

Indiana University South Bend  
Meeting of the Academic Senate  
19 April 2002

**Members Present:** Agarwal, Sushma; Bartholomew, A. Wayne; Barton, David; Bender, Eileen; Bennion Turba, Elizabeth; Bushnell, Peter; Chen, Linda; Colborn, J. Randall; Colborn, Nancy; Collins, Louise; Cook, Richard; Cordell, Rosanne; Demmon, Terri; Detlef, Joanne; Fritschner, Linda; Furlong, Patrick; Garber, Lawrence; Good, Jennifer; Gottwald, Judith; Grens, Ann; Guillaume, Jr., Alfred; Hadley, Gail; Harrington, Charles; Herschede, Alfred; Hinnefeld, Jerry; Isaacson, Randall; Karakatsanis, Neovi; Keen, Mike; Kern, Beth; Knight, William; Knowles, Brenda; Lamon, Lester; Lee, Monle; Lewis, John; Lucal, Elisabeth; Lynker, Monika; Maher, Ellen; Marr, Deborah; McGuire, Gail; McMillen, Douglas; Miller, Thomas; Mooney, Elizabeth; Okrah, Kwadwo; Pfeifer, Charlotte; Quinn, Charles; Rose, June; Roth, Elaine; Russo, John; Russo, Michele; Saksena, Pankaj; Scanlan, Margaret; Sernau, Scott; Shillingsburg, Miriam; Shlapentokh, Dmitry; Shore, Steven; Smant, Kevin; Torstrick, Rebecca; Vollrath, David; Walker, Lesley; Winicur, Sandra; Wrenn, Bruce; Yokom, Nanci.

I. Administrative Reports

A. Vice Chancellor Guillaume:

Good morning. ... I'd like to present the Distinguished Researcher of the year, Professor Monle Lee. In recognition of her outstanding scholarship, the faculty of IUSB present the Distinguished Researcher Award to Monle Lee, Professor of Marketing, April 2002.

As you know, we have been working diligently on the budget situation—the deans in collaboration with the faculty senate leadership and the faculty senate budget chairmanship—trying to respond to the budget deficit. You'll hear more about that from Paul Herr, who's going to say more of what our response has been to the Chancellor and what the Budget Committee's response has been to us.

Much of the work in Academic Affairs happens among the faculty. We have been working in various groups over this past academic year. In my VCAA Newsletter, you'll be receiving some updates on these reports as well as other venues. But, I want to thank the faculty who've worked very hard on the various components of Academic Affairs and thank the leadership of these various groups, which I will mention. I'm also by extension mentioning all of the faculty who've participated. My thanks go to GenEd chairmanship Jerry Hinnefeld, and a report in the next VCAA Newsletter will contain the work of that committee. My thanks, also, to Betsy Lucal, who's been working with a group of faculty and staff on issues of diversity and how we might integrate issues of diversity on our campus. Betsy and many other faculty members have participated over the last few years in regional and university-wide seminars on this very issue, and Betsy, to her credit, has taken leadership on the campus in trying to spearhead the efforts by IUSB in response to President Brand's challenge and Charlie Nelms' challenge that we become much more diverse, that issues of diversity become integral to our curriculum and to our way of life here at IUSB. So thank you very much Betsy. Special thanks to Linda Fischer in Assessment. Her group of faculty and staff have been working on assessment issues. A report to the Senate ... is on the table [in the back] on the work of that committee. You will also receive another report in the VCAA Newsletter about that as well. Special thanks also to Eileen Bender and Campus Directions; that committee has now been working for the last two years on strategic directions for the campus, and we will kick start the fall semester with a university-wide retreat on the various components of our strategic planning. Also, special thanks to Doug McMillen for working with the Centralized Student Services Committee. I'm anticipating a report from them very shortly and I've gotten some leakages about what I might expect to receive from them. Those recommendations will also be shared with you, the faculty at large.

I want to call your attention to this afternoon's Senior Research Honor's Seminar. We have two students presenting, Mark Royer and Kim Weiss and they'll be presenting in the Alumni Room at 1:30, and I encourage your participation.

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I also encourage your participation, as well, in the Dean's Seminar, which is to follow. Neovi Karakatsanis, in Political Science, is presenting her work, "Social Policy, Democracy and Citizenship in Southern Europe." That will be held at noon in the Board Room.

As you may know, Paul Joray has been selected and appointed as the new Director of General Studies, and I want to thank all those involved in that selection and all those who worked with Linda and Miriam in selecting Paul Joray. His leadership ... will bring exciting new ideas to General Studies. ... We will house the General Studies Program within the College of Liberal Arts and Sciences to bring about more of those synergies that I think are necessary for the program and that will hopefully better serve the students as they study here at IUSB.

Over the past semester, two individuals have done an enormous job in working with General Studies once Ted Hengesbach departed. That is Linda Fristschner and Christine Chimielewski. So we want to give special thanks to them for their willingness to take on a very difficult and time-consuming task. We're very appreciative to them for their efforts.

The UCET directorship has still not been decided. We have two finalists and they are Randy Isaacson and Rosanne Cordell. Randy has already had his campus interview and Rosanne will be having hers shortly, and I encourage you to attend the open sessions.

I want to remind you as well of the Retiring Faculty Reception, May 6, from 4-5:30 in the Alumni Room. Your participation is certainly encouraged.

I also want to congratulate all the faculty who have received promotions and tenure. They will also be announced in the VCAA Newsletter in the next couple of days.

I would be remiss if I didn't take this opportunity to recognize an individual with whom I've enjoyed working. David Vollrath, Chair of the Academic Senate, is leaving this post. ... It really has been a pleasure working with David; he's been a voice of reason amongst us in our discussions. ... David always sits back ... and then he opens his mouth and he directs us back on the right path and offers, many times, a way to solve our problems and a way to approach the problems that we are facing. And so I thank David for his very firm command of the English language. ... And so, David, I'm going to miss you. ... And I look forward to working with the new leadership, Roy Schreiber. One of the good things about IUSB is that there is always a channel for communication; there is a channel for dissent; but there's a channel that also allows respect for differences of opinion and respect toward solving those issues and reaching some common ground. And so, David, thank you very much.

