Minutes of the
Eighth Regular Meeting of the Thirty-First Senate
Indiana University-Purdue University Fort Wayne
April 9, 16, and 23, 2012
12:00 P.M., Kettler G46

Agenda
(amended)

1. Call to order
2. Approval of the minutes of March 12, 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. Special business of the day – Memorial Resolution (Senate Reference No. 11-21) – R. Friedman
7. Committee reports requiring action
   a. Nominations and Elections Committee (Senate Reference No. 11-22) – A. Merz
   b. Educational Policy Committee (Senate Document SD 11-18) – J. Toole
   c. Educational Policy Committee (Senate Document SD 11-19) – J. Toole
   d. Educational Policy Committee (Senate Document SD 11-20) – J. Toole:
          (Proposed Amendment to the Bylaws of the Fort Wayne Senate)
   e. Educational Policy Committee (Senate Document SD 11-21) – J. Toole
   f. Educational Policy Committee (Senate Document SD 11-22) – J. Toole
   g. Faculty Affairs Committee (Senate Document SD 11-23) – M. Masters
   h. University Resources Policy Committee (Senate Document SD 11-24) – M. Lipman
8. New business
9. Committee reports "for information only"
   a. Educational Policy Committee (Senate Reference No. 11-23) – J. Toole
   b. Educational Policy Committee (Senate Reference No. 11-24) – J. Toole
   c. Executive Committee (Senate Reference No. 11-25) – K. Pollock
   d. Executive Committee (Senate Reference No. 11-26) – K. Pollock
   e. Curriculum Review Subcommittee (Senate Reference No. 11-27)
   f. Curriculum Review Subcommittee (Senate Reference No. 11-28)
   g. University Resources Policy Committee (Senate Reference No. 11-29) – M. Lipman
   h. Educational Policy Committee (Senate Reference No. 11-30)
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 ON BACK

1

Attachments:
"Results of Senate Committee and Subcommittee Elections" (SR No. 11-31)
"Academic Calendar Formula" (SD 11-18)
"Academic Calendar for 2014-2015" (SD 11-19)
"Proposed Amendment to the Bylaws of the Fort Wayne Senate: Charge to the Developmental Studies
Subcommittee" (SD 11-20)
"Bylaws of the Senate, Section 5.3.3.2" (SD 81-10, Section 5.3.3.2)
"IPFW Credit Hour Policy" (SD 11-21)
"Creation of an Ad Hoc General Studies Program Council" (SD 11-22)
"Student Evaluation Task Force Report" (SD 11-23)
"Analysis of Staffing and Budget Data" (SD 11-24)
"General Education Outcome Alignment with Baccalaureate Framework" (SR No. 11-30)

Senate Members Present:
M. Alhassan, A. Argast, J. Badia, S. Batagiannis, S. Berry, W. Branson, J. Casazza,
M. Codispoti, S. Davis, M. Dixson, P. Dragnev, C. Drummond, C. Duncan, A. Eroglu,
C. Gurgur, L. Hite, Z. Isik-Ercan, R. Jensen, D. Kaiser, M. Kim, D. Lindquist, M. Lipman,
D. Liu, A. Livschiz, H. Luo, M. Masters, G. McClellan, W. McKinney, D. Miller,
A. Montenegro, P. Ng, M. Nusbaumer, H. Odden, K. Otani, K. Pollock, M. Qasim,
L. Roberts, A. Schwab, R. Sutter, J. Toole, M. Wartell, R. Weiner, M. Yen, Y. Zubovic

Senate Members Absent:
C. Chauhan, C. Crisler, C. Crosby, S. Ding (sabbatical), D. Huffman, A. Merz, G. Mourad,
C. Nicholson, J. Niser, J. Taylor, Z. Todorovic, A. Ushenko, B. Valliere, N. Virtue

Faculty Members Present: M. Coussement, M. Drouin, A. Friedel, R. Friedman, C. Lloyd,
K. Murphey, S. Sarratore, C. Truesdell, L. Vartanian

Visitors Present: D. Conklin, J. Hook, R. Kostrubanic, P. McLaughlin, R. Wilkinson

Acta

Chancellor Wartell presented Robert Barrett with an engraved gavel for his service as Presiding
Officer of the faculty Senate for 2011-2012.

M. Wartell: It has been a tradition, ever since we discovered Gary Travis's turning talents, that
Gary would make a gavel for the outgoing presiding officer. I think he has outdone himself this
year. This is a beautiful gavel and sound block. We have an engraved band to be attached to the
gavel. Bob has done a great job.

1. Call to order: R. Barrett called the meeting to order at 12:05 p.m.

2. Approval of the minutes of March 12, 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: I want to shed some light on the history of the University Resources Policy Committee document. It came out of a discussion at Executive Committee. We teach a lot of overload, and it turns out that we need to do that overload to cover our classes. We discussed this information further with Jack Dahl and Robert Wilkinson, and we tried to get more informational data. Eventually, it ended up with the Executive Committee charging URPC with the current charge. If there are any questions on the data I may address, let me know.

   b. Indiana University:

   S. Davis: The new Indiana University Constitution and Bylaws was discussed at the University Faculty Council meeting and will also be discussed on regional campuses. If anyone needs a copy, I will send it out to the IU faculty. Basically, due to the problem of getting quorums together, rather than having one representative for every 100 faculty, it is now one representative for every 200 faculty, plus the IU Speaker. This means we gained proportionally because we get the one Speaker independent of number of faculty. Our campus will now have two representatives rather than three. Some long-term standing committees were removed as they rarely met.

   Chancellor search: The extended committee talked to one person last Wednesday, and that went well. The candidate who was scheduled for Thursday canceled at the last minute. We have two others coming, one on the 18th and one on the 19th of April, who will meet with the regular and extended committees. The extended committee will be given a short presentation, and then the floor will be open for questions.

   This is my last Senate meeting. I have been part of the Senate for 12 years, and I have enjoyed working with the faculty and my colleagues in the administration over the years. I appreciate all the help that everyone has given me, especially Jacqui Petersen who provided Senate support when needed.

   Kathy Pollock presented Stan with a plaque recognizing his service on the Senate as Indiana University Speaker.

   K. Pollock: I can only tell you about my first impression of Stan when I was a graduate student, going down to the Acme with Dyne and Stan. After several hours I got up to leave, and I noticed that there were four empty pitchers of beer sitting there, and I thought "Oh, no, maybe I shouldn't drive home." Then I thought, "Oh, no, I only had one glass." I'll let you do the math…

   S. Davis: Thank you. This is a very nice plaque, and it has been a pleasure serving on the Senate.

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

   R. Barrett: It has been delightful working with Stan Davis, Peter Dragnev, and Andy Downs. It has been a wonderful three years with the Senate. Gary Steffen, thank you for your work and, again, thanks to Jacqui Petersen as well.

   The Purdue effort on House Bill 1220 (the 60 and 120 credit-hour limit): The vice provost is heading up that effort. Steve Sarratore is going to head it up on our campus.

   The Senate leaders were invited last week to the Academic Officers Committee meeting again. It was a real treat to be able to sit in with the AOC. Peter Dragnev could not get there as he was in California.

   Purdue University had a meeting of their Senate leaders last week. I attended, and they invited the three regional senators to attend. They laid out their plan for the new credit-hour limit. Steve Sarratore is telling our deans that we have the same deadlines and the same issues. Peter Dragnev and John Niser are our delegates to the Intercampus Faculty Council. That group is meeting on the 20th of April in West Lafayette. They are going to take up the issue of coordinating the regions, and then coordinate with Steve. Monday, if possible, will be the Indiana Commission on Higher Education meeting in Indianapolis, and they will be presenting more information which will get back to Steve. The 120/60 issue is going to move quickly forward, and we should be prepared for that.

   The Executive Committee has given a long list of speaking privileges for this meeting: Patrick McLaughlin, Cheryl Truesdell, Bob Wilkinson, Steve Sarratore, Deb Conklin, and Julie Hook, as needed in our agenda.

6. Special business of the day – Memorial Resolution (Senate Reference No. 11-21):

   R. Friedman read the memorial resolution for Kenneth Stevenson. A moment of silence was observed

7. Committee reports requiring action:

   a. Nominations and Elections Committee (Senate Reference No. 11-22) – A. Merz:

      R. Barrett announced, for Alice Merz, that the election would take place electronically this year.

   b. Educational Policy Committee (Senate Document SD 11-18) – J. Toole:

      J. Toole moved to approve SD 11-18 (Academic Calendar Formula).

      J. Toole moved to amend SD 11-18 (document portion) by removing information from the heading after Senate Document SD 11-18. Seconded.

      Motion to approve amendment passed on a voice vote.

S. Davis moved to amend SD 11-18 inserting the following text in the first paragraph of the document: **At the option of the instructor, a reading week may be observed during the regular semesters.** Seconded.

Motion to amend SD 11-18 failed by a show of hands.

A. Schwab moved to amend by changing the document to read SPRING SEMESTER, 4. There shall be a one-week spring recess **sometime** after the 8th week …

Motion failed for lack of a second.

Stan Davis commented on the amount of hard work done and great job done by the Educational Policy Committee, including the survey. "Jamie Toole and the rest of the Educational Policy Committee have done a great job of bringing forth the material we need."

Motion to approve SD 11-18, as amended, passed on a voice vote.

c. Educational Policy Committee (Senate Document SD 11-19) – J. Toole:

J. Toole moved to approve SD 11-19 (Academic Calendar for 2014-2015).

Motion to approve passed on a voice vote.

d. Educational Policy Committee (Senate Document SD 11-20) – J. Toole:

J. Toole moved to approve SD 11-20 (Proposed Amendment to the Bylaws of the Fort Wayne Senate: Charge to the Developmental Studies Subcommittee).

Motion to approve passed due to obtaining a 2/3 majority.

e. Educational Policy Committee (Senate Document SD 11-21) – J. Toole:

J. Toole moved to approve SD 11-21 (IPFW Credit Hour Policy).

Motion to approve passed on a voice vote.

f. Educational Policy Committee (Senate Document SD 11-22) – J. Toole:

J. Toole moved to approve SD 11-22 (Creation of an Ad Hoc General Studies Program Council).

J. Toole moved to amend SD 11-22 by striking the text of the last paragraph on the first page after "shall propose." The final sentence will read "By the April 2013 Senate meeting … shall propose ~~an amendment to the Senate Bylaws creating a permanent General Studies Program Council as a subcommittee of the Educational Policy Committee.~~ **a Senate resolution ensuring that some form of General Studies faculty governance continue to exist, whether temporary or permanent.**" Seconded.

Motion to amend passed on a voice vote.

Motion to approve, as amended, passed on a voice vote.

g. Faculty Affairs Committee (Senate Document SD 11-23) – M. Masters:

M. Masters moved to approve SD 11-23 (Student Evaluation Task Force Report).

M. Dixson (for the record) commented on the report of the task force being complete, very supported, and having a lot of documentation; they did a lot of hard work really well. The weight of the Senate should be behind the document.

