

FORT WAYNE SENATE AGENDA
MONDAY
APRIL 11, 2011
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of March 14, 2011
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Indiana University – S. Davis
 - b. Purdue University – R. Barrett
5. Report of the Presiding Officer – M. Nusbaumer
6. Committee reports requiring action
 - a. Executive Committee (Senate Reference No. 10-15) – K. Pollock
 - b. Faculty Affairs Committee (Senate Document SD 10-15) – P. Dragnev
 - c. Educational Policy Committee (Senate Document SD 10-16) – J. Toole
 - d. Educational Policy Committee (Senate Document SD 10-17) – J. Toole
 - e. Faculty Affairs Committee (Senate Document SD 10-18) – P. Dragnev
7. Question Time (Senate Reference No. 10-16)
8. New business
9. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 10-17) – K. Pollock
 - b. Executive Committee (Senate Reference No. 10-18) – K. Pollock
 - c. Budgetary Affairs Subcommittee (Senate Reference No. 10-19) – B. Fife
10. The general good and welfare of the University
Tina Grady (Blue Ribbon presentation)
11. Adjournment*

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

Approving

R. Barrett
S. Davis
M. Dixon
D. Liu
M. Nusbaumer
K. Pollock

Non Voting

A. Downs

Absent

A. Ushenko (sabbatical)

SEE OTHER SIDE FOR ATTACHMENT LISTING

Attachments:

- “Slate for the election of Senate Committees and Subcommittees” (SR No. 10-15)
- “Recommended change to the Helmke Library P&T Procedure Document (SD 89-4)” (SD 10-15)
- “Proposed Amendment to the IPFW Academic Regulations and Procedures: Proposal to Change Academic Regulation 3.8.4 – Change of auditing option” (SD 10-16)
- “Proposed Change in Procedure Requiring Instructors to Enter a Last Date of Attendance upon Assigning an F as a Final Course Grade” (SD 10-17)
- “Proposed revision to the College of Visual and Performing Arts Promotion and Tenure Policies and Procedures” (SD 10-18)
- “Question Time – re: Budgetary Affairs Subcommittee report” (SR No. 10-16)
- “Senate Membership, 2010-2011” (SR No. 10-17)
- “End-of-the-Year Committee Reports” (SR No. 10-18)
- “Budgetary Affairs Subcommittee Biennial Report to the Senate” (SR No. 10-19)

MEMORANDUM

TO: The Senate

FROM: Nominations and Elections Committee

DATE: March 28, 2011

SUBJ: Slate for the election of Senate Committees and Subcommittees

Attached is the slate for the committees and subcommittees of the Senate for which the Nominations and Elections Committee has responsibility. Nominations may be made from the floor, and the official elections will be held one week later via an online ballot.

jp

NOTE: Questions concerning this document should be addressed to Myeong Kim at Ext. 16466

COMMITTEE NOMINEES
April 2011 Senate Election

[] = unit has reached maximum number allowed

BUDGETARY AFFAIRS SUBCOMMITTEE

Vacancies: 1

Cigdem Gurgur, MGMT/MKT
Abraham Schwab, PHIL
Brian Fife, PPOL

Steven Hanke, ACFN
Hui Di, ACFN
David Liu, CS

CALENDAR SUBCOMMITTEE

Vacancies: 4

John O'Connell, THTR
Jody Ross, PSY
Ali Rassuli, ECON
Jane Leatherman, EDUC
Steven Hanke, ACFN
Cigdem Gurgur, MGMT/MKT

Gokhan Karaatli, MGMT/MKT
David Lindquist, EDUC
Ahmad Karim, MGMT/MKT
Jeffrey Casazza, THTR
Hui Di, ACFN

CAMPUS APPEALS BOARD

Vacancies: 5

Robert Vandell, MATH
Solomon Isiorho, GEOS
Jody Ross, PSY
Ahmad Karim, MGMT/MKT
Cigdem Gurgur, MGMT/MKT

Kent Kaufman, ACFN
John Niser, CFS
Ali Rassuli, ECON
Brenda Lundy, PSY

CONTINUING EDUCATION ADVISORY
SUBCOMMITTEE

Vacancies: 2

Cigdem Gurgur, MGMT/MKT
Susan Ahrens, NURS
Kent Kaufman, ACFN

Sue Skekloff, LIB
Aranzazu Pinan-Llamas, GEOS

DEVELOPMENTAL STUDIES
SUBCOMMITTEE

Vacancies: 2 [no A&S seats available]

Florence Mugambi, LIB
Chao Chen, ENGR
Cigdem Gurgur, MGMT/MKT

EDUCATIONAL POLICY COMMITTEE

Vacancies: 3

Peter Ng, CS
Yvonne Zubovic, MATH
Abraham Schwab, PHIL
David Lindquist, EDUC

John Niser, CFS
Chand Chauhan, MATH
Anne Argast, GEOS

EXECUTIVE COMMITTEE

Vacancies: 2 [no A&S or VPA seats available]

Margit Codispoti, LIB
Peter Ng, CS
John Niser, CFS

Kathy Pollock, ACFN
Brenda Valliere, DAE

FACULTY AFFAIRS COMMITTEE

Vacancies: 4

Mark Masters, PHYS
George Mourad, BIOL
Margit Codispoti, LIB
Marcia Dixon, COM
Chand Chauhan, MATH
David Liu, CS
Carol Crosby, NURS
Rebecca Jensen, NURS

Ann Livschiz, HIST
Daren Kaiser, PSY
Peter Ng, CS
Yvonne Zubovic, MATH
Marc Lipman, MATH
Abdullah Eroglu, ENGR
Abraham Schwab, PHIL
Brenda Valliere, DAE

GENERAL EDUCATION SUBCOMMITTEE

Vacancies: 2

Linda Lolkus, CFS
Andrew Downs, POLS
Damian Fleming, ENGL

Ann Livschiz, HIST
James Lutz, POLS
Kenneth Bordens, PSY

GRADE APPEALS SUBCOMMITTEE

Vacancies: 5

Robert Vandell, MATH
Karen Moustafa Leonard, MGMT
Sally Hartman, NURS
Brenda Lundy, PSY
Winfried Peters, BIOL

Susan Ahrens, NURS
Ali Rassuli, ECON
Joe Nichols, EDUC
Janet Badia, WOST
Cigdem Gurgur, MGMT/MKT

HONORS PROGRAM COUNCIL

Vacancies: 2 [no A&S, EDUC, or HS seats available]

Karen Moustafa Leonard, MGMT
Florence Mugambi, LIB
Cigdem Gurgur, MGMT/MKT

Linda Wright-Bower, MUS
Chao Chen, ENGR

INDIANA UNIVERSITY COMMITTEE ON INSTITUTIONAL AFFAIRS

Vacancies: 2

Geralyn Miller, MGMT/MKT

David Lindquist, EDUC

INTERNATIONAL SERVICES ADVISORY SUBCOMMITTEE

Vacancies: 1

David Liu, CS
Solomon Isiorho, GEOS
Anson Shupe, SOC
Myeong Hwan Kim, ECON
Chao Chen, ENGR
Mohammad Alhassan, ENGR

M. Gail Hickey, EDUC
Assem Nasr, COM
Florence Mugambi, LIB
Gokhan Karaatli, MGMT/MKT
Aranzazu Pinan-Llamas, GEOS
Cigdem Gurgur, MGMT/MKT

LIBRARY SUBCOMMITTEE

Vacancies: 1

Kent Kaufman, ACFN
Gokhan Karaatli, MGMT/MKT
Linda Hite, OLS
Barry Dupen, MCET

Steven Hanke, ACFN
Hui Di, ACFN
Cigdem Gurgur, MGMT/MKT

PURDUE UNIVERSITY COMMITTEE ON INSTITUTIONAL AFFAIRS

Vacancies: 4

Abdullah Eroglu, ENGR

STRATEGIC PLANNING & REVIEW COUNCIL (SPARC)

Vacancies: 2 (Chancellor's committee)

Todor Cooklev, ENGR
Abraham Schwab, PHIL

STUDENT AFFAIRS COMMITTEE

Vacancies: 3

Yvonne Zubovic, MATH
Kathy Pollock, ACFN

Chand Chauhan, MATH
David Liu, CS

UNIVERSITY RESOURCES POLICY
COMMITTEE

Vacancies: 6

Zeynep Isik-Ercan, EDUC
Marc Lipman, MATH
Abdullah Eroglu, ENGR
Anne Argast, GEOS

John Niser, CFS
Mohammad Alhassan, ENGR
Carol Crosby, NURS

TO: IPFW Senate
FROM: Faculty Affairs Committee
DATE: March 17, 2011
RE: Recommended change to the Helmke Library P&T Procedure Document (SD 89-4)

Whereas, the Promotion and Tenure Procedures of the Library, namely Procedures for Third-Year Review, are not consistent with SD 88-13 as amended on 3/15/2010;

Be it resolved that the following changes be made to the Library Promotion and Tenure procedures document, as attached.

Approving
S. Beckman
P. Dragnev, Chair
J. Garrison
M. Masters
W. McKinney
D. Mueller
A. Ushenko

Opposed

Absent

TO: IPFW Faculty Affairs Committee

FROM: Helmke Library Promotion and Tenure Committee

DATE: October 7, 2010

RE: Recommended change to the Helmke Library P&T Procedure Document (SD 89-4)

Whereas, the Promotion and Tenure Procedures of the Library, namely Procedures for Third Year Review, are not consistent with SD 88-13 as amended on 3/15/2010.

Be it resolved that the following changes be made to the Library Promotion and Tenure Procedures Document, as attached.