A nineteenth century poet by the name of Louis Boise, a free person of color, wrote a beautiful poem in French, called "To Spring." He speaks of a glorious spring and he sings of her treasures and her captivating charms. He mentions the troubadours sitting on lush green lawns under a canopy of myrtles and roses, extolling the virtues of nature. The poet, delighted by the return of Nature, after a harsh and somber winter, speaks of a radiant love and pines the thought of his sweet beloved as he listens to the orchestral sound of birds singing in the trees. He implores us, the listener and the reader, as well, to appreciate the melodies of Nature's voice.

This time of year is a time of celebration. It's a time of endings, a time of beginnings. It marks the end of the academic year. For students it's graduation; it's the beginning of new adventures. Hopefully, it is not the end of learning. While for faculty and staff, it's the end of a cycle; it's the beginning of renewal, reflections and scholarship. And for the entire academic community, it is the end of an era; and we begin anew. We will say farewell to Ken Perrin and we welcome Una Mae Reck.

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History has bestowed many blessings upon IUSB and we're very grateful. Great universities, like the scholars within them, are in constant change. They are in a constant search. They probe, they seek answers, they test hypotheses, they challenge assumptions and they examine. They take action; they question; and they open to change. There is always flux and reflux. Our traditions in the academy are always marked by time. Our histories are marked by the students who come and go. Our histories are marked by the faculty who come; many stay and some go. Our history is also marked by leadership. We've had four chancellors at IUSB. We've had Wolfson, Cohen, Lamon and Perrin. We are indebted to them for their leadership and their vision. Each in a very singular way has shaped this institution. Each has brought his own strengths. Each has built upon the foundation of his predecessor. Each has been a builder: Some have built faculty; some have built programs; some have assured the academic integrity of this institution; some have built buildings; some have paid attention to campus grounds; some have worked hard on the university's image. What is not to be contested is that each has made a contribution to IUSB's future.

Yes, it is a time of transition. There is spring, and there is hope, and there is renewal. There is graduation and there is adventure. And there's a changing of the guard. Ken Perrin's contributions have been tied to the four strategic priorities: focus on students, academic excellence, community partnerships, and enhanced IUSB image. Hallmarks have been the very independent and courageous stance against the Community College initiative. He has challenged the purpose of that initiative. He's worked hard on salary equity—equity for all employees' benefits. He laid the foundations for the bridge and the residence halls. He's worked hard to reduce the debt in housing. He has sought to restructure delivery of scholarships. He instituted the Faculty Research Award. He worked with the legislature to assure the funding of our new Student Activity Center. He has worked aggressively to secure adequate and secure funding for IUSB. He initiated a capital campaign. But what he's most noted for, I believe, is his capacity for compassion toward others.

IUSB is a gracious community. IUSB is grateful for the past. IUSB is grateful to all of its leaders. We are grateful to all our supporters and our friends. We are grateful to all of our students and our alumni.

The backbone of a great university is the people within it—the faculty, students, staff—that have passed through it. We are judged by the quality of our faculty. We are grateful to them. We are grateful to those who retire, the faculty who preceded them, those in this room, those living and dead. And we are grateful to our senior faculty, many in this room. But we are particularly grateful to our junior faculty because therein lies the future of IUSB.

And as we end and as we begin anew, to Ken Perrin and to Shirley, I can't say it in Hawaiian, Godspeed, but I can certainly say it in French:

La communaute vous souhaite une tres bonne retraite. Que vous soyez beni avec bonne sante et richesses. Et que le bonheur soit tours avec vous. Au lieu de vous dire "au revoir" nous prefererons vous dire:  
LAISSEZ LES BONS TEMPS ROULER.

The community wishes you and Shirley a happy retirement. May you be blessed with lots of happiness, good health and riches. And may happiness always remain with you. Instead of saying goodbye, we will say what the French say in Louisiana: LET THE GOOD TIMES ROLL.

B. Chancellor Perrin

Thank you David. Thank you Alfred for those kind remarks. Good morning to you all. I'll be very brief because I don't want to stand between you and those extra bagels up there. First, hardest congratulations to

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Beth Kern on being selected as IUSB's representative to the 2002 Summer Institute for Women in Higher Education Administration in Bryn Mawr College. She follows Linda Chen, Christina Rios and Rosanne Cordell, who represented us previously. Please join me in recognizing Beth.

Also, you may know that Nanci Yokom is going to represent us this year at Harvard's Institute for Management and Leadership in Education. Moreover last night, in spite of the fact that they spelled your name wrong, I guess, John Lewis was selected as the Educator of the Year by our student body. John congratulations. To have students select you like that says buckets. ...

Now a few announcements: After five years of work, the bridge is a go. When you break, come down and take a look at it. This is really the only picture we have of it. ... The Board of Trustees, two weeks ago, went with the more expensive bridge. It's going to be a real landmark, I think, for this community to have this bridge across the river. Reza and I spent the better part of Wednesday in Bloomington to finalize all the paperwork, so I assume that within the next several weeks we'll have it out to bid. ... I think everything is lined up for this bridge and we should maybe actually see construction on the project started sometime in the fall. ...

Next to WVPE. That also is a go. Actually not only is IUSB going to provide a satellite site for this preeminent public broadcast station, but we've also, interestingly enough, serendipitously, have also agreed to serve as the site for the brand new radio station in this community, sponsored by the League of United Latin American Citizens. And this is going to be located in 3,000 square feet of the Associates Building. You should know that Build Indiana Money is being used to construct this wonderful addition to our campus. If you read my email relative to the budget, we lost the \$2 million to buy real-estate around campus. But most of the Build Indiana funds were also swept away across the entire state, and we were able to save this important amount of dollars to build this. The architects are already working on a design. It will be just down the hallway from our wonderful art gallery and so, maybe, come mid-fall, we'll actually have it turned on here, and it will provide wonderful opportunities for our students—in terms of internships—and [it will] certainly provide us with some very nice public relations in both the Hispanic community as well as the larger community as a whole. I think it's important that you know that this brand new radio station for the Hispanic community will be broadcast both in English as well as Spanish. We're indebted to Professor Febres and Professor Rios for making this happen. ... People are really excited at both radio stations.

