

FORT WAYNE SENATE AGENDA  
OCTOBER 12, 1992  
NOON, KT G46

1. Call to order
2. Approval of the minutes of September 14, 1992
3. Acceptance of the agenda - J. Switzer
4. Reports of the Speakers of the Faculties
  - a. Purdue University - A. Finco
  - b. Indiana University - S. Hollander
5. Report of the Presiding Officer (Senate Reference No. 92-4) - W. Frederick
6. Committee reports requiring action
  - a. Management Agreement Committee (Senate Document SD 92-3) - M. Downs
  - b. Subcommittee on Athletics (Senate Document SD 92-4) - A. Finco
7. New business
8. Committee reports "for information only"
  - a. Curriculum Review Subcommittee (Senate Reference No. 92-5) - A. Dirkes
  - b. Educational Policy Committee (Senate Reference No. 92-6) - B. Bulmahn
  - c. Educational Policy Committee (Senate Reference No. 92-7) - B. Bulmahn
9. The general good and welfare of the University
10. Adjournment\*

\*The meeting will be recessed or adjourned by 1:15 p.m.

Approving  
A. Dirkes  
W. Frederick  
S. Hollander  
J. Switzer, Chair  
W. Unsell

Absent

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Attachments:

- "Report of the Presiding Officer" (SR No. 92-4)
- "Amendments to the Management Agreement" (SD 92-3)
- "Approval of replacement member of the Subcommittee on Athletics" (SD 92-4)
- "Minor in Creative Writing" (SR No. 92-5)
- "Developmental Education Task Force Vision Statement and Goals" (SR No. 92-6)
- "Statewide Transferable Courses" (SR No. 92-7)

The Senate  
Phone: (219) 481-6686  
Fax: (219) 481-6985

TO: The Senate  
FROM: Bill Frederick, Presiding Officer  
Senate  
DATE: 28 September 1992  
SUBJ: Report on Senate Documents

Listed below are the documents considered by the Senate this academic year. When appropriate, I have forwarded documents to the proper administrators/units for implementation. I have listed the current status of each document.

- SD 92-1 "Correction to Academic Calendar, Summer I, 1992-93" - approved and forwarded to the Registrar for implementation (Approved 9/14/1992)
- SD 92-2 "Amendment to Academic Calendars, 1992-1993 and 1993-1994 - Observance of Dr. Martin Luther King, Jr. Day" - approved and forwarded to the Registrar for implementation (Approved 9/14/1992)

INDIANA UNIVERSITY  
PURDUE UNIVERSITY  
AT FORT WAYNE

Political Science  
(219) 481-6686

MEMORANDUM

TO: The Senate

FROM: Management Agreement Committee  
David Cox  
Michael Downs, Chair  
William Frederick  
Steven Hollander  
Maynard Mansfield  
Richard Pacer  
Julius Smulkstys

DATE: 28 September 1992

SUBJ: Amendments to the Management Agreement

DISPOSITION: To the presiding officer for implementation

Whereas, the Fort Wayne Senate established the Management Agreement Committee to make recommendations concerning the management agreement and

Whereas, the Management Agreement Committee was directed to complete its work and submit its recommendations to the Senate at its October 1992 meeting;

Be it therefore resolved, that the amendments proposed to the management agreement by the Management Agreement Committee be approved by the Senate for submission to the administrations and the boards of trustees of both universities.

Approving

Not Approving

Absent

David Cox  
Michael Downs  
William Frederick  
Steven Hollander  
Maynard Mansfield  
Richard Pacer  
Julius Smulkstys

NOTE: Questions concerning this document should be addressed to Michael Downs at Ext. 6691.

