

Minutes of the
Seventh Regular Meeting of the Thirty-First Senate
Indiana University-Purdue University Fort Wayne
March 12, 2012
12:00 P.M., Kettler G46

Agenda

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

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

Presiding Officer: R. Barrett
Parliamentarian: A. Downs
Sergeant-at-Arms: G. Steffen
Secretary: J. Petersen

Attachments:

- “Proposed Amendment to the IPFW Academic Regulations and Procedures: Proposal to Change Academic Regulation 3.8.4 – Change of auditing option” (SD 11-16)
“Academic Regulations & Procedures – Change of auditing option” (SD 85-18, Section 3.8.4)
“Support of PUWL University Senate about ‘Request to the Trustees to Advocate for a Faculty Member on the Board of Trustees’” (SD 11-17, with attachments)

Senate Members Present:

M. Alhassan, A. Argast, J. Badia, S. Batagiannis, S. Berry, W. Branson, J. Casazza, C. Chauhan, M. Codispoti, C. Crosby, S. Davis, M. Dixson, P. Dragnev, C. Drummond, C. Duncan, C. Gurgur, D. Huffman, Z. Isik-Ercan, R. Jensen, D. Kaiser, M. Kim, D. Lindquist, M. Lipman, D. Liu, H. Luo, M. Masters, A. Merz, D. Miller, A. Montenegro, G. Mourad, C. Nicholson, M. Nusbaumer, H. Odden, K. Otani, K. Pollock, L. Roberts, A. Schwab, R. Sutter, J. Taylor, Z. Todorovic, J. Toole, B. Valliere, N. Virtue, M. Wartell, Y. Zubovic

Senate Members Absent:

C. Crisler, S. Ding (sabbatical), A. Eroglu, L. Hite, A. Livschiz (sabbatical), G. McClellan, W. McKinney, P. Ng, J. Niser, M. Qasim, A. Ushenko, R. Weiner, M. Yen

Faculty Members Present: C. Sternberger

Visitors Present: D. Haynie (*Journal Gazette*), R. Kostrubanic, P. McLaughlin, R. Wilkinson

Acta

1. Call to order: R. Barrett called the meeting to order at 12:01 p.m.
2. Approval of the minutes of February 13, 2012: The minutes were approved as distributed.
3. Acceptance of the agenda:

K. Pollock moved to approve the agenda as distributed.

The agenda was approved as distributed.

4. Reports of the Speakers of the Faculties:

- a. Purdue University:

P. Dragnev: We have identified four finalists for on-campus interviews for the chancellor search. Now we have to actually try to schedule the 23 members of the search committee and the 24 members of the extended search committee. That will be a challenge.

West Lafayette passed their core curriculum. The legislature also has moved in this direction, so we will see where things go with course transfers, etc. We received the Bold Initiative from ICHE to boost college completion; hopefully we will also start measuring things differently.

We have an item in our agenda regarding the inclusion of a faculty member on the Purdue Board of Trustees. At the moment we have a student but no faculty member.

b. Indiana University:

S. Davis: The Indiana University government is reforming. The number of our campus representatives is going up for a vote. What has happened is that there were years when they were not able to get things passed due to not having a quorum. That is because most of the representatives from IU and IUPUI did not attend. The number of representatives will be reduced to one representative per 200 faculty members, plus one Speaker from each campus.

Next month we have the ICHE conference. This is combining all three: students, administrators, and faculty into one big conference on April 16, 2012.

5. Report of the Presiding Officer – R. Barrett:

R. Barrett:

Indiana Commission on Higher Education: When you look at the core curriculum (page 4 in the agenda attachment) under **Council Membership**, there are five major wording changes. These were put up as a PowerPoint presentation. We were not handed them at their Senate meeting. It came from their Faculty Affairs Committee. They were approved with a change in some of the wording that was in their core curriculum document. We will not see the final version until they post it with the minutes next week at their Senate meeting.

They took members from the Registrar's Office and Student Government representing regional campuses, and they made the whole batch nonvoting. I raised the issue that they are eventually going to have to go to the regionals to get information about where we are on courses, and it would be nice if we had voting members. They voted that down, but the senator from Calumet brought it up under new business, so it was back on the floor. They voted it down again. Then some other people came up and said they would get the "voting" term back in. Right now, we are not really a part of what they are doing.

