

Minutes of the  
Eighth Regular Meeting of the Thirty-Fifth Senate  
Indiana University-Purdue University Fort Wayne  
April 11, 2016  
12:00 P.M., Kettler G46

Agenda

1. Call to order
2. Approval of the minutes of March 14, 2016
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
  - a. Purdue University – M. Masters
  - b. Indiana University – J. Badia
5. Report of the Presiding Officer – A. Downs
6. Special business of the day
  - a. Memorial Resolution (Senate Reference No. 15-25) – S. Beckman
  - b. Memorial Resolution (Senate Reference No. 15-26) – C. Pomalaza-Raez
7. Committee reports requiring action
  - a. Nominations and Elections Committee (Senate Reference No. 15-27) – D. Miller
  - b. Educational Policy Committee (Senate Document SD 15-24) – J. Leatherman
  - c. Educational Policy Committee (Senate Document SD 15-25) – J. Leatherman
  - d. Executive Committee (Senate Document SD 15-26) – K. Pollock
8. **Question Time (Senate Reference No. 15-31)**
9. New business
10. Committee reports “for information only”
  - a. Executive Committee (Senate Reference No. 15-28) – K. Pollock
  - b. Executive Committee (Senate Reference No. 15-29) – K. Pollock
11. The general good and welfare of the University
12. Adjournment\*

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

Presiding Officer: A. Downs  
Parliamentarian: J. Malanson  
Sergeant-at-Arms: G. Steffen  
Secretary: S. Mettert

**ATTACHMENTS ON BACK**

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Attachments:

- “Results of Senate Committees and Subcommittees” (SR No. 15-32)
- “Elimination of the Continuing Education Advisory Subcommittee” (SD 15-24)
- “Proposed change to Academic Regulations for Student conduct to correspond with the bulletin” (SD 15-25)
- “New Procedures to Replace Senate Document SD 86-22” (SD 15-26)

Senate Members Present:

T. Adkins, A. Argast, J. Badia, S. Beckman, S. Bischoff, N. Borbieva, S. Carr, V. Carwein, C. Chen, B. Dattilo, Y. Deng, A. De Venanzi, S. Ding, C. Drummond, C. Gurgur, Q. Hao, G. Hickey, R. Hile, M. Jordan, D. Kaiser, S. LaVere, J. Leatherman, E. Link, M. Masters, G. McClellan, D. Miller, Z. Nazarov, J. Niser, A. Obergfell, W. Peters, G. Petruska, K. Pollock, M. Qasim, C. Pomalaza-Raez, D. Redett, N. Reimer, A. Schwab, A. Ushenko, B. Valliere, N. Virtue, D. Wesse, M. Wolf, L. Wright-Bower, N. Younis

Senate Members Absent:

J. Casazza, Q. Dixie, J. Hersberger, H. Luo, R. Rayburn, G. Schmidt, L. Vartanian, G. Wang

Faculty Members Present:

E. Cowen, M. Dixson, O. Freiburger, C. Gengo, B. Kaskel, B. Kingsbury, J. Mattmuller, C. Rockwell, B. Salmon, C. Sternberger,

Visitors Present:

C. Ashton, S. Didier, M. Heider, P. Leverman, T. Leverman, P. McLaughlin

Acta

1. Call to order: A. Downs called the meeting to order at 12:00 p.m.
2. Approval of the minutes of March 14, 2016: The minutes were approved as distributed.
3. Acceptance of the agenda:

Kathy Pollock presented Andy with a gavel recognizing his service on the Senate as Presiding Officer.

J. Badia moved to amend the agenda as follows: To include question time as item 8.

Motion to approve amendment to the agenda passed by a voice vote.

The agenda was approved as amended.

4. Reports of the Speakers of the Faculties:

a. Purdue University:

M. Masters: M. Masters had no report.

b. Indiana University:

Andrew Downs presented Janet with a plaque recognizing her service on the Senate as Indiana University Speaker.

J. Badia: Thank you. I just wanted to take a couple minutes to talk about LSA. I do not have a lot of new information. I recently talked to John Applegate about the situation, and hope to have more information soon. I have been thinking a lot about it, and I want to offer a few observations. There seem to be three possible outcomes.

- a.) We end our shared campus arrangement, and under that we have two scenarios. In one scenario, we stay whole but become Purdue Northeast of Fort Wayne. In the other scenario, IPFW becomes two independent campuses with most of us becoming Purdue Northeast, while the health sciences go to IU.
- b.) We remain a shared campus managed under Purdue but health sciences becomes managed by IU while the remainder remains managed under Purdue University.
- c.) The third scenario is nothing at all changes, and our currently management agreement is renewed for some period of time. This scenario is not exactly status quo, however, since it may well come with unintended consequences in the shape of a legislature willing to punish us for an unwillingness to change, despite our calls for change.

These path options seem clear, and it also seems clear to me that all these paths are on the table. What is not clear to me is where we stand as a campus as far as our preference for a path forward. Which of these can we live with? Which can we not? And what are we doing as a campus to work with not only Purdue but Indiana to move forward in that direction?

5. Report of the Presiding Officer – A. Downs:

A. Downs: Next week there is a special meeting of the Senate. During that meeting we will be looking at the Student Code of Conduct, and possibly some Promotion and Tenure documents.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 15-25):

S. Beckman read the memorial resolution for Sanna Harges. A moment of silence was observed.

b. Memorial Resolution (Senate Reference No. 15-26):

Pomalaza-Raez read the memorial resolution for Gerard Volland. A moment of silence was observed.