**ADMINISTRATIVE AND ACADEMIC MISSION AGREEMENT  
INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE**

**THIS AGREEMENT, dated as of July 1, 1993, is made between THE TRUSTEES OF INDIANA UNIVERSITY (Indiana), and THE TRUSTEES OF PURDUE UNIVERSITY (Purdue), to provide for the administration and academic mission of Indiana University-Purdue University Fort Wayne (IPFW). This Agreement supersedes the Management and Academic Mission Agreement which became effective July 1, 1988.**

- I. Effective Date. On and after July 1, 1993, IPFW shall be administered as provided in this Agreement. This agreement becomes effective immediately upon approval of the Trustees of Purdue University and Indiana University and continues until July 1, 1998 or until terminated by mutual consent. Either Board of Trustees or the IPFW Council herein established may call for a review of the Agreement, but no more often than once every five years. In preparation for the consideration of a renewal of this Agreement, the Presidents and the Chancellor will review the operation of IPFW formally no later than the Fall of 1997 and make a report to the respective Boards of Trustees and the IPFW Council.
  
- II. Responsible Corporation. The entity designated as the Responsible Corporation will assist in the operation of IPFW as best befits the needs of IPFW and the constituents of northeast Indiana, and do all things necessary and proper for that purpose.

(Insert statement naming the Responsible Corporation for the ensuing time period).

- III. Corresponding Corporation. A Corresponding Corporation is an entity, other than the Responsible Corporation, that is a signatory to this agreement.
- IV. Chancellor. The Chancellor is the Chief Executive Officer of IPFW. He or she will be appointed by the Responsible Corporation with approval of the Corresponding Corporation(s) and will report to the CEO of said Responsible Corporation.
- V. IPFW Council. The Council will meet periodically to perform its responsibilities under this agreement and, in consultation with the Chancellor, to address questions relevant to IPFW's operation and future development. The Council will consist of eight members, serving two-year, staggered terms. The Presidents of Indiana and Purdue Universities and the Chancellor will each appoint two members of the Council; the remaining two members will be elected by and from those who have earned degrees at IPFW. The Council will annually elect its own officers.
- VI. University Coordination. The Presidents will consult regularly regarding recommendations made by the Chancellor on all major matters such as key personnel appointments, budget policies, legislative issues, major capital improvements, and community concerns.

**VII. Assignment of Academic Missions.** It is affirmed that the University assigned a particular mission will:

1. Offer all curricula and support service courses in the field, including extension thereof.
2. Award all academic credit and degrees in the field.
3. Maintain doctoral education as a system-wide responsibility of Indiana University and Purdue University in their respective mission areas.
4. Employ all faculty members appointed in that field at IPFW, except that all overload assignments and associate faculty appointments will be made under guidelines established by the Responsible Corporation.

**A.** Indiana University has been assigned the following academic mission areas:

1. Allied Health Sciences
2. Business
3. Dental Auxiliary Education
4. Economics
5. Education, including Health, Physical Education and Recreation
6. English and related disciplines
7. Fine Arts
8. Geosciences
9. History
10. Journalism
11. Labor Studies

12. Liberal Studies
13. Library and Information Sciences
14. Medicine
15. Modern Foreign Languages
16. Music
17. Political Science
18. Public and Environmental Affairs
19. Sociology and Anthropology
20. Women's Studies

Purdue University mission area assignments include secondary education programs in the disciplines identified in section VII.B. The IPFW School of Education will certify the completion of teacher education requirements to appropriate governmental agencies in all discipline areas.

B. Purdue University has been assigned the following academic mission areas:

1. Agriculture and related disciplines
2. Audiology and Speech Sciences
3. Biology and related disciplines
4. Chemistry
5. Communication
6. Computer Science
7. Consumer and Family Sciences
8. Engineering
9. Engineering Technology (including Civil and Architectural Engineering Technology, Manufacturing

Technology, and Electrical Engineering Technology)

10. Human Services
11. Mathematics (including Statistics)
12. Nursing
13. Organizational Leadership and Supervision
14. Philosophy
15. Physics
16. Psychology
17. Theatre
18. Women's Studies

VIII. Faculty Governance. The IPFW Senate will be accorded the usual responsibilities of faculty governance, including, but not limited to, establishment and/or recommendation of IPFW policies and procedures regarding faculty professional development and conditions of work, curriculum, academic regulations and calendars, student matters, and the budget.

