

FORT WAYNE SENATE AGENDA
MONDAY
MARCH 12, 2012
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of February 13, 2012
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Purdue University – P. Dragnev
 - b. Indiana University – S. Davis
5. Report of the Presiding Officer – R. Barrett
6. Committee reports requiring action
 - a. Educational Policy Committee (Senate Document SD 11-16) – J. Toole
 - b. Executive Committee (Senate Document SD 11-17) – K. Pollock
7. Question Time (Senate Reference No. 11-18)
8. New business
9. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 11-19)
 - b. Executive Committee (Senate Reference No. 11-20) – K. Pollock
10. The general good and welfare of the University
11. Adjournment*

*The meeting will recess or adjourn by 1:15 p.m.

Approving
R. Barrett
M. Codispoti
S. Davis
M. Dixson
P. Dragnev
K. Pollock, Chair

Non Voting
A. Downs

Absent
A. Ushenko

Attachments:

- “Proposed Amendment to the IPFW Academic Regulations and Procedures: Proposal to Change Academic Regulation 3.8.4 – Change of auditing option” (SD 11-16)
“Support of PUWL University Senate about ‘Request to the Trustees to Advocate for a Faculty Member on the Board of Trustees’” (SD 11-17, with attachments)
“Question Time – re: potential budget shortfall” (SR No. 11-18)
“Proposal for Certificate in Lesbian, Gay, Bisexual, and Transgender [LGBT]” (SR No. 11-19)
“Items under consideration by Senate Committees and Subcommittees” (SR No. 11-20)

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: February 27, 2012

SUBJ: Proposed Amendment to the IPFW Academic Regulations and Procedures:
Proposal to Change Academic Regulation 3.8.4 – Change of auditing option

DISPOSITION: To the presiding officer for implementation

WHEREAS auditing a course requires completion of the course, as noted in Academic Regulation 6.2, and;

WHEREAS faculty have observed that many students stop attending class after changing from credit to audit status, thereby failing to complete the course, and;

WHEREAS the option of course withdrawal is available to students who do not intend to complete a course, and;

WHEREAS the current deadline for changing from credit to audit status is the same as the current deadline for withdrawing from a course, making it easy for students to change to audit status when they have no intention of completing the course, and;

WHEREAS setting an earlier deadline for changing from credit to audit status would preserve the ability to audit while preventing misuse of the audit status at the withdrawal deadline, and;

WHEREAS approval of the change to audit status should involve the course instructor while also accommodating the needs of distance education students;

BE IT RESOLVED that Academic Regulation 3.8.4 – Change of auditing option be amended as follows:

3.8.4: Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit **or credit to audit** may occur only during the first ~~four~~ **six** weeks; ~~a change from credit to audit may occur only during the first nine weeks.~~ Changes of auditing status require the signature **or written acknowledgment from** ~~of~~ the course instructor ~~or~~ **and** academic advisor next to the appropriate notation on the schedule-revision form.

For Educational Policy Committee:

Approving: A. Argast, L. Hite, R. Jensen, D. Lindquist, J. Toole, Y. Zubovic

Absent: W. McKinney

Nonvoting: P. McLaughlin



THE SENATE
260-481-4160 • FAX: 260-481-6880

To: Morris Levy, Chair, PUWL University Senate
France Córdova, President, Purdue University

From: The IPFW Senate
Robert A. Barrett
Presiding Officer

Subject: Support of PUWL University Senate about: "Request to the Trustees to Advocate for a Faculty Member on The Board of Trustees"

Date: March 12, 2012

The IPFW Senate supports the provisions of the proposed resolution from the University Senate Advisory Committee sent to The University Senate on February 20, 2012 with the subject:

"Request to the Trustees to Advocate for a Faculty Member on The Board of Trustees"

We further request that President Córdova also forward our support resolution to the Board of Trustees at the next Board of Trustee meeting.

University Senate Document 11-#

20 February 2012

To: The University Senate

From: University Senate Advisory Committee

Subject: Request to the Trustees to Advocate for a Faculty Member on

The Board of Trustees

Disposition: University Senate for Approval

WHEREAS: The ten members of Purdue's Board of Trustees are all appointed by the Governor as represented in Indiana Code 21-23-3, with the mandate that three members be selected by the members of the Purdue Alumni Association from the members of that Association, including one that must be a graduate of the School (now College) of Agriculture, and that one Board member be a full-time student, and

WHEREAS: The Faculty are an essential stakeholder as well as provider of the teaching, research and engagement missions and operations of Purdue University that are overseen by the Board of Trustees, and

WHEREAS: A Faculty member can provide a perspective to the Board of Trustees on academic issues that has not historically or currently

been part of the Board's expertise; that such a member would expand the Board's perspective and deliberative effort in a manner parallel to that provided by the mandated student Trustee, and

WHEREAS: There is neither prohibition nor conflict of interest for a current or former Faculty member to serve as a Purdue Trustee.

THEREFORE, BE IT RESOLVED THAT:

The Purdue University Senate requests that Purdue's Board of Trustees advocate to the Governor that the Board of Trustees should include a Purdue Faculty member (including past, current or Emeritus Faculty) among the Trustees. We also request that President Córdova transmit this Resolution to the Board of Trustees at the next Board of Trustees regular meeting.

Respectfully submitted on behalf of the University Senate Advisory Committee,

Morris Levy, Chair

University Senate Document 11-7
20 February 2012

TO: Steering Committee of the University Senate
FROM: University Senate Educational Policy Committee
SUBJECT: Undergraduate Outcomes-Based Curriculum and Administration & Oversight Structure
DISPOSITION: University Senate for Approval

The Educational Policy Committee hereby forwards to the University Senate the attached report and proposal about the proposed Outcomes-Based Curriculum and Administration & Oversight Structure. This report provides the background information and confirms there has been active faculty involvement in the discussion and planning for the creation and implementation of the core curriculum and oversight structure.

Motion: To approve the Purdue-West Lafayette (PWL) undergraduate curriculum framework with identified essential learning outcomes and guidelines for rubrics AND to appoint an Undergraduate Curriculum Council with the responsibility for the ongoing governance of the undergraduate outcomes-based curriculum, with rotating faculty representation from each College, the Krannert School of Management, and Libraries.