7. Committee reports requiring action:

a. Nominations and Elections Committee (Senate Reference No. 15-27) – D. Miller:

A. Downs: The election is online, but we do have the opportunity to take nominations from the floor.

M. Wolf: I would like to nominate myself for the Indiana University Committee on Institutional Affairs.

D. Kaiser: I would like to nominate myself for the Purdue University Committee on Institutional Affairs.

The Nominations and Elections Committee conducted the election to fill vacancies on Senate committees and subcommittees. (For results see, SR No. 15-32)

b. Educational Policy Committee (Senate Document SD 15-24) – J. Leatherman:

J. Leatherman moved to approve Senate Document SD 15-24 (Elimination of the Continuing Education Advisory Subcommittee).

Motion to approve passed by a voice vote.

c. Educational Policy Committee (Senate Documents SD 15-25) – J. Leatherman:

J. Leatherman moved to approve Senate Document SD 15-25 (Proposed change to Academic Regulations for Student conduct to correspond with the bulletin).

Motion to approve passed by a voice vote.

d. Executive Committee (Senate Document SD 15-26) – K. Pollock:

K. Pollock moved to approve Senate Document SD 15-26 (New Procedures to Replace Senate Document SD 86-22).

M. Wolf moved to amend SD 15-26 by adding **or general education supporting programs** after any sequence in item IV that says degree-granting or certificate-granting. Seconded.

Motion to approve amendment passed by a voice vote.

Motion to approve Senate Document SD 15-26, as amended, passed by a voice vote.

8. Question Time (Senate Reference No. 15-31):

Q. Why is a discussion about metrics particular to program health and sustainability being introduced less than a month after academic units submitted their USAP reports, after programs have already submitted their goals for the following year? Why was the turnaround for the development of these metrics so short? What other units on campus are being asked to develop metrics particular to program health and sustainability?

Janet Badia  
Department of Women's Studies

C. Drummond: I will try to answer your question fully as possible. The last one first, I do not know, because I cannot speak about it.

Let's talk about the origin and structure. The current university budget for next academic year is balanced. By that I mean, projected revenue is less than projected expenses. This is the fourth or fifth year in a row where revenue is expected to be less than projected expenses. That has been covered by drawing down reserves. The remaining reserves after this year will be about eight million. This is not a long-term sustainable thing if you are pulling out big pieces above the reserve each year. So, this is the financial situation that led to the question from the chancellor, which was what was the status of academic programs, and how do we evaluate them in terms of their contribution to the university?

It had nothing to do with the timing of USAP or the timing of question time. I asked the deans to come prepared to engage in a conversation about how one would establish a set of criteria of measures, by which how academic programs will be assessed. It is an academic exercise in which if we had to do this, how would we do this. In that conversation a number of things came up, such as, if you had academic program that graduated one student every 100 years that is probably not sustainable, but a 100 students every year is sustainable. Somewhere in between that line is appropriate for this institution. I do not know where that line is, but I think we should have a conversation about it. Not for the purpose of closing programs and eliminations of faculty positions, but from a diagnostic standpoint. If this program is not healthy by this measure or any other set of measures what can be done to improve it to make it more successful to the university. So, that is the framework or origin of this conversation.

In AFC we had this freeform conversation to set a number. Let's say the number for IPFW is five, and any program that is on average or less than five per year would be deemed to not be healthy. I do not know if five is the number, but that immediately puts in play only a small set of academic programs. Also, just because a program is graduating more than five does not mean it is healthy. If you only use that, five or three, I do not care what the number is one every 20 years then you only take a look at the very smallest department. They may be quiet efficient, they may be contributing, and they may be doing their general education activities, so that is why you would not only want to have one way to look at academic programs. This is why we had an academic conversation about what other ways

would you look at academic departments to make sure you capture a more broad view of how an academic department is doing.

Then the deans thought about it, and many of them asked their chairs, which probably led to this question. Wherever you are you is somewhere in that conversation about what would be appropriate for IPFW from a set of metrics that are collected that we have some level of trust in. Then how would we begin to say what are the thresholds in these various facets that would make sense for this institution not to do anything yet, but to have something to frame it with.

Continue budget deficits that are covered by reserves are not sustainable. We have put in place a 10 percent increase in key academic programs that are very popular, that are associated with higher cost, and associated with accreditation. We are trying to generate initial revenue. We have changed the way in which we do summer to change to generate more revenue. That was without developing the academic schedules and the decisions on personnel. We are anticipating doing at least as well, if not better next summer.

We have changed the way in which we award financial aid. We used to award financial aid at full scholarships and half scholarships. We changed that, because a study said that we were over awarding scholarships. The students will still come if you give them less money. If you give them less money, they will pay more tuition, which will generate more revenue. We have made these changes on the supply side to address some of these issues, but we are not there yet. As long as we continue to project declining enrollments, we have to have some kind of conversation about how we would find out.

A. Downs: Are there any more comments from the other units?

G. McClellan: Our program health is determined essentially by whether or not we reduce. Program health is determined by productivity along the outcomes that articulated for the units. It is not just how many people you serve, but it is the average of identifying learning outcomes and that is an ongoing process.

[Due to the diminishing quality of the recording below is an excerpt section of these minutes]

Wesse: We put in proposals to measure outputs for each of the areas. They do vary depending on the area.

Wolf: Given this next year's slope, how is that going to matter?

Wesse: Next fiscal year we will not have sufficient funds, but we hope to get enough.

