**Minutes of the Academic Senate Meeting, February 17th 2017.**

**Attending:**

Adaikkalavan, Allison, S. Anderson, Barrau, Bennion, Bindroo, Bloom, Brittenham, Bushnell, Campbell, Colborn J., Colburn N., Dunn, Feighery, Fisher, Fong-Morgan, Ganoe, Gerencser, Gretencord, Hakimzadeh, Heck, Holland, Hottois, Jang, Kahan, Kwong, Levine, Lidinsky, Martinez, McPherson, Mettetal, Mociulski, Muniz Jo., Murphy, Opasik, Pant, Roth, Schult, Shockey, K. Smith, Sofhauser, Song, Stankrauff, Suttman, Takanashi, Tetzlaff, Thomas, Vollrath, B. White, Zwicker, Zynda L.

1. Call to order at 1:35 p.m.
2. Ken felicitated Dr. David Barton and gave a detailed account of his and his wife Evelyne’s many contributions.  They have established the Dorothy B. Barton Memorial Fund with a generous $300,000 donation. One objective of this fund is to discover and preserve decades of improvisation music and other scores created by the IUSB Music Department. Dr. Barton also has served the Senate in multiple roles over the years.
3. Dr. Barton gave a short speech on the history of the music program. He was lavish in giving erstwhile chancellor Les Wolfson the credit for creating the music program at IUSB. Prior to its independent structure, the music program was a liberal arts degree. Library is going to archive over 4000 of his improvisation musical compositions. He was sorry to see the library budgets go down over the years and decided he should do something about it sooner rather than too late. He reminisced about the many strong debates in the senate over his years of service but endorsed this as essential to faculty governance. He received a standing ovation for his remarks.
4. Bloom: I have some handouts providing information on the gift.
5. Barton: One additional correction on the South Bend Tribune story about my gift. My mother got her MLS degree at University of Southern California but never worked in their library. All her professional work was in the County of Los Angeles public library.
6. Ken offered a brief remembrance of the first chancellor of IUSB, Lester Wolfson, who served from 1964 to his retirement in 1987. A slideshow tribute of pictures was shown to the senate (file attached). Ken read some key pieces of information about the Chancellor from a biographical book on IUSB.
7. Chancellor Wolfson’s belief was that a region of Indiana should have a university with the fullest facilities that people could afford. He created such a full campus starting with barely 20 faculty in 1964 to over 5000 students already in 1971. He invited Randy Colburn, who was a student at IUSB before he was a faculty here, to read one of Chancellor Wolfson’s many speeches that are in the book.
8. Randy Colburn was in a play loosely based on Chancellor Wolfson’s character. He gave a resounding delivery of Chancellor Wolfson’s speech delivered on June 4th 1969. (Copy of the read speech is attached).
9. Approval of [the minutes](https://www.iusb.edu/academic-senate/minutes.php) of the January 20, 2017 meeting.
10. Allison: I am following in Chancellor Wolfson’s footsteps. Everywhere I go I am often hearing the comments from people talk about our university in limited ways. They seem to be asking students to only study one or a few specific job oriented courses as part of their college experience but not get the full liberal arts education. I find myself repeating Chancellor Wolfson’s words endorsing a broader liberal arts education. We will soon have a chance to speak at Chancellor Wolfson’s extended memorial service on our campus.
11. Quorum being achieved, the minutes of Jan 20th were passed.
12. Discussion of the Blueprint 2.0 strategic plan for the regional campuses. Picking up the discussion from last meeting: Some colleagues have nominated interesting and promising sentences from Blueprint 2.0 for our discussion. What values and initiatives drawn from this strategic plan have the most to offer our campus and the region in the years ahead?
13. Ken: In the 10 hours we have together in the senate in a year, we fight many fires in addition to keeping the trains running. But we also need to sometimes step back and take a look at strategic objectives of the campus. Hence we are looking at the Bicentennial plan and the 16-page Blueprint 2.0.
14. Today we will discuss small portions of the Blueprint 2.0, which we have summarized into 2 pages based on a few colleagues’ work who have volunteered to read portions of the Blueprint and then nominated sample sentences that are interesting for us and our values, goals, projects, programs. Hence we in the executive committee are going to shut up and listen to your feedback and comments about these chosen sentences of the Blueprint 2.0.
15. Basically we want you to tell us what you see here that has the potential to make our campus special. We want to see if we can agree on some such common goals for our university.
16. I am sharing Rebecca Brittenham’s comprehensive notes on the discussion of the 2.0 sections discussed below.

