

**AGENDA FOR
UNIVERSITY SENATE MEETING**

(Meeting #7, 2012-13)

March 21, 2013

4:00 p.m.

Letterman Building (LB) 125

Approval of senate minutes of February 14, 2013

I. Announcements

A. Next Scheduled Meetings

Senate Agenda Committee – Monday, April 15, 2013, 2:00p.m. (LB 104)

University Senate – Thursday, April 25, 2013, 4:00 p.m., (LB 125)

This will be the final meeting of the University Senate for 2012-13. After this meeting, there will be a brief break and all new senators and those returning senators will be seated for the first meeting of the 2013-14 University Senate. This meeting will be for the sole purpose of conducting elections for the executive committee of the University Senate. Please plan to stay or send a substitute for this first meeting of 2013-14 as a quorum will be necessary for to conduct the elections.

B. Nominee for Honorary Doctor of Laws (Enclosure #1)

C. Board of Trustees Action

Taken under advisement for further consideration; no further action is recommended at this time
(Does not require Board approval)

Senate Action #1213-01 (Endorsement of Student Senate Resolution SR 01-12/13)

D. Academic Posting 2012-13, Volume XLIV 5 & 6 (Enclosure #2)

II. Recognition of Death – Donald Barnes, Linda Hargrove, William Liston, James K. MacDougall, Jr.

III. Council/Committee/Student Senate Reports

A. Governance and Elections Committee – Ralph Bremigan, Chairperson

B. Faculty Council – Kip Shawger, Chairperson

C. University Council – Katie Slabaugh, Chairperson

D. Campus Council – Kevin Thurman, Chairperson

E. Student Senate – Chris Wilkey, President, Student Government Association

IV. Report by Chairperson of Senate – David Pearson (Enclosure #3 - Issues in the Senate System)

V. Questions Directed to the President

VI. Question and Answer Period

VII. Unfinished Business

VIII. New Business

- A. Policy for the Evaluation of Teaching (Enclosure #4)
- B. Credit Hour Assignment (Enclosure #5)
- C. Approval of Charlene Alexander for Faculty Athletics Representative (FAR) (Enclosure #6)

IX. Other Items

X. Adjournment

/mt

MINUTES OF THE SIXTH MEETING OF THE 2012-13 UNIVERSITY SENATE
Thursday, February 14, 2013

Members Present: 64

Members Absent: 10

1. The meeting was called to order at 4:00 p.m., by the Chairperson of the University Senate, David Pearson.

Roll Call was taken by initialing the roster located at the entrance to LB 125.

Members Present: A. Beane, R. Bremigan, B. Brey, P. Buis, S. Byrum, B. Canada, J. Chapman, M. Chiuini, H. Closson, C. Corbin, R. Davis, G. Dodson, J. Forbey, A. France, M. Gerhard, J. Gora, C. Griewank, D. Grosnick, J. Gruver, Z. Guzeldereli, J. Hammons, M. Hanley, B. Hannon, E. Hashimov, T. Hendricks, M. Holtzman, J. Huff, J. Jemiolo, T. King, J. Kluth, K. Kreamelmeyer, J. Ledbetter, L. Lehman, M. Maggiotto, P. Magro, T. Mahfouz, S. Pattison, D. Pearson, L. Pellerin, K. Pierce, T. Richardson, K. Shawger, K. Slabaugh, G. Stamp, M. Steib, J. Strauss, K. Thurman, C. Updike, D. Wheeler, A. Wieseke, L. Wiley, C. Wilkey, S. Zhuk

Substitutes: Kibujjo Kalumba for E. Agnew, Kevin Gatzlaff for O. Benkato, Ron Hicks for E. Bower, Jason Pickell for A. Craft, Kathy Segrist for J. Ellery, Nicola Schmerbeck for M. Guntsche, Carla Earhart for A. Harden, Brian Meekin for C. Munchel, Junfeng Jiao for N. Perera, Shannon Staton for G. Slater, Jeff Green for C. Stone

Members Absent: S. Aegisdottir, R. Bellaver, O. Benkato, J. Cassady, J. Dowden, M. Hamil, K. Koch, E. Levitt, R. Purviance, S. Rice-Snow

2. A motion was made and seconded (Steib/Thurman) to approve the minutes of November 29, 2012.

The motion carried.

3. Announcements

- A. Campus Smoking Policy

Dr. Kay Bales, Vice President for Student Affairs, Dean of Students

Dr. Kerry Anne McGeary, Chair, Smoking Policy Review and Implementation Committee

Vice President Bales returned to the Senate today to review the proposal to move to a tobacco-free campus. She thanked the senate members for sharing the presentation with their colleagues; she received feedback from those who received the presentation. She is interested in further feedback from the senate and to answer questions. They were most concerned with students living on campus and their reaction; however, it has been positive.

The consensus around campus is to eliminate all smoking areas at once and not phase them out over the spring and summer. Whether to allow smoking in personal vehicles received mix responses on campus. A review of 30 to 40 campuses with tobacco-free policies show half of those campuses permit smoking in personal vehicles.

Discussion ensued around smoking at events. Dr. Bales reported Scheumann Stadium and Worthen Arena both have smoking areas and they would be taken away. The University of Michigan as well as the University of Kentucky has adopted a policy where there is no tobacco use, even at athletic events. She hopes to get some direction from the Board of Trustees in March.

A question was asked regarding how many citations have been written since the implementation of the current smoking policy. Dr. Bales reported just over 200 citations have been issued in the four years of implementation.

There has been little or no feedback from the community. Some faculty are concerned individuals will move into the neighborhoods if the tobacco-free policy is implemented. Dr. Bales reported there have been increased patrols in the surrounding neighborhoods for other reasons, but they are aware of the possibility of individuals walking to the surrounding neighborhoods to smoke.

The current smoking policy was implemented for the health of the community. The number one complaint she receives from the smoking policy is that people are not honoring the policy (windows not rolled up, etc.). The committee will more than likely recommend no smoking in cars. A member of the senate informed her of the area by the College of Architecture and Planning building where smokers congregate, which is not a designated smoking area. Vice President Bales indicated she would check into this area as she was not aware of it.

The goal of the committee is to take it to the Board of Trustees for vote at their March meeting. She thanked the senate for their input.

B. Survey Report
President Jo Ann Gora

This presentation is an abbreviated one from the presentation made to the colleges, however it involves the same two topics: the budget situation/performance funding formula and the Workplace Environment Survey. (Attachment #2)

The President replied to the following questions after the presentation:

- *What is the timeframe on the allocation?*

This is determined by ICHE. We never know when this is going to happen.

- *How long do graduate students have to go for us to get funding for them?*

There is no time limit to graduate. Previously, we did not receive funding for them.

- *Academic Plan, Master Plan; are there plans to differentiate to obtain more funding?*

Graduation rate has improved, third highest graduation rates, highest applications rate for freshman class (almost 16,000 applications received)

- *Will tuition rates go up for students?*

We will not know until we know what support we are going to receive from the state. It is very challenging to keep our tuition low.

- *Are there any other feasible formulas used on the state level?*

Each state has different formulas, but the themes are similar across the nation. We have no control over what year they base the funding and that funding base will affect the next biennium. It is not felt in the current biennium.

4. Agenda Items I.C. (Next scheduled meetings), D. (Results of Constitutional Amendments, Enclosure #1) E. (Results of Constitutional Amendment by electronic vote), F. (Contract and Salary Information, Enclosure #2), G. (University Salary Document, Enclosure #3), H. (Department Name Change), and I. (Response from Undergraduate Committee, Enclosure #4), were reviewed.

5. There was a moment of silence to recognize the deaths of Arnold Lee Cirtin, Adelaide Meador Cole, Edward Lyon, and Jerry McManama.

