

FORT WAYNE SENATE AGENDA
MONDAY
March 17, 2014
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of February 10 and 17, 2014
3. Acceptance of the agenda – B. Valliere
4. Reports of the Speakers of the Faculties
 - a. Purdue University – P. Dragnev
 - b. Indiana University – M. Nusbaumer
5. Report of the Presiding Officer – A. Downs
6. Committee reports requiring action
 - a. Faculty Affairs Committee (Senate Document SD 13-22) – J. Badia
 - b. Faculty Affairs Committee (Senate Document SD 13-23) – J. Badia
 - c. General Education Subcommittee (Senate Document SD 13-24) – A. Downs
 - d. University Resources Policy Committee (Senate Document SD 13-25) – M. Lipman
 - e. Educational Policy Committee (Senate Document SD 13-26) – Y. Zubovic
 - f. Educational Policy Committee (Senate Document SD 13-27) – Y. Zubovic
 - g. Educational Policy Committee (Senate Document SD 13-28) – Y. Zubovic
 - h. Educational Policy Committee (Senate Document SD 13-29) – Y. Zubovic
7. Question Time
 - a. University Resources Policy Committee (Senate Reference No. 13-28) – M. Lipman
8. New business
9. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 13-29) – B. Valliere
 - b. Curriculum Review Subcommittee (Senate Reference No. 13-30) – T. Bugel
 - c. Curriculum Review Subcommittee (Senate Reference No. 13-31) – T. Bugel
10. The general good and welfare of the University
11. Adjournment*

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

Approving

J. Casazza
H. Di
A. Downs
P. Dragnev
M. Nusbaumer
B. Valliere, Chair
Y. Zubovic

Non Voting

J. Malanson

Absent

ATTACHMENTS ON BACK

Attachments:

- “Approval of replacement member of the Faculty Affairs Committee” (SD 13-22)
- “Upward Feedback of Campus-Wide Program Directors” (SD 13-23)
- “Approval of replacement member of the General Education Subcommittee” (SD 13-24)
- “Guiding Principles for IPFW budgets” (SD 13-25)
- “EPC Findings in Response to the Task Assigned to EPC by SD 13-13” (SD 13-26)
- “Proposed Change to Grade Appeals Policy SD 82-2” (SD 13-27)
- “Proposed Change to Academic Regulations 4.0 Academic History” (SD 13-28)
- “Proposed Change to Academic Regulations 10.0 Degrees” (SD 13-29)
- “Question Time–re: Evaluate University Resources Policy (SR No. 13-28)
- “Items under Consideration by Senate Committees and Subcommittees” (SR No. 13-29)
- “Concentration in Ecology and Evolutionary Biology” (SR No. 13-30)
- “Bachelor of Science in Medical Imaging” (SR No. 13-31) see website for reference (293 pages)

TO: Fort Wayne Senate
FROM: Faculty Affairs Committee
Janet Badia, Chair
DATE: January 31, 2014
SUBJ: Approval of replacement member of the Faculty Affairs Committee

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 one vacancy on the Faculty Affairs Committee during spring 2014; and

WHEREAS, Faculty Affairs Committee has appointed Cheryl Duncan as a replacement member for spring semester 2014;

BE IT RESOLVED, That the Senate approve this appointment.

TO: Fort Wayne Senate

FROM: Faculty Affairs Committee
Janet Badia, Chair

SUBJ: Upward Feedback of Campus-Wide Program Directors

DATE: January 17, 2014

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, Senate Document 97-23 as amended by SD 09-7 recommends that all administrators at and above the level of Department Chairs be evaluated;

WHEREAS, directors in charge of campus-wide programs under the Office of the Vice-Chancellor of Academic Affairs do not currently receive upward feedback;

BE IT RESOLVED, that annual upward feedback of program directors under the VCAA should take place and that SD 97-23 as amended by SD 09-7 be amended as follows:

TO: Fort Wayne Senate

FROM: Downs, Chair
Faculty Affairs Committee

SUBJECT: Upward Feedback: Review of Administrators

DATE: 23 March 1998

DISPOSITION: To the Presiding Officer for implementation

Whereas, the Faculty Affairs Committee charged itself with reviewing the Upward Feedback evaluation form and process; and

Whereas, the Faculty Affairs Committee has completed its review;