M. Wolf: Is there a relative amount of funds?

D. Wesse: \$8 million. Last year there were expenses that we did not plan to have that we did have.

N. Virtue: Is it correct that the academic unit is the only unit being asked to submit new metrics? Also, I appreciate what you are saying about wanting to look at these questions in a more complex way, but I thought USAP was supposed to look at? I am not sure why new metrics are being asked for when my understanding all along was USAP was designed to get a more complex view and to involve faculty.

C. Drummond: I am not sure where USAP is with that process, in terms of making a determination. I am not a part of the Working Group conversation, but I am pretty sure I would not want to relay simply on that process. It is important that we have academic leadership, chairs and deans in these meetings, participating and thinking about it at the same time.

S. Bischoff: Just for clarity, we have \$8 million in reserves, and we have anticipated a \$2 million deficit. We will take \$2 million out of reserves to cover that deficit, and future deficits based on enrollment, we are not in good financial health.

D. Wesse: Correct.

S. Bischoff: And our rating, from the relevant agencies reflect that we are not in solid academic health, correct?

D. Wesse: Correct.

S. Bischoff: What are the implications for the institution, in terms of that rating? Are there things that the institution must do if it gets at a certain low rating? Is there any kind of real impact for us?

D. Wesse: The Higher Learning Commission puts us on a watch. They do not call it a watch, but essentially that is what it is. If we get to a certain threshold they put us on a watch.

S. Bischoff: So, will we be in that position to be put on a watch?

D. Wesse: Not for this current fiscal year, but potentially for next fiscal year.

S. Bischoff: That could then hurt accreditation?

G. McClellan: If we did nothing.

D. Wesse: Right. Unfortunately, for the last five years our enrollment has been down about 20 percent. The problem is the longer you get into these things, the tougher it is to figure out where you are going to save money. It is not going to get any easier. We are looking into restructuring our area again.

D. Kaiser: So, this \$2 million shortfall is just because of continued enrollment decline?

D. Wesse: Yes. There are other reasons, but by far, it is because of enrollment.

A. Argast: We have cut budgets and moved money around when all this began. It was commented that this is a spiraling process. Why are we surprised that we are 20 percent smaller than we were? That is predictable. What are we doing that is constructive to bring our message and recruit students to put us back into a good place. It seems like all the solutions that I hear have to do with cutting or pushing pieces around on the chest board. It does not seem like we reach out. What are we doing?

C. Drummond: If there is one positive that should shine light over this conversation, it is that right now for this coming fall; the number of admitted students is up 14 percent year to date, the percentage of conditional admits is down. We have thrown out the population of students who will be coming to us, we hope from Ohio because of reciprocity.

I think your underlining question is where is the campus visibility in the community is? I think that is a legitimate question as we enter this period of financial down turn, George made a decision when he had the responsibility for enrollment management to focus entirely on point of action marketing to perspective students. Now these are primarily digital approaches, and I can tell you that I do not consume the digital platforms where those messages are being directed. Although, I was riding in a car yesterday with my 17 year old son, and an IPFW add came on HOT 107. I do not listen to HOT 107, but my son does. So, they are there, but they may not be in places where we might look.

All that being said, the university is just investing in brand positional marketing. There are three very nice billboards across the town that do not have a call of action. They try to relate to this concept of IPFW Proud. There will be television and radio spots associated with that on platforms that are consumed by voting adults. The efforts are there, but certainly over the last several years the amount of money that was spent on positional marketing was cut to focus exclusive on targeting perspective students. Up 14 percent with flat student population in Northeast Indiana, I am pretty happy with that. We have a big job to turn that into matriculates. The point of light is we cannot make up students when they are graduating at high rates. Last year 17 percent of our standing body of students graduated. That is a great thing. The problem is they are not paying attention. So, we have to build in more incoming freshmen and retain them. That is what we are doing Annie. It is a hard thing to turn around coming off of this recession.

A. Argast: Are there things this body could do that would help generate credit hours? Is it possible, for example, to create a general education program that would count dual credit coming in? Dual credit is a killer to us. Is that kind of thing possible that would have an immediate and profound change, and are the other things that we are not dealing with that we could be to make a positive change?

C. Drummond: We cannot wash our hands of the core transfer library, and the transfer ability of credit hours. The dual credit phenomena is a problem, and I am hopeful that HLC is fixing the certification requirements. We got to a place where we were delivering \$4,000-\$5,000 credit hours a semester for not very much money, or none at all.



A. Argast: Specifically, could we, in fact, create a dual credit general education residency, recognizing that they may push some of those beyond 120 hours total. I would say who cares.

C. Drummond: At this point I am not sure we can.

A. Argast: Should we check? Or could we only count dual credit at an A or B in our requirements. It seems that there are ways that we should be looking at it to have the answers.

A. Downs: I do want to make one quick point about the Core Transfer Library (CTL). It is actually going to get worse before it gets better, because independence are being admitted into the Core Transfer Library. Independence says dual credit is fairly impressive. So, someone can take dual credit through say Trine, Huntington, or someone else and those would then be coming to us.

A. Ushenko: This may be very naïve, but I want to ask are high school students able to get credit before they come to college? Also, I have always felt that the liberal education depends upon taking college courses, not just coming in with college courses. What can we possibly do about that?

A. Downs: HLC is finally forcing the rule about you have to be eligible to teach at the college level in the content area. That should begin to shrink the number of dual credit opportunities out there. However, in general assembly, as well as in private exercises, there are groups trying to make sure institutions are still available to provide dual credit.