M. Dixson moved to amend the Disposition of the document to read **To the Presiding Officer for implementation**. Seconded.

Motion to amend passed on a voice vote.

Motion to approve, as amended, passed on a voice vote.

h. University Resources Policy Committee (Senate Document SD 11-24) – M. Lipman:

M. Lipman moved to approve SD 11-24 (Analysis of Staffing and Budget Data).

M. Lipman made a friendly amendment to SD 11-24 by inserting the bolded text "university" in the second paragraph of the BE IT FURTHER RESOLVED THAT text:

"Dean**s**, Chairs, Program Directors, and every other **university** member increase …"

M. Nusbaumer moved to replace SD 11-24 with a different document. Seconded.

M. Nusbaumer withdrew his motion at this time.

The meeting recessed at 1:15 until noon, Monday, April 16, 2012.

Session II
(April 16)

Senate Members Present:
   M. Alhassan, A. Argast, J. Badia, S. Batagiannis, S. Berry, J. Casazza, C. Chauhan,
   M. Codispoti, C. Crisler, C. Crosby, S. Davis, P. Dragnev, C. Drummond, C. Duncan,
   A. Eroglu, C. Gurgur, L. Hite, D. Huffman, Z. Isik-Ercan, R. Jensen, D. Kaiser, M. Kim,
   D. Lindquist, M. Lipman, D. Liu, A. Livschiz, H. Luo, M. Masters, W. McKinney,
   D. Miller, A. Montenegro, G. Mourad, P. Ng, C. Nicholson, J. Niser, M. Nusbaumer,
   H. Odden, K. Pollock, M. Qasim, L. Roberts, A. Schwab, R. Sutter, Z. Todorovic, J. Toole,
   R. Weiner, M. Yen, Y. Zubovic

Senate Members Absent:

W. Branson, S. Ding (sabbatical), M. Dixson, G. McClellan, A. Merz, K. Otani, J. Taylor, A. Ushenko, B. Valliere, N. Virtue, M. Wartell

Faculty Members Present: M. Coussement, A. Obergfell, S. Sarratore, C. Sternberger, C. Truesdell

Visitors Present: R. Kostrubanic

Acta

R. Barrett reconvened the meeting at 12:01 p.m. on April 16, 2012.

The Nominations and Elections Committee conducted the election to fill vacancies on Senate committees and subcommittees. (For results, see SR No. 11-31, attached). (online election not done).

M. Nusbaumer moved to approve adoption of replacement document. Seconded.

S. Davis moved to amend the document by adding the following as a new paragraph under 'BE IT RESOLVED THAT, **The IPFW administration work towards providing a continuing, approved, and transparent budget process in the allocation of funds to all constituents of the university.** Seconded.

Motion to amend was withdrawn.

M. Nusbaumer moved to amend (friendly amendment, seconded) the second line of the last WHEREAS statement as follows: … in academic programs whose administrators have ~~no~~ **less than 50 percent** teaching responsibilities;

Motion to adopt replacement document failed on a voice vote.

M. Nusbaumer moved to amend SD 11-24 by adding the following paragraph at the beginning of the document: **WHEREAS, IPFW's mission is to meet the higher education needs of northeast Indiana by offering a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources; and**

Seconded.

Motion to amend passed on a voice vote.

M. Nusbaumer moved to amend the second paragraph under THEREFORE BE IT RESOLVED THAT, by adding the following: If reductions in expenditures are necessary… on current employees, **especially tenure-track positions**. Seconded.

Motion to amend failed by a show of hands.

A. Argast moved to amend, adding a third paragraph under THEREFORE BE IT RESOLVED THAT, **If reductions in expenditures are necessary to meet the budget, any such cuts should be designed to at least maintain the current number of tenured and tenure-track positions.** Seconded.

A. Argast moved to amend her amendment by changing the wording to the following: **If reductions in … at least maintain the current number of clinical, tenured, and tenure-track positions.** Seconded.

Motion to amend passed on a voice vote.

M. Nusbaumer moved to amend the third paragraph under BE IT FURTHER RESOLVED THAT, Every **academic** and non-academic IPFW unit … Seconded.

Motion to amend passed on a voice vote.

S. Davis moved to amend the last BE IT FURTHER RESOLVED THAT, by adding a paragraph before the last paragraph as follows: **IPFW employ a transparent budget process in allocation of funds to all constituencies.** Seconded.

Motion to amend passed on a voice vote.

Motion to approve, as amended, passed on a voice vote.

The meeting recessed at 1:15 until noon, Monday, April 23, 2012.

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Session III
(April 23, 2012)

</div>

Senate Members Present:
    A. Argast, J. Badia, S. Batagiannis, S. Berry, M. Codispoti, C. Crosby, S. Davis, M. Dixson,
    P. Dragnev, C. Duncan, A. Eroglu, C. Gurgur, L. Hite, D. Huffman, R. Jensen, D. Kaiser,
    D. Lindquist, M. Lipman, D. Liu, H. Luo, M. Masters, W. McKinney, D. Miller, P. Ng,
    M. Nusbaumer, H. Odden, K. Otani, K. Pollock, M. Qasim, L. Roberts, A. Schwab,
    R. Sutter, J. Toole, B. Valliere, N. Virtue, Y. Zubovic

Senate Members Absent:
    M. Alhassan, W. Branson, J. Casazza, C. Chauhan, C. Crisler, S. Ding (sabbatical),
    C. Drummond, Z. Isik-Ercan, M. Kim, A. Livschiz, G. McClellan, A. Merz, A. Montenegro,
    G. Mourad, C. Nicholson, J. Niser, J. Taylor, Z. Todorovic, A. Ushenko, M. Wartell,
    R. Weiner, M. Yen

Faculty Members Present: M. Coussement, A. Obergfell, C. Sternberger, C. Truesdell

Visitors Present: R. Kostrubanic, R. Wilkinson

Acta

R. Barrett reconvened the meeting at 12:00 noon on April 23, 2012.

8. <u>New business</u>:

   <u>S. Davis moved that the General Education Learning Objectives and the Baccalaureate Framework be included</u> in the "for information only" section of the agenda. Seconded.

   <u>Motion passed</u> on a voice vote.

9. <u>Committee reports "for information only"</u>:

   a. <u>Educational Policy Committee (Senate Reference No. 11-23): J. Toole</u>:

      Senate Reference No. 11-23 (Protecting Your Intellectual Property) was presented for information only.

   b. <u>Educational Policy Committee (Senate Reference No. 11-24) – J. Toole</u>:

      Senate Reference No. 11-24 (Calendar Formula Survey Results) was presented for information only.

   c. <u>Executive Committee (Senate Reference No. 11-25) – K. Pollock</u>:

      Senate Reference No. 11-25 (Senate Membership, 2012-2-13) was presented for information only.

   d. <u>Executive Committee (Senate Reference No. 11-26) – K. Pollock</u>:

      Senate Reference No. 11-26 (End-of-the-Year Committee Reports) was presented for information only.

   e. <u>Curriculum Review Subcommittee (Senate Reference No. 11-27)</u>:

      Senate Reference No. 11-27 (Proposals for B.S. in Dental Hygiene and A.S. in Dental Assisting) was presented for information only.

   f. <u>Curriculum Review Subcommittee (Senate Reference No. 11-28)</u>:

      Senate Reference No. 11-28 (Proposal for Minor in Astronomy) was presented for information only.

   g. <u>University Resources Policy Committee (Senate Reference No. 11-29) – M. Lipman</u>:

      Senate Reference No. 11-29 (Analysis of Staffing and Budget Data) was presented for information only.

h. Educational Policy Committee (Senate Reference No. 11-30) – J. Toole:

    Senate Reference No. 11-30 (General Education Learning Objectives and the Baccalaureate Framework) was approved for inclusion in reports "for information only."

10. The general good and welfare of the University:

M. Nusbaumer: We are closing one chapter of IPFW history and will begin writing another one in a few short months. As incoming IU Speaker, I want to thank both Mike Wartell and Bill McKinney. They have made numerous contributions to both the growth and development of IPFW. As somebody who has been a member of the IPFW community for 45 years, I have watched most chancellors and vice chancellors come and go. There will be a period of transition, no doubt, but at the same time almost all of those folks over the decades have also made their own contributions to the development and growth, and I assume that will continue.

As a member of the Chancellor Search Committee I am confident that of the finalists we have now, all of them have demonstrated capabilities to help us write that next chapter and in that sense I am optimistic for the future growth and development of this campus.

P. Dragnev: As current Purdue University Speaker and member of the Chancellor Search Committee I want to second what Mike said.

S. Davis: There was no announcement put out, but there was a 1.5 percent merit raise this year. I do not know why this was not announced on campus. Unlike last year and the year before, there were no constraints on it in the sense that 10 percent of the raises had to be 3 percent or above, but they did say you could not just put down 1.5 percent across the board. In my department I had most between 1.4 percent - 1.6 percent. People have asked me about the raises, but I just found out Tuesday and we had to have them in by Thursday.

W. McKinney: That is when we found out.

S. Davis: I think the trustees voted on it and just did not let anyone know until last week. I just wanted to let everyone know that it will be a 1.5 percent merit across the board, and the only rules on it were they could not be a straight 1.5 percent – there had to be some variation.

R. Barrett: Your leaders were just a little afraid that not all faculty knew, and we thought that this was the best way to get it out to all faculty. Chairs knew.

Peter and I were at the Board of Trustees meeting a couple of weeks ago and …

P. Dragnev: They passed a summer change policy, and, what it amounts to is monthly-paid faculty receive $1/9^{th}$ of their salary during the regular semester and $1/10^{th}$ during the summer. The chairman of the board said that is unacceptable, and they corrected it. We will see how it affects everyone.

R. Barrett: I was standing there when Peter asked Chancellor Wartell about some of this, and he did respond that he would look into everything, but he only had a little bit more information than we did.

S. Davis: The major change of that impact, it seems, is that we would get $1/9^{th}$ of our salary for summer teaching rather than $1/10^{th}$.

R. Barrett: I wish we had more information that we could intelligently discuss, but I do not think even you (W. McKinney) have more.

W. McKinney: Nothing has come down our way.

R. Barrett: Stay tuned because if we get any information we will immediately get it out to the Senate, and then at least you will know.

M. Nusbaumer: The other thing, too, is Purdue's summer pay policy has never impacted the few remaining IU-benefited faculty. We have to follow, and quite frankly have been comparatively underpaid in the summer for many years now compared to our Purdue-benefited counterparts.

P. Dragnev: You have dental …

R. Barrett: One of the biggest problems down there is that they do not teach very many summer school courses. They have all these researchers, and the researchers were saying it is not adequate for the three months, so it started with the researchers.

Peter, thank you. Sometimes you go to the Board of Trustees meeting and do not learn anything, because we are not there on Thursday.