It therefore recommends to the Senate that

1. All department chairs and associate deans be evaluated by departmental faculty each year, using a method determined according to the governance procedures of the school in which the department is located, and that the results of these evaluations be distributed to the chair or associate dean, and the relevant dean only, to be used for evaluation and improving administrative performance; and
2. All academic administrators above the level of chair, ~~including Associate Vice Chancellors,~~ holding faculty appointments, **including Associate Vice Chancellors and directors who report to the VCAA**, be evaluated by the Upward Feedback process during February each year; and
3. All faculty in the unit(s) for which the academic administrator is responsible or interacts, be invited to participate in the process; and
4. The form be redesigned so as to be appropriate to the job description of the subject and the relationship of the faculty evaluator to the subject; and
5. The Faculty Affairs Committee be responsible for supervising the use of the Upward Feedback process, including revising the forms, distributing and collecting them, and arranging for them to be collated by the Office of Institutional Research and Analysis; and

6. The results be distributed to the subject and the subject's supervisor only, to be used for evaluation and improving administrative performance; and

7. The evaluation forms for Associate Vice Chancellors be developed and revised by the Faculty Affairs Committee of the Senate and the evaluation forms for Associate Deans by the requisite School/College.

Approving

J. Badia

D. Liu

H. Samavati

B. Valliere

L. Vartanian

Nonvoting

J. Anderson

Absent

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Andrew Downs, Chair
General Education Subcommittee

DATE: February 3, 2014

SUBJ: Approval of replacement members of the General Education Subcommittee

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 General Education Subcommittee; and

WHEREAS, The General Education Subcommittee has voted unanimously to appoint Associate Professor Mark Jordan of the Department of Biology in the College of Arts and Sciences as a replacement member for the remainder of the 2013-14 academic year;

BE IT RESOLVED, That the General Education Subcommittee requests the Executive Committee to forward this appointment to the Senate for approval.

Approving

S. Amidon
S. Anderson
A. Downs, Chair
M. Fritz
A. Livschiz
S. Sarratore (ex-officio)
L. Wright-Bower

Note: Questions concerning this document should be addressed to Andrew Downs at 481=6691 or downsa@ipfw.edu.

TO: Fort Wayne Senate
FROM: Marc Lipman, Chair
University Resources Policy Committee
SUBJECT: Guiding Principles for IPFW budgets
DATE: 20 FEB 2014

BE IT RESOLVED THAT,

IPFW budgets will be driven by the following guiding principles:

1. The primary mission of the university is education and scholarship. Prioritization of funding should reflect the priority of those funded activities that directly impact these activities. Administrative functions should be in direct support of the primary mission of the university and accountable to this purpose.
2. The IPFW strategic plan will guide budgetary decision-making regarding operations and support for appropriate transformational initiatives with a priority on providing support to the primary mission of the university
3. Metrics will be developed for the university and all units to measure over time the university's and each unit's contribution to the primary mission. Where possible, common metrics will be developed and employed across units. Where possible, these metrics will be measured against comparable institutions' data.
4. Performance on these metrics will drive budget allocations, with the goal to improve the delivery of the primary mission of the university.
5. Transparency throughout the budget process is essential. This includes educating the entire campus community about metrics, the budget, and the budget process.

Approving

Non Voting

Absent

Sarah Didier
Peter Dragnev
Cyndy Elick
Abdulla Eroglu
Cigdem Gurgur
Peter Iadicola
Marc Lipman
John Niser
Mike Wolf

H. Jay Harris

Carol Crosby
Bradley Crowe
Stanley Davis
Carl Drummond (at voting)
Bruce Kingsbury
Bob Wilkinson

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair
Educational Policy Committee

DATE: February 14, 2014

SUBJ: EPC Findings in Response to the Task Assigned to EPC by SD 12-13

In February 2013, Senate passed a resolution SD12-13, which charged EPC with “investigating the role of faculty in establishing the admission criteria and make recommendations for the role faculty should play in future decisions on the establishment of admission standards.”

EPC investigated this matter in Fall 2013. EPC members contacted all individuals still at IPFW who were involved in the decision to make an adjustment to the admission criteria to find out how the decision was reached and how faculty were involved in the process.

The investigation yielded the following results:

- The decision to make an adjustment to the admission criteria was made as a culmination of 18 months worth of data gathering, meetings, and deliberations, that involved representatives from the Office of Student Affairs, Office of Admissions, Office of Institutional Research, and Dean of COAS.
- Departments such as Math and English (i.e. departments that teach a lot of incoming freshmen) were asked for input in the process.
- Analysis was run on the academic fate of those students who would have been prevented from enrolling at IPFW due to the new standards. The results showed that all the students who fell into this category ended up failing out of IPFW within a few semesters, and none of them successfully completed any degrees. They left IPFW without a degree, without any record of successful acquisition of skills, but with new debt.