Finally, since Alfred alluded to it, I want to give you an update on our capital campaign. This will be the last time I'll be with you, so I wanted to do that. As of today, we've raised \$3.5 million. Not too bad, given the depth of the recession and the fact that there are competing capital campaigns going on and this is over an eighteenth month period. So that's not too bad for a relatively short period of time. I also have requests out for an additional \$2.5 million to significant benefactors in the larger community, and we should hear on some of those by the time I leave the campus. It's important that you know that of the \$3.5 million, one gift was for \$1 million. That's the second \$1 million gift from a single individual that I've been privileged to bring home, and this speaks volumes about people's beliefs in this wonderful people's university. I really am very, very pleased about the result. You know I wasn't with you last month because several of us—John Withey, Reza, Jon Meyer and I—traveled to Franklin to meet with a benefactor. That trip was worth—we brought back \$100,000. We've asked him for \$400,000 more; I plan to call him this afternoon to see if he'd be interested in giving us that kind of money. I want you to thank Ernie Raclin profusely for helping us with this capital campaign in spite of a very ill husband who's generally returned to good health now. She championed this campaign for us and has helped us immensely. So a round of applause for Mrs. Ernestine Raclin.

That's all folks. Take care.

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II. Meeting called to order at 10:35 a.m. by President Vollrath.

III. Action on Minutes: 15 March 2002. Moved, seconded, and approved.

IV. Committee Reports

A. Budget Committee, Paul Herr, Chair

It's a little difficult to make a budget report; there are still a lot of things up in the air. We're in the middle of constructing a budget for next year. There's also the additional special session of the state legislature, which may or may not produce some changes. There's still discussion of further cuts in the state budget, which may include the University. We haven't gotten much money from the state.

I thought I might start by sharing something I've pulled off the web, which is worth noting, and it's something that has been going on for some considerable period of time. ... This shows the balance of state funding that comes through fees versus state allocation and it begins in 1981 and goes through the 1999-2000 year. What we see is that in 1981 we got 71% of its budget from state allocations. That has progressively decreased to a point where, in 1999-2000, we received only 54% of the university's funding through state allocations. The rest of it comes primarily from student fees. So, you can see the student fee portion went from 29% to 46% over that twenty-year period of time. The events of the last several months and year would mean that we are probably approaching 50% at this point. So, that's something that we probably need to understand when we talk about university budgets; we don't operate in a vacuum here. And, so, what happens here is a reflection of some part of what happens in the state. Given the state's budget crunch, we don't expect that to improve in the near future. And it's probably going to get worse.

I thought I might start by recapping some of the highlights of the budget for next year. I can't tell you a lot about it because, as I said, we're in the middle of constructing that budget. ... Just by way of illustration, we're getting \$535,000 additional money from the state legislature for this year, but about \$217,000 of that is for the operation of the new Student Center. Remember that that opened late in the year and, so, the state had not given us all the money that we were supposed to have to operate that. ... Approximately \$300,000 goes for an informatics program, and we really don't have any flexibility on that. So the bottom line is that we're getting about \$18,000 in new money from the state legislature this year. That's next to nothing, which means that almost all the additional money we get has to come from student fees and, so, you may have read in the paper and heard that the Trustees increased student fees by 8% for this campus. I might point out that, I think, in Bloomington that was a 9% increase. But all the campuses outside of Bloomington, I think, are receiving 8%. Indianapolis may get 9%; I'm not sure. Of that 8%, however, 1% has to go towards the retention initiative. I think it's about \$135,000 to \$136,000. Two percent goes to the adjunct replacement initiative—to hire more lecturers. And that leaves us 5% to use for our operating budget. However if you apply that 5% to approximately half of our base, we end up with ... something in the order of 2-2.5% that we have left, in terms of new revenue coming in from student fees. Now, there's one additional source of new money, which would be the increase in enrollments that we had last year. Assuming that we continue all of that—and there's been some lack of clarity, I guess, as to how much that has generated—but that 5.7% increase in enrollment last fall and something similar to that for the spring should generate close to an additional million dollars, on top of the 8% that I mentioned here. That increase in fees is going to be primarily allocated to personnel and salary increases. It's been determined by the Trustees that the faculty are to get 3.5% salary increases. However 3% of that is to be done in the regular process that we've all understood from the previous years; there's a .5% increase that's being held back to be determined as special merit. And the process and procedures for determining that are to be worked out sometime over the summer, I think. So the faculty will be getting 3.5% increase in their salaries. The

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adjunct faculty, I think, it's 3%; the professional and biweekly staff, it's 2.5%. There's no increase in travel and S&E. This is a concern of the budget committee—last year's budget committee recommended that salary and some S&E issues be addressed. But, as you can see, there's no money for that. So, we're continuing to streamline travel and S&E, which is a major concern of the budget committee. That leaves the campus with approximately a \$500,000 operating deficit for this year. Now I reported earlier in the fall, I think, in a memo that went out that the operating deficit for ... the 2002-2003-budget year ... to be \$900,000. That was when we were assuming a somewhat smaller tuition increase than what the Trustees granted. As a result of that 8%, rather than the 5%, which was being assumed then, the deficit is about \$500,000 rather than the \$900,000 that we had been talking about. That \$500,000 is being covered by one-time monies—interest monies, bookstore income, etc. That still leaves a deficit of \$500,000 for the ... 2003-2004-budget year.

There are a number of other issues. We don't know what's going to happen with enrollment. Enrollment increases could help that; decreases, of course, could make it worse. We don't know what the state's financial situation is going to be. ... They could end up giving us more money. Given the history of the state budgetary practices, we shouldn't be too optimistic about that. It depends an awful lot on the state of the economy. So, there's an awful lot that's up in the air. Some other things, too. Health costs continue to rise, so there is going to be increasing costs. The bottom line is that we have some serious budget issues that we need to consider over the next year. Again, there's a lot of uncertainty there. ... I might also point out that one of the ways in which the state is making up its deficit ... is to withhold one month's payment to the university. In other words, the money that the university needs to operate for, I believe, this June ... we're going to have to borrow that. We'll have to pay interest on that. Now, the state has said that when they get back to financial health, they'll make that up to us. I don't know where it's going to come from. But if that doesn't happen, we could be in even greater difficulty. The other state shortfall is being taken out of technology money that the state typically allocates to campuses. To offset that student technology fees have been doubled. It doesn't mean we have any more money; it's just offsetting what the state has previously given us for technology. Some of the state budget cuts are being taken out of administrative lines across the University. I think there are two positions on campus that are not being filled as part of that. And... the R&R—there's a lot of that being deferred. And, so, that's how the University is trying to make up the deficit. ...