Approving

T. Adkins

M. Baden

D. Buhr

M. Codispoti

J. Garrison

S. Johnson

F. Mugambi

P. Sandstrom

S. Skekloff

S. Durrant

Opposed

Absent

PROCEDURES FOR LIBRARIANS' PROMOTION AND TENURE

PREAMBLE:

IPFW Librarians are part of the Indiana University Libraries system and follow the system-wide procedures and criteria for promotion and tenure, as stated in Indiana University Libraries *Library Faculty Handbook* and approved in Senate Document SD 05-12. ~~These criteria are also stated in Senate Document SD 90-3.~~ With regard to promotion and tenure procedure on the IPFW campus, SD 88-13 (Section 1.3) charges each school/division faculty to approve department/program promotion and tenure committee composition and functions. This document is submitted to the Senate pursuant to SD 88-13, its provisions are subordinate to it, and revisions to it require Senate review.

PROCEDURES:

THE CAMPUS COMMITTEE

The names of all eligible librarians will be placed on a ballot. All tenured and tenure-track librarians will vote for two candidates. Those two librarians who receive the highest number of votes will become the library's nominees for the Campus Committee. A tie vote will be decided by a run-off election. The names of the nominees will be forwarded to the chancellor by the ~~director~~ dean of the library.

THE PRIMARY LIBRARY COMMITTEE

The Primary Library Committee on Promotion and Tenure (henceforth referred to as the Primary Library Committee) will consist of all tenured librarians, excluding the ~~director~~ dean and the candidate(s). If fewer than three librarians are eligible to serve, all of the tenured and tenure-track librarians will submit to the ~~director~~ dean the names of three to five tenured faculty from other IPFW academic departments suitable to serve on the committee. From this list the ~~director~~ dean will solicit and appoint enough faculty to bring the committee membership to a minimum of three.

One tenured librarian will be elected by the committee to serve as chair each year. All members of the committee will vote on tenure and promotion cases. All full-time, tenure-track members of the department shall have the opportunity to review and comment on each case for promotion and tenure at the first meeting.

Cases will be decided according to the Indiana University Libraries system criteria as stated in the Indiana University *Academic Handbook* and in the Indiana University Libraries *Library Faculty Handbook*, and as approved by the Fort Wayne Senate in ~~SD 90-3~~ SD 05-12.

Each member's vote on a case will be openly declared. A simple majority of the ballots cast will constitute a positive recommendation by the Primary Library Committee. The chair will write a recommendation based on the vote. This recommendation will be reviewed and approved by the committee. All committee deliberations and recommendations are confidential and only the committee chair shall report the vote and the recommendation. At the time the case is sent forward to the next level, the chair will inform the candidate in writing of the vote and the recommendation with a statement of the reasons.

The case and the Primary Library Committee's recommendation will be forwarded to the library ~~director-dean~~ for his/her recommendation. The library ~~director-dean~~ will inform the candidate and the Primary Library Committee in writing of his/her recommendation with a statement of the reasons. The ~~dossier-case~~ is then routed in the manner set forth in the Indiana University Libraries *Library Faculty Handbook*.

PROCEDURES FOR THIRD YEAR REVIEW

The Primary Library Committee will initiate a review of non-tenured librarians during the third year of faculty appointment at IPFW. This review will follow the guidelines and format for a promotion and tenure case outlined in the Indiana University Libraries *Library Faculty Handbook* and IPFW documents. The Primary Library Committee via the dean will notify all untenured librarians in the third year of their appointments that a promotion and tenure dossier should be prepared and submitted for the Primary Library Committee's review. This review will occur at the time of the fourth reappointment, that is, for reappointment for the fifth year of the probationary period, normally initiated during February of the third probationary year.

The third-year review has two main purposes. The first is to assist the candidate in the future preparation of a case for tenure and promotion to associate librarian. The second purpose is to provide the dean with faculty input regarding the retention and performance of the candidate prior to the penultimate year of appointment.

The third-year review case will include documentation in the areas of performance, professional development, research and/or creativity, and service. Preferably the case should be presented according to the dossier preparation guidelines in the Indiana University Libraries *Library Faculty Handbook* and IPFW dossier guidelines providing the candidate the opportunity to begin preparing his/her promotion and tenure dossier.

The chair of the Primary Library Committee will, with collaboration and approval of the committee members, submit a written evaluation of the progress of the candidate to the dean and the candidate. The evaluation should be in the form of a memo detailing the opinion of the committee on the documented performance of the candidate in the three areas of performance, professional development, research and/or creativity, and service.

The Primary Library Committee's recommendation regarding progress toward tenure and promotion based on this third-year review shall be considered by all other levels involved in making the reappointment recommendation during the third year.

Upon completion of the candidate's reappointment recommendation, the candidate may request to meet with the Primary Library Committee to receive advice.

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: March 3, 2011

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, IPFW's Academic Advising Council has urged reconsideration of SD 09-13, which amended the academic regulations to require the signature of the course instructor in addition to the signature of the academic advisor when a student wishes to change to audit status, and;

WHEREAS, a credit-to-audit decision sometimes must be made under time pressure, at which point it can be hard to acquire two signatures, and;

WHEREAS, it can be particularly hard for distance education students to acquire two signatures, and;

WHEREAS, a poor grade resulting in part from a failure to change from credit to audit can harm not only a GPA but also insurance and financial aid eligibility, and;

WHEREAS, it is possible to notify instructors of credit-to-audit decisions without requiring an instructor signature on the schedule revision form;

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 may occur only during the first four weeks; a change from credit to audit may occur only during the first nine weeks. Changes of auditing status require the signature of the course instructor ~~and~~ **or** academic advisor next to the appropriate notation on the schedule-revision form.

For Educational Policy Committee:

Approving

J. Garrison
L. Hite
R. Jensen
W. McKinney
D. Moore
J. Toole

Not Approving

None

Absent

D. Liu

Nonvoting

P. McLaughlin

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: March 23, 2011

SUBJ: Proposed Change in Procedure Requiring Instructors to Enter a Last Date of Attendance upon Assigning an F as a Final Course Grade

DISPOSITION: To the presiding officer for implementation

WHEREAS, Federal law requires that instructors submit a last date of attendance for any student who is assigned an F as a final course grade and who receives financial aid or Veterans' benefits, and;

WHEREAS, the current process for acquiring last dates of attendance for such students costs the Financial Aid Office considerable time and money, and;

WHEREAS, not all instructors respond to the Financial Aid Office's requests for last dates of attendance, a situation that leaves IPFW outside of full compliance with Federal law, and;

WHEREAS, Banner already has the functionality to require entry of a last date attendance for any student assigned a particular grade;

BE IT RESOLVED, that the Registrar shall program Banner to require instructors to enter a last date of attendance for any student assigned an F as a final course grade.

For Educational Policy Committee:

Approving

J. Garrison
L. Hite
R. Jensen
D. Liu
W. McKinney
D. Moore
J. Toole

Not Approving

None

Absent

None

Nonvoting

P. McLaughlin

Senate Document SD 10-18
(Supersedes SD 92-25)
(Approved, 4/12/1993)

TO: IPFW Senate

FROM: Faculty Affairs Committee

DATE: March 25, 2011

RE: Recommended revision of VPA College P&T Policies and Procedures
(supersedes SD 92-25)

DISPOSITION: To the Presiding Officer for implementation

Whereas, the Faculty Affairs Committee of the College of Visual and Performing Arts has greatly revised their Promotion and Tenure Policies and Procedures document;

Be it resolved that SD 10-18 supersede the current document, SD 92-25 (amended by SD 97-21), as attached.

Approving

Opposed

Absent

S. Beckman
P. Dragev
J. Garrison
M. Masters
W. McKinney
D. Mueller
A. Ushenko

College of Visual and Performing Arts Promotion and Tenure Policies and Procedures

Senate Document SD 92-25

Supersedes SD 89-7

(Approved, 4/12/1993)

(Amended, 4/13/1998)

PREAMBLE

Fort Wayne Senate Document 88-13 charges each school/division faculty (1) to approve department/program promotion and tenure committee composition and functions (Section 1.1) and (2) to establish, with approval by the Senate, school/division promotion and tenure committee composition and functions (Section 1.3). This document is submitted to the Senate pursuant to FWSD 88-13, its provisions are subordinate to it, and revisions to it require Senate review.

The University criteria for tenure and promotion, as stated in SD 88-25, provide the framework for this decision process. Guidelines for all faculty members seeking promotion and/or tenure are found in SD 94-3. In all tenure and promotion cases, candidates must refer to the tenure and promotion criteria listed by their departmental governance document.

1.0 CRITERIA FOR TENURE

Tenure at any rank is based upon a record of satisfactory teaching, research/creative endeavor, and service, including the faculty member's particular contributions to the mission of his or her academic unit, as well as expectations for what the faculty member will achieve in these areas in the future. The granting of tenure is a commitment by the University for the working lifetime of the faculty member that provides him or her the opportunity to continue teaching, studying and serving in an academic community.

The award of tenure at the end of the probationary period as an assistant professor is linked to promotion. This connection is appropriate and even natural. In many careers the duration of the probationary period and the time needed to build a record in teaching, research, and service meriting promotion to associate professor are equal, and the university can address the separate decisions simultaneously. SD 88-25 details the process when, in exceptional circumstances, these decisions may not be made at the same time.

2.0 CRITERIA FOR PROMOTION

The general bases for promotion in the College of Visual and Performing Arts are teaching,

research/creative endeavor and service. A faculty member is expected to achieve excellence in one area and competence in the other two as appropriate to rank proposed and in accordance with department, college, and campus guidelines. The area of excellence will be indicated in the nominee's statement.