Therefore, the change in admission criteria does not result in depriving any potentially successful students of the opportunity to pursue higher education.

EPC finds that faculty input was sought and received in the “establishment of admission standards.”

Furthermore, when the most recent open forum was held in Fall 2013 to discuss admission standards at IPFW as part of the work done by the Strategic Planning Team, very few faculty members attended and even fewer contributed to the discussion.

Therefore, EPC makes the recommendation that in the future when there is an interest in making an adjustment to the admissions criteria, whether initiated “from above” (administration) or “from below” (faculty), that a similar collaborative process is followed.

Faculty input should be sought out at different points in the process. While there is some value to open forums, perhaps a better way to get more thoughtful comments from interested parties would be to send out a survey to all faculty seeking their comments on proposed changes.

EPC recommends that in the future, if new changes to admissions criteria are proposed, that a record of the process is maintained and made available, so that it is clear to see which individuals and groups were involved in the process. (For example, collecting data like what percentage of faculty responded to the survey about admissions criteria, with breakdown by colleges.) This will also make it easier to see the extent of faculty involvement (as compared to opportunities for faculty involvement), in case concerns similar to those that motivated SD12-13 arise in the future.

EPC recommends that in the event of changes to the admission criteria, a “for information only” report is made to the IPFW Senate that includes the history of the decision, the rationale for any change in admission criteria, the process by which the changes were determined, and the projected impact of the change.

Approving

Abdullah Eroglu

Cigdem Gurgur

Ann Livschiz

Hamilton Tescarollo

Yvonne Zubovic

Carl Drummond

Disapproving

Absent

Peter Dragnev

Non-Voting

Patrick Mclaughlin

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair
Educational Policy Committee

DATE: February 26, 2014

SUBJ: Proposed Change to Grade Appeals Policy SD 82-2

WHEREAS, the current Grade Appeals Policy specified in SD 82-2 does not include language to ensure that the faculty member be provided with a copy of a grade appeal; and

WHEREAS, the current policy has sometimes led to questions about the appropriate procedures to be followed for grade appeals,

BE IT RESOLVED, that the Senate approve the following change in the grade appeals policy. Language to be added is shown in boldface.

IPFW Grade Appeals Policy (SD 82-2, as amended on April 8, 2002)

The grade appeals policy applies to all students enrolled at IPFW. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error.

In appealing, the student must support in writing the allegation that an improper decision has been made and must specify the remedy sought. The student should seek the assistance of the dean of students in pursuing the appeal. During an appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees; he or she may advise the student but may not speak for the student during the meetings.

Grades may be changed only by a university authority upon the decision of the Grade Appeals Subcommittee, or by the instructor any time prior to the decision of the Grade Appeals Subcommittee.

Timing of Appeals

An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the grade was assigned. A final decision at each step must be reported within thirty calendar days of the filing of an appeal at that step,

provided that this deadline falls within the regular academic year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 30 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step.

Steps in the Process of a Grade Appeal

1. Course instructor: The student makes an appointment with the instructor to discuss the matter. If the instructor is unavailable, the department or program chair shall authorize an extension of time or allow the student to proceed to Step 2. If the chair is unavailable, the dean of the school shall authorize the extension.
2. Department/school/program: If the matter has not been resolved at Step 1, the student makes an appointment with the chair of the department or program offering the course, who may make an informal attempt to resolve the appeal. If the appeal is not resolved informally, the chair will direct the student procedurally in making an appeal to the department, school, or program committee. Only one committee shall hear the appeal in Step 2. The student filing an appeal shall have the opportunity to be heard in person by the committee. **The instructor shall be provided with a written copy of the appeal and the identity of the student who filed the appeal.**
3. Grade Appeals Subcommittee: If the matter has not been resolved at Step 2, the student makes an appointment with the dean of students, who will direct the student procedurally in submitting the case to the Grade Appeals Subcommittee.

Department/School/Program Appeals Procedure

Each department, school, or program will establish appeals procedures which provide for a committee of three or more Faculty members responsible for hearing grade appeals related to courses listed or administered by that department/school/program if those appeals have not been satisfactorily resolved between the student and the instructor or informally by the department chair. The procedures established by each department, school, or program shall provide for each case to be heard by only one such committee. The procedure shall provide the opportunity for the student to be heard in person, and for the decision to be reported in writing to the student and the instructor. A copy of each unit's procedures will be given to the vice chancellor for academic affairs, to the dean of students, and to students upon request.