Mike, Peter, Stan, Andy, and I have had a wonderful opportunity to work very closely with VCAA McKinney. I was fortunate to go to one of the Red Balloon national conferences, and I can tell you that there are universities all over the place saying, "How are you doing all that?" Well, part of it is the leadership. Most of you have been at one of the Red Balloon sessions along the way, and we have another one coming up Wednesday. It has opened up the process and shown his concern for academics and involvement of faculty. Personally, Bill, it has been wonderful working with you. I want to give you this opportunity to speak to this Senate for the last time because, when you get down there, that Senate may not be near as much fun as ours. Of course you will be president.

W. McKinney: Thanks so much, Bob. I found it kind of interesting that in *The Communicator* last week they depicted the administrators sort of like the Beatles walking on Abbey Road. Not only did I always want to be Ringo, but at the same time they have me holding the iPad and a red balloon which I thought was particularly appropriate. I immediately took a picture of it on my iPhone and sent it off to the American Association of State Colleges and Universities folks.

What I found throughout these last couple of years was that I stated something to this group that I believed in, that I continue to believe in, that I will always believe in, and that I hope whoever my successor is believes in it as well, and that is to **trust the faculty**.

Transformation is difficult, and transformation is not about the chief academic officer. Nationally our (chief academic officer) average lifespan at any one institution is 3-5 years. This is my fourth year, so I am smack dab in the middle of it. When I would go off to AASCU and sit in those steering committee meetings, we would go around the table talking

about what is going on at our campuses. One of my colleagues at an institution that shall remain nameless, said, "What we have done with this is that we have used this as kind of a stealth approach to get things done." When it came around to me, I just said, "No. Use it as a means of maximal transparency and trust your faculty." I have always looked at higher-education administration like a relay race. I am just holding the baton and trying to do the best job I can before I pass it on. These next couple of months will be exactly that. It has been an honor and a privilege. When you are in any job you like to work as if you have no regrets. One of the things I will never regret is one of the very first meetings that I had scheduled on my calendar, which was with the leadership of this body. It has meant the world to me to have the working relationship with this group that we have had: Stan Davis, Mike Nusbaumer, Bob Barrett, Peter Dragnev, and Nash Younis (my first year here). Andy, it is my loss that I will not get to work with you as Presiding Officer.

I think a lot of good has happened, and what I have always liked to say is that when you see the good things happen, thank the faculty. When you see bad things happen, you can blame me. That is the nature of how things go. You have kept me honest. Last night at a Doermer School of Business event, Kathy Pollock said that it seemed like I have a bit of a swagger. You have all kept me humble as well. If I had a swagger, maybe I kept it private. You have all kept me honest and humble, which is the way you should be in this job. Having the opportunity to have Bob Barrett with me at AASCU in Portland this summer was great because those meetings should not be about the chief academic officer. It should be about those who maintain the culture of an institution.

If I am half as lucky in Valdosta to have a senate like this one, it will be a really fun presidency. These things are kind of bittersweet. Let me just say thank you to every one of you. The institution continues, and it is because of all of you, so I thank you all very, very much.

S. Davis: I would hope for the incoming chancellor to know that there is some of this ambiguity on campus that Mike Nusbaumer was talking about earlier. Some of the ambiguity can be relieved by announcing how some of the interim positions are going to be filled. We know that we have an incoming president of Purdue University and that we have the chancellor position – that is part of process. But we also have some interim positions that have been, or need to be, announced. More and more, I think it would be helpful when we get some kind of ambiguity out of the picture, as much as possible, in order for us to start the next chapter of IPFW.

R. Barrett: We will bring it up when Chancellor Wartell gets back and ask him to put it in that Wednesday material that goes out every week. We will start getting the announcements out there so not only us, but everybody, knows it. Steve Sarratore is going to be the interim VCAA for a year.

M. Dixson: I would very much like to make a motion that we adjourn.

R. Barrett: We are adjourned.

11. The meeting adjourned at 12:32 p.m.

Jacqueline J. Petersen
Secretary of the Faculty

12

TO: The Faculty

FROM: Nominations and Elections
             Suining Ding
             Myeong Hwan Kim, Chair
             Zelimir Todorovic

DATE: April 26, 2012

SUBJECT: Senate Election Results

Here are the results of elections conducted recently be the Nominations and Elections
Committee. In interpreting these election results, please remember that in some cases faculty
were elected but were eliminated because their particular school had reached its maximum
number of members on that committee.

SPEAKER OF THE INDIANA UNIVERSITY FACULTY
Michael Nusbaumer, 2012-14

PRESIDING OFFICER
Andrew Downs, 2012-13

ATHLETICS, SUBCOMMITTEE ON
Lowell Beineke, 2012-15
Mark DeLancey, 2012-15
James Hersberger, 2012-15
Ahmad Karim, 2012-15
David Young, 2012-15

BUDGETARY AFFAIRS SUBCOMMITTEE
Susan Anderson, 2012-15
Christopher Bradley, 2012-15
Ahmad Karim, 2012-15
Peter Ng, 2012-15

CALENDAR SUBCOMMITTEE
Stella Batagiannis, 2012-14
Suining Ding, 2012-14

CAMPUS APPEALS BOARD
Gail Hickey, 2012-14

CONTINUING EDUCATION ADVISORY SUBCOMMITTEE
Sarah Beckman, 2012-15
Solomon Isiorho, 2012-15
Peter Ng, 2012-15

CURRICULUM REVIEW SUBCOMMITTEE
Craig Hill, 2012-15
Myeong Hwan Kim, 2012-15
Nancy Jackson, 2012-15

DEVELOPMENTAL STUDIES SUBCOMMITTEE
Sara Webb-Sunderhaus, 2012-15

EDUCATIONAL POLICY COMMITTEE
Cigdem Gurgur, 2012-13
Zeynep Isik-Ercan, 2012-13
Ann Livschiz, 2012-15

EXECUTIVE COMMITTEE
Andres Montenegro, 2012-13
Brenda Valliere, 2012-14
Yvonne Zubovic, 2012-14

FACULTY AFFAIRS COMMITTEE
Janet Badia, 2012-14
Marcia Dixson, 2012-15
Andres Montenegro, 2012-13
Brenda Valliere, 2012-14

GENERAL EDUCATION SUBCOMMITTEE
Stevens Amidon, 2012-15
Suleiman Ashur, 2012-15
Linda Wright-Bower, 2012-15

GRADE APPEALS SUBCOMMITTEE
Denise Buhr, 2012-15
Suzanne LaVere, 2012-15

GRADUATE SUBCOMMITTEE
Troy Bassett, 2012-15
Deborah Poling, 2012-15
Maneesh Sharma, 2012-15

HONORS PROGRAM COUNCIL
Susan Anderson, 2012-14
Prasad Bingi, 2012-14
Suzanne LaVere, 2012-14

INDIANA UNIVERSITY COMMITTEE ON INSTITUTIONAL AFFAIRS
Andres Montenegro, 2012-13
Harold Odden, 2012-14
Brenda Valliere, 2012-14

INTERNATIONAL SERVICES ADVISORY SUBCOMMITTEE
Shannon Bischoff, 2012-15
Solomon Isiorho, 2012-15

LIBRARY SUBCOMMITTEE
Stella Batagiannis, 2012-15
Adam Coffman, 2012-15
Suzanne LaVere, 2012-15

NOMINATIONS AND ELECTIONS COMMITTEE
Zeynep Isik-Ercan, 2012-13
Steven Stevenson, 2012-15

PROFESSIONAL DEVELOPMENT SUBCOMMITTEE
Stevens Amidon, 2012-14
Christopher Bradley, 2012-14
Connie Kracher, 2012-14

STUDENT AFFAIRS COMMITTEE
Janet Badia, 2012-14

UNIVERSITY RESOURCES POLICY COMMITTEE
Peter Iadicola, 2012-13
Bruce Kingsbury, 2012-15

STRATEGIC PLANNING & REVIEW COUNCIL (SPARC)
Stevens Amidon, 2012-15
Peter Iadicola, 2012-15

TO: Fort Wayne Senate

FROM: Educational Policy Committee
            James Toole, Chair

DATE: March 19, 2012

SUBJ: Academic Calendar Formula

DISPOSITION: To the presiding officer for implementation

WHEREAS Senate Reference No. 00-11, as updated, has served as a good template for the creation of successive IPFW academic calendars; and

WHEREAS the survey recently conducted by the Calendar Subcommittee shows very strong support for all current calendar features, including the 16-week (including a one-week final examination period) length of the fall and spring semesters; the current form of fall break; the current form of Thanksgiving break; a full week for spring break; a break of at least two weeks between the end of the fall semester and the beginning of the spring semester; an end to the semester by the first week of May; a full week for final exams; the two-hour final exam periods; the current 50, 75, and 150 minute per week classes; and two six-week summer sessions; and

WHEREAS the Calendar Subcommittee has expressed unanimous support for maintaining the current calendar formula; therefore,

BE IT RESOLVED that Senate Reference No. 00-11 be made Senate policy.

IPFW ACADEMIC CALENDAR FORMULA

The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

FALL SEMESTER

1. The first day of classes of the fall semester shall be the Monday falling between August 20 and August 26, inclusive.

2. Labor Day shall be a holiday. Classes shall be suspended starting at 4:30 PM on the Friday preceding Labor Day and resume on the Tuesday following Labor Day.

3. There shall be a two-day suspension of regular classes consisting of the *Monday and Tuesday* after the mid-point between the beginning of the semester and Thanksgiving break.

4. Thanksgiving recess shall consist of Thanksgiving Day, *the preceding Wednesday,* and the following Friday and weekend.

SPRING SEMESTER

1. The first day of the spring semester may be the Monday following the end of the regular Fall Semester. Typically, weekday classes of the regular spring semester will begin the Monday falling between January 8 and January 14, inclusive.

2. The period of time between the regular fall and spring semesters will be called "Winter Intersession" for the purposes of communication to the public. All official university holidays during the intersession will be recognized and offices will be closed.

3. Martin Luther King, Jr. Day, the third Monday in January, shall be a holiday. Classes will not meet.

4. There shall be a one-week spring recess after the 8th week of regular weekday classes of the spring semester.

5. Weekend College shall be suspended Easter weekend.

SUMMER SEMESTER

1. The first day of classes of summer semester may be the Monday following the end of the spring semester. Typically, weekday classes will meet in two 6-week summer sessions which will begin following a one-week break at the end of spring semester.

2. Memorial Day (Observed), the 4th Monday in May, and Friday evening, Saturday, and Sunday of Memorial Day weekend, shall be a holiday. Classes will not meet.

3. July 4 shall be a holiday. Classes will not meet on July 4 when it falls on a weekday. Classes will not meet on Friday, July 3, when July 4 falls on a Saturday. Classes will not meet on Monday, July 5, when July 4 falls on a Sunday. The Friday evening, Saturday, and Sunday including, or closest to, July 4 shall also be holidays when classes do not meet.

TO: Fort Wayne Senate

FROM: Educational Policy Committee
             James Toole, Chair

DATE: March 19, 2012

SUBJ: Academic Calendar for 2014-2015

DISPOSITION: To the presiding officer for implementation

RESOLVED, that the proposed academic calendar for 2014-2015 be adopted.

