

Minutes of the
Second Regular Meeting of the First Senate
Purdue University Fort Wayne
October 8 and 22, 2018
12:00 P.M., KT G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of September 10
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – A. Schwab
 - b. IFC Representative – J. Nowak
5. Report of the Presiding Officer – J. Clegg
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 18-7) – G. Wang
 - b. Annual Report on the Budget (Senate Reference No. 18-8) – R. Elsenbaumer
7. Committee reports requiring action
 - a. Executive Committee (Senate Document SD 18-2) – K. Pollock
8. Question Time
 - a. (Senate Reference No. 18-4) – M. Wolf
 - b. (Senate Reference No. 18-9) – K. Pollock, Executive Committee
9. New business
 - a. PFW AAUP Executive Committee (Senate Document SD 18-3) – S. Carr
 - b. Deputy Presiding Officer (Senate Document SD 18-4) – A. Schwab
10. Committee reports “for information only”
 - a. Graduate Subcommittee (Senate Reference No. 18-11) – S. Johnson
 - b. Curriculum Review Subcommittee (Senate Reference No. 18-12) – C. Lawton
 - c. Mastodon Athletics Advisory Subcommittee (Senate Reference No. 18-13) – M. Parker
 - d. Executive Committee (Senate Reference No. 18-14) – K. Pollock
 - e. Executive Committee (Senate Reference No. 18-15) – K. Pollock
11. The general good and welfare of the University
 - a. (Senate Reference No. 18-10) – N. Virtue
12. Adjournment*

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

Presiding Officer: J. Clegg
 Parliamentarian: W. Sirk
 Sergeant-at-arms: G. Steffen
 Secretary: J. Bacon

Attachments:

“Memorial Resolution-David W. Mauritzen” (SR No. 18-7)
 “Chancellor’s Annual Report to the Faculty Senate on Intercollegiate Athletics” (SR No. 18-8)
 “Approval of replacement members of the Honors Program Council and Faculty Affairs Committee” (SD 18-2)
 “Question Time – re: STEAM and Business” (SR No. 18-4)
 “Question Time – re: Administrator Courses” (SR No. 18-9)
 “Question Time – re: Vetting of Questions” (SR No. 18-10)
 “Resolution on Opposing Purdue Global Practices” (SD 18-3)
 “Campus Promotion and Tenure Subcommittee Membership” (SD 18-4)
 “M.S. in Speech-Language Pathology” (SR No. 18-11)
 “Proposals for Physics Concentration and Minor in Materials Science” (SR No. 18-12)
 “Men’s Indoor and Outdoor Track” (SR No. 18-13)
 “Education Policy Committee Charge for Syllabi Guidelines and Standards” (SR No. 18-14)
 “Chancellor Elsenbaumer’s Offer Letter” (SR No. 18-15)

Session I
 (October 8, 2018)

Senate Members Present:

T. Bassett, M. Bookout, B. Buldt, J. Burg, M. Cain, D. Chen, K. Dehr, Y. Deng, S. Ding, C. Drummond, B. Dupen, C. Elsby, R. Elsenbaumer, K. Fineran, M. Gruys, J. Hill-Lauer, D. Kaiser, J. Kaufeld, B. Kim, S. King, C. Lee, E. Link, A. Livschiz, A. Marshall, A. Nasr, Z. Nazarov, E. Norman, J. Nowak, J. O’Connell, M. Parker, G. Petruska, K. Pollock, B. Redman, P. Reese, N. Reimer, G. Schmidt, A. Schwab, S. Stevenson, A. Ushenko, R. Vandell, N. Virtue, D. Wesse, K. White, M. Wolf, N. Younis

Senate Members Absent:

P. Bingi, D. Cochran, D. Holland, M. Johnson, M. Jordan, L. Kuznar, D. Linn, L. Lolkus, A. Macklin, R. Rayburn, R. Sutter, M. Zoghi

Guests Present:

S. Betz, S. Carr, S. Davis, A. Dirksen, M. Dixon, K. Hartley Hutton, B. Kingsbury, C. Kuznar, K. Smith, C. Springer, A. Williams

Acta

1. Call to order: J. Clegg called the meeting to order at 12:00 p.m.
2. Approval of the minutes of September 10: The minutes were approved as distributed.
3. Acceptance of the agenda:

K. Pollock moved to accept the agenda.

A. Schwab moved to amend the agenda by moving SR No. 18-10 to general good and welfare.

Motion to amend the agenda passed by voice vote.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

a. Deputy Presiding Officer:

A. Schwab: A lot has happened in a month and I hope everybody else left October 22 open, because I didn't. So I'm really hoping we make it through today's agenda, otherwise I'll have to decide between meeting back here with all of you or meeting with Summit Scholars.

Many of us have become more familiar with questions of intellectual property and faculty course development than we were just a week ago. As you are likely aware, Purdue's General Council has determined that PFW course material on Blackboard is theirs to examine and then use under the non-exclusive royalty free license for research and educational purposes. This right was granted as part of the contracts we all signed when we started working here.

That PWL, specifically Purdue University Executive Vice President and Oesterle Professor of Information Technology Gerry McCartney, has worked to get access to this material in the way that he has led to understandable consternation regarding the extent of this review and use.

It's not clear what the plan is moving forward and we will work to involve existing structures of shared governance when possible. Personally, I have also begun to wonder whether the interpretation of "educational" in play here will stand up to legal scrutiny. Does the use of course materials for corporate clients count as an "educational use"?

Speaking of Blackboard, as I mentioned in the Spring, the Purdue system is looking at the possibility of changing its Learning Management System (or LMS) away from Blackboard. They are seeking faculty input on how to choose the Purdue System LMS going forward. You are encouraged to provide this input at "listening sessions." The first was just this morning at 10:00 AM and there are two more: Tuesday at 1:30 and Thursday at 9:00 in Library 137.

There are also continuing efforts to improve student and faculty success on campus, of which I try to take a productive part. Specifically I have recently brought forward two resolutions, one which I brought to the Executive Committee and one that I've brought to this body.

First, I brought to the Executive Committee and the EC passed a resolution charging the Educational Policy Committee (EPC) with coming up with some basic guidelines and standards for syllabi across campus. This can answer relatively straightforward questions like, should syllabi be distributed the first week of class? Should they include how each student's grade will be calculated? My hope is that this work will lead to some very basic guidance for faculty as they work to develop syllabi that put students in the best position to succeed.

Second, I am bringing to this body a minor adjustment to the campus promotion and tenure subcommittee. I will have more to say about that when we get to it on the agenda, if we get to it on the agenda.

b. IFC Representative:

J. Nowak: I don't have too much more to add that the Deputy Presiding Officer has already shared. I do want to welcome and thank the chancellor for being here for our Senate meeting this year. I do want to mention that we have a lot going on the last month. We have had several meetings and I will say that I have been very pleased in the support and openness of our chancellor to hear our concerns and spend time with us talking about those. So, I look forward to his sharing later today as well. I appreciate the work that those that are a part of the AAUP listserv are doing and I encourage folks to follow that in our efforts to ensure that shared governance is supported on our campus.

5. Report of the Presiding Officer:

J. Clegg: There is a lot on the agenda today, so I am going to keep my remarks brief. I will endorse the conversation about the Learning Management System. Please go to these meetings. They are very informative. Please make sure your voice is heard in this important conversation. There are two more sessions, October 9 at 1:30 and October 11 at 9:00.

Brief review on Robert's Rules. Please see attached PowerPoint.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 18-7) – G. Wang

G. Wang read the memorial resolution for David W. Mauritzen. A moment of silence was observed.

b. Athletics Report (Senate Reference No. 18-8) – R. Elsenbaumer

Please see attached PowerPoint.

A. Livschiz: I have a lot of questions, but since I am not going to ask them all I will just focus on a couple of things. With all due respect to the very hard work of everybody involved with athletics, I am sure they do a great job with the student mentoring, but it should also be pointed out that lots of other people on this campus do a great job with infinitely less resources. But, the impression that I get from this report is “Oh my god! What an expensive habit.” The context that is particularly crucial to looking at in all this data is that 2016-2017 was the year in which this university decided that it couldn’t afford an awful lot of academic things. Right? This was the year that we were supposed to make cuts and tighten our belt. But, yet when you look at this report it appears that 2016-2017 was a banner year for athletics in terms of continued resources. I would be happy to provide more detailed questions, but there is just a couple of things I would like to know.

One is that I am very glad that the student athletes are doing so well, yet here is the thing, according to this report the expenses for student-athletes are \$46,000 a year compared to \$31,000 just five years ago. How much money is spent on regular students? I would argue that if we took the same students in terms of academic preparation and put in even a fraction of that \$46,000 on them we would get the same results. I also don’t understand how...

R. Elsenbaumer: Let’s answer that question.

A. Livschiz: Okay.

R. Elsenbaumer: That is an important point. Did everyone understand that question? So, one thing that we look at in academics is “What are the resources? What is the average amount of money that we spend per student?” If we look at per graduate then it is not very relevant to our institution. So, let’s just look at per student. Right now, we are about \$21,000-\$22,000 a year per student. If you look at our number for athletics and you do not include physical resources like buildings. The \$46,000 is if you start including those. The new method of looking at the budget in terms of including resources, both physical and infrastructure, the actual number is less.

A. Livschiz: But you wouldn’t need the infrastructure if it wasn’t for athletics.

R. Elsenbaumer: Yes, but we need infrastructure for all of our students.

A. Livschiz: But student-athletes use their infrastructure too. Everybody uses their infrastructure.

R. Elsenbaumer: Just comparing apples to apples.

A. Livschiz: That is fine. Still more, but just not as much.

R. Elsenbaumer: It is more. There is no denying that.

A. Livschiz: My second question is that in the report it was referred to as a net revenue and you refer to it as a surplus. I am not an accountant. I am trying to understand how something that receives a substantial subsidy from both student fees and from the university can be seen as turning a profit. How is it a profit? How is it a surplus if the university is heavily subsidizing the athletics program? When you look at it comparatively to other institutions it is particularly dramatic how much more we subsidize it in terms of student fees. The percent subsidy is completely just astronomically greater than what other institutions are doing. So, we are taking resources away from other things. We are constantly talking about how we can't afford this, that, and the other thing. But, we are continuing to put money into this and then you brag about how much money they have made. How is that possible?

R. Elsenbaumer: The \$228,000 is not a profit.

A. Livschiz: But you refer to it as a surplus.

R. Elsenbaumer: It is a surplus over relative to what their budget was versus what they spent. Most academic programs here have some carry over funds. This is the same as that. Where do those carry over funds come from? If we look back in the document and look at the travel expenses for our student-athletes for our athletic program. Part of that money is a surplus. This was a result of their own efficiencies if you will. That is what we expect almost every program to do. How many deans here actually have carry over money in their budgets from year to year? Most of you have some. But, we don't look at it as a profit. We look at that as a carry over.

A. Livschiz: But it is taken away from students.

A. Schwab: Mike, did you have a question?

M. Wolf: As soon as she finished.

A. Livschiz: I have a lot more, but clearly I am not going to be able to get through everything.

N. Younis: I have a question.

A. Schwab: Sure, go ahead Nash.

N. Younis: What is the revenue from our resources? What is the percent of the revenue from our resources?

R. Elsenbaumer: I don't know if I know how to answer that question.

A. Livschiz: Well 17% comes from student fees, which is 65% of all student fees.

N. Younis: What is the percent from allocated resources? That would answer the question.

R. Elsenbaumer: I am not really sure I understand the question.

A. Livschiz: 1.7 million from student fees and less than 4 million from university subsidy.

N. Younis: According to NCAA report it is 78%.

R. Elsenbaumer: 78% from the institution and 17% from student fees.

M. Wolf: So, I put the revenue and the student fees together. It is 4.6. For the Summit League, the average includes us. The question I have is, we have fewer students now and we are clearly relying on this percentage, so what is the plan moving forward? We have a significant decrease in the number of students. Student fees are not going to be the source. So, we have a real structural issue. We are already at 4.6% overall.

R. Elsenbaumer: Your point is well taken. I think there was some agreement that we would be at 4.4% of our budget. So, one of the things that I have asked, and I have asked this of everyone across our campus, is to look for opportunities to increase our student population and to recruit more students, and I have asked our athletics program to do the same thing. We are looking at a program right now where we could add some sports to recruit more students. We are looking for more students to offset that budget. We want to make sure that we are safe down the road in terms of subsidies to our athletics program. That is what we are doing.

M. Wolf: In the short term, this is a problem. It is a real structural issue with the student fees unless we have a real increase continually.

R. Elsenbaumer: And that is exactly what we are doing right now. We are recruiting students so we can turn around our student population. We brought in 17% more new undergraduate students and 20% more new graduate students. We are looking at how we can get athletics to also support our enrollment increases as well.

N. Virtue: So, to that point, I am a professor in a program that was eliminated. I asked for that same opportunity. The opportunity to recruit and expand the program, and was denied. It was in the same year. A plan was put forth for growing the program. So, can you explain why athletics is being given the opportunity while academic programs were not?

R. Elsenbaumer: It was a different time. Different time and different person.

N. Younis: I come from the school of that you play the game to win when you play sports. When you take the team to Dakota or wherever you play the game to win. Noting from the presentation and the win-loss record there is nothing much to be proud of to put it mildly.

R. Elsenbaumer: There are some real opportunities for us to be looking at.

N. Younis: What is the plan to correct or reverse this?

R. Elsenbaumer: First and foremost, it is really important, if you look at 16-17 and 17-18 in the win-loss records, part of this is because we probably had some difficulties recruiting students in general and student-athletes. That is an assumption. I don't know if it is true, but it is just something that if you look at the data there were years where we were doing quite well. What years were we doing well? We were doing quite well as an institution when our enrollment was up. I suspect there may be some correlation between our ability to recruit students in general and student-athletes. I think that is going to change in the future. That is the first thing.

Second thing is making sure we have good coaches, and I think we have really good coaches now. You saw the changes in our coach staffing, and I think that is going to help us.

N. Younis: Have we changed coaches recently?

R. Elsenbaumer: Well, I think we have hired some coaches. I think Kelley can attest to that, and we are spending a little bit more on them as well.

K. Hartley-Hutton: Would you like me to speak on that?

R. Elsenbaumer: Yeah.

K. Hartley-Hutton: So, no one can deny that when you look at the last three or four years how challenging things were on this campus and recruiting was difficult. We were also studying aspects of athletics, such as whether we would be Division I or not, in a very public way. This made it very tough to recruit. We also made some changes in terms of coaching, such as women's basketball and track. We have had some turnover. Coach Ball retired. We are going to get that righted, but no one can deny that his legacy is missed and that we have new leadership. I stepped down about four years ago and I look at these trends. I do study them regularly because our student-athletes clearly want to compete and have a good experience, and winning is part of that. Absolutely, Nash. We also want to bring in revenue and guarantees. When we play guarantee games in basketball for big money the understanding is that you lose those games. We have won a few, but we still balance part of the men's basketball budget on guarantees. So, when they play four or five guarantee games we

are counting on those as being losses. We get anywhere from \$70,000 to \$95,000 for these. Women's basketball does a few at \$10,000 to \$15,000.

R. Elsenbaumer: Let's not hide the fact that winning sports teams bring in tremendous value to our institution. You are absolutely right. Why do you do this? You do this to bring pride and recognition to your institution, and there is no better way to do it than winning important games. I think we had that up here somewhere with the IU game. You are absolutely right. We are always striving to try to get more in the win category and that is where the return on investment really comes at an institution.

K. Hartley-Hutton: We have one other thing with the numbers in those trends. If you look at when we eliminated tennis that was our most successful program. So, that did impact the numbers.

A. Schwab: We are going to wrap things up here, but I did want to know whom members of the Faculty Senate should reach out to if they have follow up questions? I know Ann has at least a few more.

R. Elsenbaumer: I think it would be helpful to reach out to me or Kelley.

A. Livschiz: I feel like this is something that we need to discuss publicly. There are many things being said, like there is a value in winning. I am not going to say that it isn't nice to win, but is there actually a tangible benefit to winning other than the sheer joy of winning.

A. Schwab: A rich debate on this can come at some other time. We do have a full agenda to get to. So, if you do have more questions on this please reach out to the chancellor or to Kelley.

B. Buldt: Would we have an overflow meeting next Monday?

A. Schwab: This is an open question time. My judgement was that when we got to the point where we were debating the win-loss records that we had moved to a section of Faculty Senate discussion of athletics that wouldn't be as productive. That was my judgement about it, but if you have a specific question then we can keep it open. The other option would be to make a motion for us to move on.