Grade Appeals Subcommittee

This subcommittee shall consist of nine members elected from among the Voting Faculty according to procedures specified in the *Bylaws of the Senate*.

Before hearing the details of a case, the subcommittee will decide by majority vote whether to consider the appeal, and will report its decision in writing within 30 calendar days. The bases for a decision to consider an appeal may include (but not be limited to) a finding that

(1) improper procedures have been followed by university employees at earlier steps of the appeal; (2) new information is present; or (3) the instructor has declined to accept the department, school, or program committee's recommendation.

No member of the subcommittee may take part in an appeal involving a course or instructor from the member's department or program. Members should also recuse themselves from cases in which they have potential conflicts of interest, personal involvement in the case, schedules that will interfere with hearing the appeal in a timely manner, or other disqualifying causes. From those members remaining, the chair will select the five-person hearing panel. The panel members will elect a chair who will be responsible for making arrangements related to the case.

If the case is to be heard, the hearing will take place within 30 days of the decision to hear the appeal, or within 30 days of the start of the fall semester, whichever is applicable. Each member of the panel will vote on whether the appeal is valid and, if so, on what remedy should be provided. If the panel, by majority vote, finds in favor of changing a grade, the chair shall report this finding to the registrar and to the parties listed below. The decision of the panel is binding on all parties and may not be appealed.

Reporting of Subcommittee and Panel Decisions

The subcommittee and each panel shall report its findings and actions to the student, the department, school, or program from which the appeal came, the instructor, the chair of the student's department, the dean or director of the student's school or division, the dean of students, and (in the case of a panel decision) the chair of the Grade Appeals Subcommittee.

Approving

Peter Dragnev
Carl Drummond
Cigdem Gurgur
Ann Livschiz
Hamilton Tescarollo
Yvonne Zubovic

Disapproving

Absent

Abdullah Eroglu

Non-Voting

Patrick McLaughlin

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair
Educational Policy Committee

DATE: February 26, 2014

SUBJ: Proposed Change to Academic Regulations 4.0 Academic Honesty

WHEREAS, revisions to the IPFW Code of Student Rights, Responsibilities and Conduct were approved and endorsed by the Faculty Senate as stated in Senate Document SD 09-6; and

WHEREAS, Part III. A.1.a. of the Student Code states that a faculty member with information concerning an act of academic misconduct by a student enrolled in the faculty member's course "is required to hold a conference with the student concerning the matter within seven calendar days of discovering the alleged misconduct"; and

WHEREAS, Part III. A.1.c. of the Student Code states that "after imposing an academic sanction, the faculty member is required to report the matter and action taken within seven calendar days"; and

WHEREAS, the Academic Regulations were never revised to correspond to this change; and

WHEREAS, sections 4.3.1 and 4.3.2 under 4.0 Academic Honesty in the Academic Regulations are not consistent with the IPFW Student Code;

BE IT RESOLVED, that the Senate approve the following changes in the Academic Regulations. Language to be added is shown in boldface and language to be removed is shown in ~~strikeout~~.

Academic Regulations

4.0: Academic Honesty

4.3.1: Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ~~10~~ **seven calendar** days of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may

assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

4.3.2: Reporting. During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within ~~10 class~~ **seven calendar** days, the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

Approving

Peter Dragnev
Carl Drummond
Cigdem Gurgur
Ann Livschiz
Hamilton Tescarollo
Yvonne Zubovic

Disapproving

Absent

Abdullah Eroglu

Non-Voting

Patrick McLaughlin

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Yvonne Zubovic, Chair
Educational Policy Committee

DATE: February 26, 2014

SUBJ: Proposed Change to Academic Regulations 10.0 Degrees

WHEREAS, Section 10.2 of the Academic Regulations states that students fulfill the requirements in the Bulletin “current at the time of most recent entry or re-entry into that program at IPFW”; and

WHEREAS, there are inconsistencies as to how individual colleges and departments interpret this requirement; and

WHEREAS, a consistent set of bulletin term practices is desirable;

BE IT RESOLVED, that the Senate approve the following changes in the Academic Regulations. Language to be added is shown in boldface and language to be removed is shown in strikethrough.

Degrees

10.0: Degrees. Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.