Approving:

Danita M. Brown
James R. Daniels
Frank J. Dooley
Peggy A. Ertmer
Joan R. Fulton
Chong Gu
Katherine Horton
Christine A. Hrycyna
Harold P. Kirkwood
Robert A. Kubat
Martin A. Lopez-de-Bertodano
Craig Miller
Lindsey Payne
Teri Reed-Rhoads
Glenn G. Sparks
Matthew Swiontek
A. Dale Whittaker

Disapproving:

Thomas H. Siegmund

Absent:

Background for thePWL Undergraduate Outcomes-Based Curriculum

In January 2011, Joan Fulton, Chair of the University Senate, discussing changes at the state legislative level that affect academic issues, reported

One of the driving forces behind these changes stems from the need for the Indiana economy to change from its traditional manufacturing base and the ensuing need to increase the education level of Hoosiers. The issues of student access to higher education, transferability of credits across institutions, and flexibility for the students have been identified as important for student success (at the state level) in completing degrees in a timely manner. We are working to be proactive in this area, while at the same time emphasizing the quality of a Purdue degree and the need to not diminish that quality. In that light, we are moving forward with the implementation of a Core Curriculum at Purdue, as recommended by the committee that reported this past April. The Steering Committee, at its January meeting, voted to establish the Core Curriculum Committee to implement the core.¹

That action was based on recommendations of the initial Core Curriculum Committee, which met during the academic year 2009-2010 and issued its report at the April 2010 University Senate Meeting.² The 2009-10 Core Curriculum Committee provided a draft list of core outcomes, a vision statement for the core, and the rationale for the core. This report provided the foundation for the work of the current Core Curriculum committee, and called for an outcomes-based core curriculum.

Our report concurs with the April 2010 finding that a key motivation for a core curriculum is to better prepare all PWL students for future employment success. Recent studies indicate employers are seeking employees able to use a broader set of skills beyond their discipline-specific abilities and necessary for success for the individual and employer (Georgetown University Center on Education and the Workforce, 2010; Hart Research Association, 2010).

Two additional factors bolster the call for a core curriculum, new accreditation requirements and legislative initiatives of the 2012 legislature. First, the Higher Learning Commission (a commission of the North Central Association of Colleges and Schools) recently updated accreditation requirements that mandate institutions maintain a minimum requirement for general education.

“through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified” (HLC, Criteria Revision Initiative - Gamma Version - November 9, 2011, p. 11-12).

Second, members of the 2012 Indiana General Assembly have introduced higher education initiatives focused on a general education and core curriculum. Indiana Senate Bill (SB) 0182 “requires state educational institutions to create a statewide transfer general education core to be implemented by May 15, 2013.”³ SB 0182 passed the Senate by a 50-0 vote on January 31, 2012, and has moved to the House for further consideration.

In conclusion, new accreditation standards and legislative action are consistent with the recommendations of the University Senate Report 09-3. Thus, by developing and adopting an undergraduate outcomes-based curriculum, the Purdue-West Lafayette faculty will benefit its undergraduate students while concomitantly addressing the concerns of external entities.

1. Proposed PWL Undergraduate Outcomes-Based Curriculum

The core curriculum consists of two levels of outcomes, foundational and embedded (see Appendix A). All Purdue students are expected to meet the foundational learning outcomes from 25 to 30 credits hours of coursework that is portable across the campus. In contrast, the embedded learning outcomes are addressed within courses typically taught within a specific discipline or major. Faculty within each program area will be responsible for determining where and at what level embedded outcomes will be met within their programs. In addition, program area faculty will be solely responsible for assessing student learning on embedded outcomes within their courses.

Thus, the foundational learning outcomes can be viewed as the academic structure that assures a general education, while the embedded learning outcomes define the expectations of particular degrees or plans of study. In some cases, entering freshman will have met foundational levels (e.g., via credit by exam, Advanced Placement (AP) test scores, or CLEP tests). Some foundational courses may be part of a curriculum plan for a particular major.

Foundational and embedded learning outcomes differ in two key ways, 1) the areas of learning and 2) the depth of learning. Rubrics developed by the Association of American Colleges and Universities (AACU) are adapted for use at Purdue. The AACU rubrics indicate levels of knowledge and skill development increasing from “developing” (Level 1) to “emerging” (Level 2) to a “proficient” (Level 3) level (see Appendix B).

The foundational outcomes focus on a developing level of knowledge (Level 1) in five areas: 1) written communication, 2) information literacy, 3) oral communication, 4) science, technology, and mathematics, and 5) human cultures (Table 1). More than one learning outcome may be satisfied in an individual course if that course is approved by the Undergraduate Curriculum Council as fulfilling the requirements of each learning outcome rubric.

Higher levels learning (rubric levels 2 and 3) should be a focus for three outcomes at the embedded level: written communication, information literacy, and oral communication. For the remaining embedded outcomes, (creative thinking, critical thinking, ethical reasoning, global citizenship and social awareness, intercultural knowledge, leadership and teamwork, quantitative reasoning, and integrative learning), faculty within each academic unit will determine the appropriate level of knowledge (rubric levels 1-3) with which students will meet outcomes.

Table 1. Foundational and Embedded Outcomes

How students might fulfill this requirement		Credits
Foundational Learning Outcomes		
1. Written Communication	• One course (e.g., ENGL 106 or 108)	3 or 4
2. Information Literacy	• One course (e.g., GS 175)	1
3. Oral Communications	• One course (e.g., COM 114)	3
4. Science, Technology, and Mathematics	• Two courses TBD in science • One course in Science, Technology, and Society • College Algebra (MA 153)	12-16
5. Human Cultures	• One course TBD in humanities • One course TBD in behavioral/social sciences	<u>6</u>
Total		25-30
Foundational outcomes are portable across all academic units. Specific courses may or may not fulfill all student degree requirements.		

