

Minutes of the
Seventh Regular Meeting of the Thirty-Sixth Senate
Indiana University-Purdue University Fort Wayne
March 13, 2017
12:00 P.M., Kettler G46

Agenda

1. Call to order
2. Approval of the minutes of February 13, 2017
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Indiana University – A. Downs
 - b. Purdue University – M. Masters
5. Report of the Presiding Officer – J. Malanson
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 16-21) – K. Pollock
 - b. Presentation on Banded Tuition
7. Committee reports requiring action
 - a. Faculty Affairs Committee (Senate Document SD 16-27) – L. Vartanian
8. Question Time
 - a. (Senate Reference No. 16-22) – P. Iadicola
 - b. (Senate Reference No. 16-23) – K. Pollock
9. New business
10. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 16-24) – K. White
 - b. Curriculum Review Subcommittee (Senate Reference No. 16-25) – K. White
 - c. Executive Committee (Senate Reference No. 16-26) – K. Pollock
 - d. Executive Committee (Senate Reference No. 16-5) – 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: J. Malanson
Parliamentarian: M. Coussement
Sergeant-at-Arms: G. Steffen
Secretary: S. Mettert

Attachments:

“DSB P&T document” (SD 16-27)
“Presentation on Banded Tuition” (Attachment A)

Senate Members Present:

T. Adkins, A. Argast, P. Bingi, S. Carr, C. Chen, B. Dattilo, K. Dehr, Y. Deng, S. Ding
A. Downs, C. Drummond, B. Fife, G. Hickey, R. Hile, P. Iadicola, M. Jordan, D. Kaiser,
S. LaVere, J. Leatherman, E. Link, H. Luo, J. Marshall, M. Masters, D. Miller, Z. Nazarow,
E. Norman, J. Nowak, G. Petruska, K. Pollock, M. Qasim, N. Reimer, B. Salmon,
G. Schmidt, A. Schwab, R. Sutter, A. Ushenko, B. Valliere, R. Vandell, L. Vartanian,
G. Wang, D. Wesse, M. Wolf, L. Wright-Bower

Senate Members Absent:

A. Bales, V. Carwein, Q. Dixie, Q. Hao, J. Hersberger, J. Niser, A. Obergfell, B. Redman,
S. Rumsey, N. Virtue, M. Zoghi

Faculty Members Present:

A. Boehm, A. Dircksen, M. Dixson, C. Duncan, C. Gurgur, C. Sternberger, T. Swim

Visitors Present:

T. Brownlee, A. Fincannon, S. George, B. Iserman, D. Jackson, K. Wagner

Acta

1. Call to order: J. Malanson called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 13, 2016: The minutes were approved as distributed.
3. Acceptance of the agenda:

K. Pollock moved to approve the agenda as distributed.

The agenda was approved as distributed.
4. Reports of the Speakers of the Faculties:
 - a. Indiana University:

A. Downs: Due to recording issues there is no report.
 - b. Purdue University:

M. Masters: Due to recording issues there is no report.
5. Report of the Presiding Officer – J. Malanson:

J. Malanson: I hope that everyone had a relaxing and/or positive spring break.

First, join me in welcoming our secretary, Sarah Mettert, back and in giving Jacqui Petersen a hearty thank you for everything she did while filling in.

Academic Reorganization

Academic Reorganization is off to a good start. More than 70 percent of departments submitted input and the round of campus-wide discussions on mission and core values gave us a better understanding of how departments conceive of themselves and their roles at the university. What has emerged from the process to this point, in my view at least, is that many departments see a lot of value in their current college structure and would like to see it continue. Multiple departments also see potential opportunities in changing colleges or forming new colleges. I'm looking forward to our campus-wide discussions on academic structures – the first of which is this Wednesday at 1:00 p.m. in Neff 101 to explore these potential opportunities in greater detail.

IPFW's New Name

As has been reported in the media, and was discussed at the February meeting of the Purdue Board of Trustees, the recent name survey produced an overwhelming response in favor of Purdue University Fort Wayne –PFW –as our new name. 78 percent of survey respondents who ranked the two names ranked PFW first. What's more, 67 percent of survey respondents indicated that they liked or strongly liked PFW, compared to 67 percent who disliked or strongly disliked PNE. It is my understanding that marketing is currently working on some preliminary branding ideas utilizing PFW as the new name, and the name will be officially approved by the Purdue Board of Trustees as its April meeting, which will take place here at IPFW.

Realignment

Since today's meeting is a little light on action items, I want to take a few minutes to provide a relatively substantive update on Realignment. If we have time at the end of the meeting, I will be happy to answer questions about Realignment during Good and Welfare.

JIRSC

The first meeting of the Joint IPFW Realignment Steering Committee was held on Thursday, February 23 at IUPUI. The next few months will be interesting, as IU has a big picture vision for how they want everything to play out (despite seeming to have little on-the-ground understanding of how anything currently works) and they seem intent on getting what they want. At two different points in the Steering Committee I raised a legitimate IPFW concern based on statements made and documents produced by IU officials, and was shouted down by multiple IU committee members for spreading rumors. They eventually apologized for their response, but it was troubling.

Tiger Teams

Probably the most important outcome of the Steering Committee meeting was the decision pushed by IU that there is not enough time to allow the working groups to do the legwork to gather the information necessary for the ancillary agreements, so instead each of the five ancillary agreements is being drafted by a lawyer with input from a "tiger team" of administrators from IPFW, IU, and IUPUI. (As an aside, they are being called "tiger teams" because one person started using that term at the Steering Committee meeting and no one told him to stop). Once first drafts of the ancillary agreements are completed, which is

supposed to happen by the end of this month, they are supposed to be shared with the appropriate working group or groups for “issue spotting” before being revised, finalized, and submitted to the Boards of Trustees in time for their June meeting.

Ancillary Agreements

As I mentioned, there are five ancillary agreements being drafted by the tiger teams, all of which are currently scheduled to be ratified by the Board of Trustees in June: (1) program transfer, which deals with the transfer of people, programs, and assets that will take place on July 1, 2018; (2) service course offerings, which deals with all of the general education, service, and elective coursework that IUPUI-FW students will take at IPFW; (3) lease agreement, which deals with all space and facilities issues; (4) student service, which deals with all aspects of the “seamless student experience” called for in the IPFW agreement approved by the Boards in December; and (5) employee services, which deals with all faculty and staff issues not covered by the program transfer agreement.

Working Groups

The working groups were all officially charged last Monday (although some had begun their work before then). They are listed behind me and should be relatively self-explanatory. Beyond “issue spotting” the ancillary agreement drafts, the working groups will produce a variety of documents that will become project plans or operational agreements that will guide how the transition will play out and how the post-realignment universities will interact.

It is essential that we remain vigilant in looking out for IPFW’s long-term interests and that we communicate questions, information, and concerns.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 16-21) – K. Pollock:

K. Pollock read the memorial resolution for Joseph Giusti. A moment of silence was observed.

b. Presentation on Banded Tuition – S. George:

S. George presented a presentation on Banded Tuition (See Attachment A which is attached to the minutes).

7. Committee reports requiring action:

a. Faculty Affairs Committee (Senate Document SD 16-27 – L. Vartanian:

L. Vartanian moved to approve Senate Document SD 16-27 (DSB P&T document).

Motion to approve passed by a voice vote.

