

Admissions and Academic Affairs Committee Annual Report AY 2005/06

Members of the Committee:

Lora Baldwin (Library), Denise Bullock (BSS), Michele Curry (Nursing), Margaret Thomas Evans (HFA), Greg Barton (HFA), Cheryl Stolle (Education), Markus Pomper (NSM), Chair.

Meetings: The committee met on 20 occasions:

August 22, September 7, 21, October 4, 17, November 2, 9, 16, December 7, 2005
January 9, 20, 27, February 13, 21, 28, March 13, 27, April 5, 19, and May 30, 2006.

Charge for 2005/06

1. Bring an academic forgiveness policy to the Senate as soon as it is feasible.
2. Continue to monitor the impact of the revised academic standards policy.
3. Review the process for hearing appeals of students who are making satisfactory progress, even if still on probation, with an eye to simplify the process for both students and the committee.
4. Develop procedures for implementing the new Student Code.
5. Make a formal report to the Senate regarding our campus' compliance with the UFC Intercollegiate Athletics Policy.
6. Review policies & practices regarding "non-passing" grades—W, I, FN, etc.

Progress of Committee's Work

Appeals of Suspension

The committee considered appeals of suspension and reinstatement in its meetings on August 22 and January 9.

In August, 24 students appealed their Academic Suspensions: 1 student was taken off the list after achieving a satisfactory GPA; 12 petitions were approved; 11 were declined. 1 student petitioned for reinstatement and was denied

In January, three students petitioned for reinstatement: two were approved, one was denied; 10 students appealed their academic suspensions: six were approved, four were denied. All students approved were given part-time status. 9 students' suspensions were waived because they had made adequate progress in the Fall semester.

On May 30, the committee considered three student appeals of suspension for Fall 2006. Two appeals were approved with conditions, one was denied.

Grade Appeals

One student requested to have two grades retroactively changed from F to W. The committee considered this appeal during its meeting on May 30 and denied the appeal.

Academic Forgiveness Policy

The committee met on February 21 with Dennis Hicks to discuss the status of the implementation of the academic forgiveness policy. The committee agreed to change the wording in the draft policy in order to make the implementation possible. It is anticipated that the Forgiveness Policy will be presented to Faculty Senate in August.

Academic Standards Policy

The committee asked the office of VCIT to include a reporting feature to the program that determines academic suspension and probation. This request was made in September, but since then no action has been taken to modify the program. Without data that the reporting component would generate the committee decided not to make any changes to the policy. In the suspension cycle for December and May, the VCAA reviewed the students would be suspended and decided to waive the requirement for those who appeared to make adequate progress. This action was taken in consultation with and with the consent of the AAA committee.

Procedures for the new Student Code of Conduct

The committee discussed the student code of conduct in its meetings on February 13 and 27, March 13 and 27, and April 5. A student LEADER was invited to provide input for these meetings. However, the student only attended one meeting. When the procedures were in a near-final draft stage, the student consented orally on behalf of the student LEADERS to the new code. The Dean of Students consented to the final version of the procedures on behalf of the administration. The final version of the procedures was discussed in faculty senate in the March meeting for a first reading, and was passed in the April meeting.

Intercollegiate Athletics Policy

The committee discussed whether Indiana University East is in compliance with the UFC Intercollegiate Athletics Policy. This topic was discussed in the committee's meetings on October 4 and 17, November 2 and 9, December 7, January 20, and 25. In order to compile the report, the committee investigated athletic policies at other IU campuses and at regional Universities in Ohio. In addition, the committee considered the funding and the growth of the athletic programs at Indiana University East. The findings of the committee are summarized in a report, which was presented to the Faculty Senate in its February meeting. The report is also attached.

Non-Standard Grades

The committee discussed the policies for non-standard grades in its September 21, November 16, December 7, and January 25 meetings. Non-standard grades are I (Incomplete), W (Withdrawn) and FN (Failure for Nonattendance). The committee summarized its analysis and recommendations in a report that was presented to the Faculty Senate in its January meeting. A follow-up was given in the February meeting.