Let me address another issue. Alfred and the Deans have been working, along with Dave and I, as a group all year to talk about how we'd go about cutting the 2003-2004 budget. ... This is because of the assumed \$900,000 deficit that we had more or less. And Alfred and the Deans were trying to identify ways in which we could make that up and, as of about the middle or the beginning of March, ... Alfred and the Deans sent to the Budget Committee a recommendation and that memo and the recommendation, were handouts at the back of the room. If you've picked those up, I invite you to look at those. Let me show you what was recommended there and tell you what our response was to that. Alfred had asked the Deans to do that in three chunks—\$300,000 chunks—tier one, tier two, tier three. After a great deal of discussion, the Deans recommended that we take 1% out of the salary pool for the 2003-2004 year. ... For the whole campus that would amount to \$320,000. That would be tier one. Tier two is made up of a variety of things. There was a proposed cap on summer session salaries. Summer salaries would be capped at \$5,000 per course, meaning that a faculty member could earn, by teaching two courses, a maximum of \$10,000. There would be some reduction in some scholarship money; the idea was there that that would be offset my money that was raised in the community—in other words, foundation money—rather than being funded through the budget. B&E was asked to give up one position. Nursing and Health Professions had some money ... \$8,000 there. Arts, Custodial—there was a \$44,000 position there. Off Campus Programs—I think the idea was to close down some of the programs that are offered at the Elkhart Center. [They] suggested that full-year sabbaticals be restricted and made much more difficult to get. Particularly, I think, half-year sabbaticals would be—not eliminated, but ... There's a reduction in the money set aside for sabbaticals, meaning that sabbaticals are

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going to be more difficult to come by. And, then, there was some CIS Associate Faculty lines that make up the other \$34,000. Tier three—there is \$20,000 from SPEA. ... Michigan fee remission—I guess not all that we had in that line is being used. Summer faculty fellowships ... are being reduced by \$40,000. And then, there are a series of \$1,000 decreases.

The response of the Budget Committee was that we didn't like this. Now, that goes without saying. Nobody's going to like this. But we had some philosophical differences with the way the Deans went about cutting. The position of the Budget Committee, and I think it was nearly unanimous, was that ... most of this was falling on the backs of the faculty and the staff and that we're reducing the quality of life for everyone and we're going to be making it a great deal more difficult to recruit and retain quality faculty. And that was a major concern. We were most concerned about the Summer Faculty Fellowship, research money, about the sabbaticals. We had some concerns about the reductions in salary. And we thought there was too much of it being taken out of the faculty and we thought, instead, that the campus ought to be looking at programs, deciding what it may no longer be able to afford to do and finding either programs or faculty lines to cut. And that was expressed fairly strongly, and we sent a memo to that effect to Alfred. There's a copy of that memo in the back of the room that I invite you to look at.

I think that's all I need to say which is maybe more than I should have. Any questions?

Comment: I'd like to respond and let me also provide some clarification here. In tier one—the salary reduction for staff and associate faculty—the Board of Trustees has already done a lot of that. And that's irrespective of what we're now proposing. In tier two, every one of those is an ... item. The idea was that if we were to go to a situation where we had to cut out \$400,000 ... or whatever, we would then have to make some decisions. With regard to item number eight—full-year sabbaticals—the context behind this is that when someone goes on a full-year sabbatical, they receive half salary. The other half salary goes back to the campus. There was never any discussion of elimination of half-year sabbaticals. ... The idea was ultimately to encourage that individual to think about full-year as well as half-year. ... Let me assure that ... there is not enough money to fund full-year sabbaticals. Each of these items here were meant to generate some discussion and at no time had we rank ordered these, other than that tier one was to be our first choice, tier two would be our second choice.

Q: I didn't understand the point about associate faculty...

A: ... Let me explain that a little bit further. Last fall, when Professor Herr reported that there was going to be approximately a \$900,000 deficit and that we'd have to find ways of meeting that deficit, they projected salaries at 3.5 % increase for faculty, associate faculty, bi-weekly staff, hourly and so on. Now, what the Board of Trustees has proposed to us is that faculty will receive 3.5%, but everyone else at this campus is not getting this 3.5% increase. And so in essence, we're spending less money on salaries and associated fringe benefits. And when we were making the projection, we were saying let's assume a 3.5% increase for everyone. ...

Paul Herr: Let me just be clear on one thing, though. What's being talked about here is for the 2003-2004 year. I understand what Larry's point is—that salaries have been reduced for professional and biweekly staff this year by 1%. And so because it's been reduced this year, that we wouldn't reduce it by another 1% next year. ... The faculty have a philosophical difference with the Deans ... in terms of how to go about this. The Budget Committee was arguing that we ought to be making cuts in programs or faculty lines, not in ... injury by a thousand pinpricks.

Comment: You also make reference that President Brand is not supporting cuts in faculty salaries. His sense is that it is now time to maintain the quality of faculty. Across the country right now, many

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institutions are struggling even more than we are and perhaps this is an opportunity to keep our quality faculty and even hire additional new faculty. ...

Paul Herr: The Budget Committee also identified an alternative set of cuts to the \$320,000 because the President has said he wouldn't accept that. I think the other thing is that sometimes said is that everybody's suffering and therefore the faculty need to take some further cuts too. The one thing we need to remember though is that the faculty at Indiana University have probably received smaller raises in the last number of years than other campuses. If we look at the numbers in terms of where we stand, I think we've fallen somewhat behind. ...

Comment: May I just point out that one thing that makes this institution remarkable is the environment that's created by having the research, by having the scholarship, by having the quality students, by being able to attract students from out of state and internationally. If you start cutting that, our salaries aren't going to mean very much if we're not able to have quality students and a quality of life. It would really be killing this campus by a thousand pinpricks. ...

