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NOTICE OF MEETING

Faculty Council

Tuesday, March 31, 1964

Ballantine Hall #08

3:30 p.m.

AGENDA

1. Replacement on Faculty Council for Sylvia Bowman for remainder of semester (now on sabbatical leave).
2. Report of Advisory Committee on Foreign Students (Faculty Document #9, attached).
3. Report of the Committee on Curricular Policies and Educational Programs re: the proposal by Professor Harrison Shull to establish a School of Applied Science at Indiana University (Faculty Document #18, attached).

AGENDA COMMITTEE

Byrum E. Carter
Shelby D. Gerking
Charles J. Vitaliano, Chairman

DEAN FOR UNDERGRADUATE
DEVELOPMENT

MAR 2 1964

NOTICE OF MEETING

Faculty Council

Tuesday, March 31, 1964

Ballantine Hall 408

3:30 p.m.

AGENDA

1. Reappointment on Faculty Council for Sylvia Bowman for remainder of semester (now on sabbatical leave).
2. Report of Advisory Committee on Foreign Students (Faculty Document #2, attached).
3. Report of the Committee on Graduate Policies and Educational Programs re: the proposal by Professor Harrison Smith to establish a School of Applied Science at Indiana University (Faculty Document #18, attached).

AGENDA COMMITTEE

Byron E. Carter
Sheffy D. Gerking
Charles J. Vitellano, Chairman

DEAN FOR UNDERGRADUATE
DEVELOPMENT

MAR 26 1964

CONFIDENTIAL

Minutes of the Faculty Council

March 31, 1964

These Minutes are distributed to the Faculty subject to modifications and approval at the next meeting of the Faculty Council.

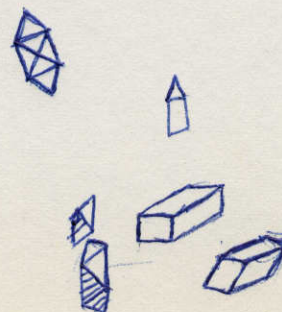
Members Absent, No Alternate: Dean Wilfred Bain
Dean Frank Gucker
Dean Maynard Hine
Dean John Nurmberger

Alternates Present: Dean S. Engle for Dean John W. Ashton
Dean P. Sikes for Dean S. Braden
Professor M. Wakefield for Dean A. Daniels
Professor H. Batchelder for Dean H. Shane

Visitor: Dean Shirley Engle

AGENDA

1. Approval of the Minutes of the meeting of March 17, 1964.
2. Replacement on Faculty Council for Sylvia Bowman (now on sabbatical leave) for remainder of semester.
3. Report of Advisory Committee on Foreign Students (Faculty Document #18, attached).



1. President Stahr, presiding, called the meeting to order at 3:35 p.m. As the first order of business the minutes of the last meeting were presented for approval. Professor Fuchs, who stated that he did not have a question on the minutes, asked leave to make a comment. He expressed dismay at the impression left "on the cold page" by his words at the end of the meeting. He wanted to say "for the record at this time" that he had not meant to "make any claim to pass judgment personally on future events." Referring to the minutes proper, Professor Merritt pointed out that in the last paragraph on page two, Professor Campaigne's name is misspelled. This correction being noted, the minutes were approved.

2. Next the chairman called on Dean Higgins to introduce the matter of a replacement on the Council for Professor Sylvia Bowman, now on sabbatical leave. Dean Higgins explained that when it had become apparent that Professor Bowman would be unable to attend the remainder of the sessions this semester, and when it proved that the runner-up, Professor Brown, as a result of a class conflict, would also be unable to attend (this exhausted the regional campus runner-up list), he suggested to the Secretary the possibility that some colleague at Fort Wayne, or possibly from another campus, might substitute for Professor Bowman. Accordingly, a faculty member from the Indianapolis campus was approached and had agreed to serve if acceptable. In discussing the matter Professor Fuchs, Faculty Council Parliamentarian, found that the faculty constitution makes no provision for handling the matter beyond certification by the Secretary of the nominee next in order of votes from the same election unit. The sense of the rule in the Faculty Constitution applicable to substitution in the event of absence was then given by Professor Fuchs who pointed out that in the past when an elected member missed a meeting or so, he usually appointed someone to sit in for him. We could apply this rule for an entire semester's absence, but the Parliamentarian did not feel it would be wise to do so. The Chairman then noted that ordinarily there might have been time to make arrangements for a special election but a special vote in this instance would hardly be worth while in view of the fact that by the time the verdict was received only one or two meetings would be left. Upon being asked whether it might not be possible for Professor Bowman to attend the meetings even though on sabbatical leave, Dean Higgins replied that, although it might be possible, he did not want to commit Professor Bowman. Professor Fuchs, upon learning that Professor Brown, legal runner-up to Professor Bowman, had agreed to serve in her place until it developed that he was to have a Tuesday afternoon class, slashed the Gordian knot (Chairman's phrase) in true Alexandrine fashion (Secretary's phrase) by suggesting that Professor Brown could be regarded as the member, take office, and in regular course designate a substitute (presumably said substitute would sit in on the meetings, but would not vote.) So moved, seconded, and carried. President Stahr then directed the Secretary and Dean Higgins to notify Professor Brown of the predicament in which he now finds himself and ask him to fulfill his responsibilities.