2.1 Teaching

2.1.1 Competence

To be considered competent in teaching, all IPFW faculty are expected to be effective teachers of their discipline and to have demonstrated a significant commitment to teaching.

2.1.1 Excellence

SD 88-25 states, “a candidate who excels in teaching is one who guides and inspires students and stimulates their intellectual interest and enthusiasm; one who displays a spirit of scholarly inquiry which leads him/her to develop and strengthen courses content in the light of developments in the field, as well as to improve methods of presenting material”.

A candidate preparing a case based on excellence in teaching will include multiple measures of effectiveness of teaching that document the individual’s contributions to teaching at the university and beyond. Written student evaluations must be included. Additional indicators of teaching excellence could include successful course and curriculum development, direction of independent studies or projects, collaborative efforts with students on research or creative projects, pre-course/post-course assessments, and indications of student achievement outside the classroom and after graduation. Pedagogical publications, lectures, workshops and other activities centered on the scholarship of teaching and learning also provide evidence of teaching excellence that extends beyond the local classroom to the state, regional or national level, as appropriate to the rank and according to departmental guidelines.

OAA Memorandum 03-2, “Example for Documenting and Evaluating Teaching,” offers additional suggestions to help departments establish appropriate standards for documenting and evaluating teaching. Departments of the College of Visual and Performing Arts should consider the unique qualities of teaching in their disciplines (studio classes, rehearsals, private lessons) and develop and utilize appropriate rubrics for different settings.

A faculty member basing a case on excellence in teaching will submit a portfolio of teaching materials for external review. The teaching portfolio may include course materials, descriptions of teaching methods, videos of teaching, statements of teaching philosophy and other materials deemed appropriate. Procedures and expectations for obtaining external letters of review are specified in section 3.3 of this document.

2.2 Research, Scholarship, and/or Creative Endeavor

2.2.1 Competence

The expectation is that all IPFW faculty are to be engaged in on-going programs of research, scholarship or creative endeavor that are presented to audiences at IPFW, to peers at other institutions, and to other audiences beyond the campus.

2.2.1 Excellence

According to SD 88-25, “a candidate who excels in research is involved in scholarly or creative endeavor appropriate to the candidate's discipline. The results of the research should have been evaluated by authorities in the field.”

A case based on excellence in research or creative endeavor will document that work appropriate to the area of specialization has been carried out, submitted for external evaluation and deemed excellent as evidenced by commissions, exhibition, public performance, publication or other appropriate methods as outlined by departmental governance document. Evidence such as peer evaluation, published reviews of creative endeavor, acceptance rates of juried venues, or letters of invitation may be included. Expectations are for work off-campus at the state, regional, or national level appropriate to the rank and according to departmental guidelines.

OAA Memorandum 05-6, “Examples for Documenting and Evaluating Faculty Research, Scholarship, and Creative Endeavor,” offers additional suggestions to help departments establish appropriate standards for documenting and evaluating creative products, performances and exhibits. Departments of the College of Visual and Performing Arts should consider the unique qualities of the fine arts and develop and utilize appropriate rubrics that parallel those used in other disciplines.

A faculty member basing a case on excellence in research or creative endeavor will submit representative creative work, published materials, audio or video recordings of performances, works of art, or other appropriate scholarly material for external review. Procedures and expectations for obtaining external letters of review addressing research/creative endeavor are specified in section 3.3 of this document.

2.3 Service

2.3.1 Competence

All faculty are expected to participate in opportunities for service such as the committee work of the department and college, and are encouraged to participate in professional organizations and to contribute their expertise on the local, state and national levels.

2.3.2 Excellence

SD 88-25 states, “A candidate who excels in service contributes in one or more of the following areas: Institutional service, professional service to the community, or service to the profession. The evaluation of service should be supported by evidence drawn from various sources.”

A case based on excellence in service will document a record of significant contributions over time that are based on the faculty member's recognized expertise. On the campus level, noteworthy work in university governance, administrative service to the department or college, service to students, or work in university-community partnerships may indicate excellence in service. Service to the profession may include leadership in national organizations, or serving as an editor, reviewer, adjudicator or competition juror.

OAA Memorandum 04-2, “Examples for Documenting and Evaluating Faculty Service,” provides guidance and examples for documenting and evaluating faculty service. Departments of the College of Visual and Performing Arts should consider which service opportunities are unique to the fine arts disciplines and develop appropriate standards for evaluating work in this area.

It is expected that multiple sources of evidence be utilized to document the importance of the faculty member’s role and the impact of the service. Third party evaluations, committee reports of outcomes, or records of presentations or publications may be part of this evidence.

2.4 Application of Criteria to Different Ranks

When considered for promotion, the individual should be assessed in light of all three criteria above. Favorable action shall result when the individual has demonstrated, in one area of endeavor, a level of excellence appropriate to the proposed rank. Failure to promote may arise, however, from unsatisfactory performance in the other areas.

Promotion to Assistant Professor

Promotion to Assistant Professor is based upon a strong academic record, and the individual should have completed a terminal degree. There should be clear indications that the individual possesses those qualities that will eventually assure promotion to the rank of Associate Professor.

Promotion from Assistant Professor to Associate Professor

Promotion to Associate Professor is based upon actual performance and the potential for continued professional growth. Criteria are based upon department promotion documents and must reflect state and/or regional recognition.

Promotion from Associate Professor to Professor

Promotion to Professor is awarded to individuals recognized by professional peers as authorities in their fields. It is expected that candidates will have made important and recognized contributions in at least one of the areas: teaching, research and service. Candidates will be recognized and respected in state, regional, or national educational and professional circles. Criteria are based upon department promotion documents and must reflect national recognition.

3.0 PROCEDURES

3.1 Timetable

Each faculty member must be considered for tenure no later than during the penultimate year of the contractual probationary period. In a case where extraordinary personal circumstances may have an adverse affect on the faculty member’s academic performance, an exception to the normal policy may be considered. Senate Document 91-20 presents guidelines and procedures for extending the probationary period for justifiable cause.

3.2 Development and Presentation of the Case

Each candidate must prepare a dossier for Promotion and/or Tenure in accordance with the Faculty Promotion and Tenure Dossier Format Guidelines, Office of Academic Affairs Memorandum 99-1, or subsequent revision.

Each case for promotion and tenure shall be forwarded to the Department Committee by the date stipulated by the Department. The Dean of the College of Visual and Performing Arts shall determine and publish the College level due dates each year, allowing sufficient time for the case to be considered in turn by the Department Committee, Department Chair, College Committee and Dean before the date it is due to the University Committee.

No further revisions or addenda to the case are allowed after it has been submitted to the College Committee, with the exception of minor spelling or grammar corrections or the addition of awards or notice of publications received after the case was submitted. Any changes made to the case on the recommendation of the Department Chair must be forwarded to the previous decision level.

Both the Department Committee and the College Committee will conduct open ballots on each promotion case and each tenure case. The results of the vote and a letter detailing the recommendation will be appended to the case as it is forwarded to the next level. The administrator or committee chair at each level will inform the candidate in writing of the vote or recommendation on the nomination, with a clear and complete statement of the reasons. At the time the case is sent forward to the next level, the administrator or committee chair will also send a copy of the recommendation and statements of reasons to the previous level(s).

The candidate has the opportunity to provide written response at all levels within the College which will be forwarded with the case. A case may be withdrawn when it is being considered by the Department or College, except for tenure cases in the penultimate year.

3.3 External Review Process

Each promotion or tenure dossier will include a minimum of six independent external review letters evaluating the candidate's area of excellence.

By March of the calendar year in which the case will be presented, the candidate and department chair together develop a list of potential reviewers, with the majority of names coming from the chair. The rank of the evaluators should be that to which the candidate seeks promotion or higher, and their credentials should identify them as competent and respected in their field. Professionals from outside academia should also be recognized as experts in their respective fields. Co-authors, doctoral chairs, or friends of the candidate are not appropriate reviewers. The chair will contact each individual to determine willingness to serve as a reviewer.

Materials sent to external reviewers will include a copy of the candidate's CV; information about IPFW, including teaching load and research expectations; and department, college and campus promotion and tenure criteria. As described above, materials supporting a case based on excellence in teaching may include a teaching portfolio or other evidence of teaching excellence; a case based on research may include several key pieces of published research; one based on creative endeavor may include slides, recordings, compositions, or video.

Evaluators should be asked to review the candidate's work in accordance with the promotion and tenure criteria provided. They may also be asked to comment on the significance of the work, its contributions to the field, and the quality of the journals, performing venues or galleries that are

referenced. Evaluators should not be asked if they would tenure or promote the candidate at their campus.

Review letters will be made available to the candidate so they can be summarized in the dossier. The reviewers should be aware of this understanding.

When preparing the case, the faculty member should include the evaluators' CVs, their relationship to the candidate, if any, a copy of the letter that was sent to them, and an account of the process used to obtain the reviews. All solicited letters will be included.

4.0 DECISION LEVELS

4.1 Committee Composition and Procedures

Nominations for promotion and/or tenure are considered at several levels. The preponderance of the evaluation of a candidate shall occur at the first (departmental) level.

The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before College Committee.

No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.

The deliberations of committees at all levels shall be strictly confidential, and only the committee chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared.

4.2 Department Committee

The composition and function of the department committee shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the College. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the College or, in the absence of such procedures, by the Senate.