10.1: Degrees offered. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

10.2: Requirements for degrees. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the Bulletin ~~or its supplement or departmental regulation~~ **current** at the time of most recent entry or re-entry **to the university.** ~~into that program at IPFW, or with the written acknowledgment of the academic advisor, the requirements in any subsequent Bulletin or supplement.~~

The primary reasons for a student to be required to meet the requirements of a subsequent bulletin include:

- **Re-entry to IPFW (*after a one year period of non-enrollment*)**
- **By request with the written acknowledgment of the academic advisor**
- **When required by accreditation, a department may require students to complete the curriculum defined by the most current bulletin.**

Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the Bulletin of the term of entry or re-entry to the university unless the student chooses to change to a subsequent Bulletin with the written acknowledgement of the academic advisor.

Any student who is not continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the Bulletin of the most recent entry or re-entry to the university.

In addition:

- Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.
- The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

Approving

Peter Dragnev
Carl Drummond
Cigdem Gurgur
Ann Livschiz
Hamilton Tescarollo
Yvonne Zubovic

Disapproving

Absent

Abdullah Eroglu

Non-Voting

Patrick McLaughlin

Question Time

To better evaluate university resource policies as next year's budget is being considered, the University Resource Policy Committee would like information regarding the university's projected revenues for next year and beyond. Where firm data do not exist, please provide operating projection models.

First, what are the enrollment management projections for next academic year? What will this mean for next year's revenue?

Second, what are the enrollment management projections in the near-term future (current strategic plan period) for IPFW, given our current admission criteria standards? If the strategic plan suggests changes to enrollment or admission criteria, what would those effects of those changes mean for revenue from enrollment?

Third, what are the long-term enrollment management projections for potential IPFW students? What is being done in enrollment management to address the long-term demographics of potential IPFW students?

Fourth, what are the enrollment management strategies regarding international student recruitment?

Fifth, what are the projected revenue changes from some state funding tied to retention and graduation? Have recent increases in admission standards led to increased projected revenue from retention and graduation?

Marc Lipman, Chair
University Resources Policy Committee

TO: The Senate
FROM: Executive Committee
DATE: 17 February 2014
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

Yvonne Zubovic, Chair

1. Report on faculty input in establishing admission criteria
2. Revision of Academic Regulations Degrees section 10.2
3. Revision of Academic Regulations Academic Honesty section 4.3.2
4. Revision of Academic Regulations Grade Appeals section 18
5. Academic Standing Policy for Collegiate Connection
6. Dual Credit review
7. Changes to MW schedule
8. Consideration of Purdue University proposed Scholastic Deficiency Policy (2.0)
9. Consideration of Purdue North Central proposal for XF grade
10. Consideration of Purdue University proposed change in residency requirement

Subcommittees of the Educational Policy Committee:

Calendar Subcommittee

Suining Ding, Chair

1. No reports at this time.

Continuing Education Advisory Subcommittee

Max Montesino, Chair

1. No reports at this time.

Curriculum Review Subcommittee

Talia Bugel, Chair

1. We are currently reviewing a proposal from the B.S. in Education for a Concentration in Exceptional Needs.

Developmental Studies Subcommittee

Sara Webb-Sunderhaus, Chair

1. No reports at this time.

General Education Subcommittee

Andrew Downs, Chair

1. During academic year 2013-14, the General Education Subcommittee (GES) has been implementing and administering the new General Education Program (GEP) created by SD 12-14. The GES has worked with the Registrar's Office and others to develop a calendar for course approval, remonstrance, and assessment reporting.
2. During the fall semester Wanda Johnson developed the General Education Document and Information System (GEDIS) in Vibe. During the fall and spring semesters, there have been some minor changes to GEIDS.
3. During the fall and spring semesters, the GES has reviewed syllabi and assessment plans for general education courses taught in academic year 2013/14. Those courses have been subject to a

remonstrance process.

4. During the spring semester, the GES will be hosting and/or sponsoring meetings to discuss the assessment of general education courses and other informational meetings. The meetings will include sample assessment plans and reports.

Graduate Subcommittee

Maneesh Sharma, Chair

1. No reports at this time.

Honors Program Council

Suzanne LaVere, Chair

1. Two items voted on by the council were recently approved by the Senate. One item extended the terms of council members from two years to three years, and the other approved the nomination of Joseph Khamalah to fulfill the council term of Prasad Bingi, who is on sabbatical in Spring 2014. The Honors Program Council is also continuing to review honors course proposals on a rolling basis, planning the Honors Showcase coming up on April 11, and is discussing existing honors project and H-Option policies for future action.