6. Committee Reports

- A. Governance and Elections Committee – Ralph Bremigan, Chairperson, reported the committee has not met since the last senate meeting.
- B. Faculty Council – Kip Shawger, Chairperson, reported the council met on January 10 and heard the report from the Special Leave Committee and approved the revisions to the graduate faculty policy and calendar proposal. The next meeting of the council is February 21.
- C. University Council – Katie Slabaugh, Chairperson, reported the council met on January 24 and approved the revisions to the calendar proposal. Their next meeting is February 28.
- D. Campus Council – Kevin Thurman, Chairperson, reported the council met and spoke with Vice President Bales and Dr. McGeary concerning the smoking policy. There was also a discussion on Cardinal Cash. The calendar proposal from the Undergraduate Education Committee, failed by vote.
- E. Student Senate - Chris Wilkey, President, Student Government Association (SGA), reported two pieces of legislation were presented and have gone into committees. They are planning a campus/statewide initiative for school pride and healthy lifestyles. There is a free app for smart phones that can log your miles you walk/run. More information will be available in the coming weeks.

7. Report by Chairperson of Senate – Dave Pearson (University Senate Agenda 2/14/13, Enclosure #5)

- Provost Terry King reported on the final report from the Task Force on Academic Rigor.
- There is a faculty vacancy on the Indiana Commission for Higher Education (ICHE). Dave Pearson is a member of the nominating committee for the state, with the Governor making the final decision. Any full-time faculty member is eligible to serve a two year term. More information will follow on the Communications Center.

8. Unfinished Business

- A. Diversity Statement SR 02-10/11 (University Senate Agenda 2/14/13, Enclosure #6) TABLED
A motion was made and seconded (Wilkey/Guzeldereli) to remove from the table for discussion.

The motion carried.

Jacob Kluth, author of the student senate resolution, read a statement to the members of the senate (Attachment #1).

Kevin Thurman, chair of the Campus Council, explained there are categories of people that are not included in the EEOC statement.

The motion amend the current statement, carried.

9. New Business

- A. Revision of Graduate Faculty Policy (University Senate Agenda, 2/14/13, Enclosure #7)

Discussion ensued. A friendly amendment was accepted under 2.112 under 2. Associate Member:

2.112 To provide reasonable assurance that their service will be available throughout the period of their appointment as associate member.

A motion was made and seconded (Shawger/Steib) to approve the revised policy.

The motion carried.

B. Motion from Undergraduate Education Committee (UEC) regarding spring semester finals week.

UEC 11/19/12

Faculty Council 1/10/13

University Council 1/24/13

Campus Council (Failed 1/31/13)

“Change the Spring semester to follow the Fall semester more closely, and to go to a four-day finals week with the Monday of that week given back to instruction. This would add one day of teaching to the Spring semester and make it equivalent to the Fall in terms of the number of class days.”

A motion was made and seconded (Steib/Kluth) to approve the revised schedule.

Discussion ensued. Kevin Thurman, chair of the Campus Council, explained the reason for the council’s not approving the revision was because it would limit final exams until Tuesday and it was the consensus of the group to spread the exams out over five days instead of four.

The motion to approve the revised schedule carried, by hand vote: Yes: 27, No votes or abstentions were counted by hand vote.

10. Other Items

There were no other items.

11. Adjournment

The meeting adjourned at 5:15 p.m.

March 21, 2013

David Pearson, Chairperson

Jane Ellery, Secretary

/mt

NOTIFICATION OF ACTION BY THE BALL STATE UNIVERSITY
BOARD OF TRUSTEES

Date of Board Meeting February 8, 2013

Item No. 6

Distributed to: Provost King
Ms. Arrington
Ms. Turner

Subject: Honorary Degree

Provost King, with the endorsement of the Graduate Education Executive Committee, recommended the awarding of an honorary doctorate to United Nations Under-Secretary-General for Political Affairs, Jeffrey D. Feltman at the May 2013 commencement.

JEFFREY D. FELTMAN
Nominee for the Honorary Doctor of Laws

Along with the endorsement of the Graduate Education Committee, Provost King is pleased to recommend Jeffrey Feltman for an honorary doctor of laws in recognition of his tremendous efforts on behalf of the United States and the United Nations.

Jeffrey Feltman is a 1981 graduate of Ball State University with a Bachelor of Science in History and Art, and he is a 1983 graduate of Tufts University with a Master's degree in Law and Diplomacy. Mr. Feltman has a long and distinguished career in public service, joining the U.S. Foreign Service in 1986. He has spent much of his career dealing with Eastern Europe and the Near East. His many posts include but are not limited to:

- Serving his first tour as consular officer in Port-au-Prince, Haiti.
- Serving as an economic officer at the U.S. Embassy in Hungary from 1988 to 1991.
- Serving until 1993 in the office of the Deputy Secretary of State, Lawrence Eagleburger, as a Special Assistant concentrating on the coordination of U.S. assistance to Eastern and Central Europe.
- Serving the U.S. Embassy in Tel Aviv from 1995-1998 covering economic issues in the Gaza Strip.
- Serving from 1998-2000 as the Chief of the Political and Economic Section at the U. S. Embassy in Tunisia.
- Serving from 2000-2001 at the U.S. Embassy in Tel Aviv as Ambassador, Martin Indyk's, Special Assistant on Peace Process issues.
- Serving from 2001-2003 at the U.S. Consulate General in Jerusalem, where he served first as Deputy and then as Acting Principal Officer.
- Serving at the Coalition Provisional Authority office in Irbil, Iraq, from January to April 2004 and simultaneously serving as Deputy Regional Coordinator.

Notification of Action

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- Serving as the United States Ambassador to Lebanon from July 2004 to January 2008.
- Serving as U.S. Assistant Secretary of State for Near Eastern Affairs from August 2009 to June 2012 with the rank of Career Minister.

Ambassador Feltman assumed the post of United Nations Under-Secretary-General for Political Affairs on July 2, 2012. As head of the United Nations Department of Political Affairs, he oversees the UN's diplomatic efforts to prevent and mitigate conflict around the globe.

Mr. Feltman's success in public service and commitment to peace around the world are truly exceptional and inspirational. He would be a worthy recipient of an honorary degree and tremendous example to our graduates.

The following action was recommended:

THAT APPROVAL BE GRANTED TO AWARD AN HONORARY DOCTOR OF LAWS TO MR. JEFFREY D. FELTMAN AT THE MAY 2013 COMMENCEMENT.

On motion by Mr. Estopinal, seconded by Mr. Miller, the recommendation was approved.

FROM: Anita Kelsey
Recording Secretary
Board of Trustees

Revised Programs

Interdepartmental Programs

Legal Studies

Major in Legal Studies

Miller College of Business

Requirements for Admission

Degree Requirements

College of Communication, Information, and Media

Department of Telecommunications

Minor in Film/Screenwriting

College of Science and Humanities

Department of Biology

Major in Biology

Department of Computer Science

Minor in Computer Security

Department of English

Minor in Creative Writing

Minor in Film/Screenwriting

Department of Philosophy and Religious Studies

Major in Philosophy

Minor in Philosophy

Department of Physics and Astronomy

Major in Pre-Engineering Preparation

Department of Social Work

Major in Social Work, BSW

Teachers College

Teacher Licensing

Professional Education Assessment/Decision Points

Department of Educational Psychology

Doctor of Philosophy in Educational Psychology (General)

Academic Posting, 2013 Volume XLIV-6

Revised Programs

College of Applied Sciences and Technology

Department of Family and Consumer Sciences

Minor in Hospitality Management

School of Physical Education, Sport, and Exercise Science

Bachelor of Athletic Training

Major in Sport Administration

Exercise Science Major in Physical Education

Teaching Major in Physical Education (All-Grade)