B. Buldt: So, I move that we as Senators submit questions regarding the athletic reports and the presentation made by the chancellor. I believe many of us feel we should be having this exchange now.

A. Schwab: I would like to acknowledge that motion and say that I think it needs to be brought up under new business in this meeting. We can cover it then.

B. Buldt: Okay.

A. Schwab: We will return to it in new business at that point.

7. Committee reports requiring action:

- a. Executive Committee (Senate Document SD 18-2) – K. Pollock

K. Pollock moved to approve Senate Document SD 18-2 (Approval of replacement members of the Honors Program Council and Faculty Affairs Committee).

Motion to approve passed on a voice vote.

8. Question Time:

- a. (Senate Reference No. 18-4) – M. Wolf

Can the Central Administration explain the strategic logic of the “STEAM And Business” branding? What does it mean for programs who are left out of the explicit branding as far as institutional support & student recruitment? There are growing programs with incomparable numbers of national student awards, award-winning faculty teaching and advising, voluminous research publications, outside research grants, independent scholarship fundraising, multiple internships and overseas exchanges for students each year, and exhaustive community engagement that are not part of the Purdue University Fort Wayne brand. What are the commitments to these departments – or are they viewed as “support” programs to these other branded programs?

R. Elsenbaumer: (Email response). The brand standards that have been developed during the past year are intended to be inclusive of all academic disciplines and to reflect the fact that Purdue University Fort Wayne is, in every sense, a comprehensive university. This is the way I have always represented our institution internally and externally.

The “STEAM” acronym emerged from numerous campus branding workshops—both with Simpson Scarborough and with our current branding partner, SME—with the full intention of including the *Arts* and *Sciences* in their broadest and fullest definitions. No disciplines are excluded or minimized, nor will be.

Communications and marketing messages and materials will always be reflective of the fact that our university is comprehensive and that it draws its strength from being academically diverse and inclusive. These concepts will emerge more fully as we engage in campus-wide strategic planning this Fall.

More communication on this is coming soon!

R. Elsenbaumer: Let me take a step back for a second and explain how these kinds of strategic planning and strategic thought processes are conducted. So, the first part of

that process, and you will see this in our strategic planning, is called discovery and it is when many focus groups are held. Different constituents and stakeholders are interviewed, and they are asked to provide their input and how they perceive the institution and their way of describing the institution. So, many thoughts were provided. Many ideas were provided. When you go through this process you get these ideas without criticism. All you are doing is looking for a whole lot of information and people provide that information from their perspective. So, someone, or groups of individuals, clearly use this as one possible way to describe, from their perspective, the institution. That does not constitute consensus, nor does it constitute a final formal label for how we view ourselves. That is yet to come. So, as we go through this strategic planning process for our institution, this discovery process, some of which has already been done, will be us reaching out to get information, data, and perspective on how we view ourselves. I would not want anyone at this point to say that STEAM plus business is a label that any of us are using to describe what we are as an institution. I think it is pretty clear that regional institutions, especially one of our nature, are considered to be comprehensive institutions. I would not want that to be perceived as something it is not for us at this point. We are comprehensive. We will have many more opportunities to gather data and then come back in terms of consensus about what describes us. So, I would not want anyone to run out and say that we are proclaiming ourselves to be something else. I don't believe we have seen that label anywhere publicly. It may have been in a discovery document, but please understand that it is not a label that we are using anywhere outside. We are looking at each academic program across this campus and trying to promote each one of those programs on their own merit. You have seen some of these full page ads already with respect to different academic programs. Thank you for the question. Discovery is not a final descriptor for the institution about who we are, what we are, or what we aspire to be. That is all yet to come.

J. O'Connell: I am not sure where you got the idea that the Simpson-Scarborough study said fine arts because across the nation and here it means all the arts. So, when that is included in it, that is a national movement to call it STEAM instead of STEM to represent arts, not fine arts. Arts of all kinds. It is not systemic to fine arts.

M. Wolf: It was actually in the Simpson-Scarborough document.

J. O'Connell: It is a misinterpretation of what the conversation was. It is a national movement. The IPFW STEM Council adopted the term STEAM Council about five years ago to include all of the arts. So, it is the PFW STEAM Council and not STEM Council.

A. Livschiz: I am reading right now from the Simpson-Scarborough study and it says "STEAM and business, rigorous programs in science, engineering, computer science, music, and business." So, it is actually not the fine arts, it is just music. That is what is listed. As far as the kind of language that is used, other than the Simpson-Scarborough study, which I highly recommend you read, you will learn so much about IPFW you may have never known, like apparently we weren't any good up

until a year ago. That is according to this report. I appreciate that you haven't made any final decisions yet, but that when we actually look at how resources are allocated what I am seeing is that there is a very clear emphasis on certain areas of the university over others. It is not specifically celebrated that way, but that is a fact, and I think that it is fair to say that the way people choose to allocate resources is one of the truest indications of one's priorities. At the last meeting, Dr. Wesse gave a report about the new hires. There are lots of new hires. All of them are in science, technology, and engineering. I am very happy for my colleagues in science, technology, and engineering, but it is clear that the university is choosing to invest its resources into those areas. I, as someone from the humanities, am seeing a conscious erasure of the humanities, even in the propaganda that is being distributed about PFW. There is a conscious effort to diminish the humanities. I will give you two examples.

J. Clegg: Ann, you are digressing from the question.

A. Livschiz: No, I am not.

J. Clegg: Yes, you are. You are taking a really long time to get there. We have business to get done. If you can make your question very short and very quick without any more elaboration, I will let the chancellor decide whether to answer it. If you can make it quick and short.

A. Livschiz: My examples are that the humanities are not represented in the propaganda.

R. Elsenbaumer: I think it is important. I would like to invite you to our faculty meetings and our faculty lunches and breakfasts, and we can have this discussion. I would like to talk about this. We have not gone through our strategic planning process at this point, so we don't know what language we are going to use. We don't know where we are going to allocate our resources yet in the future. I can't speak too much about the past. Some of what you are saying has some merit to it. This is yet to be determined. I encourage you to participate in our strategic planning process and that is true of everybody.

J. Clegg: Two more questions and then we need to move on.

N. Virtue: Will the billboards displayed begin to show stronger support for the arts, in terms of the images that the public receives?

R. Elsenbaumer: Much of this you can talk to Jerry Lewis. Every meeting we have been at we have asked for information from programs that we can highlight. Our branding is about who we are, and not what someone might label us. So, I would encourage you and others to bring this information and to let people know what you are doing in terms of skill development.

N. Virtue: I am more and more confused about how the Executive Committee has taken it upon itself to censor certain questions. So, I think I will just wait and bring this up again because as I understand it my question on censoring questions has been censored into general good and welfare. So, I will just hold my comments about that until then.

R. Elsenbaumer: Let me make a comment. There are lots of unknowns. I like discussions.

N. Virtue: The Senate is a place for these very important discussions, and for these questions to be asked and addressed.

R. Elsenbaumer: Perhaps we should come back.

N. Virtue: I am just asking a question about procedure. Is question time a place where you get to fully explore questions being asked or not? Or is it the case that faculty members that are asking very pertinent questions about the question will get shut down and others won't? I just want clarity.

A. Ushenko: This is about valuing the humanities, as well as the more technical disciplines. I don't know what business has to do with STEAM, but I do know that if they are concerned with the technical aspect then it would be natural for one particular discipline, like visual arts, to be involved because that has been used since the dawn of history. The artist pool was the pool from where you also got technicians and scientists. That doesn't, I think, reflect an attitude toward a particular discipline.

b. (Senate Reference No. 18-9) – K. Pollock, Executive Committee

In reference to Senate Document SD 96-4 which states the following:

"That it be the policy of Indiana University-Purdue University that all administrative personnel who hold academic rank be expected, as a condition of their appointment, to be responsible for the teaching of one class per year in the department in which they have academic affiliation."

Could you provide the Senate with an updated report delineating the number of administrators above departmental chairs who have academic "rank" and the course number, title, number of students, and semester each has taught in the past three years?

C Drummond: Please see Senate Reference 18-9a:
<https://www.pfw.edu/committees/senate/documents/references.html>

N. Virtue: I am just wondering, if an administrator teaches an under-enrolled class, will the same rules apply in terms of canceling courses?

C. Drummond: In terms of the course, the cost is already there. It is an exaggeration, but essentially, you are getting a course for free because the salary of the person is already there. We would like to ensure that we are utilizing that effort in a way that is valuable. So, if I were teaching a class to three students, unless it was an absolutely required class, like part of the Geology teach out, that would not be a good use of my time. So, we balance those factors when administrators make decisions about their courses.

N. Virtue: But, it is only balanced for certain people. Certain administrators versus others.

C. Drummond: The senior administrators use their judgement.

N. Virtue: But, when French was eliminated you told me that you were going to be looking really closely and that no leeway was going to be given and that we would not be allowed to offer those classes anymore to even minors, even though the minors still exist. When I objected and said that is not fair because there are other departments that offer classes, and it seems like there is a different standard, you told me that you were going to be looking more closely and that those programs were going to be scrutinized. So, I am confused about that as well.

C. Drummond: We try to balance these things out as best as we can.

A. Livschiz: I have a question about the phrase that the cost is “for free.” Mostly because the way that course teaching is estimated is roughly ten hours a week for course load. So, if an administrator is teaching a course for ten hours a week then that is ten hours that is not being spent on the administrator’s primary responsibilities. So, how is that free? Also, is that the most optimal use of an administrator’s time? Especially given the fact that we pay administrators way more than we pay teachers. If the administrators are teaching, should they then get salary reduction to accommodate that?

C. Drummond: So, free is not a good way to describe it. I apologize for that. If we are delivering classes that are undersubscribed then that is not a good use of anybody’s time.

A. Livschiz: It is not clear pedagogically what the value of this is. Is this the best use of our resources? Especially given the very serious problems facing our institution. Shouldn’t upper administrators be focused on their responsibilities?

G. Schmidt: So, we talked about the administrators and academic rank. Do the particular roles in upper administration have a rank? That was kind of unclear to me.

C. Drummond: As I understand it, this policy was put in place that if an administrator would stop their administrative duties then they would return to a department with

tenure. That is what that means in terms of academic rank. So, the Director of Institutional Research does not hold academic rank and doesn't have a faculty department home. Those people are not included.

J. Clegg: We have reached the end of our meeting as far as time is concerned. We are required to either adjourn or recess.

The meeting recessed at 1:15 until noon, Monday, October 22, 2018.

Session II
(October 22)

Acta

J. Clegg reconvened the meeting at 12:00 p.m. on October 22, 2018.

9. New business:

- a. PFW AAUP Executive Committee (Senate Document SD 18-3) – S. Carr

K. Pollock moved to approve Senate Document SD 18-3 (Resolution on Opposing Purdue Global Practices).

Motion to approve passed on a voice vote.

- b. Deputy Presiding Officer (Senate Document SD 18-4) – A. Schwab

A. Schwab moved to approve Senate Document SD 18-4 (Campus Promotion and Tenure Subcommittee Membership).

Motion to approve SD 18-4, as submitted, failed by a voice vote.

10. Committee reports “for information only”:

- a. Graduate Subcommittee (Senate Reference No. 18-11) – S. Johnson

Senate Reference No. 18-11 (M.S. in Speech-Language Pathology) was presented for information only.

- b. Curriculum Review Subcommittee (Senate Reference No. 18-12) – C. Lawton

Senate Reference No. 18-12 (Proposals for Physics Concentration and Minor in Materials Science) was presented for information only.

- c. Mastodon Athletics Advisory Subcommittee (Senate Reference No. 18-13) – M. Parker

Senate Reference No. 18-13 (Men’s Indoor and Outdoor Track) was presented for information only.

- d. Executive Committee (Senate Reference No. 18-14) – K. Pollock

Senate Reference No. 18-14 (Education Policy Committee Charge for Syllabi Guidelines and Standards) was presented for information only.

- e. Executive Committee (Senate Reference No. 18-15) – K. Pollock

Senate Reference No. 18-15 (Chancellor Elsenbaumer’s Offer Letter) was presented for information only.

11. The general good and welfare of the University:

N. Virtue (Senate Reference No. 18-10): Increasingly, it appears that the Executive Committee has taken upon itself the task of vetting questions submitted to Senate by Voting Faculty, deeming some to be worthy of consideration at Senate meetings, and suppressing others.

Can a representative of the Executive Committee please explain why it is that some questions submitted to the Executive Committee by Senate members never make it onto the Senate agenda? This vetting could be interpreted as an inappropriate interpretation of Senate Bylaw 5.2.1.2.2., which states that the Executive committee shall:

“ensure that these questions are routed to the appropriate university office, and shall place the text of each question on the agenda of the following meeting of the Senate or the next Faculty Assembly or Convocation, whichever is first.”

More specifically, my questions are:

- By what authority has the Executive Committee decided to take it upon itself to vet, and in some cases censor, questions by Voting Faculty?
- What guidelines are used to vet the questions? I am particularly concerned that in its overzealous attempt to “police” the tone and content of questions, the Executive Committee will end up censoring important discussions about the well-being of the university.

K. Pollock: So, this is from the Executive Committee. It is the responsibility of the Executive Committee to set the agenda. Therefore, the Executive Committee reviews all documents submitted. On occasion, based on our discussions, we take the following actions:

- Remand for reconsideration.
- Ask for clarification.
- Eliminate redundant questions.
- Remand for timing issues.

Anyone who submits a question that is not put on the agenda immediately is told or receives an email as to the reason why. This person is free to respond as they see fit. We have talked about developing a written policy in our committee and appreciate your question, which encourages us to continue our deliberations.

N. Virtue: I just want to say thank you for the written statement and for addressing the question. I also should have written in my original question that my question wasn't necessarily aimed at this particular Executive Committee, but I think there has been sort of a growing concern that the previous Executive Committee, as well as this one, were vetting or censoring questions more than I felt comfortable with. So, that was the spirit of my question, and I understand and respect the fact that there are practical issues, and that it is the responsibility of the Executive Committee to make things go as smoothly as possible to avoid unnecessarily lengthy meetings and all of that. But, I would appreciate a document that spelled out more clearly how questions are vetted because I am starting to believe that there is an attempt to police questions or sort of police the tone of questions. I think that has taken place at the vetting level, but also here at these meetings where some people are shut down, quite frankly. So, I think it would be useful if the Executive Committee is going to take it upon itself to vet questions, and in particular, to vet questions based on the content and the tone of the content. I would appreciate to know how those questions would be vetted. I would still argue that if you look at the bylaws, and the passage I quoted from the bylaws, that says that the responsibility of the Executive Committee is to:

“ensure that these questions are routed to the appropriate university office, and shall place the text of each question on the agenda of the following meeting.”

So, I still see this as an overreach on the part of the Executive Committee, but if you are going to continue to overreach in this way then at a minimum I think that being as transparent and specific about the vetting process is appropriate.

M. Cain: Given what I have just heard about what the bylaws actually say, I think it would be appropriate to ask the Executive Committee to give guidelines for how questions should be phrased and what is acceptable content.

B. Buldt: I don't have any information. I have never heard these rumors that the EC censors questions. Maybe a little transparency could help. If at the end of the academic year if the Executive Committee could just say how many questions they received, how many were rejected, and how many were sent to the Senate floor, then we would have some data points. This transparency would then either confirm the suspicion that you have or we would all be put at ease that it was just rumors.

J. Malanson: So, hopefully you all saw the chancellor's announcement last Friday about the formation of the Strategic Planning Steering Committee, which I am serving as chair. The first phase of the Strategic Planning Committee process is discovery. We are trying to collect as much data as we can about the internal and external environments in which PFW operates. One of the important things we are doing as part of this process is a series of focus groups. Many of you have received invitations to participate in focus groups. If you haven't received an invitation and would like to participate in a focus group just let me know and I would be happy to extend an invitation. We are also creating several working groups to help collect more focus data in other areas.

One of those working groups, and this is the reason I am talking today, is on benchmarking. The benchmarking group is going to be charged with developing an aspirational peer institution list, and then qualitatively and quantitatively benchmarking Purdue Fort Wayne against that list. Given the discussion about the formation of a literal peer institution list last year, and how much interest the Senate had in that list, I thought it was important to invite members of the Senate to participate in this process. So, the membership of the benchmarking group, as it exists right now, from the Steering Committee we have Tim Heffron from Athletics, Farah Combs from the Honors Program and Arts and Sciences, Dean Zoghi from ETCS, Ken Christmon from Admissions, and Cynthia Springer from Human Resources. Irah Modry-Caron and Kent Johnson will be providing support for that working group. We are going to appoint at least two Senators to the working group as well, ideally from Doermer School of Business, College of Professional Studies, and/or Visual Performing Arts so that we have representation from across campus and one college isn't overrepresented in that group. But, we will take who we can get.