ACADEMIC CALENDAR FOR 2014-2015

Fall Semester, 2014

Monday	25 August	Classes Begin
Friday	29 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	2 September	Classes Resume
Mon.-Tues.	13-14 October	Fall Recess
Wednesday	15 October	Classes Resume
Tuesday	25 November	Thanksgiving Recess Begins After Last Class
Monday	1 December	Classes Resume
Mon.-Sun.	15-21 December	Final Exam Week/Last Week of Classes

Winter Inter-session, 2014-2015

Monday	22 December	Classes Begin
Thurs.-Fri.	25-26 December	Classes Suspended (Christmas Holiday)
Monday	29 December	Classes Resume
Thursday	1 January	Classes Suspended (New Year's Day)
Friday	2 January	Classes Suspended (Presidents' Designated Holiday)
Monday	5 January	Classes Resume
Sunday	11 January	Last Day of Classes

Spring Semester, 2015

Monday	12 January	Classes Begin
Monday	19 January	Martin Luther King Jr. Holiday
Mon.-Sun.	9-15 March	Spring Break Recess
Monday	16 March	Classes Resume
Friday	3 April	Classes Suspended at 4:30 p.m.
Monday	6 April	Classes Resume
Mon.-Sun	4-10 May	Final Exam Week/ Last Week of Classes
Wednesday	13 May	Tentative Date of Commencement

Summer Semester, 2015

Monday	11 May	Summer Semester Begins
Monday	18 May	Summer Session I: Classes Begin
Friday	22 May	Memorial Day Recess Begins at 4:30 p.m.
Tuesday	26 May	Classes Resume
Friday	26 June	Summer Session I: Classes End at 4:30 p.m.
Monday	29 June	Summer Session II: Classes Begin
Fri.-Sun.	3-5 July	Independence Day Holiday and Weekend Recess
Monday	6 July	Classes Resume
Friday	7 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	23 August	Summer Semester Ends

To: Fort Wayne Senate

From: Educational Policy Committee
             James Toole, Chair

Date: March 19, 2012

Subj: Proposed Amendment to the Bylaws of the Fort Wayne Senate: Charge to the
             Developmental Studies Subcommittee

Disposition: To the presiding officer for implementation

WHEREAS the Bylaws of the Senate include the director of the Center for Academic Support and Achievement (CASA) as a member of the Developmental Studies Committee, though that position no longer exists; and

WHEREAS the Associate Vice-Chancellor for Academic Success now fills that role, and should be included in the committee membership; and

WHEREAS the Indiana Commission on Higher Education has made changes to the University's mission which has changed the mission of CASA from one of remediation to a broader definition which includes the development of all students; and

WHEREAS CASA is now under the direction of the Vice Chancellor for Student Affairs rather than the Vice Chancellor for Academic Affairs; therefore,

BE IT RESOLVED that the following changes be made to the Bylaws of the Fort Wayne Senate.

5.3.3.2 *The Developmental Studies Subcommittee* shall consist of the ~~Director of the Center for Academic Support and Advancement~~ **Associate Vice Chancellor for Academic Success**; one representative from each of the departments of English and Linguistics and of Mathematical Sciences, appointed by the department chair; and four elected Voting Faculty members, no more than two of whom may come from the same school. Elected members shall serve staggered three-year terms of office. The Subcommittee shall elect its chair from among the elected members.

The Subcommittee shall ~~recommend~~ **review those** policies and goals ~~for the Center for Academic Support and Advancement program and other developmental courses and~~

~~programs~~ **of the Academic Success Center and those programs within the Center for Academic Support and Achievement, First Year Experience, and Mastodon Advising that affect underprepared students**. ~~It shall assess the coordination and effectiveness of existing programs. It shall recommend policies concerning the admission and retention of students with academic deficiencies.~~ **It shall also recommend policies concerning the admission, placement, and retention of underprepared students. It shall assess the coordination and effectiveness of these programs and policies and shall assist the Associate Vice Chancellor for Academic Success with program review for the Center for Academic Success.** It shall make an annual report of its recommendations and assessments to the Educational Policy Committee.

5.3.3.1.6 By March 1 of each year, present to the Senate for adoption the specific dates of the academic-year calendar (and following summer) referred to in 5.3.3.1.4.

A calendar shall be considered adopted when it has been accepted by the Senate. Once a calendar has been adopted, it may not be modified or rescinded except by 2/3 vote of the Senate.

5.3.3.2   *The Developmental Studies Subcommittee* shall consist of the Associate Vice Chancellor for Academic Success; one representative from each of the departments of English and Linguistics and of Mathematical Sciences, appointed by the department chair; and four elected Voting Faculty members, no more than two of whom may come from the same school. Elected members shall serve staggered three-year terms of office. The Subcommittee shall elect its chair from among the elected members.

The Subcommittee shall review those policies and goals of the Academic Success Center and those programs within the Center for Academic Support and Achievement, First Year Experience, and Mastodon Advising that affect underprepared students. It shall also recommend policies concerning the admission, placement, and retention of underprepared students. It shall assess the coordination and effectiveness of these programs and policies and shall assist the Associate Vice Chancellor for Academic Success with program review for the Center for Academic Success. It shall make an annual report of its recommendations and assessments to the Educational Policy Committee.

5.3.3.3   *The Continuing Education Advisory Subcommittee* shall consist of the director of Continuing Education and six Voting Faculty members elected by the Senate (subject to the restriction that no more than two shall be from one School) to staggered three-year terms. The Subcommittee shall elect its chair from among the elected members.

Subject to the constraints in the General Statement and Chancellor's Memorandum 2-78/79 (5 July 1978), the Subcommittee shall advise the ex-officio member and other appropriate University officers, and exercise the Faculty's authority with regard to academic matters related to continuing education.

Specifically, the Subcommittee shall:

5.3.3.3.1 Chart the general direction of continuing education at the University

5.3.3.3.2 Ensure that the University offers continuing education programs which fall within its broad mission areas as defined by the Boards of Trustees and the Commission for Higher Education.

5.3.3.3.3 Ensure that each continuing education program is sponsored by the appropriate academic department.

5.3.3.3.4 Assess the effectiveness with which the continuing education program fulfills its objectives.

5.3.3.4   *The Grade Appeals Subcommittee* shall consist of nine members elected from the Voting Faculty for staggered three-year terms. The Subcommittee shall consider cases that come before it under the campus grade appeals policy. If a case is to be heard, a five-member panel drawn from the Subcommittee membership shall hear the appeal. The panel shall act for the Subcommittee and its decisions shall be final and not subject to review

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: March 26, 2012

SUBJ: IPFW Credit Hour Policy

DISPOSITION: To the presiding officer for implementation

WHEREAS the United States Department of Education has adopted regulations implementing the Higher Education Opportunity Act, as amended, to provide a federal definition of a credit hour (34 CFR 600.20); and

WHEREAS these regulations (34 CFR 602.24(f)) also require regional and other accrediting organizations to evaluate institutional assignment of credit hours to courses; and

WHEREAS the Higher Learning Commission has adopted a conforming policy (Policy No. 3.10); and

WHEREAS the Higher Learning Commission has adopted a Protocol for Peer Reviewers Reviewing Credit Hours under the Higher Learning Commission's New Policies which gives additional guidance to institutions; and

WHEREAS this policy framework requires institutions to have and follow policies on the assignment of credit hours to courses and programs; and

WHEREAS the proposed policy also reflects the guidance provided by the USDoE, the Higher Learning Commission, and other institutions; therefore

BE IT RESOLVED that the attached policy be adopted by the Senate.

IPFW CREDIT HOUR POLICY

Introduction

A credit hour is the unit by which an institution measures its course work. The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class.

Considerable variation exists from institution to institution and within a given institution. A semester credit hour is the most commonly used system of measuring course work and is usually based on at least a 14-17 week calendar.[1] Further, a class hour varies from 45 to 60 minutes in various institutions. Many of the definitions refer to weekly student class hours (WSCH). Most faculties adopt a consistent measure within guidelines for their institution's course offerings. These consistencies have made it possible for accrediting groups to compare programs at multiple institutions. They make the acceptance of transfer credit from institution to institution reasonably systematic. They make it possible for institutions to issue transcripts that follow commonly understood practices and accurately reflect a student's academic experience. Further, prospective students can make meaningful comparisons between institutions and academic programs. Additionally, federal and state reporting requirements can be completed, analyzed, and compared.

Credit hours are awarded to students for successful completion of courses or for equivalent demonstrations of fulfillment of learning outcomes.

Pre-existing IPFW Policies

IPFW has already established policies for credit hour assignment, including the following:

SD 85-18 Academic Regulations:
•1.2   Credit: the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.
•1.2.1   Resident credit: credit earned at IPFW or at another campus of Indiana University or Purdue University, depending on which university the student is enrolled in at IPFW.
•1.2.1.1 Course credit: resident credit awarded by IPFW on the basis of a student's enrollment in and satisfactory completion of courses.
•1.2.1.2 Special credit: resident credit awarded by IPFW on bases other than a student's enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

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1   Ashford, Brenda (AACRAO). "2000-2001 Academic Calendars Study: Analytical Profiles of Calendar Use and Conversions".

•1.2.1.2.1 Credit by examination: credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)

•1.2.1.2.2 Departmental/divisional credit: credit for a course offered by a department/division and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the department/division offering the course.

•1.2.1.2.3 Achievement credit: credit awarded on the basis of demonstrated achievement in a nationally administered college-level examination. (See Section 7.2)

•1.2.2   Transfer credit: nonresident credit. Transfer credits for a student entering IPFW from outside the student's university system shall be evaluated by the admissions office and accepted as transfer credit if completed at a regionally accredited institution with a grade of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.

Credit accepted as transfer credit shall be equated to IPFW course numbers (or included as an undistributed entry) and posted to the student's academic record at the time of matriculation or re-entry to IPFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student's department chair/dean/division director, and the department/school/division determines the applicability to a student's plan of study of credit earned at other institutions and accepted by IPFW.

•1.7 Work not scheduled for a regular fall or spring semester: regular work offered in a summer session or off-calendar, equivalent in content, contact hours, and credit value to the work of a regular semester. As these regulations apply to academic work not scheduled for a regular fall or spring semester, all deadlines and time periods are to be prorated.

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

SR 00-11 IPFW Academic Calendar Formula
The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

Note: The calendar formula can be found in Senate Document 11-18. It has been translated by the Registrar's office, in cooperation with the Calendar Subcommittee, into standard class meeting times for on-campus classes, with 50 minutes representing one hour of class meeting time. The Approved Class Scheduling Patterns list is available on the Registrar's office website (http://new.ipfw.edu/offices/registrar/faculty/schedule_production.html) at http://new.ipfw.edu/dotAsset/153415.pdf.