There is a foundation that is trying to go out and look for the money to pay the high school teachers tuition to get the Master's degree, in order to do the dual credit. From the standpoint of the Indiana Commission for Higher Education, dual credit is a wonderful thing and needs to continue. From the standpoint of the parents, dual credit is a wonderful thing and needs to continue, because their children go off to college and instead of needing to meet the 120, they need less than that, bringing down their cost of education. Then on top of that there are people looking at the cost of college education, and asking is the debt that students have when they come out of it worth it?

As much as I would like to think there are some simple things that can be done, it is complicated. By the way, next session the tuition thing will come back up.

A. Ushenko: It obviously is a very difficult thing, but it seems the only people understanding that is the liberal education. Is there some way to get people to understand what a liberal education is, and what it can do for you?

S. Carr: How much granularity is there in this discussion? I was struck by the fact that in 2015 our graduate enrollments at IPFW were up. Do these things matter?

A. Downs: Undergraduate enrollment obviously drives the majority of what happens. If you are talking about a small freshmen class one year that then impacts year after year. That is stuff I know that Carl is looking at.

S. Carr: I was wondering more in terms of tuition that is generated from out of state graduate student's matters in these discussions, given that graduate enrollments are up overall?

A. Downs: We are looking into it.

C. Drummond: We have entered into a Midwest Contortion. It is a broader Midwest reciprocity concept. It does not deal with counties, but entire states. We have agreed to that, and it opens the door to Michigan, Illinois, Wisconsin, and Minnesota.

The second thing is we are moving for the class that will start next year. The 2017 enrollees will use the common app, which makes us much more accessible to out of state students, and much more attractive and easy to apply and hopefully enroll at IPFW. We are trying to open the door to make things less complicated.

J. Badia: I just wanted to thank Carl for answering these questions.

Also, as a faculty member we are asked for report after report, and we do them, but there does not seem to be any effect from those reports. If there is a sense of distrust it is from that frustration. The other thing is more of a broad observation.

I have been on a Senate for a while, and we used to get regular updates from central administration about issues. This discussion generated a discussion of so many broad topics that are actually about the health and sustainability of our university, not our programs. This suggests that there is a real hunger for information about what is going on with this campus? What is the state of our budget? What is the state of our enrollments? There needs to be more sharing of information from the leadership of this campus, so we are not stuck in this position of anxiety, and always being asked to do more and more without being actually told what the university is doing to help the situation.

M. Wolf: When are the performance metrics going to be coming? I know Jeff and others did a great job on budgeting. When is the \$450,000 from the tennis budget that was cut last year going to kick in?

G. McClellan: The so-called tennis savings is parked in a designated account. Carl and I had developed a plan to put most of it in student retention, and also to address institutional means to help departments with websites. We were all set to do that, and started looking at these numbers. So, that money is sitting there, parked and available if we need it to cover some of these shortfalls.

M. Wolf: I thought it had not gone down?

D. Wesse: It was steady.

M. Wolf: So it did not go down?

D. Wesse: The idea was to reallocate funds from tennis.

G. McClellan: The athletic budget was smaller, and again we call it savings, but we lost real students athletes. The calculated value of that saving is around \$450,000-\$460,000. Again, that number is parked in a separate account, and David took the lead on that. It is safe, and Carl and I had developed this plan and we were ready to go for the fall, but it is on hold now. The reason we started to hold it was when LSA started talking about taking all of health sciences, and we thought we are really going to lose that percent of our enrollment. We have heard we are going to get paid for it, but nobody has shown us a check.

A. Ushenko: I have people asking me about IPFW that are in Chicago, and there is an enormous number, it seems of people who do not want to send their children to the universities in Chicago. Is there any possibility of outreach to specifically target the Chicago area?

G. McClellan: One of the biggest reasons we started pushing the Midwest exchange, which actually goes live in fall 2017 for us is for the Illinois market.

L. Wright-Bower: Carl, I would like to know, maybe here and there, where are the programs on campus that are healthy? What are some of those people doing that makes their program healthier than some of the others? Sometimes it is the faculty, and not always the chair. We cannot always rely on all of the good ideas coming from the top down. Kind of like the emails from the desk of the chancellor. It is a great conversation piece, and I know more about the university than I did before I read it.

Secondly, with a half an hour discussion no one has discussed improving the teaching.

S. Bischoff: I just wanted to say something about Annie's comment that got us onto this nice conversation. She mentioned external things, and talked a lot about advertising, and I am assuming we are doing legislative things as well.

9. New business: There was no new business.

10. Committee reports "for information only":

a. Executive Committee (Senate Reference No. 15-28) – K. Pollock:

Senate Reference No. 15-28 (Senate Membership) was presented for information only.

b. Executive Committee (Senate Reference No. 15-29) – K. Pollock:

Senate Reference No. 15-29 (End-of-the Year Committee Reports) was presented for information only.

11. The general good and welfare of the University:

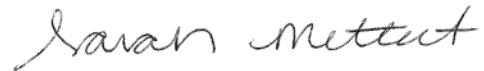
A. Downs: I want to tell Carl it is ok to listen to HOT 107.9.

M. Wolf: Congratulations to our history colleagues.

V. Carwein: At the Purdue Trustee meeting on Friday all of the Promotion and Tenure cases forwarded by IPFW were unanimously approved.