Embedded Learning Outcomes	
1. Creative Thinking	The learning outcome rubrics (adapted from the AACU Core Value Rubrics) should be used as a guideline (not literally) by programs as they determine at which level they are addressing embedded learning outcomes within their programs. Each program faculty defines the appropriate level of proficiency. Faculty within each program area will be responsible for determining where and at what level embedded outcomes will be met within their programs. In addition, program area faculty will be solely responsible for assessing student learning on embedded outcomes within their courses.
2. Critical Thinking	
3. Ethical Reasoning	
4. Global Citizenship and Social Awareness	
5. Intercultural Knowledge	
6. Leadership and Teamwork	
7. Quantitative Reasoning	
8. Integrative Knowledge	
9. Written Communication(levels 2 and 3)	
10. Information Literacy (levels 2 and 3)	
11. Oral Communication (levels 2 and 3)	

2. Undergraduate Curriculum Council: Administration and Oversight Structure

The Undergraduate Curriculum Council (UCC) is charged with the administration and oversight of the core curriculum. As a faculty-led structure, the UCC determines and oversees the operational guidelines associated with implementation elements of the core curriculum. Among the range of issues to be addressed by the UCC is approval of foundational courses, establishment of guiding rules, regulating and monitoring approved courses, and resolution of issues related to transfer students. It is recommended that the UCC be established no later than the Spring 2012 semester. The UCC will report directly to the University Senate.

Four principles guide the working of the Undergraduate Curriculum Council.

- The curriculum will be faculty-governed.
- Learning outcomes within the outcomes-based curriculum are designed to prepare students for continuous learning and expertise within disciplines. The PWL curriculum will be one that is outcomes-based.
- The curriculum maintains high academic standards within the disciplines.
- The goal of the curriculum is to design mechanisms to permit flexibility for both academic programs and students in meeting learning outcomes.

Recommended Procedures:

- **Council Membership:** The membership of the Undergraduate Curriculum Council is comprised of at least one faculty representative from each College, the Krannert School of Management, and Libraries as voting members. In addition, members will be added to represent regional campuses, a member of the PWL Registrar's office, PWL Student Government, a head academic advisor, and a representative from the Provost's Office. Faculty members will serve a 3-year term. A faculty representative may serve no more than two consecutive terms before new faculty representatives are appointed. The faculty in each College/School will select its representative to the UCC.
- All decisions of the Undergraduate Council can be appealed (by any affected unit) directly to the University Senate.

NON-VOTING

- All substantial changes to the framework or outcomes require a majority vote of the Undergraduate Curriculum Council and approval of the University Senate.
- **Learning Outcomes:** As the need arises for introducing new learning outcomes or eliminating those that are no longer relevant for PWL graduates, it will be the responsibility of this committee to identify and vet those through a regular (at least every 5 years) reevaluation process. The introduction or elimination of a learning outcome will equate to a substantial change to the framework and will require a majority vote of the Undergraduate Council and approval by the University Senate.
- **Foundational Courses:** Any course accepted for PWL's undergraduate outcomes-based curriculum (foundational level) must be approved by a majority vote of faculty members on this committee.
- All courses (or non-courses) used to fulfill PWL's undergraduate outcomes-based curriculum are limited to those or equivalencies approved by this committee.
- **Nominating Foundational Courses:** recommends using an adapted Registrar's Form 40 for nominating courses for meeting the foundational outcomes (specific content to be included in this document TBD).
 - Course nominations may be submitted by faculty in any College/School or program area on the PWL campus to the Undergraduate Curriculum Council
- Nominations must identify the course, course description, and foundational learning outcome(s) addressed within the course
- **Reviewing of Embedded Outcomes:** it is recommend that reporting procedures be outlined/streamlined to coordinate with accreditation approvals for programs whose national accreditation standards already align with the embedded outcomes and they achieve national accreditation to avoid duplicative efforts. For example, scheduling extensive reports on assessment of core outcomes should be scheduled to coincide with ABET, NCATE, AACSB and other accrediting agency visits. Also, for outcomes that are also accreditation outcomes, the program area accreditation report be acceptable to the Undergraduate Council review procedures for ongoing embedded learning outcomes alignment.
- **Change of Degree Objective (CODOs):** Recommends that once a student meets an outcome (whether foundational or embedded), the student receives credit for meeting that outcome. If a student CODOs to another program or college, the previously met outcomes will still be considered to have been met for that student.

References

- Casner-Lotto, J., Barrington, L. and Wright, M. (2006). "Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce." BED-06-Workforce.
http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf.
- Facione, P. A. (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. Research Findings and Recommendations.* American Philosophical Association. ED 315 423.
<http://www.eric.ed.gov/PDFS/ED315423.pdf>.
- Georgetown University Center on Education and the Workforce, 2010.
- Hart Research Association (2010). *Raising the Bar: Employers' Views on College Learning In The Wake of The Economic Downturn.*
- Higher Learning Commission (2011, Nov. 9). *Criteria Revision Initiative - Gamma Version.*
- Paul, R., & Elder, L. (2008). *The Miniature Guide to Critical Thinking Concepts and Tools,* Foundation for Critical Thinking Press.

NOTES

- ¹ See Report To The University Senate - Professor Joan R. Fulton,
<http://www.purdue.edu/faculty/download.cfm?file=96310AAD-D7DD-B12C-377DCC1A36DCC1A0.pdf&name=minutes.pdf>.
- ² See University Senate Report 09-3, Update From the Core Curriculum Committee.
<http://www.purdue.edu/faculty/download.cfm?file=DFE6562E-DF67-80E5-26294E4DA865914E.pdf&name=minutes.pdf>.
- ³<http://www.in.gov/apps/lisa/session/billwatch/billinfo?year=2012&session=1&request=getBill&docno=0182&doctype=SB>.
- ⁴ Depending upon the outcome of SB 182, it may be necessary to expand this to 30 hours.

