WINDSOR: That this body give the EC the power to approve the common calendar for the Trustees rather than it be done at a campus level or having another meeting of the UFC.

MCROBBIE: Gotcha.

WINDSOR: Give people –

ATKINSON: One question that came up at the Executive Committee was the impact on commencement as – are there any issues with commencements, especially since those dates are probably set pretty far out? At least they are here.

APPLEGATE: Right, they are. No, there shouldn't be. I mean, the thing to remember with commencement is that nobody walks across the stage with an actual diploma and complete transcript unless they finished back in January. And B – and so that – the fact that there – that the end date of classes would push up against it shouldn't be a problem for the commencement – the commencement dates. But you're right. And I think – and actually in response to another comment I think I got from Jack, we focused on these two years as being the immediate ones. This can then just be propagated further years. Because, you know, if you look at registrar websites they've got them out 'til the crack of doom and beyond [Laughter]. And that's useful. I mean, that's a good thing to do. So, it can be then replicated.

MCROBBIE: Jack's made a proposal. I don't know whether that's a serious motion. Jack?

WINDSOR: Are any other campuses still looking at the common calendar – have issues they want to get resolved first?

BARRY: Yeah, I would support the motion because it gives us more time to finish the deliberations. There may be some unintended consequences that my colleagues might know of that I don't. And we discussed it at a faculty senate meeting this past Thursday, but we didn't move on it. Obviously there wasn't anything to move on at that point. So, this would give us time to bring it on to the agenda for the March meeting and discuss it before – before it's –

WINDSOR: I move that the UFC allow the UFC Executive Committee to approve this after giving the campuses a little more time to provide feedback to John if we get clarification.

ATKINSON: Before we move on this can I ask that just – John for – what is the drop dead date – dates [Laughter] for this to be implemented in the –

WINDSOR: Yesterday, of course, Simon. [Laughter]

APPLEGATE: I think, actually, Jack's exactly right. You know, obviously the sooner the better. I think what you have is a good final proposal. There might be little bits and pieces to change but we need to get a final one as quickly as possible. But so the more quickly we can get comments and make sure that the issues that arise can be fixed either with the change or don't need to be fixed would be best. But clearly, the sooner the better.

MCROBBIE: Yeah, and Simon has certainly made – the direction was specifically to meet with the Trustees and I'd like to be able to report back at the April meeting and give some lead time leading up to that – agendas and things like that – that doesn't take that much time but it does leave, you know, some more. Yes? Yeah, Chris?

DARR: I had a question procedurally. Then if the UFC or the Executive Committee then approves it does the campus faculty governance bodies then also have to approve it after that?

WINDSOR: Well –

DARR: It wouldn't technically – it doesn't really seem like it would really matter, right?

WINDSOR: Right, when each campus is represented here as well as on the EC.

HINNEFELD: My understanding is that UFC authority supersedes the authority of the governance bodies of the campuses. So if the UFC adopts this, I think we're obligated – the campuses – to work within this envelope.

APPLEGATE: We will want to look though at the – at any impact it has on the interior of the envelope, right? And whatever process is used. I mean, I'm not aware that any campus' faculties actually approve the calendar on a year to year basis – that it's – often there's a calendar committee that works with the registrar and so on. And, I mean, my suggestion would be that you follow that. But you'll want to take a look at that to make sure that the interior matches what you want it to look like.

MANNHEIMER: Point of order, I think we have a motion on the floor and without second. And normally wouldn't this discussion come after the second?

GALLMEIER: Second.

MCROBBIE: Very good, right. That's taken care of now. So we were moving towards that but Simon jumped in with the question. Are there any other – any more discussion – any other questions or comments from anybody?

WINDSOR: And me and Herb can work together to send out something to each campus with a more solid date when we want it back to the EC so we can meet the guideline just mentioned by the president.

MCROBBIE: Alright.

BARBRE: I did have two -

MCROBBIE: Please go ahead.

BARBRE: And I'm sure this is just policy I'm unfamiliar with. But the withdrawal dates for the proposed 2014-15 calendar, why do they fall on Sundays? Is there a reason for that?

APPLEGATE: I'm not sure that this is the reason for these specific ones, but at least IUPUI has some Sunday classes. And so what we tried to do was have these dates at the end of Sundays so that those would be included. We did that with the census date, I believe, to make sure that the Sunday classes were covered by that. I know IU Southeast is looking at some weekend things and so that's the reason to – for the Sunday. Which you're right, otherwise seems a little odd.

BARBRE: And my second question is, so will it be the norm to have a two-day break between the end of the spring semester and the beginning of the summer semester if this is adopted?

APPLEGATE: No, one of the things that we – that's one reason for putting off the summer because that creates additional complications. So, the summer date, I believe, is a recommended one, though I may – I may be wrong about that. But – but that is – that's a short period of time and one of the – and may be one of the transition issues that we have. So I can make sure that's addressed.

MCROBBIE: Yeah.

TERRY: Let me point out that the automatic withdrawal date, if it falls on a weekend, it has been raised – questions about it have been raised by some of the academic advisors and that sort of thing. [comment indistinct]accurate advice about what they should withdraw from or not withdraw from at that time. I think the campuses will – will have to address that. I can tell you it will also be in a way tied up in other things that are going on like the degree mapping program and other sorts of ways that we're trying to improve the advice that students get and get prompt feedback then as to whether or not they're making some decision that fundamentally disrupts their academic progress. It's not ideal, but I think we have other things in process that will – that will help address that little problem. The other thing is exams are scheduled to end on Sunday, they don't have to. Campuses can end them on Friday. I suspect that's what will happen in Bloomington and elsewhere, but the calendar gives them the option to continue to Sunday if they need to.

MCROBBIE: Any other questions or comments from any member of the Council? Okay, so – that – maybe, Jack, you could just restate your motion once again?

WINDSOR: The motion is that the UFC give the authority to approve the common calendar to the UFC Executive Committee in a timely manner.

MCROBBIE: Okay, the motion's been seconded, any final discussion? [Silence] There being none, I'll put the motion. All those in favor please signify by saying "aye." [Aye] Again same sign? Okay, that is carried and the Executive Committee has that authority. Good. Thank you

very much, Herb and Jack and thank you, John, too, for moving some of this, too. So let's move on to agenda item 7, which I think again is John.

AGENDA ITEM 7: PRESENTATION OF THE EAB STUDENT SUCCESS COLLABORATIVE

APPLEGATE: Okay, well for this – this is really an introduction to what I think is an extremely exciting development. I guess it's a newish development this – this year and last at Indiana University. I think you're all familiar with the efforts we've been making in developing early warning systems as a tool for advising, developing an enterprise-wide system, as they say, that would be – could be used by advisors and faculty members. One of the more effective ways of supporting lower time – shorter times to degree, higher graduation rates is to have early intervention with students who are struggling. But the thing about early warning systems and many of the roadmaps that – another thing that we're working on partly as a result of legislative command and partly because it's a good idea – was – is that they're prescriptive. In other words, they take our view of what is – what is a successful, appropriate student map or path toward degree completion. But we now have the ability to kind of mine data to find out what students are actually doing and what are the sometimes unobvious paths that students take to be successful or what are some of the unobvious obstacles that they face in – in completing their degree successfully and in the shortest possible period of time. So this provides – the Student Success Collaborative provides the tools for doing that other side – not to get rid of the prescriptive side, but rather to enrich the understanding of it, both for individual faculty members in their courses and understanding what happens to students who have taken their courses and done well or not but also in developing curricula and developing the kinds of roadmaps that – that the state legislature is required of us last year. So, this is – so this really completes that – the whole look at students' progress through – through their education at IU. And it has actually the – because we're part of a collaborative that has – and Becky will remember how many universities involved in it, but quite a few universities, we can not only share and pool our own information, to the extent that it's useful, we can see what is happening at other institutions. So, again, using big data, so to speak. I want to especially thank Provost Robel and Executive Vice Chancellor Paydar for – for jumping into this. In Lauren's case, introducing the rest of us to this, in Nasser's case, jumping in with me with both feet. I think it's, as I say, a very exciting opportunity. The people who have been making this happen are, on the more technical side, Jim Kennedy, who I said – as I said couldn't be here, but a really remarkable trio of people who've been – faculty members or academic administrators who have been working on this. Becky Torstrick, who's from the South Bend campus, a professor of Anthropology and in my office, Kathy Johnson from IUPUI, and Dennis Groth from IU Bloomington – and the three of them have really been amazing in not only working on this particular part of it, but envisioning how it works in our larger set of systems to support – to support students in advising and other ways. So, Becky, do you want to lead off? I see that Kathy's here and I don't think Dennis is, but between the two of you, I have complete confidence you'll cover it.