Department of Technology

Major in Computer Technology

Minor in Business Administration for Construction Management

Minor in Business Administration

College of Architecture and Planning

Master of Urban Design

Miller College of Business

Minor in Six Sigma

College of Communication, Information, and Media

Department of Journalism

Major in Journalism

Department of Telecommunications

Major in Telecommunications

College of Fine Arts

Department of Theatre and Dance

Teacher Education

Teaching Major in Theatre

Senior High, Junior High/Middle School Education Program

ISSUES IN THE SENATE SYSTEM, 2012-13

Issues	Committee	Start	End	10%	20%	40%	50%	60%	70%	80%	90%	100%
<i>FACULTY COUNCIL</i>												
Salary Compression	From Council Salary & Benefits	9-9-10										
Revision of Current Family Leave Policy	From SAC Salary & Benefits	9/17/12										
Membership of Professional Education Committee	To Governance & Elections	1/26/12										
Issues	Committee	Start	End	10%	20%	40%	50%	60%	70%	80%	90%	100%
<i>UNIVERSITY COUNCIL</i>												
Telecommuting	From Sen.Agenda to Salary & Benefits	11/19/12										
Issues	Committee	Start	End	10%	20%	40%	50%	60%	70%	80%	90%	100%
<i>CAMPUS COUNCIL</i>												
Cardinal Cash												
Issues	Committee	Start	End	10%	20%	40%	50%	60%	70%	80%	90%	100%
<i>AGENDA COMMITTEE</i>												
Open Access Mandate Proposal	Library & Pub.&Intel. Prop.	3/15/10										
Evaluation of Teaching	Teaching Evaluation	9/19/11										
Faculty Load/Salary Adjustments	Faculty/University Councils	8/20/12										
Taking ILP classes when on-campus classes available	UEC	8/20/12										
Revision of current Family Leave Policy	Salary & Benefits	9/17/12										
Term limits for councils/committees	G&E	10/15/12										
Diversity Statement from SGA	Faculty Council	10/15/12										
Credit Hour Assignment	Admissions&Credits Extended Education, UEC, GEC	1/7/13										

Issues	Committee	Start	End	10%	20%	40%	50%	60%	70%	80%	90%	100%
<i>GOVERNANCE AND ELECTIONS</i>												
Rep. of P/T Cont.Fac. on Senate	Agenda to Contract Faculty	11/21/11 12/1/11										
Membership of Professional Education Committee	From Faculty Council to PEC	1/26/12 2/2/12										
Issues	Committee	Start	End	10%	20%	40%	50%	60%	70%	80%	90%	100%
<i>OTHER</i>												
Accountability Measures-Academic Rigor	Task Force convened January, 2012	10/10/11	1/28/13									

POLICY FOR THE EVALUATION OF TEACHING

1. Ball State University recognizes the importance of its teaching mission. Evaluation of teaching plays a primary role in providing students with the best possible educational experience and in allowing faculty to develop to their full potential as teachers. Therefore, faculty must annually evaluate their teaching by a variety of means.

2. In addition to its primary role in improving teaching, evaluation of teaching plays a role in personnel decisions such as promotion, tenure, and merit pay. The evaluation of teaching for personnel decisions must be fair and systematic. The variety of course delivery formats, ~~such as~~ (i.e., interdisciplinary, team-taught, Internet, and hybrid), requires evaluations which reflect the unique aspects of these delivery systems. Departments are required to review the items and evaluation procedures at least once every three years to determine if their evaluation methods remain valid and reliable.

2.1 Each department will devise procedures, to be approved by its college, for regularly conducted evaluation of teaching, including student ratings.

2.1.1 Ratings by students will be conducted each year on a regular schedule that meets departmentally approved standards, as specified by the University Senate, suitably administered, summarized, and available for review during personnel decisions.

2.1.2 When the faculty member's assignment includes teaching, these ratings shall will be done in at least one class per year. In appropriate circumstances, the College Dean may waive this requirement. In every class if the minimum number of students (n=4) is enrolled.

2.1.3 At the discretion of the department and/or college, the results of student ratings may be used for promotion, tenure, salary, and merit decisions.

2.2 In addition, each faculty member's teaching will be evaluated by at least one of the following means: ~~and~~ All of the following means will be available to the individual faculty member:

2.2.1 Peer review of teaching, such as classroom visitation, evaluation of syllabi, examinations and other classroom materials;

2.2.2 Chairperson review of teaching, such as classroom visitation, evaluation of syllabi, or evaluation of examinations;

2.2.3 Peer and chairperson review of ~~the~~ a teaching portfolio.

All of the above means will be available to the individual faculty member.

2.3 Colleges and departments are encouraged to use as many other ~~means~~ methods of evaluation as they see fit. Examples ~~may include a personal statement describing teaching goals;~~ evidence of significant involvement in curriculum development; or a significant contribution to the pedagogy of the field; ~~personal statement describing teaching goals.~~

2.4 Annually, each department chairperson must make each faculty member aware of the departmentally approved methods ~~that will to~~ be used for the evaluation of teaching.

GUIDELINES TO BE FOLLOWED IN EVALUATION OF TEACHING

To facilitate the fair and systematic evaluation of teaching, the University has developed the following requirements.

1. Student ratings are to be used for two purposes: first as an aid to the improvement of teaching and second, for personnel matters when used as part of the evidence upon which decisions are based, ~~for personnel matters.~~

1.1 Improvement of Teaching

During the term, student feedback may be solicited to assist in making improvements in a current course or subsequent offerings. A variety of methods can be used, such as formal surveys, open-ended questionnaires, or informal essays, but any student statistical ratings are to be anonymous. ~~Every Department, with the approval of its college approval, shall~~ will make provisions to assure that no student is penalized for expressing his or her opinion. This student feedback; is designed to improve one's teaching, and is not appropriate for making personnel decisions.

1.2 Personnel Decisions

1.2.1 Near the end of the ~~semester, but not during final exam week course~~, a rating form adopted by departments to evaluate teaching ~~shall~~ will be administered online to students enrolled in classes currently taught within the department. This rating form can include formal surveys, open-ended questionnaires and/or informal essays. Every reasonable effort will be made to protect the anonymity of student responses. Departments, with the approval of colleges, will make provisions to assure that no student is penalized for expressing his or her opinion.

1.2.2 ~~The statistical data gathered from student ratings will be summarized by a~~ A designated University office will summarize statistical data gathered from student ratings. Departments, with the approval of colleges, will make provision to ensure the confidentiality and integrity of the data. Pooled data, without any traceable reference to the instructor, may be maintained for norming and research.

~~The individual rating forms, or transcripts thereof, at the discretion of the department, are considered property of the faculty member and must be given back to the faculty member when the tabulation of results is complete.~~

1.2.3 The University Teaching Evaluation Committee will develop a set of core questions to be administered to all students. The purpose of these core questions is to generate pooled data for purposes of norming and research.

1.2.4 Departments and/or colleges may use the data from core questions for promotion, tenure, salary, and merit decisions.

~~1.3~~ 2. Implementation of Policy

The University Senate has established Ppolicies for the selection of courses, frequency of evaluation, timing of administration/completion, adjustment for exceptional circumstances, and reporting of results. ~~Will be developed by departments and approved by appropriate college committee(s).~~

~~1.4~~ 3. Methodological and Statistical Considerations

Sound methods and statistical procedures are to be followed. Among these are the following:

~~1.4.1~~ 3.1. Statistical summary of information from classes with enrollment of ten (10) or fewer should be avoided. Other methods of evaluation are recommended in this case.

~~1.4.2~~ 3.2. Information derived from teaching rating forms ~~shall will~~ not be disseminated to or received by a ~~professor's~~ faculty member's peers, department chairperson, any Promotion and Tenure committees, or

anyone else unless it is accompanied by a copy of the evaluation ~~form~~ questions used and copies of any instructions provided to those ~~filling out~~ completing the forms.

~~1.4.3~~ 3.3. Information relating to any individual faculty member and derived from different evaluation forms which include different items and configurations of items will never be averaged nor co-mingled.

~~1.4.4. 3.4. Written comments by students that are not required by the rating form will be shared with the instructor only.~~ Electronic access to student evaluations is limited to the instructor and his/her department chair. (Faculty Council editorial revision 2/21/13)

2. 4. Administration of Student Ratings Used for Personnel Decisions in a Classroom Setting Using a Lab or Personal Computers.

~~2.1~~ 4.1 The rating form is to be administered in a professional manner by someone other than the instructor. The instructor is to be absent throughout the evaluation process.