General Guidelines for Assigning Credit to Courses

1. The credit hour assignment for a course will generally follow the definition of the Carnegie Unit of Credit, which describes the total time commitment that an average student is expected to devote to learning per week of study, with one unit of credit representing a total of three hours per week of in-class and out-of-class work.
2. The credit hour assignment for a course will be established by the department/division responsible for the course, when the course is established, and approved through the regular course-approval process.
3. The credit hours assigned for a course will not be affected by the mode in which the course is offered, e.g. on-campus/in-person, distance education, or independent study.
4. The credit hours assigned for a course will be established without regard to the level of the course, including both (a) levels of undergraduate courses and (b) distinctions between undergraduate and graduate courses.

Specific Guidelines for Assigning Credit to Courses

1. One semester credit hour is assigned to courses for each of the following kinds of academic activity:
    A. One class meeting in a lecture or equivalent format for 50 minutes per week for a semester, with two hours per week of out-of-class preparation, study, and homework time also expected.
    B. Two hours of laboratory activities per week, with one hour per week of out-of-class preparation, study, and homework time also expected.
    C. Three hours of laboratory activities per week, and homework time may be expected.
    D. Three hours of independent study or fieldwork activities per week, and additional out-of-class time may be expected.
    E. 1.67 hours to 5.0 hours per week of clinical experience, studio work or experiential study.

2. These standards may be modified by the academic unit only when required to meet standards of an accrediting agency.

TO: Fort Wayne Senate

FROM: Educational Policy Committee
             James Toole, Chair

DATE: March 26, 2012

SUBJ: Creation of an Ad Hoc General Studies Program Council

DISPOSITION: To the presiding officer for implementation

WHEREAS the General Studies Program at IPFW is a long-standing and successful program; and

WHEREAS the General Studies Program has been locally administered by the Director of the General Studies Program reporting through the IPFW Division of Continuing Studies and in consultation with a faculty advisory committee; and

WHEREAS the General Studies Program has been under the authority of the Indiana University School of Continuing Studies; and

WHEREAS Indiana University has now dissolved the School of Continuing Studies, leaving the General Studies Program without an academic home from July 1, 2012; and

WHEREAS faculty governance is essential to the successful operation of any academic program; and

WHEREAS many issues concerning the status and operation of General Studies at IPFW will remain unresolved as of July 1, making it more advisable to create a temporary faculty governance council than to create one having a more permanent membership and charge; therefore

BE IT RESOLVED that the Senate do the following:

The Senate shall create an ad hoc General Studies Program Council reporting to the Senate through the Educational Policy Committee. The Council shall expire at the end of the 2012-2013 academic year. During the 2012-2013 academic year, the Educational Policy Committee shall study the development of General Studies at IPFW in order to determine what form a more permanent faculty governing council should take. By the April 2013 Senate meeting, the Educational Policy Committee shall propose a Senate resolution ensuring that some form of General Studies faculty governance continue to exist, whether temporary or permanent.

The ad hoc Council shall consist of:
-- Three (3) Faculty from the College of Arts and Sciences
-- Three (3) Faculty from the other schools and colleges
-- The Director of General Studies
-- The Associate Vice Chancellor for Academic Programs
-- Two (2) General Studies alumni, as non-voting members, appointed by the General Studies
     Director

The ad hoc Council shall exercise the Faculty's authority with regard to academic matters related to the General Studies Program.

The ad hoc Council shall be appointed by the Senate's Executive Committee, in consultation with the Director of General Studies. Once a permanent council is created, its faculty members shall be elected by the Senate.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Mark Masters, Chair
         Faculty Affairs Committee

DATE: March 22, 2012

SUBJECT: Student Evaluation Task Force Report

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, the Fort Wayne Senate charged the Student Evaluation Task Force with "formulating 'a set of standards for IPFW for the procedure and use' of student evaluations; and

WHEREAS, the Student Evaluation Task Force completed their responsibilities and submitted their report to Faculty Affairs along with creating a web-based resource site (http://libguides.lib.ipfw.edu/courseevaluations); and

WHEREAS, Faculty Affairs believes their findings to be well supported and reasonable;

BE IT RESOLVED, That the Fort Wayne Senate endorse the use of the *Recommendations and Best Practices Guidelines:* (http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1149/357554/StudentEvaluationTaskForceReport.pdf)
 from the task force in future use of student evaluations at IPFW.

TO: Mark Masters, Chair of Senate FAC
FROM: Student Evaluation Task Force
DATE: December 16, 2011
SUBJECT: Recommendations from the Student Evaluation Task Force

In spring 2011 the Student Evaluation Task Force was charged with formulating "a set of standards for IPFW for the procedure and use" of student evaluations. The Task Force was to submit its report to the Faculty Affairs Committee of the Senate by December 2011. We have completed this charge and our report is attached for your consideration.

The first part of the charge to the Student Evaluation Task Force was to consider alternatives to the current scanner system. For this charge, the Task Force has sent a memo (attached) to Vice Chancellor McKinney with our recommendations concerning the delivery system as well as an institutional home for the oversight responsibilities for student evaluations on the campus.

The second part of the charge concerned the instrument, procedures for administration of the evaluations, and policy related to how student evaluations are used. In our report we have distinguished between policy recommendations and best practices guidelines. We present two sets of recommendations for the Faculty Affairs Committee to consider implementing as policy: (1) Items Used and Oversight of the Process, and (2) Administration Procedures. Our report also includes a set of Best Practices Guidelines that would not be binding, but should be shared with departments and administrators and sent to the Senate for information only.

We assume that you will send policy recommendations to the Senate as an action item. If you have any questions about the recommendations or guidelines, please don't hesitate to contact Yvonne Zubovic.

Task Force Members:
Elaine Blakemore, COAS & PSY, co-chair
Yvonne Zubovic, MATH, co-chair
Hardin Aasand, ENGL, COAS representative
Tiff Adkins, LIBR representative
Sheena Choi, EDUC, CEPP representative
Cigdem Gurgur, MMK, DSB representative
Rebecca Jensen, NURS, HHS representative
Dina Mansour-Cole, OLS, ETCS representative
Joyanne Outland, MUS, VPA representative
Carol Sternberger, OAA representative

Enclosed Attachments:
Recommendations and Best Practices Guidelines
Memo to Vice Chancellor

IPFW Faculty Senate Student Evaluation Task Force, 2011
Recommendations and Best Practices Guidelines
December 16th, 2011

This document is in three sections. The first section is preliminary remarks about the role of student evaluations at IPFW. The second is a set of recommendations that we are presenting to the Faculty Affairs Committee of the Senate for them to consider implementing as policy that would be binding on faculty and academic departments at IPFW. The third is a set of best practices guidelines that we recommend being made available to departments and administrators, but which would not be binding. There is also an appendix concerning the online administration of student evaluations.

Preliminary Remarks

Over the course of the Spring and Fall semesters of 2011, The Student Evaluation Task Force engaged in a very extensive data gathering process. We examined scholarly literature about student evaluations of teaching, explored systems used by other campuses, and surveyed both chairs and the faculty with respect to their experiences and departmental policies about student evaluations. Results of the data gathering, committee minutes, and other documents can be found on a website constructed for this purpose by Task Force member Tiff Adkins.[1]

It is very important to consider the purposes of student evaluations. The two major purposes are often labeled as formative (teaching improvement) and summative (evaluation for purposes of promotion, tenure, and annual review). Based on the survey of faculty, faculty members appear to believe that the formative role of student evaluation data is more important to them (i.e., student feedback helps faculty to improve their teaching and the structure of their courses, and can be used by chairs and other mentors to assist faculty in improving). We also think that is the more important purpose.

With respect to the summative evaluation of teaching, the majority of faculty responding to our survey thought student evaluations ought to be no more nor less important than other measures of teaching effectiveness. However, they also indicated that general practice on this campus is to make student evaluations THE most important measure, and they were not especially satisfied with that state of affairs. That is, the faculty appear to be saying that student evaluations have been overemphasized as a measure of teaching effectiveness for purposes of tenure, promotion, and annual review at IPFW.

For many years IPFW administrators and others have stated that teaching should be evaluated with multiple measures. Experts in faculty evaluation support that position. For example, one widely used resource[2] suggests 13 ways to evaluate teaching (see the Task Force website for additional references). Student evaluations are surveys of student satisfaction with teaching.

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[1] http://libguides.lib.ipfw.edu/courseevaluations

[2] Arreola, R. (2007). *Designing a Comprehensive Faculty Evaluation System* (3rd ed.). San Francisco: Anker Publishing Co.

They are affected by many variables in addition to effectiveness of instruction. It is consistently recommended that they be one measure of teaching effectiveness, but not the only one.

It is also the case that students are capable of evaluating only certain things (e.g., whether information presented is clear, whether instructor is enthusiastic, whether instructor is fair, whether materials are returned in a timely fashion, etc.). They are not capable of determining others (e.g., appropriateness of objectives; instructor's knowledge, its depth, and whether it's current; the instructor's incorporation of department policies or course objectives; the appropriateness of grading standards). Instruments to be completed by students should include only items that students are able to judge, and faculty peers should be the evaluators of items that are deemed important that students cannot judge.[3]

Student feedback should certainly continue to play a role in the summative review of teaching, but we agree with the majority of the faculty in our survey: student evaluations should be no more nor less important than other measures of teaching effectiveness. Further, our reading of the scholarship on this topic[4] leads us to conclude that results from student evaluations should generally only be used to make very broad judgments for summative purposes (e.g., exemplary, competent, not competent).

Policy Recommendations
I: Items Used and Oversight of the Process

1. The content of student evaluations should be predominantly determined at the department level. However, having a small number of consistent items is reasonable and desirable, both at the university and college levels.
2. For summative purposes (evaluation for promotion, tenure, reappointment, and annual review) and to ensure comparability across all departments and programs, the university should adopt two core items, generally known as "instructor overall," and "course overall." Sample items from the Purdue Instructor Course Evaluation Service (PICES) are below:
    a. Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor
    b. Overall, I would rate this instructor as: Excellent - Good - Fair - Poor - Very Poor.
3. Departments should adopt some items taken from a standardized instrument with known reliability and validity, rather than a locally-developed instrument whose quality is unknown. Note that such instruments often have hundreds of items from which to choose. Examples of such instruments are the PICES[5] and the IDEA[6] systems. (PICES items can be used without permission, and incur no cost for their use.)
4. All departments should include some items for summative purposes (evaluation) and some items for formative purposes (teaching improvement).
5. We recommend that the Division of Continuing Studies (DCS) no longer undertake the evaluation of instructors who teach distance learning courses that carry academic credit. Rather, departments should evaluate their own courses and instructors in all cases. DCS may

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[3] See Seldin, P. (2006). *Evaluating faculty performance: A practical guide to assessing teaching, research, and service*. San Francisco: Anker Publishing Company. (page 56)
[4] e.g., see McKeachie, W. J. (1997). Student ratings: The validity of use. *American Psychologist, 52*(11), 1218-1225.
[5] http://www.purdue.edu/cie/web/search/catalog.pdf
[6] http://www.k-state.edu/catl/ratings/idea/index.htm

certainly wish to survey students taking distance classes as to services they can offer, but the summative and formative review of faculty (full- and part-time) should be done by academic departments.