G. McClellan: Big Event Saturday, please come.

12. The meeting adjourned at 1:15 p.m.



Sarah Mettert  
Secretary of the Faculty

TO: The Faculty

FROM: Nominations and Elections  
M. Gail Hickey  
Hongli Luo  
Daniel Miller  
Lesa Rae Vartanian, Chair

DATE: May 2, 2016

SUBJECT: Senate Election Results

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

SPEAKER OF THE INDIANA UNIVERSITY FACULTY  
Andrew Downs, 2016-18

PURDUE WEST LAFAYETTE SENATE REPRESENTATIVE  
John Niser, 2016-19

PRESIDING OFFICER  
Jeffrey Malanson, 2016-17

ATHLETICS, SUBCOMMITTEE  
Adolfo Cornonado, 2016-19  
Deborah Poling, 2016-19

BUDGETARY AFFAIRS SUBCOMMITTEE  
Nurgul Aitalieva, 2016-19  
Suining Ding, 2016-19  
Cigdem Gurgur, 2016-19  
Steven Hanke, 2016-19  
Jordan Marshall, 2016-19

CAMPUS APPEALS BOARD  
Ana Benito, 2016-18

#### CURRICULUM REVIEW SUBCOMMITTEE

Swathi Baddam, 2016-19

Julie Smith, 2016-19

Kate White, 2016-19

#### EDUCATIONAL POLICY COMMITTEE

Suining Ding, 2016-18

Daren Kaiser, 2016-19

1 vacancy

#### EXECUTIVE COMMITTEE

Suining Ding, 2016-18

1 vacancy

#### FACULTY AFFAIRS COMMITTEE

Suining Ding, 2016-18

Daren Kaiser, 2016-19

Zafar Nazarov, 2016-19

Lesia Rae Vartanian, 2016-19

#### GENERAL EDUCATION SUBCOMMITTEE

Debrah Huffman, 2016-19

#### GRADUATE SUBCOMMITTEE

Shannon Johnson, 2016-19

#### INDIANA UNIVERSITY COMMITTEE ON INSTITUTIONAL AFFAIRS

Suining Ding, 2016-18

Michael Wolf, 2016-18

#### INTERNATIONAL EDUCATION ADVISORY SUBCOMMITTEE

Susan Anderson, 2016-19

Deborah Bauer, 2016-19

Cigdem Gurgur, 2016-19

#### LIBRARY SUBCOMMITTEE

Zesheng Chen, 2016-19

Nila Reimer, 2016-19

Karla Zepeda, 2016-19

#### NOMINATIONS AND ELECTIONS COMMITTEE

M. Gail Hickey, 2016-19

Lesia Rae Vartanian, 2016-19

PROFESSIONAL DEVELOPMENT SUBCOMMITTEE

Andrew Downs, 2016-18

Deborah Poling, 2016-18

PURDUE UNIVERSITY COMMITTEE ON INSTITUTIONAL AFFAIRS

Dong Chen, 2016-19

Daren Kaiser, 2016-19

Beverly Redman, 2016-19

STUDENT AFFAIRS COMMITTEE

Dong Chen, 2016-19

Nila Reimer, 2016-19

UNIVERSITY ADVANCEMENT ADVISORY SUBCOMMITTEE

Susan Anderson, 2016-19

Stephen Buttes, 2016-18

Todor Cooklev, 2016-19

Suining Ding, 2016-18

Damian Fleming, 2016-19

Cigdem Gurgur, 2016-18

Connie Kracher, 2016-19

Lidan Lin, 2016-18

Sinyung Park, 2016-19

Robert Vandell, 2016-19

UNIVERSITY RESOURCES POLICY COMMITTEE

Sarah Beckman, 2016-17

Mark Jordan, 2016-17

Zafar Nazarov, 2016-19

Nila Reimer, 2016-19

Gordon Schmidt, 2016-18

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jane Leatherman, Chair  
Educational Policy Committee

DATE: March 21, 2016

Subject: Elimination of the Continuing Education Advisory Subcommittee

WHEREAS, the Educational Policy Committee evaluated the responsibilities and roles of the current Continuing Studies Advisory Subcommittee; and

WHEREAS, the EPC determined that with the current structure of Division of Continuing Studies and confirming that DCS makes no academic/curriculum decisions (all academic decisions are made with the faculty of the program and/or department) concluded the elimination of the Continuing Studies Advisory Subcommittee.

BE IT RESOLVED, that the Continuing Studies Advisory Subcommittee is eliminated.



MEMORANDUM

TO: Fort Wayne Senate

FROM: Jane Leatherman, Chair Educational Policy Committee

DATE: March 21, 2016

SUBJECT: Proposed change to Academic Regulations for Student conduct to correspond with the bulletin

WHEREAS, Sections 4.0 to 4.3 of the Academic Regulations address the academic honesty policy and language and content needs to match the Student Disciplinary Procedures of the bulletin,

WHEREAS, Purdue University made changes to the number of days involved in the academic dishonesty process

BE IT RESOLVED, that the Senate approve the following changes in the Academic Regulations. Language to be added is shown in boldface and language to be removed is shown in strikethrough.