3. Dean Engle with a few prefatory remarks then introduced the next item for discussion, namely, the report of the Advisory Committee on Foreign Students. The report, he stated, was essentially exploratory in nature, for a thorough study of the foreign student problem really has not been made. He pointed out, however, that the Committee hopes and expects that such a study will be made by some agency in the University in the future, but it was felt that certain matters were urgent and really could not await the detailed study, and the Committee had called on its own experience, general observations and judgment

in assessing and reacting to these. The Committee members, he pointed out, come mainly from the Bloomington campus and particularly from departments of the University with heavy foreign student enrollment. He also listed Mr. Lumark and Mr. Strain as advisors to the Committee. As far as data were concerned, he explained, the Committee felt it was working in something of a factual vacuum. To find out, for example, the number of foreign students in attendance here is a matter of utmost difficulty. What is the real nature of the foreign student population? In the past the foreign students typically came from the wealthier segments of their home lands which were likely to be well developed nations; now, however, large numbers of them are promising youths of underdeveloped countries sent abroad for educational advantages unavailable at home, and they are not well prepared for American higher education at the graduate level. Moreover, the U. S. Government has the political necessity of encouraging rapid development of underdeveloped countries by educational means and has added its voice and resources to the movement to extend educational opportunities to people throughout the world. To a series of questions such as: How do foreign students do at Indiana University? To what extent are we meeting the foreign student problem? What is the cultural impact on foreign students of experience at Indiana University? What is the impact on us? Is language difficulty a factor in the work of the foreign student at Indiana University? What is the responsibility of the University for providing educational opportunity for foreign students? What is our responsibility for providing opportunities for those who, through lack of background not ability, fail to meet our standards? Dean Engle admitted that the answers were not available. The Committee, he reported, had tried to get at a definition of the foreign student problem at Indiana University and had come up with the feeling that basically it was one of policy arising out of the desire to be helpful to underdeveloped countries on the one hand and an attempt to uphold our standards on the other. Within the last 10 years or so the pressures on both sides of this problem have been on the rise and the faculty is baffled. On the one side is the recognition of underdeveloped countries that education is a key to their development (and it is politically expedient and humane for our government to aid these countries) and on the other side the increasing number of sponsored foreign students from the underdeveloped countries as against western European countries. Some startling figures recalled that at Indiana University foreign students constituted 44% of the graduate student population in one department, 42% in another, 30% in three others, and 20% in five others.

After some further remarks, Dean Engle pointed out that the Committee did not know to what extent, if any, admission standards are lowered for the foreign student and to what extent, if any, faculty gives the grade of B to foreign graduate students in lieu of a deserved lower grade, but the committee is pretty sure these things do occur. Certainly on a point average basis, foreign students generally do not come off as well as American students, though there are certain exceptions to this. In fact, foreign students appear on the check list for low grades more often than do other students. How much of this is due to language difficulty is unknown. Failure to achieve a degree is a more serious and dramatic matter for the foreign student than for the American student. Financial loss, loss of face, and the alternative between a future and no future are all involved. The Committee also feels that to a certain extent the faculty practices favoritism toward foreign students in the matter of financial support, although the extent to which it is done is not known.