IX. Students.

- A. Admission. IPFW students enrolling in either Indiana or Purdue academic mission programs will be admitted under policies consistent with those of the respective institutions. Academic records will be maintained and documentation furnished by IPFW as needed for the granting of degrees and related purposes.
  - B. Tuition and Fees. All tuition and fees will be established, collected, and managed using policies and procedures mutually acceptable to IPFW and the Responsible Corporation.
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- C. Student Financial Assistance. All student financial assistance programs, including the awarding of scholarships, grants and loans, shall be administered using policies and procedures mutually acceptable to IPFW and the Responsible Corporation. Funds may be made available for financial aid purposes by both Indiana and Purdue. The Responsible Corporation shall be responsible for the collection of long-term student loans.
- D. Student Life Policies. IPFW student rights, responsibilities, and conduct will be administered under policies established by the IPFW faculty in consultation with the students' government organization and campus administrators, consistent with principles established by the Responsible Corporation.
- X. Budget. IPFW will establish its budget processes and procedures in consultation with the Responsible Corporation. Timely review and consent of the Corresponding Corporation(s) will be sought before the budget process is finalized. Implementation and administration will be the responsibility of IPFW.
- XI. Sponsored Programs. The Responsible Corporation will administer sponsored programs. Indirect costs recovered from grants and contracts awarded on behalf of IPFW shall be a part of the operating funds for IPFW.
- XII. Responsibility for Secondary Mission Areas. Secondary mission areas are those which focus on administrative issues or on support for academic programs and which are not specifically described elsewhere in this agreement.

**A. Indiana University has been assigned the following secondary mission areas:**

1. Learning Resources
2. Library

**B. Purdue University has been assigned the following secondary mission areas:**

1. Auxiliary enterprise contracts, including bookstore and food service
2. Continuing Education
3. Physical plant administration, maintenance, and planning

**XIII. Cooperation in Administration.** The Trustees of Indiana University and Purdue University, recognizing the need for IPFW to develop unique policies and practices in support of its own mission, direct the Presidents and the Chancellor to pursue this objective and to encourage within both university systems opportunities for flexibility and autonomy.

**XIV. Binding Effect.** This Agreement shall be legally binding upon Indiana University, Purdue University, and IPFW when authorized and approved by the respective Boards of Trustees and executed by duly authorized officers.

EXECUTED \_\_\_\_\_

THE TRUSTEES OF INDIANA UNIVERSITY

By \_\_\_\_\_

PRESIDENT OF THE UNIVERSITY

ATTEST:

By \_\_\_\_\_

TREASURER

\_\_\_\_\_

EXECUTED \_\_\_\_\_

THE TRUSTEES OF PURDUE UNIVERSITY

By \_\_\_\_\_

PRESIDENT OF THE UNIVERSITY

ATTEST:

By \_\_\_\_\_

EXECUTIVE VICE PRESIDENT AND  
TREASURER

\_\_\_\_\_

EXECUTED \_\_\_\_\_

CHANCELLOR OF INDIANA UNIVERSITY-  
PURDUE UNIVERSITY FORT WAYNE

ATTEST:

By \_\_\_\_\_

VICE CHANCELLOR FOR FINANCIAL  
AFFAIRS

\_\_\_\_\_

MEMORANDUM

TO: Fort Wayne Senate

FROM: Subcommittee on Athletics

DATE: 28 September 1992

SUBJ: Approval of replacement member of the Subcommittee on Athletics

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that ". . . Senate Committees . . . shall have the power to fill Committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is a vacancy on the Subcommittee on Athletics; and

WHEREAS, The Subcommittee on Athletics has appointed Julith A. Dilorio as a replacement member for the 1992-93 academic year;

RESOLVED, That the Senate approve this appointment.

INDIANA UNIVERSITY  
PURDUE UNIVERSITY  
AT FORT WAYNE

School of Education

MEMORANDUM

TO: Barbara Blauvelt, Faculty Senate

FROM: M. Ann Dirkes, Chair, Curriculum Review Subcommittee *AL*

DATE: May 7, 1992

The Curriculum Review Subcommittee recommends the Minor in Creative Writing forwarded by the Arts and Sciences Council.