8. Question Time

a. (Senate Reference No. 16-22) – P. Iadicola:

Q. Currently, when students are dismissed from the university for their performance, it is required that they sit out a semester. However, they may enroll in another institution (no IU or Purdue) the next semester or after waiting one semester and taking courses as non-degree seeking students and, after completing 6 credit hours with a C or better, can apply for readmission as degree-seeking students.

Why is it necessary for students to sit out a semester from IPFW instead of allowing them to take courses the following semester at IPFW in a non-degree status to earn their way back to the degree-seeking status? Unless we disallow transfer courses from students from another university for courses taken the subsequent semester, or assume there are specific courses that they will take that are not available at IPFW, we are essentially encouraging students to take courses at other universities or colleges which could reduce our credit hours and retention of students.

What is the underlying rationale for this regulation; and, is it in the interest of the students and the university to continue such a policy.

Sincerely,

Peter Iadicola
Department of Sociology

C. Drummond: IPFW, as a degree granting campus of both IU and Purdue is required to follow system policies in regards to students' academic eligibility to continue enrollment due to scholastic deficiency. Purdue, IUPUI, and IPFW policy is stated below. No differentiation is made to whether or not a student is degree seeking or non-degree seeking. Both Purdue and IU require a student to sit out for one semester following a dismissal action.

Purdue University: Scholastic Deficiency (University Senate Document 13-11, April 21, 2014)

http://www.purdue.edu/studentregulations/regulations_procedures/scholdeficiency.html

Dropping of Students for Academic Deficiency – A student on academic probation shall be dropped from the University at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of drop status.

Readmission – A student who is academically dropped from the University for the first time is not eligible to enroll for at least one fall or spring semester. A student who is academically dropped for the second time is not eligible to enroll for at least one year.

A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is

not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission.

IUPUI:

Located online at: <http://www.iupui.edu/~fcouncil/documents/probation-dismissal-reinstatement.htm>

Dismissal

1. Students on probation who have completed a minimum of 12 IUPUI GPA hours are subject to dismissal if they fail to attain a GPA of at least 2.0 in any two consecutive semesters (fall and spring) and the Indiana University cumulative GPA is below 2.0.
2. Students who are dismissed for the first time cannot enroll until one regular (fall or spring) semester has elapsed since dismissal and must petition by the established deadlines to be reinstated.
3. Students dismissed two or more times must remain out of school for the next two consecutive regular (fall or spring) semesters and petition by the established deadlines to be reinstated.

IPFW:

9.4.2: Academic Dismissal

A student on academic probation shall be dismissed at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

- IF: On academic probation and both the Semester GPA and Cumulative GPA are <2.0=ACADEMIC DISMISSAL
- Any grade change due to a reporting error will result in a recalculation of the index and determination of the dismissal status.
- A student who wishes to appeal an academic dismissal standing should contact the academic department of their major for guidance in the appeal process.

9.4.3: Readmission. A student who has been dismissed from IPFW or from another campus of Indiana University or Purdue University may not enroll at IPFW until one fall or spring semester has passed. All readmissions are into probationary status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically dismissed for a second time is not eligible to enroll for at least one year.

b. (Senate Reference No. 16-23) – K. Pollock:

Q: Did anyone receive a promotion, raise, or bump in pay for taking over the duties of anyone who retired or left at the end of the year? If yes, who, and how much?

In the spirit of improving campus morale would you consider giving immediate bumps in pay to staff who have taken on the duties of other secretaries or custodians?

Kathy Pollock
Department of Accounting and Finance

D. Wesse: As you all know we had a very dramatic fall and an early retirement year. We had 70 individuals that voluntarily took early retirement at the end of December and 54 of those individuals were staff. Those 54 individuals that left had very significant responsibilities that they left behind and other staff members have had to take on additional duties. This is really something that our Human Resources needs to examine in a case by case basis. This is a very good question, and I have asked Tamarah Brownlee to respond to this.

T. Brownlee: Thank you David. As David mentioned of those 70 individuals, 54 of the positions were staff and 11 of the 54 were adjusted to accommodate for those vacancies. The adjustments look a little differently, and they did an individual assessment for each of those scenarios. Some of those adjustments were merging of two positions or take additional responsibilities and dividing them up amongst a team. A part of the question asks who were those individuals and how many? We had 11 as I said and there were additional separations that took place in the fourth quarter. There were about six positions that were supporting those vacancies at those separations. Three of the six positions were just temporary adjustments for just a short duration, and beyond that was more long-term.

A few things I want to emphasize is our normal practice is we are looking at back filling a positions. We typically rehire an individual or bring an individual in at the same rate that the person was making in the job prior. Not really best practice or ideal, because it does not accommodate for the new individual and their experience, their knowledge, and their expertise that they are bring to the table. Keeping that in mind, when we looked at making the adjustments they were not just arbitrary numbers. We looked at data from CUPA, data other salary surveys, and Department of Labor. We used that data to help us in making decisions.

I want to share with you a project we have been working on for about a year now. It is called the Job Restructuring Project. This project is very important for our institution. It allows us to look at all the positions within the organizations on faculty positions and non-executive positions and map them into a job family, sub-family, and a career level. This is going to be great for us, because we will have an opportunity to look at promotion within a position because we do not have a structure that supports that today. Of course, when we look at this more comprehensively there are lots of things that we need to address, and when we were looking at the positions and pricing them we have recognized that a lot of those positions were underpriced. So, trying to adjust to that can lead to other things that we have to look at as well.

K. Pollock: I have talked to David about this, and what I understand is the bottom line is if you have a staff person that is taking on more responsibilities that those staff members should go talk to HR about potentially getting a bump up in pay.

T. Brownlee: Yes.

9. New business: There was no new business.

10. Committee reports “for information only”:

a. Curriculum Review Subcommittee (Senate Reference No. 16-24) – K. White:

Senate Reference No. 16-24 (Minor in Jazz Studies) was presented for information only.

b. Curriculum Review Subcommittee (Senate Reference No. 16-25) – K. White:

Senate Reference No. 16-25 (Proposal for Bio-Mechanical Engineering Certificate) was presented for information only.

c. Executive Committee (Senate Reference No. 16-26) – K. Pollock:

Senate Reference No. 16-26 (Items under Consideration by Senate Committees and Subcommittees) was presented for information only.

d. Executive Committee (Senate Reference No. 16-5) – K. Pollock:

Senate Reference No. 16-5 (Report on Designated Items) was presented for information only.

11. The general good and welfare of the University:

P. Iadicola: For the good and welfare of this university, as we move forward in restructuring this university I think it is really important that we consider that $\frac{3}{4}$ of every degree that is offered at this university comes from, outside of the major or program that is awarding the degree. What happens when we just focus our evaluations for restructuring and resources distribution on degree programs without considering the impact on the degrees in which their courses are used as electives or requirements in other programs is that we potentially damage the degrees that were offered. For example, when you eliminate a Philosophy program, yes you may still have Philosophy electives, but as you begin to recruit new Philosophers to replace you do not have the same quality of faculty. It is very important as we move forward, in terms of allocation of resources that we consider the metrics related to degree viability as well as program viability. I think if we do not have those metrics then we are essentially reducing the quality of degrees that are offered at this university.