TORSTRICK: Yes, Dennis unfortunately could not be here today, but he sends his reports. Jim was going to be meeting us, I think he wanted to start off by giving you a bit of an understanding of how the EAB Student Success Platform actually works. What it's doing is they

data mined nine years' worth of our data about students who've successfully graduated and out of that they've developed some predictive workbooks that departments and programs were able to look at to see what were the courses, what – at what grade levels, also, what grades did students need to get in order to successfully complete their degree. These were entered into a platform that's then used by advisors to monitor student progress. So, you may be familiar with another monitoring system that we have at IU, the FLAGS Early Alert System. FLAGS gives us monitoring students as they're actually making their way through courses. What EAB gives us is a picture of what's been happening to students – so they're mining transcript data, what has the student been doing, how many credits are they accumulating, what classes have they taken, if they've taken the right classes in the right order. But it's also looking at the success history of all the other students in that major who have already graduated and then using that information to make predictions about what students need to do in order for them to be successful. So when you combine the two sets of data, it might be being able to monitor a student as they're going through a course, hopefully intervening so that they stay on track and successfully complete with being able to monitor their progress through their degree – are they signing up for the right courses in the right order? When they have trouble do we intervene with them and let them know that they may need to do some additional work, they may need to seek out some support services in order to continue to move forward successfully. What we should begin to see is better retention and better graduation rates on all of our campuses. What we've been doing with fall semester is getting pilots up and running in the program. So each campus designated a few key programs to volunteer to be sort of the early adopters to get the success markers put together and to get their advisors trained and to get them starting to use the platform.

The packet that you have gives a lot of information, much more in-depth information about the Student Success Collaborative. They're up to ninety members now. As far as I know, Indiana University, I believe, is still the only system. So we have been a unique partner for them in terms of how they adapt to us. And the packet also includes screenshots – so you can see the kinds of data that is now being made available to programs. There is institutional level data. So, a – at an institutional level we can actually go in now and look to see risk across all programs. So within a particular college how many students showing up as at risk. And risk is an algorithm and I can't tell you everything about the algorithm because, of course, that is EAB's intellectual property [Laughter] and I cannot share this. But we do know that it's a function of mining the historical records, it's a function of how many credits a student is taking, are they continuing to register, you know, on a full-time basis, how are they actually doing in their courses, how difficult the major is, how well they do in some of the courses that have been indicated as key success markers for that major. So the algorithm places the student into either a high risk, a medium risk, or a no risk category. And programs can monitor the level of risk that they have within their programs. One of the advantages of this is that it can have your dean and you or your department chair and you can see the – another department, right, in your college. It seems they've been having very good results. They have very few students that are at risk. There's the possibility there for us to begin to learn from our own best practices by being able to identify those areas in the university where people are doing a really good job at

keeping students out of risk and helping them get through. So we have that level of – it's a very sort of gross level right now. And it's meant more to be illustrative.

What advisors get are much more in-depth data about what's actually happening with students. And you'll see some of those screenshots that advisors have access to now in your packets. The idea here is for us to be able to identify students who are – EAB likes to call them "the murky middle" – students who are moving along and doing reasonably well, but where if they start to do badly in one particular course – right? – it may start them on a downward path. So, that they fail to learn something they need and now moving forward, if you're their advisor, you may notice that their grade point average every semester – right? – begins to trend down. And the idea here is to give – to get to those students at the point where they run into trouble and to be able to intervene with them and then keep them on track so that they graduate. These are often not the students who are pounding down advisors' doors. And so, what the platform helps advisors do is to be able to more smartly – right? – look at their student population and figure out who it is that they need to be paying attention to. Advisors get an overall risk indicator. They also get alerts, so if the student doesn't register for classes when they should or if the student doesn't earn the grade that the platform has suggested is the grade that the student needs to get to be successful, the advisor will get an alert and can then intervene. The platform lets advisors set up smart – they have all kinds of ways they can create work lists so that they can track and monitor groups of students and follow up with them as appropriate. One other tool that the platform gives the advisor is the ability to work with a student who is clearly not going to be successful in the major they're in and who needs to begin to think about moving into a new program. And so they offer a major matcher tool that looks at a student's academic record and makes recommendations about whatever majors they might be more successful in. The thing to keep in mind about all of this is the student doesn't see any of this. This is only visible to the advisor and the major matcher tool is meant to be useful to the advisor when they need to have this conversation with students. So, you think you're going to be a business major but you just can't get through economics, right? Eventually that student needs to be directed somewhere else, and so what the major matcher does is to help sort of expand the advisor's ability to think about other appropriate majors for that person to pursue.

Alright, we've had pilots running for the fall. We're now at a point where we are bringing the rest of the campuses into platform for the spring. And so at this point in time, we have success marker development underway for all of the other programs on the campuses. At Bloomington and at the IU regional campuses, success markers – recommended success markers were developed centrally and then – now they're put out to all the programs for them to look at, decide if they agree or disagree, alter, change, revise as they like. And at IUPUI, programs are actually involved in developing success markers right now. We have a very ambitious goal, right, to get all of this work done by the first of March. We're much more realistic now. We can get it done by spring break. [Laughter] And then we'll start the process of bringing all of our advisors on board. We've been working with our own institutional research people as we go through this process to make sure that they're on board, they understand the platform and how it works, the information it's giving us. And, as Herb mentioned, it really very much is

connected in with the work that we're doing now on degree maps and on some of our efforts [comment indistinct]. Alright. [comment indistinct]

JOHNSON: Sure, I was asked to just give a brief report on IUPUI. As Becky said, we actually have a campus advising council who really wanted to take ownership of developing the grade thresholds that will be used for our critical courses. And we had critical courses outlined already as part of our degree map project from last spring. And we're actually going to make the deadline, I'm very confident about that. Our pilot has been focused in the School of Engineering and Technology as well as the pre-health professions, because especially in the pre-health professions, we tend to not retain students who really want to, for example, get into the School of Nursing. I think that we queried our advisors to kind of find out how things were going in advance of this meeting and what they typically report is that there's tremendous value in having the data articulated in a way that's very easy to see and to quickly glean patterns from as you're working with the student. It also helps when students are particularly loathe to believe what an advisor wants to say to have the data available. They indicate that students tend to really be responsive to the data in ways that, you know, they're not with just conversations. I think at IUPUI we've spent a lot of time thinking conceptually about how to embed these tools in our practice. Our campus advising council has spent a lot of time developing principles and best practices, learning outcomes for academic advising, and they were very, very clear that this needed to be a tool that would augment those existing practices but not supersede them. So we want advisors, for example, to continue to make eye contact with their students, you know, have relationships with their students, and really their preferring with these tools to use them in advance of appointments for the most part, which I think makes good sense. The chief challenges have been – this was actually just brought to my attention. I shared it with Becky yesterday. The associate degrees that we offer in the health professions frequently are very sought after programs, but yet the platform right now only works for baccalaureate programs. So we're struggling a bit with what to do with students who want to get into dental hygiene, for example with EAB on that.

TORSTRICK: Dennis asked that I report that IUB pilots are proceeding with Informatics and Computing, Business, and Nursing. University Division, the health professions and Pre-Law Center, and the Groups program have also been engaged in the pilot as one of the key areas to address student success as early in their career. It's essential for exploratory programs to be extensively engaged with the Collaborative. Recommended success markers have been generated for all non-pilot programs and are under review by the academic units. It says Bloomington is on track to pass the majority of the new markers over to EAB early next week and the remainder within the first two weeks of March.

The program really does focus more or less on the first four semesters of the student's program. That's where we're encouraged to put those success markers is during those first fours semesters, because generally speaking, if we can get them into the major and if we've gotten them to the junior year we're much more apt to be able to retain them. But if the highest dropout is from freshman to sophomore year and then by sophomore – if you can get them through sophomore year – then sophomore and junior we're usually much more effective at keeping them.

And the program will interface nicely with a number of other initiatives that we have underway. So, the advising records improvements that advisors are getting through the FLAGS project. They get the early alerts but the advisors are now rebuilding a workspace for them where they can actually begin to communicate with other units on campus through student support centers, tutoring centers, financial aid, so that they can see what sorts of – whether or not students have, in fact, followed up in ways they ask them to and what the results of that are. And then with the degree mapping – what degree mapping as the state has asked us to do it involves is identifying critical courses. So students will start to hear from us what the critical courses are that they need to get through, when they need to take them. And if you combine that with the success markers these are often not necessarily the same courses. A success marker for a degree in Communications might be passing English Composition because that has predictive power on whether or not the student will actually graduate. But the Communications program may think that the most important course – right? – is the Introduction to Communication Studies course. So, we're actually coming at students – right? – from a lot of different angles here and getting much more information about how they're doing. IU's policy on all of this has been to maintain flexibility for students. So, we want students to shape their own programs. We want them with degree mapping to be able to have the maximum choice on what they do. We're not going down a path of sort of prescribing for them that you must take these courses in this sequence. But what we are going to be doing is providing our students with a lot more information about how well they're doing as they move through and we do believe this is going to be beneficial. And, just to let you know, advisors at the regional campuses have been working with the concept of EAB since last May and we're bringing all of – we're having a conference here at IUPUI at the end of May. And the focus will be on how to do quality advising in the age of technology. So we're bringing someone in to talk about how we can manage to just to keep the person touch on advising and not let the tools overwhelm us.