There is going to be a meeting next Monday, October 29 at 8:30 in the morning to kind of formally charge and explain the tasks and what the timeline is. The expectation is that this work will be completed at the end of this semester. Are there any questions about the benchmarking process?

J. Clegg: You said you will take whomever you can get, so do you want people to email you?

J. Malanson: I am going to ask for names and volunteers in just a second. So, if we can get people right at this moment then that is great. Any other questions about the benchmarking process? Any volunteers to work on the benchmarking process?

A. Ushenko: A question. Would you be proposing the meeting times to be generally at 8:00 a.m. on Monday? In which case it would be impossible for me.

J. Malanson: No. The consultants who are helping us in the discovery phase of the Strategic Planning Process, they are only on campus for limited times. That was the time that worked for their schedule. They are only here for two days for next week. There is a

meeting Monday morning and Tuesday morning to charge these groups. After that, it is going to be up to the committee to decide when they want to meet.

A. Ushenko: I tentatively volunteer. My only caveat is that since you want it to be finished by the end of the semester I want to be sure that I would be able to fully participate.

J. Malanson: Anyone else? Bernd?

B. Buldt: I am in.

J. Malanson: Any other volunteers? All right. Thank you.

J. Clegg: Any other general good and welfare.

M. Cain: I would like to announce a discussion that is sponsored by our local chapter of the AAUP. It will be on intellectual issues for faculty. Kent Kauffman, who is an Associate Professor of Business Law, will be talking about these issues. It will be Friday, November 30 from 1:30 to 3:30 right here. We will have coffee and snacks. I am providing them and if you want to tell me what you want then I will get it. I have some flyers, so you can pick one up on the way out.

C. Drummond: I am pleased to announce that the speaker for this year's Academic Affairs Winter Lecture has been set. Kathleen Fitzpatrick of Michigan State University is the Director for their Center of Digital Humanities and a former executive in MLA. She has a forthcoming book on the future of the university.

G. Schmidt: The She Expo is coming up this Saturday at the Coliseum. Students in Organization Leadership's Course Training Methods are going to be training people how to do stuff related to relaxation or leisure. The She Expo is actually free this year. So, if you want to come by and see OL students teaching about cool stuff. We did this at TEDx Fort Wayne in the Spring and they did things like how to use Snapchat and how to fold your luggage so that things don't get wrinkled. I assume that some of these topics and others that are probably cooler if you don't like those will be at the She Expo this Saturday. I think it is like 10:00 to 5:00 pm. So, come by and learn some stuff. It is free.

K. Pollock: Our accounting students are in the top 15% for middle size schools for first time pass rates on the CPA exam. Two years running.

S. Stevenson: I found out that not long ago that the new Biochemistry degree that we started is doing really well. We have 30-31 new Biochemistry majors. That is first semester.

J. Clegg: As you know, we do not have a Senator to represent us at the Purdue Fort Wayne Senate. They have emailed us multiple times. We need someone and they want someone down there. Because we had one in place that resigned, the bylaws state that the

person that takes the place must be a standing Senator. We can't use someone that is just a normal faculty member. Jeff, would you tell them what it takes?

J. Nowak: I filled in for the last three when there was a resignation. It was very informative. You travel to West Lafayette. You are a part of the regular Senate meeting. It takes a good part of the day. You are generally there from 3:00 to 5:00. You are getting home at 8:00 pm, but you are leaving at 10:00 or 11:00 in the morning. But, it is very informative. I enjoyed being a part of those three meetings. However, since I am a speaker here, and sometimes it meets at the same time, that is one of the reasons why I haven't volunteered again this year.

J. Clegg: We looked at the schedule for this coming year and how many times do they conflict? I think it was only one or two. So, if anyone does take this on then it won't conflict much.

A. Schwab: They are also actually holding a seat on the Educational Policy Committee at Purdue West Lafayette Senate for whoever happens to be the person.

J. Clegg: Which is an important committee. They make decisions that affect us. So, if there is a Senator that is willing to do this please let us know. This is an important opportunity.

A. Ushenko: You say it has to be a standing Senator? I am naïve. What does that mean?

J. Clegg: That means you are currently elected as a Senator. You don't have to volunteer now, but please send us an email if you are interested.

12. Adjournment: The meeting adjourned at 1:09 p.m.

Joshua S. Bacon
Secretary of the Faculty

Parliamentary Procedure & *Robert's Rules of Order*

14 SEPTEMBER 2015

JEFF MALANSON, SENATE PARLIAMENTARIAN

A solid green horizontal bar at the bottom of the slide.

Purpose of the Rules

These rules help to maintain order and insure fairness

“These rules are based on a regard for the rights:

- Of the majority,
- Of the minority, especially a strong minority—greater than one third,
- Of individual members,
- Of absentees, and
- Of all these together.”

Important Concepts: Procedure

1. Discussion of an item for action cannot take place until there is a motion on the floor regarding the item
2. Discussion should be limited to the item that is on the floor and the motion that is up for a vote
3. All comments should be directed to the presiding officer
4. All those with speaking privileges should be allowed to speak once before anyone with speaking privileges can speak for a second time

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 days before the Senate meeting at which they are to be considered

Important Concepts: Best Practices

October 2015

Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
				1	2 Docs. to Sarah	3
4	5	6	7	8	9	10
11	12 <i>Columbus Day</i>	13	14	15	16	17
18	19 <u>Senate!</u>	20	21	22	23	24

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 days before the Senate meeting at which they are to be considered
2. Senators should carefully review the Senate agenda and attached documents before each meeting
3. It at all possible, amendments should be written out ahead of time

Ranking of Motions

Order of making motions	Common motions	Order of voting on motions
Motions are made from bottom to top	Fix the time to which to adjourn	Motions are voted from top to bottom
	Adjourn	
	Recess	
	Raise a question of privilege	
	Call for the orders of the day	
	Lay on the table	
	Previous question	
	Limit or extend limits of debate	
	Postpone to a certain time	
	Refer to a committee	
	Amend	
	Postpone indefinitely	
	Main motion	

Questions?

In Memoriam

DAVID W. MAURITZEN, 81, of Fort Wayne, Ind., passed away Wednesday, Aug. 15, 2018. Born on April 17, 1936 in Peoria, Ill., he was the son of the late Melvin and Ruth Mauritzen. David was an Associate Professor Emeritus at IPFW after retiring from there in 2009 after 31 years. He played the trumpet in the Fort Wayne Community Orchestra, was a member of AOPA and was a Licensed Amateur Radio Operator. David is survived by his loving wife, June (Dean) Mauritzen, and his son, William D. Mauritzen.

In response to SD 17-20, which calls for the establishment of goals and measures for athletics, it was discovered in the Faculty Senate archives that such measures and a method for reporting on such measures already exists in the form of SD 03-19. This document calls for an annual report by the Chancellor with set criteria and measures. The document calls for a report and presentation before the Faculty Senate each fall. Some of the measures called for are no longer relevant. If the Faculty Senate wishes to amend SD 03-19 to change or add other metrics, it may do so following the established faculty governance system. What follows is the report for academic year 2016-2017. This report contains a best-faith effort at addressing each metric and request. The intention of the Office of the Chancellor is to issue this report and present it to the Faculty Senate each fall semester moving forward.

The report includes 4 appendices. Appendix I is data from the NCAA Institutional Performance Program. This data contextualizes information about the university's athletics program by comparing it to other NCAA conferences as a point of comparison. The data includes academic, administrative, and financial information. Appendix II is a description of the NCAA Data Review Process that replaced NCAA Audits. Appendix III contains a final report on the university's most recent data review. Appendix IV is a description of the student-athlete academic eligibility certification process used to certify the academic eligibility of all student-athletes.

Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics

2016-2017

As requested in SD 03-19 following is the Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics for the academic year 2016-2017.

Metrics:

1. Percentage and dollar amount of athletic scholarships funded from IPFW administered scholarship funds.

Percentage of Athletic Scholarships compared to total scholarship funds: 22.9%

Dollar amount of Athletic Scholarships: \$2,119,807.

Total University Aid: \$9,241,467.

Summit League Average Athletic Aid: \$3.65 million. Horizon League Average Athletic Aid: \$4.1 Million.

2. *Percentage and dollar amount of athletic scholarships funded from the Chancellor's Merit Scholarship Fund.*

This metric is now irrelevant as this type of scholarship has been eliminated. Academic Aid is awarded unrelated of Athletic Aid and therefore is not funding Athletic Aid.

3. *Fees per credit hour used in support of intercollegiate athletics.*

Athletics receives 65% of the Student Service Fee, which is \$8.52 per credit hour

4. *Percentage of total athletic budget funded by student fees.*

Student fees fund 17% of total expenses. Summit League average is 10.3%. Horizon League average is .8%

5. *Total dollar amount of costs of coaching staff and support personnel allocated to the general fund.*

This metric is now irrelevant as a general fund subsidy is sent to athletic accounts. Determining how much of the subsidy is specifically attributed to salary and benefits cannot be determined.

6. *Surplus or deficit in annual athletic budget as shown on the EADA report.*

Surplus of \$228,072.

7. *Number of "major infractions" assessed by the NCAA in the past ten years.*

The university has had one major violation in the last ten years. It was self-reported to the NCAA and was reviewed through the cooperative summary disposition process, with the infractions decision occurring on November 24, 2015. The university was given two years of probation and monitoring for the infraction. The probationary period was completed successfully, and the university has no current infractions.

8. Win/Loss records in the various sports offered.

As of March 15, 2018:

	Baseball			MBB		WBB		MSOC			WSOC			MVB		WVB		Softball			MTEN		WTEN		Department			Pct.
	W	L	T	W	L	W	L	W	L	T	W	L	T	W	L	W	L	W	L	T	W	L	W	L	W	L	T	
2017-18	4	9	0	20	13	4	24	5	9	4	1	17	0	15	6	12	19	10	16	0					71	113	4	0.388297872
2016-17	9	43	0	20	13	5	24	9	9	0	3	14	2	5	23	13	18	12	36	0					76	180	2	0.298449612
2015-16	33	26	0	24	10	7	23	5	12	0	4	13	2	10	19	7	25	11	40	0					101	168	2	0.376383764
2014-15	28	26	0	16	15	9	21	6	9	4	2	14	2	18	12	13	20	3	45	0	16	12	24	8	135	182	6	0.427244582
2013-14	19	36	0	25	11	15	15	1	15	1	6	12	1	21	7	18	14	40	15	0	19	9	18	10	182	144	2	0.557926829
2012-13	22	32	0	16	17	13	17	4	15	1	10	8	1	13	13	25	7	34	16	0	9	17	23	8	169	150	2	0.529595016
2011-12	16	40	0	11	19	9	21	8	10	2	7	9	1	13	15	21	9	45	14	0	12	11	19	11	161	159	3	0.503095975
2010-11	17	34	0	18	12	20	11	2	13	2	7	9	1	16	12	21	11	28	15	1	9	14	27	4	165	135	4	0.549342105
2009-10	17	38	0	16	15	13	17	6	11	2	4	12	1	12	17	20	12	29	19	0	11	15	23	6	151	162	3	0.482594937
2008-09	13	38	0	14	17	9	21	3	11	4	0	17	1	12	15	16	15	14	24	0	8	18	25	5	114	181	5	0.388333333

	Baseball					MBB				WBB				MSOC					WSOC				
	W	L	T	Finish	Funding	W	L	Finish	Funding	W	L	Finish	Funding	W	L	T	Finish	Funding	W	L	T	Finish	Funding
2017-18	11	37	0	6/6		18	15	4/8		4	24	8/8		5	9	4	6/6		1	17	0	8/8	
2016-17	9	43	0	6/6	6.5/6	20	13	4/9	5.6/9	5	24	9/9	9.8/9	9	9	0	4/7	4.4/6	3	14	2	9/9	8.9/9

	MVB				WVB				Softball					MGOLF	
	W	L	Finish	Funding	W	L	Finish	Funding	W	L	T	Finish	Funding	Finish	Funding
2017-18	18	11	5/8		12	19	6/8		19	35	0	6/6		5/8	
2016-17	5	23	9/9	5/8	13	18	4/9	8.9/9	12	36	0	7/7	7.6/7	7/9	6.8/9

	WGOLF		MXC		WXC		WTRACK		Department			Pct.
	Finish	Funding	Finish	Funding	Finish	Funding	Finish	Funding	W	L	T	
2017-18	8/8		4/6		5/7		7/7		88	167	4	0.34749
2016-17	9/9	9.8/9	5/7	7.7/7	5/8	7.7/8	8/8	7.8/8	76	180	2	0.29845

9. Graduation Rates for the 6-year cohort period for student-athletes, with a comparison to the institution's graduation rate.

IPEDS Graduation Rate Surveys	<u>All Students</u>	<u>Athletes</u>	<u>Summit League</u>	<u>Horizon League</u>
2010-2011 Cohort	24%	68%	Data Not Available	
4-class average thru 2011	25%	62%	73%	71%

10. Student-Athlete GPA for the most recent fall and spring semesters.

	<u>Student-Athletes</u>	<u>Student Body</u>	<u>Summit League</u>	<u>Horizon League</u>
Fall 2016 GPA	3.17	2.81	3.25	3.19
Spring 2017 GPA	3.26	2.86	Data not available	

11. Attendance at athletic events.

Average single game attendance during season

Women's Basketball: 652

Men's Basketball: 1,364 (not including November 11 Indiana University game of 11,076)*

Women's Volleyball: 498

Men's Volleyball: 590

*11,076 is largest-ever basketball crowd in Allen County War Memorial Coliseum

News of the Mastodon's victory reached an estimated 458 million people through traditional and social media outlets.

Note: Attendance records are not kept for other sports, and admission is free.

12. Gate receipts.

Total Ticket Revenue (four indoor sports)

2014-15: \$86,062

2015-16: \$91,323

2016-17: \$260,937 (Includes \$170,644.75 from November 11, 2016 Indiana University game tickets)

Summit League Average Ticket Sales

\$807,258

Horizon League Average Ticket Sales

\$270,845

13. EADA comparable institution data, including gender-equity measures. The comparable institutions were selected based on their demographic, financial, and athletic similarity to IPFW.