Comment: ... I wish to draw your attention to item number three. Currently in the IUSB Foundation there are endowed scholarship funds that will fund approximately \$180,000 of scholarship, which ... have not been used. Our recommendation would be to use the funds that are not being currently used. ... If you look at item number eleven, we should use currently endowed funds to support that kind of endeavor. So that's the situation that should be done. That's the whole purpose of an endowment—to provide funds to support our student scholarships. ...

Paul: The budget committee wasn't concerned so much with that. ... We were concerned more with summer research support and a variety of other things that were impacting faculty. Another thing that I might add here that isn't being said ... we're really taking cuts in travel and S&E too. I mean when we go with zero increase, that means that we're taking cuts in those. And that's across the board again. So the Budget Committee's major concern is this across the board cutting of an inch off of everyone's finger approach. We would like to make some major decisions about things that we can no longer afford to do, rather than hurt everybody a little bit.

B. Faculty Welfare Committee—Letter re/ Faculty Misconduct Policy (Elizabeth Bennion)

I did, in fact, draft a letter talking about the history of this problem. ... After working on this for several years, we were told that we had to adopt either the Bloomington or IUPUI policy. I wrote about this in the letter ... but one of the other Committee members contacted the other campuses and found out that [certain campuses] have their own policy. ... I think what I will say is that we expect or we mandate that the Trustees, or the Chancellor or the Deans that when they request things, they do so in writing because this business of getting things second hand, third hand and fourth hand, etc., feels like we've wasted a lot of time and energy. ...

President Vollrath: The Chancellor did indicate to me that he will take forward our policy as it stands—after our recent ballot to amend the Constitution. He will take that to the next meeting of the Trustees early in May for approval.

C. Non-Tenure-Track Faculty Policy Committee—Promotion of Lecturers (Kevin Smart)

The idea behind this is that we have been directed to establish this new rank of Senior Lecturer by Bloomington. I will emphasize the importance of this. We have a number of people on campus who have been teaching here a long time and they should have the rank that rewards them for what they do.



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The committee worked hard on these guidelines. We do not seek to dictate to any college or school on how to do this. We tried to come up with guidelines that would be fair but that would be flexible enough to apply to a variety of schools and colleges. We also tried to have fairness—fairness to those who will become lecturers now, in the future, but also to those who have been lecturers for a long time. ... This is not designed to dictate to any unit but it's designed to establish some guidelines for the units.<sup>1</sup>

D. Campus Assessment Committee

(The last committee to report, the Campus Assessment Committee, is a written report. Its Annual Report is available in the back and, if you have any questions or comments on that, Linda Fisher, the Chair of the Committee, would like you to contact her with those.<sup>2</sup>)

V. Old Business

A. Report on the Ballot re/Proposed Amendment to Article XI, Section I

The amendment passed overwhelmingly.

B. Report on Run-off Election for Faculty Misconduct Committee

In the run-off election, Peter Bushnell was elected to the Faculty Misconduct Committee.

C. Report on the Representative Senate Study Group (Pat Furlong)

The committee met three times to consider the question of whether we should move to a representative Senate. ... We agree that at this time we do not agree with a change in the structure of the Senate. We believe that our Senate performs one very important function: It allows new faculty to learn about shared governance. It's where we share our views. So our recommendation is that we not change anything.<sup>3</sup>

President Vollrath: Our parliamentarian informs me that we no longer have a quorum. ... And so the action items that are next under new business cannot be dealt with now. What I will do is contact you by email and we'll attempt to finish these items of business in the near future.

Let me complete a few other actions of business that do not require a quorum.

First of all, thanks go to Joann and Carol and other members of the Alumni Association for breakfast this morning. Thank you very much.

I'd also like to take just a couple of minutes to present the Report from the President and the UFC.

VII. Officer and Other Reports

A. President

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1 The "Guidelines for Promotion From Lecturer to Senior Lecturer" are attached as an addendum to these minutes.

2 See the Addendum to these Minutes for the written report provided by the Campus Assessment Committee.

3 See the Addendum to these Minutes for the written report of the Task Force on Representative Senate Issues.

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I think that we may have a few things that may be of interest that I should pass along to you. I wanted to echo remarks that Alfred made earlier, having to do with the experience that I've had working with the Academic Cabinet and the Chancellor's staff last year. I think that it's a really valuable function for the President to continue to be invited and to participate in those two bodies. That keeps a fairly high level of communication and information flowing and, in some instances, can prevent things from coming down here and getting played out in a rather dramatic format here in the Senate. So I'm going to recommend to Roy and to Mae Reck that this is a good thing and that it be continued in the future.

The Executive Committee in its last meeting prepared the Agenda for today's meeting. We also discussed the Roster of Committees for next year. Copies of that are available in the rear and are posted on the W drive. There is one change ... and that is for Information Technologies. We have now added Scott Opasik from the Library. So that Committee is at full mandated strength. Other Committees are not and, in particular, I draw your attention to Faculty Welfare, Academic Affairs, Curriculum, the Non-Tenure Track Faculty Policy, Student Affairs, Library Affairs and Teaching Committee as places where we still need your help. If you did not respond to my earlier call, it's not too late. Please send me three preferences among these remaining committees. We are trying to get representation from a variety of units, Colleges and Schools on these Committees, and so you can also help by indicating preferences in places where your affiliation is not yet represented on a particular committee.

B. UFC

At the last meeting of the UFC, President Brand addressed the budget situation. He said many of the things we heard earlier today. In the report that he made to the UFC, he indicated that, depending on how things go and he seemed somewhat pessimistic that this special session would solve these budgetary problems, there may be another round of cuts that are necessary. He indicated his intention to focus on taking those cuts from Administration and also indicated optimism, that was born out, that the Trustees did indeed raise tuition and so there's more revenue coming in as a result. He pointed out that among the Big Ten, Michigan is the only one that's better off than we are. Indiana is sort of next and then everyone else seems to be, at least in his impression, worse off—in terms of their budgetary challenges.

There was a report that the Information Technologies Committee of the UFC has been using video conferencing and using it successfully. I was, in fact, the person who encouraged the UFC to try this technology, coming as far as I do from South Bend. And, as your UFC Rep., I'm going to ... push to see whether we can get this happening for the general UFC meetings, especially in the months when the weather isn't very good.