MCROBBIE: Okay. Yes?

GOODINE: I have a question. In reference to the Student Smart View in the in graphs – you got two graphs – you have the Student Smart View and then you have the Term at a Glance. As a user and advisor, what graphs – will I see all of these?

TORSTRICK: You'll see all of this.

GOODINE: What will the student see?

TORSTRICK: The student doesn't see anything. The [comment indistinct] form is only visible to the advisor and the student would only see it if the advisor chooses – right? – to share it with them. So this is a platform that only advisors can log in to. We've managed to put into place the CAS single sign-on log in now for it and so – as advisors – and advisors have to be trained in order to be able to gain access to the platform.

GOODINE: It seems it would make sense to have students – to also develop a Student Smart View or a Smart Student so then when we're getting ready to advise – I'm mean we're – it's a collaborative experience – isn't it? – in terms of that dialogue. And I've often found in my

advising, my students are teaching at the same time I'm teaching them about what they're doing, what – you know – and it really helps if they come prepared with their sheets and have an idea of where do they stand – what is, you know, just – because this is very readable to me in reference to a graph, I think that something that would be a counterpart for a student would be very helpful.

TORSTRICK: And I think EAB is actually looking at that, but part of the reason they've not yet moved to that is that if you look at what some of the success markers are, a success marker might tell a student that in order to be successful – right? – that if they take W English Comp 131 – right? – they have to earn a B, not a C or a C-. And so, while we accept a lower grade, in terms of allowing students to continue to progress, what it signals to the advisor is that they're now – they're in a slightly weaker position than other students in that major who were successful at graduating. And so what we don't want to be doing is sending signals to students that they're at risk –

GOODINE: Drop out now!

TORSTRICK: – and they should drop out npw. So that's why it's really important that this – all this information be mediated by the advisor.

MANNHEIMER: To what extent does the Freedom of Information Act preclude such privacy? Or could it? I mean if I'm a student I say wait a minute, wait, you telling me to drop of Informatics and Computing because I'm not smart enough, based on what? And I want to see it. Can I – can I legally press for that or is the – or who cares?

TORSTRICK: The advisor can show the student what their particular records looks like. They can't show them what other students' records look like.

MANNHEIMER: Right.

TORSTRICK: But what they do get is a view of their [comments indistinct] that presents you with all of the different courses that matter in that discipline and the student can actually see where they're at compared to the students that have successfully graduated. So it's sort of a numerical code. You're in the 50th percentile and most people were at the 77th. So I think when you share that kind of information with them, if you need to, it does start to sort of sink in that maybe they need to get their game up a little bit.

MCROBBIE: Other questions? Yes, Chuck?

GALLMEIER: Yeah, I don't know if this question will make sense, I'm just trying to get a grasp on it, do you think – I mean I think this is great – but do you think this might lead to more professional advising and less faculty advising? And if so, that makes me nervous.

TORSTRICK: Well we have – we do have experiments going on, so we do have faculty advisors on some of campuses using the platform. So, that's one of the things that we will be able to start to get a better sense of is – is does this work better in the hands of professional advisors as opposed to in the hands of faculty advisors.

JOHNSON: And at IUPUI what we've been entertaining notions of is actually segmenting lists of students as a function of whether their advisors are faculty or staff. So for students who are flagged as green, things are great, faculty are probably fine in terms of continuing to have that mentoring relationship and helping students prepare for graduate or career – graduate school or career; whereas the more difficult cases, oftentimes, it'd help to have a professionally trained staff advisor who has more time, more access to relevant information. And so it might be possible to triage on a campus or within a school as a function of how students are faring.

GALLMEIER: Okay, because my concern is, I think one of the regional campuses can offer – and it's not a slight on the flagships or anything – is that this kind of one-on-one relationship with their advisor I think really helps students succeed if they know somebody and they can wave at them and there's kind of a personal kind of relationship in some ways. So I hope we don't get to far away from faculty having advisory roles and expectations.

JOHNSON: Sure. As Becky said, I mean, we're seeing this as a tremendously helpful tool in the freshman and sophomore years. And usually students who come into their degree programs –

GALLMEIER: Majors.

JOHNSON: – at their sophomore or junior years, they would have faculty advisors –

GALLMEIER: Okay.

JOHNSON: – but for us, you know, I'm in a unit that has over forty professionally trained staff advisors. It's a wonderful luxury to have better data to help us reach the right students.

MCROBBIE: Anything else? Yes?

BARBRE: With respect to schools that are smaller – with mine, we have a number of our faculty that are actual advisors – is it up to the campus to provide the – the training for this platform that you're referring to or how's that going to happen?

TORSTRICK: EAB has the training already worked out [comment indistinct] modules it takes about two hours to work through the bigger modules and then we've also been trying as much as possible to provide support to whomever needs it in terms of understanding how the platform works and how to use it.

MCROBBIE: So, Herb? Sorry, go on.

TERRY: I am your representative on this task force that is trying to implement the legislative mandate for degree mapping and it obviously does have an intersection with this. What I want to say to you generally is this is just sort of the first preliminary evidence of the intersection of university and big data projects. This will give – this is built on an awful lot of data that we have already. We just don't have the technology for integrating it and analyzing it and putting it to use on student scheduling, student academic choices, what the consequences of those things are, that sort of thing. A lot of big data will arise from the degree mapping process. We're struggling now to just meet the legislative mandate in time, but you look at it and you say this

should be something that we can put to very good use in getting a new blend, perhaps, of professional academic advising and academic advising that – that faculty members might give in early identification of students that we can assist and that we can counsel, we can catch their deviation from – or deviation into paths that our data would say will fail quicker – so that this is just the start. It sounds very big and sophisticated and that sort of thing. It is, but I'll bet that – that ten or fifteen years down the line, we'll look at this and say, oh that was the beginning of the integration of all this information into student life, faculty role in advising, professional advising and that sort of thing and it'll be a positive development.

MCROBBIE: I think that's exactly right, Herb. Anything else any other questions – questions or comments? There's no – there's no action here, is there? It's really an informational item. Thank you very much. Sorry, Charles, did you – ?

BANTZ: I was just going to thank this team. This has been a great idea, Lauren has pushed and you all have helped deliver it. The other thing I'd mention is that, you know, I've read they're actually now trying to also work with financial predictives at EAB so we'll able to get exactly where Herb's [comment indistinct] a couple of urban universities have been using this and actually see what we want. So thank you very much for doing it.

MCROBBIE: Yes, thank you both very much. Thank you. Okay, let's move on to Agenda Item 8. And this, again, is John.

AGENDA ITEM 8: PLA/CBE TASK FORCE CHARGE AND UPDATE

APPLEGATE: Somebody drew the short straw. [Laughter] This is another information item and it addresses – the acronym is Prior Learning Assessment and Competency Based Education. For anyone who's sort of following developments in higher education, this is a subject of increasing interest around the country. Prior Learning Assessment and Competency Based Education are basically the idea that what one has learned in one's life experience can be reduced to at least learning outcomes and sometimes even to credit hours which would then be incorporated into a – into a college degree. One of the big challenges and it's not only a great interest – Western Governors University is based on competency based learning. It's a – there are certain aspects of Competency Based Learning that we are now required to accept from – from veterans, people who have acquired these skills in the – in the military. So it's something that increasingly is out there. It's also something that, at a certain level, has already been in here for a long time. Prior Learning Assessment was part of what the School of Continuing Studies offered in the – their General Studies degrees and as the School of Continuing Studies closed and those were moved to the schools of liberal arts or the College of Arts and Sciences or correlative organizations on the campuses, this is one of those sort of lingering issues out there that everybody's been wrestling with. There are obviously a lot of concerns about PLA and CBE and there are ones that we need to address in a very deliberate way. As I say, it's the – it's something we are already doing as a university to some extent. The – it's the kind of thing that can be done in an appropriate way and in a very inappropriate way. So as we look at the environment around us, we really see a need for some degree of consistency in our approach to these kinds of learning. For a number of reasons – one again is to be responsive to what is now,

at least, a narrow range of legislative requirements. Another is that we will see more and more of this coming to us from various avenues. And finally so that we don't end up undermining each other and somehow impeding the free flow of credit through – within Indiana University. So, with that in mind, introduce T.J. Rivard who's a professor at IU East and is a – a professor at IU East and is the head of the University Transfer Office. So he is the sort of ground zero of what our policies are on accepting this and other kinds of credit. He's been involved with our policies about our national and regional accreditation and so on. So, I've asked him to create a task force to look at this and see where, as a university, our policies ought to be. So with that as introduction, T.J.