1. EADA – Comparable Institutional Data – all for 2016-17

	Purdue Fort Wayne	Purdue North West	U Arkansas Little Rock	U Missouri Kansas City	U Wisconsin Green Bay	TX Corpus Christi
FT UG Male Enrollment	2,808	2,256	1,878	2,783	1,411	3,439
FT UG Female Enrollment	3,527	2,089	2,546	3,745	2,631	4,812
FT UG Total Enrollment	6,335	4,345	4,424	6,528	4,042	8,251
Total Male Participants	113	105	113	146	104	141
Total Female Participants	159	89	144	194	131	185
Total Participants	272	194	257	340	235	326
Total Operating Expenses Men's Teams	\$963,426	\$236,201	\$955,768	\$1,074,969	\$697,189	\$990,921
Total Operating Expenses Women's Teams	\$800,940	\$279,258	\$805,605	\$1,193,011	\$800,862	\$757,321
Total Revenues Men's Teams	\$3,270,177	\$1,154,816	\$2,180,997	\$4,660,327	\$3,416,663	\$3,466,771
Total Revenues Women's Teams	\$3,043,979	\$1,367,215	\$681,942	\$5,015,415	\$3,887,787	\$4,254,199
Total Revenues Not Allocated by Sport	\$4,293,710	\$846,719	\$9,321,832	\$5,418,873	\$2,284,880	\$3,237,255
Total Revenues	\$10,607,866	\$3,394,135	\$12,184,771	\$15,094,615	\$9,589,330	\$10,958,225
Total Expenses Men's Teams	\$3,270,177	\$1,153,852	\$4,106,652	\$4,660,327	\$3,416,663	\$3,466,771
Total Expenses Women's Teams	\$3,043,979	\$1,357,793	\$4,044,465	\$5,015,415	\$3,887,787	\$4,254,199
Total Expenses Not Allocated by Sport	\$4,065,638	\$872,104	\$2,922,997	\$5,418,873	\$2,284,880	\$3,237,255
Total Expenses	\$10,379,794	\$3,358,364	\$11,074,114	\$15,094,615	\$9,589,330	\$10,958,225
Men's Teams Head Coaches	6/50%	6/46%	4/40%	5/42%	8/44%	5/36%
Women's Teams Head Coaches	6/50%	7/54%	6/60%	7/58%	10/56%	9/64%
Men's Teams Assistant Coaches	12/43%	6/46%	6/33%	10/45%	10/42%	12/43%
Women's Teams Assistant Coaches	16/57%	7/54%	12/67%	12/55%	14/58%	16/57%
Men's Teams Athletically Related Student Aid	\$1,049,678	\$215,225	\$1,035,269	\$1,719,352	\$999,190	\$922,682
Women's Teams Athletically Related Student Aid	\$1,183,854	\$278,039	\$1,483,538	\$2,492,476	\$1,462,474	\$1,499,067
Men's Teams Recruiting Expenses	\$81,800	\$7,341	\$151,961	\$91,695	\$79,975	\$95,275
Women's Teams Recruiting Expenses	\$83,957	\$9,245	\$107,877	\$100,725	\$60,398	\$126,181

Men's Average Annual Institutional Salary per Head Coaching Position	\$56,249	\$46,837	\$160,512	\$116,409	\$42,232	\$70,274
Men's Number of Head Coaching Positions Used to Calculate the Average Salary	6	6	4	5	8	5
Men's Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$65,917	\$62,449	\$183,442	\$145,511	\$106,244	\$100,391
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	5.12	4.5	3.5	4	3.18	3.5
Women's Average Annual Institutional Salary per Head Coaching Position	\$56,162	\$47,832	\$102,749	\$76,071	\$34,056	\$51,884
Women's Number of Head Coaching Positions Used to Calculate the Average Salary	6	7	6	7	10	9
Women's Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$62,634	\$60,877	\$112,090	\$88,750	\$65,745	\$71,839
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	5.38	5.5	5.5	6	5.18	6.5
Men's Average Annual Institutional Salary per Assistant Coaching Position	\$39,258	\$7,978	\$89,159	\$37,884	\$37,317	\$33,648
Men's Number of Assistant Coaching Positions Used to Calculate the Average Salary	9	6	6	10	8	10
Men's Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$49,073	\$21,275	\$97,264	\$47,355	\$62,066	\$52,411
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7.2	2.25	5.5	8	4.81	6.42
Women's Average Annual Institutional Salary per Assistant Coaching Position	\$34,080	\$6,398	\$41,335	\$37,600	\$25,452	\$26,323
Women's Number of Assistant Coaching Positions Used to Calculate the Average Salary	9	7	12	12	11	16
Women's Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$39,834	\$16,286	\$58,355	\$45,120	\$44,370	\$44,710
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7.7	2.75	8.5	10	6.31	9.42

Part II. NCAA Financial Audit Report - Review of findings

2016-17 Audit (most recent available)

The audit found no exceptions to compliance with NCAA Financial Audit Guidelines.

The report also included the following statistics:

Total revenues	\$10,607,866
Total expenses	\$10,379,794
Net revenue	\$228,072

Part III. Athletics Certification Self-Study Report (2004, completed every 10 years)

The NCAA ceased its Athletic Certification process in April 2011.

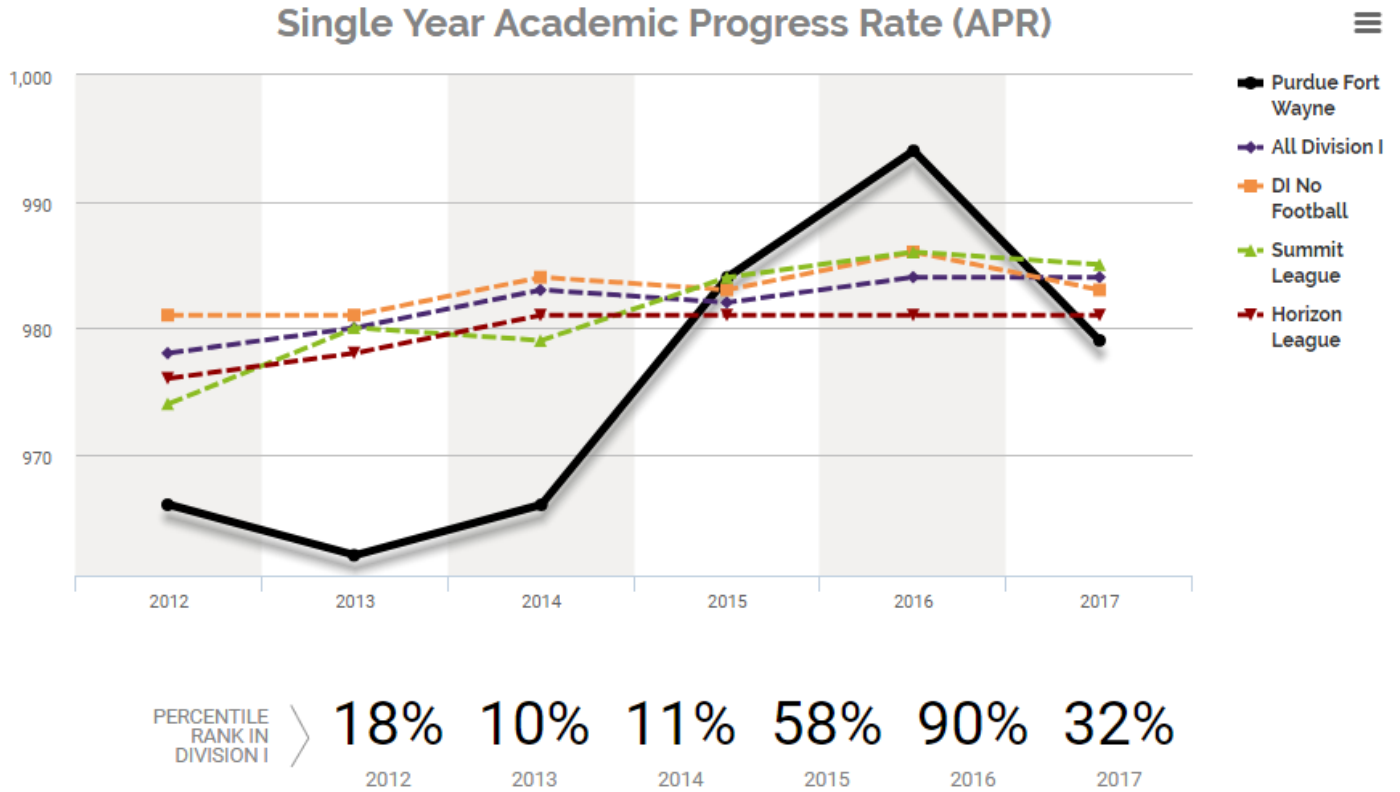
The NCAA now completes comprehensive academic eligibility data reviews on a random basis. IPFW's most recent comprehensive data review was completed in February-April of 2018. The review found no violations of any kind and indicated a few non impactful minor inaccuracies in coding of students that were quickly corrected. A description of the NCAA Data Review Process is included in Appendix I. A copy of the findings of the review are included in Appendix IV.

Appendix I NCAA Athletics Metrics Academic Year 2016-2017

All Data taken from the NCAA Institutional Performance Program

Academics

Academic Progress Rate (APR)

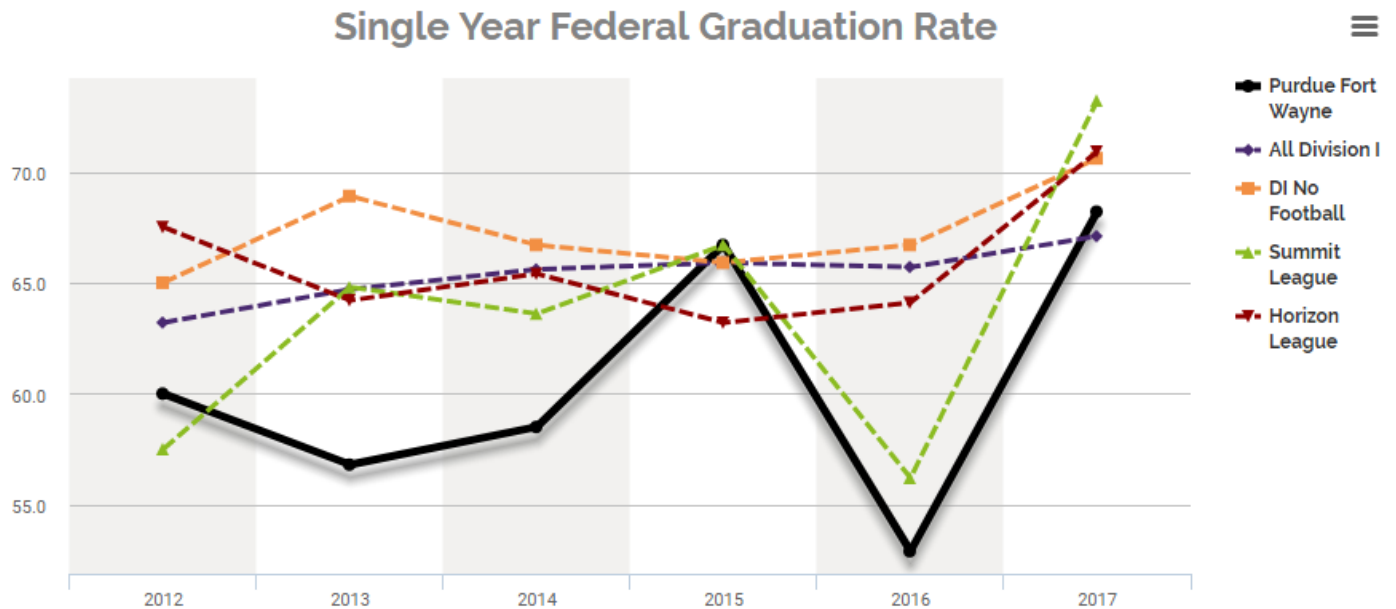


Single Year Academic Progress Rate (APR)

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	966	962	966	984	994	979
All Division I	978	980	983	982	984	984
DI No Football	981	981	984	983	986	983
Summit League	974	980	979	984	986	985
Horizon League	976	978	981	981	981	981

Federal Graduation Rate

This category includes the single-year federal graduation rates for student-athletes.



PERCENTILE RANK IN DIVISION I

38% 26% 29% 53% 12% 54%

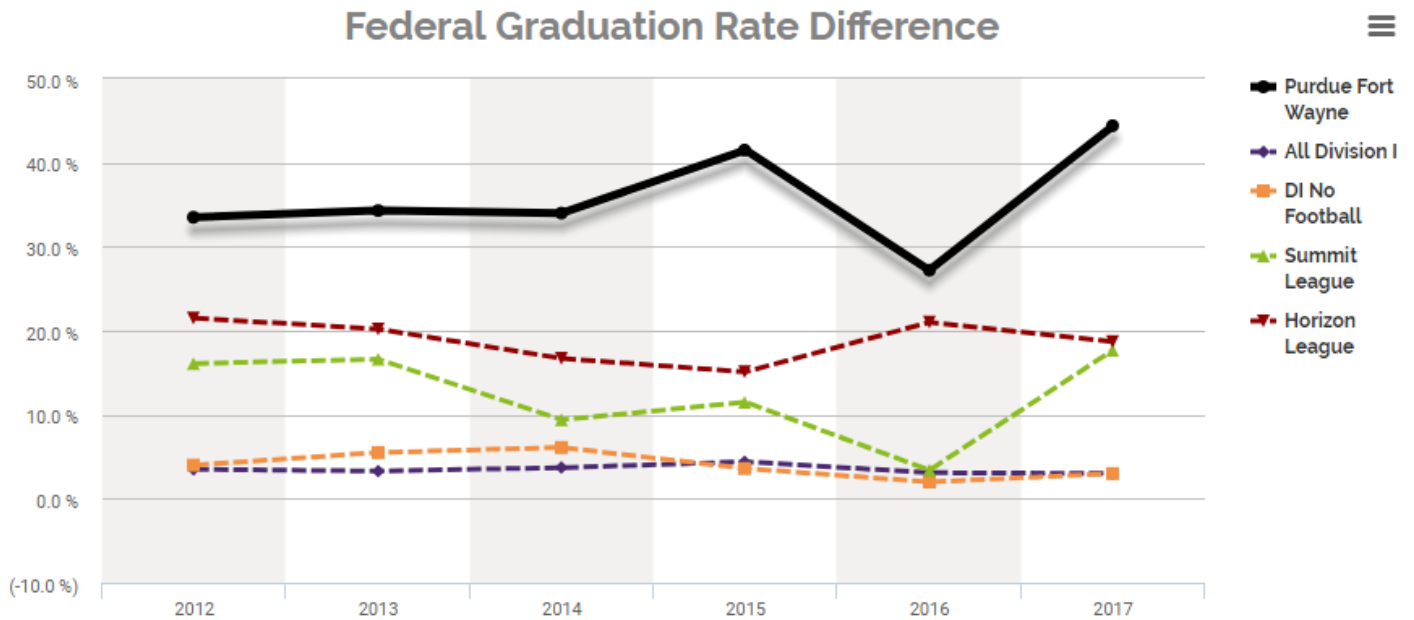
2012 2013 2014 2015 2016 2017

Single Year Federal Graduation Rate

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	60.0	56.8	58.5	66.7	52.9	68.2
All Division I	63.2	64.7	65.6	65.9	65.7	67.1
DI No Football	65.0	68.9	66.7	65.9	66.7	70.6
Summit League	57.5	64.8	63.6	66.7	56.2	73.2
Horizon League	67.5	64.2	65.4	63.2	64.1	70.9

Federal Graduation Rate Difference

This indicator displays the difference between the single-year federal graduation rates for student-athletes and the student body. Positive numbers reflect a higher federal graduation rate for student-athletes, while negative numbers are to be interpreted as the student body having a higher federal graduation rate than student-athletes.



PERCENTILE RANK IN DIVISION I

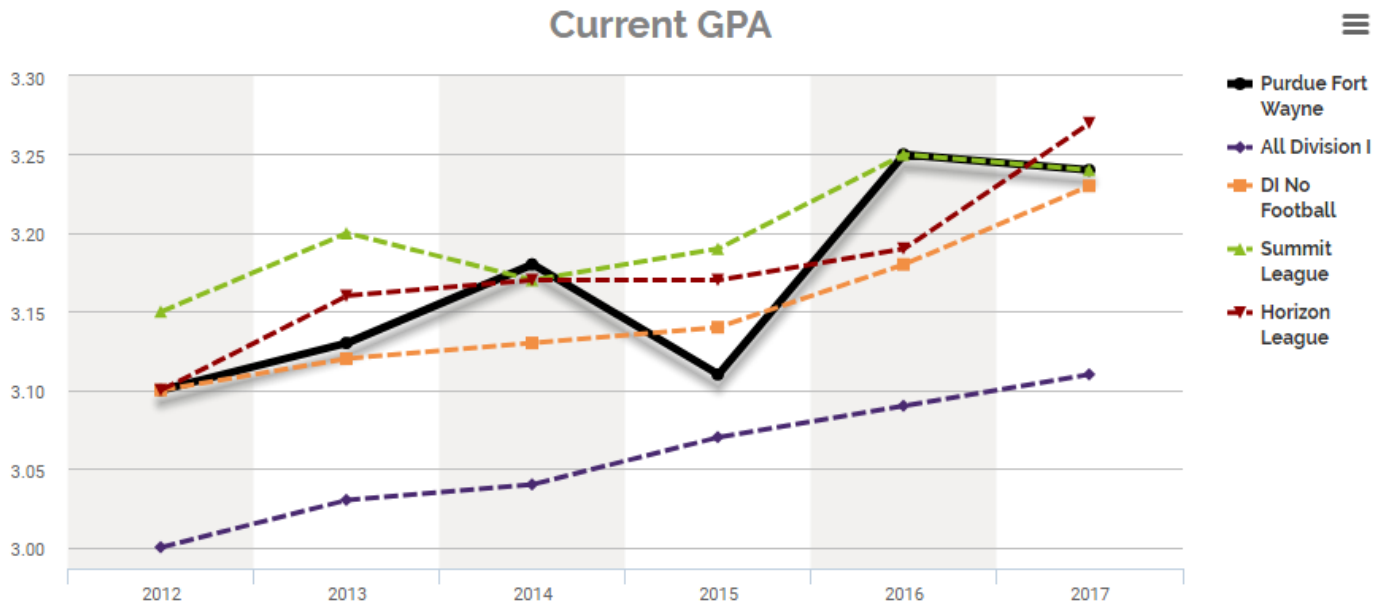
99% 98% 99% 99% 97% 100%

Federal Graduation Rate Difference

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	33.5%	34.3%	34.0%	41.5%	27.2%	44.4%
All Division I	3.5%	3.3%	3.7%	4.4%	3.1%	3.0%
DI No Football	4.0%	5.5%	6.1%	3.6%	2.0%	3.0%
Summit League	16.1%	16.6%	9.4%	11.5%	3.4%	17.7%
Horizon League	21.5%	20.2%	16.7%	15.1%	21.0%	18.7%

Current GPA

This category includes the most recent year-end cumulative GPA for student-athletes.