The legislation issues are attached also. They have a vice president who was a lobbyist. She gave this report to their Senate, and they listed all of the legislation that they were tracking. We just attached it so you would know. She reported on it as it was three weeks ago. Now I am going to ask Andy Downs to give us an update on this legislation.

A. Downs: The session has ended, but there are a few pieces of legislation you might care about. House Bill 1220 is the one that deals with credit hour limits: bachelor degrees, 120; associate degrees, 60. You now have to justify any programs above 120 (baccalaureate degree) or above 60 (associate degree). That is now law. The Indiana Commission on Higher Education must accept anything that is based on accreditation. They may accept requirements that are there because of employers or perceived quality on our part. We also get to do this every three years now.

The other bill that is of interest to people, perhaps more directly, would be Senate Bill 182. It is the core transfer bill. Each institution has to now establish its general education core, a minimum of 30 hours. Those titles in the 30 hours have to be mapped to the Indiana Commission on Higher Education's generic title; for example, Introduction to American

Politics. There will be different course numbers/titles at different campuses, but there will also be a generic title. Every university has to map it to that, so that we know that, for example, Y102 at this campus is the same as Y103 at some other campus, etc. We also, if you did not already have a general education requirement at your university, have to adopt one, so Purdue barely got in under the wire. The higher education institutions now have to get together and decide, collaboratively, what the core competencies are that all general education programs have to map themselves to. I am sure they will agree on things like writing and math, but then it will get more difficult.

There is a concurrent resolution, Senate Bill 19, which was passed by the Senate and agreed to by the House. That is asking the legislative council to look at the governance structure of IPFW. It does not say to do away with it, and it does not say it has to be one thing or another, it just says to take a look at it.

Several people may have been interested in House Bill 392. That did not pass. That is the one that would have required an analysis of how we grade.

Another one of my favorites would have been Senate Bill 411 which would have limited everyone's wages to a maximum of what the governor makes. For those of you who currently make more than \$95,000, your pay would have been cut based on that particular bill.

The last bills to mention are Senate Bill 155 and House Bill 1200. Senate Bill 155 was the bill that would have taken away the 65-age requirement for universities. It made it out of the Senate over to the House. It did not get a hearing in the House. However, House Bill 1200 did make it out of the Senate and over to the House where the contents of SB 155 were amended in, and then the House had to decide whether or not it would accept these changes. It went to a conference committee, and, a bill that was supposed to address Board of Trustee members for IU and Ball State and a retirement age now addresses certain corrections issues like GEDs for those who are incarcerated right now. That is the beauty of conference committees. When I pulled the Digest up this morning, I actually thought I was looking at the wrong session. That is how much it changed from a week ago until now.

R. Barrett: Jacqui would like everybody to consider the list of committees and subcommittees. She is not getting a lot of responses. She would like to have more in the following weeks.

6. Committee reports requiring action:

a. Educational Policy Committee (Senate Document SD 11-16) – J. Toole:

J. Toole moved to approve Senate Document SD 11-16 (Proposed Amendment to the IPFW Academic Regulations and Procedures: Proposal to Change Academic Regulation 3.8.4 – Change of auditing option).

Motion to approve passed on a voice vote.

b. Executive Committee (Senate Document SD 11-17) – K. Pollock:

K. Pollock moved to approve Senate Document SD 11-17 (Support of PUWL University Senate about ‘Request to the Trustees to Advocate for a Faculty Member on the Board of Trustees’).

Motion to approve passed on a voice vote.

7. Question Time (Senate Reference No. 11-18)

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

Mike Nusbaumer
Department of Sociology

M. Wartell: It looks like we are going to have a budget shortfall next year, and I want to describe the reasons for it as well as the amount. We have tried to involve the Budgetary Affairs Subcommittee and the University Resources Policy Committee from the very beginning when we realized we were going to have a problem. So, what has caused it? [Please see the PowerPoint attachment at the end of the minutes.]

M. Nusbaumer: I have heard that current open faculty positions have not been filled. Those have been shut down. Is that true?

M. Wartell: On a selective basis. We have held back some positions where there have been enrollment losses and there does not seem to be a great need for a faculty position.