RIVARD: Thanks. Well, just to give you some little bit of background on this, the way this started was that through the blueprint for Student Attainment, one of the initiatives in that was to look specifically at how portfolio credit would be transferred to campuses and see if we could create some consistency just among the regionals. And so as we began this discussion there was a subcommittee that was formed. And as we began that discussion, they immediately said we cannot have this discussion without IUB – and IU Bloomington or IUB and IUPUI because most of our students, if they transfer within the university, they're going to go to one of those campuses as opposed to one of the other regionals. So – so that got us thinking about – about this chart and about how we would talk about this among the – among the – all of the campuses. When – that was about time when all of the MOOC's started to – to mushroom. It could be that you said "ground zero," and I was thinking mushroom [Laughter]. But when MOOC's started to mushroom and competency based education through WGU and – and disconnecting it from the – from seat type and credit hour started to really take on a new look in some ways. And so – so that's when this – this charge was developed, that's how we – how we began to develop this charge for a task force. And it's interesting, too, because all of these things have – if – all you have to do is follow *Inside Higher Ed* and you can see a new article on this every single day. You might be familiar with the University of Northern Arizona who has – who has competency based education. Well, most recently they were denied eligibility for financial aid by the federal government. That did not stop them. What they decided was that they would use the WGU model and – and connect it to credit hours. University of Wisconsin suffered the same fate with their flex program under competency based education and – but that did not stop them. They have a scholarship program that's going to at least carry them through at least the next year. So – so there's this emphasis that this is something – a direction that universities are taking and – and are going to – to insist upon it. I don't know if you've heard of CBEN which is the Competency Based Education Network. It's a group of about a dozen universities that have a – that have a – I think it's a limited grant for developing competency based education. IUPUI has, in response to the statewide General Education Core, has developed prefixes that will hold the competencies in – within the statewide GenEd core. So, from one perspective of the task force, that's an opportunity perhaps of linking credit hours with competencies, but that's down the road. But that's just one example of how we might rethink or think again about the way in which competency and credit hours and coursework all can be connected. So within this task force we have – we have discovered that it went from this one single item of portfolio credit to this whole, huge, complicated issue of credit of DANTES which are now DSST's, of portfolio credit, competency

based education, and so on. And the other thing we discovered as we looked around IU is that the fee structure is different on each campus in terms of competency based ed – or well – prior learning assessments. There's a variety of different ways that credit is accepted or not accepted as the case may be. So what we've done in the task force is actually split this up and created a series of subcommittees. One is on military credit, and two pieces of legislation have passed. The CBE subcommittee or the Competency Based Education subcommittee looked strictly at the competency based and then the outcome based education. Portfolio Credit subcommittee. What – for lack of a better word – we just said Other PLA and Exam Credit subcommittee because within, for example, within CLEP credit a CLEP exam on one campus will require a different score than it will on another campus. And a lot of this is generated because there are these students who just did not get around that much. So, if a student got a CLEP credit at a particular campus they generally tended to stay there, but now with people – with the swelling of transfer credit, more transfer credit than what they got, this just cannot – the need for consistency will become that much greater. And then the last committee is the Fee Structure committee – subcommittee – which we will try to create some sense of commonality among the fees which will go to, obviously, not this group. So our goal on the subcommittee are two-fold. One is to try to create consistency where it makes sense and create policy or recommend policy to this body that will bring credit into the university. You know, what should be the framework for that? And then the second piece is to create procedures or recommendations for developing competency based education for when that makes sense to a particular university. Because one of the things that I suspect and many of my peers suspect is going to happen is that as students move – transfer, we will see both more of those credits coming to us and we're also going to see more of – we're going to see the need for the flexibility to offer credit. And – when this was brought up at ALC, one of the questions that came up was, well, how much of this credit are we really going to see? And, of course, at that particular time – this was in December – and at that particular time, it was – well, you know the University of Wisconsin has a program a few other places have a program. And so really kind of a deflating sort of – maybe a [comment indistinct] – a deflating sort of self-confidence for our answer. However, and just again, as I said, almost every day you see something new. I don't know if you've seen the Commission's resolution on competency credit [comment indistinct]. But essentially the Commission of Higher Education in the state of Indiana said the Commission called upon Indiana's colleges and universities to promulgate a policy that focuses on what students know or are able to do, examine their policies on prior learning and self-paced study, and provide students with additional proposals demonstrating competency and prior learning wherever possible. So when we were talking about a larger group or a broader audience now we're talking about a very specific local audience and so I suspect our colleagues at IU campuses and at other state institutions are going to need to develop this, and we're going to be starting to transfer it in. And if we don't have good, solid policy and procedures we won't be able to create the kind of quality that we need – that I need. Any questions?

MCROBBIE: Questions? Discussion? These are some pretty important issues in terms of where our education is going. Yes – yeah, Bob and then Steve?

KRAVCHUK: I'm assuming, but maybe this is not quite right, but this is, applies mostly to, or mainly to the undergraduate level.

RIVARD: Yes, that's correct.

KRAVCHUK: And I – as I read this – this is new to me so it's really very interesting. As I read it I'm wondering if this kind of demonstration of competency would take the place of traditional transfer credits of – of, you know, three credit, four credit courses. Is this what we have in mind?

RIVARD: You know, I'm not sure, and that's one of the things that I think we have to discuss within the – within the – within the taskforce.

KRAVCHUK: - But what actually piqued my interest here – we're trying to see what we can do to become more attractive to the now potentially hundreds of thousands of military about to be involuntarily separated from – from their service, and a lot of them are going to be looking for, you know, I've had these leadership positions, I've been a platoon leader, or I've been an officer.   I've had a, you know, I was a – I've had company – been a company commander, I've gone to these special schools, what can you do for me in the way of – of course credit?   This is going to be a - a real issue for us to get our fair share of just the very best veterans we're going to have more students than we know what to do with. You know, so this is something that we probably would be in our interest to work out sooner than later.

RIVARD: Yes, very much so and – and we are – we have – in some ways we're behind the curve on this. We really need to speed up our – our – speed this up a little – a little bit. But you do have, I mean, base credit does make recommendations in that regard. The problem, the issue that we've been having especially in terms of what [comments indistinct] is that the assessment process that they use they will not reveal. So – so actually Ken Sauer and several other states have gotten together and tried to put pressure on states to – to demonstrate how they show their assessment [comment indistinct] particularly with occupational credit. They'll tell you what the assessment results are, but they won't tell you what the process is, and that's what we're trying to get at.

KRAVCHUK: Just a little side bar, teaching – I'm very interested in this so tell me how I can help.

RIVARD: Certainly.

UNIDENTIFIED FEMALE SPEAKER: He's going to take your name. You're on a subcommittee now. [Laughter]

APPLEGATE: K-R-A… [Laughter]

MCROBBIE: Steve, go ahead.

MANNHEIMER: Is it axiomatic that people will be paying for, oh I've tested out of six credits, nine credits and or is it a variable business model, you know, two-for-one as it were?

RIVARD: I'm sorry I didn't catch the first part of your question.

MANNHEIMER: Is it – is it – is it a matter of course, so to speak, that if I received three credits of PLA that I will then pay the university for those received credits, or not necessarily?

RIVARD: Well, and that's – that's part of the process. That's one of the issues that we're dealing with is that different – different campuses have different fee structures, so some do require that that student that they take – that they work in a portfolio, they require whatever the tuition for that three credit hour class is, others are tuition free so it – it varies. Some are minimal amount of like, I think, seventeen, I don't know where they came up with seventeen, but seventern credit limit. Other questions or comments? Anything else? Okay, thank you very much. Thank you. Alright let's move onto agenda item 9.

AGENDA ITEM 9: INDIANA UNIVERSITY STRATEGIC PLANNING PROCESS

MCROBBIE: I'll just start with a few comments and then head over to – to, again to John and to – and to Michael Rushton whose involved in this particular project. I announced in my State of the University address in October that we would begin the development of a strategic plan for the bicentenary, and what I wanted to do in doing that was to align a variety of efforts on various campuses and elsewhere, and other offices who were developing strategic plans. Align these all together and – and aggregate the – though more than aggregate, but certainly in large part aggregate – those plans to – to form one strategic plan for the bicentenary. The bicentenary of course is in 2020, specifically January, but the academic year of – of 2019-2020 will be the bicentenary of the university. This is – it is – it is true to say a truly unique event without misusing the word unique and – and it – it does provide us with a variety of remarkable opportunities. Obviously, we will be working with the legislature in terms of ways that they can recognize it. We've already announced the – the bicentenary campaign for the whole university, but the details aren't – aren't revealed yet, but I think people know that we set a goal some years ago of raising 5 billion dollars over a period leading up to the bicentenary with the successful completion, ahead of time out of the IUPUI campaign last year, we've exceeded, just exceeded just over 2.5 billion dollars. So we're over halfway there. The goal is over the rest of that campaign to – to reach that 5 billion dollars and so on. There's a lot of plan – planning, a lot of effort that is already underway in a couple of projects, in information technology, people probably are familiar with the digitization strategic plan. I've asked – a master plan that I've asked Brad Wheeler and others to pull together as well, quite an ambitious concept too, and the IUPUI campus has – is in the process of, I think a subsequent draft is now being released. Bloomington just released their draft last week. The blueprint for student attainment is going to be updated to form a plan for the regional campuses, and so and so on. Putting all of this together into one final university plan, and then providing appropriate opportunity for – for comment, involvement, discussion, development of that plan is obviously a matter of considerable importance, but the sheer scope and scale of what we're trying to achieve I think will dwarf anything we've done before in terms of planning at the university. I've specified the – the principles of excellence which we talked about a number of years ago as an overall framework of – of the kinds of principles that define us, and we want to define us as an institution and to which we aspire. I've asked John's office in his role as Executive Vice President for University Academic Affairs to – to head up this – this process. Ultimately, I've got the responsibility of taking this planning to the Trustees. Our Trustees have made it very clear

that they – that they want to be involved in this process, too, and of course they appropriately will – will approve the - the final plan. A number of them are particularly interested in this effort as well. John has engaged Michael, Dr. Michael Rushton from SPEA as the Director of Strategic Planning to provide a substantial focus on this effort over the next six to eight months or so as we – we finalize this plan. So that is the – with that is the preamble, maybe I can ask John to – to comment as well, and then he might want to hand over to Michael to make some comments, too. John?