The committee recommended that several forms be revised to alert faculty of the policies that govern the non-standard grades.

The revised Incomplete-Report form is attached.

Other business

In its meeting on April 5, the committee discussed the use of checklists in Academic Advising. At issue was whether students who do not declare a major within 24 credit hours could be required to either take a career planning course, or career counseling before a service indicator is removed and they can register for classes. The committee agreed that this is permissible because students have a choice and are therefore not forced to take a certain course. The issue is therefore one of advising and not one of curricular oversight.

New Committee Chair

In its May 30 meeting, AAA elected Michele Curry as AAA chair for AY 2006/07.

Recommendations for Charges for AY 2006/07

- Consider student Grade Appeals, Petitions for Reinstatement and Appeals of Suspension.
- Review effects of Admissions Policy and determine whether students who are admitted conditional make adequate progress to remedy their deficiencies. Review adequacy of Admissions Policy in regards to Graduate Programs.
- Continue to monitor the impact of the revised academic standards policy.
- Consider creating a framework for 2+2 agreements with Community Colleges, possibly in collaboration with the Curriculum Committee.
- Bring an Academic Forgiveness Policy as soon as possible.

Submitted by Markus Pomper

Budgetary Affairs Committee Annual Report AY 2005/06

Members of the Committee:

Ange Cooksey (HFA); Larry Englert (BUS—Fall); David Frantz (BUS—Spr.); Bob Ramsey (BSS); Diana Stanforth (NUR); Emily Winburn (LIB); Jerry Wilde (EDU—Fall), co-chair; Mort Seddighin (NSM), co-chair.

The budgetary affairs committee met several times during the academic year 2005-2006 to discuss budgetary issues. One of the charges of this committee was to familiarize itself with the budgetary process at IU East. To carry out this charge, the committee invited Dan Dooley, the Budgetary Director, to most of its meetings. The committee members also attended all of the Executive Council meetings and University Cabinet meetings. The committee provided the administration with suggestions on the percentage of salary increase based on merit and cost of the living adjustment. During its meetings the committee discussed budgetary concerns such as bad debt, summer teaching compensations, and enrollment.

Submitted by Mort Seddighin

Curriculum Committee Annual Report AY 2005/06

Members of the Committee:

Alisa Clapp-Itnyre, Kumara Jayasuriya, Betsy Kirk, Kathleen Kreamelmeyer, Robert Ramsey (fall 2005), Roberta Roswell, Walter Scott, Gregory Weber—Chair

The Committee's Charge for 2005--2006

1. Develop a policy for combined graduate/undergraduate courses.
2. Review the policy on maximum hours of transfer credit from 2-year colleges.
3. Revise by-laws as necessary; the section dealing with the Curriculum Committee is out of date.

Additional Goals

In addition, the committee has “charged itself” with looking at issues involving the Indiana College Network (ICN): should there be a maximum number of ICN courses or credit hours “transferred in” or accepted as IU-equivalent courses, and how should these courses relate to the campus’s residency requirements?

Accomplishments

Note: Where applicable, the Faculty Senate circular numbers are given in parentheses, e.g., "(E18-06)".

New Degree Programs Approved

- Bachelor of Science, Biotechnology (E18-06)*
 - Associate of Science, Biotechnology (E18-06)*
- (*revision distributed at Senate meeting)

New Minor Approved

- Minor in Entrepreneurship (E44-06)

New Certificate Approved

- Graduate Certificate in College Composition (E32-06)

New Courses Approved

- Math Lab Courses (E09-06)
 - MATH L117 Mathematics Laboratory: Intermediate Algebra
 - MATH L118 Mathematics Laboratory: Finite Mathematics
 - MATH L119 Mathematics Laboratory: Brief Calculus
 - MATH L125 Mathematics Laboratory: Pre-Calculus Mathematics
 - MATH L126 Mathematics Laboratory: Trigonometric Functions
 - MATH L300 Mathematics Laboratory: Statistical Techniques