If the above statement of the problem is reasonably accurate, the Committee feels that two questions arise: 1) What policy should Indiana University follow in providing educational opportunities for foreign students, and 2) What special procedures in admission, counseling, program, etc., are necessary in order to meet the needs of the foreign student. Here Dean Engle pointed out that policy statements, as suggested by the Committee, may be found in the report on the sections dealing with standards; program; support; responsibility for foreign students, orientation and counseling, and language proficiency. The Committee members felt that as the problem grows, departments and schools try to shift the burden of decision making on other shoulders, e.g., Graduate School, Graduate School of Education, or some other administrative function. This may be symptomatic of the trouble, e.g., where no clear policy exists for the department, it tries to turn to someone else. With respect to orientation and counseling, the Office of the Foreign Student Advisor now has an active program for welcoming and orienting foreign students upon their arrival to Indiana University. This program should be continued and expanded. As regards the language problem, Dean Engle pointed out why the proficiency test in English does not predict accurately nor is it able to suggest proper remedial treatment. It still appears to be very unsatisfactory, despite the fact that the language group is doing its best to solve the problem. Are we, the Committee wonders, refusing to be tough enough? Instead of remedial courses taken by a student while he is struggling to master his regular courses, we ought to have a high quality language program which would prepare the student to handle the language before he is allowed to take regular courses. Attention was called to certain procedural matters under that heading in the report. Some of the trouble spots in this respect were outlined and the Committee believes that no faculty member should, in direct correspondence, commit the University to admit or to supply financial support to any foreign student. It also felt the foreign students admitted under contract, etc., should be "processed" for admission the same as other students. Furthermore, screening of foreign students by representatives of the University abroad should never be taken as tantamount to admission. Such screening should be completed in ample time to permit regular and orderly processing of admission papers.

Finally, if the policies proposed in the report are palatable, the Committee hopes they will be publicized throughout the faculty as suggested in the report.

Dean Engle was thanked for the report. The Chairman asked, "Just how little do we know about the matter in comparison to other universities?" Isn't this a common problem on other campuses? Would it be worthwhile to conduct a careful in-depth study on the campuses of the four Consortium members (Midwest Universities Consortium for International Activities). Is such a study within reach of any money we might have available for such?

Professor Buehrig thought that Consortium money might possibly be used for this purpose inasmuch as many of the foreign students are here on contract and many here are from non-western countries receiving technical assistance. He pointed out, in reply to a question by President Stahr, that one other university has made such a study. Dean Engle pointed out that it was the University of Wisconsin. The findings of the University of Wisconsin, said President Stahr, might strengthen the clues we have here at Indiana University, although Wisconsin has two programs, Agriculture and Engineering, which we don't have which usually attract many foreign students. Dean Engle then pointed out

that there are other differences between the two schools. At Indiana University the graduate foreign student population is smaller than at Wisconsin but Indiana University has a higher percentage of graduate students, in fact, it ranks near the top in percentage of graduate students. The Chairman then discussed, as another facet of the overall foreign student problem, the possibility of making Consortium arrangements for screening foreign students before they come here. (The I.I.E., said Dean Engle, doesn't seem to do the job as well as we would like.) Consortium offices overseas might be placed where initial interviewing and screening might take place before the student is sent to Indiana University or other campuses in the Consortium. Professor Buehrig noted that there had been some discussion of the possibility of using sites of the Technical Assistance program for this purpose. It did not get very far for obvious reasons, for a technical assistance program wouldn't necessarily be set up in such a way as to enable its personnel to make reliable judgments on this sort of thing. President Stahr speculated that a few sites scattered throughout the world in strategic locations might be helpful. Furthermore, sending an admissions officer from one of the four institutions to those places once a year might prove worthwhile. All four institutions could be served and possibly others. He thought the I.I.E. might be unhappy if we extended this service very much beyond our own institution and perhaps the C.I.C.