APPLEGATE: Exactly, I have only a little to add there. There are two aspects of – of this that – that Michael Rushton and I wanted to talk about today. One is that there is – it's a university plan, so at one level we want to think about this as the university as such as opposed to the plans for the campuses and functional units like IT or capital facilities – capital and facilities, so it's – it's rare that we get a chance to talk about that in this group even though it's the University Faculty Council, so one – one purpose was to begin that conversation, as Herb said, when we've done this compilation over the course of the spring and summer we – it will be – there will be something more concrete to bring back to this group and others to – to discuss and react to, but an earlier sense would be helpful. The other is one of the unique characteristics of this effort is that it really is targeted at our bicentennial, and what – what we're going to do between now and 2019 to prepare to launch the university into its third century, and that's – that's a little different from the way we ordinarily think about strategic planning, that is kind of an indefinite future, but I think it's actually a very exciting way of thinking about – about it, how we're going to launch ourselves into a future that we know is uncertain, and we hope exciting in a good way. So, with that as preamble, Michael?

RUSHTON: I'll – I'll just make a few – few remarks and then open it up to any comments or discussion or questions, and thank you very much and thank you for inviting me to this meeting. The – in – in working on this plan, I should say we're at the very early stages right now.

MCROBBIE: - Michael can I just interrupt and ask you – do you just want to say just a couple of words about your background, your position in SPEA because people here might not know you?

RUSHTON: Oh, I'm sorry. Sure. I'm Michael. I'm in SPEA at Bloomington. This is my eighth year in SPEA. I have been the Director of the Master of Public Affairs program before we handed it over to Professor Kravchuk. I also direct the Arts Administration program. I've worked at the university sector and also in the public sector in strategic planning in – at the government level in my home country of Canada and as well as working on various initiatives at different universities, and so I'm very pleased to have this opportunity to provide some service to Indiana University for strategic planning. I'll just keep my remarks brief. We have a lot of planning going on at campuses and at different functional units already and – and many of these plans are quite detailed, and – and they go into, you know, fairly lengthy lists of strategic goals and objectives. The purpose of the Indiana University strategic plan that we can hopefully take to the Board of Trustees after full discussion and consideration is – is not simply to pile together everything that is in those individual plans, there would be little value added to that, but rather it – it wants to build upon that in terms of thinking about strategic priorities for Indiana

University, so it will not have – I would not expect it would have anything towards the level of detail that we would get, for example, at the individual campus plans, or the regional campuses, but something larger, not something that would contradict any of the individual level plans, but to be complimentary to them in terms of setting broader, strategic priorities. What we're doing right now is in these early stages is working out the environmental stamp, so this is where we are looking into the – the economic and political environment of the world, the nation, the state, also looking at the – the state and trends in higher education, in technology in higher education in various markets that are of importance to – to what we do in terms of thinking about where are – where are we right now? Where are things headed? That should hopefully guide our thinking in terms of thinking about how to prioritize over the next five years [comment indistinct] bicentenary, and so with that, unless there were other things to add, I would just open it up to any – any comments that people might have of…. I expect to be back with this group, when we have something.

MCROBBIE: Yeah, I'll just add one other thing, and John might want to add another few words in. And that is that, again, as I said, the – the Trustees have under state law ultimate responsibility for the institutions that they – they feel particularly strong about, their – their role in final approval here, and certainly a number of them take the view, and I have a lot of sympathy for this that we should have a plan that – that has some – some bold and visionary ideas in it. That is, be more specific than some plans are which – which are edifying concepts at a highly elevated – of a highly elevated tone, but – but really don't go into any – any – any detail. On the other hand, I think they recognize that there's a – there's a limit to how much detail is appropriate to go into so – so I think that – that getting the balance right here has got to be important, that it's something that – that is – that is both visionary but sets goals that actually are achievable and aren't sort of unrealistic and pie in the sky. That's – that's going to be I think part of the challenge here. John, do you want to make any comments?

APPLEGATE: Just other than that I think that Michael and I would be very eager to hear even at this very early stage -

MCROBBIE: In fact, both Michaels – both Michaels.

APPLEGATE: Both Michaels would be very interested to hear your thoughts about particular challenges for example that we ought to be – we ought to be addressing from – from where you sit, so to speak, any particular aspects of the – the university that we ought to be focusing on in – in developing particular initiatives or general strategies, pretty open ended.

GALLMEIER: I just want to confirm, John, I – I think that the regional campuses are going to follow the blue prints. They're going to take them and follow – that kind of thing so we're going to be working together -

APPLEGATE: Right, yeah.

GALLMEIER: So that will be our approach?

APPLEGATE: Right.

GALLMEIER: Yeah.

MCROBBIE: And that's –that's going to be reflected too Jack on things like the bicentennial campaign which will involve all of the regional campus for the first time, so the whole weight of that campaign will be brought to bear on assisting the regional campuses in their fundraising activities too, and this is a first for the university, it's a – it's a really great opportunity for us in that regard. Please, yes?

HINNEFELD: In the spirit of launching the university in its third century, it occurs to me that it might be useful to – to look at the history of the first two centuries of the university to sort of create a narrative for that – that approach [comment indistinct]. In particular I'm thinking about trying to identify some of the unique characteristics of Indiana University that have contributed to its success. Just off the top of my head I'm remembering an article I read by Ken Gros Louis in, I think it's called Indiana History as the journal of the Indiana Historical Association talking about the climate that he found in Bloomington when he started as a faculty member there, which I found very interesting and sort of inspiring in terms of the collegial atmosphere he found when he arrived. That's just a, sort of off the top of my head comment about how it might be useful to think about creating a narrative tying the history, the good parts of our history in particular.

MCROBBIE: There – there is in fact, there's a, whether he's familiar with it, there's a three volume history of the – of the, I believe, of the university by a guy called Clark, and I think one of the – in terms of actual bicentennial activities those would be to actually update that, to do a – an additional volume that would bring it, you know, up to the present or to 2020 or something like that. Yes, Bob?

KRAVCHUK: I thought twice about making this suggestion, but humbly from my perspective as co-chair of the Bloomington campus Budgetary Affairs Committee, looking at where our traditional revenue sources are headed, where the university's commitments are, ever increasing numbers of students, but limited ability to raise tuition. I wonder if it isn't time for us to take a very, very large step and talk about fundamentally changing our business model. We've got to find some way to be able to reduce the cost of delivering, the marginal cost of delivering, education on a per student basis, and aggressively levering information technology to that end, I think is – is incumbent upon us. Many universities will fail at this, even great ones, well-known universities today will be great difficulty within ten or fifteen years. There will be a massive restructuring. I want to be one of the winners, you know? But that means that there'll be ever increasing numbers of students who would have otherwise attended those universities knocking on our doors, and so I – I just, however, this isn't really the time, it will require a massive culture shift as well. New faculty will get it before the older faculty will, but, you know, sooner or later the new faculty will be all there are and these are folks that will have grown up not knowing a time when we didn't have one of these attached, you know, so I'm just – I just want to lay it out there. It's the – it's the big elephant in the room.

MCROBBIE: Absolutely, well that's – that was very well and very eloquently put, and I think that's exactly the – one of the key things that we – we have to look at. I mean I – and having

said that, I – I've been on record saying a number of times that – that we shouldn't be stampeded by some of the stereo that's – that's out there, but nevertheless we have to be doing everything we – we can to position ourselves for changes we see coming and changes that might happen as well. You know, whether you accept the full kind of apocalyptic view of the impact of MOOC's [comment indistinct] when you take a full measure view about these – about these matters. I mean, the – the bringing to bear of – of IT improved methods of instruction and so on are – and commoditization of certain aspects of higher education are all going to have an impact to a greater or lesser degree, and it's critical to the faculty to – to actually take a leadership role there, otherwise they're going to be steamrollered by other forces and – and one will find legislatures in states legislating to – to – to move higher education in certain directions that aren't necessarily going to be to the taste of anybody in this room.

KRAVCHUK: I would suggest I believe there's a very large cross section of the faculty, probably no smaller than a third that don't have any clue how to make that transition that we're going to have to be instructive in – in [comment indistinct] way, by competent leadership that they believe in.