International Education Advisory Subcommittee

Bruce Busby

1. 2013-2014 Action Plan
2. Proposed “Guidelines for Establishing International Cooperation Agreements,” currently under review by the VCAA.
3. Proposed “Guidelines for the Approval and Management of International Programs,” currently under review by the VCAA.
4. International Initiatives Grant Program, now available through Office of Research, Engagement, and Sponsored Programs.
5. Membership in the ISEP, the International Student Exchange Program [<http://www.isep.org/>], which has financial arrangements similar to the existing National Student Exchange. This service should increase the number of student exchanges at a cost significantly lower than other programs such as IU’s.
6. With Office of Graduate Studies, contracted web-based marketing and recruitment services.

Faculty Affairs Committee

Janet Badia, Chair

1. CHHS Promotion and Tenure document revision
2. Department of Sociology Criteria and Procedures for reappointment, tenure, and promotion.
3. Definition and Criteria for Tenure and Promotion for Department of Professional Studies.

Subcommittee of the Faculty Affairs Committee:

Professional Development Subcommittee

Andrew Downs, Chair

1. During the fall semester the Professional Development Subcommittee (PDS) reviewed and made recommendations regarding summer grant and sabbatical requests. The recommendations were presented to the Vice Chancellor of Academic Affairs.
2. During the spring semester, the PDS provided feedback to those summer grant applicants who requested it.

Indiana University Committee on Institutional Affairs

Michael Nusbaumer, Chair

1. No reports at this time.

Nominations and Elections Committee

Gail Hickey, Co-Chair; David Liu, Co-Chair

1. No reports at this time.

Purdue University Committee on Institutional Affairs

Peter Dragnev, Chair

1. PUCIA handled filing the vacancies on the Purdue Academic Personnel Grievance Committee.

Student Affairs Committee

Chand Chauhan, Chair

1. No reports at this time.

Subcommittee of the Student Affairs Committee:

Athletics, Subcommittee on

Mark DeLancey, Chair

1. The Subcommittee on Athletics has been providing feedback to the Athletics Department on the presentation made to the Faculty last week.

University Resources Policy Committee

Marc Lipman, Chair

1. Document on principles guiding the creation of the IPFW budget.
2. Report on costs and benefits of IPFW participation in D 1 athletics.
3. Report on costs and benefits of IPFW participation in School-Based Programs.
4. Document on library open access.

Subcommittees of the University Resources Policy Committee:

Academic Computing and Information Technology Advisory Subcommittee

Troy Bassett, Chair

1. The only thing in progress is the LMS Report (ie., the assessment of Blackboard).

Budgetary Affairs Subcommittee

Peter Iadicola, Chair

1. Budgetary Affairs Subcommittee is working on making a recommendation on DCS budgetary relationship to the general fund.

Library Subcommittee

Suzanne LaVere, Chair

1. We are currently discussing an Open Access Resolution that would be in line with what Purdue University Senate approved in 2012. We are following the procedure to hold a faculty forum that will provide information about Open Access and answer faculty questions. We are currently working on a “frequently asked questions” document about open access that will be sent to all faculty prior to the open forum in order to give faculty an idea of what Open Access entails. The committee is also discussing the library budget, the forthcoming renovations, and reviewing special needs grants in March.

TO: The Senate

From: Talia Bugel, Chair
Curriculum Review Subcommittee

Date: January 27, 2014

Subj: Bachelor of Science in Biology: Concentration in Ecology and Evolutionary
Biology.

The Curriculum Review Subcommittee met on January 17, 2014 to review the attached proposal for an Ecology and Evolutionary Biology Concentration for the Bachelor of Science in Biology.

The committee finds that the proposed concentrations require no Senate review.

Approving

Non-approving

Absent

Talia Bugel

Ron Duchovic

Craig Hill

Rebecca Jensen

Myeong Hwan Kim

Susan Skekloff

Steve Sarratore (*ex officio*)

Nancy Jackson (Sabbatical leave)

Pre-Proposal for a Concentration in Ecology and Evolutionary Biology
Indiana University – Purdue University Fort Wayne
October 7, 2013

Prepared by:

Robert B. Gillespie, Ph.D., Department of Biology
Mark A. Jordan, Ph.D., Department of Biology
Bruce A. Kingsbury, Ph.D. Department of Biology
Jordan M. Marshall, Ph.D., Department of Biology

1. Name of proposed new program

Bachelor of Science in Biology with a concentration in Ecology and Evolutionary Biology