Notes from Blueprint 2.0 conversation 2/16/2017:

Opening: collaboration among the regional campuses

Whittle down Blueprint 2.0 into a 2-page summary. Volunteers nominated sample sentences that are interesting for us and our future: values, goals, projects, programs. We will see how much agreement (or not) there is about goals and values moving forward. Strength of a university depends on strength in faculty governance—this is an invitation for greater assertiveness and strength in mission. What do you see in this language that might take us forward if there are things we can agree upon regarding what a university is?

Shared Vision Responses:

* Sounds goods; thumbs up; received some vindication from a past chancellor and a present chancellor. Confusion between “earning a living” and “having a life” becomes a tension in the document?
* Our students (first-generation) talk about the job they will have at the end of their education. That “job” is a stand-in for the dream of a better future for themselves and their families. If there’s a disconnect there between a well-paying job and meaningful work that brings a fulfilling life that’s something we should address. That wording may leave out a sense of growth and self-reflection we want students to have. “Meaningful work” reaffirmed.
* Who are we “distinguishing” ourselves from? Other campuses?

Section 1 Responses:

* Sounds great but partly because it’s banal niceties.
* Last and third from the bottom seem like the foundation for online programs that threaten to undercut what we can do. Try to prevent online courses from usurping faculty control of the curriculum.
* Threatens the mission of preserving and celebrating what makes IU South Bend distinct.
* Maybe because online policies were put into motion so quickly it might be a good time to revisit. For instance, the residency requirement. Let’s not assume that they are written in stone.
* Seems like most of the research references are to faculty presenting or sharing research with students rather than creating new knowledge and working in larger scholarly communities. No section on creating scholarship in addition to teaching. Maybe because this document was originally a “blueprint for student attainment” so focused on students/teaching more?
* In reference to the final bullet point—speaks to faculty. Another area to grow might be “expert” staff in student affairs and others on campus.
* Exciting thing right now are colleagues who are bringing students’ lives into the learning. Faculty acknowledge students as whole beings and try to bring full lives into the classroom.
* Document is not written in ways that speaks well to the general public.
* Document raises the question of whether we should think about ourselves as a “regional” campus and what that means. Are our distinctive areas of specialization/uniqueness changing?

Section 2 Responses:

* Carnegie lays out the intention mentioned in that second bullet point and is mentioned in the last section.
* Creating student success involves creating an environment where all students feel welcomed.
* This doesn’t preclude us look at our own best practices as well.
* Student affairs and extra-curricular/co-curricular sides of the house could come together more.
* We have a vibrant campus life, but this activity may not be represented in the postings on walls, buildings. Can we make the environment better reflect that vibrancy? A commonly accessible calendar would help. Updated facilities would help. Better access would help (to buildings and common spaces after hours).

Section 3 Responses:

* The first bullet point is undercut by the aggressive online push to help students achieve degree completion through marketing practices amounting to piracy.
* We need to think about literal accessibility for students with disabilities including how we build our facilities and how we teach.
* Bullet point three: our campus has a better ratio of succeeding in retaining first-generation college students than other campuses.
* Does a 12-month curriculum work without faculty 12-month contracts.
* Nothing about tutoring and peer mentoring.
* Don’t just throw programs at a campus for greater diversity and inclusiveness. Assess and then adopt.
* Re advising: the first round of advising needs to be accurate. When a student is incorrectly advised they should have money refunded.
* (Chancellor: We did have an assessment of our diversity and inclusion practices by Halualani and Associates. That grew out of this 2.0 document. We do have our diversity team on campus. Academic programming and student-led programming were our strengths. We did not do as well with recruitment.
* Is there a budget for marketing? Every campus is responsible for its own marketing.
* “Accessible” and “affordable” might come into conflict with full-year programming since summer doesn’t fit under banded tuition.