MCROBBIE: This is a – this is a debate and a discussion that I think we would immensely welcome, Bob, and I would encourage everybody around this table that, at the appropriate time, when we can bring assembled detailed ideas to you to do, again, all you can to participate in – in that debate, because I think it's the very future of the profession in which all of us have spent most of our lives. Thank you, Bob, that's very helpful. Yes, Herb?

TERRY: I have some observations partly from being involved in the Bloomington strategic planning process, which is nearing its conclusion. They're a little bit random, but let me suggest several of them. One, there's this strategic plan that you ultimately produce and related to that a whole bunch of data that you gather in the course of doing that, and I hope you set up some kind of a system where you – you accumulate, and can get back to all kinds of small scale observations that it's useful to have even if they don't work their way into your final, eventual plan. It will make it easier to implement the plan, and it also can be very useful in terms of just identifying other things that fell outside of the strategic planning process but are nonetheless important and need to be addressed. [Comment indistinct.] Second observation would flow from this, 2010 academic community planning document certainly as a member of the Faculty Council, it's useful that these folks identify university policies that might have to be reviewed or reconsidered or something with that in the course of executing an academic community plan. I would hope you're attentive to the policies of the UFC and the policies of the campus that turn out to be of importance in executing your plan so you can come back to – to us in a timely fashion and say, you know, these need to be reconsidered. Just as an example, throw out something admittedly provocative, you might conclude that we need some change in the policies that we have adopted on core campuses, that it might be in the interest of the university to go back and – and look at that in some way, you know, that would be helpful to know that and – and so I – I hope you'll – you'll – you'll include that idea as you go along. Let us know what the policies are that may need to be changed and we can get moving on that. And third –

APPLEGATE: And vice versa.

TERRY: And vice versa, you know. And third, one of the things that comes with taking on this job is going to Trustee meetings religiously –

MCROBBIE: Ditto. [Laughter]

TERRY: And one of the things that I get impressed at is how much this university is currently engaged with Health Sciences and with the School of Medicine, and this sort of thing. There might be a tendency to look at the School of Medicine as something autonomous from Indiana University. It's not. It is a huge part of this campus, of the IUPUI campus, and it is frankly a huge part of the entire system, and certainly in a budgetary sense it is, in terms of our national reputation it is. In terms of the risk of success or failure it is. We have Trustees who believe that if we don't make major changes in the School of Medicine in the next few years we're – we're going to cease to be one of the leading research universities in the nation. So you – we've talked about integrating the plans of the campuses, the UITS plan, and this sort of thing, I don't know. They have a new dean, I don't know exactly where they stand in terms of their own strategic planning, but boy to make this a useful university plan, I think it has to be something that – that actively engages the School of Medicine and – and includes them in – in the overall thing. Finally, in an observing from the Bloomington experience, I've been here a long time. This is a historically very decentralized organization. At Bloomington, you know, we have schools, sometimes I – I liken Bloomington to the confederate states in the sense that the school's pursuing their own objective. One of the things that has happened as a result of strategic planning at Bloomington is for the first time we're – we're saying aren't there some common campus objectives that collaboratively and cooperatively we can achieve that we couldn't achieve just focusing on the individual schools. This process challenges us to look at that balance on a system, on a university-wide basis, and it does it in the context of all of these things that we're talking about in terms of more transfer of students form one campus to another, more online instruction that may permit us to share our resources, and that sort of thing. It's a profound cultural change for Indiana University and – and – and I think it will inevitably be pushed forward or addressed or something like that in the strategic plan and the systems you adopt for implementation. Finally, I guess, we have a provost who is very devoted to the idea that – that there should be metrics, that you can apply a measure your – your accomplishments under your strategic plan. Some of us must be a little scared with some of the metrics when we really see what they are, but – but I think that's useful. If you put out a plan and you don't have a sense of how you're going to measure your accomplishment toward it, it becomes one of these plans that goes on a shelf and is forgotten. If it's something that from the beginning comes up with metrics there will be ways for all of our stakeholders, for the faculty, and the Trustees and others to nonetheless hold us accountable, and say did – did you do that, or if you didn't, why not? And – and so I would urge you as you go along to think about the metrics that will go along with whatever university objectives you decide are important in the strategic plan.

MCROBBIE: Yeah, and – and Herb, and – and if I could just comment on two things there. Firstly, with respect to the last point about – about metrics, this – this is extremely important

that – that we think about – about metrics and – and have some credible metrics that we can measure our progress by. And I'm sure that all of us in our various departments and schools and so on, that there must be at least some fundamental metrics. We may excoriate certain ones in the media and what have you that we don't take seriously, but there must be – there must be some methods that we use at the school departmental level to judge whether we're getting better or not and – and the key thing there is that unless we take charge of those metrics at whatever level of the institution, they will be forced on us, and we saw a version of that with the performance funding measures a couple of years ago that – that I think were – did contain aspects to them that were detrimental to the university. I hate to criticize them publically, and was not – did not go down very well. They have been approved, but that's a classic example of having metrics forced on us so it's important that we be thinking in those terms. Secondly, with respect to I think the second point you made, it – it is worth the amount of – you make an excellent point there. We have to be reminded too that we were 3 billion dollar, 3 plus billion dollar institution. IU Health depending on how you measure it is a 7 billion dollar institution and plays a critical role in funding the practice plans now becoming aggregated under Indiana University Health Partners – Practitioners – which is the aggregated practice plans, that if there were ever to be any problems or major issues with – with IU Health that would have a major, serious, possibly catastrophic effect on the School of Medicine and – and so that relationship is – is fundamental to the university. It's also mindful – I'm also mindful I'm on the Board of IU Health that we – we and IU Health are doing a strategic planning exercise at the moment that we're about at the same point in which the broader university if it is, and so we have to make sure we're – we're employing the appropriate line with – with the IU Health plans and that we're sort of informing each other as to what we're doing as well. So, other comments or questions from anybody? Yes, Simon?

ATKINSON: This is – this is consistent with what Bob was saying. If – if we look away from the education enterprise to the research enterprise at the university, I don't think there's any way we can expect the – the landscape for research funding, particularly in Health – Health Sciences, and sciences in general to be what – what it's been for the last four years back to 2007, 2008 funding levels. We'll be lucky if we sustain what we have now in terms of – of federal funding. So, I think we have to plan for a very different landscape for funding for the research enterprise and how that funding helps develop the infrastructure and that's – that's going to [comment indistinct] landscape. It's something we're going to have to confront in the next ten years.

MCROBBIE: Yeah, that's got to be part of our – our thinking about the plans. I mean already we've seen over the last couple of years sadly decline in spite of I think our best efforts of all the relevant offices in the university, decline in the amount of federal funding that we've been able to attract. Okay – and – and of course just what I was making before about the importance of IU Health of course, there you see reimbursement rates falling, and the impact of ACA and – and then that model of – of hospital system helping to fund medical education, medical research enterprises, too, so this will be a challenge. So just about every level we're – we're facing a level of seriousness and potential funding shortfalls that we've never, I think, really faced before. I want to cut this off in just a minute because I'm really mindful of the next

one but – but Herb you've had a go, is there anyone else first before you have another go? Is any – anybody else got a – yes, please?

NUR: I just want to ask if there's room for student input? Are you guys still soliciting – soliciting student – ?

RUSHTON: John and I have been discussing this on what would be the best – best avenue for – for getting student input in this process.

APPLEGATE: Yeah, there – there is a student Trustee, Janice Farlow, is very active and – and bringing the student groups together, and to some extent I think reviving the – the All University Student Association. I think that's a great idea, and I think that this could be a good way of – of getting student input across the university, so yeah.

MCROBBIE: Okay, Herb what were you going to – the final comment – ?

TERRY: I just want to assure the Council that the Executive Committee is – is in touch with John and his office and – and with this process, exactly its timetable, exactly how it's going to play out is still somewhat fluid, but – but the Executive Committee, at least as long as I'm a part of it and I assume my successors take over will – will continue to be involved because this is moving relatively rapidly. We don't meet again this semester. The Executive Committee will – will track it. We may ask for your campuses to contribute at various times as this goes forward but – but please be assured that the Executive Committee is working actively with the administration to keep faculty engagement on this.

APPLEGATE: Right, and I just encourage anybody who has any thoughts after this, let me, let Michael know. We're very eager to hear that.

AGENDA ITEM 10: DISCUSSION OF EMERGENCY PREPAREDNESS

MCROBBIE: Alright, this will be – this is, I can assure you, something you will be hearing about again. Alright, let's move finally to agenda item 10, and I know Mark can't be here but we, Diane Mack, the Director – the University Director of Emergency Management and Continuity, who is going to I think present on – on this – this topic. Diane, do you want to introduce yourself and your colleagues?