- Courses for the New Biotechnology Degrees
 - BIOL-T 101 Introduction to Biotechnology (E11-06)
 - CHEM-C 280 Introduction to Biochemistry (E19-06)
 - BIOL-T 201 Bioinformatics (E20-06)
 - BIOL-T 105 Basic Laboratory Techniques (E21-06)
 - BIOL-L 213 Molecular biology laboratory (E22-06)
 - BIOL-T 305 Advanced biotechnology lab (E23-06)

Revisions to Current Programs Approved

- Philosophy Minor (E05-06)

Revisions to Current Courses Approved

(None)

Courses Adopted from the Master Course Inventory

- Courses for the Graduate Certificate in College Composition
 - ENG-W 501 Teaching Writing in College (E17-06)
 - ENG W620 Advanced Argumentative Writing (E34-06)
 - ENG W682 Special Topics: Rhetoric and Composition (E35-06)
- Course for the Minor in Entrepreneurship
 - BUS W408 Practicum in Small Business (E45-06)
- NEWM ("New Media") N100 Introduction to Digital Media Principles (E29-06)
- EDUC K305 Teaching the Exceptional Learner in the Elementary School (E36-06)
- EDUC K306 Teaching Students with Special Needs in Secondary School (E37-06)
- POLS Y212 Making Democracy Work (E46-06)

New Policies

(None)

Revised Policies

Transfer Credit from Junior Colleges: the Senate approved the **deletion of Institutional Degree Program Requirement #7**: *A maximum of 60 hours of credit may be transferred from a junior or community college.*

The 30 hour residency requirement and some individual degree program requirements remain as de facto limits to transfer credits from junior (and non-junior) colleges. (E33-06)

Work Left Unfinished

1. Revision of By-Laws relating to the Curriculum Committee. Clarify when a proposal is a voting item. Other revisions?
2. Combined graduate/undergraduate courses policy. A policy has been drafted but not yet discussed or voted upon.
3. Clarification of what information is to be included and page limit on syllabi submitted with the ECAP form. A procedure has been drafted but not yet discussed or voted upon.
4. BUS W490 Professional Practice. This course was requested as an adoption from the Master Course Inventory for the minor in entrepreneurship, but the due to changes in the minor, it is no longer needed.
5. Consider whether a policy should place limits on the acceptance of Indiana College Network (ICN) courses as IU-equivalent courses, and how the campus residency requirements relate to ICN.

Suggested New Tasks

1. Find out the status of "model course frameworks": do they exist, and if so, where can they be found?
2. Update the Curriculum Committee web site, including streamlined forms, additional forms, and open document formats.

Submitted by Gregory D. Weber

Faculty Affairs Committee Annual Report AY 2005/06

Members of the Committee

Michael Foos (NSM), Mary Ann Morse (EDU), Sherry Rankin (NUR), Sue McFadden (LIB), Laverne Nishihara (HFA), Ed Fitzgerald, (Chair, BSS), Markus Pomper (ex officio, NSM)

Charge:

FAC set three goals for the year. The goals were to revise the Senior lecturer policy, to revise the clinical rank policy, and to update the faculty handbook.

Accomplishments:

FAC was able to accomplish only one of these three goals.

FAC revised and obtained Faculty Senate approval for a new Senior Lecturer policy.

FAC meet bi-weekly during the fall semester. Spring semester was fraught with incompatible schedules. The committee met twice with information exchanged via email at other times.

FAC began to review the faculty handbook to determine whether current publications reflected current policy. This process is on-going.

FAC acknowledged the need to review the clinical rank policy. Of particular concern to some committee members was making the clinical lecturer policy consistent with the senior lecturer policy. FAC did not begin deliberations on this policy.

Submitted by Ed FitzGerald

General Studies Committee Annual Report AY 2005/06

Members of the Committee

Ange Cooksey (HFA); Jean Harper, Co-chair (HFA); Joan Lafuze (NSM); Joanne Passet (HFA); T.J. Rivard, Co-chair (HFA); Mort Seddighin (NSM); Beth Slattery (HFA); Rob Tolley (BSS); Emily Winburn (LIB)

The Committee met every other week to discuss issues pertaining to the BGS degree and BGS students. We also continued discussions on the structure and the reporting lines of the committee.