2. Title of degree to be conferred

Bachelor of Science

3. Field of study, department, and school involved

Ecology and Evolutionary Biology, Department of Biology, COAS

4. Objectives of the proposed concentration

Ecology and Evolutionary Biology are fundamental to the study of the environment, an area of broad societal concern precipitated by the rapid changes associated with human activity (A New Biology for the 21st Century, NRC 2009, <http://www.nap.edu/>). The Ecology and Evolutionary Biology (EEB) concentration will serve students with an interest in the complex of interactions between organisms and the surrounding environment. It will prepare students for professions in environmental monitoring, research, and education for positions within governmental agencies, academic institutions, non-governmental organizations, and private industry. This concentration also provides students with fundamental knowledge and skills in preparation for graduate study in the area. There is an emphasis on terrestrial and aquatic ecosystems in the EEB curriculum, as well as theoretical and applied ecology.

The concentration will benefit both students and the university. Students completing the requirements will have an additional tool for presenting their undergraduate credentials to potential employers and graduate schools. The university is expected to benefit by attracting and retaining students interested in Ecology and Evolutionary Biology as a career path within the broad field of Biology.

5. Proposed date of initiation of the new program

Fall 2014

6. A statement describing the relationship of the proposed program to the mission and scope of the campus

Department Mission – “The Department of Biology is committed to offering high quality undergraduate and graduate educational opportunities” “The Bachelor’s and Master’s degrees provide students

with the education and training needed to enhance their career opportunities, or to pursue further graduate studies.”

The proposed concentration supports the Department mission by providing students with an opportunity to enrich their academic program in a major discipline of biology in preparation for graduate study. Additionally, the concentration will provide students with skills and abilities in preparation for careers in environmental science, natural resources, and education.

College Mission – “[T]he college provides students with a breadth of knowledge about the global environment and fosters an appreciation and respect for diversity. The College of Arts and Sciences equips students to think critically, communicate effectively, and develop creative solutions to future challenges.”

The proposed concentration supports the College mission by providing students with knowledge of global environment issues, and provides opportunities to develop creative solutions to environmental problems and the management of natural resources.

University Mission – “We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs ...”

The proposed concentration supports the University mission by significantly enhancing the biology degree by offering students a specialized focus of study. The concentration will also prepare students with skills and abilities to seek graduate study or career opportunities in environmental science and education, and natural resource management in the Midwest.

7. A statement describing the relationship of the proposed program to already existing programs at the campus

The proposed concentration would be within the existing Biology major, where most students with professional interests in ecology and evolutionary biology are already enrolled. There are no other academic programs that focus on these disciplines on campus. A program with minor overlap would be the Bachelor of Science in Public Affairs with a major in Environmental Policy offered in the Department of Public Policy. However, that degree is mainly centered on legal aspects of environmental regulation.

A related, though non-curricular, entity on campus is the Environmental Resources Center. The mission of the ERC is to “promote the understanding and conservation of the natural resources of the region through scientific research, educational opportunities and outreach.” Faculty that would be involved in the EEB concentration are also engaged in the ERC. The ERC provides opportunities for students relating to behavior, ecology and evolutionary biology are possible with those faculty and their community partners.

8. A statement describing the relationship of this program to similar programs in other regional and Indiana post-secondary educational institutions

Purdue offers an Ecology, Evolution, and Environmental Biology major within the Department of Biological Sciences in West Lafayette similar to the proposed concentration. Indiana University offers an Environmental Science major within the School of Public and Environmental Affairs in Bloomington.

While the IU major does have a plan of study for an ecology focus, it lacks requirements in evolutionary biology. Regionally, a comparable program of Ecology and Evolutionary Biology is not offered.

9. A statement describing cooperative endeavors explored and/or intended with other institutions particularly those located in the same geographic region

Mutually beneficial relationships with local and regional institutions are an existing feature of several of the courses included within the concentration. Courses that have field based labs rely on organizations for property access. Meanwhile, data collection by the labs assists the organizations in monitoring ecological variables that assist with land and water management. Institutions that have relationships with a course include: ACRES Land Trust, Allen County Parks, Fort Wayne Parks and Recreation, Indiana Department of Natural Resources, and The Little River Wetlands Project.

10. A statement indicating need for the concentration in terms of manpower supply and demand.

Graduates with a concentration in ecology and evolutionary biology would be positioned for a range of “green jobs” that involve addressing environmental impacts, the management and restoration of ecosystems, and sustainability issues in communities. Job growth in the field is expected to occur in private companies, non-governmental organizations, and pre-college schools. For example, the U.S. Bureau of Labor Statistics (<http://stats.bls.gov>) projects that Environmental Scientists and Specialists with a Bachelor of Science will experience job growth of 19% from 2010 to 2020, exceeding both the growth in all occupations and “Life, Physical, and Social Science Occupations”. According to the Indiana Department of Workforce Development (<http://hoosierdata.in.gov>) growth in the occupation will be 22% in the state over the same period.