Credits	Courses
3	ENG W203
3	ENG W301 or ENG W303
3	ENG W401 or ENG W403
3	one additional writing course, 300-level or above
3	one additional course in classics, comparative literature, English, film, folklore, or linguistics (ENG W130, W135, W131, W140, W233 excepted); or THTR 376
15	total credits

klw

**MEMORANDUM**

**TO:** Fort Wayne Senate

**FROM:** Educational Policy Committee  
Jack Dahl (ex officio)  
Barbara Bulmahn, Chair  
M. Ann Dirkes  
Arthur Finco  
Steven Hollander  
Frederick Kirchhoff  
David McCants (ex officio)  
Steven Sarratore

**DATE:** September 28, 1992

**SUBJ:** Developmental Education Task Force Vision Statement and Goals - for information only

The Educational Policy Committee submits for your information the attached memorandum, prepared after consideration of the report of the Developmental Education Task Force.

EDUCATIONAL POLICY COMMITTEE  
MEMORANDUM

TO: Joanne B Lantz, Chancellor

FROM: Barbara Bulmahn, Chair

SUBJ: Developmental Education Task Force  
Vision Statement and Goals

DATE: 28 September 1992

The Educational Policy Committee has reviewed the Vision Statement and Goals submitted to you by the Developmental Education Task Force and, without endorsing all provisions of the document, makes the following recommendations:


1. You should appoint a Developmental Education Coordinating Team and give it appropriate administrative support.
  2. The Team should not be regarded as a group of "representatives" acting in behalf of various campus constituencies; rather, it should be composed of faculty, staff, and administrators with experience in and commitment to developmental education. It should include at least one senior-level academic administrator.
  3. The Team should regularly report its actions to the Developmental Subcommittee. Any recommendations requiring Faculty approval should be forwarded from the Subcommittee, through the Educational Policy Committee, to the Senate.
- c: The Fort Wayne Senate

INDIANA UNIVERSITY  
PURDUE UNIVERSITY  
AT FORT WAYNE

Transitional Studies  
School of Arts and Sciences  
(219) 481-6817

MEMO

To: Joanne B. Lantz  
Chancellor

From:   
Michael F. O'Hear, Chair  
Developmental Education Task Force

Subject: Vision Statement and Goals

Date: August 21, 1992

The task force recommends adoption of the enclosed vision statement and goals for developmental education at IPFW. We see the team concept as most important in improving the level of service given to our students.



VISION STATEMENT AND GOALS FOR DEVELOPMENTAL PROGRAMS AT IPFW

Mission

As the only comprehensive university in Northeastern Indiana, IPFW serves a diversity of functions for a variety of constituents (Senate Document SD 91-6). A large portion of its student body is determined by means of placement tests, SAT scores, and/or high school records to be academically underprepared and unable to demonstrate the reading, writing, and computational skills needed for doing college-level coursework (as defined in Senate Document SD 90-20). Many of these students show only a marginal deficiency and are well served by a review of the skills needed for college-level classes. Others demonstrate more severe levels of deficiency and may also exhibit other behaviors indicating need for a more rigorous intervention. It is the mission of IPFW to identify those who are in need of intervention as a result of underpreparedness and to find appropriate solutions for these individuals. Intervention programs must be targeted toward bringing underprepared students into the mainstream of the academic community. If mainstreaming appears unattainable for some, these students will be told about their academic deficiencies so they can make rational distinction among alternatives, including the possible use of off-campus resources for skill improvement. If such students make informed decisions to come to IPFW, we will do our best, within resource limitations, to help them succeed. However, although we recognize the need to keep doors open for such students, the university is aware that the prognosis for success is not good. The end goal for the university's developmental education\* programs is enhanced retention and better response to the needs of the Fort Wayne community.

The Team Vision

The cornerstone for fulfilling this mission is a coordinating team composed of representatives of units offering developmental programs, which will bring together the diverse elements making up this university's response to underprepared students. This team will assure against duplication of efforts and make recommendations regarding developmental programs to appropriate units, administrators, and the Fort Wayne Senate. Admissions, advising, skill-building work, and other programs relating to developmental students\*\* will be geared directly toward improving student academic achievement and will support one another in doing so.