All full-time tenure-track members of the department should be consulted about each case for promotion and tenure. The majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires. If fewer than three persons are eligible to serve on the department committee, the department shall submit to the Chair the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the Chair shall appoint enough faculty members to bring the committee membership to between three and five.

4.3 College Committee

The members of the College Committee shall be elected by the voting faculty of the College of Visual and Performing Arts according to procedures established by that faculty as articulated in VPA "Governance Document," 93-1, revised 4/02. The committee is comprised of five tenured associate or full professors representing all four departments. The College Faculty Affairs Committee will solicit at least five nominees and will submit these names to the faculty by mail ballot. The nominee from each department with the highest vote total will be declared elected. The nominee with the next highest vote total will be selected as the at-large member of the committee. The committee will elect a chair from the voting faculty members.

Members voting on a case should be at the same or higher rank to which a candidate aspires. In years in which a case for full professor is before the committee, each department will forward names of eligible committee members to the Dean, who will supplement the list with others from outside the College to constitute a committee of five members to consider that case.

Department chairs may not serve in the years when cases from their respective departments are being presented, except in such case as the eligible voting members in that department be too few, in which case the chair could serve at the specific request of the department.

4.4 Campus Committee

The College Faculty Affairs committee shall conduct a faculty election for three nominees to serve on the campus committee. The slate of candidates will be selected from among tenured faculty of the College. The names of three nominees will be forwarded to the chief administrative officer by the chair of the Faculty Affairs Committee.

Question Time

Included in the agenda for the April 11, 2011 IPFW Senate meeting is a report from the Budgetary Affairs Subcommittee that has been submitted “for information only.”

An important section of that report contains five policy recommendations that passed the subcommittee by a unanimous 8-0 vote.

Would the administration speak to each of the recommendations and the policy issues that are raised?

Stanley Davis
Speaker of the Indiana University faculty

TO: The Faculty
FROM: Jacqueline Petersen
Secretary of the Faculty
DATE: April 11, 2011
SUBJ: Senate Membership, 2011-2012

Officers

Presiding Officer: Robert Barrett
Parliamentarian: Andrew Downs
Sergeant-at-Arms: Gary Steffen

Senators

Ex-Officio Members

Walter Branson
France Córdova
George McClellan
William McKinney
Michael McRobbie
Michael Wartell

Speakers

Stanley Davis, Speaker of the Indiana University Faculty, 2010-12
Peter Dragnev, Speaker of the Purdue University Faculty, 2011-13

Departmental and School Members

Christopher Andres, ANTH/CSD, 2011-14
Anne Argast, GEOS, 2011-14
Janet Badia, WOST, 2011-14
Stella Batagiannis, EDUC, 2011-14
Ana Benito, ILCS, 2009-12
Christopher Bradley, SOC, 2010-13
Jeffrey Casazza, THTR, 2010-13
Chand Chauhan, MATH, 2011-13
Margit Codispoti, LIB, 2011-12
Curtis Crisler, ENGL, 2009-12
Carol Crosby, NURS, 2011-14
Shree Dhawale, BIOL, 2011-14
Suining Ding, MCET, 2010-12
Marcia Dixson, COM, 2010-12
Carl Drummond, A&S Dean

Abdullah Eroglu, ENGR, 2011-14
Linda Hite, OLS, 2009-12
Debrah Huffman, ENGL, 2010-13
Zeynep Isik-Ercan, EDUC, 2010-13
Rebecca Jensen, NURS, 2009-12
Daren Kaiser, PSY, 2011-13
Myeong Hwan Kim, ECON, 2010-13
David Lindquist, EDUC, 2011-14
Marc Lipman, MATH, 2011-14
David Liu, CS, 2011-14
Hongli Luo, CEIT, 2009-12
Mark Masters, PHYS, 2010-12
Alice Merz, EDUC, 2010-13
Daniel Miller, PSY, 2009-12
Geraldyn Miller, MGMT/MKT, 2010-13
Andres Montenegro, VCD, 2011-13
George Mourad, BIOL, 2009-12
Chad Nicholson, MUS, 2009-12
John Niser, CFS, 2010-13
Ann Obergfell, RAD, 2011-14
Koichiro Otani, PPOL, 2010-13
Kathy Pollock, ACFN, 2011-14
Mohammad Qasim, CHM, 2010-12
Lewis Roberts, ENGL, 2010-13
Abraham Schwab, PHIL, 2011-14
James Toole, POLS, 2009-12
Audrey Ushenko, FINA, 2009-12
Brenda Valliere, DAE, 2011-14
Richard Weiner, HIST, 2009-12
S. C. Max Yen, ETCS Dean
Yvonne Zubovic, MATH, 2011-14

At-Large

Arts and Sciences

Suzanne LaVere, 2010-13
Ann Livschiz, 2009-12
Richard Sutter, 2011-14

Business & Management Sciences

Zelimir Todorovic, 2009-12

Engineering, Technology, and Computer Science

Mohammad Alhassan, 2011-14
Peter Ng, 2009-12



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

TO: The Senate
FROM: Jens Clegg, Chair
Academic Computing and Information Technology Advisory Subcommittee
DATE: March 28, 2011
SUBJ: End-of-the-Year Report, 2010-2011

No report received.

Membership:

Prasad Bingi, 2009-12
Samantha Birk (ex officio, voting)
Jens Clegg, 2008-11, Chair
Summer Durrant, 2010-13
John Fitzgerald (ex officio, nonvoting)
Rebecca Jensen, 2009-12
Robert Kostrubanic (ex officio, onvoting)

David Liu, 2009-12
Alice Merz, 2008-11
Koichiro Otani, 2008-11
Carlos Pomalaza-Raez, 2009-12
Cheryl Truesdell (ex officio, voting)
Matthew Walsh, 2010-13
Michael Wolf, 2010-13

MEMORANDUM

TO: The Faculty
FROM: Kathy Pollock, Chair
Senate Executive Committee
DATE: 28 March 2011
SUBJ: End-of-the-Year Committee Reports

Attached are brief reports from Senate committees and subcommittees of their activities and actions for the past year.

Chairs:

Academic Computing and Information Technology Advisory Subcommittee (J. Clegg)
Subcommittee on Athletics (M. DeLancey)
Budgetary Affairs Subcommittee (B. Fife)
Calendar Subcommittee (S. Batagiannis)
Continuing Education Advisory Subcommittee (Denise Buhr)
Curriculum Review Subcommittee (A. Livschiz)
Developmental Studies Subcommittee (S. Mau)
Educational Policy Committee (J. Toole)
Faculty Affairs Committee (P. Dragnev)
General Education Subcommittee (M. Codispoti)
Graduate Subcommittee (D. Liu)
Honors Program Council (L. Wright-Bower)
Indiana University Committee on Institutional Affairs (S. Davis)
International Services Advisory Subcommittee (N. Virtue)
Library Subcommittee (S. LaVere)
Nominations and Elections Committee (M. Kim)
Professional Development Subcommittee (A. Downs)
Purdue University Committee on Institutional Affairs (R. Barrett)
Student Affairs Committee (S. LaVere)
University Resources Policy Committee (A. Livschiz)
NCAA Faculty Representative (E. Blumenthal)

TO: The Senate
 FROM: Mark DeLancey, Chair
 Subcommittee on Athletics
 DATE: March 22, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

We had one student athlete with an academic status hearing, a review of the Athletic Departments mission statement and just ruled to allow a game during finals week next fall for the men's basketball team.

Membership:

James Bell (ex officio, nonvoting)
 Elliott Blumenthal, 2008-2013 (Fac. Rep.)
 I. Dan Coroian, 2010-13
 Mark DeLancey, 2009-12, Chair
 Jeannie DiClementi (Asst. Faculty Rep)
 Suining Ding, 2009-12
 Patricia Farrell (Alumna)
 Corrie Fox, 2010-11

Kelley Hartley (ex officio)
 Donald Linn, 2009-12
 Kimberly McDonald, 2010-13
 James Moore, 2009-12
 Robert Visalli, 2009-12
 Lauren Wilson (Comp. Coord, nonvoting)
 Nashwan Younis, 2010-13

TO: The Senate
 FROM: Brian Fife, Chair
 Budgetary Affairs Subcommittee
 DATE: March 17, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

1. SD 10-5 was approved by the Fort Wayne Senate.
2. SD 10-10 was approved by the Fort Wayne Senate.
3. The biennial report was submitted to the Fort Wayne Senate in the April, 2011 meeting for information only.

Membership:

Susan Ahrens, 2009-12
 Margit Codispoti, 2009-12
 Suining Ding, 2009-12
 Brian Fife, 2008-11, Chair

Mark Jordan, 2010-13
 Donald Linn, 2010-13
 Peter Ng, 2009-12
 Ali Rassuli, 2010-13

TO: The Senate
FROM: Stella Batagiannis, Chair
Calendar Subcommittee
DATE: March 28, 2011
SUBJ: End-of-the-Year Report, 2010-2011

Approved Academic Calendar 2013-2014.

Membership:

Nodir Adilov, 2010-12
Stella Batagiannis, 2009-11, Chair
Prasad Bingi, 2009-11
Gail Hickey, 2010-12
Teri Luce, 2010-12

Patrick McLaughlin (ex officio,
nonvoting)
Jody Ross, 2009-11
Susan Skekloff, 2009-11
Julie Schrader, 2010-12

TO: The Senate
FROM: Denise Buhr, Chair
Continuing Education Subcommittee
DATE: March 24, 2011
SUBJ: End-of-the-Year Report, 2010-2011

The committee has nothing to report this year.