2012 General Assembly

BILL DIGEST

HB 1003 – State Agency Issues

Digest: Allows a member of the governing body of any public agency of the state to participate in a meeting of the governing body by electronic communication only if: (1) the meeting meets all other requirements of the open door law; and (2) a majority of the governing body adopts a policy regarding the use of meetings by electronic communication. Provides that if a meeting by electronic communication is conducted, the governing body is required to: (1) have the greater of two members or one-third of the governing body physically present at the meeting place; and (2) take only roll call votes. Provides that unless a policy adopted by the governing body provides otherwise, a member who participates in a meeting by electronic communication: (1) is considered to be present at the meeting; (2) must be counted for purposes of establishing a quorum; and (3) may vote at the meeting. Requires each member of the governing body to physically attend at least one meeting annually. Specifies that a governing body may adopt a policy that allows the public to attend meetings conducted by electronic communication at a public place and where a member is physically present and participates by electronic communication, excluding executive sessions. Requires a governing body to post the governing body's electronic meeting policy on the Internet web site of the governing body or public agency. Specifies that the electronic meeting law does not affect a governing body's right to exclude the public from an executive session conducted by electronic communication. Repeals the individual statutory authorizations for the following state entities to have meetings by electronic communication: (1) State ethics commission. (2) Indiana bond bank board of directors. (3) Indiana public retirement system board of trustees. (4) Board for depositories. (5) Education savings authority board of directors. (6) State board of trustees or a committee of the state board of trustees of Ivy Tech Community College of Indiana, Vincennes University, Ball State University, Indiana State University, Indiana University, Purdue University, and University of Southern Indiana. (7) Commission for higher education. (8) State workforce innovation council. (9) Boards, committees, or commissions administered by the professional licensing agency. (10) Department of financial institutions governing board. (11) Regional services council. Changes the number of annual meetings the following state entities are required to conduct: (1) The state budget committee. (2) The state employees appeals commission. (3) The board for depositories. (4) The commission for a drug free Indiana. Adds electronic media to the definition of "record" for purposes of the public records law. Eliminates a requirement that the public works division of the department of administration solicit sealed bids for public works projects by sending notices by mail and posting notices on a bulletin board in the agency's office. Requires the state police department to publish the following on the state police Internet web site: (1) The forms to be used by valuable metal dealers when purchasing valuable metal. (2) A list that describes valuable metal products that are particularly susceptible to theft. (3) The statutes and rules adopted by the superintendent of the state police department concerning the regulation of valuable metal dealers.

HB 1116 – Military Education and Training

Digest: Requires a state educational institution to adopt a policy to award educational credit to an individual who is enrolled in a state educational institution and successfully completes courses that: (1) are part of the individual's military service; (2) meet the standards of the American Council on Education for awarding academic credit; and (3) meet the state educational institution's role, scope, and mission. Requires that the commission for higher education must adopt rules that establish uniform guidelines for state educational institutions to follow when implementing the requirements. Provides that an occupational or professional licensure board shall issue a license, certificate, registration, or permit to a military service applicant or military spouse who meets certain requirements. Allows a board to issue a temporary practice permit or provisional license while the military service applicant or military spouse is satisfying certain requirements as determined by the board.

HB 1220 – Commission for Higher Education

Digest: Allows the commission for higher education to approve or disapprove existing or new associate, baccalaureate, or graduate degrees, or programs leading to a certificate or other indication of accomplishment. Requires each state educational institution to review its undergraduate degree programs to determine the number of credit hours required for the degree and to report the results of the review to the commission, including a justification for any associate degree program of more than 60 hours or baccalaureate degree program of more than 120 hours.

HB 1270 – Commission for Higher Education

Digest: Abolishes the state student assistance commission (SSAC). Abolishes the commission on proprietary education (COPE). Requires the commission for higher education (commission) to administer the functions formerly administered by SSAC. Establishes the commission on postsecondary proprietary education. Provides that the commission on postsecondary proprietary education is responsible for accrediting a postsecondary credit bearing proprietary educational institution. Provides that the commission is responsible for providing staff and office space for the commission on postsecondary proprietary education. Provides that the state workforce innovation council is responsible for accrediting postsecondary proprietary educational institutions that are non credit bearing. Provides that, on or before July 1, 2014, the commission on postsecondary proprietary education may make a report to the legislative council regarding the transition of responsibilities from the Indiana commission of proprietary education to the commission on postsecondary proprietary education and may make recommendations. Provides that the market research of a postsecondary credit bearing proprietary educational institution may not be considered or required by the commission on postsecondary proprietary education as a condition for accrediting or renewing the accreditation of or for approval of the programs of a postsecondary credit bearing proprietary educational institution. Repeals: (1) provisions relating to establishment and administration of SSAC; (2) provisions relating to establishment and administration of COPE; (3) certain

provisions requiring the commission for higher education to provide SSAC information to implement the minority teacher or nursing scholarship program; and (4) definitions relating to SSAC or COPE. Adds transitional provisions. Makes conforming and technical amendments.

HB 1093 = Public Access Issues

Digest: Requires a public agency to: (1) allow inspection or copying; or (2) make copies; of a public record within a reasonable time after the request is received by the agency. Provides that a court may impose a civil penalty against: (1) an officer of a public agency or an individual employed in a management level position with a public agency; or (2) the public agency; for violating the open door law with specific intent to violate the law if the plaintiff obtained an advisory opinion from the public access counselor before filing an action. Provides that a court may impose a civil penalty against an officer, management level employee, or the public agency for violating the public records law if the officer, management level employee, or agency: (1) continues to deny a request for a public record after the public access counselor has issued an advisory opinion that instructs the agency to allow access to the public record; and (2) denies the request with the specific intent to unlawfully withhold a public record that is subject to disclosure. Provides that an individual or agency could be subject to a civil penalty if the individual intentionally charges a copying fee that the individual knows exceeds the amount set by statute, fee schedule, ordinance, or court order. Provides that a court may not impose a civil penalty unless the public access counselor has issued an advisory opinion that instructs the public agency to allow access to the public record before the lawsuit is filed. Provides that it is a defense to the imposition of a civil penalty under this section for a violation of the open door law or public records law if the individual acted in reliance on an opinion of the public agency's legal counsel or an opinion of the attorney general. Provides that a court may impose a civil penalty of: (1) not more than \$100 for the first violation; and (2) not more than \$500 for any additional violations. Provides that a court may: (1) impose only one civil penalty against an individual in an action even if the court finds that the individual committed multiple violations; and (2) impose another civil penalty against the individual in a separate action. Provides that if an officer of a state or local government agency orders a management level employee to: (1) not give proper notice of a public meeting or executive session; or (2) deny or interfere with a person's request to inspect or copy a public document; the employee is not subject to a civil penalty for violating the statute. Provides that if a local government agency has the capacity to send electronic mail, the agency shall provide notice to anyone (other than news media) that makes an annual request for notice by: (1) transmitting the notice by electronic mail; or (2) posting the notice on the agency's Internet web site (if the agency has an Internet web site). Provides that a court may not declare a governmental action void for failure to give notice by electronic mail or posting on the local government agency's web site if the agency made a good faith effort to comply with the statute. Provides that a public agency may withhold personal information from public disclosure regarding an individual less than 18 years of age who participates in an activity conducted or supervised by a state educational institution, including personal information regarding the individual's parent or guardian. Requires (rather than allows) a court to review public records in camera to determine whether redaction of the records violates the public records act. Creates an education fund for a program administered by the public access counselor to train public officials and educate the public on the rights of the public and the responsibilities of public agencies under the public access laws. Provides that a public

agency has discretion as to whether to disclose a public record requested by an offender containing personal information relating to a judge, law enforcement officer, or family member of a judge or law enforcement officer.