~~2.2~~ 4.2 Instructors and/or students ~~are~~ will not in any way ~~to~~ attempt to influence ~~unfairly~~ the outcome of this rating.

~~2.3~~ 4.3 Students ~~shall~~ will be instructed that if there are any violations of ~~2.1 or 2.2~~ 4.1 or 4.2 above, the nature of the violation(s) should be reported to the chairperson of the department or the college dean if the department chairperson is teaching the course.

~~2.4~~ 4.4 The instructor ~~shall~~ will not have access to the ratings or the data before the ~~semester's~~ course grades are posted.

~~2.5 To ensure a uniform and professional standard of administration, each department shall develop a statement of instructions to be clearly presented to students before they respond to rating forms. In addition, each department shall develop standard instructions for those who administer the rating forms.~~

3. 5. In accordance with the Policy for the Evaluation of Teaching, the following guidelines are provided:

~~3.1~~ 5.1 Each department ~~shall~~ will devise a form for assisting the chairperson's review of faculty members' teaching. Samples of suggested forms will be available in each dean's office. The adopted form ~~shall~~ will be appended to the department's Promotion and Tenure Document and Merit Pay Document and be submitted to the appropriate college and University committees for approval.

~~3.2~~ 5.2 Each department ~~shall~~ will devise a form for assisting peer review of faculty members' teaching. Samples of suggested forms are available ~~to~~ in each dean's office. The adopted form will be appended to the department's Promotion and Tenure Document and Merit Pay Document and be submitted to the appropriate college and University committees for approval.

~~3.3~~ 5.3 For chairperson and peer review of teaching portfolios the department and colleges will develop guidelines to standardize and limit materials in consultation with the Office of ~~Teaching and Learning Advancement~~ Educational Excellence.

4. 6. The Teaching Evaluation Committee shall will review these procedures at least every three years. This committee shall and will review and report on the student rating forms and departmental policies.

POLICY FOR THE EVALUATION OF TEACHING (CLEAN COPY)

1. Ball State University recognizes the importance of its teaching mission. Evaluation of teaching plays a primary role in providing students with the best possible educational experience and in allowing faculty to develop to their full potential as teachers. Therefore, faculty must annually evaluate their teaching by a variety of means.
2. In addition to its primary role in improving teaching, evaluation of teaching plays a role in personnel decisions such as promotion, tenure, and merit pay. The evaluation of teaching for personnel decisions must be fair and systematic. The variety of course delivery formats (i.e., interdisciplinary, team-taught, Internet, and hybrid) requires evaluations which reflect the unique aspects of these delivery systems. Departments are required to review the items and evaluation procedures at least once every three years to determine if their evaluation methods remain valid and reliable.
 - 2.1 Each department will devise procedures, to be approved by its college, for regularly conducted evaluation of teaching, including student ratings.
 - 2.1.1 Ratings by students will be conducted each year on a regular schedule-as specified by the University Senate, suitably administered, summarized, and available for review during personnel decisions.
 - 2.1.2 When the faculty member's assignment includes teaching, these ratings will be done in every class if the minimum number of students (n=4) is enrolled.
 - 2.1.3 At the discretion of the department and/or college, the results of student ratings may be used for promotion, tenure, salary, and merit decisions.
 - 2.2 In addition, each faculty member's teaching will be evaluated by at least one of the following means. All of the following means will be available to the individual faculty member:
 - 2.2.1 Peer review of teaching, such as classroom visitation, evaluation of syllabi, examinations and other classroom materials;
 - 2.2.2 Chairperson review of teaching, such as classroom visitation, evaluation of syllabi, or evaluation of examinations;
 - 2.2.3 Peer and chairperson review of a teaching portfolio.
 - 2.3 Colleges and departments are encouraged to use as many other methods of evaluation as they see fit. Examples include a personal statement describing teaching goals; evidence of significant involvement in curriculum development; or a significant contribution to the pedagogy of the field.
 - 2.4 Annually, each department chairperson must make each faculty member aware of the departmentally approved methods to be used for the evaluation of teaching.

GUIDELINES TO BE FOLLOWED IN EVALUATION OF TEACHING

To facilitate the fair and systematic evaluation of teaching, the University has developed the following requirements.

1. Student ratings are to be used as an aid to the improvement of teaching and for personnel matters when used as part of the evidence upon which decisions are based.

1.1 Improvement of Teaching

During the term, student feedback may be solicited to assist in making improvements in a current course or subsequent offerings. A variety of methods can be used, such as formal surveys, open-ended questionnaires, or informal essays, but any student statistical ratings are to be anonymous. Every department, with college approval, will make provisions to assure that no student is penalized for expressing his or her opinion. This student feedback is designed to improve one's teaching, and is not appropriate for making personnel decisions.

1.2 Personnel Decisions

1.2.1 Near the end of the course, a rating form adopted by departments to evaluate teaching will be administered online to students enrolled in classes currently taught within the department. This rating form can include formal surveys, open-ended questionnaires and/or informal essays. Every reasonable effort will be made to protect the anonymity of student responses. Departments, with the approval of colleges, will make provisions to assure that no student is penalized for expressing his or her opinion.

1.2.2 A designated University office will summarize statistical data gathered from student ratings. Departments, with the approval of colleges, will make provision to ensure the confidentiality and integrity of the data. Pooled data, without any traceable reference to the instructor, may be maintained for norming and research.

1.2.3 The University Teaching Evaluation Committee will develop a set of core questions to be administered to all students. The purpose of these core questions is to generate pooled data for purposes of norming and research.

1.2.4 Departments and/or colleges may use the data from core questions for promotion, tenure, salary, and merit decisions.

2. Implementation of Policy

The University Senate has established policies for the selection of courses, frequency of evaluation, timing of administration/completion, adjustment for exceptional circumstances, and reporting of results.

3. Methodological and Statistical Considerations

Sound methods and statistical procedures are to be followed. Among these are the following:

3.1. Statistical summary of information from classes with enrollment of ten (10) or fewer should be avoided. Other methods of evaluation are recommended in this case.

3.2. Information derived from teaching rating forms will not be disseminated to or received by a faculty member's peers, department chairperson, any Promotion and Tenure committees, or anyone else unless it is accompanied by a copy of the evaluation questions used and copies of any instructions provided to those completing the forms.

3.3. Information relating to any individual faculty member and derived from different evaluation forms which include different items and configurations of items will never be averaged nor co-mingled.

3.4. Electronic access to student evaluations is limited to the instructor and his/her department chair.

4. Administration of Student Ratings in a Classroom Setting Using a Lab or Personal Computers.

4.1 The rating form is to be administered in a professional manner by someone other than the instructor. The instructor is to be absent throughout the evaluation process.

4.2 Instructors and/or students will not in any way attempt to influence the outcome of this rating.

4.3 Students will be instructed that if there are any violations of 4.1 or 4.2 above, the nature of the violation(s) should be reported to the chairperson of the department or the college dean if the department chairperson is teaching the course.

4.4 The instructor will not have access to the ratings or the data before the course grades are posted.

5. In accordance with the Policy for the Evaluation of Teaching, the following guidelines are provided:

5.1 Each department will devise a form for assisting the chairperson's review of faculty members' teaching. Samples of suggested forms will be available in each dean's office. The adopted form will be appended to the department's Promotion and Tenure Document and Merit Pay Document and be submitted to the appropriate college and University committees for approval.

5.2 Each department will devise a form for assisting peer review of faculty members' teaching. Samples of suggested forms are available in each dean's office. The adopted form will be appended to the department's Promotion and Tenure Document and Merit Pay Document and be submitted to the appropriate college and University committees for approval.

5.3 For chairperson and peer review of teaching portfolios the department and colleges will develop guidelines to standardize and limit materials in consultation with the Office of Educational Excellence.

6. The Teaching Evaluation Committee will review these procedures at least every three years and will review and report on student rating forms and departmental policies.