M. Lipman: Can you talk about the timing for when the budget decisions need to be made? When do we need to know what we need to do?

M. Wartell: It would be helpful if we knew the compensation rules, but our budget is basically set because this is the second year of the biennium. [to Walt Branson]: What did Purdue put on the timing for submitting budgets?

W. Branson: I have not seen the schedule yet. I do not know when that is going to be.

M. Wartell: It would need to be by July 1.

P. Dragneve: I tried to put a finger on the **on campus** line. You have two things in the chart: on campus (red) and **more than one** (green). It seems like the green is compensating only the on-campus enrollment. Both of my children went here, and they both took on-line and on-campus classes. Do they fall in that green category? That green seems to be compensating the drop in red.

M. Wartell: It is the combination of all three of these things that is causing the drop in red as compared to the blue. The sum of these is the blue. The sum of all four of these lines is the

blue. This just indicates that there are some individuals who are taking both distance and off/on campus. So, if your children took some in high school, they would be only off campus.

P. Dragnev: In the high schools we really have a minor cost. They are taught by high school teachers who are paid by the state. So, has there been any projection on that reduction in the \$25-99? Does it increase the enrollment in high schools? There must have been, at least from last year to this year, enrollment figures.

M. Wartell: Do you mean does it increase the number of students who come here?

P. Dragnev: No. I mean those who actually enrolled in the schools. When they reduced the amount that they have to pay, there might be more students who enroll.

M. Wartell: We have not seen that happen because that rise has been steady.

P. Dragnev: That can help us somewhat.

M. Wartell: The way we hope it will help us in the future is that, by giving that credit in high schools, we will entice more students to come to IPFW. We will get a greater yield on the number of students who graduate from high school. That is the hope for the future.

P. Dragnev: I was meaning more of a short-term increase. Suppose we get 1,000 more students, then we get the state subsidy for that. It is actually better than what we get from the state for on campus.

M. Wartell: It may help us, but it is still, in terms of dollars, not going to make up for that drop. We show 1,600-1,800 in dual credit. Remember that is out of our 14,236. Really, we are only collecting from 12,500, not from 14,236. Make no mistake: we need to be doing dual credit. We do not want somebody else in there doing it. However, it is not without some costs.

S. Davis: We talked about the shortfall because of our enrollment, but what about grants and development, and also sports programs. Is that included in here?

M. Wartell: No. Grants and giving go towards the general fund which, in fact, a significant amount does exist in scholarships. We increase our student aid significantly every year. Part of that is federal, part of it is state, and part of it is from our giving. Our private donation scholarship support has increased significantly. Athletics, Housing, Bookstore, and food service all stand on their own.

M. Nusbaumer: In terms of the drop in on-campus enrollment, is that distributed across class standing, or is that more concentrated in lower-division courses and incoming freshman because of the dual credit?

M. Wartell: I do not know the answer to that. We have had a significant drop in the number of credit hours, for example, in the Department of Education. Those are more upper-division courses. Certain departments have lost, and others have gained. Mathematics has lost a

certain amount of their rehabilitative courses, but the rest of math is very strong. It is not across the board. We can find that out for you.

M. Nusbaumer: I think that is very relevant because, if we are dropping the number of freshmen and sophomores, then I would be very concerned about cutting tenure and tenure-track faculty positions which are entirely responsible for the upper-division graduate courses at this university.

M. Wartell: That makes sense. I am sure Vice Chancellor McKinney is taking that into account.

P. Dragnev: Still, on your chart I would like the green and the red added together.

M. Wartell: Green includes distance, so you cannot add them together.

P. Dragnev: A lot of our students take on-campus classes and also one distance class. You say we have declined in the on campus, but we are substituted with distance, and then for distance we charge more.

M. Wartell: We charge a premium for distance; that is right.

M. Lipman: In some ways the headcount is less relevant for budget reasons than is the actual credit-hour generation. While we are watching that dip, that is not, for example, causing vacancies in housing or anything like that. Headcount also does not include how many credit hours each student is taking on the average, and that makes a big difference, too. I think that is the graph to pay attention to.