Accomplishments

1. Approved the addition of W132 Elementary Composition II, W231 Professional Report Writing, or W234 Technical Report Writing as a second writing requirement for the BGS. This resulted after the School of Continuing Studies adopted a requirement for a second writing course. The committee reasoned that a choice among these three would serve them best, depending on the focus of individual General Studies students.
2. The SCS Faculty Council also adopted requirements for a diversity and a capstone course. To ease the need for full-time faculty to develop and teach the capstone, the committee adopted the use of the Bloomington Independent Study course for the time being. The diversity course was still under discussion at the end of our final meeting.
3. The Committee moved and seconded a motion to separate the committee from the Senate and place the administration under the VCAA's office. The Senate approved the proposal.

This is the final report of the General Studies Committee as a standing committee of the Faculty Senate.

Submitted by Jean Harper and TJ Rivard

General Education ad hoc Committee Annual Report AY 2005/06

Members of the Committee: Walter Wagor (Chair, BSS), Mike Foos (NSM); TJ Rivard (HFA); Ed Fitzgerald (BSS); Vandana Rao (BUSE); Mary Ann Morse (EDUC); Sherry Rankin (NURS); Sue McFadden (LIB); and Cheryl Stafford (Student Success).

Accomplishments:

Instead of a report, the committee submitted this statement

Statement on General Education at Indiana University East and Questions for Discussion
General Education Review Committee
5/11/06

The General Education Review Committee has spent considerable time discussing the meaning of general education at Indiana University East. In doing so, we have uncovered a great deal of confusion as to the meaning of “general education” at Indiana University East. Based on current practice as represented in printed statements about general education, particularly as reported to our accrediting body the Higher Learning Commission, and thus a beginning point for review and discussion on general education, we agree that the following describes what general education currently means at IU East.

We have told our accrediting body, the Higher Learning Commission, that general education at IU East consists of three levels: skills courses in composition, speech communication, computer literacy and quantitative skills that are common to all degrees; learning objectives that address the broader aspects of general education; and degree-specific expectations that vary from degree to degree.

Therefore, when we speak currently of “General Education” at Indiana University East, we are referring to the following: through the General Education skills courses (writing, public speaking, mathematics, computer literacy): our Campus Learning Objectives (excluding the “Depth” objective) that describe the general education outcomes that all graduates of IU East are expected to attain; and the Distribution and other degree-specified courses in the arts and sciences (such as foreign languages, diversity courses, and so on). This General Education foundation is the basis upon which degree programs build as they fulfill the “Depth in some field of knowledge” learning objective.

Whether or not this is the best definition of general education for us, we don’t know at this time. Our discussions have resulted in a wide-range of issues and questions. Discussion and answers to these questions will help us decide about the “best” model for Indiana University East. We need your help in clarifying and discussing these questions and for identifying additional relevant questions that we have not yet listed.

Theme questions and their respective facilitating questions:

1. Should general education include a “common” educational experience for all students?
 - Do all degree programs require the “required” skills courses?
 - What problems does the variation in distribution requirements create for students?
 - What is the “common” educational experience that all IU East graduates receive?
 - Are we satisfied with that “common” experience?

2. What should be the relationships among General Education skills courses; the Distribution and other degree-specific courses in the arts and sciences, the campus “institutional requirements,” and the campus learning objectives?
 - How well do the required courses fulfill both the institutional requirements and the learning objectives in these areas?
 - Should the specific skills courses match with specific campus learning objectives? Do they currently?
 - What is the purpose of the distribution requirements?
 - Should distribution courses be identified to support specific majors or to support general education or to do both?