Ball State University
Proposed Handbook Changes
Related to Credit Hour Assignment

1. Add the following two sentences at the end of section 2.1 (page 279) regarding proposals for new courses and course changes:

A proposal for a new course, or to revise an existing course, must document that the number of credit hours assigned is consistent with the University's policy. For purposes of the preceding sentence, course revision includes a change in delivery mode or format, as well as a change in content.

2. Add the following sentence after the first sentence of section 2.2 (page 279):

Preliminary approval of the College Curriculum Committee will include a determination that the number of credit hours assigned is consistent with the University's policy.

3. Insert the following new section on current page 290 before the topic "Types of Credit" (similar guidance should be added to the catalogs as well):

Assignment of Credit Hours

1. Departments and units shall assign a number of credit hours to each class that reflects the amount of time required for a typical student to successfully complete the class. Departments and units shall assign one hour of credit to a class for each 2,250 minutes of student attendance and out-of-class work.
2. Face-to-face undergraduate classes: Departments and units typically assign one hour of credit for each 750 minutes of face-to-face undergraduate instructional time, with an additional 1,500 minutes of out-of-class work required for successful completion. (750 minutes of instructional time reflects 50 minutes of class weekly over a 15-week semester.)
3. Other undergraduate delivery modes and formats: Classes other than face-to-face undergraduate classes (for example, online classes, workshops, classes offered in non-standard venues, study abroad, and blended classes) will often divide the minimum time requirement between instructional time and out-of-class work in a different manner. However, departments and units shall determine that total course time required for a typical student is at least 2,250 minutes for each credit hour to be granted.
4. Graduate classes: Graduate classes present students with material and assignments of additional rigor, and accordingly require greater time commitments for successful completion. As a general rule, departments and units shall determine that total course time required for a typical student is at least 3,000 minutes for each graduate credit hour to be granted. The Graduate School may enact additional policies to assure that the number of graduate credit hours assigned to a course is appropriate.
5. Minimum time guidelines: The number of credit hours assigned to a condensed-format course should reflect the period of time required to complete the expected minutes of activity. Thus, a three-hour course should normally be offered over a minimum of two weeks when the students in that course are taking no other courses. Similarly, a six-hour (nine-hour) course should normally be offered over a minimum of four (six) weeks.
6. Procedure for new or revised courses: A proposal for a new course, or to revise an existing course, must document that the number of credit hours assigned is consistent with the requirements of the preceding paragraphs.
7. Procedure for continuing courses: Each college will develop procedures for its College Curriculum Committee (or other body) to review the appropriateness of the number of credit hours assigned to continuing courses on a rotating basis, with each continuing course reviewed at least once every five years.
8. Primary responsibility for maintaining the appropriate number of hours for a course shall rest with the academic department or unit involved.



TEACHERS COLLEGE, ROOM 622
DEPARTMENT OF COUNSELING PSYCHOLOGY
AND GUIDANCE SERVICES

Muncie, Indiana 47306-0585
Phone: 765-285-8040
Fax: 765-285-2067

Date: January 22, 2013

Kevin Gerrity
Chair, of the Athletics Committee
School of Music
Hargreaves Music Building (MU) 203

Dear Dr. Gerrity:

Thank you for this opportunity to submit my application for Ball State University's Faculty Athletics Representative. Starting in June of 2007, I have had the privilege of serving the athletics department in a variety of roles which I believe have prepared me to serve as the liaison between Ball State University and the athletics department and to further represent the president at the NCAA. In 2007-2008 I chaired the climate assessment of the athletic department. This experience provided a unique insight into the operations of the athletics department, and an appreciation of the demands experienced by our student athletes. In 2010-2011 I chaired the Gender and Diversity Self Study committee for the athletics department NCAA reaccreditation, and more recently, served on the search committee for the Athletics Director. As a result of these experiences and my background as director of the school counseling program, I believe I can advocate for the academic rigor necessary for our student athletes to be successful at Ball State University. My goals will be to continue the positive relationship established between our student athletes and our academic community, and ensure that Ball State continues to maintain the appropriate balance between academics and intercollegiate athletics.

I have attached my curriculum vita for your consideration. If you have any questions or require additional documentation I will be happy to provide those. Thank you once again for your consideration.

Sincerely,

Charlene Alexander, Ph.D.

Professor, Counseling Psychology and Guidance Services

Charlene M. Alexander

*Ball State University
Department of Counseling Psychology and Guidance Services
622 Teachers College
Muncie IN. 47306-0585*

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Muncie IN. 47304
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Phone:

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Home:(765) 281-6968

EDUCATION

- 1992 **Ph.D., University of Nebraska-Lincoln**
Counseling Psychology
Dissertation: *Construct Validity and Reliability of the White Racial Identity Attitudes Scale.*
- 1990 **Internship: The University of Iowa**
APA-approved program,
Counseling Service (August 1989-August 1990).
- 1985 **M.S., Creighton University, Omaha NE**
Counseling and Guidance .
- 1983 **B.A., Creighton University, Omaha NE**
Psychology
-

PROFESSIONAL EXPERIENCES

- 2012-Present **Professor**
Ball State University. Responsible for directing the school counseling program.
- 2001-2012 **Associate Professor**
Ball State University. Responsible for directing the school counseling program, teaching courses in school counseling and directing practicum experiences in School Counseling.
- 1997-2000 **Assistant Professor**
Ball State University. Responsible for directing the school counseling program, teaching courses in school counseling and directing practicum experiences in School Counseling. Co-ordinate after school counseling program at Wilson Middle School.

- 1999-Present **Licensed School Counselor**
State of Indiana License # 908102.
- 1997-1998 **School Counselor, Burris Laboratory School K-12, Muncie In.** Responsible for providing school counseling services to students k-12.
- 1992 -1997 **Assistant Professor**
Fordham University. Responsible for teaching Doctoral and Masters level courses in Field Experience in Counseling Psychology, Practicum in Supervision of Counseling Psychology, Ethics in Counseling Psychology, Administration and Supervision in Counseling Psychology, Understanding the Individual, Fundamentals of Educational and Psychological Measurement, Introduction to Counseling Counselor Role and Function and Doctoral Dissertation Seminar.
- 1995-1996 **Director of Fordham University's Stay-In-School Program.**
Responsible for the administration and program development of all activities related to Fordham University's Stay-In-School collaborative programs in the Graduate School of Education and the Graduate School of Social Work (Grant funded, \$300,000).
- 1990-1992 **Graduate Assistant**
Dean Teachers College, University of Nebraska-Lincoln. Responsible for developing recruitment and retention programs for students of color in Teachers College. Graduate member, Curriculum and Planning Committee for Teachers College; Teachers College Equity Committee; Teachers College Promotion and Tenure Committee.
- 1989-1990 **Counseling Psychology Intern:** at the University of Iowa. Responsible for providing clinical service to The University of Iowa Counseling Center Clientele. Responsible for the design and implementation of Multicultural programming for the Dental College at the University of Iowa.
- 1988-1989 **Instructor:** Creighton University. Responsible for teaching the following courses: master's-level practicum course, occupational and vocational counseling, developmental psychology and advanced seminar in counseling.
- 1988 **Graduate Student Member**
review committee for Doctoral Programs in Teachers College.
- 1988-988 **Clinical Supervisor**
Masters level counseling practicum, University of Nebraska-Lincoln. Provided individual and group supervision for master's level counseling students. Supervised by R. Johnson, Ph.D., licensed psychologist.
- 1987-1987 **Family Therapist**
Nebraska Center for Children and Youth, Lincoln NE. Responsibilities included working with court referred families whose children were placed at the center. The final goal was to obtain reunification with the family.
- 1987 **Instructor**
University of Nebraska-Lincoln. Responsible for teaching undergraduate course in Career Development for undecided students.