Section 4 Responses:

* Second to last bullet: missed opportunity for community engagement. There should be a more active, service-learning program. Do that explicitly rather than just letting it happen. “Wherever possible” should be eliminated—every student should be included.
* If we really want to leap ahead of other campuses. We need to talk about meaningful work for our students. Our students will have more than one career, entrepreneurs, self-employed, multiple callings. Our career services could work more for that.
* Document is vague on how these values get actualized. There are two separate conversations: one we’re having with our students and among ourselves and the other legislative and institutional policies that come down to us.
* What does a “meta” major actually mean? What would a meaningful “pathway” to a major look like? (Example might be a 1-credit seminar where faculty in a discipline + related fields all present on what they do so students get a sense of what it might be to become a professional scientist).
* Stuck in 20th century rhetoric implying that when you study specific things it leads to a specific career.

Section 5 Responses:

* Second bullet point is already an area of strength.
* Student problem-solving and innovation: example of looking at high blood lead levels in children, housing, industrial infrastructure and how it impacts us: health, advocacy, history, sustainability all involved in addressing these relevant community problems and opportunities for improvements.
* This section is where IUSB has the chance to be distinctive. Most of our students come from the region and stay in the region. If we were going to pick one of these to really shine, this section might be our opportunity.
* This is one of the few areas where research is mentioned: faculty research is focused upon and includes a clause that emphasizes original disciplinary research. Hope it’s not restricted to regional research.
* If “region” could be redefined with broader implications.
* We get caught up in a division between regionally applied research and research that broadly applies global examples to constructing the meaningful life/experiences of this city and community.

Closing:

We could choose a few things we could use in moving forward

For example, we could use area 5 as a goal/focus for moving forward

* Ken: Thank you to our volunteers who have distilled the Blueprint 2.0 for us. Tammy Lee Julio, Jeff, Scott, Dave, Raman, and Bill.
* Where does the PTR process and the redefinition of faculty work fit in this process moving forward? Some non-tenured faculty may be interested in such work but if it does not count towards tenure, we do not want to do anything to hurt their chances.
* Focus on “meaningful work” and use it to elevate our students. Includes meaningful care of oneself (through health literacy, for example). Take #5 and connect it to this concept of meaningful work. The current 2-hour health course in Gened is insufficient to educate our students with meaningful knowledge on their health for their future lives.
* If we focus on #5 we can’t leave out the work and involvement of students in places outside this region (like Africa).
* Involving the campus in interdisciplinary healthcare initiatives with the many healthcare industries in our region would put us ahead of the curve.
* Section 2 is important too. If you come to our campus you won’t just compete your education, you are going to flourish here.
* Framework of meaningful work is available as an online resource (EB for specifics of resource).
* Executive Committee is going to study these notes as fast as we can. We may ask for further feedback as well in our next meeting.

1. Announcements.
   * Lidinsky: Michiana Monologues is celebrating its 10th anniversary. Our production starts in Vegetable Buddies on Thursday 23rd, Bristol Opera House on Sunday the 26th , Civil rights heritage center on March 2nd, the big campus auditorium on March 3rd. Great show this year including sexy highlights from our previous production. The fundraiser helps local nonprofits, so I hope all will come.
   * MsPherson: Titan Success Center has provided retention handouts kept at the back.
   * Mettetal:
   * Vollrath: Capus Campaign. We saw a huge amount to a specific account but please donate any amount to any account.
   * Roth: We wish to thank Phil Iapalucci, our chief fiscal officer, for finally fixing the ceiling of this auditorium.