3. Should general education occur in specific courses, have across-the-curriculum aspects, or both?
 - Given that we have specific required courses in English and public speaking, should we have a specifically required course in mathematics?
 - Should we have choices for meeting the writing, public speaking, and mathematics requirements?
 - How does WAC relate to general education?
 - Should we have MAC (Math), DAC (diversity), EAC (ethics), and PSAC (problem-solving) in addition to WAC?
 - Beginning a number of years ago, we started indicating on each syllabus, the one or two campus learning objectives emphasized most in each course. Could we/should we require at least one course that emphasizes each of the six general education learning objectives be taken by students as part of their general education? (They are already required to do four communication objective and one computation objective courses. What about diversity, ethics, and problem-solving?) How do “courses” relate to meeting the breadth in the liberal arts and sciences objective?

4. Who should be making decisions related to general education policy, curriculum, and compliance?
 - How were the specific “required” general education courses of ENG-W 131 and SPCH-S 121 decided?
 - What are the guidelines for determining general education skills courses and distribution requirements in the arts and sciences for existing and new degree proposals?

- Who should decide what the distribution requirements are for a degree?
- How have courses come to be designated as “distribution satisfying” and how and by whom should they be decided?
- Who should monitor implementation and compliance with requirements, be they general education, institutional, campus learning objectives, or distribution?

5. How are general education outcomes determined and levels of performance established and assessed?

- What are the expected outcomes for the specific “required” general education courses of ENG-W 131 and SPCH-S 121?
- What are the expected outcomes for the institutional requirements in writing, speaking, mathematics, and computer literacy?
- What are the expected outcomes for the campus learning objectives in communication and computation?
- What is the level of performance expectation for meeting each of the campus learning objectives?
- How do we know when a student meets those levels?
- How well do our current requirements (skills courses, distribution requirements, others) prepare students for attaining the general education learning objectives?
- Should general education include a “common” educational outcome for all students?

Submitted by MaryAnn Morse

Nominating Committee

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Members of the Committee

Alisa Clapp-Itnyre (HFA), Neil Sabine (NSM), Beth Slattery (HFA)—Chair

The Committee's primary function is overseeing elections at Faculty Senate meetings. Below is the schedule of those elections and slate selections, as well as one special election:

August/September 2005—Slate Selection for Faculty Board of Review; Special Election for General Education ad hoc Committee—Members elected were: Walter Wagon—BSS, Committee Chair; Mike Foos—NSM; TJ Rivard—HFA; Ed Fitzgerald—BSS; Vandana Rao—BUSE; Mary Ann Morse—EDUC; Sherry Rankin—NURS; Sue McFadden—LIB; and Cheryl Stafford—Student Success.

October 2005—Election for Faculty Board of Review—New Members: TJ Rivard—HFA; Laverne Nishihara—HFA; Kumara Jayasuriya—NSM.

February 2006—Election for Faculty Senate President—Markus Pomper (NSM) was elected; Election for University Faculty Council Representative—David Frantz (BUSE); Election for vacant seat on Budgetary Affairs Committee (1 year appointment)—David Frantz (BUSE).

March 2006—Slate Selections for both Nominating and Promotion & Tenure Committees were postponed until April because of an oversight on the part of the Committee Chair.

April 2006—Slate Selection for Nominating Committee and Promotion & Tenure Committee

May 2006—Elections for Standing Committees

Admissions and Academic Affairs

New Members: Laura Baldwin—LIB (one year replacement for Markus Pomper); Pam Connerly—NSM; Michele Curry—NUR; Frances Peacock—HFA.

Curriculum (A nomination was made from the floor to add a fifth member to the slate, so an election was held in lieu of a simple vote of approval for the slate.)

New Members: Kris Dhawale—NSM; Mary Ann Morse—EDU; Bob Ramsey—BSS; Greg Weber—BUSE (one-year replacement for Alisa Clapp-Itnyre).

Faculty Affairs

New Members: Dan Doerger—EDU; Sherry Rankin—NUR; T.J. Rivard—HFA.

Nominating

New Members: Greg Barton—HFA; Neil Sabine—NSM.