- 1986-1987 **Assistant Chair:** Ethnic Minority Affairs Committee. Responsibilities included promoting the recruitment of American ethnic minority students and the support of students currently enrolled in the department.
- 1985-1986 **Counselor**
Multi-Cultural Affairs Office, University of Nebraska-Lincoln. Responsibilities included counseling students seen at the Multi-Cultural Affairs office, and the recruitment of minority students at High schools in Omaha Nebraska.
- 1985-1985 **Group Coordinator**
Positive Parenting Program, Family Services, Omaha NE. Coordinator for parenting support groups of both self- and court-referred clients.
-

COUNSELING PRACTICUM EXPERIENCES

- 1989-1990 **Internship**
The University of Iowa Counseling Service, APA approved program. Supervised by Gerald L. Stone, Ph.D. Director, licensed psychologist, University Counseling Service.
- 1988-1988 **Practicum in Supervision**
Provided individual and group supervision for Master's level counseling students. Supervised by R. Johnson, Ph.D., licensed psychologist.
- 1987-1988 **University of Nebraska Student Counseling Center, Lincoln NE.** Responsible for providing career, individual and couple counseling to the University population.
- 1984-1985 **Family Services, Omaha NE.**
Provided individual and group counseling to a diverse client population.
-

AWARDS

- 2010 Ball State University Outstanding Diversity Advocacy Award. Presented by Ball State University.
- 2010 Hurley Goodall Distinguished Faculty/Staff Award. Presented by Ball State University's Multicultural Center.
- 2009 Trailblazer Award (2009): Presented by the Education Trust February, Austin: Texas
- 2008 Exemplary Counselor Educator. Presented by the Indiana School Counselor Association
- 2007 Visionary Leadership Award. Presented by the National Multicultural Conference and Summit Division 45 of the American Psychological Association.
- 1998-2002 Ball State University: Certificate of Multicultural Accomplishment 1998, 1999, and 2000, 2002. Department of Counseling Psychology and Guidance.
- 2001 Ball State University: Outstanding Teaching Award, Teachers College.
- 1998 Ball State University: Certificate of Appreciation, Office of Multicultural Affairs.

1992 The Royce Ronning Award for Contribution to Cultural Diversity. Awarded by the Educational Psychology Department, University of Nebraska-Lincoln. (First Recipient).

GRANTS

2010 Department of Child Service: Domestic Violence Primary Prevention. August, 2010. \$35, 000.00

2010 Department of Child Services: Domestic Violence And Sexual Abuse Workshops. January 2010. \$15, 000.00

2009 Department of Child Services: Domestic Violence Awareness & Education Primary Prevention. August, 2009. \$50,000.00

2006 Ball State University: International Programs Endowment Fund. April 2006. \$7,000.

2001 Ball State University: Internationalizing the School Counseling curriculum. April 2001, \$3,400.

1999 Ball State University: New Faculty Research Award, \$1,480

PROFESSIONAL AFFILIATIONS

Member, American School Counselor Association

Member, Indiana School Counseling Association

Member, American Psychological Association.
Division 17- Counseling Psychology

SELECT SERVICE ACTIVITIES

BALL STATE UNIVERSITY

Member: Strategic Planning Committee, 2012-2017.

Chair: NCAA Gender and Diversity Self Study for the Athletics Department, 2010-2011.

Chair: Climate Assessment of Ball State University's Athletic department, 2007-2008.

Member: Provost Search Committee, 2005-2006.

Member: Strategic Planning Committee, 2005-2006.

Member: Graduate School Recruitment Committee, 1999.

Member: Creative Arts Committee, 2001, 2002.

Secretary: Special Assigned Leave Committee, 1999.

Outside Reviewer: University Research Committee, 1999.

Member: Professional Affairs Council, 1998-2003.

Positive Parenting Presentation, Burris Laboratory School, 1998

The Black Student Association, Black Student Summit Presentation, 1997.

STATE/NATIONAL:

Member: American Psychological Association Committee on Psychological Tests and Assessment, 2012.

Editorial Board member: Professional School Counseling, 2012

External Reviewer: Promotion Application File- University of North Florida, 2011.

External Reviewer: Promotion Application File-Marquette University 2010.

Member Advisory Board for the College Board Washington D. C. 2007-Present.

Member: Advisory Board for The Education Trust Washington D.C.2007-Present.

Member: Pearson National School Counselor Test Development Committee, 2008.

President: Indiana School Counselor Association, 2007.

Editorial Board Member: *The Counseling Psychologist*, 2007.

Chair: Indiana Professional Standards Board External Committee for School Counseling. 2004-2005-2006.

Member: National Board of Certified Counselors School Counseling Test Development Committee, 2006.

Member: Indiana School Counseling Association Board, Advocacy Representative, 2005-2006.

Member: Indiana Guidance Standards Development Committee, 2004.

Public Relations Chair: Indiana School Counseling Association (ISCA) 2000, 2001, 2002, 2003 Fall Conferences.

Sponsor, CRU: Indiana School Counseling Association (ISCA) 2000, 2001, 2002, 2003 Fall Conferences.

External Reviewer: Tenure Application File Hunter College New York, 2006.

External Reviewer: Tenure Application File-Marquette University, 2005

External Reviewer: Tenure Application File-University of Massachusetts, Amherst, 1999.

Member: Section for the Advancement of Women APA Div. 17 Voices Committee.

Warren Township Metropolitan School District Presentation: Fostering Collaborative Parent/School Partnerships.

SPECIAL PROJECTS

2010	Study Abroad 2010: Conflict Resolution and Peer Mediation, St. Lucia
2007	Study Abroad 2007: Conflict Resolution and Peer Mediation, St. Lucia.
2005	Study Abroad 2005: School Counseling Students in Trinidad.
2003	Trinidad 2003: Building Multicultural Competencies to Promote Academic Success: The collaborative experience of school counseling students in Trinidad and Tobago.
1993	Recruitment video: "A Success Story" Teachers College, for recruiting minority students to Teachers College.
1993	NCATE team preparation member, for Teachers College accreditation visit.
1993	Developed SPICE (Summer Pre-College Instruction and Career Experiences) program for minority students visit to Teachers College.

PUBLICATIONS

- Alexander, C.M., Hutchison, A.N., Clougher, K.M., TenBrink, H., Shepler, D., & Walls, K. (In Press). Adolescent dating violence: Application of a U.S. primary prevention program in St. Lucia. *Journal of Counseling and Development*.
- Alexander, C.M., TenBrink, H.A., Hutchison, A.N., Clougher, K.M., & Ambrose, Y.M. (In Press). An exploratory factor analysis of the Choose Respect Attitudes toward Relationship Violence Scale. *Professional School Counseling*.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.) (2010). *Handbook of multicultural counseling*. (3rd. ed.) Thousand Oaks, CA: Sage.
- Alexander, C.M., Aegisdottir, S., Gerstein, L. H., Snyder, E., Kirkpatrick, d., O'Heron, M., Sellers, E., Hansen, R., Rollins, M., Gordon, T. (2010). Responding to hate on a college campus: The stop hate campaign and a multicultural climate assessment. In J.G. Ponterotto, J. M. Casas, L.A. Suzuki, , & C.M. Alexander, (Eds.), *Handbook of multicultural counseling*. (3rd. ed.) (pp. 577-590). Thousand Oaks, CA: Sage Publications.
- Suzuki, L. A., Alexander, C. M., Lin, P., & Duffy, K. (2006). Psychopathology in the schools: Multicultural factors that impact assessment and intervention. *Psychology in the Schools*, 43, 429-438.
- Kruczek, T., Alexander, C. M., & Harris, K. (2005). An after-school counseling program for high-risk middle school students. *Professional School Counseling*, 92, 160-163.
- Alexander, C. M., Kruczek, T., & Ponterotto, J.G. (2005). Building multicultural competencies in school counselor trainees: An international immersion experience. *Counselor Education and Supervision*, 44, 255-266.
- Alexander, C. M., Kruczek, T., Zagelbaum, A., & Chase, M. (2003). A review of the school counseling literature for themes evolving from The Education Trust initiative. *Professional School Counseling*, 7, 29-34.

PUBLICATIONS (cont.)