At our next meeting of the UFC, we will hear from Judy Palmer on the progress of the funding commitment that the University had to the 18/20 plan. She presents an update each spring as to the status of that funding plan

One action item was an interim reform of the Master Course Inventory, setting up a system by which campuses can make proposals for changing and there's an appeals committee set up within the UFC to handle disagreement within the IU set of campuses about proposals to change courses.

Lastly, there was some discussion and feedback provided regarding some principles that the Commission for Higher Education would use in managing the question of inter-school or inter-institution transfer—state wide transfers—which is a topic that's near and dear to the heart of the Commission. It was a long list; they're very broad. My impression is from another meeting I went to, sponsored by the Commission, that this is a very political process and the process is slow and characterized by delicate negotiations.

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I think that's all I have for the UFC Report. Are there any announcements for the good of the order?

Larry Garber: I'm disappointed that we no longer have a quorum for the discussion of long-term lecturers ... and also clinical faculty. This is something that the Board of Trustees approved well over a year ago. It takes a while. ... It's time for this organization to begin to actually respond responsibly so that these people who have been here for seven, ten years have the satisfaction of having, at least, an appointment that is more than one-year. And I hope that you can find a way to act on this before August. ...

President Vollrath: I'll make every effort. The initial reaction of the Parliamentarian is that [email] is a way that the Senate can do business. So, we'll take care of it this month before we leave for the summer.

Steve Shore: A couple of things. First, the University Research Policy Committee has been doing video conferencing for a year now. It's been quite successful. ... The second thing is that the University Research Policy Committee is the only committee of the university that answers directly to the Trustees. And we've been charged with ... who holds copyright on any faculty production. We are working on ... a statement that we will send the Trustees that faculty have first and foremost the copyrights. ... And not the other way around. As soon as we have something that we're ready to send off, it's going to go to the faculty here ... before it goes to the Trustees. ...

John Lewis: Thanks to David and to the members of the Executive Committee for their service over this past academic year.

President Vollrath: I, in turn, want to say that the only way I've been able to get through this job ... is to depend completely on the Executive Committees that I've worked with. A faculty is a many-headed beast. ... I really deeply appreciate the assistance that I've received from the two Executive Committees that I've worked with. It's another great idea that I'm going to pass along to Roy, which is to depend heavily on your Executive Committees.

Any other announcements?

Carol: I want to thank Dave and the faculty for allowing us to have a liaison and I'd like to continue that. We want to thank you on behalf of the Board and all that you've done with us and for our school.

David Vollrath: We really do appreciate the chance to work with the Alumni Committee closely. So, thank you as well.

VIII. Adjournment: Motion to adjourn. Seconded. Approved. 11:25 a.m.

Respectfully submitted, Neovi M. Karakatsanis, Secretary of the Academic Senate

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**ADDENDUM**

**GUIDELINES FOR PROMOTION FROM LECTURER TO SENIOR LECTURER**

1. To be eligible for promotion to senior lecturer, a lecturer must have taught full-time, or its equivalent, at IUSB for no less than five years.
2. The basic criteria for receiving a promotion to senior lecturer will consist of displaying 1] excellence in teaching; AND 2] a satisfactory performance either in a] service or b] scholarship; OR in achieving excellence in those responsibilities that have been assigned to them by individual colleges, schools, and units.

Promotion to senior lecturer must involve comprehensive, rigorous evaluation and peer review. Candidates must prepare a dossier which should include, but need not be limited to, the following: teaching philosophy statement; list of courses taught; student evaluations; teaching awards, honors, and grants; evidence of course development and innovation; evidence addressing quality of teaching.

All non-tenure-track faculty therefore must be yearly evaluated by supervisors through the use of established criteria appropriate to the position held.

3. Those currently holding IUSB lectureship positions who have held such positions for five years or more shall be eligible to immediately apply for promotion to senior lecturer in the next academic year.
4. If an IUSB associate faculty member gains a lectureship position, for the purposes of promotion to senior lecturer every eight (8) courses he/she taught as an associate faculty member will count as one (1) year of full-time teaching experience.

If a current holder of an IUSB lectureship position previously was a member of IUSB's associate faculty, and if that individual during that time applied for and received IUSB Associate Faculty Merit Status, he/she shall be considered to have been promoted to the rank of senior lecturer as long as all other qualifications are met.

5. The procedures for evaluating a candidate's application, and the routing of that application, should be the same as that followed by candidates for tenure.
6. A successful candidate who is approved for promotion to senior lecturer must receive a long-term contract, being no less than three years in duration.

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**TASK FORCE ON REPRESENTATIVE SENATE ISSUES**  
**February 14, 2002 (1:30 - 3:00PM)**

Present: P. Furlong (Chair), E. Maher, R. Colburn, E. Bennion, K.Karl, J. Hurst

Not Present: P. Joray, P. Pierce

- I. E. Maher summarized the results of her literature search - there is no significant information in the literature which is relevant to IUSB's situation. E. Bennion and J. Hurst concurred on this point based on their search efforts. Discussion also ensued on how other IU campuses function regarding senate representativeness.
- II. E. Bennion shared a "Pros and Cons" list with the Task Force (see attachment). Discussion focused on this list.
- III. The consensus of the Task Force was that a major advantage of the current non-representative system is that it provides a more open forum for discussion and information exchange compared to a representative system. Problems With the current non-representative system centered on attendance/quorum issues and the lack of systematic communication regarding senate business.
- IV. The Task Force reached the recommendation that the university retain the current non-representative system for the faculty senate. Specific recommendations were made regarding revitalizing attendance and communication within the current framework:
  - a. Senate committees will better observe the rules of the constitution, especially regarding timeliness issues and communicating reports and decisions.
  - b. The executive committee will take responsibility for ensuring appropriate follow-through by committees.
  - c. A faculty senate website will be designed and maintained.
  - d. Refreshments (donuts, bagels, etc.) will be served shortly before the meeting in the nearby hallway. Departments might rotate providing these.
- V. No future meetings were scheduled. Recommendations will be forwarded to Executive Committee.