S. Davis: I think that the University Resources Policy Committee is looking into this and will report back at either the last meeting of this year or the first meeting of next year.

M. Lipman: I believe URPC was charged with reporting back to the Senate at the April meeting, and we are hard at work.

S. Davis: We were promised last year an analysis of S&E spending. We have not seen any real increase, and I am sure technology costs have to be going up. How are these costs then being made up?

M. Wartell: If the on-campus enrollment is going down, the S&E needs are going down as well, especially if you look at laboratories, etc. I do not know about technology. Are technology costs increasing or are we finding more efficiencies?

W. Branson: Centrally, technology costs are increasing as we have gone up in enrollment. A number of our software licenses, which are based on headcount, continue to go up, and it is one of the problems with gaining in dual-credit enrollment. The software licenses increase because of that also. I think, departmental-wise, if you look at price points of personal computers, they have always stayed about the same.

M. Dixon: Do you have to have an immediate need, because many of our computers will not take the new operating system. Is there any plan in place?

W. Branson: There is a plan that is for that.

M. Dixon: So we are not going to upgrade the eight computers in the department (Communication) that they have told us we cannot do anything with?

W. Branson: I do not know about your specific ones.

M. Wartell: The point is that people are still going to be able to function whether they are on the new operating systems or not. We will continue to upgrade computers on the plan that we had before. Eventually they will get to you.

M. Dixon: I do not think these are on any plan that I am aware of.

M. Wartell: We can check.

Z. Isik-Ercan: Based on the data we see, even though we see an increase in enrollment over the past couple of years ...

M. Wartell: For three years we have seen a decrease.

Z. Isik-Ercan: Do we have any plan or campus-wide initiative in which we also might need to be involved to increase student enrollments?

M. Wartell: Enrollment management is reaching out further and further from campus in terms of recruitment. We are going further into Ohio and further out into Indiana just to maintain what we have. The high school graduation rates are not helping. The state's pressure for students to go to community colleges is not helping. We are simply trying to hold our own by reaching out further and further. We are getting most of the qualified candidates that we would get from our region. I hope we will get more as dual credit takes hold better.

S. Davis: We also have international efforts.

M. Wartell: Yes. The best thing you can do is just do the best job that you can. We have great faculty, and we teach well, but I will give you some statistics in the general good and welfare section that may surprise you about our retention and graduation rates.

S. Davis: One of the things that ICHE was talking about months ago, and I do not know if it made the state bill or not, was putting a limit on on-line courses, taking away any premium for online-course enrollment.

A. Downs: There are two bills that might have covered that. One of them is that ICHE would have basically set the maximum increase in tuition and mandatory fees; that one died in its chamber of origin. The other bill that might be viewed as relating to this was a bill that called for every high school to begin offering a minimum of three courses through virtual instruction. Those three courses had to meet the core 40 requirements. The schools could not

charge anything to implement the program, and it specifically said even if these are dual-credit courses, the schools cannot charge any fee to implement that, and every student enrolling in 9th grade in 2013, had the bill passed, would have been required to take at least one virtual course. That bill made it out of the chamber of origin. It died in the second chamber and, to the best of my knowledge, it was not wedged into anything in conference committee, but I have not had a chance to look.

M. Wartell: The virtual course requirement...

A. Downs: ...is a high school requirement, so the high schools could have taken it on their own to do it, but I have a feeling that since it has to be the Core 40 and could work into dual credit, some institutions would have seen this as an opportunity to get their foot in the door with high schools.

M. Wartell: What the high school superintendents are saying about that particular requirement is that they have contracting firms that are willing to give those courses. We can make it possible for students to take our distance courses, but they are not going to be as attractive financially.

A. Downs: There may have been another bill, but those are the only two that popped into my mind.

8. New business: There was no new business.

9. Committee reports “for information only”:

a. Curriculum Review Subcommittee (Senate Reference No. 11-19):

Senate Reference No. 11-19 (Proposal for Certificate in Lesbian, Gay, Bisexual, and Transgender [LGBT]) was presented for information only.

b. Executive Committee (Senate Reference No. 11-20) – K. Pollock:

Senate Reference No. 11-20 (Items under consideration by Senate Committees and Subcommittees) was presented for information only.