A. Downs: First, for clarification Jeff drafted the original memorial resolution for Guisti I simply edited.

Secondly, I want to suggest that we come up with a linguistics major to see how many students figured out to take 24 credit hours in a semester. I think that person is well on their way to that degree already.

L. Vartanian: There appears to be four to six parking spaces in the lot between DCS and Kettler that have been blocked off for the last week or week and half. Does anyone know what is going on with that?

D. Wesse: I will have to check into that.

A. Ushenko: I missed where the meeting was going to be on Wednesday that you mentioned earlier.

J. Malanson: NF 101. I am going to send out an email later.

C. Drummond: Nearly all the aspects of the realignment process are within the preview of the Senate. One of the topics that has come up that is in the preview of the Senate is Academic Calendars, and since the health sciences program that will be moving to IUPUI there is this notion that they will operate under the joint IU calendar. That could potentially create challenges, because we have the Purdue Fort Wayne faculty staffing classes on a different calendar. I have raised this issue to former Vice President McKinney and I pointed out to him that in its wisdom the Fort Wayne Senate approved the 2017-18 and 2018-19 academic calendars already, and they better clear on what they might want to change, if they might want to see change. It is something that EPC has direct responsibility for, but will probably be coming to the Senate sometime soon.

J. Malanson: If you compare the calendars there are different withdrawal deadlines, audit deadlines, and the big difference in spring semester is our spring break was last week and everyone else's spring break is this week.

A. Downs: I just have to express, once again, disappoint in how the way we are going to do this has changed. They tell us one thing and they change it. There is not one version, which I can think of where they have actually followed through in the way they have said they were going to follow through. This does not do anything to build credibility on this campus, in fact, it destroys credibility on this campus. It makes it harder for people who are interested in participating to actually feel like their contributions are meaningful. I know this has been expressed to the parents, and I also know IU has dismissed it like everything else, because what matters is what IU wants. There is absolutely no doubt about that.

I want to publicly express extreme disappoint in IU for the behavior of our colleagues there for yelling at Jeff for something he was able to provide documentation about and the apology did not come until after the meeting. This is not dissimilar to the LSA Working Group when I began questioning details in that original report, I got yelled at and told I was behaving inappropriately. This is a method of behavior that is, quite frankly, should be unacceptable. I encourage people when they are involved in meetings with people from the other campuses to make sure they are aware of the way this is being handled. If you are on

in any of those working groups do not be afraid to speak up about something that is important to this campus, because clearly there are people who will steam roll anything and everything they want.

J. Malanson: Just a quick follow up to be perfectly clear. A problem we face right now when the chancellor, Vice Chancellor Drummond, Vice Chancellor Wesse, or myself come up and say this is what is happening and this is how it is going to work, and then coming back a month or two months later saying oh no this is how it is going to work, is not our fault. These changes are primarily being driven by IU.

L. Vartanian: So, the parent in West Lafayette, are they not recognizing that this kind of behavior is inappropriate? Are they not standing up for us?

J. Malanson: My view at this point is that their primary goal is to get us to the end of the process. At some point fighting at everything does not get us closer to the end of the process.

A. Downs: When it came to the working group they sat by.

L. Wright-Bower: May I suggest as we move along with this that we keep a master talking points list of things that are supposed to be better when Purdue takes over. I cannot really identify anything, other than the Music Department will not have to report to IU. I am really hoping that Purdue West Lafayette is going to share some resources that will help us meet the needs of our students.

J. Malanson: To this point, other than the abstract notion of investments in STEM and the humanities, which President Daniels has talked about a few times there have been no indications on his part or Purdue's part on how we will be better after this. Most of President Daniel's comments have been how he is impressed with IU's vision and does not want to stand in the way.

L. Wright-Bower: Maybe we need to jiggle them a little, because it is going to be hard to market.

J. Malanson: Right now their focus is on, understandably, getting us to July 1, 2018. On July 1, 2018 we can then focus on what are the next steps for Purdue Fort Wayne. That is why there was not a proposal for new programming for this budget cycle. That proposal, if it comes, will come in the next budget cycle. We will have finished the separation, we can focus on what we are, and build for the future. Part of the challenge we face right now is if we do not get transition funding, because under the House budget we will not, it dramatically changes what we can be moving forward. So, it is hard to talk about building these new programs when we do not have the money for them.

S. Carr: I just wanted to point out to everyone that back in December President Daniels as well as the President of the Board of Trustees, both admitted that moving forward things are

going to be different. From what I am hearing it does not sound like there is much that will be different.

J. Malanson: You have to be clear here, faculty are on the steering committee and faculty are involved in all the working groups. On the Purdue side of things they, at this point, are living up to what they said. They are not shutting faculty out and are listening to the faculty concerns, and IU made no such promises to us.

P. Iadicola: The ramifications of change, if I understand correctly, our voice has shrunk from the process.

J. Malanson: The lawyers putting together the term sheets and draft ancillary agreements work with the tiger teams. The tiger teams do include representatives from IU, IUPUI, Purdue, and IPFW. Vice Chancellor Drummond is on two of the tiger teams, Vice Chancellor Wesse is on a tiger team, and Eric Norman is on a tiger team. So, we do have voices on those tiger teams and they are small with six or seven people on them. Those term sheets have been shared out to larger groups for additional feedback.

P. Iadicola: So, IPFW's voice how has that changed in this process, if at all?

J. Malanson: We had almost no voice up until December and now we have some voice.

A. Downs: The way I would characterize it is instead of us helping draft agreements that did not have as many errors in them, we now have a big responsibility in fixing the errors or making the errors work.

J. Malanson: I might add that in the meetings I have been in with Purdue teams they do seem to have a genuine interest in doing what is best for us, our students, our faculty, and our staff. They do seem to, at this point, have our interests in mind as they are moving forward. I do not want to make it seem like they do not care. The problem is there are four of them and 88 people from IU driving this.

D. Kaiser: What are we saying we are going on an IU calendar? What were we trying to figure out with the calendar?

J. Malanson: Our calendar is up to us. We set our calendar. The question is if modifications come up to assist the IU people on campus.

D. Kaiser: They are going to be on that calendar.

J. Malanson: The problem is if one of us does not move then the students who are taking both a Gen ed class with Purdue Fort Wayne and Health Sciences classes at IUPUI Fort Wayne do not end up with a spring break. It is going to be a nightmare for students. It is not our fault. It is IU's fault. The question is if we do not move are they willing to move?

L Wright-Bower: When the people dealing in these situations is it important to remind IU they still have faculty still receiving their benefits from IU. I do not know how that is all going to work.

J. Malanson: That is on the agenda for the Human Resources Working Group. The lawyer is responsible for drafting the agreement. I did not bring that specific question up, but I brought these kinds of questions up in the steering committee. He expressed that the most important documents that currently exist are the individual contracts and letters that exist between a current institution and the individual faculty members. His overriding drafting goal is to make sure those people are protected and guaranteed that what they have been told they are going to get will be what they get after realignment.