Professor Cady commended Dean Engle on the most lucid and honest report ever seen. However, he stated, quite a few people who deal with foreign students have a genuine interest in preventing real knowledge from transpiring about them. Nationally, he felt, we suffered an ailment, with regard to foreign students, called lack of intestinal fortitude. We have lacked the courage to face up to the issues raised in this report--he suspected that almost everyone in the room who has taught foreign students has at one time or another been guilty of failing to face up to this. As a result American degrees are really held in contempt in foreign countries--and justly so. He suggested the Committee consider whether the University should not adopt the provision that any graduate student coming from an area where he is apt to suffer from a cultural shortage not be accepted for study toward any degree immediately, but that he be made to wait until he has been here for two years. Professor Remak noted that the report was justly critical of screening methods used abroad. In his experience once students get here they become hardship problems. He backed the idea of a C.I.C. representative going abroad to strategic spots to help screen students before they are sent here. He commented also on the matter of special diplomas and degrees for foreign students. In some countries with longer records of dealing with foreign students, e.g., France with 40-50 years, special certificates, quite reputable ones at that, have been given to foreign students. This prevents dilution of the regular curriculum. Should we grant special but reputable diplomas to foreign students? Professor Engle did not know the answer, and the committee had found it hard to write this into the report when a basic premise was equality of treatment, and so it resisted writing this into the report. The Committee did suggest, however, that the University should engage in honor certificate programs.

Professor Buehrig listed two points of view from which the foreign student could be regarded. The first, the point of view in whose defense Professor Cady had spoken so vigorously, and which seemed to underlie the report, was to look at the problem only from the standpoint of the University itself. However, a second point of view, that of the society from which a foreign student comes is also a valid, hardly irrelevant one. In regard to our American students, after

all, we have a wide variety of curricula and degrees throughout the university. Are we not being somewhat sanctimonious in our attitude that foreign students must measure up to some presumed standard about which we are willing to be indulgent and flexible, in effect, as regards our own students? No criticism is intended, but if flexibility is appropriate for our own students, it is more than justified for foreign students. He would like to see the foreign students' need looked at from the point of view of their own society with emphasis on flexibility. President Stahr asked whether Professor Buehrig intended that the foreign student be fitted into the program best fitted for him, and that when we admit him without questioning him or notifying his government into any program he requests we stand a good chance to make a mistake? Yes, Professor Buehrig answered, and perhaps also degree and non-degree programs should be devised for foreign students. We also should try to prevent the foreign student from entering a program for which he is unfit and which he has no business getting into. Dean Engle then stated that he was pulled by this argument of Professor Buehrig, but he, Professor Buehrig, has not said that there should be, for instance, two standards in Chemistry. He has said we should be quite flexible, but did not say that the University should have a double standard in any single program. When the report had been presented to the International Activities Committee recently, it was criticized on the basis of the fact that the University has mistaken the same or different program for a standard. In order to get around this, we should tailor our program for the foreign student, but not necessarily lower our standards. Dean Engle did not know his Committee's answer to that, but he thought of only one possible answer, namely, the providing of such programs really goes beyond the responsibility of the state institution. The financial burden in such a case would have to be supported at least in part by outside help. Professor Milisen held out for a certificate of some sort so that students might have something to go home with. He agreed with the Committee to the effect that standards of a particular degree should be met but he was disturbed by the fact that when a student has arrived here on campus and because we have not placed him properly, we fail him when he does not perform well and send him home without his degree, without face--in fact, with nothing. It was his opinion that as an institution our first obligation is to be sure that students from abroad are appropriately evaluated before admission to a degree program at Indiana University. Professor Milisen recommended a possible dual program, one standard for the student with a high level of performance who can hold his own with other students and the other for students with deficiencies but who are nevertheless bright, capable, and really qualified. The latter ought to have some token of acknowledgment to take away with them when their studies are completed. Professor Milisen advocated, as a possibility, a two-year certificate to the student who is admitted for a M.A. degree but has difficulty and eventually earns a C average in graduate courses, not enough to warrant the M.A. degree, but obviously enough to demonstrate some accomplishment. President Stahr wondered if the idea could be reversed so that it would work as follows: instead of admitting such a student to a degree program and then sending him home with a certificate if he fails, why not admit him to a certificate program and then if he does good work, give him a degree. Professor Milisen seemed to agree with this. At this point President Stahr recalled some tragic or near tragic experience along these lines in connection with a visiting dignitary, the president of a university in Africa, who had pointed out that anything a faculty member of his got here as a student was better than nothing because he would be the only one available in his country with any graduate training at all in his field.

Professor Greenleaf mentioned that he understood the problem and solely from his own experience. A foreign student being facile in small talk finds, half-way through the course he has talked his way into, that he is going to flunk. The professor's problem is: Is the student stupid or is it mainly a language problem? As a result, the professor bends over backwards to give a better grade than deserved. The professor finds himself "on the hook" so to speak and would appreciate a solution to the problem.