MACK: Sure, thank you. Can you hear me? Diane Mack, I'm the University Director of Emergency Management and Continuity for IU for – for the system-level department. We also have Debbie Fletcher who is the Bloomington Director of University Management and Continuity, and also Bill Smith who is the Director of Emergency Management and Continuity for the regional campuses. Carlos Garcia who is with the IUPUI campus couldn't be here today. So, first of all I want to apologize for the weather, and I want to assure you we didn't create it. This last couple of months has been very hard on us and – and snow days are definitely [comment indistinct] hard on us. We don't get those days off, so it would be nice. I think we – we were all second guessing our professions after the last couple of months and taking a beating of it from all sides, and so these – these calls are difficult to make and I commend everybody on the campuses who has to make that call, the chancellors in particular. It's a really

important call to make, when you close a campus or cancel classes, and so we have a good partnership and we're happy about that. So let me start a little bit talking about Mark Bruhn's portfolio. He is – I – I'm quite confident he would much rather be here than where he is right now answering media questions, but he is – just under four years ago – created [comment indistinct] the original creation of the Public Safety and Institutional Assurance, and under that I'm going to talk about two of the areas under his portfolio, one is public safety and one is the risk management [comment indistinct]. The public safety side is – is kind of under Jerry Minger and he has under his department the campus police chiefs and responsibility for Clery Act compliance. And we're really happy he's doing that for us. Under Emergency Management and Continuity we'll talk a little bit about in the next few minutes about what we do, how we can work with you, and really we'd like to hear that input on how we're doing and how we can get you anything that you need. So in the scope that we have it started out – when our department was created, for the eight campuses, we call it eight campuses because operation [comment indistinct] has a tendency to operate [comment indistinct], so we have the eight campuses, and then it expanded into the twenty-seven centers in addition to campuses, and now its expanded to six thousand world travelers each year. And the School of Medicine [comment indistinct] we're trying to wrap our arms around this to make sure that we are taking care of the buildings, we're taking care of our – the IU community, faculty, staff, and students that are in each one of those and wherever they are in the world. We're trying to make sure that they are safe and secure. So, to that end, each campus has created an emergency planning committee and then emergency preparedness [comments indistinct] and so on this emergency preparedness committee are a variety of functions and it varies depending on the campus, but this body is responsible for the everyday planning for emergencies of all hazards, and we really want to focus on the all hazards part of what we do. Even if it's not just for earthquakes or tornados or fires or terrorism threat, but it can be any of those and potentially all of them together if we look at the Japan disaster and the tsunami – first the earthquake, then the tsunami, then the radiological meltdown, and we also had bird flu thrown in there just for kicks. Japan, they [comment indistinct] and a potential volcanic explosion so they had the – quite the problem. We had seventeen students there and so – students and faculty there, so we worked with different departments to help make sure that they were taken care of. We want to make sure that that happens on every campus. So, we have the preparedness committees, but we also had new teams that were formed called the incident management committees, and these are designed to – to manage any kind of incident on any campus, so we're making sure that they have the tools, the training, the capabilities that they need on each campus to – to get through on that until we could get there and be that additional force to assist with any [comment indistinct] after that. Each campus also has an executive policy group, this is the group of executives to make those decisions such as campus closure or class cancellation, to take all of those different pieces of information, put them into intelligence and make sure that we're making the best decision that we can. To do that we've created a fleet of documents so that if we do have an occurrence – we have to put in the crack of doom.

UNKNOWN FEMALE SPEAKER: We really like that by the way.

MACK: The – the primary document is the Comprehensive Emergency Management Plan. Each campus has created CEMP, we'll try not to bury you in acronyms. Please forgive me if I shoot one out there that – that you don't, are unfamiliar with, please let me know if you are unfamiliar with it. But in the development of this Comprehensive Emergency Management Plan, that's our book on how to respond to any incident on any campus. So those CEMP's look very familiar across all the different campuses so that we can share resources, personnel across the campuses. Within the Comprehensive Emergency Management Plan we built in a nationwide concept called the National Incident Management System, it's also called Incident Command System. And so we're asking a number of folks on each campus to become trained in that system so that it's pretty much like the Russian dolls. They come packaged together. The university, the local, the state, the federal, so that when we all end up responding on an incident together, we're all speaking the same language. And we don't have different departments with different definitions.

As part of that Comprehensive Emergency Management Planning and the Incident Command System, that forms the framework around it, we have a number of annexes, and I'm not going to go into a huge degree of detail on all the annexes and appendices for that. But primary ones that you'll be familiar with are the business continuity plans and we have the system, the IU Ready System, [comment indistinct] that houses those. But the business continuity plans also will be very helpful in terms of implementing your academic continuity and research continuity. We also have additional documents for regional continuity as well. And so we appreciate this document, it's wonderful and that provides more the detail that should go into that production system [comment indistinct] – stand back up in terms of personnel and resources if something happens to your building. [comment indistinct] that takes out 30% or 50% percent of your workforce and your students. Those are all things that we're trying to include in there.

One of the [comment indistinct], one of the plans that we're creating on each campus as an annex [comment indistinct] is the active shooter annex. Certainly that has been on all of our minds for quite some time and Purdue has really brought it home to us. So we're creating the – a plan for that so that we can understand the resources that will be coming into each campus. It certainly varies. The incident command structure that will be set up, how do we manage that? But then there's also the after-effects of after you have that initial response, after the shooter's neutralized, what happens after that? You're rescheduling classes. You are moving classes. You may have an entire building or multiple buildings that can't be used for some time. At Virginia Tech, [comment indistinct] their primary building was – it was five years before they were able to use that building again. It was two years before they could figure out what to do with it. So it is – these are all considerations that we have there, not to mention the initial fatality management, casualty management, mental health, family assistance center issues that we're going to encounter, communications issues both in the university and outside the university. Virginia Tech they had parking lots full of media trucks. How do we – how do we handle that? Do we have the capability, the structure, organizational structure to be able to handle that? And that's – those are those questions that we're trying to answer for [comment indistinct] and on each campus. We can have all the organization we want. We can have all the equipment we want. But if we don't know how – if we don't have folks trained in how to

manage this then it won't work very well. And so we are working on the training for the responders and for faculty, staff, and students on how to respond not just to an active shooter but to really any kind of emergency. So we have the protect.iu.edu website provides those guidelines for how we suggest responding to incidents. But we're also looking at – and specifically for an active shooter – it's not necessarily a continuum of – it's run, hide, and fight – are the three primary components that we are trying to promote in terms of actions that people may take for an active shooter. Each one of those is going to be – we can't tell you if it's 3 o'clock on a Tuesday and it's raining outside, here's what you're supposed to do. So it's a – we're trying to provide you with information that you need to make the decisions that you're going to need to make and that your faculty is going to need to make if such an event arises. So they have an option to run, they have an option to hide, or they have an option, if that's the last resort, to fight back. If that's the only thing you have, if that's the only tool in your arsenal you do have is between you and death, you're probably going to fight back. So it's our job to give them the tools, the mental tools and so on so that people can be thrown at a potential shooter and that can be an option. That's not the optimal way for us to go. We don't want to emphasize that that is the only way to go. We want to emphasize run and hide first, certainly. But if you are between – if your life's on the line we want to give you the mental tools that you need to be able to survive.

The IU Notify system is – and I apologize for any of our early wakeup calls. It's either us or the police departments or communication departments in some campuses that send out the IU Notify notices. Those are – it's a tool that we use to let you know what's going on. There is – trust me, we use them judiciously. My phone was going off even today during this meeting for a weather alert. It's going to be cold outside. But we want to make sure that you have the information we need if there is an urgent situation or emergency situation that can affect your life or safety. So the IU Notify system includes all kinds of modalities, in terms of e-mail, text, phone calls, digital signs, webpage banners, even [comment indistinct] things on the websites. We're incorporating all of that into one system so that we have the easy button. You just push it and it goes to all these different places and we're not having to hit a bunch of different places to let you know. If you get that same alert ten different ways, that's great. If you don't receive any then that becomes a problem for us. But if you don't receive it at all but somebody leans over and whispers to you, "Hey, did you see this?" you've just now received that alert. So we do take word of mouth as – into consideration as part of that process. We just want to make sure that everybody can and does have the ability to receive those messages technologically. We also can't determine, for instance, who is where on every campus. If you're at home, and it's 5AM, we don't know if you're in a lab or at home or at – it may be all of those different things. It's up to you to manage your alerts and you know, Onestart, you can do that. But we do encourage you to – if you are inconvenienced for that then you can take action in Onestart. We're trying to not – it's important that we make sure that most people know that they can opt out but that they – we encourage them not to because they – if they don't want weather alerts all the time, that's fine, but we're also going to use that same modality, that methodology, to reach you in case there's an active shooter. So although they may be a bit of an inconvenience, they could potentially save your life.