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



Sarah Mettert
Secretary of the Faculty

Academic Reorganization

Academic Reorganization is off to a good start. More than 70 percent of departments submitted input and the round of campus-wide discussions on mission and core values gave us a better understanding of how departments conceive of themselves and their roles at the university. What has emerged from the process to this point, in my view at least, is that many departments see a lot of value in their current college structure and would like to see it continue. Multiple departments also see potential opportunities in changing colleges or forming new colleges. I'm looking forward to our campus-wide discussions on academic structures – the first of which is this Wednesday at 1:00 p.m. in Neff 101 to explore these potential opportunities in greater detail.

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C. Drummond: IPFW, as a degree granting campus of both IU and Purdue is required to follow system policies in regards to students' academic eligibility to continue enrollment due to scholastic deficiency. Purdue, IUPUI, and IPFW policy is stated below. No differentiation is made to whether or not a student is degree seeking or non-degree seeking. Both Purdue and IU require a student to sit out for one semester following a dismissal action.

Purdue University: Scholastic Deficiency (University Senate Document 13-11, April 21, 2014)

http://www.purdue.edu/studentregulations/regulations_procedures/scholdeficiency.html

Dropping of Students for Academic Deficiency – A student on academic probation shall be dropped from the University at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of drop status.

Readmission – A student who is academically dropped from the University for the first time is not eligible to enroll for at least one fall or spring semester. A student who is academically dropped for the second time is not eligible to enroll for at least one year.

A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is

not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission.

IUPUI:

Located online at: <http://www.iupui.edu/~fcouncil/documents/probation-dismissal-reinstatement.htm>

Dismissal

1. Students on probation who have completed a minimum of 12 IUPUI GPA hours are subject to dismissal if they fail to attain a GPA of at least 2.0 in any two consecutive semesters (fall and spring) and the Indiana University cumulative GPA is below 2.0.
2. Students who are dismissed for the first time cannot enroll until one regular (fall or spring) semester has elapsed since dismissal and must petition by the established deadlines to be reinstated.
3. Students dismissed two or more times must remain out of school for the next two consecutive regular (fall or spring) semesters and petition by the established deadlines to be reinstated.

IPFW:

9.4.2: Academic Dismissal

A student on academic probation shall be dismissed at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

- IF: On academic probation and both the Semester GPA and Cumulative GPA are <2.0 =ACADEMIC DISMISSAL
- Any grade change due to a reporting error will result in a recalculation of the index and determination of the dismissal status.
- A student who wishes to appeal an academic dismissal standing should contact the academic department of their major for guidance in the appeal process.

9.4.3: Readmission. A student who has been dismissed from IPFW or from another campus of Indiana University or Purdue University may not enroll at IPFW until one fall or spring semester has passed. All readmissions are into probationary status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically dismissed for a second time is not eligible to enroll for at least one year.

b. (Senate Reference No. 16-23) – K. Pollock:

Q: Did anyone receive a promotion, raise, or bump in pay for taking over the duties of anyone who retired or left at the end of the year? If yes, who, and how much?

In the spirit of improving campus morale would you consider giving immediate bumps in pay to staff who have taken on the duties of other secretaries or custodians?

Kathy Pollock
Department of Accounting and Finance

D. Wesse: As you all know we had a very dramatic fall and an early retirement year. We had 70 individuals that voluntarily took early retirement at the end of December and 54 of those individuals were staff. Those 54 individuals that left had very significant responsibilities that they left behind and other staff members have had to take on additional duties. This is really something that our Human Resources needs to examine in a case by case basis. This is a very good question, and I have asked Tamarah Brownlee to respond to this.

T. Brownlee: Thank you David. As David mentioned of those 70 individuals, 54 of the positions were staff and 11 of the 54 were adjusted to accommodate for those vacancies. The adjustments look a little differently, and they did an individual assessment for each of those scenarios. Some of those adjustments were merging of two positions or take additional responsibilities and dividing them up amongst a team. A part of the question asks who were those individuals and how many? We had 11 as I said and there were additional separations that took place in the fourth quarter. There were about six positions that were supporting those vacancies at those separations. Three of the six positions were just temporary adjustments for just a short duration, and beyond that was more long-term.

A few things I want to emphasize is our normal practice is we are looking at back filling a positions. We typically rehire an individual or bring an individual in at the same rate that the person was making in the job prior. Not really best practice or ideal, because it does not accommodate for the new individual and their experience, their knowledge, and their expertise that they are bring to the table. Keeping that in mind, when we looked at making the adjustments they were not just arbitrary numbers. We looked at data from CUPA, data other salary surveys, and Department of Labor. We used that data to help us in making decisions.

I want to share with you a project we have been working on for about a year now. It is called the Job Restructuring Project. This project is very important for our institution. It allows us to look at all the positions within the organizations on faculty positions and non-executive positions and map them into a job family, sub-family, and a career level. This is going to be great for us, because we will have an opportunity to look at promotion within a position because we do not have a structure that supports that today. Of course, when we look at this more comprehensively there are lots of things that we need to address, and when we were looking at the positions and pricing them we have recognized that a lot of those positions were underpriced. So, trying to adjust to that can lead to other things that we have to look at as well.

K. Pollock: I have talked to David about this, and what I understand is the bottom line is if you have a staff person that is taking on more responsibilities that those staff members should go talk to HR about potentially getting a bump up in pay.

T. Brownlee: Yes.

9. New business: There was no new business.

10. Committee reports “for information only”:

a. Curriculum Review Subcommittee (Senate Reference No. 16-24) – K. White:

Senate Reference No. 16-24 (Minor in Jazz Studies) was presented for information only.

b. Curriculum Review Subcommittee (Senate Reference No. 16-25) – K. White:

Senate Reference No. 16-25 (Proposal for Bio-Mechanical Engineering Certificate) was presented for information only.

c. Executive Committee (Senate Reference No. 16-26) – K. Pollock:

Senate Reference No. 16-26 (Items under Consideration by Senate Committees and Subcommittees) was presented for information only.

d. Executive Committee (Senate Reference No. 16-5) – K. Pollock:

Senate Reference No. 16-5 (Report on Designated Items) was presented for information only.

11. The general good and welfare of the University:

P. Iadicola: For the good and welfare of this university, as we move forward in restructuring this university I think it is really important that we consider that $\frac{3}{4}$ of every degree that is offered at this university comes from, outside of the major or program that is awarding the degree. What happens when we just focus our evaluations for restructuring and resources distribution on degree programs without considering the impact on the degrees in which their courses are used as electives or requirements in other programs is that we potentially damage the degrees that were offered. For example, when you eliminate a Philosophy program, yes you may still have Philosophy electives, but as you begin to recruit new Philosophers to replace you do not have the same quality of faculty. It is very important as we move forward, in terms of allocation of resources that we consider the metrics related to degree viability as well as program viability. I think if we do not have those metrics then we are essentially reducing the quality of degrees that are offered at this university.