HB 1201 – State Provision and Use of Communications Service

Digest: Provides that after March 31, 2012, the I-Light communications network may be used not to offer or provide, directly or indirectly, communications service to the public or to any private or governmental entity. Provides exceptions to this prohibition to allow for the following: (1) The provision of communications service for 911 services or emergency or law enforcement purposes. (2) The provision of communications service to institutions of higher education for the direct benefit of students, faculty, and staff. Provides that after March 31, 2012, a person that is not: (1) a state educational institution; or (2) a private postsecondary educational institution; may not become a member of the I-Light network or otherwise connect to or use the I-Light network or any services made available through I-Light.

SB 54 – State University Use of Eminent Domain

Digest: Provides that before a state supported college or university may acquire property that contains an operating business through the use of eminent domain, the college or university must pay to the owner of the property: (1) the fair market value of the real property and all improvements pertaining to the real property; and (2) compensation for the loss of the value of the business as a going concern, unless the college or university establishes that the loss of the value of the business as a going concern is not caused by the taking of the property or by injury to the owner's remaining property, or that the loss of the value of the business as a going concern can be reasonably prevented or mitigated by relocating the business or trade in the same or a similar and reasonably suitable location. Specifies that the compensation required does not include any compensation for a loss to the value of the business as a going concern that: (1) is mitigated by relocating the business or trade in the same or a similar and reasonably suitable location; or (2) could be prevented if the owner of the property takes the actions and adopts the policies that a reasonable prudent person of a similar age and under similar conditions as the owner would take and adopt in preserving the value of the business as a going concern.

SB 56 – Ball State Board of Trustees

Digest: Adds definition of a "research intensive campus". Removes a requirement that all members of the Ball State University board of trustees be residents of Indiana. Removes a requirement that at least one member of the Ball State board of trustees be a resident of Delaware County. Modifies the manner in which alumni members of the Indiana University board of trustees are elected. Allows the board of trustees of Indiana University to hold meetings at the dates, times, and places the board of trustees agrees upon. Repeals a provision concerning emergency appointments to the board of trustees of Indiana University.

SB 155 – Higher Education Employment Age Limits

Digest: Provides that the board of trustees of a state educational institution may not impose or allow any mandatory or presumptive age limits in the hiring, the retention in a position, or continuation of employment of any officers, faculty, or counsel of the institution. Excludes a: (1) fire department established by; or (2) police officer appointed by; the board of trustees of a state educational institution.

SB 179 – Virtual Instruction Course Requirement

Digest: Beginning with the class of students who enter grade 9 in 2013, requires a student pursuing a Core 40 high school diploma to complete at least one virtual instruction course. Specifies that if the virtual instruction course is provided by the school corporation, the school corporation must fund the virtual instruction course through the school corporation's resources, and the school corporation is not entitled to any additional funding because the school corporation provides the virtual instruction course. Provides that if a state university provides a virtual instruction course that is a dual enrollment course or a dual credit course, that course may not be counted for purposes of any component of the higher education funding formula that is determined by or based on the increase in dual enrollment courses or dual credit courses. Inserts a cross-reference to federal educational privacy statutes. Requires the department of education to conduct an audit of school corporations to determine each school corporation's ability to offer virtual instruction courses.

SB 182 – State Education Institutions; Credit Transfers

Digest: Requires the commission for higher education to create a common course numbering system, into which each state educational institution shall map its own course numbers, for courses in the core transfer library. Requires state educational institutions to create a statewide transfer general education core to be implemented by May 15, 2013. Provides that an individual who holds an associate degree is considered to have met at least 30 semester credit hours of the general education requirements for a bachelor's degree. Requires a state educational institution to accept an associate degree from another state educational institution as credit toward a related bachelor's degree.

SB 392 – State Educational Institution Grading Practices

Digest: Requests the legislative council to assign the issue of state educational grading practices to an appropriate study committee for study.

SR 9 – Study Committee on Indiana Law Requiring Undocumented Students to Pay Out-of-State

Digest: A SENATE RESOLUTION urging the legislative council to establish a study committee to study the changes to Indiana law requiring undocumented students to pay out-of-state tuition rates to attend Indiana's seven public institutions of higher education.

QUESTION TIME

There have been varying dollar amounts put forward by different administrators concerning a potential "budget shortfall." Is the Chancellor's Office expecting a budget shortfall this year and, if so, what amount? Also, if a budget shortfall is predicted, how will the Chancellor's Office bridge this deficit in the short term? Long term?

Mike Nusbaumer
Department of Sociology

TO: Kathy Pollock, Chair, Senate Executive Committee

FROM: Carol Lawton, Chair, Curriculum Review Subcommittee

DATE: February 22, 2012

SUBJECT: Proposal for Certificate in Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies

The Curriculum Review Subcommittee supports the proposal for the certificate program in Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies, and finds that the proposal requires no Senate review.

Approving

R. Duchovic
I.-H. Kim
C. Lawton
B. Salmon
S. Skekloff
L. Stanchev
N. Suntornpithug

Not Approving

Absent

A. Livschiz (sabbatical)
B. Resch (leave)

IPFW
Request for a New Credit Certificate Program

Campus: Fort Wayne

Proposed Title of Certificate Program: Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies

Projected Date of Implementation: Fall 2012

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

A certificate in LGBT Studies will advance the understanding of IPFW students regarding an aspect of diversity that has received relatively less attention historically than other issues. Specifically, the courses leading to this certificate will educate students about issues of sexual orientation and sexual/gender minorities.

The LGBT Studies certificate program will support the goal of the IPFW Baccalaureate Framework in each of its six foundations. First, the program will promote the acquisition of knowledge, most specifically relevant to the framework in terms of providing students with information across a variety of disciplines. Traditionally, introductory and capstone LGBT studies courses integrate concepts and methods of inquiry from a wide range of academic disciplines, including psychology, sociology, anthropology, women studies, culture studies, language studies, history, political science, fine arts, and biology. Other courses address LGBT issues from the perspective of a specific discipline, with students required to complete courses from a variety of disciplines.