Academic Regulation – 4.3.1 and 4.3.2

Faculty senate website: <https://www.ipfw.edu/committees/senate/regulations/>

**4.0:** Academic Honesty

**4.3.1:** Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ~~seven calendar days~~ **ten business days** of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

**4.3.2:** Reporting. During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within ~~seven calendar days~~, **ten business days** the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

Senate Document SD 15-26  
(Approved, 4/11/2016)  
(Supersedes SD 86-22)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Fort Wayne Senate Executive Committee

DATE: 29 March 2016

SUBJ: New Procedures to Replace Senate Document SD 86-22

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WHEREAS, The procedures outlined in Senate Document SD 86-22 outlining “guidelines to be followed in making decisions about financial shortages, mergers of academic units, reassignments of faculty to new academic units, or the elimination of academic programs within academic units” do not adequately reflect IPFW’s current situation; and

WHEREAS, a revision of the Bylaws of the Senate (Senate Document SD 15-22) was adopted by the Fort Wayne Senate on 14 March 2016; and

WHEREAS, Bylaw 5.3.5.2.1.7.2.3.3. states that the Budgetary Affairs Subcommittee will “Work with the Revenue Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-XX.”; and

WHEREAS, Bylaw 5.3.5.2.1.8.2.4. states that the Revenue Subcommittee will “Work with the Budgetary Affairs Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-XX.”;

BE IT RESOLVED, That the following procedures be adopted to replace those outlined in Senate Document SD 86-22; and

BE IT FURTHER RESOLVED, That Bylaws 5.3.5.2.1.7.2.3.3. and 5.3.5.2.1.8.2.4. be amended to read, “Procedures can be found in Senate Document SD 15-26.”

## **Guidelines for Program Reorganization, Merger, Reduction, and/or Elimination**

### **I. Faculty Authority**

- A. The Constitution of the Faculty of Indiana University-Purdue University Fort Wayne (hereafter, IPFW) endows the faculty with the following powers:
1. To recommend policies concerning the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the faculty (VI.A.1.e.).
  2. To make recommendations concerning changes in academic organization (VI.A.2.a.).
  3. To make recommendations concerning the determination and management of the budget (VI.A.2.b.).
  4. To make recommendations concerning increases and decreases in staff (VI.A.2.d.).
  5. To review and approve the titles of the academic degrees conferred at IPFW (VI.A.4.a.).
  6. To review and approve the general requirements for the curricula leading toward academic degrees or certificates (VI.A.4.b.).
  7. To present its views concerning any matter pertaining to the conduct and welfare of IPFW to the Presidents and Boards of Trustees of Indiana University and Purdue University (VI.A.5.).
- B. In the exercise of these powers, decisions concerning reorganization, merger, reduction, and/or elimination of programs shall occur as a result of a review process in which the faculty has assumed a prominent role.
- C. Reorganization, merger, reduction, and/or elimination of a program shall proceed according to procedures established by the Fort Wayne Senate (hereafter, Senate) and the faculty of each major unit directly affected.
- D. The procedures described below shall apply whenever a decision on reorganization, merger, reduction, and/or elimination of programs may result in the termination of a faculty appointment or the reassignment of a tenured faculty member in any academic unit.

### **II. Affirmative Action**

- A. These procedures shall be applied in a manner that is consistent with IPFW's commitment to affirmative action.

### **III. Faculty Participation in Campus-Level Budget Decisions on Financial Difficulties**

- A. Whenever a serious financial shortage for the Indiana University or Purdue University systems or for IPFW becomes imminent, the faculty and administration together shall weigh the situation and means for alleviating it. The campus shall strive to avoid impairment to its academic missions of research, teaching, and service.

## B. Definitions

1. The term “IPFW” shall refer to all academic and non-academic units and subunits of the institution whose budgets are administered by the chief administrative officer of IPFW, the chief academic officer of IPFW, the chief financial officer of IPFW, the chief officer in charge of student affairs at IPFW, the chief advancement officer at IPFW, and any future senior-level administrators.
2. Pursuant to the Bylaws of the Senate, the term “major unit” shall mean “college, school, or division or the library.”
3. For the purposes of this document, the definition of the term “Faculty” shall be that used in the Constitution of the Faculty of Indiana University-Purdue University Fort Wayne, but shall also include Continuing Lecturers.
4. Financial Difficulties
  - a. A financial crisis for IPFW as a whole would be a situation in which an unusual deficit, either incurred or anticipated, could be settled only through actions that might seriously impair IPFW’s academic missions of research, teaching, and service. Such a crisis will be said to exist when so declared by the chief administrative officer of IPFW or the Board(s) of Trustees.
  - b. A financial exigency for IPFW would be the worst type of financial crisis—a demonstrably bona fide, imminent financial crisis that threatened the survival of IPFW as a whole and which could not be alleviated by means less drastic than the termination of faculty appointments with tenure, or of faculty appointments without tenure before the end of the specified terms.<sup>1</sup> Such an exigency will be said to exist when so declared by the chief administrative officer of IPFW or the Board(s) of Trustees.

## C. Procedure

1. As soon as a financial crisis for IPFW becomes imminent or a period of financial difficulty worsens, the chief administrative officer of IPFW shall request the recommendations of the Senate and its Budgetary Affairs Subcommittee (hereafter, BAS) and Revenue Subcommittee (hereafter, RS). If the chief administrative officer believes that the circumstances may be severe enough to lead to the declaration of a financial exigency, then the chief administrative officer shall request the Senate, BAS, and RS to consider this possibility.

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<sup>1</sup> According to the American Association of University Professors in its “Recommended Institutional Regulations on Academic Freedom and Tenure” (<http://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure>), section 4.c.(1), “Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency, i.e., a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.”