6. Norm comparisons and comparisons to department means or medians, to other faculty, courses, or departments should be avoided for summative purposes (i.e., for promotion, tenure, and annual review). Rather, departments are asked to develop criteria or standards by which, in their estimation, student evaluation results for their courses reflect competent or exemplary teaching. Under such a set of standards, *in principle*, all faculty might be found to be competent teachers. We note that if this recommendation is adopted it will require a modification to OAA 99-1, which asks for departmental means to be included in P&T cases. In the place of norms or means, the departmental criteria or standards for competent or exemplary teaching would be provided. (Suggestions for the appropriate use of norms are provided below in the "best practices" section.)

7. For summative review of faculty (promotion, tenure, reappointment, annual review), including the evaluation of part-time faculty, student evaluations will typically be part of the data considered. However, they should be only one of several possible measures of teaching effectiveness, and should not be given more weight than other measures.[7]

Policy Recommendations
II: Administration Procedures

1. There should be a standard set of instructions that accompany the evaluations, and they should be printed and included with the packet of evaluations, and read to the class. We recommend these instructions:
    "*Please use this opportunity to evaluate this course over the entire semester. Your thoughtful answers to these questions will provide helpful information to your instructor and to the department. Please do not talk with other students while you are completing the evaluation. Your responses are anonymous (do not include your name or any identifying information), and will not be provided to the instructor until after final grades have been turned in.*"

2. Evaluations should be administered in a regular class period near the end of the semester. For online classes they should be available at some point during the last week or two of the semester.

3. The instructor should **not** be present when the instrument is administered, and the evaluation should be proctored by someone else. The proctor can be a student chosen by the instructor, or a staff member, or someone else chosen by the faculty member or the department. If the proctor is a student in the class, the instructor may read the standard instructions to students prior to leaving the room.

4. We **do not recommend** as a campus policy a process where student evaluations are delivered online for all classes. Many faculty were not in favor of this mode of delivery for face-to-face classes, and the literature on this topic clearly shows a reduction in student response rate that would compromise the validity of the data. Thus, we do recommend that paper delivery of student evaluations continue to be made available. Of course, should particular departments,

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[7] Some may ask what other measures are available for part-time faculty, or for senior tenured faculty who no longer undergo peer review. At the very least, a faculty member can easily report what steps they took to keep their teaching current and/or to make changes in the past year such as incorporating new scholarship in the field in which they are teaching, and/or taking steps to keep current in relevant pedagogical practices.

schools, and colleges choose to deliver all student evaluations online that is their prerogative, but they should seriously consider the threat to the validity of the data that this practice engenders. Because of the importance of this issue, we have attached a summary appendix on this topic.

Best Practices Guidelines

1. We recommend that the university provide resources to maintain normative data (i.e., average ratings—means or medians; standard deviations; ranges) of items over time, at least over a rolling five-year period. (Note: Normative data, especially with respect to items about specific aspects of teaching that can be used for formative purposes—to make decisions about what aspects of teaching to modify—can assist faculty and their mentors in showing areas for improvement. However, it should be noted that small deviations in scores from average ratings should not be overemphasized.)

2. Because departments should be the unit for determining the majority of the content of student evaluations, when practical, we recommend that departments use some common items for all their courses. Online courses, labs, and clinics may follow a different format.

3. We strongly recommend that departments include some items that measure such things as whether the instructor was rigorous or demanding and whether the students learned in the course. Some sample items from PICES[8] (item number in parentheses) include: "My instructor has high academic standards" (384), "This course supplies me with an effective range of challenges" (402), "My instructor challenges me to think" (412), "I worked harder on this course than on most courses I have taken" (431), "I learned a great deal from my instructor" (433). We found it difficult to find items that seemed appropriate for all courses; we thus thought it better for departments to make their own decisions about what items of this type would be suitable for them.

4. Although we have recommended that departments have their own core of items that are used in all their courses, they should also be encouraged to have flexible instruments that meet a variety of course, instructor, and learning goals, and to support faculty in making flexible choices of items that meet their needs. Instruments such as PICES have hundreds of items from which to choose, and departments and faculty may supplement these with locally-developed items. Having a variety of items across a department's courses also makes the instrument more interesting for students to complete, and thus they may take it more seriously.

5. Departments may wish to consider including some open-ended items as well as some scaled items on their departmental instrument. Open-ended items often produce more useful information when they ask about specific items (e.g., small groups, lectures, quizzes, the textbook) rather than a general "comments" item. Open-ended student comments are often very helpful for formative purposes; one can get good ideas about how to improve from students' comments. However, experts in the student evaluation field are very cautious about using student comments for summative purposes. Summative review—review that impacts someone's job evaluation and future employment—should be based on measures that are well developed, credible, and legally defensible; student comments don't meet that standard. There is little evidence that they are representative of all students, reliable, or a valid measure

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[8] http://www.purdue.edu/cie/web/search/catalog.pdf

of actual teaching effectiveness. Thus we recommend against using student comments for summative review.

6. Department chairs, other administrators, and promotion and tenure committees are urged to be very cautious about using formative items for summative purposes.

7. Chairs, committees, and other evaluators should be mindful of how class attributes impact student ratings. For example, lower level and general education classes are often rated less positively than higher level and graduate classes.

8. Department chairs are encouraged to have a grace period (e.g., a year) before using student ratings to evaluate new faculty, especially those with little prior teaching experience. Of course, this information can certainly be used for formative and mentoring functions by the chair and others. A grace period can also be applied when a more experienced faculty member makes a change to their teaching practices or courses. In all cases, summative judgments are best based on several courses over at least a period of a year, preferably longer.

9. Instruments should not be overly long—an instrument that takes longer than approximately 10-15 minutes to complete is probably too long for most classes. In some cases, however, an instructor may wish to use a longer diagnostic instrument to assist in teaching improvement.

10. Departments should take steps to ensure the security of the data—such that while in transit to the department they cannot be tampered with, modified, lost, or obtained by the instructor prior to completion of class grades.

11. Departments should make every effort to provide timely results to faculty members. Ideally, they should be received no later than two months after the completion of the semester, sooner if possible.

12. Ideally, there should be a proctor-identification-form to be signed by the person administering the instrument indicating the class, date and time, whether the instructor left the room, and whether students completed the form independently and refrained from discussions with other students.

13. Untenured faculty are typically encouraged to evaluate every class, and to make all of these evaluations available to the chair for both formative and summative functions. All faculty are encouraged to evaluate all classes so that students have an opportunity to make their views known. However, departments may want to develop policies such that tenured (or long-time continuing lecturers, clinical faculty, and limited term lecturers) may choose to provide (or have considered) only a subset of these for purposes of annual evaluation.

14. Departments should take steps to make sure that an appropriate number of students complete student evaluations. Various researchers have provided guidelines as to the number of responses needed for the sample of respondents to be representative of the entire class enrollment. Franklin and Theall[9] indicate that the sample size needed depends on the class size—the smaller the class size, the higher the response rate needed. Their recommendations are provided in the table below. Others recommend that a minimum of 10 students raters and at least 67% of the class are needed for representation.

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[9] Franklin, J. L., and Theall, M. (1991). Communicating ratings results to decision makers: Design for good practice. In M. Theall and J. L. Franklin (Eds.), *Effective practices for improving teaching. New directions for teaching and learning*, no. 48. San Francisco: Jossey Bass

Class Size	Recommended response rate
5 – 20	At least 80 percent; more recommended
20 – 30	At least 75 percent; more recommended
30 – 50	At least 66 percent; 75 percent or more recommended
50 – 100	At least 60 percent; 75 percent or more recommended
100 or more	More than 50 percent; 75 percent or more recommended

15. Related to this question is class size overall. Sometimes evaluations are not administered in very small classes. Departments must consider and balance four things when judging whether to administer evaluations in very small classes: 1) students having a right to, or at least an expectation of, anonymity; 2) students having an opportunity to provide feedback; 3) faculty members needing to receive student feedback for formative purposes; and 4) faculty members needing data for summative review.

16. Administrators and faculty who make personnel decisions using student evaluation should undergo training as to the appropriate use of this information. We hope that in future, the Office of Academic Affairs or CELT will make such training available on a regular basis.

17.

Appendix A
Online versus Face-to-Face Administration (for face-to-face classes)

Many universities are beginning to move to online administration of Student Evaluations of Instruction (SET; Berk, 2006; Pallett, 2006). The table below (adapted from Berk, 2006) summarizes strengths and weaknesses of each:

	Face-to-Face	**Online**
Cost	More expensive to administer	Higher initial setup cost, then cheaper to administer
Accessibility	Only one available time	More accessible, but should probably have a defined window of availability
Ease of administration		Perhaps easier, but still requires set up by staff
Anonymity	Hand written forms may be less anonymous	All responses are typed
Staff time	More, especially if cleanup and typing are needed	Less, but not zero, responses need to be downloaded and organized
Responses to open-ended items		Tend to be longer, more detailed, more thoughtful
Turnaround time	Slower, especially if open-ended responses are typed	Much faster
Response rate	Typically at least 80%	Can drop much lower unless incentives and encouragement are used. If lower than 65%, not valid measure
Possibility for collaboration	Controlled by proctor	No control over shared completion
Standardization of administration conditions	High	Lower
Ability to modify instrument	More difficult	Simple

Obviously, the main advantages of moving to online SET are lower cost and reduction of staff time to clean and scan forms and type open-ended responses (note that only some departments do this). The main disadvantages are lack of control over the conditions of administration and reductions in the response rates. These reductions can be serious. Pallett (2006) reports a typical drop from more than 80% of students completing forms to 45-55% doing so, a range that would produce high rates of invalid and nonrepresentative results. Nulty's (2008) comparison finds a typical range of 55 to 75% for paper surveys, and 20 to 45% for online surveys, lower in both cases than Pallett's figures, and alarmingly low for online surveys in some cases.

This phenomenon has also been reported in the popular press:

http://www.boston.com/news/local/massachusetts/articles/2010/04/07/colleges_see_decline_in_evaluations_after_going_online/

There are various suggestions for improving response rates, and experimental evidence that they can work (e.g., Dommeyer, Baum, Hanna, & Chapman, 2004). Nulty (2008) lists fifteen recommendations, some of which are included below:
a. Link the survey in an email sent directly to students (called "pushing" the survey).
b. Send multiple reminders (especially if they can only go to students who haven't yet completed it).
c. Strong encouragement from faculty, with emphasis that responses are important and will be taken seriously. Give directions or advice on how to make constructive criticisms, and include items (usually open-ended) where this can happen.
d. Provide rewards, small number of points as incentives, access to grades earlier, or drawings for prizes.
e. Assure students of anonymity.
f. Make the survey brief.