10. The general good and welfare of the University:

M. Masters: Faculty Affairs has sent out the call for the Associate Faculty Teaching Award. That went out this morning to everyone, and we have extended the deadline to the end of the month. I just wanted everyone to be aware.

S. Davis: I would like to congratulate Andy Downs being elected as the Presiding Officer for next year.

M. Wartell: The Reaching Higher Achieving More document came out of the Indiana Commission on Higher Education, and they are in the process of preparing the campus report

on the strategic plan to the Board of Trustees. As part of that, they asked us to do a peer institution comparison using the assortment of metrics that you would expect.

Reaching Higher, Achieving More says that we are going to have 50 percent of our students graduate in four years by 2018. Our number is about 25 percent right now. Our retention rate is about 62 percent. Both of those numbers are the lowest in the group of peers that we have chosen to report on in the strategic plan. The interesting part of that is looking at the other source of metrics that are involved. Regarding the percent of classes under 20, you would think that would cause greater retention and greater graduation rate. With the percent of classes over 50, small as that is, you would think it would cause greater retention. If we compare those with our peer institutions, we are on top. We do very, very well.

We are at about four percent in classes over 50. Many of our peer institutions are at ten percent. On the other hand, we are at the top of classes under 20. Similarly, if we look at the percentage of students in the top 10 percent of the high school graduating class, we are right in the middle of our peer institutions. If we look at the percentage of students in the top 25 percent we drop a little bit. What means more?

We are at the very top in terms of open admissions. There is one in Staten Island that says they have 100 percent open admissions. The difference is that they admit everybody to their community college, which is part of their institution, and they do not start counting until their junior year. We are at the top of open admissions, and we do not house many students on campus as compared to our peer institutions. Our percentage of housing is low, but it is not clear that that has any effect on anything because our housing graduation rate is no better or worse than our non-housing graduation rate.

One really significant area is that, on average of our peers, more of our students take out loans to get their education. Also, a significant number, 52 percent as compared to the 42 percent, are on Pell Grants (which is the grant for the neediest of students). The socio-economic level of our students, including the fact that we essentially have open admissions, has the greatest effect on our graduation rate and our retention rate.

This is just looking at these 10 or 11 institutions. Graduation and retention are input metrics more than they are output metrics. That is very hard to change. I am not so sure that is realistic for institutions like ours. It remains to be seen how many of the other institutions will be able to change.

M. Nusbaumer: When we selected peer institutions my recollection is that we selected them based upon characteristics of other institutions rather than characteristics of the environment or region in which that institution operates. Is that true?

M. Wartell: We tried to pick institutions that were as much like us in terms of most of the parameters that we could imagine. Jack Dahl went through and very carefully did that.

M. Nusbaumer: If you look particularly at this region of Indiana, we have had more rapid decline in incomes, we did not start out at a national average before we have seen the gap increase, and so my concern is, to the extent where we are increasingly trying to save ourselves on manufacturing, does not seem to me to bode well for the future of our economy.

Do we need to take in not simply institutional characteristics but, if you will, environmental or regional?

M. Wartell: That is an interesting point. I think we do not know how to do it very well yet.

P. Dragnev: Our mission is, of course, to serve the state of Indiana. This is one of the good things that we do that we accept 97 percent of our applicants. If we are not funded, it is much more expensive to educate underprepared students.

M. Wartell: We have argued that, but the legislature has never listened to the argument.

P. Dragnev: What if we say OK, we will provide this, but we need this funding, and if you do not want to provide the funding then these people will not get an education?

M. Wartell: The response may be “How many of you are willing to lose your jobs over this?” There is a point where principle wins out, and there is a point where it does not. What really is involved is that we are part of the land-grant system. Purdue is the land-grant university in Indiana. The purpose of the Morrel Act was access to higher education for people in rural areas who did not have access to higher education. We are providing that access because Purdue West Lafayette has become selective. If we do not have a legislative imperative, at least we have a moral imperative that we should have open admissions. I think we should take pride in that.