With respect to the Baccalaureate Framework foundation of application of knowledge, the primary focus of the capstone course for the LGBT Studies program is the application of knowledge. The course will involve proposing and conducting a project designed to apply students' knowledge of specific disciplines. Depending on the individual student's primary discipline, projects may include gathering and analyzing information culminating in a paper and presentation, constructing a program to convey knowledge to a relevant group (e.g., students, community members), or performance of a creative or artistic work.

The LGBT Studies program will contribute to the third foundation, demonstrating personal and professional values. A central feature of LGBT studies is providing information regarding the various ways in which individuals develop an understanding of their gender, sexual orientation, and sexuality, as well as the relationship of this understanding to others and society at large. Appreciation of the different perspectives will promote the values of respect and civility toward others in a diverse community.

The LGBT Studies certificate will support the goal of the IPFW Baccalaureate Framework in promoting a sense of community. This goal includes the demonstration of “. . . a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.” The LGBT Studies certificate will allow students to become familiar with sexual and gender minorities who constitute a significant portion of the population. This will enable them to join a workforce that is diverse, prepared to interact constructively and effectively with colleagues and workplace acquaintances from a variety of backgrounds.

The foundation of critical thinking and problem solving is likewise integral to the study of LGBT issues. In confronting the various conceptualizations of gender, sexual orientation, and sexuality, students will be required to consider, challenge, and integrate a multitude of perspectives relative to those with which they begin their study. In addition, the courses leading to the certificate will involve students in considering the ways in which gender and sexuality issues affect the lives of all individuals, as well as ways of enhancing individuals' well-being with respect to these issues.

All of the courses leading to the LGBT certificate include components that require both substantial written and oral communication, such as critical thinking analyses, discussions, term papers, and presentations. Furthermore, the capstone course requires projects involving a written paper and oral presentation, dissemination of information, or performance of a creative work.

The need for greater understanding is evidenced by the Campus Climate Survey conducted in the Spring of 2005. Nearly 25% of IPFW undergraduate participants reported that they had witnessed another person being harassed on campus. The most frequent reason for the harassment reported was sexual orientation. Clearly, more needs to be done to educate students about issues related to sexual orientation bias and to promote a more accurate, positive conception of sexual/gender minorities.

Furthermore, LGBT Studies certificates are offered at a number of other universities around the nation. This indicates that such a program of education is viewed as legitimate and important within academe.

Finally, an increasing number of students self-identify as lesbian, gay, bisexual, transgender, or questioning. Such students are likely to be interested in courses offered within the certificate program, as will a proportion of self-identified heterosexual students who are interested in issues of diversity and affirmation of sexual/gender

minorities.

II. List the major topics and curriculum of the certificate.

Courses totaling 18 credit hours will be required to meet the requirements for the certificate. Students must obtain a C or better in all courses that fulfill the requirements for the certificate. An introductory course and a culminating capstone course in lesbian, gay, bisexual, and transgender issues will be required of all students obtaining the certificate. The capstone course will be an independent study from any academic department, an LGBT course, or a course cross-listed as a GNDR course focusing predominantly on an LGBT topic; the course will be at the 400 level or greater that will synthesize a student's previous study of LGBT issues. The introductory and capstone LGBT courses (LGBT 200 and LGBT 400) will be administered by the College of Arts and Sciences. However, courses offered by specific departments may be administered by those departments, even if they are cross-listed as LGBT courses. A Certificate Advisory Committee will approve courses to be added to each course area described below (LGBT, Sexuality, and Gender), approve deletion of courses from each area, and make recommendations regarding the Certificate Program in general.

The program will consist of three major areas of study, the first is specific to LGBT issues, the second is sexuality issues, and the third is gender issues. Students meeting the certificate requirements must complete three courses from the LGBT Courses group, two courses from the Sexuality Courses Group, and one from the Gender Courses group. One required course in the LGBT Courses group is an LGBT course, or a course cross-listed as a GNDR course focusing predominantly on an LGBT topic, or an independent study from any academic department focusing on an LGBT topic. The two courses selected within the Sexuality Area must be from different academic departments. Furthermore, two courses fulfilling the LGBT Certificate requirements must be at the 400 level or greater. At least 12 credit hours must be taken at IPFW. No courses may be taken on a credit/no credit basis. The courses assigned to each area are:

LGBT Courses (all required; 9 credits)

LGBT 200 Introduction to Scholarship on Lesbian, Gay, Bisexual, and Transgender Issues

One of the following courses: (a) an LGBT course, (b) a course cross-listed as a GNDR course focusing on an LGBT topic, or (c) an independent study course from any academic department focusing on an LGBT topic. Students may request to substitute an LGBT-relevant course from another academic department in place of the independent study, as approved by the director of the LGBT program.

LGBT 400 Capstone Independent Study on Lesbian, Gay, Bisexual, and Transgender Issues

Sexuality Courses (select two; 6 credits; no prerequisites for courses unless indicated)

PSY 44400 Human Sexual Behavior

prerequisites: junior/senior standing and PSY 12000 (3 credits)

WOST W225 Gender, Sexuality, and Popular Culture

WOST W340 Topics in Lesbian and Gay Culture

Gender Courses¹ (select one; 3 credits; no prerequisites for courses unless indicated)

ANTH E402 Gender in Cross-Cultural Perspective

COM 41000 Gender Roles and Communication

prerequisite: COM 11400 (3 credits)

HIST A306 Sex Roles and Society in American History

OLS 45400 Gender and Diversity in Management

prerequisite: OLS 25200 (3 credits)

PHIL 30500 Philosophical Theories of Feminism

PSY 34500 Psychology of Women

prerequisite: PSY 12000 (3 credits)

PSY 36500 The Development of Gender Roles in Children

prerequisite: PSY 23500 or PSY 36900 (3 credits)

WOST W210 Introduction to Women's Studies

WOST W240 Topics in Feminism

other courses focusing predominantly on gender approved by an LGBT certificate advisor

In summary, the courses that fulfill the requirements for the certificate are:

LGBT 20000 Introduction to Scholarship in Lesbian, Gay, Bisexual, and Transgender Issues	3 credit hours
an additional LGBT course, a course cross-listed as a GNDR course focusing on an LGBT topic, or an independent study course from any academic department focusing on an LGBT topic	3
Two Sexuality Area courses	6
One Gender Area course	3
LGBT 40000 Capstone Independent Study on LGBT issues	3
prerequisite courses for required courses in the Sexuality and Gender Areas (varies depending on courses selected)	0-6
Total credit hours	18-24

¹Because currently available gender-related courses do not focus specifically and predominantly on issues relevant to LGBT concerns, the list of courses fulfilling the Gender Area requirement will be modified as more LGBT-focused courses are available. The Certificate Advisory Committee will approve courses to be added to each area (LGBT, Sexuality, and Gender), approve deletion of courses from each area, and make recommendations regarding the Certificate Program in general.