Professor Buehrig then moved

THAT THE FACULTY COUNCIL COMMEND THE ADVISORY COMMITTEE ON FOREIGN STUDENTS FOR ITS EXCELLENT PRELIMINARY REPORT AND THAT THE COUNCIL URGE, AS A MATTER OF IMPORTANCE, A STUDY IN DEPTH OF THE FOREIGN STUDENT PROBLEM THAT THE ADVISORY COMMITTEE PROPOSES.

Professor Buehrig then added his thought that he recognized that time and a budget would be needed. A possible source of such funds might be the Consortium, but he felt the University should undertake the study in any case. Professor Buehrig then requested an addition to his motion to the effect that:

THIS EXAMINATION IN DEPTH INCLUDE LOOKING AT THE FOREIGN STUDENT FROM THE STANDPOINT OF THE NEEDS OF HIS OWN SOCIETY.

The above addition was agreeable to the seconder--so ordered. Professor Fuchs then inquired whether one was to infer that the specific recommendations of the Committee on the last two pages of the report are to be postponed for future consideration? Not necessarily so, replied President Stahr. A motion approving these recommendations might be in order, but he did not know whether it was the intent of the motion already before the Council to deal with the recommendations of the Committee. There then followed some discussion concerning the wording of the motion made by Professor Buehrig. It was then felt that the wording of the motion was being nibbled away at, and in order to clear up matters, Professor Buehrig restated the motion as follows:

THAT THE FACULTY COUNCIL COMMEND TO THE ATTENTION OF THE DEPARTMENTS AND SCHOOLS INVOLVED AS WELL AS TO THE APPROPRIATE ADMINISTRATIVE OFFICERS THE REPORT AND RECOMMENDATIONS OF THE ADVISORY COMMITTEE ON FOREIGN STUDENTS; THAT THE FACULTY COUNCIL COMMEND THE COMMITTEE FOR AN EXCELLENT PRELIMINARY REPORT, AND ALSO THAT THE COUNCIL URGE A STUDY IN DEPTH OF THIS MATTER AS A POINT OF GREAT IMPORTANCE; THAT THE EXAMINATION OF THE PROBLEM IN DEPTH INCLUDE LOOKING AT THE PROBLEM FROM THE FOREIGN STUDENT'S POINT OF VIEW, THAT IS TO SAY FROM THE POINT OF VIEW OF THE SOCIETY FROM WHICH HE COMES.

The seconder concurred, and the motion was then approved unanimously.

President Stahr then called on Professor Russell to introduce an item of new business. Professor Russell and some of his colleagues were wondering if Indiana University could take some action to help the University of Alaska if it has been hurt by the recent earthquake. The Chairman thought that was an excellent idea. So moved by Professor Russell, seconded by Professor Cady. The motion was then taken by consent. President Stahr will wire the President of the University of Alaska to express our concern. At the same time, he will inquire whether or not it is felt that we could be of any assistance.

Next, the Secretary pointed out that because the College of Arts and Sciences needs to hold a general faculty meeting on Tuesday, April 7, the Agenda Committee had agreed that the first Faculty Council meeting of April be cancelled.

There being no further business, the meeting was adjourned at 5:05 p.m.

Respectfully submitted

Charles J. Vitaliano, Secretary

April 21
next Fac. Council ✓

April 2, 1964

NOTICE OF CANCELLATION OF MEETING

The Faculty Council will not convene on Tuesday, April 7, in order to afford the College of Arts and Sciences the opportunity to hold a general faculty meeting. The next scheduled meeting will be held on Tuesday, April 21, 1964.

AGENDA COMMITTEE

Byrum E. Carter
Shelby D. Gerking
Charles J. Vitaliano, Chairman

APR 2 - 1964

DELEGATION
DEAN FOR UNDERGRADUATE

noted on calendar

April 21
next day Council

April 2, 1964

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The Faculty Council will not convene on Tuesday, April 7, in order to afford the College of Arts and Sciences the opportunity to hold a general faculty meeting. The next scheduled meeting will be held on Tuesday, April 21, 1964.

AGENDA COMMITTEE

Byron E. Carter
Sheila D. Gaskins
Charles J. Vialano, Chairman

DEAN FOR UNDERGRADUATE
DEVELOPMENT
APR 6 - 1964

Noted and confirmed