- Alexander, C. M., Heineman, C., & Larson, L. (2002). Admission criteria to APA accredited programs in counseling psychology: Reflections of a specialty's values. *The Counseling Psychologist*, 30, 135-148.
- Perrone K. M., Sedlacek, W. E., & Alexander, C. M. (2001). Gender and ethnic differences in career goal attainment. *Career Development Quarterly*, 50, 168-178.
- Alexander, C. M. & Suzuki, L. A. (2001). Measurement of multicultural constructs: Integration and research directions. In J.G. Ponterotto, J. M. Casas, L.A. Suzuki, & C. M. Alexander, (Eds.), *Handbook of multicultural counseling*. (2nd ed.). Thousand Oaks, CA: Sage.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2001). *Handbook of multicultural counseling*. (2nd ed.). Thousand Oaks, CA: Sage.
- Alexander, C. M., Revera, L. M., & Collins, L. J. (2000). The use of culturally relevant videos to draw attention to cultural diversity: A preliminary study. *The College Students Affairs Journal*, 19, 3-11.
- Alexander, C. M., & Shulman, M. D. (2000). Educating the culturally diverse child: An integrative approach. In G. B. Esquivel, *Creativity and giftedness in culturally diverse students: Identification and educational interventions*. Hampton Press, N.J.
- Ford, K., & Alexander, C. M. (2000). Helping adolescents at risk through literature. *Health issues volume of helping adolescents at risk through literature*. Hampton Press, N.J.
- Sussman, L. M., & Alexander, C. M. (1999). How religiosity and ethnicity affect marital satisfaction for Jewish-Christian couples *Journal of Mental Health Counseling*, 21, 173-185.
- Ponterotto, J. G., & Alexander, C. M. (1996). Multicultural assessment: Present trends and future directions. In L. A. Suzuki, P. Meller, & J. G. Ponterotto (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational application*. San Francisco: Jossey-Bass Publishers.
- Alexander, C. M. (1995). A review of the Organizational Culture Inventory. In J.C. Conoley & J. C. Impara (Eds.), *The Twelfth Mental Measurements Yearbook* (pp. 720-721). Lincoln NE: Buros Institute of Mental Measurements, University of Nebraska.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (1995). *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage.
- Alexander, C. M., & Sussman, L. (1995). Creative Approaches to Multicultural Counseling. In J.G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander, (Eds.), *Handbook of multicultural counseling* (pp. 375-384). Thousand Oaks, CA: Sage.
- Ponterotto, J., Alexander, C. M., & Greiger, I. (1995). A multicultural competency checklist for counseling psychology programs. *Journal of Multicultural Counseling and Development*, 23, 11-20.
- Kopala, M., Keitel, M. A., Suzuki, L. A., Alexander, C. M., Ponterotto, J. G., Hennessy, J., & Reynolds, A. (1995). Doctoral admissions in counseling psychology at Fordham University. *Teaching of Psychology*, 22, 133-135.
- Alexander, C. M. (1994). Something happens when I dance. *Division 10 of the American Psychological Association*. Winter Newsletter, p. 2.

PUBLICATIONS (cont.)

Alexander, C. M. (1992). Construct validity and reliability of the White racial identity attitude scale (WRIAS). *Dissertations International*.

Suzuki, L., Imao, R., & Alexander, C. M. (1989). Survey of ethnic minority students' needs: A school counselor's perspective. *Topics in Education*, 6, 1-2.

Ponterotto, J. G., Alexander, C. M., & Hinkston, J. (1988). Afro-American preference for counselor characteristics: A replication and extension. *Journal of Counseling Psychology*, 35, 175-182.

Other Publications

Alexander, C. M. (2008). Reflections of a year in the Life of ISCA President. *The Indiana School Counselor*, 13, 2-5.

Alexander, C. M. (2007). School counselor advocacy, *The Indiana School Counselor*, 17, 1-3.

Alexander, C. M. (2002). Respecializing in school counseling: Reflections of a counseling psychologist. *The Indiana School Counselor*, 12, 2-3.

Alexander, C. M. (2002). Helping school counselors cope with violence. *U.S. A. Today Magazine*, 130, 52-53.

Manuscripts in Review

Clougher, K. M. & Alexander, C. M. (in review). Adolescent body image and self-esteem among female high school athletes and non-athletes.

Jones, K.N. & Alexander, C. (in review). Exploring the needs of international students: implications for student development.

Alexander, C.M., Suzuki, L.A., Dixon, D. (in review). Application of multicultural knowledge and awareness to clinical practice: A survey of multicultural clinicians.

PRESENTATIONS

Alexander, C.M., Harlow, A., & Niegocki, K. (2012). *Developing multicultural counseling competencies in school counselor trainees*. Paper presented at the annual meeting of the Indiana School Counselor Association, Indianapolis, In.

Alexander, C.M., Mosbaugh, B., Xiaochun, Z., Williams, B., Doody, S., & Powell, H. (2012). *Peer mediation and conflict resolution with secondary students: The HIPP program*. Paper presented at the annual meeting of the Indiana School Counselor Association, Indianapolis, In.

Alexander, C. M. Kollman, J. S., Barnam, E. & Harlow, A. (2011). *Development of Stedman Graham's identity and leadership development program*. Paper presented at the annual meeting of the Indiana School Counselor Association, Indianapolis, In.

Alexander, C. A., Walls, K., Clougher, K., Hutchison, A., Tenbrink, H., & Shepler, D. (August 2011). *The impact of cross-cultural immersion experiences on the development of multicultural counseling competencies*. Symposium presented at the 119th annual Convention of the American Psychological Association, Washington D.C.

PRESENTATIONS (cont.)

- Alexander, C. A., Shepler, D. K., Walls, K. L., Tenbrink, H. A., Hutchison, A. N., & Clougher, K. N. (January, 2011). *Dating violence: The development of a primary prevention program in St. Lucia*. Poster presented at the National Multicultural Conference & Summit, Seattle, WA.
- Alexander, C. M., Kruczek, T., Johnson, J., Walls, K. (November, 2010). *The Choose Respect Dating Violence Program in Indiana*. Paper presented at the Indiana School Counselor Association Annual Conference.
- Alexander, C.M. (November, 2009). *The Impact of an Immersion Experience on Counselor Self-Efficacy*. Paper presented at the Exploring Diversity Research Conference, Muncie, IN. (Invited Speaker).
- Gerstein, L.H., Alexander, C.M., Earl, E. (March 2009). *Peace Initiatives: Counseling Professionals Taking Action*. Symposium presented at the Great Lakes Regional Counseling Psychology Conference, Muncie, IN.
- Alexander, C.M., Hooper, L. (February, 2009). *Transformed School Counselors: Building Partnerships with Data Facilitating Change*. Paper presented at the annual meeting of the National Center for Transforming School Counseling Conference, Austin, TX.
- Burkard, A. , Alexander, C.M. (June 2008). *Successful School Counseling Practicum/Internship*. Paper presented at the annual meeting of the American School Counselor Association, Atlanta, GA.
- Burkard, A., Holtz, C., Martinez, M.J., Alexander, C.M., Hyatt, C. (June 2008). *Racial Conflict in Middle and High Schools*. Paper presented at the annual meeting of the American School Counselor Association, Atlanta, GA.
- Alexander, C.M., Metzger, L. (June, 2007). *The Indiana Mentoring and Assessment Program and the ASCA National Model*. Paper presented at the annual meeting of the American School Counselor Association, Denver, CO.
- Alexander, C.M. (November, 2007). *Are you getting what you want from your School Counselor?*, Paper presented at the annual meeting of the Indiana Association of School Principals, Indianapolis, IN.
- Alexander, C.M. (August, 2006). *Building Multicultural Competencies in Counselor Trainees: An International Immersion Experience*. Symposium presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Alexander, C.A. (August, 2006). *Conversion of Culture and Psychology: Caribbean and Mexican Responses*. Symposium presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Alexander, C.M. (2006). *The Indiana Mentoring and Assessment Program*. Roundtable presented at the annual meeting of the Indiana Counseling Association, Indianapolis, Indiana. (Invited Presentation).
- Alexander, C.M. & Marker, K. (2005). *A holistic approach to intervention planning in school counseling*. Symposium presented at the annual meeting of the Division of Student Support Services, Trinidad West-Indies. (Invited Presentation)
- Alexander, C.M. (2004, October). *The olympic development program: Where are the counselors coming from?* In Symposium presented at the annual meeting of the Indiana Association of College and Career Counselors, Indianapolis, In.