Membership:

Denise Buhr, 2009-12, Chair
Deborah Conklin (ex officio)
Iskandar Hack, 2008-11
Sally Hartman, 2009-12

Debrah Huffman, 2010-13
Nancy Jackson, 2008-11
Peter Ng, 2009-12

TO: The Senate
 FROM: Ann Livschiz, Chair
 Curriculum Review Subcommittee
 DATE: March 25, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

During the 2010-2011 academic year, only one item was brought to the Curriculum Review Subcommittee—the Certificate in Bank Management. The subcommittee met and discussed the Certificate in November 2010, found that the proposal required no Senate review, and sent it to the Senate as a “for information only item” for the December meeting.

Membership:

Ron Duchovic
 Maria Elias
 Il-Hee Kim
 Carol Lawton
 Ann Livschiz, Chair
 Barbara Resch
 Becky Salmon
 Susan Skelkoff
 Lubomir Stanchev
 Nichaya Suntornpithug
 Steven Sarratore

TO: The Senate
 FROM: Sue Mau, Chair
 Developmental Studies Subcommittee
 DATE: March 24, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

The following is a report and summary of the issues before the Developmental Studies Committee for the academic year 2010 - 2011. Chair Sue Mau drafted the following items, with Secretary Karol Dehr editing for content.

1. Our charge as a committee. *Discussion of whether or not we should still be in business:* We determined that we are a Senate subcommittee and as such, we should remain intact. However, the language of our charge needed to change to reflect the new University structure and the shift of remedial students to IVY Tech.

2. Placement Policies and Procedures. *Placement tests and procedures:* We began the year exploring ways to make students more successful in math and reading. Our conversations included considerations of being able to require students in MA113 to drop back to MA109 if they scored too low on the assessment test. We considered the TRIO grant and the potential for this work to support students’ success.

3. Open Admission Policy. Discussed the ethical problem of accepting students whom we know are unlikely to succeed and then saddling them with significant financial debt from financial aid. This committee is truly concerned about the well-being of students and we recognize both sides of this discussion—giving students every opportunity to be successful and to turn their lives around **and** the problems of student loans when students at this level are unsuccessful. In response to our discussion, we intend to investigate the consequences of policy change. We considered the possibility of not accepting students who test into two or more remedial courses until they successfully complete the remedial courses with a C or better.

4. Retention Issues. Why do students leave? Why do the not graduate from IPFW? Barbara Kirkwood brought numerous sets of data demonstrating success depending on placement and enrollment in remedial courses. Our problem remains that we have nothing in place that **requires** students to take such courses.

5. Future. *Meeting with Bruce Busby.* This committee is serious about the ethical problems related to accepting underprepared students.

Consideration of admission policy: We anticipate formulating a statement regarding the admission and placement of underprepared students.

Membership: Stevens Amidon, Karol Dehr, Barbara Kirkwood (ex officio), David Liu, Jun Ma, Sue Mau (Chair), Dianna Zook

TO: The Senate
 FROM: James Toole, Chair
 Educational Policy Committee
 DATE: March 26, 2010
 SUBJ: End-of-the-Year Report, 2010-2011

1. Approved the academic calendar for 2013-2014.
2. Approved a change in the voting status of the VCAA's designee on the Curriculum Review Subcommittee.
3. Discussed possible improvements in mid-term grade reporting (for student athletes, for students in Collegiate Connection, etc.).
4. Met with the Academic Advising Council to discuss matters of mutual concern.
5. Appointed an EPC representative to the Assessment Council.
6. Approved a change in the process by which a student changes from credit to audit status.
7. Approved a change in procedure requiring instructors to enter a last date of attendance upon assigning an F as a final course grade.

Membership:

Judith Garrison, 2009-12	William McKinney (ex officio)
Linda Hite, 2009-12	Patrick McLaughlin (ex officio, nonvoting)
Rebecca Jensen, 2009-12	Duston Moore, 2010-11
David Liu, 2010-12	James Toole, 2009-12, Chair

TO: The Senate
 FROM: Peter Dragnev, Chair
 Faculty Affairs Committee
 DATE: March 28, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

The main focus of the committee has been on examining Senate documents dealing with P&T, review and reappointments, and workload and about the fair and equitable application of those across campus. As a result the following occurred (detailed in a Senate reference document from March 2011).

1. Amendment to SD 97-08 Faculty Workload and Evaluation document was passes March 2011
2. Review and Reappointments policy discussion, in particular should there be a Campus policy on faculty input in reappointments recommendations. It was decided to examine how Third year review policy has worked - a request was made from OAA for data on Three year review vs. Tenure success rate. After such analysis FAC will revisit the issue in a year or two
3. Call was issued for concerns/suggestions about the P&T process at IPFW - FAC will summarize feedback and draft a plan for action for 2011-2012

In addition the following have been worked on:

4. Communications P&T documents;
5. History P&T documents;
6. VPA School P&T documents;
7. Library P&T documents;
8. A call for the Associate Faculty Teaching Award (due March 25)

Membership:

Sarah Beckman, 2009-11	William McKinney (ex officio)
Peter Dragnev, 2010-13, Chair	Donald Mueller, 2010-11
Judith Garrison, 2009-12	Audrey Ushenko, 2009-12
Mark Masters, 2011	

TO: The Senate
 FROM: Margit Codispoti, Chair
 General Education Subcommittee
 DATE: March 28, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

The General Education Subcommittee is in the process of re-certifying General Education Area VI courses and reviewing new Gen Ed course proposals when they are submitted.

Membership:

Margit Codispoti, 2009-12, Chair
 Peter Iadicola, 2009-12
 Brenda Lundy, 2008-11
 Mark Masters, 2007-10

Duston Moore (ex officio)
 Janet Papiernik, 2010-13
 Matthew Walsh, 2011
 Linda Wright-Bower, 2009-12

TO: The Senate
 FROM: David Liu, Chair
 Graduate Subcommittee
 DATE: March 24, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

During the year 2010 – 2011, the Graduate Subcommittee has been involved in the following activities:

1. Several members joined the IPFW Graduate Strategic Plan committee
2. Committee members are studying IPFW Ed. D. Proposal from College of Education and Public Policy.

Membership:

Susan Ahrens, 2009-12
 Steven Carr, 2008-11 (PU Liaison)
 Brian Fife, 2008-11
 Gail Hickey, 2008-11
 Shannon Johnson, 2010-13

David Liu, 2010-13, Chair
 Ann Livschiz, 2008-11 (IU Liaison)
 Sue Mau, 2009-12
 James Moore, 2009-12
 Douglas Townsend (ex officio)

TO: The Senate
FROM: Stanley Davis, Chair
Indiana University Committee on Institutional Affairs
DATE: March 25, 2011
SUBJ: End-of-the-Year Report, 2010-2011

Continued interaction with the main Indiana University campus.

Membership:

Ana Benito, 2010-12
Stanley Davis, 2010-12, Chair
Ann Livschiz, 2010-11

Geralyn Miller, 2010-11
Zelimir Todorovic, 2009-12

TO: The Senate
FROM: Nancy Virtue
International Services Advisory Subcommittee
DATE: March 28, 2011
SUBJ: End-of-the-Year Report, 2010-2011

No report received.

Membership:

Nodir Adilov, 2009-12
Sheena Choi, 2010-13
Peter Dragnev, 2008-11
Jane Ehle (ex officio)

Mark Jordan, 2010-13
Brian Mylrea (ex officio)
Nancy Virtue, 2009-12

TO: The Senate
 FROM: Suzanne LaVere, Chair
 Library Subcommittee
 DATE: March 25, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

This year, the committee continued to revise a document we began work on last year entitled "Helmke Library Funding Concerns and Recommendations," and also began to draft another document that addressed funding concerns for the library from a different perspective entitled "Value of IPFW Helmke Library: A Report." In addition, members of the committee met with a representative of the Higher Learning Commission and discussed the role the library plays on campus, and Cheryl Truesdell kept the committee updated on major library initiatives, such as the Student Learning Commons, additions to mDON and Opus, and the laptop checkout program sponsored with funds from IPSGA. The committee will meet in April to consider funding for Special Needs Grants.

Membership: Jeff Abbott, Prasad Bingi, Chao Chen, Adam Coffman, Gail Hickey,
 Suzanne LaVere (chair), Donald Linn, Kathleen Murphey, Cheryl Truesdell (ex officio)

TO: The Senate
 FROM: Myeong Hwan Kim, Chair
 Nominations and Elections Committee
 DATE: March 20, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

1. Conducted the election for the ratification of the Constitution.
2. Conducted the election for the Purdue University Speaker.
3. In the process of collecting faculty nominations for various Senate committees and subcommittees.

Membership:

Suining Ding, 2010-13
 Myeong Hwan Kim, Chair

Alice Merz, 2010-13
 Zelimir Todorovic, 2009-12

TO: The Senate
 FROM: Andrew Downs
 Professional Development Subcommittee
 DATE: March 18, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

PDS has engaged in the following activities this academic year.