A. Downs: First, for clarification Jeff drafted the original memorial resolution for Giusti I simply edited.

Secondly, I want to suggest that we come up with a linguistics major to see how many students figured out to take 24 credit hours in a semester. I think that person is well on their way to that degree already.

L. Vartanian: There appears to be four to six parking spaces in the lot between DCS and Kettler that have been blocked off for the last week or week and half. Does anyone know what is going on with that?

D. Wesse: I will have to check into that.

A. Ushenko: I missed where the meeting was going to be on Wednesday that you mentioned earlier.

J. Malanson: NF 101. I am going to send out an email later.

C. Drummond: Nearly all the aspects of the realignment process are within the preview of the Senate. One of the topics that has come up that is in the preview of the Senate is Academic Calendars, and since the health sciences program that will be moving to IUPUI there is this notion that they will operate under the joint IU calendar. That could potentially create challenges, because we have the Purdue Fort Wayne faculty staffing classes on a different calendar. I have raised this issue to former Vice President McKinney and I pointed out to him that in its wisdom the Fort Wayne Senate approved the 2017-18 and 2018-19 academic calendars already, and they better clear on what they might want to change, if they might want to see change. It is something that EPC has direct responsibility for, but will probably be coming to the Senate sometime soon.

J. Malanson: If you compare the calendars there are different withdrawal deadlines, audit deadlines, and the big difference in spring semester is our spring break was last week and everyone else's spring break is this week.

A. Downs: I just have to express, once again, disappoint in how the way we are going to do this has changed. They tell us one thing and they change it. There is not one version, which I can think of where they have actually followed through in the way they have said they were going to follow through. This does not do anything to build credibility on this campus, in fact, it destroys creditability on this campus. It makes it harder for people who are interested in participating to actually feel like their contributions are meaningful. I know this has been expressed to the parents, and I also know IU has dismissed it like everything else, because what matters is what IU wants. There is absolutely no doubt about that.

I want to publicly express extreme disappoint in IU for the behavior of our colleagues there for yelling at Jeff for something he was able to provide documentation about and the apology did not come until after the meeting. This is not dissimilar to the LSA Working Group when I began questioning details in that original report, I got yelled at and told I was behaving inappropriately. This is a method of behavior that is, quite frankly, should be unacceptable. I encourage people when they are involved in meetings with people from the other campuses to make sure they are aware of the way this is being handled. If you are on

in any of those working groups do not be afraid to speak up about something that is important to this campus, because clearly there are people who will steam roll anything and everything they want.

J. Malanson: Just a quick follow up to be perfectly clear. A problem we face right now when the chancellor, Vice Chancellor Drummond, Vice Chancellor Wesse, or myself come up and say this is what is happening and this is how it is going to work, and then coming back a month or two months later saying oh no this is how it is going to work, is not our fault. These changes are primarily being driven by IU.

L. Vartanian: So, the parent in West Lafayette, are they not recognizing that this kind of behavior is inappropriate? Are they not standing up for us?

J. Malanson: My view at this point is that their primary goal is to get us to the end of the process. At some point fighting at everything does not get us closer to the end of the process.

A. Downs: When it came to the working group they sat by.

L. Wright-Bower: May I suggest as we move along with this that we keep a master talking points list of things that are supposed to be better when Purdue takes over. I cannot really identify anything, other than the Music Department will not have to report to IU. I am really hoping that Purdue West Lafayette is going to share some resources that will help us meet the needs of our students.

J. Malanson: To this point, other than the abstract notion of investments in STEM and the humanities, which President Daniels has talked about a few times there have been no indications on his part or Purdue's part on how we will be better after this. Most of President Daniel's comments have been how he is impressed with IU's vision and does not want to stand in the way.

L. Wright-Bower: Maybe we need to jiggle them a little, because it is going to be hard to market.

J. Malanson: Right now their focus is on, understandably, getting us to July 1, 2018. On July 1, 2018 we can then focus on what are the next steps for Purdue Fort Wayne. That is why there was not a proposal for new programming for this budget cycle. That proposal, if it comes, will come in the next budget cycle. We will have finished the separation, we can focus on what we are, and build for the future. Part of the challenge we face right now is if we do not get transition funding, because under the House budget we will not, it dramatically changes what we can be moving forward. So, it is hard to talk about building these new programs when we do not have the money for them.

S. Carr: I just wanted to point out to everyone that back in December President Daniels as well as the President of the Board of Trustees, both admitted that moving forward things are

going to be different. From what I am hearing it does not sound like there is much that will be different.

J. Malanson: You have to be clear here, faculty are on the steering committee and faculty are involved in all the working groups. On the Purdue side of things they, at this point, are living up to what they said. They are not shutting faculty out and are listening to the faculty concerns, and IU made no such promises to us.

P. Iadicola: The ramifications of change, if I understand correctly, our voice has shrunk from the process.

J. Malanson: The lawyers putting together the term sheets and draft ancillary agreements work with the tiger teams. The tiger teams do include representatives from IU, IUPUI, Purdue, and IPFW. Vice Chancellor Drummond is on two of the tiger teams, Vice Chancellor Wesse is on a tiger team, and Eric Norman is on a tiger team. So, we do have voices on those tiger teams and they are small with six or seven people on them. Those term sheets have been shared out to larger groups for additional feedback.

P. Iadicola: So, IPFW's voice how has that changed in this process, if at all?

J. Malanson: We had almost no voice up until December and now we have some voice.

A. Downs: The way I would characterize it is instead of us helping draft agreements that did not have as many errors in them, we now have a big responsibility in fixing the errors or making the errors work.

J. Malanson: I might add that in the meetings I have been in with Purdue teams they do seem to have a genuine interest in doing what is best for us, our students, our faculty, and our staff. They do seem to, at this point, have our interests in mind as they are moving forward. I do not want to make it seem like they do not care. The problem is there are four of them and 88 people from IU driving this.

D. Kaiser: What are we saying we are going on an IU calendar? What were we trying to figure out with the calendar?

J. Malanson: Our calendar is up to us. We set our calendar. The question is if modifications come up to assist the IU people on campus.

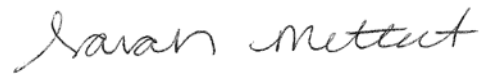
D. Kaiser: They are going to be on that calendar.

J. Malanson: The problem is if one of us does not move then the students who are taking both a Gen ed class with Purdue Fort Wayne and Health Sciences classes at IUPUI Fort Wayne do not end up with a spring break. It is going to be a nightmare for students. It is not our fault. It is IU's fault. The question is if we do not move are they willing to move?

L Wright-Bower: When the people dealing in these situations is it important to remind IU they still have faculty still receiving their benefits from IU. I do not know how that is all going to work.

J. Malanson: That is on the agenda for the Human Resources Working Group. The lawyer is responsible for drafting the agreement. I did not bring that specific question up, but I brought these kinds of questions up in the steering committee. He expressed that the most important documents that currently exist are the individual contracts and letters that exist between a current institution and the individual faculty members. His overriding drafting goal is to make sure those people are protected and guaranteed that what they have been told they are going to get will be what they get after realignment.