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\* **Developmental education:** a sub-division of the field of education concerned with improving the performance of students assessed as having the potential for success if appropriate educational opportunities are provided.

\*\* **Developmental students:** students who, while meeting college admissions requirements, are not yet fully prepared to succeed in one or more introductory courses; students assessed as having potential for success if appropriate educational opportunities are provided (CRLA Task Force on Professional Language).

The team will treat the developmental education situation on campus as a problem to be solved. It will identify each element of developmental education at IPFW, resolve areas of ambiguous relationships, help each area determine appropriate evaluation means, aid in data review, help formulate goals, provide support for changes needed, and develop a plan for a coordinated approach to improve the quality of developmental education on campus.

### Membership

Membership on the core team should include representatives from English, Mathematics, the Freshman Success program, Multicultural Services, SACS, and Transitional Studies. Representatives of other areas will be invited to participate with the team when activities affecting developmental students that occur in such areas are discussed.

### Support

The team needs an administrative commitment to its goals and a willingness to permit internal decision-making and change within funding limits and without impinging on duties of other areas. Top administrators must agree to consider thoroughly recommendations made by the group, to provide timely response, and to meet with the group to discuss any problem areas. In short, it is imperative that administrators agree to the importance of the developmental education mission and to support it as far as existing resources permit. They need also recognize that no new programs for developmental students should be approved without prior task group recommendation. While this procedure involves a certain relinquishment of control, it seems that such a commitment is essential to cut the developmental knot. Indeed, without this support there exists real doubt that any effort to change the present situation will succeed.

It should be recognized that the team needs certain tangible support in its efforts to improve university response to developmental students. Among these are consideration of a budget for supply needs, access to clerical support, and the possible need for release time for the team leader. The team would profit from the availability of a person with knowledge of computing and data collection/analysis.

### Goals

The following list of goals has been developed for developmental education at IPFW:

1. To endorse developmental education as an essential component of the institution's mission.
2. To establish and maintain effective developmental programs that support institutional integrity and standards of excellence consistent with available funding.

3. To provide students with a clear understanding of skills needed to pursue college-level coursework by identifying and publishing the entry-level basic skills necessary to begin such coursework.
  4. To maintain a reading, writing, and math skills testing program that will assess student problems in these areas and will inform students of the existence of skill deficiencies and prognosis for college success based on these test results. Students will take these tests well in advance of their first semester of enrollment. Placement test completion will be a condition of registration.
  5. To provide coursework and other alternatives for developing skills in needed areas. In cases where problems seem particularly severe, to recommend that students make use of community resources to improve skills. To institute assessment methods that, as far as possible, document the acquisition of skills needed at the next higher instructional level.
  6. To establish and maintain relationships with other area education providers from high schools to agencies with postsecondary basic skill programs so that efforts to help students develop skills may be well coordinated.
  7. To provide orientation and introduction to college life courses directed toward helping students better adjust to college.
  8. To provide special advising programs with clearly stated and well enforced parameters for students identified as needing such help.
  9. To provide short-term academic help through a tutoring program covering a wide selection of introductory courses.
  10. To provide special programs to aid in the success of special student populations, recognizing that diverse student populations have unique needs.
  11. To appoint a team composed of individuals who have direct knowledge of developmental student populations and a vision for mainstreaming developmental students into regular academic programs.
  12. To implement and enforce student admission and special program entrance deadlines, to observe conditions of programs established for developmental students, and to assure more effective response to better serve student needs.
  13. To maintain an active, ongoing evaluation of all elements of developmental programs, to revise developmental programs as evaluation dictates to serve student needs more effectively, and to widely disseminate information on program effectiveness.
  14. To ensure the quality of all development programs by directing that programs for developmental students be coordinated through the team on developmental programs.
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MEMORANDUM

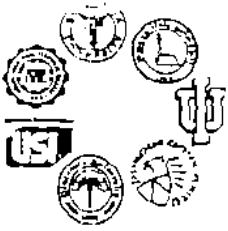
TO: Fort Wayne Senate

FROM: Educational Policy Committee  
Jack Dahl (ex officio)  
Barbara Bulmahn, Chair  
M. Ann Dirkes  
Arthur Finco  
Steven Hollander  
Frederick Kirchhoff  
David McCants (ex officio)  
Steven Sarratore

DATE: September 28, 1992

SUBJ: Statewide Transferable Courses - for information only

The Educational Policy Committee submits for your information the attached documents on Statewide Transferable Credit.