- a. In the face of an imminent financial crisis or worsening financial situation, but in the absence of either a formal declaration by the chief administrative officer or of a request for recommendations by the Senate, BAS, and RS, the Senate and/or the Executive Committee may direct BAS and RS to initiate the procedure outlined in Section III.C.2.
2. When the recommendations of BAS and RS are requested, the two subcommittees shall form a special joint committee, which shall be called the Joint Budget and Revenue Subcommittee (hereafter, JBRS). The JBRS shall be composed as follows:
    - a. The chair of BAS shall be the chair of the JBRS. The chair shall be non-voting, but shall have the power to break tie votes of the JBRS.
    - b. In addition to the chair, the JBRS shall consist of eight Voting Faculty members serving on BAS and RS, jointly elected by the members of BAS and RS, such that at least four of the major units shall be represented. The membership shall also be evenly split between Indiana University-mission and Purdue University-mission faculty. The chair of the JBRS shall not be counted in determining unit and mission affiliation.
    - c. In the event that there is a vacancy on the JBRS, a replacement shall be selected from the remaining Voting Faculty members of BAS and RS, such that the requirements on unit and mission affiliation are still followed.
  3. The JBRS shall secure and review relevant information, both budgetary and otherwise, about the campus and its parent university systems.
    - a. The chief administrative officer and other relevant administrators shall provide the JBRS with their assessment of IPFW's financial situation and suggest some possible approaches to dealing with the financial crisis.
    - b. The JBRS shall consult with relevant Senate committees, such as the Educational Policy Committee and the Faculty Affairs Committee, and with representatives of units on campus that might be affected by the financial crisis and the proposed remedies.
    - c. The JBRS shall develop and consider potential alternative plans for alleviating the financial crisis.
    - d. Within 30 days of the request for recommendations, the JBRS shall submit to the chief administrative officer and the Senate a report on its deliberations, its judgment of the severity of the financial crisis, and its recommendations for alleviating the effects of the financial crisis. If, in the JBRS's view, the severity of the financial crisis warrants the declaration of a financial exigency, it shall recommend that the chief administrative officer so declare.

4. The Senate, acting on the basis of the report from the JBRS, shall weigh the situation and submit its recommendations to the chief administrative officer by its next regularly scheduled meeting.
5. Upon receipt of the recommendations of the JBRS and the Senate, the chief administrative officer shall meet with the Presiding Officer of the Senate, the Speakers of the Faculty, and the chair of the JBRS within two weeks to discuss the recommendations. Subsequently, the chief administrative officer shall notify the JBRS and the Senate of the administration's assessment of the financial crisis and the proposed recommendations for alleviating it and shall allow opportunities for questions and feedback from the JBRS, the Senate, and the faculty.
6. If a financial exigency is declared, the declaration shall expire within one year from the date of its announcement, unless this full review procedure is invoked again.

#### IV. Procedures for Program Reorganization, Merger, Reduction, and/or Elimination

- A. The following procedures deal with the possibility of the reorganization, merger, reduction, and/or elimination of academic programs and become effective whenever such a proposal is made or endorsed by the chief administrative officer.
- B. Major units are expected to carefully evaluate the viability of implementing the recommendations of the chief administrative officer, and report on the best means of implementing those recommendations. If it is the determination of the major unit that the chief administrative officer's recommendations cannot be implemented, a thorough explanation of the basis for this determination should be reported to the chief administrative officer. The specific procedures to be followed in conducting this evaluation are left up to the discretion of the major units, but it is expected that faculty, especially in units potentially affected by the recommendations, will play a role in the evaluation. Major units should strive to issue a report on their proposal for reorganization, merger, reduction, and/or elimination within 30 days of the chief administrative officer's recommendations.
- C. If program reorganization can be achieved within a major unit and without the dissolution of degree-granting or certificate-granting programs, or general education supporting programs, such reorganization will be reported to the chief administrative officer by the dean(s)/director(s) of the appropriate major unit(s). The chief administrative officer will refer the proposed reorganization to the JBRS.
- D. If program merger can be effected between two or more units to the satisfaction of those units and without the dissolution of degree-granting or certificate-granting programs, or general education supporting programs, such a merger shall be reported to the chief administrative officer by the dean(s)/director(s) of the appropriate major unit(s). The chief administrative officer will refer the proposed merger to the JBRS.

- E. If program reduction can be effected to the satisfaction of those programs without the dissolution of degree-granting or certificate-granting programs, or general education supporting programs, such reduction shall be reported to the chief administrative officer by the dean(s)/director(s) of the appropriate major unit(s). The chief administrative officer will refer the proposed reduction to the JBRS.
- F. If, after consultation with relevant Senate committees and a reasonable period for faculty remonstrance, the JBRS approves a reported reorganization, merger, or reduction, it will issue a positive recommendation to the Senate as a report “for information only” and to the chief administrative officer.
- G. All other recommendations of program reorganization, merger, reduction, and/or elimination will be submitted to a three-committee review system consisting of (1) faculty of the unit(s) affected by the chief administrative officer’s recommendations, (2) the JBRS, and (3) administrative officers.
  - 1. Unit Committee
    - a. A representative group of faculty from each affected unit will be elected by the unit. In decisions of reorganization and merger involving more than one unit, this committee will include equal representation of those units and a non-voting chair from outside the units who will be selected by the JBRS.
  - 2. Joint Budget and Revenue Subcommittee (JBRS)
    - a. The JBRS established in Section III.C.2. shall continue in service until the work of the three-committee review system is complete.
    - b. Members of the JBRS shall remain in service until the work of the Subcommittee is complete, even if members’ terms on BAS and/or RS should expire during their time of service on the JBRS.
    - c. Members of the JBRS may not also serve on either the Unit Committee or the Administrative Committee.
    - d. The JBRS will submit a monthly update to the Senate in the form of a report “for information only.”
  - 3. Administrative Committee
    - a. This committee will be composed of at least three members selected by the chief academic officer of IPFW.
  - 4. Procedures