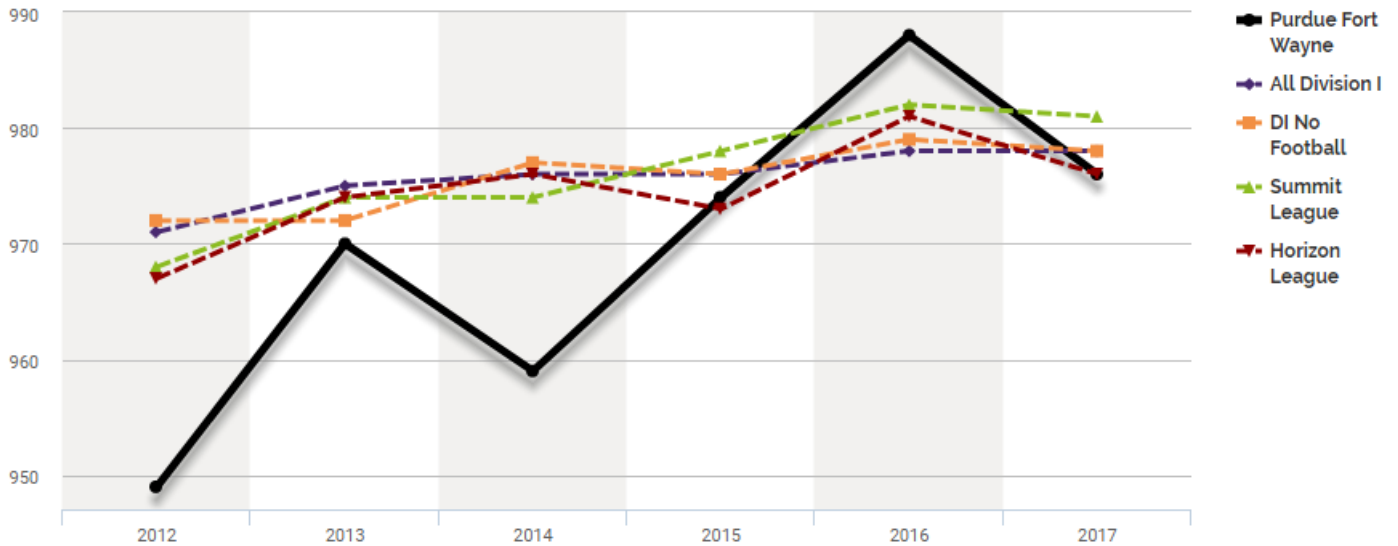
Current GPA

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	3.10	3.13	3.18	3.11	3.25	3.24
All Division I	3.00	3.03	3.04	3.07	3.09	3.11
DI No Football	3.10	3.12	3.13	3.14	3.18	3.23
Summit League	3.15	3.20	3.17	3.19	3.25	3.24
Horizon League	3.10	3.16	3.17	3.17	3.19	3.27

Retention Rate

This category includes the single-year retention component of APR.

Single Year Retention Rate



PERCENTILE
RANK IN
DIVISION I

8%

2012

38%

2013

12%

2014

45%

2015

83%

2016

43%

2017

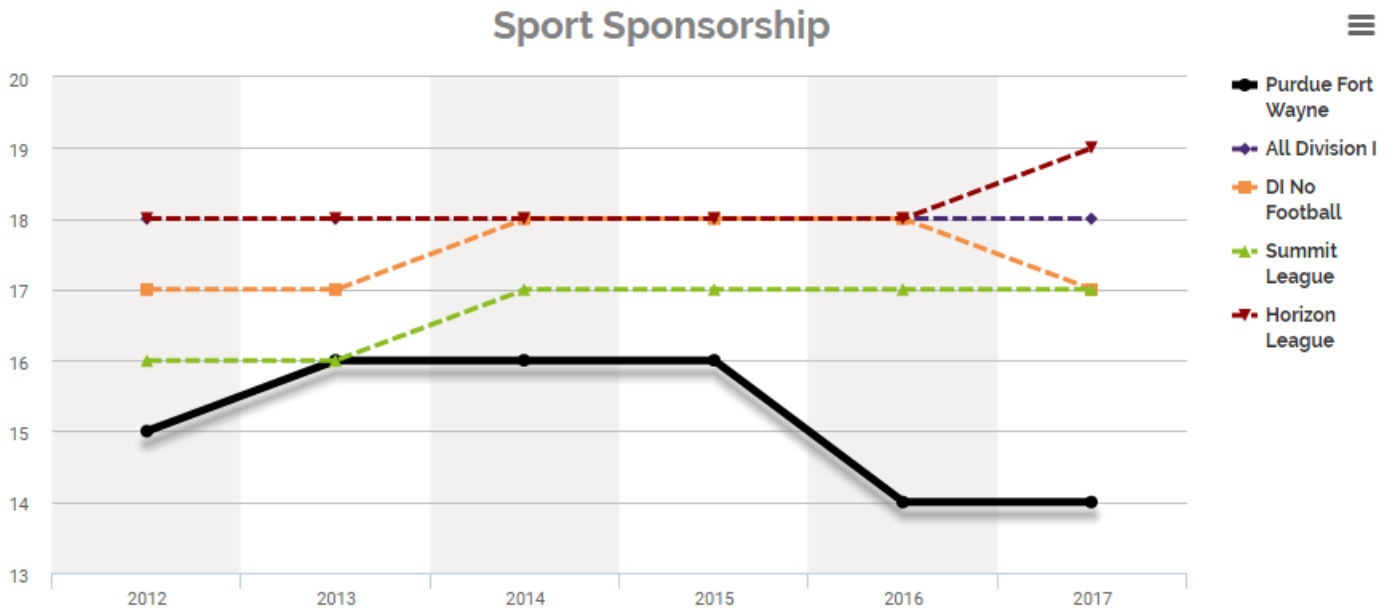
Single Year Retention Rate

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	949	970	959	974	988	976
All Division I	971	975	976	976	978	978
DI No Football	972	972	977	976	979	978
Summit League	968	974	974	978	982	981
Horizon League	967	974	976	973	981	976

Students

Sport Sponsorship

This category indicates the number of sports sponsored at an institution.



PERCENTILE RANK IN DIVISION I > 11% 23% 21% 21% 2% 2%

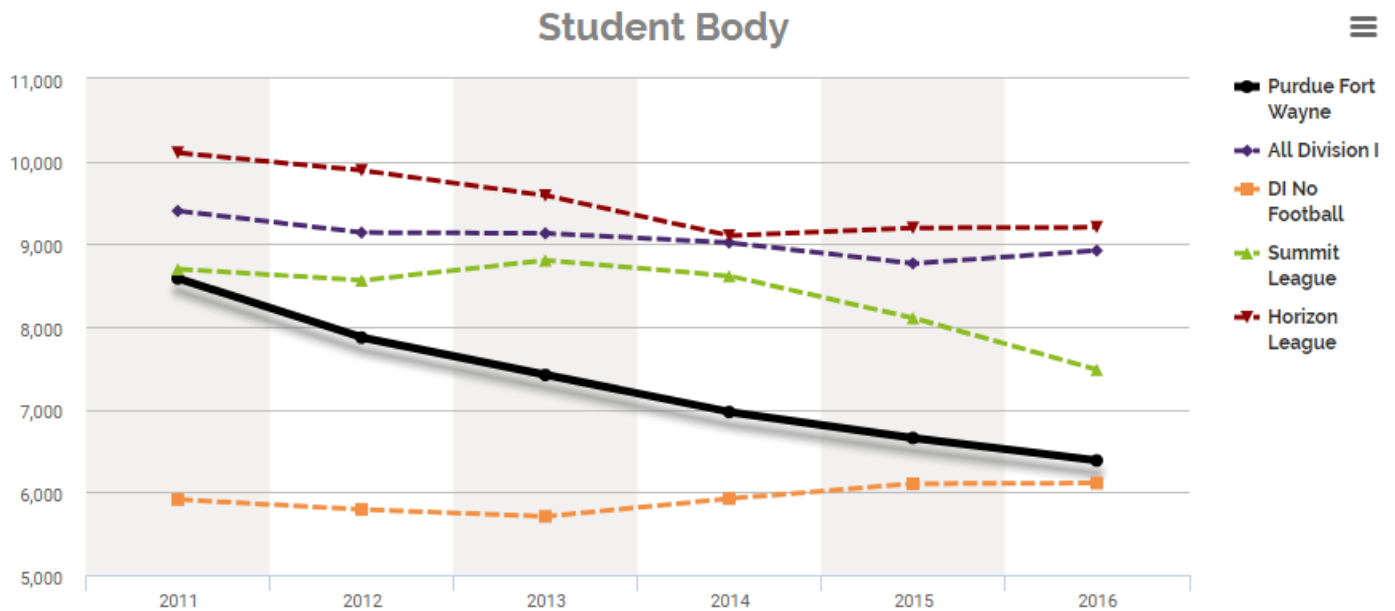
2012 2013 2014 2015 2016 2017

Sport Sponsorship

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	15	16	16	16	14	14
All Division I	18	18	18	18	18	18
DI No Football	17	17	18	18	18	17
Summit League	16	16	17	17	17	17
Horizon League	18	18	18	18	18	19

Student Body

This category indicates the number of full-time degree seeking undergraduates at an NCAA member institution.

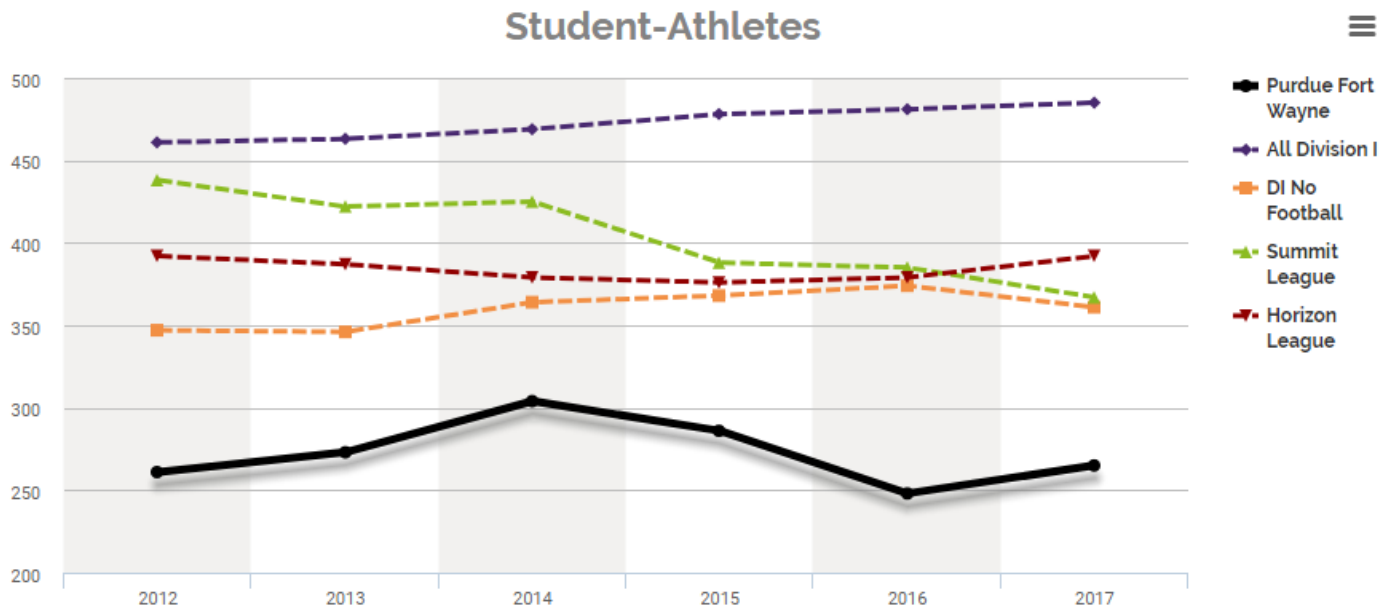


Student Body

	2011	2012	2013	2014	2015	2016
Purdue Fort Wayne	8,585	7,870	7,418	6,971	6,656	6,384
All Division I	9,401	9,140	9,131	9,018	8,767	8,923
DI No Football	5,913	5,792	5,709	5,924	6,104	6,112
Summit League	8,699	8,562	8,805	8,614	8,106	7,482
Horizon League	10,103	9,891	9,587	9,103	9,196	9,203

Student-Athletes

This category indicates the number of participants at an NCAA member institution. Student-athlete is defined as a student who, as of the day of the varsity team's first scheduled contest: (a) is listed as a team member; (b) practices with the varsity team and receives coaching from one or more varsity coaches; or (c) received athletically-related student aid. Any student who satisfies one or more of the above criteria is a participant, including a student on a team the institution designates or defines as junior varsity, freshman, or novice, or a student who does not play in a scheduled contest, whether for medical reasons or to preserve eligibility (i.e., a redshirt).



PERCENTILE
RANK IN
DIVISION I



5%

2012

5%

2013

9%

2014

5%

2015

3%

2016

3%

2017

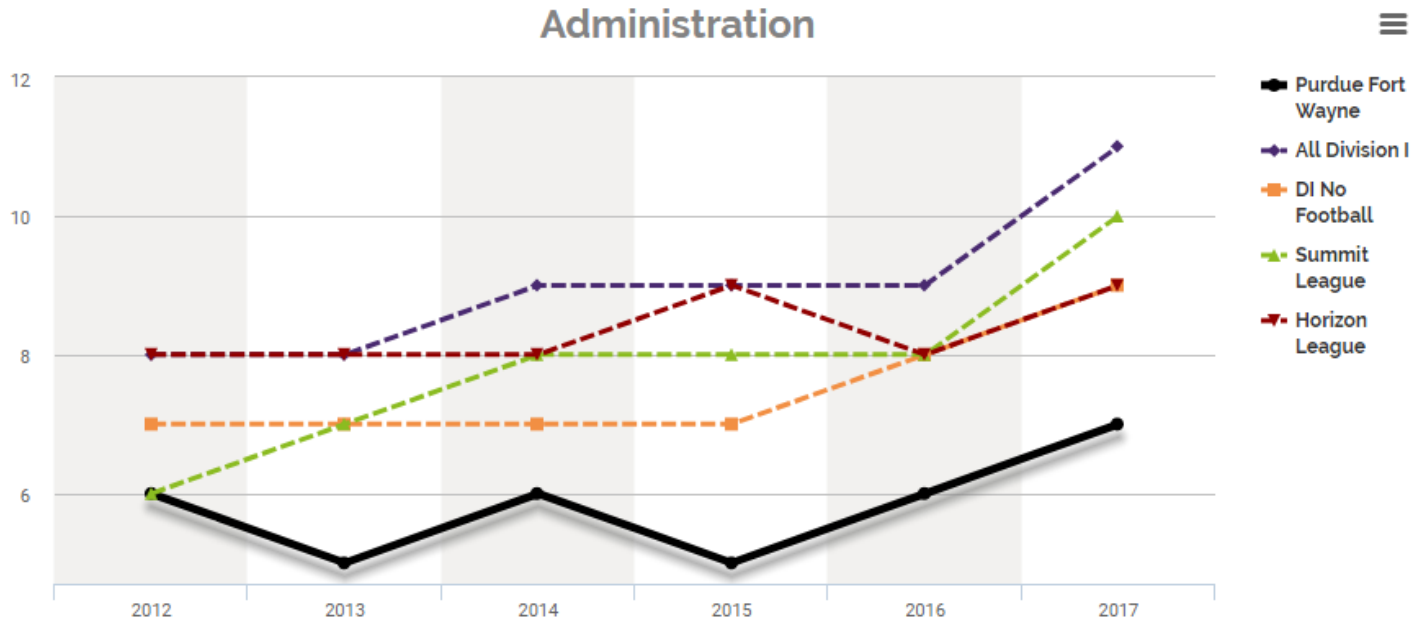
Student-Athletes

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	261	273	304	286	248	265
All Division I	461	463	469	478	481	485
DI No Football	347	346	364	368	374	361
Summit League	438	422	425	388	385	367
Horizon League	392	387	379	376	379	392

Leadership

Administration

This category is the sum total of your director of athletics, associate directors of athletics and assistant directors of athletics.