Respectfully submitted,  
Jim Hurst

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**Pros and Cons of the Current System**

**Pros:**

- All interested participants are welcome to attend (maximizes democracy)
- Those for whom particular issues are most salient can be heard (most loudly)
- Provides an open forum for discussion and information exchange
- May foster a shared identity among faculty members
- Allows new faculty and new chancellor to learn about key issues and faculty governance

**Cons:**

- Difficult to maintain a quorum
- No institutional recognition or credit for attendance
- All departments/areas/divisions not represented equally or proportionally
- No responsibility to convey important information to departments/areas but open to all if they want to come (no set chain of communication)
- Difficult to get things accomplished

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**Report to Senate from IUSB Campus Assessment Committee 2001-02**

**Introduction:**

The IUSB Campus Assessment Committee has been very active this year with its mission of monitoring, evaluating and improving academic assessment activities. The Committee has been particularly interested in 2001/2 with responding to the assessment concerns listed in the final Higher Learning Commission (NCA) accreditation report. The primary concern listed in the Challenges section of the report addressed by the Campus Assessment Committee was, "... The assessment of student learning outcomes for purposeful modification and enhancement of the curriculum remains a challenge."

The Committee has responded to this concern of outcomes and program modification in a number of different ways. The Assessment Committee has been educating members of the Committee and the wider campus in the latest assessment philosophy and techniques through attendance at conferences and the collection of written resources. The Assessment Committee evaluated currently collected information in annual and third year reports specifically for outcomes and feedback information, and has modified and improved current information collection to emphasize outcomes and program improvements through assessment. The Assessment Committee has also awarded a number of grants to academic programs for improvement and enhancement of their assessment programs.

**2000/01 Departmental Third Year Review Summary:**

The IUSB Assessment Committee asks each degree granting department at IUSB to summarize assessment activities every three years and present the Committee with a brief written and oral report. For the 2000-2001 academic year seventeen departments were scheduled to give reviews, sixteen were done. The presentations were made in April and May of 2001. The following departments gave reports: Special Education - Graduate and Undergraduate, Women's Studies, Secondary Education - Graduate and Undergraduate, Psychology, Political Science, Foreign Language, School Administration, Fine Arts, Business - Graduate, Mass Communications, Elementary Education - Graduate, History, Master of Liberal Studies and Biology.

The committee reported that of the sixteen departments giving reviews, eleven were quite positive. The Committee found these departments doing an adequate job of assessing and monitoring their programs, and using the results of assessment to make positive changes in the program. No, or minor, suggestions were made to these departments for changes in their assessment activities.

Three departments were given less positive feedback on their presentations. In all of these cases, the assessment program was new, had lapsed, or there had been major reorganization in the department. These programs struggled with writing or substantially re-writing assessment plans. These departments were unable to give assessment results or indications of how assessment was being used to improve the program.

Two programs were asked to give an assessment update by next January because the Committee felt that by then the programs would have more information. Two programs did not submit a written report and are not included in this summary.

A wide range of activities is being used to assess student achievement in the five Educational Objectives identified in the IUSB Assessment Plan. These Objectives are: Higher order thinking skills; Basic academic success skills, Discipline specific knowledge and skills; Liberal arts and academic values; and Personal development with work and career preparation. Most departments use some sort of comprehensive evaluation of students which includes techniques such as: capstone course, portfolio or standardized exam. Other types of activities include focus groups, surveys, faculty discussions and faculty evaluations.

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The data collected from these assessment activities is being used to make changes in the programs. For example, one of ten issues identified and addressed in a Business Graduate focus group evaluation was a lack of emphasis on International Business. The faculty responded by requiring a particular course on this topic. Several departments have made improvements in individualized advising for students. Many departments have also made changes in particular curriculum, changed the course schedule or offered a Study seminar in response to needs identified by assessment activities.

Assessment, and documentation of assessment activities, is beginning to be accepted at IUSB as a routine and important part of maintaining academic excellence. The majority of departments have established assessment activities and data collection. These results are being used to make changes in curriculum and other aspects of the program.

However, there are still a few programs that have not established assessment as an important monitor of program quality. In some instances assessment activities are being done, but informally. Or, data is being collected, but not analyzed or used to make changes in the program.

The biggest challenge for many of these departments is maintaining some continuity of faculty responsible for assessment activities and evaluation. Assessment needs to evolve with, and inform changes in the program. Having an up-to-date, and useful assessment program requires constant revision and vigilance. The departmental assessment programs need to be robust enough to adapt to changes in the program and personnel. They also need to provide some continuity of data.

The challenge for the Assessment Committee will be to encourage and support those programs with excellent assessment activities, and to assist programs that are struggling with new or unimplemented plans to establish assessment as a priority.

**IUSB Faculty Attendance at the Assessment Institute:**

The 2001 Assessment Institute in Indianapolis featured a number of highly respected assessment scholars and experts, and included in-depth sessions with individuals with successful assessment initiatives. The members of the IUSB community who attended this event, sponsored by the Assessment Committee, brought back many valuable ideas and inspirations from the conference.

The five IUSB attendees at the Assessment Institute in Indianapolis were unanimously enthusiastic about the experience. They found the sessions and interactions with other participants to be valuable and enriching. The conference was well attended with over 500 participants from 40 states and three countries. Linda Fisher, Alec Hosterman, Paul Newcomb, Barbara Peat and Marcia Sheridan from IUSB took part.

Marcia Sheridan presented a session on the use of metacognitive journals and Portfolio assessment in a graduate Education course for teachers. Her analysis dealt with the major problems set for education by the pluralistic culture of American society. With the use of these techniques the graduate students she studied showed increased use of metaphorical language to describe the internal development of both their perceptual and conceptual worlds.

Linda Fisher found the session on "Doing Assessment as if Learning Matters Most, " by Thomas Angelo to be particularly helpful. He honed in on the type of information and statistics that should be collected by Assessment Committees, and how that information should feed back into improving assessment and student learning. Angelo 's comments on how Assessment Committees should function will be very useful to Linda in her role as Chair of the IUSB Assessment Committee.

Linda also described a pre-conference session led by John Taylor, Associate Director of the Higher Learning Commission of the NCA. He outlined the assessment expectations of the NCA when they do accreditation visits.



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The NCA is particularly interested in documentation of student learning. This information will be very helpful as the Assessment Committee collects, analyses and reports on assessment data over the next several years before the next NCA accreditation visit.