PRESENTATIONS (cont.)

- Alexander, C. M. (2004, July). *A sociocultural perspective on women and work*. In M. Keitel (Chair), *Cultural/Feminist perspectives on counseling women: Work family and intimate relationships*. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Alexander, C. M., LaTurna, A. Murphy, P. (2003, November). *The use of standardized tests by school counselors*. Paper presented at the Indiana School Counselor Association annual conference, Indianapolis, IN.
- Zagelbaum, A., Alexander, C.M., Kruczek, T. (2002, August). In L. Gerstein (Chair), *Counseling Psychology and 9/11-A Departmental Response*. Symposium presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Alexander, C. M., Zagelbaum, A., McCaster, Y. (2002, June). *Building multicultural competencies to promote academic success*. Paper presented at the Transforming School Counseling Summer Academy National Conference, Chicago, IL.
- Alexander, C. M. (2001, November). *Dealing with terror-middle and high school concerns*. Paper presented at the Indiana Association of School Principals Conference, Indianapolis, IN.
- Alexander, C. M. (2001, November). *Dealing with terror-elementary school concerns*. Paper presented at the Indiana Association of School Principals Conference, Indianapolis, IN.
- Witham, R. L., & Alexander, C. M. (2001, November). *Creating a culture of respect and acceptance in an Elementary School: Results of the "Don't Laugh At Me" program*. Paper presented at the Indiana School Counseling Fall Conference, Indianapolis, IN.
- Alexander, C.M., Kruczek, T., Ramirez-Chase, M., & Zagelbaum, A. (2001, March). *Training School Counselors: Education Enhancement vs. Mental Health*. Paper presented at Div. 17, American Psychological Association, Houston, TX.
- Peronne, K., Alexander, C.M. (2001, March). *Effects of Social Climate on the Training of Counseling Psychologists*. Paper presented at Div. 17, American Psychological Association, Houston, TX.
- Alexander, C.M. (2000, May). *Themes of multiculturalism and ethnicity found in the oral literary tradition of the Caribbean as represented in calypso music*. Paper presented at ANSEL annual conference, Liege, Belgium.
- Alexander, C.M. (2000, February). *Enhancing the training of school counselors through the development of collaborative partnerships with schools*. Paper presented at the American Association of Colleges for Teacher Education annual meeting, Chicago, IL.
- Alexander, C.M. (1999, August). *Embracing creativity as a vehicle for change: Journeys in counseling*. Paper presented at the American Psychological Association annual meeting, Boston, MA.
- Alexander, C.M. (1999, August). *Multicultural counselor competence: Promotion through the classroom experience*. Roundtable presented at the American Psychological Association annual meeting, Boston, MA.
- Grove, M., Alexander, C.M. (1999, March). *Creative approaches to ethnic identity development*. Poster presented at the American Counseling Association World Conference, San Diego, CA.

PRESENTATIONS (cont.)

- Alexander, C.M. (1998, August). *Multicultural Training in Action-Current practices and future directions*. Roundtable presented at the American Psychological Association annual meeting, San Francisco, CA.
- Alexander, C.M. (1998, August). *Thriving in colleges of education-Counseling psychology moving into schools. Respecializing in school counseling: Reflections of a counseling psychologist*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Chen, E., Alexander, C.M., Suzuki, L. (1998, March). *Empowering minorities in academia*. Symposium presented at the American Counseling Association World Conference, Indianapolis, IN.
- Alexander, C.M. (1996, September). *Carnival and Mental Health*. Paper presented at the international Caribbean conference, Medgar Evers College, New York, NY.
- Alexander, C. M.(1994, March). *The role of the psychologist in preventing prejudice*. Paper presented at the Conference on the Nature of Community and its Impact on Interstate Relations at the End of the Twentieth Century. Institute of International Relations. The University of the West Indies, St. Augustine, Trinidad.
- Sciarra, D., Ponterotto, J., Brause, R., Alexander, C. M.(1994, August). *Teenage motherhood among low-income urban Hispanics: Families and cultural considerations of mother-daughter dyads*. Paper presented at the 102nd. national convention of the American Psychological Association, Los Angeles, CA.
- Alexander, C. M., Figaro, G., London, C.(1993, August). *Themes of racial identity found in Calypso music: A model for critical thinking*. Symposium presented at the 101st. national convention of the American Psychological Association, Toronto, Canada.
- Leung, A., Suzuki, L., Alexander, C. M, Ponterotto, J. (1993, August). *Multicultural counseling training at Fordham University*. A. Leung (Chair) Model multicultural training programs in counseling psychology. Symposium presented at the 101st. national convention of the American Psychological Association, Toronto, Canada.
- Suzuki, L., Lintel, M., Alexander, C. M.. (1993, February). *Training in Multicultural Assessment: From problem definition to usage of standardized instruments*. Paper presented at the Winter Roundtable on multicultural counseling, New York, NY.
- Houtz, J., Esquievel, G., Ryan, A., Alexander, C. M. , Coyne, J., (1992, March). *Designing Pre-Service teacher education for creative and critical thinking teachers*. Roundtable presentation at the 5th annual Conference on Critical Thinking, Montclair College, N.J.
- Leung, A. S., Branch, T., Jackson, R., Imao. R., Subia Bigfoot-Sipes, D., Quintana, S., Suzuki, L., Prendes-Lintel, M., & Alexander, C. M. (1992, August). *Strategies for success as ethnic minority counseling psychologists*. Roundtable presentation at the 100th national convention of the American Psychological Association, Washington, DC.
- Alexander, C. M. (1991, April). *Issues impacting the training of minority graduate students*. Panel discussion at the American Association of Counseling and Development, Reno NV.
- Aguilar, T., Alexander, C. M., & Turnage, B. (1991, March). *Women of color in the curriculum: Multiculturalism and diversity, three perspectives*. Paper presented at the University of Nebraska-Lincoln, Lincoln, NE.
- Enns, C., Alexander, C. M. , Daly, J., & Jennings, K. (1990, March). *Sharing feminist values: How and when is it most helpful*. Paper presented at the Big Ten University Counseling Centers Conference, Iowa City, IA.

PRESENTATIONS (cont.)

Alexander, C. M., Daly, J., & Jennings, K. (1990, March). *Training of diverse interns: An alternative perspective*. Paper presented at the Big Ten University Counseling Centers Conference, Iowa City, IA.

Alexander, C.M. , Hill, K., & Larson, L. (1989, August). *Research and the Scientist-Practitioner Model: A study of APA Counseling Psychology Programs*. Poster session held at the 97th national convention of the American Psychological Association, New Orleans, LA.

Suzuki, L. Imao, R., & Alexander C. M. (1989, August). *A survey of School Counselors' perceptions of Ethnic minority students' needs*. Poster session held at the 97th national convention of the American Psychological Association, New Orleans, LA.

Brown, B., Sadowsky, G., Alexander, C. M. , Imao, R., & Tate, R. (1989, March). *Cross-cultural training with a simulated counseling intake*. The American College Personnel Association: Washington, DC.

Alexander, C. M. (1988, April). *Ethnic minority clients' preference for counselor characteristics: New trends in the research*. Paper presented at the 98th Annual Meeting of the Nebraska Psychological Association, Lincoln NE.

Alexander, C. M., & Diaz-Perdomo, L. (1988, April). *Cross-cultural experiences: A look at the experiences of foreign counselors and foreign clients*. Paper presented at the American Psychological Association, Division 17, Upper Midwest Regional Conference, Ames, IA.

Ponterotto, J., Hinkston, J., & Alexander, C. M. (1987, August). *Afro-American preferences for counselor characteristics: A replication and extension*. Poster session held at the 95th national convention of the American Psychological Association, New York, NY.