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

A handwritten signature in cursive script that reads "Sarah Mettert".

Sarah Mettert
Secretary of the Faculty

Senate Document SD 16-27
(Approved, 3/13/17)
(Supersedes SD 95-4)

TO: Fort Wayne Senate
FR: Faculty Affairs Committee
Lesa Rae Vartanian, Chair
RE: DSB P & T document
Date: February 24, 2017

DISPOSITION: To the Fort Wayne Senate for inclusion in the next senate meeting

WHEREAS, the Doermer School of Business has elected to adopt SD 14-35 as their college criteria for promotion and tenure, and has revised their promotion and tenure procedures document (attached) so as to be in compliance with SD 14-36; and

WHEREAS, the Faculty Affairs Committee finds that revised document is in fact in compliance with SD 14-36;

BE IT RESOLVED, the Senate approve the DSB document as their current promotion and tenure document.

Doermer School of Business (DSB)

Reappointment, Promotion & Tenure Procedures

Preamble

Given that the University and DSB are self-governing entities, each full time faculty member is expected to participate in the shared responsibilities of such governance. In accepting these responsibilities, each faculty member will strive to meet the attributes of good citizenship including, but not limited to: professionalism, fairness, integrity, honesty, collegiality, etc.

This document shall be distributed in writing to each faculty member upon becoming a member of the DSB tenure track faculty.

Discussions and information regarding committee deliberations, reviews, and voting outcomes are to be held in confidence.

Effective Date

This document becomes effective when approved by the DSB faculty and IPFW Senate.

The School P&T Committee will review this document as needed. This committee will be empowered to propose formal revisions of the procedures to the faculty of the School.

I. POLICY AND PROCEDURES FOR REAPPOINTMENT/RETENTION

A. Performance Reviews.

Annual reappointment reviews will be conducted by all administrative levels. Such reviews will be based upon the candidate's academic performance of the most recent year.

There will be two comprehensive reviews at the Department level during the sixth and eighth semesters respectively of the candidate's tenure track employment. Each review will assess the cumulative record of academic performance in each of the three areas of teaching, intellectual contributions, and service. The primary purpose of the first review is to provide constructive feedback to the candidate on his/her progress toward promotion and tenure. The primary purpose

of the second comprehensive review is to assess the progress and potential of the candidate for attaining tenure and/or promotion. These reviews will also provide the basis for the reappointment recommendation at all levels.

In addition, there will be a comprehensive review at the school level during the sixth semester of the candidate's tenure track employment.

B. Documentation for Annual Reappointment Decisions.

A candidate for tenure track reappointment is expected to provide the following documentation to the Department Chair according to the schedule provided by their Department Chair:

1. a copy of the original appointment letter/contract placing the candidate on tenure track,
2. a current curriculum vita,
3. all current and previous annual productivity reports, with supporting evidence for the most recent year,
4. all previous reappointment recommendations from all levels, and
5. any additional documents chosen by the candidate.

C. Review of Progress of Probationary Faculty to Tenure and Promotion.

Departments must develop a procedure for reviewing progress of probationary faculty toward tenure and promotion that adheres to the following principles:

1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure);
2. Departments must have a thorough comprehensive review process that provides specific details about where improvement is needed and must be based on department criteria. The first comprehensive review must occur half way through the sixth semester of the probationary faculty member's tenure track employment. The second comprehensive review must occur half way through the eighth semester of the probationary faculty member's tenure track employment;
3. The comprehensive review must be voted on by the department committee;
4. The department chair must comment on the case and the review from the committee; and
5. The probationary faculty member must have opportunities to respond during the reviews.
6. If a department chair or dean does not recommend reappointment, the vote of the committee at the same level must be sought.

II. POLICY AND PROCEDURE FOR PROMOTION AND TENURE

A. Discovery of Evidence.

The purpose of this section is to set forth a promotion and tenure policy to govern such personnel decisions within the DSB. This policy should ensure that standards and procedures for the evaluation of candidates for retention, promotion and tenure are consistent with the professional needs of the DSB, IPFW, and the requirements of the Indiana University Academic Handbook.

Each full time faculty member shall be required to submit an annual productivity report. This report shall document all professional accomplishments in the areas of (1) teaching, (2) intellectual contributions and (3) service. This report shall be submitted in the format provided by the Office of the Dean. The Department Chair shall maintain these activity reports in a confidential file.

1. The case is to be submitted in the format as prescribed by campus policy and practice.
2. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the six years preceding the submission of the case.
3. The completed case is to be submitted to the candidate's Department Chair on the date set by the department.
4. The record of evidence shall remain available to the candidate's Department Chair and relevant members of the faculty for their appraisal. All appropriate administrators and faculty members reviewing the case shall confine their deliberations and decisions to the School's policy and procedure guidelines.
5. The candidate's record of evidence shall be the sole basis for personnel decisions. The department criteria for the candidate shall be applied to the case for the final recommendation.
6. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.
7. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
8. The administrator or committee chair at the department or school level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefor, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s). Committee chairs shall distribute copies to committee members.

9. The deliberations of the department and school committees shall be strictly confidential, and only the committee chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

B. Individual Participation.

1. Only tenured faculty may serve as voting members of promotion and tenure committees at the department and/or school level.
2. No person shall serve as a voting member of the department or school committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.
3. Individuals may serve and vote at the department level and school level.
4. Voting members of committees, a department chair and Dean shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a department chair or Dean who collaborated with the candidate needs to recuse her/himself.
5. Any department or school committee member who recuses her/himself shall leave the room during the discussion of that case.
6. A department chair or Dean who has written a letter of recommendation at an earlier level will recuse themselves from discussion or vote on that candidate's case at a higher level.

C. Department Action.

This shall serve as a guide to DSB departments which will in turn promulgate departmental policies consistent with the School policies and procedures.

1. Application for Promotion/Tenure

Application for promotion/tenure shall be initiated at the departmental level. Each probationary faculty member has the right to apply for promotion/tenure. Such applications shall be made in writing and submitted to the Department Chair by a date to be determined by the Departments to assure the timely request for external letters.

2. Departmental Evaluation

The initial and most significant evaluation of a candidate for promotion and/or tenure shall occur at the departmental level. Departmental committees shall consist of at least three tenured voting faculty members. The majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires. Should there be less than three eligible members from within the candidate's department, the department shall submit to the Dean the names of faculty members from other departments whom it deems

suitable to serve on the department committee. From this list, the Dean shall appoint enough faculty members to bring the committee membership to between three and five.

Members of the department committee shall elect a chair from among its members. The department chair may not serve on the department committee or participate in its meetings.

The department chair shall make available, for inspection, to the department committee members prior to the departmental meeting, each candidate's case.

During the departmental evaluation, the committee shall use the policies and criteria developed by the department. The committee's recommendation shall reflect the result of an openly declared ballot. All committee discussions, deliberations and actions are to be held in strict confidence by the committee members.

Any faculty member subject to the procedures and guiding principles of promotion and tenure at IPFW shall have the opportunity to read and provide feedback on cases in their home department until the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.