As we're looking at overall risk assessment in terms of our definition of risk, there are a couple different ways that we're looking at that. One is the Disaster Resistant University project, DRU, which is [comment indistinct] project on all the campuses to assess the natural hazards, risk as it were, and – and to look at our facilities, look at the land, at our geographic locations, look at the building characteristics, and to come up with some mitigation protocols and plans on how to address those so that we can address those in advance and hopefully prevent any incidents that happen. On the backside of that, well, the DRU only addresses the natural hazards problem. The Facilities Agents Master plan, which you have in front of you is also the second part of that, which is the [comment indistinct] so looking at the structural integrity, looking at door locks, looking at the physical – what we call the critical infrastructure portion – of our campuses, and making sure that we have that process covered. And Tom Davis is leading that project. He is also in [comment indistinct]

The actual physical work, in terms of increasing our security in our facilities has already started. For example, in Ballantine Hall, in Bloomington, there has been – the doors should all now be lockable from the inside and that was done at a cost – just that one building for $380,000. So this is not a cheap endeavor, but it's one that they're looking to accomplish in a process. So, in terms of keeping everyone safe and secure and with active shooter situation, we're looking at door locks. We are looking at our process and programs and our training. We are implementing an active shooter exercise series on all of the campuses. IUPUI led the way with a tabletop exercise and a full scale exercise over the past two years for active shooter and Columbus along with them. And so now this year we're started upon a three exercise series for six different campuses. The first phase of it is the workshop, where we bring in [comment indistinct] campus executives and we talk about the realistic expectations. Who is going to respond, how are we going to communicate, who is setting up command, who is thinking about everything else that needs to happen in the university. And then we're going to bring them back in for a tabletop exercise and that'll happen when all the workshops have been completed. The tabletop exercise, which is phase two, is bringing everybody in in a room very much like this, putting up a PowerPoint and saying alright, here's the situation, now how do you respond? And after some time frame we put up another update. Okay, the situation has progressed. Here is what it is now. Now what's going on – and so working through that. And then the third phase will be boots on the ground exercise. We call that a full scale exercise. So that's bringing everybody in, actually having the simunitions, that's fake ammunition, so they will have what looks like a gun. They will have teams set up in every building on each campus for this exercise and then we'll bring everybody into a room very much like this to talk through the recovery part. Alright, you've seen this, now where do we go from here? And pulling in the academic side, pull in HR, all of the different folks who need to and will be a part of a recovery from an incident such as that. So those will all be completed by – all three of those exercises on six campuses will be completed by the end of the year [comment indistinct].

So one of the pieces that is important to us and that we really want your assistance on is how to reach out to faculty. We're receiving a lot of questions. How do I know what to do? How do I respond? What am I in charge of officially? And so this is the question I'd like to pose to you. We have an online system that we can put a five minute, twenty minute, however long training

course out there and ask everyone to – to view that and go through it. We can provide in-classroom training of whatever duration. So, we're asking you what is the best way for us to reach faculty within the university on every campus?

MCROBBIE: Any responses to Diane?

HINNEFELD: I haven't thought about this in detail, but my first reaction would be that online module – that people would feel a particular need to have training to access and certainly an urge by the faculty to take advantage of that and redistribute it through the hierarchy [comment indistinct].

FLETCHER: Do you think that – because that's one of the questions. We'd love to do that and that's something that would be fairly easy to do. There would be some who would definitely go do that. Others would not [Laughter]. And I don't know, is there a way – I mean no one wants to make anything punitive or anything like that, but do we make it mandatory? Is that part of, you know, something that each of the schools requires their – their faculty to do? Because we do want them to have information about everything, not just active shooter, but what do you do in a tornado warning, what do you do, you know, when there's a fire? What's your responsibility as a faculty member and how should you do that? So all of this is important and that's why we want to make sure that if we are going to offer it online, is there something, is there some kind of carrot that we can use? Obviously we want to do that first, but, you know, is there something we need to do to be able to encourage people to do it?

MCROBBIE: Yes?

BARRY: So at IU Southeast we had our – it wasn't a gun event. It was, but it wasn't, anyway. So Barb Bichelmeyer asked the Senate leadership to appoint a committee of faculty to look at this. So we appointed a three member committee – one full-time faculty – sorry, one tenure-track faculty, one lecturer, and one part-time faculty to work on that. And there're doing that now and they're coming up with recommendations. And one of the things we – I asked them to look at was the Virginia Tech website. Another one was the Western Washington website. And they do broad-scale emergency management and I think one of the things that will come out of this is probably that all faculty, including our part-time faculty, which are the hardest ones to reach, and I think that's one of the things that Jerry was thinking about, would all probably watch a video of some – right? – detail and size, but it wouldn't necessarily be just on gun-related events to help them better prepare for this. So – and I think that might be a model that would be useful for other campuses because then you've got faculty – right? – coming up with recommendations and that may or may not carry weight with the other faculties.

SMITH: I would love the opportunity when this is over with [comment indistinct] the police chief and vice chancellor [comment indistinct] maybe bringing those two together, regional director and professors. I want to make sure you're all getting what you need in whatever formats would be best suited for you.

MCROBBIE: Jack?

WINDSOR: Simon just told me that we would like compliance like blood borne pathogens if faculty would really need it. Would that be a stop and go? Sorry, Simon.

ATKINSON: Well, what I was going to say is that it's really important that the training is really good and it's really [comment indistinct] because – and then it's much easier to get compliance. We're all asked to do a lot of trainings and some of them are just terrible. Everybody rolls their eyes and they're really answering e-mail while the training is [comment indistinct] the computer screen. But if it's good, it's to the point, it takes the minimal amount of time that's effective it needs to be really good, really effective [comment indistinct] So whatever you can find in terms of best practices of the trainings [comment indistinct]. [Laughter]

MCROBBIE: Other questions or comments? Yes, Herb?

TERRY: First of all this got here because these folks gave a presentation at the BFC and it was a very good presentation. These are important issues, so I'm glad to know there is a research continuity plan. My undergraduate education was at Stanford and I left before the [comment indistinct] earthquake. But certainly there is a major university where many buildings suddenly went out of use for a long period of time. I don't know how they managed it, but alumni were told that they managed to have no hazardous waste bills. They had everything strapped down that was supposed to be strapped down. Anyway, they were congratulated about that. Recovery was interesting because you can't get federal funds to rebuild a chapel. So planning for all of this is crucial. I was – many years ago there was a dispute between the faculty and the then-university president. I was in [comment indistinct] the IU Auditorium and we had a faculty meeting to discuss our displeasure with the president. Suddenly there was a tornado warning. We all ended up in the lobby of the IU Auditorium. I was next to the CFO at the time and we calculated the rough replacement cost of the Bloomington campus. And tried to think about how we would recover if we lost a third of the thousand faculty members who were in the auditorium. It was an enlightening conversation [Laughter].

APPLEGATE: Cheery, too! [Laugher]

TERRY: Oh it was very cheery, yeah. And fortunately the tornado did not run through the middle of the campus because we didn't have a great plan at that point for dealing with many of those things. So I'm glad that we do. Northwest has suffered from floods and that sort of thing in recent years. I think I know exactly when the President found out about the incident at IU Southeast because he was at a table at the Trustees meeting looking at his device instead of paying attention to the Trustees.

MCROBBIE: I always listen to the Trustees.

TERRY: Suddenly he looked very disturbed and got up and so did Barb Bichelmeyer. And so we had a test of how this would work when neither the president nor Barb were in their normal places, that sort of thing. So these are crucial matters. I suspect all of us have some kind of training systems for new faculty when we hire them, certainly for new tenure-track faculty, probably for new full-time NTT faculty, hopefully something for even new part-time adjuncts and that sort of thing. If you're not already currently integrated with – with – those things

would usually run under vice chancellors or vice provosts for academic affairs or something like that. Faculty are more likely to participate in something they're required to do when they're first hired than later on [Laughter]. And then you try and find ways to update that. But I'm glad you're – you're in business. I think that you're planning for bad situations but they have huge consequences on the ability of this place to maintain and to function. And certainly Neil and I concluded that the General Assembly was unlikely to have the money to replace the Bloomington campus, which I think led us to take out a very large high deductible insurance policy. So that – you really have to think about this and I'm appreciative that you've come and I hope that everybody will go back thinking if they happen here, Jay over there knows. And so I hope you'll go back and engage with this very important aspect of university life.

MCROBBIE: Thank you, Herb, and I appreciate your endorsement of the – the vital importance of these efforts and for your support, too. Any other final comments for Diane and her colleagues? Final comments?

Okay, I'm mindful that there's a small reception to follow, but before we adjourn I just want to thank Herb for his services to the Faculty Council and to the principles of shared governance and also thank Jack for the same. Jack took on this role a second time, serving four years. He's term-limited now, so – so even if he wanted to he can't. But I'm very grateful, Jack. You've been a very fine colleague to – to work with and – and Herb as well, thank you, too. I've enjoyed working with both of you. I dare say I'll see you around still on the campus. And we both owe you or we all owe you a debt of gratitude for taking on these – these roles and for the effort that you put into, I think, mastering some – some complex and complicated issues and I think the finesse and judiciousness with which you've helped to respond and maybe help shape some of the faculty perspective on these matters as well. So with that, thank you both, and we are adjourned and there's a reception about to start at the back. Thank you very much.

MEETING ADJOURNED: 4:19PM