PERCENTILE RANK IN DIVISION I

29% 18% 24% 16% 23% 22%

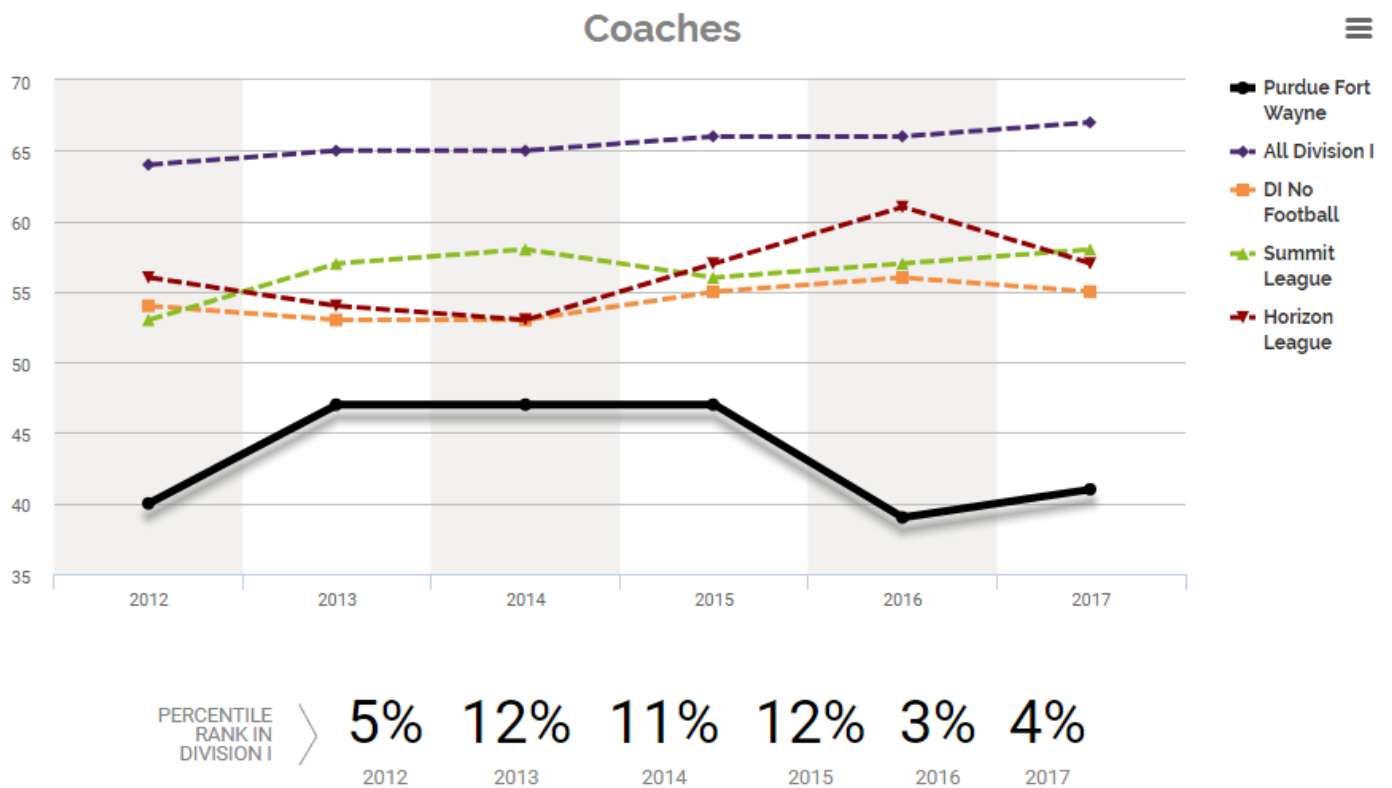
2012 2013 2014 2015 2016 2017

Administration

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	6	5	6	5	6	7
All Division I	8	8	9	9	9	11
DI No Football	7	7	7	7	8	9
Summit League	6	7	8	8	8	10
Horizon League	8	8	8	9	8	9

Coaches

This category is the sum total of your head and assistant coaches.



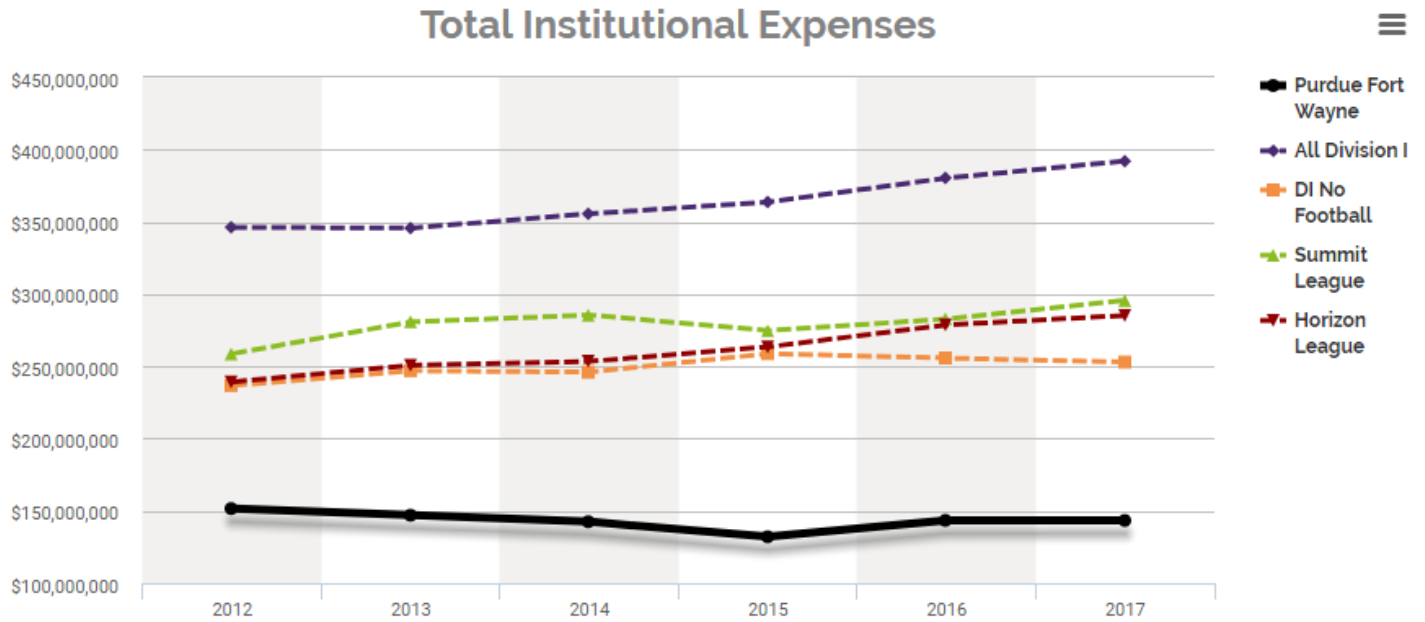
Coaches

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	40	47	47	47	39	41
All Division I	64	65	65	66	66	67
DI No Football	54	53	53	55	56	55
Summit League	53	57	58	56	57	58
Horizon League	56	54	53	57	61	57

Financial

Total Institutional Expenses

This category identifies the total operating expenses at the university / institutional level.



PERCENTILE RANK IN DIVISION I

22% 20% 18% 15% 17% 15%

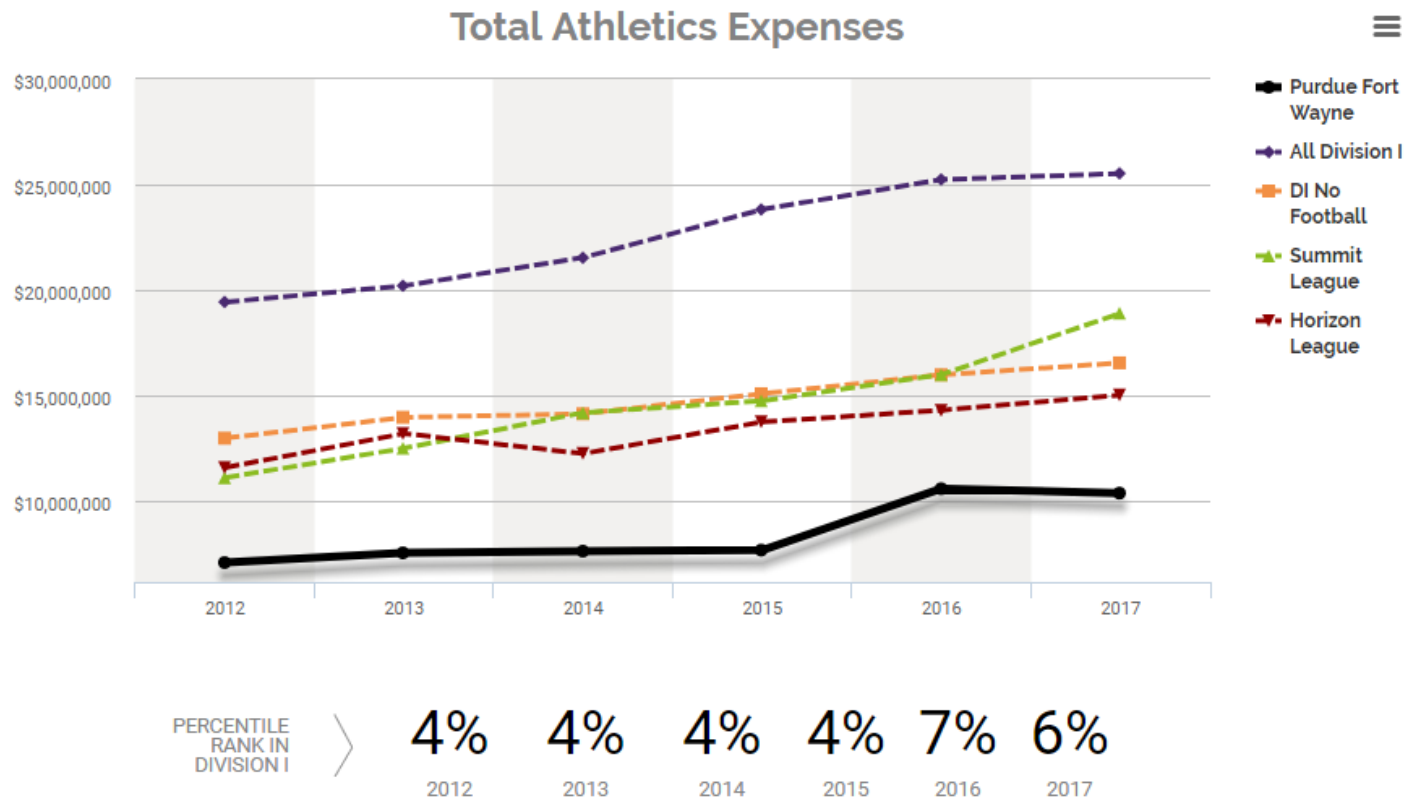
2012 2013 2014 2015 2016 2017

Total Institutional Expenses

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$151,601,465	\$147,013,526	\$142,508,450	\$132,088,539	\$143,425,810	\$143,385,375
All Division I	\$346,235,986	\$345,693,913	\$355,614,511	\$363,762,127	\$380,321,597	\$392,101,931
DI No Football	\$236,760,012	\$246,984,037	\$246,018,653	\$258,824,000	\$255,774,889	\$252,977,263
Summit League	\$258,759,002	\$280,795,480	\$285,547,438	\$274,786,278	\$282,816,943	\$295,682,557
Horizon League	\$239,227,824	\$250,793,740	\$253,482,876	\$263,512,966	\$278,688,089	\$285,224,862

Total Athletics Expenses

This category identifies total athletics expenditures.



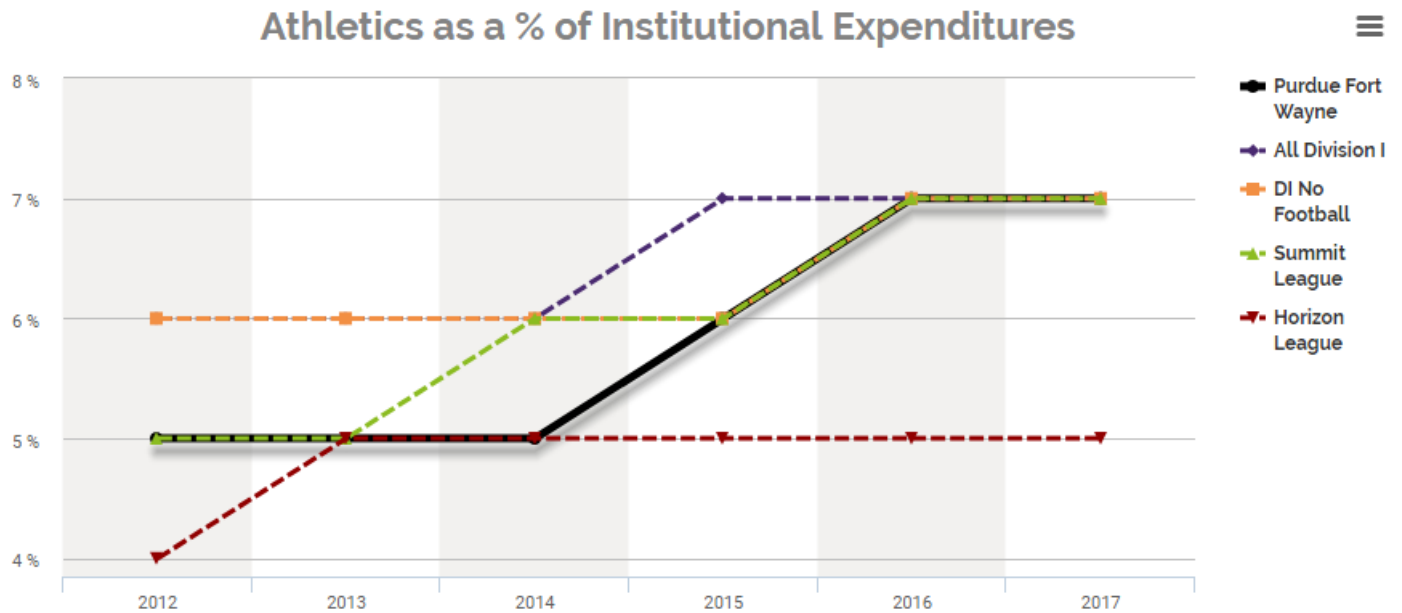
Total Athletics Expenses

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$7,088,525	\$7,546,796	\$7,629,868	\$7,677,844	\$10,590,833	\$10,379,794
All Division I	\$19,431,459	\$20,206,645	\$21,542,643	\$23,823,841	\$25,236,689	\$25,523,883
DI No Football	\$12,983,073	\$13,970,673	\$14,138,912	\$15,090,323	\$15,986,634	\$16,552,513
Summit League	\$11,109,292	\$12,505,431	\$14,190,275	\$14,752,570	\$15,996,053	\$18,904,718
Horizon League	\$11,584,766	\$13,203,009	\$12,251,408	\$13,753,153	\$14,306,127	\$15,022,595

Athletics as a % of Institutional Expenditures

This category identifies the percent of the institutional budget that comprises athletics expenses. Data

Calculation: Total athletics expenses/Total institutional expenses



PERCENTILE
RANK IN
DIVISION I

33% 37% 36% 40% 55% 53%

2012 2013 2014 2015 2016 2017

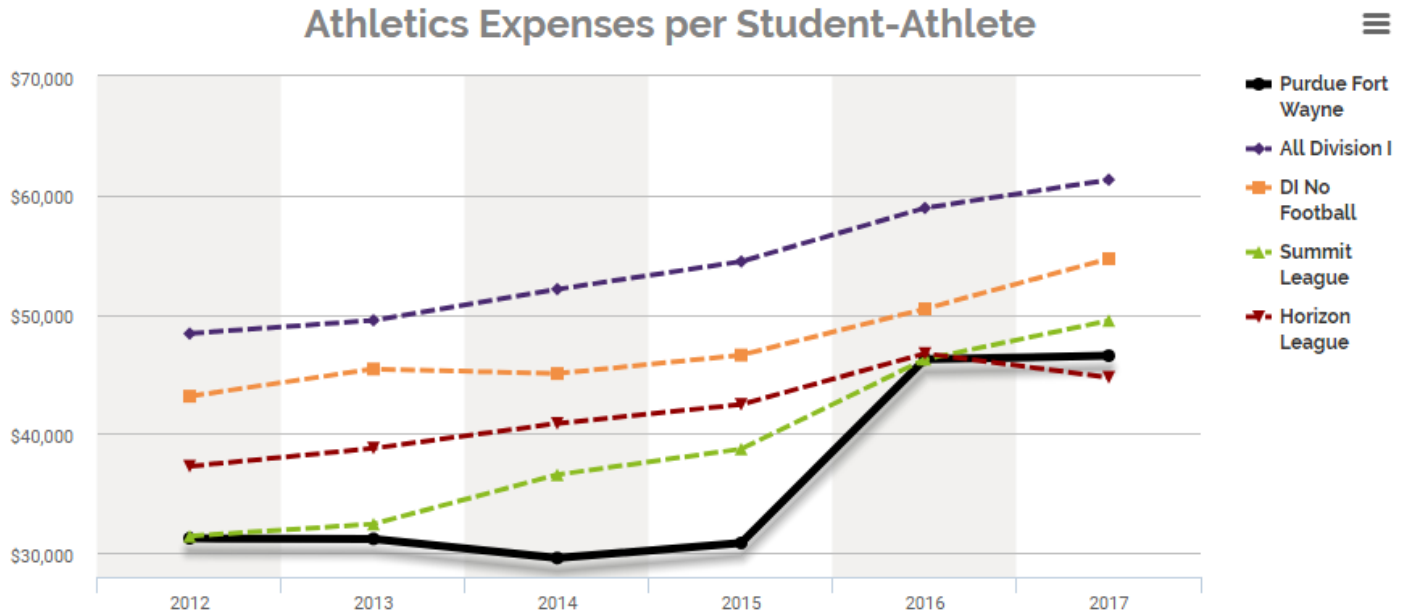
Athletics as a % of Institutional Expenditures

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	5%	5%	5%	6%	7%	7%
All Division I	6%	6%	6%	7%	7%	7%
DI No Football	6%	6%	6%	6%	7%	7%
Summit League	5%	5%	6%	6%	7%	7%
Horizon League	4%	5%	5%	5%	5%	5%

Athletics Expenses per Student-Athlete

This category identifies the athletics expenses per student-athlete.