11. The meeting adjourned at 12:53 p.m.



Jacqueline J. Petersen
Secretary of the Faculty

The Question

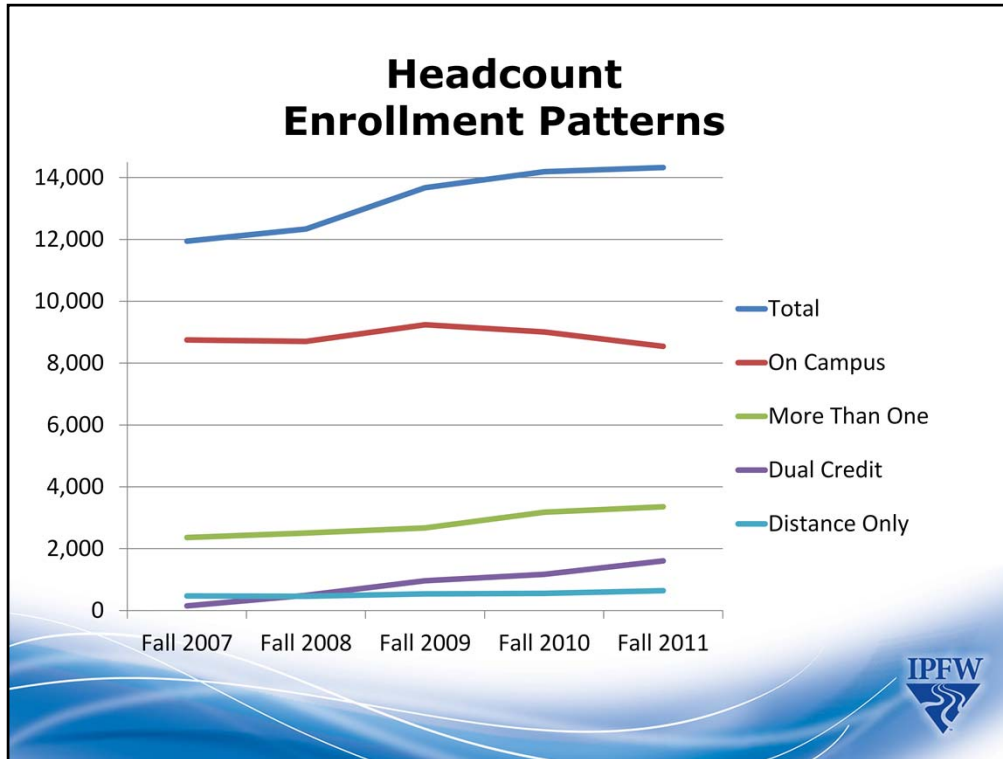
There have been varying dollar amounts put forward by different administrators concerning a potential "budget shortfall." Is the Chancellor's Office expecting a shortfall this year and, if so, what amount? Also, if a budget shortfall is expected, how will the Chancellor's office bridge this deficit in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



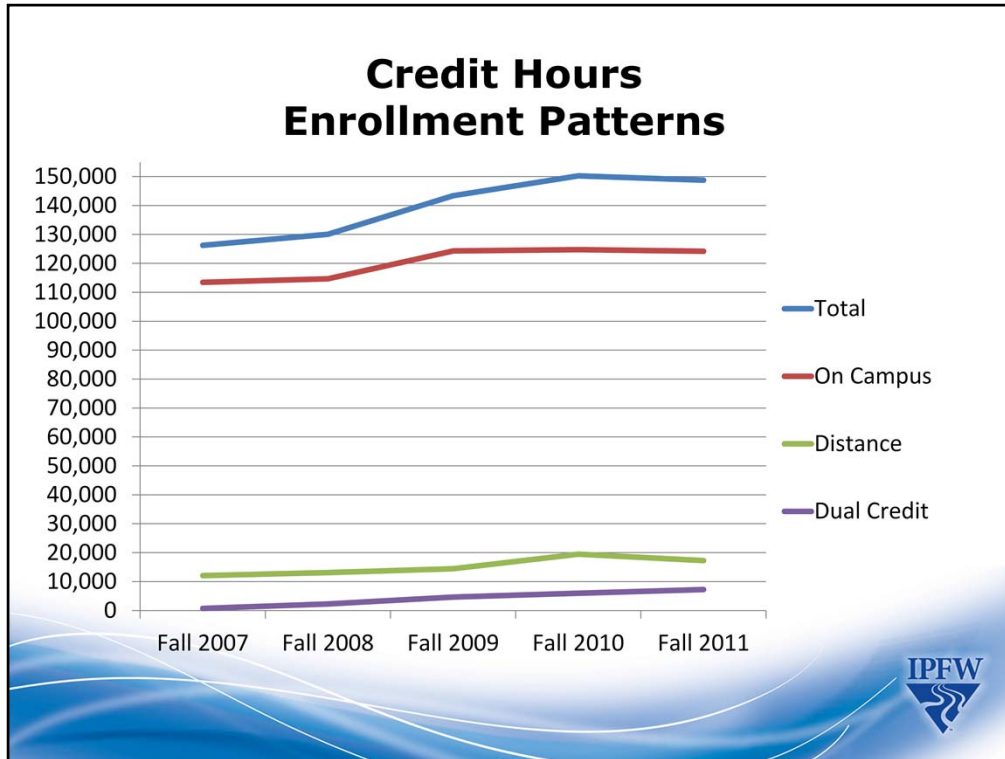
Current Budget Challenges (1)