III. What are the admission requirements?

All students admitted to IPFW through regular admissions processes will be eligible to pursue the LGBT Studies Certificate. The certificate may be obtained in conjunction with another academic major or independently of pursuing an academic major.

Students who pursue the LGBT Studies Certificate post-baccalaureate (after receiving a baccalaureate degree) must first be formally admitted to IPFW. Once admitted, the student is eligible to pursue the certificate.

Students seeking the certificate may be advised regarding the requirements for the certificate by any academic adviser associated with IPFW. Upon the creation of a specific position for the LGBT adviser, the LGBT adviser will assume full advising responsibility for the certificate program.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

Upon completion of the IPFW LGBT certificate requirements, students will:

1. demonstrate knowledge of issues relevant to lesbian, gay, bisexual, and transgender individuals (e.g., the development of sexual orientation and identity, psychological functioning, health, and well-being, historical and political implications of community, assimilation and discrimination) and communicate this knowledge effectively to others;
2. identify and apply the methods of inquiry, issue formulation, data collection, analysis, and interpretation for the disciplines that examine issues relevant to LGBT individuals and use those methods to evaluate information about LGBT individuals and other issues pertinent to sexual orientation and sexual identity;
3. recognize harassment and discrimination based on sexual orientation, and identify appropriate legal resources used to assist victims of such harassment/discrimination;
4. demonstrate knowledge of the role of diversity in various domains (e.g., workplace, community, government) and how to model and promote inclusive behaviors and policies for LGBT individuals;
5. develop citizenship skills and knowledge of LGBT resources in the community;
6. investigate companies' policies and organizational cultures to determine attitudes toward LGBT employees.

The major student learning objectives for the proposed certificate program fit well with IPFW's stated values and learning goals for all IPFW students, as articulated by the Baccalaureate Framework. A table presented in Appendix A graphically documents the overlap.

- V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Students must obtain a C or higher in all courses that fulfill the requirement for the certificate.

LGBT Studies students will be required to maintain a portfolio of all work completed for the certificate. Students will submit the portfolio for approval by three members of the Certificate Advisory Committee as a requirement in LGBT 40000 prior to the award of the LGBT Studies Certificate. The portfolio should provide evidence that the student has achieved each of the learning objectives. A document created by the student should be included in the portfolio indicating how the works, projects, and artifacts submitted achieve the various learning objectives.

The Certificate Advisory Committee is responsible for establishing the standards that will be employed to judge whether the student portfolio is sufficient for the student to be awarded the LGBT Studies Certificate. These standards should be published so that students will have access to them prior to beginning to create their portfolio.

Students may appeal a decision that their portfolio does not meet the standards required for the Certificate. A student who wishes to appeal must notify the director of the LGBT Studies Certificate Program within 30 days of the Committee members' decision. The director will decide whether sufficient grounds exist to reevaluate the student's portfolio. If so, the director will select three members of the Certificate Advisory Committee who did not evaluate the student's portfolio in the first decision to determine whether the student's portfolio satisfies the criteria required for the Certificate. The standard appeals process (IPFW Undergraduate Bulletin 2010-2011, Part 8, Section 18) is available to students who are not satisfied with the decision of the second panel of the Certificate Advisory Committee.

The Certificate Advisory Committee will meet annually for the purpose of evaluating the effectiveness of the certificate program, and determining the need for improvements. The Committee will assess the extent to which the courses associated with the certificate program and the structure of the program effectively accomplish its objectives. The Committee will base its assessment on the portfolios of students who have been awarded the certificate, as well as student evaluations of the courses they have taken.

VI. Describe student population to be served.

Students with majors in a variety of academic disciplines have indicated an interest in such a certificate. Likely disciplines for which it might be relevant include English, International Language and Culture Studies, history, political science, anthropology, communication, psychology, sociology, women's studies, education, human services, nursing, Organizational Leadership and Supervision, and general studies.

A growing number of students who self-identify as gay, lesbian, bisexual, transgender, or genderqueer are participating in student organizations and classroom activities at IPFW. This certificate is intended to give them academic resources during their course of study, and serve to affirm and retain them as important members of a diverse campus community.

In addition, the certificate will serve the professional needs of individuals who already have BA or BS degrees, but who wish to strengthen their expertise in areas involving sexual/gender minority individuals or involving sexuality.

VII. How does this certificate complement the campus or departmental mission?

A primary objective of the College of Arts and Sciences is that “graduates of the baccalaureate programs should have knowledge and awareness enabling them to be effective citizens and lifelong learners.” The LGBT Certificate promotes the acquisition of knowledge that enables students to take the perspective of others and understand the richness and value of human diversity. These are characteristics that are essential to being effective citizens and to becoming lifelong learners.

Furthermore, according to its statement on diversity, IPFW “is committed to creating an environment that enhances learning by recognizing the inherent worth of all individuals at the university.” As noted in a previous section, issues related to lesbian, gay, bisexual, and transgender individuals are aspects of diversity that have received relatively less attention historically than other issues. The certificate program therefore enhances the scope of IPFW’s focus on, and commitment to, diversity.

VIII. Describe any relationship to existing programs on the campus or within the university.

Many of the courses offered for the LGBT Studies Certificate are interdisciplinary, as well as being from a number of academic departments.

Beyond this, the proposed certificate is similar to other certificate programs—such as Peace and Conflict Studies, Women’s Studies, and Gerontology—in its mission to debunk myths and stereotypes about groups of individuals in our society, and to promote greater understanding and support. The LGBT certificate will expand this mission to include an

even larger proportion of the population. The certificate will provide a higher level, more in-depth learning experience related to knowledge about the LGBT population than is provided by any one course currently available at IPFW.

Members of the LGBT Studies Certificate Advisory Committee are closely involved with community organizations, including the AIDS Task Force, Up The Stairs Community Center, and Parents, Family and Friends of Lesbians and Gays (PFLAG).