Data Calculation: Total athletics expenses/Unduplicated student-athlete count as reported in the financial reporting system.



PERCENTILE
RANK IN
DIVISION I

14% 14% 7% 8% 33% 28%

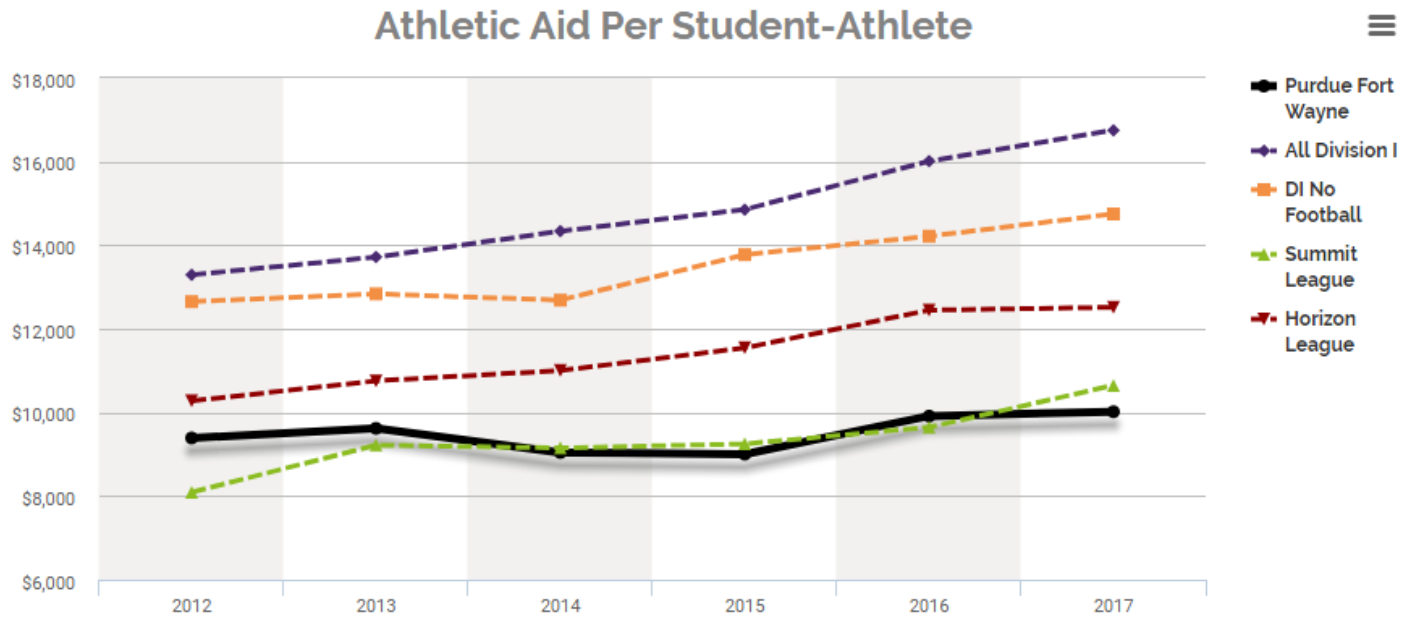
2012 2013 2014 2015 2016 2017

Athletics Expenses per Student-Athlete

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$31,227	\$31,185	\$29,573	\$30,835	\$46,248	\$46,546
All Division I	\$48,406	\$49,514	\$52,122	\$54,448	\$58,939	\$61,294
DI No Football	\$43,145	\$45,431	\$45,048	\$46,599	\$50,476	\$54,680
Summit League	\$31,415	\$32,430	\$36,567	\$38,721	\$46,248	\$49,489
Horizon League	\$37,266	\$38,780	\$40,866	\$42,453	\$46,735	\$44,722

Athletic Aid per Student-Athlete

This category identifies the total amount of athletic aid spent per student-athlete. Data Calculation: Total amount spent on athletics aid/number of reported unduplicated student-athletes.



PERCENTILE RANK IN DIVISION I

18% 19% 15% 13% 15% 14%

Athletic Aid Per Student-Athlete

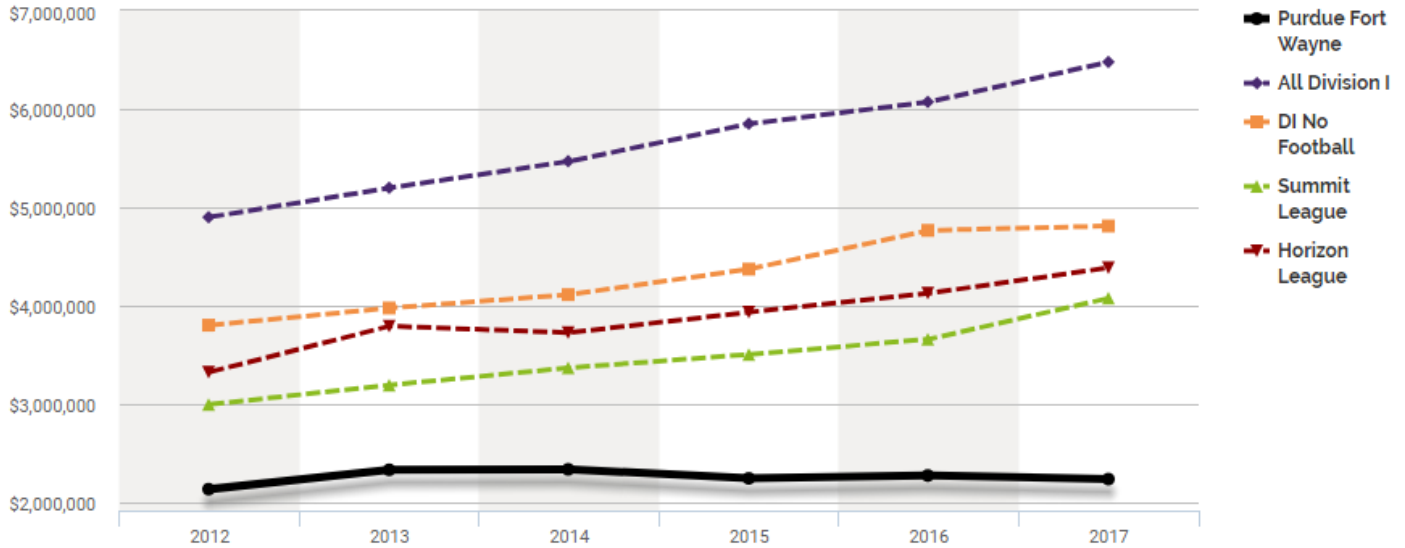
	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$9,389	\$9,619	\$9,041	\$9,001	\$9,913	\$10,016
All Division I	\$13,292	\$13,715	\$14,336	\$14,854	\$16,010	\$16,751
DI No Football	\$12,650	\$12,836	\$12,686	\$13,774	\$14,215	\$14,747
Summit League	\$8,090	\$9,218	\$9,151	\$9,247	\$9,645	\$10,649
Horizon League	\$10,277	\$10,755	\$11,002	\$11,543	\$12,447	\$12,514

Athletics Grant-in-Aid

This category includes total amount of athletic student-aid for the reporting year including:

- Summer school.
- Tuition discounts and waivers (unless it is a discount or waiver available to the general student body).
- Aid given to student-athletes who are inactive (medical reasons) or no longer eligible (exhausted eligibility).

Athletics Grant-in-Aid



PERCENTILE RANK IN DIVISION I



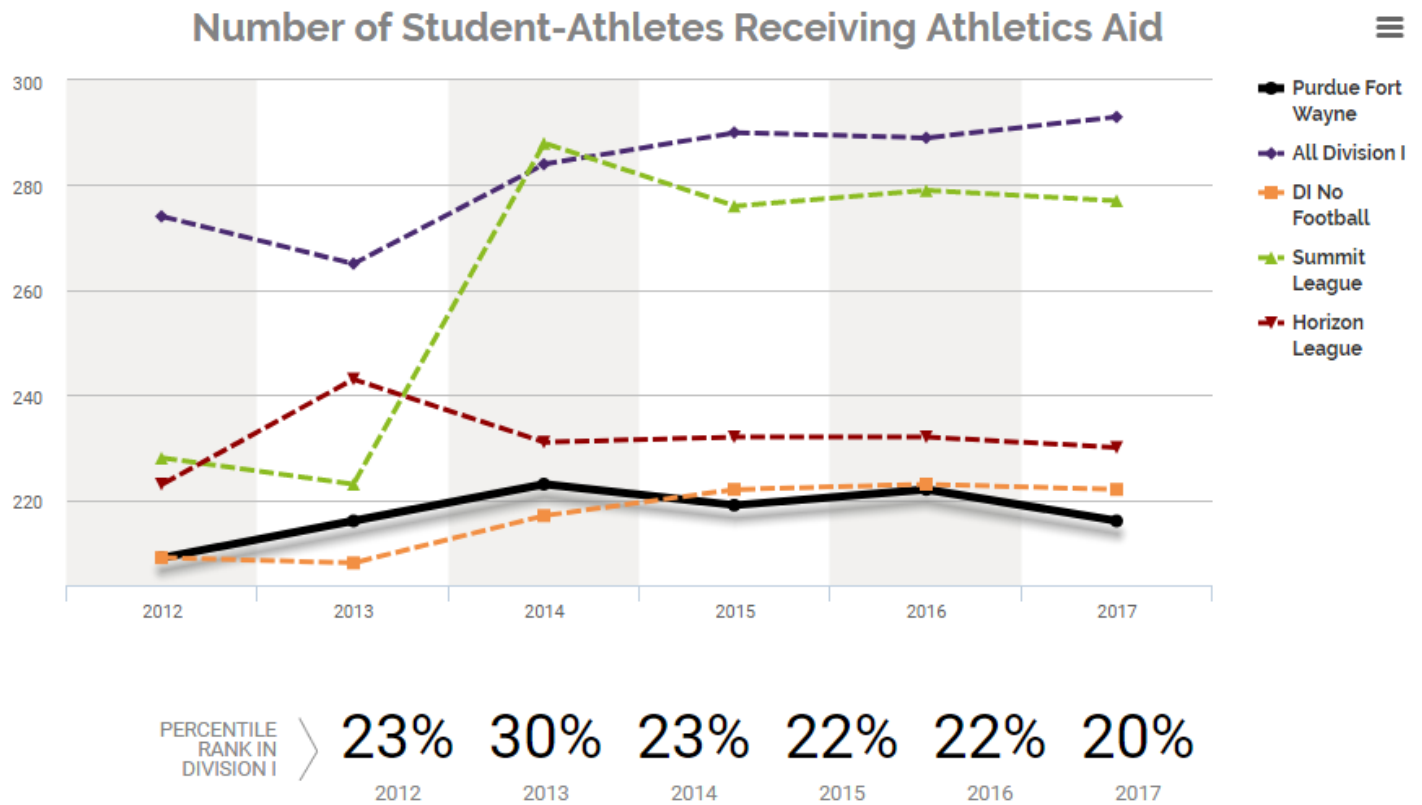
8% 2012 9% 2013 7% 2014 7% 2015 7% 2016 5% 2017

Athletics Grant-in-Aid

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$2,131,392	\$2,327,678	\$2,332,570	\$2,241,267	\$2,270,070	\$2,233,532
All Division I	\$4,899,147	\$5,196,207	\$5,466,474	\$5,847,975	\$6,070,434	\$6,477,070
DI No Football	\$3,799,084	\$3,974,271	\$4,110,188	\$4,369,612	\$4,763,947	\$4,808,624
Summit League	\$2,993,457	\$3,190,134	\$3,366,223	\$3,501,744	\$3,657,390	\$4,073,783
Horizon League	\$3,322,826	\$3,790,033	\$3,723,459	\$3,931,777	\$4,124,711	\$4,383,429

Number of Student-Athletes Receiving Athletics Aid

This category includes the number of student-athletes receiving athletic aid.



Number of Student-Athletes Receiving Athletics Aid

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	209	216	223	219	222	216
All Division I	274	265	284	290	289	293
DI No Football	209	208	217	222	223	222
Summit League	228	223	288	276	279	277
Horizon League	223	243	231	232	232	230

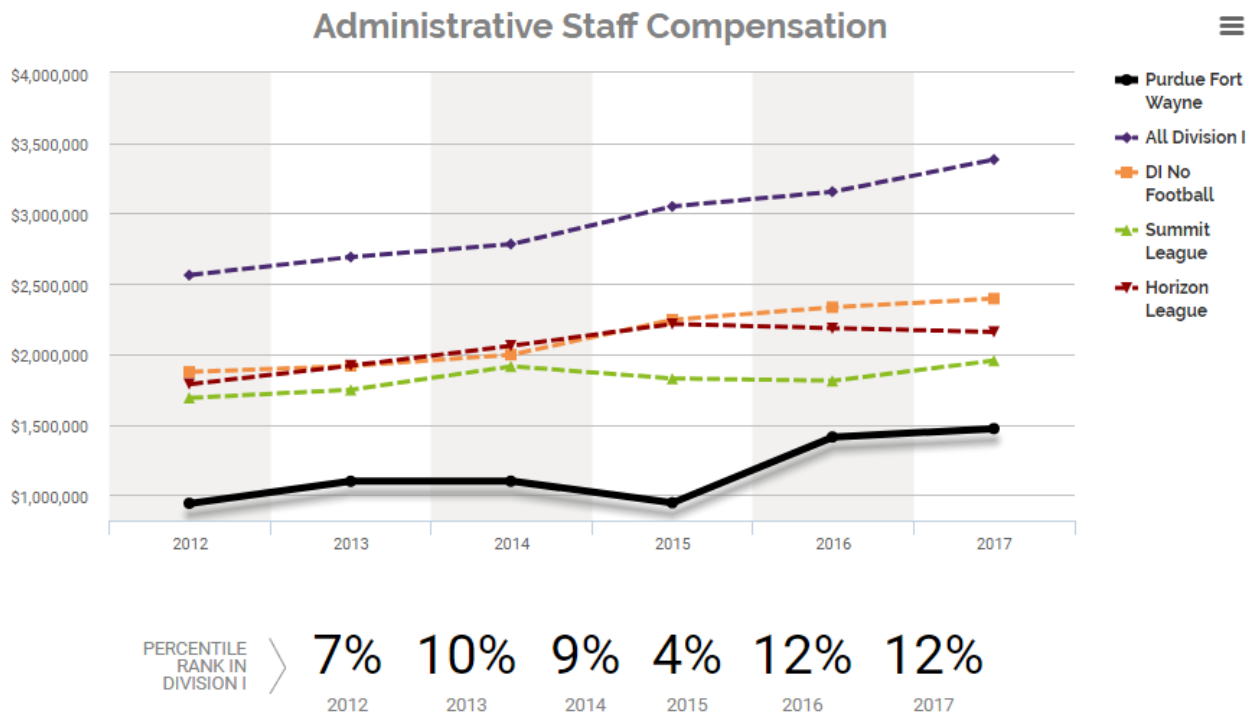
Administrative Staff Compensation

This category includes compensation, bonuses and benefits paid to all administrative and support staff reportable on the university or related entities (e.g. foundations or booster clubs) W-2 and 1099 forms inclusive of:

- Gross wages and bonuses, benefits including allowances, speaking fees, retirement, stipends, memberships, media income, tuition reimbursement and earned deferred compensation.