- Reviewed and made recommendations regarding 39 applications for summer grants
- Offered to provide feedback to summer grant applicants regarding their applications (feedback was sought by and given to 14 applicants)
- Reviewed and made recommendations regarding 26 proposals for sabbaticals
- Reviewed and made recommendations regarding 10 faculty research support proposals (Faculty Research Support Program and Mid-Career Faculty Research Support Program)
- Reviewed and made modifications to the process and procedures for the summer grant program (Documents are being updated now and will be finalized before the end of the semester.)
- Reviewed and recommended modifications to the Faculty Research Support Program and Mid-Career Faculty Research Support Program

Membership:

Jihad Albayyari (ex officio, nonvoting)
 Sarah Beckman, 2009-11
 Margit Codispoti, 2010-12
 Andrew Downs, 2009-11

Linda Hite, 2009-11
 Peter Ng, 2009-11
 Matthew Walsh, 2010-12
 David Young, 2010-12

TO: The Senate
 FROM: Suzanne LaVere, Chair
 Student Affairs Committee
 DATE: March 25, 2011
 SUBJ: End-of-the-Year Report, 2010-2011

The committee met in September, and George McClellan provided information on what the committee had accomplished in the previous year and discussed new initiatives undertaken by Student Affairs, including changes to SOAR, Career Services, and the university's printing policy. As chair, Suzanne LaVere represented the committee on the Dean of Students Search Committee, which met several times in the fall and spring semesters and successfully recommended a candidate for hire.

Membership: Suleiman Ashur, Ana Benito, Jeffrey Casazza, Judith Garrison, Suzanne LaVere (chair), George McClellan (ex officio), Kathy Pollock

TO: The Senate
FROM: Ann Livschiz, Chair
University Resources Policy Committee
DATE: March 25, 2011
SUBJ: End-of-the-Year Report, 2010-2011

During the 2010-2011 academic year, URPC worked on the following issues:

--Sent resolution from Budgetary Affairs Subcommittee to the Fort Wayne Senate for approval regarding decision-making process regarding salaries and benefits at IPFW. Item was approved unanimously at the November 2010 senate meeting.

--Revised Ethical Guidelines for Computer Users at IPFW (sent to us by the Senate Executive Committee) and submitted it as an action item for December 13 Senate meeting. Item was approved at the December 2010 senate meeting

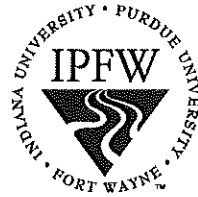
--Discussed a proposed resolution on the average faculty salaries by rank (2009-2010), Indiana Public Baccalaureate Institutions (sent to us from BAS) and submitted it as an action item "URPC Resolution about the fulfillment of the IPFW Strategic Plan regarding faculty salaries" for December 13 Senate meeting. Item was approved at the December 2010 senate meeting.

--In the spring 2011, we worked to address the concern from faculty about parking permits.

--In the spring 2011, based on the suggestion from the Presiding Officer of the Senate, URPC is looking at the emergency notification system plan. The committee will meet on March 31.

Membership:

Robert Barrett
Jonathan Dalby
Peter Dragnev
Judith Garrison
David Liu
Ann Livschiz
William McKinney
Donald Mueller
Mandi Witkovskyy
Teri Luce
Suleiman Ashur
Alice Merz
Zelimir Todorovic
Jack Dahn (non-voting)
H. Jay Harris (non-voting)



HONORS PROGRAM

MEMORANDUM

TO: The Faculty

FROM: Linda Wright-Bower, Chair
IPFW Honors Program Council

DATE: March 25, 2011

SUBJ: End-of-the-Year Committee Reports

Honors Program Council Members:

Linda Wright-Bower, HPC Chair; Nodir Adilov, Timothy Grove, Gail Hickey, William McKinney, Linda Lolkus, Beth Kaskel, Talia Bugel, Rachel Fuelling, Student Representative, Srikanth Dasari, Student Representative, Robert Gillespie, Interim Director

Dr. Robert Gillespie was appointed interim director for the Honors Program. This academic year has been one of transition for most of the council. Much of the fall term was spent planning events and discussing the recent program review. The Honors Program Pinning Ceremony was held on September 9, 2010. Informative presentations were made by Dr. Robert Gillespie and Dr. Winfried Peters. Currently the council is involved in assisting honor students in preparing for the Honors Project Showcase which will be held on April 9th. The Honors Eligibility Reception for high-school students is scheduled for Sunday, April 17th.

The council has been considering program review documents from 2009-2010 and is in the process of developing strategies to address the pertinent issues. It is our hope that such strategic planning will assist the director in planning and organizing honors program initiatives. Perhaps the most pressing need is that of adequate space. In addition, there is general agreement that the development of honors courses and recruitment of qualified faculty members is a priority. Dr. Carl Drummond will teach an honors seminar next semester and Dr. William McKinney has graciously agreed to teach an honors seminar next spring term.

We expect the internal search for director to be successful and a series of interviews are due to be finished by the end of this month. Members of the search committee include Nodir Adilov, Timothy Grove and Gail Hickey (Chair). The Director will begin the position on July 1, 2011.



COMMITTEE ON INSTITUTIONAL AFFAIRS

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

FROM: The Committee on Institutional Affairs

TO: The Senate

SUBJECT: Committee actions

DATE: March 17, 2011

Committee Members:

Suleiman Ashur
Robert A. Barrett, Chair
Jonathan Dalby
David Liu
Gang Wang

The Purdue Committee on Institutional Affairs reviewed and approved the changes to SD 98-14 Grievance Procedures for Academic Personnel at IPFW.

This was the only item of business.

TO: Fort Wayne Senate

FROM: Brian L. Fife, Chair, Budgetary Affairs Subcommittee

DATE: February 21, 2011

SUBJECT: Budgetary Affairs Subcommittee Biennial Report to the Senate

DISPOSITION: For information only

Whereas, Senate Document SD 01-18 requires that the members of the Budgetary Affairs Subcommittee submit a biennial report directly to the Fort Wayne Senate; and

Whereas, the allocation of scarce resources is a paramount issue at IPFW;

Be it resolved, that the members of the Fort Wayne Senate receive this report for information only.

APPROVING

Susan Ahrens
Margit Codispoti
Suining Ding
Brian Fife
Mark Jordan
Donald Linn
Peter Ng
Ali Rassuli

NOT APPROVING

ABSENT

Introduction

Pursuant to Senate Document SD 01-18 (approved April 8, 2002), the following biennial budgetary report is presented to the Fort Wayne Senate. This is the fourth report issued to the Senate and the others can be secured at the following websites:

www.ipfw.edu/senate/referenc/2004-05/SR04-15.html (2004-05)
www.ipfw.edu/senate/referenc/2006-07/SR06-14.pdf (2006-07)
www.ipfw.edu/senate/referenc/2008-09/SR08-23.pdf (2008-09)

This report will be submitted to the Senate in a different format, however, as the national survey which has been utilized since the inaugural report has been changed.

Integrated Postsecondary Education Data System (IPEDS)—The Finance Survey

The Integrated Postsecondary Education Data System includes several different surveys that are forwarded by higher education officials to the U.S. Department of Education, National Center for Education Statistics, on an annual basis. The finance survey delineates all institutional expenditures by categories, and for the most recent year of data available (2008-09), the following variables will be highlighted and compared for all fourteen baccalaureate public institutions of higher education in Indiana:

Total expenditures: sum of operating and non-operating expenses and deductions in a given year.

Instruction: sum of all operating expenses associated with all instructional divisions in an institution.

Research: sum of all operating expenses associated with activities specifically organized to produce research outcomes and commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution.

Public service: sum of all operating expenses associated with activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. Examples include conferences, institutes, general advisory services, reference bureaus, and similar services provided to the community.

Academic support: sum of all operating expenses associated with activities and services that support the institution's mission of instruction, research, and public service.

Student services: sum of all operating expenses associated with admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of their instructional program.

Institutional support: sum of all operating expenses associated with day-to-day

operational support of the institution. Included in this category are expenses for general administrative services, executive-level activities, legal and fiscal operations, space management, employee personnel and records, purchasing and printing, and public relations and development.

Physical plant: sum of all operating expenses associated with operations established to provide service and maintenance related to campus grounds and facilities and used for educational and general purposes.

Scholarships and fellowships: sum of all operating expenses associated with scholarships and fellowships treated as expenses because the institution incurs an incremental expense in the provision of a good or service.

Auxiliary enterprises: sum of all operating expenses associated with essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples include residence halls, food services, student health services, inter-collegiate athletics (only if essentially self-supporting), college unions, college stores, faculty and staff parking, and faculty housing (see U.S. Department of Education, National Center for Education Statistics, 2011).

Core expenses are reported for each institution of higher education in the IPEDS Data Center by using the following variables consistently across the nation: instruction, research, public service, academic support, student services, and institutional support. Other core expenses are collapsed into one category and include additional important expenditures including, but not limited to, operation and maintenance of the physical plant and scholarships and fellowships. Auxiliary enterprises are reported separately as some institutions have modest expenditures in this category, especially those campuses that do not have residential housing.

Revenue in higher education is generated from a variety of sources including tuition and fees; government (federal, state, and/or local) appropriations; government grants and contracts; private gifts, grants, and contracts; endowment income; sales and services of educational activities; auxiliary enterprises; hospitals; and independent operations. The focus of this report is not where revenues are obtained, but where funds are allocated. The IPEDS finance survey contains useful information for higher education stakeholders and advocates as it can be used to measure policy commitment to each of the categories in the survey. Not surprisingly, institutional missions have a direct bearing on policy commitment (Fife and Losco, 2004; Fife, 2000).

In advance of comparing the fourteen public baccalaureate institutions of higher learning in Indiana, general information about each campus is available in Table 1. This information includes basic institutional characteristics.

[Table 1 here]

Clearly, the differential Carnegie classification schemes reflect the reality that the institutions of higher education in Indiana are mission-driven. There are two research universities with very high research activity (Purdue University and Indiana University); one research university with a high level of research activity (Indiana University-Purdue University Indianapolis--IUPUI); two doctoral/research universities (Ball State University and Indiana State University); two master's colleges and universities with larger programs (Indiana University-South Bend and Indiana University-Southeast); three master's colleges and universities with medium programs (Indiana University-Purdue University Fort Wayne—IPFW; Purdue University-Calumet; and the University of Southern Indiana); one master's colleges and universities with smaller programs (Indiana University-Northwest); and three baccalaureate colleges with diverse fields (Indiana University-East; Indiana University-Kokomo; and Purdue University North Central). Included in Table 2 is an enrollment breakdown by campus utilizing Fall 2009 IPEDS data.