- a. After the major unit has reported to the chief administrative officer on the viability of the chief administrative officer's recommendations and the best means of implementing them, or the reasons why they cannot be implemented, the chief administrative officer will refer his/her recommendations and the major unit report to the chair of the JBRS. The JBRS will then establish a reasonable timetable for action, which will include time for faculty remonstrance.
  - b. The Unit Committee, JBRS, and Administrative Committee will each assemble the pertinent facts that will enable it to reach a well-documented recommendation about the direction and range of the proposed reorganization, merger, reduction, and/or elimination.
  - c. Each committee will select three representatives who will meet with the representatives of the other committees to negotiate and to render a decision on the proposed reorganization, merger, reduction, and/or elimination. Each committee will have a single vote, and any two of the three committees can sustain a decision over the opposition of the third committee; however, every effort should be made to achieve a consensus solution.
  - d. The final recommendations of the three-committee review system will be sent to the Senate by the JBRS as a report "for information only" and to the chief administrative officer.
  - e. Any recommendation for reorganization, merger, reduction, and/or elimination that might affect faculty members will follow the guidelines set out under Section V. of these procedures.
  - f. Any recommendation for reorganization, merger, reduction, and/or elimination that affects students pursuing a degree or certificate, or that requires course work in an affected program, should allow for those students to complete their degree or certificate program or to transfer to a comparable program without incurring any credit penalty.
- V. Procedures Relating to Faculty Appointments as a Result of Reorganization, Merger, Reduction, and Elimination of Programs
- A. Reorganization and Merger
1. Faculty members with tenure or those serving under a term of an unexpired appointment shall not be involuntarily terminated as a result of reorganization or merger.
  2. Faculty of a reorganized or merged program shall be reassigned to the surviving program or to another appropriate program at IPFW.
    - a. Tenured faculty shall be reassigned with tenure.



- b. A faculty member serving under a term of an unexpired appointment shall have the right, when reassigned, to serve no less than the remainder of his/her current term of appointment in the new program.
  - c. A reduced rate of compensation shall not result because of reassignment of a faculty member.
  - d. Other benefits earned before reassignment, such as credit toward a sabbatical leave, shall not be lost as a result of reassignment.
3. If the affected faculty member and/or dean/director of the newly assigned unit determines that such reassignment requires retraining, the affected faculty member shall be:
  - a. Automatically eligible for such training leave as determined appropriate in content and duration by the faculty member in consultation with the dean/director.
  - b. Informed in writing by the administrator of the program to which s/he is scheduled to be reassigned what specific training must be completed successfully in order to guarantee such reassignment.
4. The University shall facilitate retraining for reassignment by approving release time or leaves with pay and fringe benefits for affected faculty members, in addition to requesting tuition-free admission from the Board of Trustees to appropriate courses at IPFW, Indiana University, or Purdue University. If the requisite training is not available at either institution, training undertaken elsewhere shall be at IPFW's expense.
5. Reassigned faculty shall not displace an incumbent in an existing position.

#### B. Reduction of Programs

1. Reduction of programs shall not result in the involuntary termination of tenured faculty. Decisions concerning the status of other faculty in reduced programs shall be made in accordance with the then current policies and procedures regarding appointment, reappointment, and tenure.
2. Reduction of programs ordinarily shall occur through attrition of faculty by retirement, voluntary resignation, or other routine procedures.
3. Reduction of programs also may be accomplished by means of negotiated termination of faculty with compensation, or by voluntary reassignment in accordance with the applicable provisions of Sections V.A.2.-V.A.5. of these procedures.

- a. Such reassignment shall not preclude the possibility of employment of a faculty member in an appropriate non-faculty position on a temporary basis, except that a reassigned faculty member may not displace an incumbent employee in that position.

#### C. Elimination of Programs

1. Except under conditions of financial exigency as defined in the American Association of University Professors' "Recommended Regulations on Academic Freedom and Tenure," elimination of programs shall not result in the termination of either tenured faculty or those serving under unexpired terms of appointment.
2. In the event of program elimination under conditions of less than financial exigency, the University shall make every effort to reassign affected faculty in accordance with the provisions of Sections V.A.2.-V.A.5. of these procedures.
  - a. Such reassignment shall not preclude the possibility of employment of a faculty member in an appropriate non-faculty position on a temporary basis, except that a reassigned faculty member may not displace an incumbent employee in that position.

#### D. Prior Notice

1. After a decision has been made to reassign a faculty member or not to renew an existing faculty appointment under the provisions of Sections V.A., V.B., and V.C. of these procedures, the chief administrative officer shall provide the affected faculty member at least one year's written notice of such action.

#### E. Appeal

1. Faculty who fall under the provisions of these procedures shall have the right of appeal to the Indiana University Faculty Board of Review or the Purdue University Academic Personnel Grievance Board, as appropriate.
2. An appeal may be made on the basis of a complaint about the interpretation or implementation of procedures regarding reorganization, merger, reduction, and/or elimination of programs as established by the Senate and elected policy committees of the major units.
3. Conduct of such appeals shall be in accordance with the existing procedures of the Indiana University Faculty Board of Review or the Purdue University Academic Personnel Grievance Board.