The department committee shall provide the candidate with the results of the ballot and specific reasons concerning its appraisal of the candidate's record of performance with a copy to the department chair.

3. Chair Evaluation

The Department Chair shall:

- a. Review the case and compare the case to department criteria;
- b. Review how well the process has adhered to the documented procedures to this point;
- c. Review the recommendation of the department committee; and
- d. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the department chair shall be based on his/her review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the department committee including an explanation of agreement or disagreement with the committee's decision.

4. Exceptions

Promotion cases for department chairs and deans shall be evaluated by the appropriate department P&T committee. In the event that the candidate is a department chair, the recommendations of the departmental committee will go directly to the school P&T committee. When the candidate is a Dean, the recommendations of the school committee will go directly to the all-campus promotion and tenure committee.

D. School Action

1. Membership of School P& T Committee

- a. The DSB promotion and tenure committee shall be in accordance with the DSB current constitution and by-laws. There is no requirement that the majority of the school committee members be at the same or higher rank than the rank to which a candidate aspires.
- b. Members of the school committee must have prior experience serving at the department committee level in the process before serving on the school committee. Members may serve on the department committee but not on the campus committee.
- c. Members of the school committee may not serve consecutive terms. Terms are no more than 3 years. Terms shall be staggered.
- d. Members of the school committee shall elect a chair from among its members.
- e. Department chairs and the Dean shall not be eligible to serve on the school committee.
- f. Department chairs and the Dean may serve as resource persons to the school committee, but shall not attend committee meetings.

2. Charge to the School's P&T Committee

The school committee shall:

- a. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process;
- b. Review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels. If the school committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria;
- c. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the school committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of the lower levels.

3. The Dean's Recommendation

The Dean shall:

- a. Review how well the process has adhered to the documented procedures to this point;
- b. Review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels. The review may include consideration of the evidence in the case as it compares to department criteria if a decision from a lower level is judged to be contrary to the evidence; and

- c. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the Dean shall be based on his/her review of the process to this point, and must clearly state and explain his/her recommendation including an explanation of agreement or disagreement with the decisions of the lower levels.

4. School Level Timetable

All School level activities and recommendations must be completed and forwarded to the campus level by the deadline imposed by the VCAA. Should this deadline change substantially, alterations in the candidate's original submission date and/or the departmental timeline may be necessary to provide at least a month at each of the department and school levels.

MEMORANDUM

To: DSB Faculty
From: Myeong H. Kim, Chair
DSB's Reappointment, Promotion & Tenure (RP&T) Committee
Date: October 26, 2016
Subject: Senate FAC Feedback on revised SD 95-4 (DSB's Retention, Promotion and Tenure Policy and Procedures)

WHEREAS, SD 95-4 created the Doermer School of Business (DSB) retention, promotion and tenure (RP&T) policy and procedures; and

WHEREAS, SD 14-35 created guiding principles for promotion and tenure at IPFW;

WHEREAS, SD 14-36 created procedures for promotion and tenure and third year review at IPFW;

WHEREAS, DSB faculty adopted SD 14-35 as the guiding principles for promotion and tenure in the School on 10/27/2015;

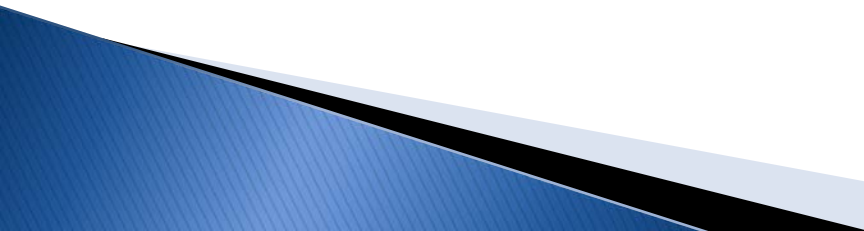
WHEREAS, DSB faculty elected to align SD 95-4 with SD 14-36 on 10/27/2015;

WHEREAS, Senate Faculty Affairs Committee (FAC) has considered the 10/27/2015 revisions of SD 95-4 and provided the School with additional feedback;

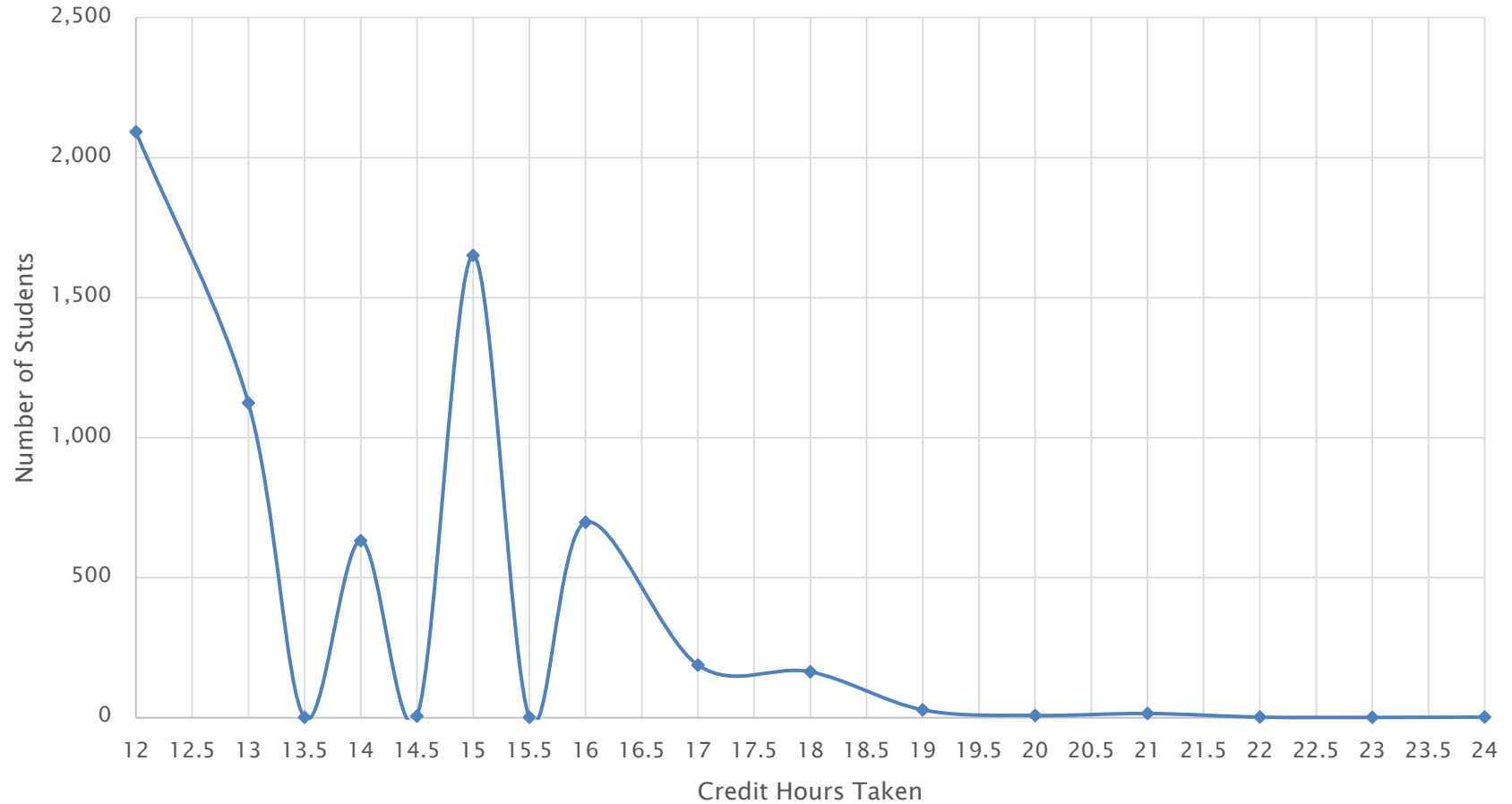
BE IT RESOLVED, that DSB faculty approve the incorporation of Senate FAC's feedback in SD 95-4.