[Table 2 here]

Both Indiana and Purdue University have over 40,000 total students. IUPUI has over 30,000 students, while Ball State has over 20,000. IPFW is the fifth largest public university in the state in terms of total students (just under 14,000). Just over 10,000 total students are enrolled at Indiana State, the University of Southern Indiana, and Purdue University-Calumet. The remaining six institutions have total enrollments ranging from just under 3,000 to over 8,000 students.

Comparing IPFW with the other Baccalaureate Institutions in Indiana

A meaningful basis of comparison is essential to determine how IPFW compares with other peer institutions in the state. The results by institution and variable are presented in Table 3. The percentage of the total core expenses for each of the following variables is provided: instruction, research, public service, academic support, student services, institutional support, and other core expenses, which includes the physical plant and scholarships and fellowships. Auxiliary enterprises are added to the subtotal to yield the figure for total expenditures in an institution.

[Table 3 here]

The IPEDS finance survey has utility in that it provides a measure of policy commitment over time (Losco and Fife, 2000; Fife and Losco, 2004). In interpreting the data, it would be prudent to consider such realities as institutional mission as well as local ecological factors. If anything, a review of IPFW's finance survey may prompt more questions than steadfast conclusions. A rigorous dialogue about the institution's primary mission (instruction, research, and public service) can only prove facilitative. Such a discussion must include an understanding of funding differentials across the public institutions of higher education in Indiana.

Appropriation per FTE, 2010-2011

Full-time equivalent (FTE) student enrollment is calculated by dividing credit hours taken by undergraduate and professional students by fifteen and by dividing credit hours taken by graduate students by twelve and summing the two quotients. The figure that is generated expresses instructional activity in terms that allow for institutional comparisons (Indiana University, 2011). In Indiana, a significant portion of revenue for the public institutions of higher education is appropriated by the Indiana General Assembly in its biennial budget. The operating appropriation per FTE for all public institutions in Indiana (including the fourteen institutions in Table 3 along with Vincennes University and Ivy Tech Community College) for 2010/11 is delineated in Table 4. Total appropriation per FTE in 2010/11 is available in Table 5.

[Tables 4 and 5 here]

IPFW is ranked thirteenth of sixteen institutions in the operating appropriation per FTE and twelfth in total appropriation per FTE. The vast differences among the publicly-supported institutions in operating appropriation per FTE, as well as total appropriation per FTE, are well documented, and the issue has been a focal point in the Fort Wayne Senate for a considerable period of time (see, e.g., Senate Document SD 96-7, amended and approved on December, 9, 1996). State funding for IPFW has consistently been below the average and has even lagged most other regional campuses in the state. Arguably, IPFW officials could invest more in its primary mission (instruction, research, and public service) if funding formulas employed by the state legislature resulted in more equitable outcomes.

Summary

This report is presented by the members of the Budgetary Affairs Subcommittee to the Fort Wayne Senate to comply with the letter and spirit of Senate Document SD 01-18. The following is a summary capsule of the comparison between IPFW and the other thirteen public baccalaureate institutions in the state of Indiana:

1. The percentage of total expenditures committed to instruction is the second highest in the state (2/14).
2. The percentage of total expenditures committed to research is in the middle of the comparison group (tied for 7/14).
3. The percentage of total expenditures committed to public service is tied for fifth highest in the state (tied for 5/14).
4. The percentage of total expenditures committed to academic support is one of the lowest in the state (12/14).
5. The percentage of total expenditures committed to student services is sixth in the state (6/14).
6. The percentage of total expenditures committed to institutional support is the second highest in the state (2/14).
7. The percentage of total expenditures committed to other core expenses,

including the physical plant and scholarships and fellowships, is amongst the lowest in the state (tied for 12/14).

Policy Recommendations

The eight members of the Budgetary Affairs Subcommittee voted on each of the following policy recommendations. The breakdown of the vote appears next to each numbered recommendation.

Recommendation #1: (8-0) Maintain the current commitment to instruction, the core mission of IPFW. More than half of expenses in the most recent year of available data were allocated to instruction. This is appropriate and in sync with the commitment of stakeholders in the University to providing the students with a quality education. A noteworthy objective should be to reduce the reliance on limited term lecturers/adjunct instructors and to hire more full-time tenure-track faculty in order to further enhance the academic experience of IPFW's students.

Recommendation #2: (8-0) Increase the financial commitment to research, something that will benefit the students as well as enhance the stature of IPFW in the higher education community. In the most recent year of data available, 0.5 percent of expenditures were targeted to research compared to 3.2, 5.4, and 7 percent for Purdue University-Calumet, Ball State University, and Indiana State University, respectively. A more substantive financial commitment to research will enhance the overall quality of education available at IPFW.

Recommendation #3: (8-0) Increase the financial commitment to academic support. The four campuses affiliated with Purdue University (Purdue University, IPFW, Purdue University-Calumet, and Purdue University-North Central) maintained the lowest commitment to academic support (between 1.7 to 4 percent of all expenditures). In the other 10 campuses, this category consumed between 5.1 to 15.8 percent of all expenses. A significant portion of spending in this category is allocated for funding of the library. It is crucial to maintain a steadfast commitment to the creation and maintenance of a fully functional library. This serves not only the intellectual needs of students and faculty members at IPFW, but also is of intrinsic value to the greater community as well.

Recommendation #4: (8-0) Decrease the financial commitment to institutional support. The three regional campuses of Purdue University allocated the highest amount of their respective expenditures to administration (institutional support). IPFW ranked second in the state with 18.3 percent of total expenditures allocated to administration. While maintaining an effective administration of day-to-day operations is absolutely essential to the effectiveness of institutions of higher education, at some point the growth in the bureaucracy has to be reasonably balanced with the core mission of the University (instruction, research, and public service). The University cannot sustain the allocation of almost one-fifth of its resources to administration without diminishing the overall quality of education at IPFW.

Recommendation #5: (8-0) Increase funding for IPFW and other public institutions that are well below the statewide average. IPFW administrators have worked diligently to increase funding for the campus by working closely with the northeast Indiana delegation in the Indiana General Assembly. These efforts by Chancellor Michael Wartell and others are duly noted and they are appreciated by those who believe more equity should exist in public education funding. Thus, recommendation #5 is not a recommendation to the Chancellor but to the Indiana General Assembly, the governor, and the Indiana Commission for Higher Education. Funding needs to be more uniform and equitable across the public institutions of higher education in Indiana, understanding that mission differentiation is a factor to consider when making funding decisions in the political arena. Simply put, all Indiana students enrolled in public institutions of higher education should be treated more equitably, regardless of where they matriculate.

Sources

Fife, Brian L. 2001. *Handbook of Higher Education Expenditures in Indiana*. Indianapolis, IN: Indiana

Commission for Higher Education.

Fife, Brian L. and Joseph Losco. 2004. Reexamining Carnegie Research Institutions: Evidence from IPEDS

Data. *Journal of Scholarship of Teaching and Learning*, 4:1, 1-13.

Indiana Commission for Higher Education. 2011. Correspondence with Jason Dudich, Chief Financial Officer and Associate Commissioner, February 20, 2011.

Indiana University. 2011. University Institutional Research and Reporting: Enrollment. Accessed on

February 18, 2011, from

<http://www.indiana.edu/~uirr/reports/standard/enrollment/index.shtml>.

Losco, Joseph and Brian L. Fife. 2000. Higher Education Spending: Assessing Policy Priorities. In Joseph

Losco and Brian L. Fife (eds.), *Higher Education in Transition: The Challenges of the New Millennium*. Westport, CT: Bergin & Garvey, 51-81.

U.S. Department of Education, National Center for Education Statistics. 2011. *Integrated Postsecondary Education Data System*. Accessed on February 17, 2011, from

<http://nces.ed.gov/ipeds/datacenter/>.

Table 1
Institution Characteristics, Public Baccalaureate Institutions in Indiana
2008-2009 Academic Year

Institution	Carnegie Classification	Total dormitory capacity	Endowment
Purdue University (West Lafayette)	Research universities (very high research activity)	11,816	1,423,009,366
Indiana University (Bloomington)	Research universities (very high research activity)	11,800	643,520,056
Indiana University-Purdue University Indianapolis (Indianapolis)	Research universities (high research activity)	1,100	470,947,327
Ball State University (Muncie)	Doctoral/Research universities	6,744	122,570,081
Indiana State University (Terre Haute)	Doctoral/Research universities	3,312	38,072,461
Indiana University-South Bend (South Bend)	Master's colleges and universities (larger programs)	400	9,235,764
Indiana University-Southeast (New Albany)	Master's colleges and universities (larger programs)	403	5,077,183
Indiana University-Purdue University Fort Wayne (Fort Wayne)	Master's colleges and universities (medium programs)	756	23,409,674
University of Southern Indiana (Evansville)	Master's colleges and universities (medium programs)	2,837	30,469,940
Purdue University-Calumet (Hammond)	Master's colleges and universities (medium programs)	744	8,905,206
Indiana University-Northwest (Gary)	Master's colleges and universities (smaller programs)	0	8,214,975

Indiana University-East (Richmond)	Baccalaureate colleges-diverse fields	0	4,963,586
Indiana University-Kokomo (Kokomo)	Baccalaureate colleges-diverse fields	0	11,793,046
Purdue University-North Central (Westville)	Baccalaureate colleges-diverse fields	0	2,218,834

Source: U.S. Department of Education, National Center for Education Statistics. 2011. *Integrated Postsecondary Education Data System*. Accessed on February 17, 2011 at <http://nces.ed.gov/ipeds/datacenter/>.