Promotion and Tenure

New Members: Kris Dhawale—NSM (one year replacement for Anne Szopa); David Frantz—BUSE; Neil Sabine—NSM; Marilyn Watkins—EDU.

Divisionally Nominated Committees:

Budgetary Affairs

New Members: Kelly Dempsey—NUR; David Frantz—BUSE; Marilyn Watkins—EDU.

Workload

New Members: Pam Connerly—NSM; Tim Scales—BUSE; Marsha Heffron Williamson—NUR.

This year, the Nominating Committee continued to assist the Senate President with streamlining the committee preference selection. Preference sheets were distributed via e-mail to all faculty members, who then chose their committee preferences. This data was collected and then used as the Nominating Committee constructed slates for the standing committee elections. The preference sheets were then forwarded to the Office of the Chancellor, so committee selections could be made for the Chancellor's committees.

Submitted by Beth Slattery

Promotion and Tenure Committee Annual Report AY 2005/06

Members of the Committee

Neil Sabine (NSM), Kris Dhawale (Prof. NSM), Marilyn Watkins (Prof., EDU, Chair), Sue McFadden (LIB), Anne Szopa (BSS), Mary Fell (Prof., HFA)

Accomplishments

The Promotion and Tenure Committee reviewed five cases. The committee also planned and facilitated a promotion and tenure workshop for tenure track faculty and a promotion to full professor workshop for tenured faculty.

Submitted by Marilyn Watkins

Faculty Board of Review
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Members of the Committee

Jerry Wilde (EDU), Mary Blakefield (NSM), Kumara Jayasuriya (NSM), Laverne Nishihara (HFA), TJ Rivard (HFA)

The no cases came before the Faculty Board of Review during its term and the committee never met. No chair was elected.

Workload Committee Annual Report AY 2005/06

Members of the Committee

Kris Dhawale (NSM), Marsha Heffron Williamson (Co-chair, NUR) , Jerome Mahaffey (Co-chair, HFA), Kathleen Felton (BSS), Sherri Hamilton (LIB), Jennifer Knuths (EDU)

Charge:

“This committee shall be concerned with faculty workload. Each member shall represent a different academic division but shall not be chair of that division. This committee will evaluate and make recommendations to the Vice Chancellor for Faculty Senate on applications for additional reassigned time for professional development and make a yearly report to the Faculty Senate regarding all faculty reassigned time.”

Activities:

The committee met monthly with various members in attendance. Seldom were all present, but none were absent excessively.

The committee requested reassigned time applications early in the fall semester and received three by the October 30 deadline.

The committee approved all three reassigned time applications from the following faculty. One was approved unanimously and the other two had a split vote and much discussion.

- Joanne Passet
- Greg Weber
- Kris Dhawale

The Vice Chancellor of Academic Affairs, Larry Richards subsequently approved the reassignment for Professor Passet, but declined to approve the reassignments for Professors Weber and Dhawale.

The committee requested reassigned time applications in the Spring and received none.

The committee discussed at length a proposal to dissolve the committee, but declined to take any action after determining that the faculty senate was split on the issue. See below for the proposal. Instead, the committee decided to remain solvent and continue its work of considering reassigned time proposals and whatever other special business the Senate might wish.

The committee determined that it did not need to meet monthly in the future, but only “as needed” to consider the reassigned time applications unless other senate business necessitated action.

The committee received a memo from the vice chancellor of Academic Affairs informing it that he (Larry Richards) intended to only approve two applications for reassigned time

each semester. He provided the committee his guidelines for priority in approval of the applications. The 05-06 committee shall pass the memo on to the 06-07 committee.

The committee also discussed other issues and noted the following list of concerns:

- Concern about banking hours had has led divisions to not be formal about it.
- The lack of banking policy leads to discouragement among faculty.
- Minimum class sizes are a workload issue. Certain types of courses can be in very large format. There is a need for teaching assistants at certain size.
- Are we spreading ourselves too thin as an institution? If so, this increases the demand on faculty to administrate programs and teach a variety of courses.

Submitted by Jerome Mahaffey