Note: References can be found on the Task Force Web page at:
http://libguides.lib.ipfw.edu/courseevaluations

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Yvonne Zubovic, MATH, co-chair
Hardin Aasand, ENGL, COAS representative
Tiff Adkins, LIBR representative
Sheena Choi, EDUC, CEPP representative
Cigdem Gurgur, MMK, DSB representative
Rebecca Jensen, NURS, HHS representative
Dina Mansour-Cole, OLS, ETCS representative
Joyanne Outland, MUS, VPA representative
Carol Sternberger, OAA representative

TO: Vice Chancellor McKinney
FROM: Student Evaluation Task Force
DATE: December 12, 2011
SUBJECT: Institutional Home for Student Evaluations

Part of the charge of the Student Evaluation Task Force was to consider issues related to the delivery and administration of student evaluations. Related to this issue is the question of where the processing center for student evaluations should be housed. In considering the possible "institutional homes" for a student evaluation processing center, the Task Force looked at what other universities, including several of our peer institutions, do. These universities house this function in a variety of offices, all of which report to academic affairs. We also discussed issues related to our specific campus needs and culture. Based on this work, we have the following recommendations:

(1) The office with oversight for student evaluations should be under Academic Affairs.
(2) Given the importance of this work, additional staff should be assigned to cover these oversight responsibilities. We recommend not adding these duties to an already heavily burdened staff member.
(3) We suggest that the oversight of student evaluations be housed within one of the following (not in rank order):
    a. Assessment Office
    b. CELT
    c. Testing Services, but with this office moved from Student Affairs to Academic Affairs

We have investigated several student evaluation systems and evaluated them using criteria related to convenience of use, flexibility of items, availability of norms over time, and paper versus online delivery. Our ranking of these systems, along with an estimated annual cost, is provided in the attached table titled Systems Ranked in Order of Preference. We were reluctant to recommend systems with only online delivery of student evaluations given the persistent problem with low response rates. The literature raises the possibility that incentives to increase these response rates (such as withholding grades) may have limited impact or may result in a negative response by students, calling into question the validity of the evaluations. We recommend that Class Climate be adopted for use, with items drawn from the Purdue PICES library. This system will allow either paper or online delivery of the evaluations, allows maintenance of norms over time, and offers a wide range of items suitable for the needs of the various departments and schools on campus.

Task Force Members

Elaine Blakemore, COAS & PSY, co-chair	Cigdem Gurgur, MMK, DSB representative
Yvonne Zubovic, MATH, co-chair	Rebecca Jensen, NURS, HHS representative
Hardin Aasand, ENGL, COAS representative	Dina Mansour-Cole, OLS, ETCS representative
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Systems Ranked in order of Preference (Final)

	Annual Cost	Convenience and IPFW staff time	Flexibility of items	Availability of Norms over time	Online versus paper
Class Climate (note scanner also needed)	Scanner (but software comes with this system). $40,000 to $50,000 per year licensing fees and other startup costs Some staff time here	Some staff time to set up items and print forms, but less than currently. Sounds convenient	High, whatever departments use, or could include some standard items	Yes, and could maintain over time, and use flexibly	Both
Local, online plus paper, staff person to build norms	Scanner and software; paper costs; staff person's salary and benefits	Very convenient to departments; remove a large workload from some departments	High, whatever departments use, or could include some standard items	Yes; that would be one of the main purposes of this person	Both
Status Quo + new software/scanner	Scanner and software cost; Annual cost of paper and staff time in departments	Low, still many hours of local departmental staff time	High, whatever departments use, or could include some standard items	Probably not unless department does it for own use, but not across campus	Both
Local, online, staff person to build norms and oversee	Cost of staff person's salary and benefits	Very convenient to departments; remove a large workload from some departments	High, whatever departments use, or could include some standard items	Yes; that would be one of the main purposes of this person	Online only
Course Eval	$20,000 the first year; $16,000 years 2 and 3; no other costs	Removes almost all work from local staff Benefit of access to community of users	High, whatever departments use, or could include some standard items	No, but big enough semester database for decent normative data	Online only
Local, only online	None; very cheap; departmental staff time, hidden cost	Still hours of departmental staff time, but significantly less than above	High, whatever departments use, or could include some standard items	No, unless department does it, but not across campus	Online only
IDEA	Ranges from $12,000 to $17,000 annually depending on which form used, and which reports desired	Extremely convenient, very little staff time, basically just ordering and shipping	Need to use IDEA items, short or long form. Could add some items of own, but least flexible of all options.	Excellent maintenance of long-term norms; national database, comparisons to all relevant groups	Both

Scantron forms for evaluations (the ones presently in use) cost about $50 per 500.

Blakemore, 11/14/2011

TO: Fort Wayne Senate
FROM: URPC
SUBJECT: Analysis of Staffing and Budget Data
DATE: 28 MAR 2012

WHEREAS, IPFW's mission is to meet the higher education needs of northeast Indiana by offering a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources; and

WHEREAS, IPFW is facing a budget shortfall for the coming fiscal year (FY 2013), which is projected to be approximately 3% ($ 2.2 M) of the IPFW budget; and

WHEREAS, any shortfall in the budget must be covered by cuts in recurring dollars, which requires serious short-term budget decisions; and

WHEREAS, this 3% projected budget shortfall is real and manageable; and

WHEREAS, prudence requires IPFW budget planners to consider the current changes in IPFW's revenue stream to be long-term, and short-term solutions often create long-term problems;

THEREFORE BE IT RESOLVED THAT,

If reductions in expenditures are necessary to meet the budget, such cuts should be designed to minimize impact on the academic quality of our programs;

If reductions in expenditures are necessary to meet the budget, such cuts should be designed to minimize impact on current employees;

If reductions in expenditures are necessary to meet the budget, any such cuts should be designed to at least maintain the current number of clinical, tenured, and tenure-track positions.

BE IT FURTHER RESOLVED THAT,

If reductions in expenditures are necessary to meet the budget, such cuts should be designed to at least maintain credit hours and graduation rates;

Deans, Chairs, Program Directors, and every other member of the university community increase effort to recruit, retain, and graduate students;

Every academic and non-academic IPFW unit should undergo a regular, formal strategic review, similar to the academic Program Review process. This review should demonstrate how the unit effectively and uniquely contributes to the mission of the University;

IPFW should exact a temporary freeze on new administrative positions;

IPFW employ a transparent process with stringent criteria to determine the need to fill any open position.

IPFW employ a transparent budget process in allocation of funds to all constituencies.

IPFW explore voluntary long-term reduction in FTE for individual employees.

TO: Fort Wayne Senate

FROM: Educational Policy Committee

DATE: April 23, 2012

SUBJECT: General Education Learning Objectives and the Baccalaureate Framework

The Fort Wayne Senate approved the attached report (Senate Reference No. 11-30) to be included "for information only" in the April 9, 2012 agenda.

IPFW
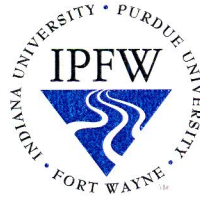
DEPARTMENT OF POLITICAL SCIENCE

TO: Executive Committee

FROM: Educational Policy Committee
           James Toole, Chair

DATE: April 12, 2012

SUBJ: Executive Committee Charge to EPC Concerning General Education

On November 21, 2011, the Executive Committee sent a memo to EPC. The memo instructed EPC to perform a review of General Education at IPFW, highlighting the immediate need to clearly articulate the link between the Baccalaureate Framework and General Education.

Acting on this memo, EPC directed the General Education Subcommittee (GES) to (1) decide upon specific General Education learning objectives for each of the six General Education areas and (2) connect each specific learning objective to one or more specific foundations contained in the Baccalaureate Framework. At the end of March, GES reported back to EPC.

EPC is satisfied with the report, which completes the specific tasks assigned to GES by the committee. EPC regards the production of this report as a good first step in any future efforts to review and further improve General Education.

EPC hereby reports back to the Executive Committee. Attached are the February 13, 2012 memo from EPC to GES, the March 26, 2012 memo from GES to EPC, and the GES report itself. The report comes in three attachments. Please let us know if you have any questions.

IPFW

DEPARTMENT OF POLITICAL SCIENCE

To: General Education Subcommittee, Linda Wright-Bower, Chair
            Duston Moore, Director of General Studies

From: Educational Policy Committee, James Toole, Chair

Subject: General Education Learning Objectives and the Baccalaureate Framework

Date: February 13, 2012

On November 21, 2011, the Executive Committee sent a memo to EPC. The memo highlights the need to clearly articulate the link between the Baccalaureate Framework and General Education, and it instructs EPC to perform a review of General Education at IPFW.

After discussing the matter at several recent meetings, EPC charges the General Education Subcommittee with two immediate tasks. The first is to decide upon specific learning objectives for each of the six General Education areas. If it chooses, the subcommittee may simply approve the list contained in the August 2002 Draft Learning Objectives. The second task is to connect each specific learning objective explicitly to one or more specific foundations contained in the Baccalaureate Framework.

The list of learning objectives and their connections to the Baccalaureate Framework are to be delivered to the chair of EPC by March 30, 2012. EPC asks that this work be made a priority, second only to the approval of Gen Ed course proposals.

EPC regards the completion of these tasks as a first step in any future efforts to further improve General Education Program policymaking. For example, EPC recognizes that it might be useful to revise SD 99-25. In our view, reaching formal agreement on learning objectives should make it easier in the future to revise relevant sections of SD 99-25.

IPFW

OFFICE OF GENERAL EDUCATION

TO: Educational Policy Committee (EPC)
               James Toole, Chair

FROM: General Education Subcommittee
               Linda Wright-Bower, Chair

DATE: March 26, 2012

SUBJECT: EPC Charge to the GES concerning the link between the Baccalaureate Framework
               and the learning outcomes of the General Education program

DISPOSITION: To EPC for review; upon approval to the presiding officer for implementation

WHEREAS, the EPC has directed the GES to decide upon specific learning objectives for each of the six
General Education areas; and,

WHEREAS, the EPC has directed GES to connect each specific learning objective explicitly to one or more
specific foundations contained in the Baccalaureate Framework; and,

WHEREAS, the EPC has identified completion of these tasks as a first step in any future efforts to further
improve General Education Program policymaking; and,

WHEREAS, reaching formal agreement on learning objectives should make it easier in the future to
revise relevant sections of SD 99-25; and,

WHEREAS, an updating of current departmental definitions for foundation skills adds to the clarity of the
learning outcomes document for future work and debate by the GES subcommittee; and,

BE IT RESOLVED, that the EPC review the GES revised general education learning objectives, based upon
the 2005 draft document of learning objectives, and the two tables listing learning outcomes associated
with each foundation and another assigning foundations to each specific learning outcome.

Attachment #1   Revised List of General Education Learning Outcomes, revised 3-26-12

Attachment #2   Listing of General Education Learning Outcomes by Foundation Areas

Attachment #3   Listing of Baccalaureate Framework Areas Associated with Learning Outcomes

IPFW General Education Area Outcomes

Foundation Skills (outcomes 1 through 14) are reinforced in areas 2-6.

Area 1 Outcomes

Reading and Writing includes the following 3 student capabilities:[i]

1. Demonstrate critical thinking through the interrelated activities of reading and writing. For example, students might annotate, respond to, and formally evaluate texts and analyze, synthesize, and interpret their writings and those of peers and professionals.
2. Read and write clearly and persuasively in various rhetorical contexts. For example, students might read and write expressive, persuasive, and informative papers for personal, public, and academic audiences using the processes, formats, and styles appropriate for these audiences.
3. Apply methods of inquiry appropriate to various rhetorical contexts so that students move beyond mere reporting of information to make an original contribution to knowledge. For example, students might do primary and secondary research ranging from introspection to the use of public sources.