11. A statement describing resources over and above present levels required to initiate the program.

The proposed concentration does not require additional resources to be successfully delivered.

12. Proposed curriculum

Students are required to complete the existing Biology B.S. requirements (see included Bingo Sheet), but with upper level electives selected from a specific sub-set. In addition to the core courses common to all biology students, a total of 15 credit hours in electives would be required. Two courses must include laboratory sections so that students obtain relevant hands-on experiences in the area, and at least one course is required in evolution and systematics to insure representation in that area. The remainder of the elective credit hours may be filled by choice from the list of courses to provide a depth of knowledge in the field. Requirements and courses include:

Evolution and Systematics	BIOL 52410	Prokaryotic Diversity and Molecular Identification	3
	BIOL 58000	Evolution	3
	FNR 50500	Molecular Ecology and Evolution	3
Ecology and Diversity	BIOL 33500	Animal Behavior	3
	BIOL 34500*	Vertebrate Biology	4
	BIOL 43400*	Marine Community Ecology	3

BIOL 44500*	Aquatic Biology	3
BIOL 50100*	Field Botany	4
BIOL 50200	Conservation Biology	3
BIOL 50500*	Invertebrate Biology	4
BIOL 52000	Contemporary Parasitology	3
BIOL 54300*	Population Ecology	4
BIOL 55600	Physiology I	3
BIOL 58200	Ecotoxicology	3
BIOL 58600	Natural Resource Management	3
BIOL 59500	Insect Vector Borne Disease	3
BIOL 59800*	Biology of Fish	4
ENTM 20600/20700*	General Applied Entomology and Lab	3

*courses with labs

13. Four Year Plan

Year/Semester		Credits
Freshman Year		31
First Semester	Course	17
BIOL 11700 w/ Lab	Principles of Ecology and Evolution	4
CHM 11500 w/ Lab	General Chemistry I	4
ENG W131	Elementary Composition I	3
MA 22900 (P: MA 15300)	Calculus I	3
COM 11400	Fundamentals of Speech	3
Second Semester	Course	14
BIOL 11900 w/ Lab	Principles of Structure and Function	4
CHM 11600 w/ Lab	General Chemistry II	4
ENG W233	Intermediate Expository Writing	3
Gen Ed Cat B.5 or B.6		3
Sophomore Year		29
First Semester	Course	14
BIOL 21700 w/ Lab	Intermediate Ecology	3
CHM 25500/25400	Organic Chemistry w/ Lab	4
Foreign Language I		4
Gen Ed Cat B.5 or B.6		3
Second Semester	Course	15
BIOL 21800 w/ Lab	Genetics and Molecular Biology	4
CHM 25600/25800	Organic Chemistry w/ Lab	4
Foreign Language II		4
STAT 24000	Statistical Methods for Biology	3

Year/Semester		Credits
Junior Year		28-30
First Semester	Course	14-15
PHYS 22000 w/ Lab	General Physics I	4
BIOL 21900 w/ Lab	Principles of Functional Biology	4
STAT 340	Elementary Statistical Methods II	3
BIOL 44500*, 50100*, 50200, 55600, 58600, 59500, 59800, ENTM 20600/20700*	Ecology and Diversity Elective (1 course)	3-4
Free Elective		3
Second Semester	Course	14-15
PHYS 22100 w/ Lab	General Physics II	4
Gen Ed Cat A or B (to complete learning outcomes)		3
BIOL 33500, 34500*, 43400*, 52000, 52400, 54300*,58000, 58200, or FNR 50500	Evolution and Systematics, Ecology and Diversity Electives (2 courses)	7-8
Senior Year		28-30
First Semester	Course	15-16
Gen Ed Cat A or B (to complete learning outcomes)	(2 courses)	6
BIOL 44500*, 50100*, 50200, 55600, 58600, 59500, 59800, ENTM 20600/20700*	Ecology and Diversity Elective (1 course)	3-4
Free Electives		6
Second Semester	Course	13-14
BIOL 49100	Senior Biology Seminar	1
BIOL 33500, 34500*, 43400*, 52000, 52400, 54300*,58000, 58200, or FNR 50500	Evolution and Systematics, Ecology and Diversity Elective (1 course)	3-4
Free Electives		9
Total Credits		120