- Decreases in on-campus enrollment.
- Changes in dual credit fees.





The top blue is the total headcount enrollment. On campus is the red color. You can see the drop in the last three years. What has really increased is the dual credit in the high schools (purple). The reason that there are five graphs in one and only four in the other is that this is only credit hours whereas, with headcount you can have a combination of on campus and distance, so there is a fifth line. The issue is that, in the beginning, we would have charged \$250/credit hour for these courses just like we charge on campus. The legislature changed that to \$99/credit hour and then \$0 for students on free and reduced lunch. They then changed it again to \$25/credit hour and then \$0 for free and reduced lunch. Our ability to add that to our income stream lessened as the legislation changed.



The other issue was that we added faculty here, 11 positions. That is a significant number of positions. We are very good at adding. Most universities are, but we are not so good at subtracting. As some programs have lost enrollment – we have several programs that have lost enrollment – we have not subtracted faculty members. Those are two of the reasons.

Current Budget Challenges (2)

- Changes in unavoidables.
- Changes in compensation.



The other two are changes in the unavoidables: utilities, medical insurance, etc. We still have 682 acres and the buildings on it that we have to maintain no matter how many students we have. Those things change significantly, and they can change over a very short period of time. Our utilities estimates go up and down.

Budget Situation As We Know It Today

- Budget shortfall is \$1.75 million to \$2.25 million.
- Savings must be in recurring dollars.



There has been a significant question about what compensation is going to be next year. We still do not know exactly. The Sustaining New Synergies approach to things that Purdue West Lafayette has taken indicates that there will be a 1.5 percent raise. There has been talk of a 3 percent raise. If there is a 3 percent raise, that is going to be an even bigger crimp in our budget. The result is that we believe the shortfall will be between \$1.75 million and \$2.25 million. As I said, that fluctuates. We have to make savings in recurring dollars. How do we do that?