Quantitative reasoning includes the following 5 student capabilities:[ii]

4. Reading and understanding information given in various formats, such as in graphs, tables, geometric figures, mathematical formulas or in text (e.g., in real-life problems).
5. Interpreting quantitative information and drawing appropriate inferences from it.
6. Solving problems, using algebra (study of abstract structure), analysis (study of process and the infinite), geometry (study of form), combinatorics (study of finite structure), or combinations these core mathematical approaches (e.g., algebra/analysis as functional analysis and set theory, algebra/geometry as traditionally found in secondary mathematical education, algebra/combinatorics as formal logic, analysis/combinatorics as probability theory and statistics, analysis/geometry as topology and the calculus of variations, combinatorics/geography as graph theory and combinatorial design.
7. Estimating answers and checking answers for reasonableness; communicating quantitative information verbally, numerically, algebraically, or graphically.
8. Recognizing the limitations of mathematical or statistical methods.

Communication includes the following 6 student capabilities[iii]

9. Speak precisely, clearly, and persuasively.
10. Listen actively and with comprehension.
11. Formulate and assess their own arguments as well as the arguments of others.
12. Understand and apply basic principles of small group communication, interpersonal communication and public speaking.
13. Work in an increasingly diverse society.
14. Demonstrate computer literacy.

Information Literacy includes the following 6 student capabilities[iv]

15. Determine the extent of information needed.

16. Access the needed information effectively and efficiently.
17. Evaluate information and its sources critically.
18. Incorporate selected information into one's knowledge base.
19. Use information effectively to accomplish a specific purpose.
20. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Area II Outcomes

Natural and Physical Sciences include the following 5 student capabilities

21. Describe bases of living and non-living systems.
22. Explain the development of scientific knowledge.
23. Understand data collection, analysis, and quantitative problem solving.
24. Demonstrate familiarity with scientific literature.
25. Written and/or oral communication.

Area III Outcomes

Individual, Culture, and Society include the following 4 student capabilities

26. Understand the nature and diversity of individuals, organizations, cultures and societies.
27. Explain how knowledge of social and behavioral processes is develop, how information is gathered, hypothesis formulated and analyzed, and theories developed.
28. Apply their knowledge in written and/oral communication.
29. Understand data collection, analysis, and quantitative problem solving.

Area IV Outcomes

Humanistic Thought include the following 6 student capabilities

30. Demonstrate understanding of scholarly approaches to such abiding issues as the meaning of life, the role of the arts in understanding what being human means, and the limits of knowledge.
31. Evaluate traditions that have shaped the learners' values, beliefs, and aesthetic preferences.
32. Compare traditions that have shaped the learner to different traditions.
33. Interpret written work or creative work e.g., essays, works of art and music.
34. Apply their knowledge in written and /or oral communication.
35. Understand data collection, analysis, and quantitative problem solving.

Area V Outcomes

Creative Expression include the following 3 student capabilities

36. Demonstrate understanding of the creative process using the vocabulary of the appropriate discipline.
37. Perform or create a work of personal expression and bring the work to fruition using applicable skills.
38. Articulate a reflection and critical evaluation of their own and others creative efforts using written and/or oral communication.

Area VI Outcomes

Inquiry and Analysis includes the following 4 student capabilities

39. Gather, evaluate, select, organize and synthesize material in order to complete a research or creative project.
40. Present the project in an appropriate medium.
41. Think critically and solve problems by applying knowledge and skills gained in earlier courses.
42. Apply the knowledge gain across disciplinary boundaries.

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[i] Taken from the IPFW Department of English and Linguistics Writing Program Goals.
[ii] Modified from 'What is Quantitative Reasoning? Defining the Construct for Assessment Purposes', Carol Anne Dwyer, Ann Gallagher, Jutta Levin, and Mary E. Morley, Educational Testing Service, Princeton, NJ. 2003. The authors write: "These capabilities are included as competencies that all college graduates should have and are included in the report 'Quantitative Reasoning for College Graduates: A Complement to the Standards of the Subcommittee on Quantitative Literacy Requirements of the MAA' (Sons, 1996)." p. 12. Further, "The NCTM (2000); the Mathematical Association of America (MAA) (Mathematical Association of America [MAA], 2003; Sons, 1996); the American Mathematical Society (AMS) (Howe, 1998); and the American Mathematical Association of Two-Year Colleges (AMATYC) (American Mathematical Association of Two-Year Colleges [AMATYC], 1995), in their statements about the goals of mathematical education, all discuss quantitative reasoning as an ability that all high school and college students can and should develop. These documents also discuss a great deal of curricular material in addition to quantitative reasoning. They have certain differences in scope as well, but there is substantial agreement among them as to what constitutes quantitative reasoning and what constitutes the mathematics content on which the reasoning is based. The following material reflects that broad and strong consensus in the world of mathematics." p. 11-12.
[iii] Taken from the IPFW Department of Communication.
[iv] Taken from Information Literacy Competency Standards for Higher Education of The Association of College and Research Libraries (ACRL) a division of the American Library Association.

Adopted March 26, 2012 GES subcommittee document

General Education Outcome Alignment with Baccalaureate Framework - 3/26/12   1

Area	General Education Outcomes/ Baccalaureate Framework	I. Know	II. Apply	III. Value	IV. Lead	V. Think	VI. Communicate
1	**1.** Demonstrate critical thinking through the interrelated activities of reading and writing. For example, students might annotate, respond to, and formally evaluate texts and analyze, synthesize, and interpret their writings and those of peers and professionals.					x	x
1	**2.** Read and write clearly and persuasively in various rhetorical contexts. For example, students might read and write expressive, persuasive, and informative papers for personal, public, and academic audiences using the processes, formats, and styles appropriate for these audiences.						x
1	**3.** Apply methods of inquiry appropriate to various rhetorical contexts so that students move beyond mere reporting of information to make an original contribution to knowledge. For example, students might do primary and secondary research ranging from introspection to the use of public sources.	x	x				
1	**4.** Reading and understanding information given in various formats, such as in graphs, tables, geometric figures, mathematical formulas or in text (e.g., in real-life problems).	x					
1	**5.** Interpreting quantitative information and drawing appropriate inferences from it.		x				
1	**6.** Solving problems, using algebra (study of abstract structure), analysis (study of process and the infinite), geometry (study of form), combinatorics (study of finite structure), or combinations these core mathematical approaches (e.g., algebra/analysis as functional analysis and set theory, algebra/geometry as traditionally found in secondary mathematical education, algebra/combinatorics as formal logic, analysis/combinatorics as probability theory and statistics, analysis/geometry as topology and the calculus of variations, combinatorics/geography as graph theory and combinatorial design.		x				
1	**7.** Estimating answers and checking answers for reasonableness; communicating quantitative information verbally, numerically, algebraically, or graphically.		x			x	x
1	**8.** Recognizing the limitations of mathematical or statistical methods.					x	
1	**9.** Speak precisely, clearly, and persuasively.						x
1	**10.** Listen actively and with comprehension.						x
1	**11.** Formulate and assess their own arguments as well as the arguments of others.					x	

Area	General Education Outcomes/ Baccalaureate Framework	I. Know	II. Apply	III. Value	IV. Lead	V. Think	VI. Communicate
1	**12.** Understand and apply basic principles of small group communication, interpersonal communication and public speaking.		x				x
1	**13.** Work in an increasingly diverse society.				x		
1	**14.** Demonstrate computer literacy.	x					
1	**15.** Determine the extent of information needed.	x	x			x	
1	**16.** Access the needed information effectively and efficiently.	x	x			x	
1	**17.** Evaluate information and its sources critically.		x			x	
1	**18.** Incorporate selected information into one's knowledge base.	x	x				
1	**19.** Use information effectively to accomplish a specific purpose.		x			x	
1	**20.** Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.		x	x	x		
2	**21.** Describe bases of living and non-living systems.	x					
2	**22.** Explain the development of scientific knowledge.	x					
2	**23.** Understand data collection, analysis, and quantitative problem solving.		x			x	
2	**24.** Demonstrate familiarity with scientific literature.		x			x	
2	**25.** Written and/or oral communication.						x
3	**26.** Understand the nature and diversity of individuals, organizations, cultures and societies.	x			x		
3	**27.** Explain how knowledge of social and behavioral processes is develop, how information is gathered, hypothesis formulated and analyzed, and theories developed.		x		x		x
3	**28.** Apply their knowledge in written and/oral communication.		x				x
3	**29.** Understand data collection, analysis, and quantitative problem solving.		x			x	
4	**30.** Demonstrate understanding of scholarly approaches to such abiding issues as the meaning of life, the role of the arts in understanding what being human means, and the limits of	x					

Area	General Education Outcomes/ Baccalaureate Framework	I. Know	II. Apply	III. Value	IV. Lead	V. Think	VI. Communicate
	knowledge.						
4	**31.** Evaluate traditions that have shaped the learners' values, beliefs, and aesthetic preferences.		x	x		x	
4	**32.** Compare traditions that have shaped the learner to different traditions.		x		x		
4	**33.** Interpret written work or creative work e.g., essays, works of art and music.		x			x	
4	**34.** Apply their knowledge in written and /or oral communication.		x				x
4	**35.** Understand data collection, analysis, and quantitative problem solving.		x			x	
5	**36.** Demonstrate understanding of the creative process using the vocabulary of the appropriate discipline.	x					x
5	**37.** Perform or create a work of personal expression and bring the work to fruition using applicable skills.		x			x	
5	**38.** Articulate a reflection and critical evaluation of their own and others creative efforts using written and/or oral communication.					x	x
6	**39.** Gather, evaluate, select, organize and synthesize material in order to complete a research or creative project.		x			x	
6	**40.** Present the project in an appropriate medium.		x			x	x
6	**41.** Think critically and solve problems by applying knowledge and skills gained in earlier courses.		x			x	
6	**42.** Apply the knowledge gain across disciplinary boundaries.		x			x	

Baccalaureate Framework Alignment with General Education Outcomes- 3/26/12

Baccalaureate Framework / Outcomes	General Education Outcomes
I. Acquisition of Knowledge	
Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information- seeking skills and technological competencies.	3,4,14,15,16,18,21,22,26,30,36
II. Application of Knowledge	
Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.	3,5,6,7,12,15,16,17,18,19,20,23,24,27,28,29,31,32,33,34,35,37,39,40,41,42
III. Personal and Professional Values	
Students will demonstrate the highest levels of personal integrity and professional ethics.	20,31
IV. A Sense of Community	
Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.	13,20,26,27,32
V. Critical Thinking and Problem Solving	
Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.	1,7,8,11,15,16,17,19,23,24,29,31,33,35,37,38,39,40,41,42
VI. Communication	
Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.	1,2,7,9,10,12,25,27,28,34,36,38,40