Alec Hosterman, as a newcomer to the assessment discipline, praised the sessions he attended, and the chance to interact with the presenters and other attendees informally. He specifically mentioned the session on " Assessment Essentials: Planning and implementing assessment programs," by Trudy Banta and Douglas Edler as one that presented a good overview of assessment basics. He came back with many ideas and plans that can be adapted to his own department's assessment program.

All of the IUSB participants in the Assessment Institute came back with a fresh perspective and new enthusiasm for assessment work at IUSB.

**Assessment Grants:**

The members of the Campus Assessment Committee were pleased to announce that they received a number of excellent applications for Assessment Grants. The Committee awarded grants to the following departments:

*Computer and Information Sciences*- This proposal, submitted by David Surma and James Wolfer, will fund the development of a comprehensive test for assessing student knowledge of topics from the IEEE/ ACM 200 1 program standards.

*Dental Education (Dental Hygiene)* -This proposal, submitted by Jennifer Klein and Judith Shafer, will fund the purchase of video-recording equipment to help in the assessment of students' clinical and communication skills.

*Dental Education (Dental Assisting)* - This proposal, submitted by Barbara MacMillan, will allow the Dental Assisting program to develop a mock exam of the Dental Assisting National Board.

*Elementary Education* - This proposal, submitted by Michael Pickle, will allow the Elementary Education department to do a sophisticated analysis of assessment data already collected, and to improve the surveys which are currently being used.

*School of Education* - This proposal, submitted by Karen Clark, funds the analysis of a number of surveys related to the Teacher Education programs. This information will help the department to conform to new IPSB standards.

*English* - The English department will use their grant for a survey of their graduates. This survey will provide valuable information for program reviewers.

*English* - This proposal, submitted by Ken Smith, will allow for an in-depth analysis of final course portfolios of students in W130. The analysis will help the department in improving this fundamental course.

*Fine Arts* - This proposal, submitted by Alan Larkin, will fund a conversion of the Fine Arts advising documents from a word processing template to a database template. The new templates will allow for more accurate and efficient advising of Visual Arts students.

Congratulations to all of the successful applicants. These projects should help in the important work of excellent assessment of student learning at IUSB. The Assessment Committee hopes to offer Assessment Grants in future years when funds are available.

**New Assessment Resources:**

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The IUSB Assessment Committee has selected a number of new resources on Assessment which should be very valuable to campus departments as they plan and implement assessment programs. Copies of these books are available at the Schurz Library, or by contacting a member of the Assessment Committee.

Learner-Centered Assessment on College Campuses: shifting the focus from Teaching to Learning by Mary E. Huba and Jann E. Freed Boston: Allyn and Bacon, 2000.

Assessing Student Competence in Accredited Disciplines: pioneering approaches to assessment in higher education. Edited by Catherina A. Palomba and Trudy W. Banta. Sterling, VA: Stylus, 2001.

Student Assessment in Higher Education: a handbook for assessing performance. Allen H. Miller, Bradford W. Imrie and Kevin Cox. London: Kogan Page, 1998.

Classroom Assessment Techniques: A handbook for college teachers. Thomas Angelo and K. Patricia Cross. Second edition. San Francisco: Josey Bass, 1993.

Student Learning: A Central Focus for Institutions of Higher Education. Edited by Austin Doherty, Tim Riordan and James Roth. Milwaukee, WI: Alverno College Institute, 2002.

### **Assessment Third Year Reviews 2002/3:**

Because academic programs are the fundamental unit for student education at IUSB, the primary tool the Campus Assessment Committee uses for monitoring, evaluating and improving assessment is the Third Year Review. On a rotating basis, each academic program presents to the Campus Assessment Committee an evaluation of results of assessment activities, and an overview of ways in which assessment will progress in the coming years.

This year, in response to the Higher Learning Commission (NCA) report, the Assessment Committee is asking departments to particularly emphasize the outcomes of assessment activities, and the ways in which assessment has been used to change and improve programs.

The following departments are scheduled to present Assessment Third Year Reviews this spring: Undergraduate Business, Chemistry, Counseling and Human Services, Criminal Justice, Dental Assisting, Dental Hygiene, English, General Studies, Music, Physics and Astronomy, Social Work, Sociology and Theatre.

Based on these Reviews, the Assessment Committee will compile a report on Assessment at IUSB to be presented to the Academic Senate next fall.

### **Future Directions:**

The IUSB Campus Assessment Committee has a number of important projects and goals for the coming year.

An Assessment Website is in development. This should be an extraordinarily valuable resource to the campus. It will have the reports of and information about the Committee. It will have blank forms and examples of the standard Assessment Committee activities, grants, Annual and Third Year Reports. It will also have a web and print bibliography of assessment resources.

The Assessment Committee also plans to evaluate and improve on the new annual data collection forms tested this year.

The Assessment Committee also plans to maintain its accountability to the Academic Senate and to the

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Administration by continuing to regularly report on the results of assessment activities and data collection while maintaining the confidentiality of academic programs.

The Assessment Committee plans to offer a round of grants each fall, and to continue to sponsor attendance at conferences and collection of resources as funds allow.

Finally, the Assessment Committee wishes to encourage interested members of the IUSB community to consider becoming a part of the important work of assessing student learning by being a member of the Committee next year. The Committee strives to maintain a balance of disciplines and tenured and untenured faculty. The work of monitoring, evaluating and improving assessment at IUSB can only be accomplished by a balanced and effective Committee.

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**2001-02 IUSB ASSESSMENT COMMITTEE MEMBERS**

<b>Name</b>	<b>Department</b>	<b>Phone</b>	<b>Office</b>	<b>e-mail</b>	<b>Years Served</b>
Karen Ackoff	Fine Arts	4124	NS01A		1
Karen Clark	Education	4350	G127		3
Linda Fisher - <b>Chair</b>	Library	4442	L002A		3
Barbara MacMillan	Dental Education	4155	R152		4
Paul Newcomb	Social Work	4464	N416		2
Barbara Peat	SPEA	4549	DW2231		4
Michael Pickle	Education	4202	N375		2
Nanci Yokom	Dental Education	4154	RS102		1
Linda Fritschner - ex officio	Administration	4338	A246A		
Rhonda Culbertson - assistant available on Tues and Thurs mornings	Assessment	6598	A246A		