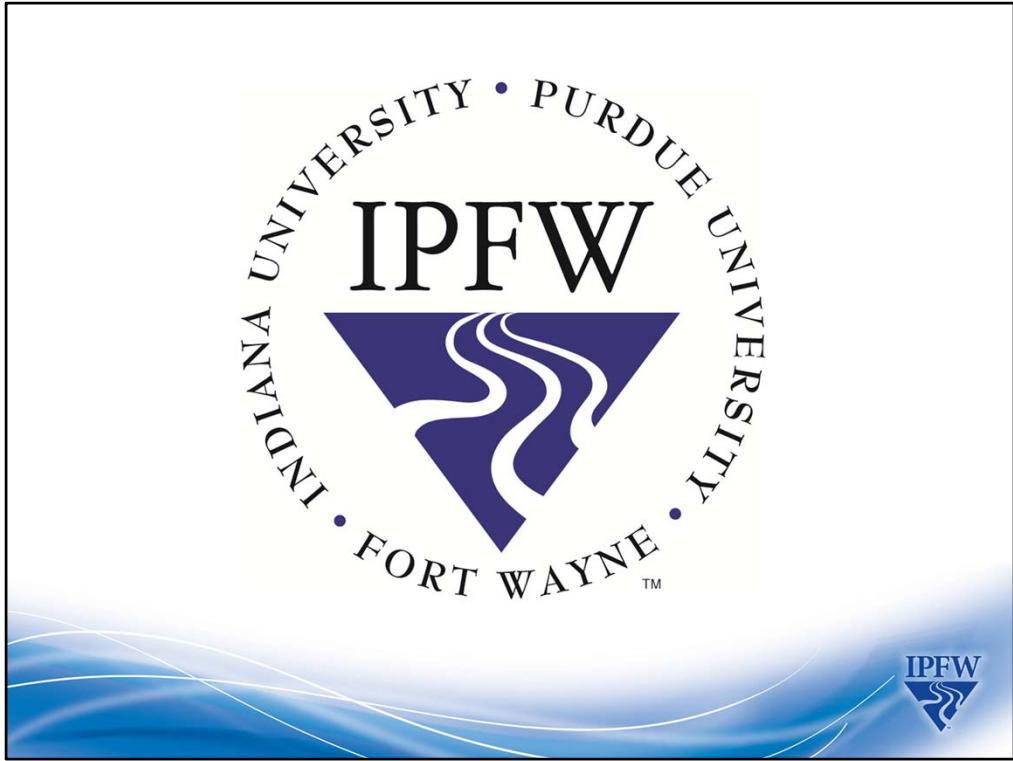
Addressing Budget Challenges

- Be more selective filling administrative, clerical and service openings.
- Be more strategic with faculty openings.
- Look for efficiencies in all areas.
- Reduce utility usage.



We are going to be even more selective than we are now in filling administrative, clerical and service openings. For the last two years, at least, every single open position like that has been brought to executive staff. We have tried to make sure that refilling those positions was absolutely necessary. Where faculty are concerned, that has been left entirely to Academic Affairs. The executive staff does not look at that at all. I do not look at that at all. That has been within Academic Affairs; but, because we have lost enrollment on campus, we have to be more strategic with it, so open positions are going to be looked at very carefully. Vice Chancellor McKinney is managing to do that. We will look for efficiencies everywhere else. We already found \$50,000 in enrollment management. We will find efficiencies like that elsewhere, and you may be a little colder in the winter and warmer in the summer in the buildings.

We believe that we can contain it without having any catastrophic effects on individual's lives by tightening belts somewhat.



TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: February 27, 2012

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

DISPOSITION: To the presiding officer for implementation

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

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

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

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

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

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

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

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

1 or Less	Day 1	Day 2 and thereafter
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Day 1 of a course is the first day of the term or part of term. All calendar days are counted, including weekends.

The opportunity to drop a class is restricted as specified below:

- 3.8.2.1 **Alleged academic dishonesty.** Students will not be permitted to drop a class in which there is an allegation of academic dishonesty.
- 3.8.2.2 **Late-term drops related to academic performance.** After the ninth week (or equivalent), students will not be permitted to drop a class due to poor academic performance in the class.
- 3.8.2.3 **Late-term drops unrelated to academic performance.** After the ninth week (or equivalent), and with the approval of the student's academic advisor and the student's dean/division director, a student may drop a course when the reason for requesting the drop is unrelated to the student's academic performance in the course.
- 3.8.2.4 **Post-term drops.** After the end of the sixteenth week, a course may be dropped only by following the procedure for a change of grade (see Section 6.6).
- 3.8.3 **Change of P/NP option.** A student may change the P/NP option for a course prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.
- 3.8.4 **Change of auditing option.** A student may alternate between audit and credit status during an academic session. A change from audit to credit or credit to audit may occur only during the first six weeks. Changes of auditing status require the signature or written acknowledgment from the course instructor and academic advisor next to the appropriate notation on the schedule-revision form.
- 3.9 **Withdrawal from the university.** Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.
 - 3.9.1 **Withdrawal for military service.** Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required by financial aid regulations. If a withdrawal is processed after the fourth week of classes, the grade of W will be assigned.
 - 3.9.2 **Withdrawal for personal circumstances.** Students who seek to withdraw from IPFW after the ninth week of classes, based on personal circumstances, should contact the Dean of



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

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

From: The IPFW Senate
Robert A. Barrett
Presiding Officer

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

Date: March 12, 2012

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

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

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