Table 2
Fall 2009 Enrollment, Public Baccalaureate Institutions in Indiana

Institution	Part-time enrollment	Full-time enrollment	Total enrollment
Indiana University	4,875 (11.5%)	37,472 (88.5%)	42,347
Purdue University	4,629 (11.3%)	36,422 (88.7%)	41,051
IUPUI	10,642 (35%)	19,741 (65%)	30,383
Ball State University	3,386 (16.1%)	17,693 (83.9%)	21,079
IPFW	5,135 (37.6%)	8,540 (62.4%)	13,675
Indiana State University	2,409 (22.9%)	8,125 (77.1%)	10,534
University of Southern Indiana	2,323 (22.1%)	8,193 (77.9%)	10,516
Purdue University-Calumet	3,982 (39.3%)	6,151 (60.7%)	10,133
Indiana University-South Bend	3,859 (46%)	4,535 (54%)	8,394
Indiana University-Southeast	2,902 (42.4%)	3,938 (57.6%)	6,840
Indiana University-Northwest	2,309 (41.5%)	3,251 (58.5%)	5,560
Purdue University-North Central	1,702 (38.1%)	2,761 (61.9%)	4,463
Indiana University-East	1,400 (47.9%)	1,524 (52.1%)	2,924
Indiana University-Kokomo	1,391 (46.5%)	1,601 (53.5%)	2,992

Source: U.S. Department of Education, National Center for Education Statistics. 2011. *Integrated Postsecondary Education Data System*. Accessed on February 17, 2011 at <http://nces.ed.gov/ipeds/datacenter/>.

Table 3
IPEDS Finance Survey, 2008-2009 Academic Year
Core Expenses and Percent Distribution
Public Baccalaureate Institutions in Indiana

	IPFW	Purdue University	Indiana University	Ball State University	IUPUI
Instruction	\$64,053,709 (56.6%)	627,936,540 (51.3%)	427,538,634 (41.5%)	148,754,986 (43.7%)	360,792,150 (38.4%)
Research	534,709 (0.5%)	223,052,463 (18.2%)	79,685,842 (7.7%)	18,480,821 (5.4%)	144,099,292 (15.3%)
Public Service	6,509,197 (5.8%)	114,095,276 (9.3%)	59,772,928 (5.8%)	8,620,780 (2.5%)	86,529,796 (9.2%)
Academic Support	3,561,833 (3.1%)	48,813,384 (4.0%)	75,423,535 (7.3%)	42,683,900 (12.5%)	127,196,905 (13.5%)
Student Services	8,376,322 (7.4%)	32,267,183 (2.6%)	48,607,886 (4.7%)	18,414,883 (5.4%)	27,794,449 (3.0%)
Institutional Support	20,667,351 (18.3%)	136,263,067 (11.1%)	103,227,306 (10.0%)	35,199,296 (10.3%)	27,893,658 (3.0%)
Other Core Expenses	9,449,124 (8.4%)	41,633,694 (3.4%)	235,244,248 (22.9%)	68,275,766 (20.1%)	165,588,947 (17.6%)
Subtotal	113,152,245	1,224,061,607	1,024,500,379	340,430,432	939,895,197
Auxiliary Enterprises	10,218,977	219,506,322	168,087,325	56,302,108	131,604,684
Total Expenditures	123,371,222	1,443,567,322	1,197,587,704	396,732,540	1,071,499,881

Table 3 (continued)
IPEDS Finance Survey, 2008-2009 Academic Year
Core Expenses and Percent Distribution
Public Baccalaureate Institutions in Indiana

	Indiana State University	Purdue University-Calumet	University of Southern Indiana	Indiana University-South Bend	Indiana University-Southeast
Instruction	\$63,468,595 (37.5%)	55,165,489 (57.0%)	41,100,589 (44.0%)	29,645,645 (45.2%)	25,896,108 (45.0%)
Research	11,890,286 (7.0%)	3,069,433 (3.2%)	439,566 (0.5%)	311,654 (0.5%)	159,147 (0.3%)
Public Service	1,669,523 (1.0%)	5,011,938 (5.2%)	2,151,038 (2.3%)	196,499 (0.3%)	950,720 (1.7%)
Academic Support	18,077,338 (10.7%)	2,004,414 (2.1%)	14,794,621 (15.8%)	6,294,797 (9.6%)	5,771,608 (10.0%)
Student Services	11,197,796 (6.6%)	7,289,903 (7.5%)	7,509,314 (8.0%)	3,664,583 (5.6%)	4,677,719 (8.1%)
Institutional Support	19,179,366 (11.3%)	17,625,975 (18.2%)	13,985,387 (15.0%)	2,850,043 (4.3%)	3,850,806 (6.7%)
Other Core Expenses	43,878,659 (25.9%)	6,596,423 (6.8%)	13,392,802 (14.3%)	22,681,646 (34.6%)	16,199,220 (28.2%)
Subtotal	169,361,563	96,763,575	93,373,317	65,644,867	57,505,328
Auxiliary Enterprises	26,330,010	5,349,390	27,406,611	2,287,430	1,978,523
Total Expenditures	195,691,573	102,112,965	120,779,928	67,932,297	59,483,851

Table 3 (continued)
IPEDS Finance Survey, 2008-2009 Academic Year
Core Expenses and Percent Distribution
Public Baccalaureate Institutions in Indiana

	Indiana University- Northwest	Purdue University- North Central	Indiana University- Kokomo	Indiana University- East
Instruction	\$20,218,427 (40.9%)	17,763,470 (50.5%)	10,020,577 (38.9%)	8,984,527 (33.7%)
Research	43,203 (.09%)	11,431 (.03%)	0	9,055 (.03%)
Public Service	1,125,337 (2.3%)	2,510,643 (7.1%)	788,807 (3.1%)	4,456,679 (16.7%)
Academic Support	4,882,967 (9.9%)	590,269 (1.7%)	2,487,897 (9.7%)	1,351,996 (5.1%)
Student Services	3,142,059 (6.4%)	2,557,939 (7.3%)	1,999,858 (7.8%)	2,051,160 (7.7%)
Institutional Support	3,353,815 (6.8%)	9,365,235 (26.6%)	1,897,067 (7.4%)	2,893,387 (10.8%)
Other Core Expenses	16,655,368 (33.7%)	2,402,394 (6.8%)	8,549,530 (33.2%)	6,931,281 (26.0%)
Subtotal	49,421,176	35,201,381	25,743,736	26,678,085
Auxiliary Enterprises	714,736	1,568,235	278,850	15,045
Total Expenditure s	50,135,912	36,769,616	26,022,586	26,693,130

Source: U.S. Department of Education, National Center for Education Statistics. 2011. *Integrated Postsecondary Education Data System*. Accessed on February 17, 2011 at <http://nces.ed.gov/ipeds/datacenter/>. Percentages may not equal 100 due to rounding.

Table 4
University Operating Appropriation per FTE, 2010-2011 Academic Year
Public Institutions of Higher Education in Indiana

Institution	Resident FTE**	Appropriation per FTE
Indiana State University	7,660	\$9,339
Indiana University	23,226	8,209
Purdue University	22,535	7,439
Ball State University	18,440	6,789
Indiana University-Southeast	3,700	5,364
Indiana University-Kokomo	2,069	5,000
Statewide	216,131	4,817
University of Southern Indiana	8,611	4,549
Indiana University-East	1,863	4,238
Purdue University-Calumet	6,314	4,237
IUPUI (GA programs)	18,948	4,234
Indiana University-South Bend	5,185	4,199
Vincennes University	9,235	4,027
IPFW	9,607	3,936
Indiana University-Northwest	4,398	3,854
Purdue University-North Central	3,263	3,769
Ivy Tech Community College	71,077	2,474

Source: Indiana Commission for Higher Education. 2011. Correspondence with Jason Dudich, Chief Financial Officer and Associate Commissioner, February 20, 2011.

** Resident FTE is for students who are residents only. The figure does not include reciprocity students or out-of-state students, but it does include undergraduate and graduate students alike.

Table 5
University Total Appropriation per FTE, 2010-2011 Academic Year
Public Institutions of Higher Education in Indiana

Institution	Resident FTE**	Total Appropriation per FTE
Indiana State University	7,660	\$10,605
Indiana University	23,226	10,428
Purdue University	22,535	9,880
Ball State University	18,440	7,848
Indiana University-Southeast	3,700	6,371
University of Southern Indiana	8,611	5,905
Statewide	216,131	5,834
Indiana University-Kokomo	2,069	5,751
Indiana University-South Bend	5,185	5,005
Indiana University-East	1,863	4,990
IUPUI (GA programs)	18,948	4,945
Vincennes University	9,235	4,599
IPFW	9,607	4,559
Indiana University-Northwest	4,398	4,509
Purdue University-Calumet	6,314	4,473
Purdue University-North Central	3,263	3,769
Ivy Tech Community College	71,077	2,928

Source: Indiana Commission for Higher Education. 2011. Correspondence with Jason Dudich, Chief Financial Officer and Associate Commissioner, February 20, 2011.

** Resident FTE is for students who are residents only. The figure does not include reciprocity students or out-of-state students, but it does include undergraduate and graduate students alike.