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

The certificate program requires a faculty coordinator. An appropriate course release to administer the program will be negotiated with the dean of the College of Arts and Sciences. Clerical services will be needed to assist faculty in record keeping, student advising and registration issues, and course administration. The program secretary in the College of Arts and Sciences will provide such clerical services. Additionally, faculty who teach the introductory course will need to be compensated. These costs will be paid by the College through reallocation. **Most, if not all, of the library material needed for the coursework of the LGBT certificate program can be identified and obtained through existing IPFW library resources. As the certificate program is currently conceived, library needs are taken care of by existing library resources, and therefore no substantial budget requests are foreseen for additional library resources.**

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

This is the only certificate program at IPFW that specifically addresses the needs and issues of sexual minorities. It is also the only certificate program that focuses on sexuality. Students pursuing the LGBT Certificate may complete up to a maximum of three credit hours of course work that will fulfill the requirements for the Certificate in the form of service learning experiences and internships. Such course work may focus only on organizations devoted largely or entirely to LGBT issues, such as Up The Stairs Community Center, PFLAG, and the AIDS Task Force. Service learning experiences and internships may also be associated with IPFW agencies, such as the IPFW Resource Center for LGBTQ Students and the Up The Stairs LGBT library collection housed in the IPFW Helmke Library, the Northeast Indiana Diversity Library.

Appendix A

Major Student Learning Objectives for Certification in Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies

The major student learning objectives for the proposed certificate program fits well with IPFW's stated values and learning goals for all IPFW students, as articulated by the Baccalaureate Framework and as illustrated in the table below:

Conjunction of Certificate's Student Learning Objectives (SLOs) with the Foundations of the IPFW Baccalaureate Framework

	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6
Foundation 1: <i>Acquisition of Knowledge</i>	X	X	X	X	X	X
Foundation 2: <i>Application of Knowledge</i>	X	X	X	X	X	X
Foundation 3: <i>Personal and Professional Values</i>			X	X	X	X
Foundation 4: A <i>Sense of Community</i>			X	X	X	
Foundation 5: <i>Critical Thinking and Problem Solving</i>	X	X	X			X
Foundation 6: <i>Communication</i>	X			X	X	

TO: The Senate
FROM: Executive Committee
DATE: 27 February 2012
SUBJ: Items under Consideration by Senate Committees and Subcommittees

The Executive Committee has asked Senate committee and subcommittee chairs to report items under discussion in the various committees. The following is a compilation of what was submitted.

Educational Policy Committee

James Toole, Chair

1. Proposed revision to policy on course audits.
2. Approved 2014-2015 Academic Calendar.
3. Reviewed IPFW policy on the acceptance of credits and grades through the Indiana College Network.
4. Revised room scheduling policy.
5. Discussing the protection of faculty copyright.
6. Working with the General Education Subcommittee on improvements in General Education.
7. Working with the Developmental Studies Subcommittee on revising its charge in the Senate By-laws.

Subcommittees of the Educational Policy Committee:

Calendar Subcommittee

Jody Ross, Chair

1. This semester the Calendar Subcommittee will be reviewing the results of a survey we used to poll faculty, staff, students, and administrators about their satisfaction with the current academic calendar and potential changes to the calendar formula.

Continuing Education Advisory Subcommittee

Sue Skekloff, Chair

1. No report received.

Curriculum Review Subcommittee

Ann Livschiz, Chair (Carol Lawton reporting)

1. Considering the proposals for a Minor in Astronomy, A.S. in Dental Assisting, and a B.S. in Dental Hygiene.

Developmental Studies Subcommittee

Karol Dehr, Chair

1. Nothing to report.

General Education Subcommittee

Linda Wright-Bower, Chair

1. Decide upon specific learning objectives for each of the six General Education areas. If it chooses, the GES may simply approve the list contained in the August 2005 Draft of Learning Objectives.
2. Connect each specific learning objective explicitly to one or more specific foundations contained in the Baccalaureate Framework.

Graduate Subcommittee

(no chair elected)

1. Nothing to report.

Honors Program Council

Talia Bugel, Chair

1. No report received.

International Services Advisory Subcommittee

Nancy Virtue, Chair

1. No report received.

Faculty Affairs Committee

Mark Masters, Chair

1. Working on promotion and tenure.

Subcommittee of the Faculty Affairs Committee:

Professional Development Subcommittee

Matthew Walsh, Chair

1. Supply requested feedback for unsuccessful applicants to the Summer Grant and Senior Summer Grant programs.
2. Evaluate (at the request of the VCAA) a sabbatical application outside of the usual timeframe.
3. Evaluate and discuss changes to the format and assessment of the Summer Grant and Senior Summer Grant applications.

Indiana University Committee on Institutional Affairs

Stanley Davis, Chair

1. Mike Nusbaumer replaced Geri Miller who is on sabbatical.
2. Committee has monthly scheduled IU University Council Meetings with members of all regional campuses and IU Bloomington with top IU administrators. Discussions range from salary and benefit issues to campus governance to scheduling and any other issues participants which to raise.

Nominations and Elections Committee

Alice Merz, Chair

1. Completed elections for the Speaker of the IU Faculty and Presiding Officer of the Faculty.
2. Collecting nominations for various Senate subcommittees.

Purdue University Committee on Institutional Affairs

Peter Dragnev, Chair

1. Nothing to report.

Student Affairs Committee

Kathy Pollock, Chair

1. Nothing to report.

Subcommittee of the Student Affairs Committee:

Athletics, Subcommittee on

Mark DeLancey, Chair

1. No report received.

University Resources Policy Committee

Marc Lipman (reporting)

1. Strategic Policy Recommendations for long-term IPFW fiscal stability.
2. Policy Recommendations for 2012- 2013 estimated budgetary shortfall.

Subcommittees of the University Resources Policy Committee:

Academic Computing and Information Technology Advisory Subcommittee

Michael Wolf, Chair

1. Drafting criteria and procedures for adopting software for teaching, learning, and research. The policy attempts to balance these goals with computing capacity and security.
2. Deciding whether to adopt the IU policy on third-party software programs (use of social networks, blogs, wikis) for instructional purposes. The document will ensure faculty may use these tools while making sure that IPFW critical information, FERPA regulations, intellectual property, and student preferences are considered.

Budgetary Affairs Subcommittee

(no chair elected)

1. No report received.

Library Subcommittee

Gail Hickey, Chair (Cheryl Truesdell reporting)

1. Development of the library's first program review.