IPFW BANDED TUITION PROPOSAL

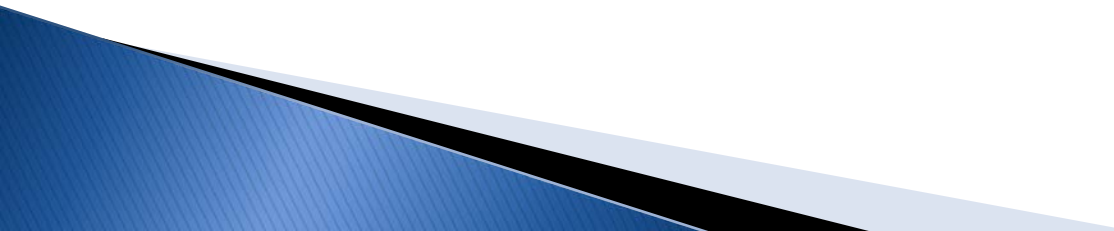
Indiana Commission for Higher Education Resolution – August 2014

- ▶ I. The Commission identifies banded tuition as a critical component of Indiana's on-time completion agenda.
 - ▶ II. The Commission encourages Indiana's public institutions that currently charge tuition by the credit hour to consider a banded tuition structure.
 - ▶ III. The Commission urges institutions that do convert to banded tuition to select a tuition rate that does not unnecessarily raise tuition for students currently taking 12 credits.
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of Students by # Credit Hours Taken (Based on FY2015 Enrollment)



Proposal

- ▶ Implement a 12–18 credit hour banded rate for undergraduate students only
 - ▶ Begin banded rate Fall 2018
 - ▶ Figure banded rate on 15 credit hours
 - ▶ No banded rate for graduate students
 - ▶ No banded rate for summer courses
 - ▶ No “banking” hours paid for during the Academic Year to be used in the Summer
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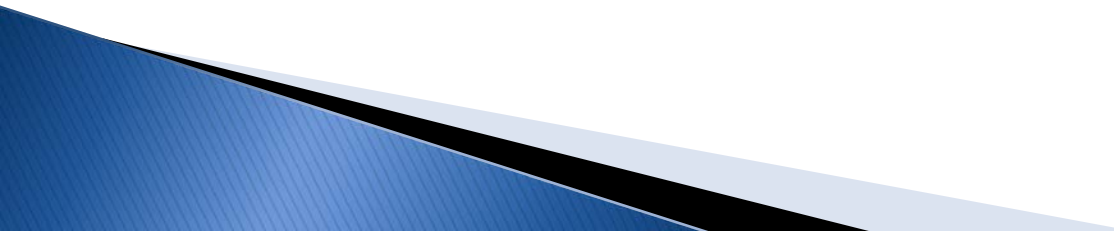
Additional Changes Proposed

- ▶ Elimination of the online differential fee of \$92.95 /credit hour
- ▶ Increase technology fee (from FY2016) by \$.95 /credit hour
 - Student fee revenue decline of approx. 12% from 2011 to 2016
 - Software licensing increases averaging 3% annually (compounded)
 - Microsoft and Adobe license agreement corrections

Banded Rate Facts

- ▶ Undergraduate resident students taking 12–18 credit hours
 - \$4,120.50/semester (includes tuition and mandatory fees)
- ▶ Undergraduate nonresident students taking 12–18 credit hours
 - \$9,877.50/semester (includes tuition and mandatory fees)
- ▶ Students taking more than 18 credit hours will pay the banded rate plus the per credit hour rate for each credit over 18

Additional Banded Rate Facts

- ▶ Rates do not include potential increases in per credit hour tuition/fees
 - ▶ Banded rate does not include differential fees specific to courses (ex. lab fees, course differentials, etc.)
 - ▶ Students taking less than 12 credit hours pay the per credit hour rate as they do now
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Observations

- ▶ Using Fall 2015 credit hour numbers, with a 15-hour banded rate, approx. 3,800 students will be impacted
 - Dependent on # credit hours taken with banded rate implementation
 - Dependent on # of online courses taken

Additional Observations

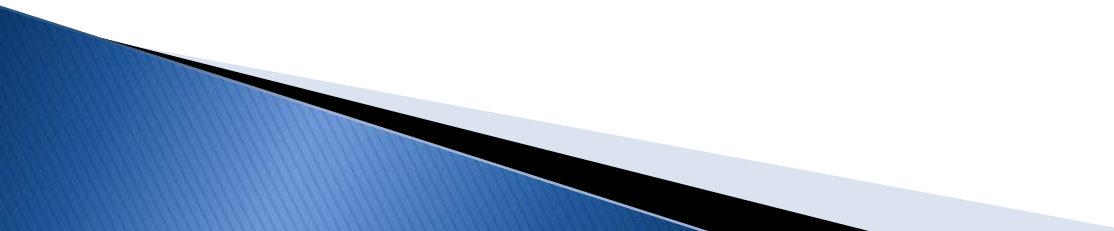
- ▶ Using Fall 2015 credit hour numbers, with a 15-hour banded rate, over 1,100 Students may see a decrease in tuition/fees
 - Dependent on # credit hours taken with banded rate implementation

Banded Rate Comparison

Fall 2016 Banded Rates

- ▶ IPFW (12-18) = \$4,120.50
- ▶ Purdue ($= > 8$) = \$5,001
- ▶ Ball State (12-18) = \$4,827
- ▶ Indiana State (12-18) = \$4,373
- ▶ IUB (12-18) = \$5,193.78
- ▶ IUPUI (12-18) = \$4,437.45
- ▶ IU Regionals (12-18) = \$3,536.16-\$3,561.16

Further Discussion Needed

- ▶ Exceptions/Exemptions to banded rates
 - ▶ Application/Approval process for exceptions
 - ▶ Changes to Banner system
 - ▶ Changes to Financial Aid or Bursar processes
 - ▶ Communication Plan for new rate structure
 - ▶ Timeline of implementation and communication
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Next Steps

- ▶ Email feedback to Diana Jackson
jacksond@ipfw.edu
 - ▶ Compile draft of FAQs addressing
questions/feedback
 - ▶ Provide compiled information to Executive
staff for review/guidance
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