A  
COMMITMENT  
TO QUALITY

INDIANA'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES  
ONE NORTH CAPITOL, INDIANAPOLIS, INDIANA 46204

Senate Reference No. 92-7

August 13, 1992

## STATE UNIVERSITIES IDENTIFY TRANSFERABLE COURSES

WEST LAFAYETTE, IND. — In response to the Postsecondary Credit Transfer Law enacted by the Indiana General Assembly earlier this year, Indiana's state-supported colleges and universities have identified 30 hours of statewide transferable credit that students may earn to fulfill graduation requirements at any of the state's public institutions. The institutions presented their list of statewide transferable courses Thursday (8/13) to the Indiana Commission for Higher Education.

Areas of study selected for inclusion among these 30 hours are American History I, Biology I, Computer Literacy, English Composition I and II, Philosophy I, Political Science (American Government) I, Psychology I, Sociology I and Speech I.

Indiana's state-supported colleges and universities are Ball State University, Indiana State University, Indiana University, Indiana Vocational Technical College, Purdue University, University of Southern Indiana and Vincennes University.

Statewide transferable courses in each area already are available at the six public universities. Indiana Vocational Technical College plans to begin offering statewide transferable courses in fall 1993. The agreement does not change any of the other institutional transfer-of-credit arrangements that currently are in place throughout the state.

Carolyn Jones, chair of the Institutional Task Force on Statewide Transfer of Credit and assistant executive vice president for academic affairs at Purdue, said that the courses selected relate to a broad range of interests and degree programs. "Every effort has been made to include areas of study that will not only facilitate student access and mobility but that will promote student success as well," she said.

10/1/92

Writer: Tim Newton, 317-494-2077  
Source: Carolyn Jones, 317-494-6970

PROPOSED  
STATEWIDE TRANSFERABLE COURSES

Area of Study	<u>IPFW</u>	<u>BSU</u>	<u>ISU</u>	<u>IU</u>	<u>IVTC</u>	<u>PU</u>	<u>USI</u>	<u>VU</u>
American History I	<b>HIST H105</b>	HIST 201	HIST 201	H 105	--	HIST 151	HIST 101	AHI 139
Biology I	<b>BIOL 100</b>	BIO 100	LIFS 112	L 104	SCI 109	BIOL 211	BIOL 105	SIS 100
Computer Literacy	<b>CS 106</b>	CS 104	CS 101	A 200	CIS 101	CS 110	CIS 151	BDP 114
English Composition I	<b>ENG W131</b>	ENG 103	--	W 131	ENG 101	ENGL 101	ENG 101	HEW 101
English Composition 2	<b>ENG W232/ W233/W234</b>	ENG 104	ENG 105	W 132	ENG 102	ENGL 102	ENG 201	HEW 102
Philosophy I	<b>PHIL 110</b>	PHIL 100	PHIL 200	P 100	--	PHIL 110	PHIL 200	HPP 111
Political Science (American Government I)	<b>POLS Y103</b>	POLS 130	PSCI 201	Y 103	--	POL 101	POLS 102	APG 111
Psychology I	<b>PSY 120</b>	PSYSC 100	PSY 101	P 101	SOC 102	PSY 120	PSY 201	APS 142
Sociology I	<b>SOC S161</b>	SOC 100	SOC 120	S 100	SOC 104	SOC 100	SOC 120	ASO 151
Speech I	<b>COM 114</b>	SPCH 210	COMM 101	S 121	ENG 103	COM 114	COM 101	HSS 143