Also included in this category is compensation, bonuses and benefits paid to administrative and support staff by a third party and contractually guaranteed by the institution, but not included on the institutions W-2 including:

- Car stipend, Country club membership, Allowances for clothing, housing, and entertainment, Speaking fees, Camps compensation, Media income, Shoe and apparel income.



Administrative Staff Compensation

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$940,756	\$1,097,305	\$1,097,963	\$944,851	\$1,412,000	\$1,471,445
All Division I	\$2,563,136	\$2,690,679	\$2,782,004	\$3,050,403	\$3,154,533	\$3,383,814
DI No Football	\$1,874,477	\$1,916,479	\$1,997,029	\$2,245,585	\$2,333,809	\$2,395,105
Summit League	\$1,690,007	\$1,747,711	\$1,914,395	\$1,827,689	\$1,812,109	\$1,955,052
Horizon League	\$1,787,747	\$1,918,798	\$2,059,744	\$2,215,311	\$2,184,743	\$2,158,617

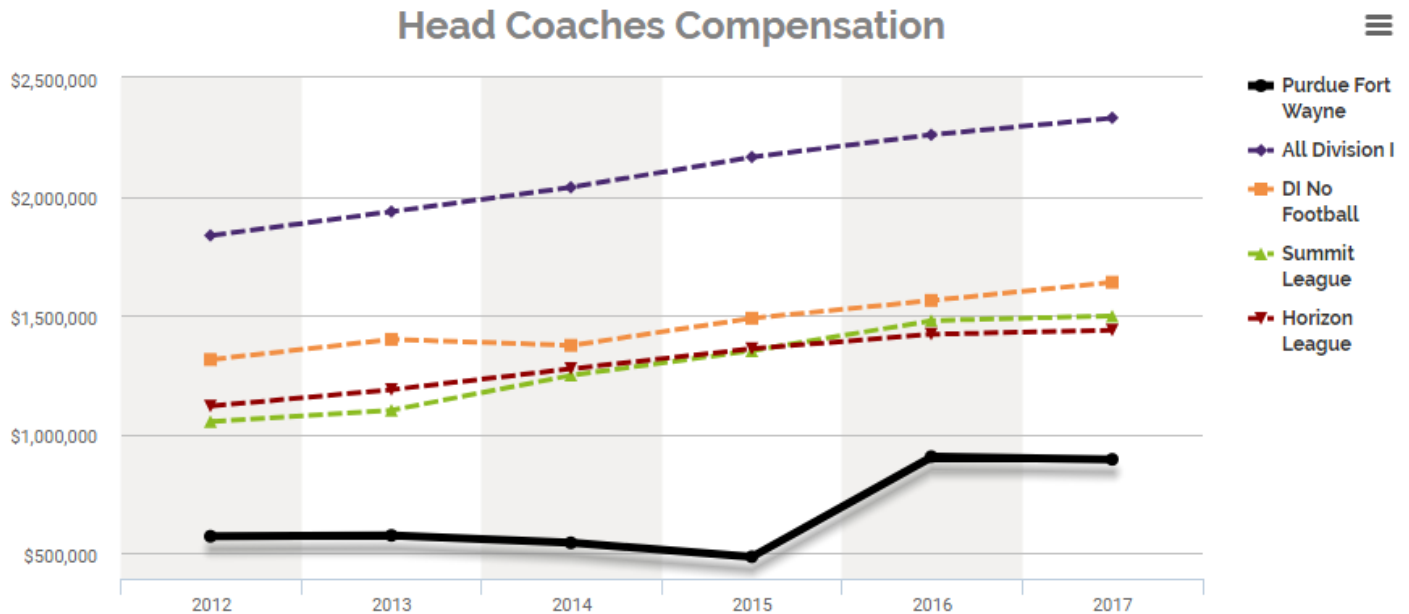
Head Coaches Compensation

This category includes head coaches compensation, bonuses and benefits paid to all head coaches reportable on the university or related entities W-2 and 1099 forms inclusive of:

- Gross wages and bonuses, Benefits including allowances, speaking fees, retirement, stipends, memberships, media income, tuition reimbursement and earned deferred compensation.

Also included in this category is compensation, bonuses and benefits paid to all head coaches by a third party and contractually guaranteed by the institution, but not included on the institutions W-2 including:

- Car stipend, Country club membership, Allowances for clothing, housing, and entertainment, Speaking fees, Camps compensation, Media income, Shoe and apparel income.



PERCENTILE RANK IN DIVISION I

> 2% 2012 2% 2013 1% 2014 0% 2015 5% 2016 4% 2017

Head Coaches Compensation

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$571,051	\$574,731	\$543,387	\$484,866	\$905,992	\$894,568
All Division I	\$1,836,219	\$1,936,589	\$2,039,141	\$2,165,682	\$2,260,095	\$2,330,065
DI No Football	\$1,314,530	\$1,399,170	\$1,373,914	\$1,488,016	\$1,562,949	\$1,639,273
Summit League	\$1,053,540	\$1,101,481	\$1,248,630	\$1,351,554	\$1,478,267	\$1,497,753
Horizon League	\$1,119,074	\$1,187,550	\$1,275,916	\$1,359,917	\$1,420,711	\$1,437,545

Assistant Coaches Compensation

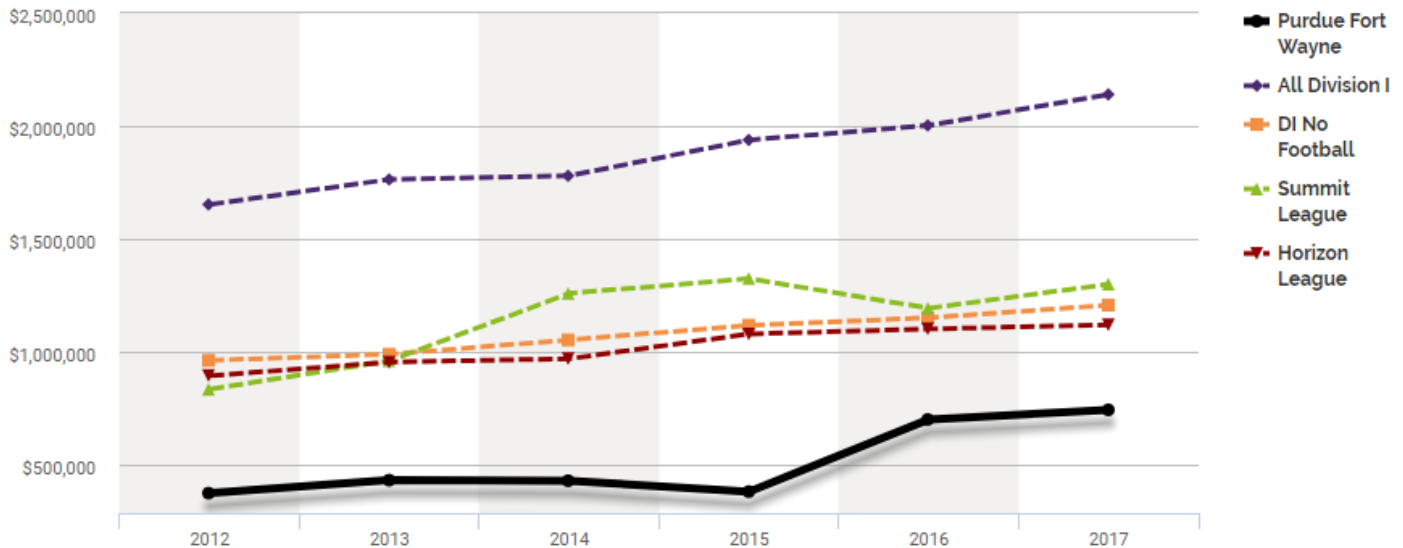
This category includes assistant coaches compensation, bonuses and benefits paid to all head coaches reportable on the university or related entities W-2 and 1099 forms inclusive of:

- Gross wages and bonuses, Benefits including allowances, speaking fees, retirement, stipends, memberships, media income, tuition reimbursement and earned deferred compensation.

Also included in this category is compensation, bonuses and benefits paid to all head coaches by a third party and contractually guaranteed by the institution, but not included on the institutions W-2 including:

- Car stipend, Country club membership, Allowances for clothing, housing, and entertainment, Speaking fees, Camps compensation, Media income, Shoe and apparel income.

Assistant Coaches Compensation



PERCENTILE RANK IN DIVISION I



1%

2012

2%

2013

1%

2014

2%

2015

4%

2016

5%

2017

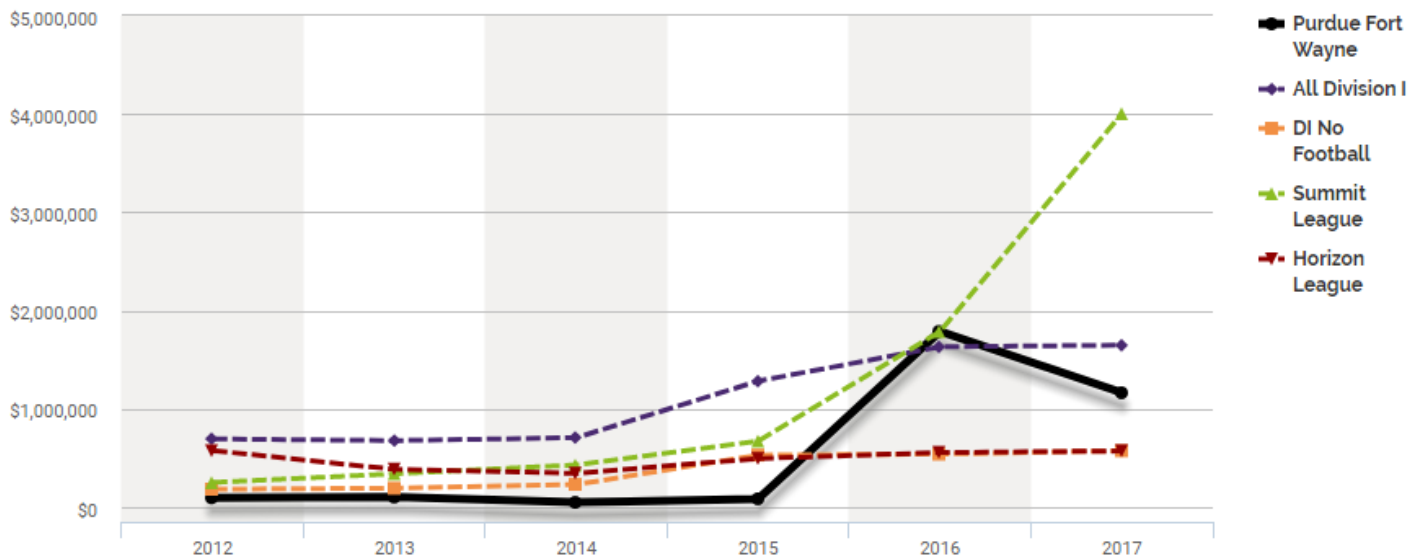
Assistant Coaches Compensation

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$374,249	\$431,913	\$429,273	\$380,961	\$700,605	\$743,055
All Division I	\$1,652,736	\$1,763,707	\$1,779,728	\$1,938,221	\$2,003,132	\$2,140,238
DI No Football	\$962,427	\$989,527	\$1,052,719	\$1,117,579	\$1,151,056	\$1,206,757
Summit League	\$834,711	\$960,297	\$1,259,083	\$1,324,537	\$1,193,419	\$1,299,452
Horizon League	\$894,143	\$954,453	\$969,744	\$1,079,129	\$1,101,266	\$1,119,816

Direct Facilities, Maintenance, and Rental

This category includes direct facilities costs charged to intercollegiate athletics, including building and grounds maintenance, utilities, rental fees, operating leases, equipment repair and maintenance, and debt service.

Direct Facilities, Maintenance, and Rental



PERCENTILE RANK IN DIVISION I

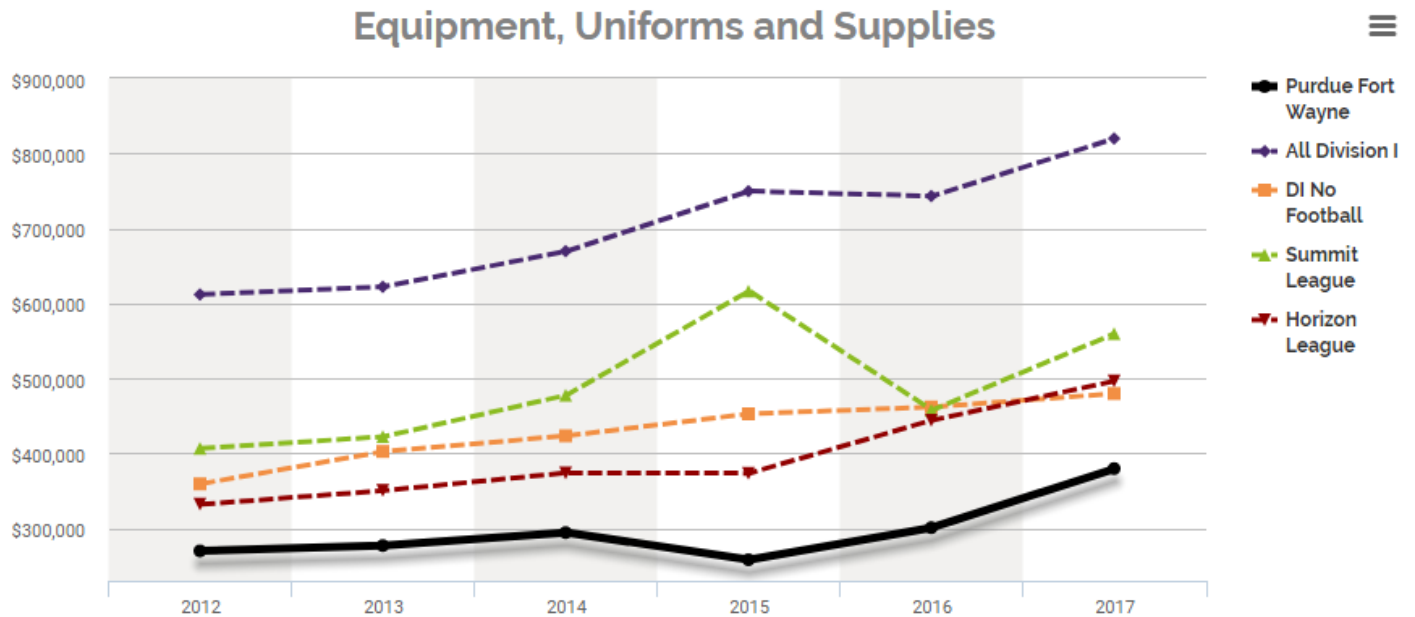
19% 20% 13% 11% 52% 42%

Direct Facilities, Maintenance, and Rental

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$98,555	\$105,413	\$51,595	\$87,776	\$1,789,446	\$1,166,013
All Division I	\$696,603	\$679,754	\$710,072	\$1,285,017	\$1,633,199	\$1,650,676
DI No Football	\$185,756	\$195,748	\$233,709	\$532,317	\$542,481	\$576,812
Summit League	\$254,153	\$342,403	\$432,784	\$674,735	\$1,789,446	\$4,004,578
Horizon League	\$577,570	\$387,942	\$346,803	\$497,688	\$557,943	\$574,794

Equipment, Uniforms and Supplies

This category includes items that are provided to the teams only. Equipment amounts are those expended from current or operating funds. This includes the value of in-kind equipment provided.



PERCENTILE RANK IN DIVISION I

15% 11% 13% 7% 9% 15%

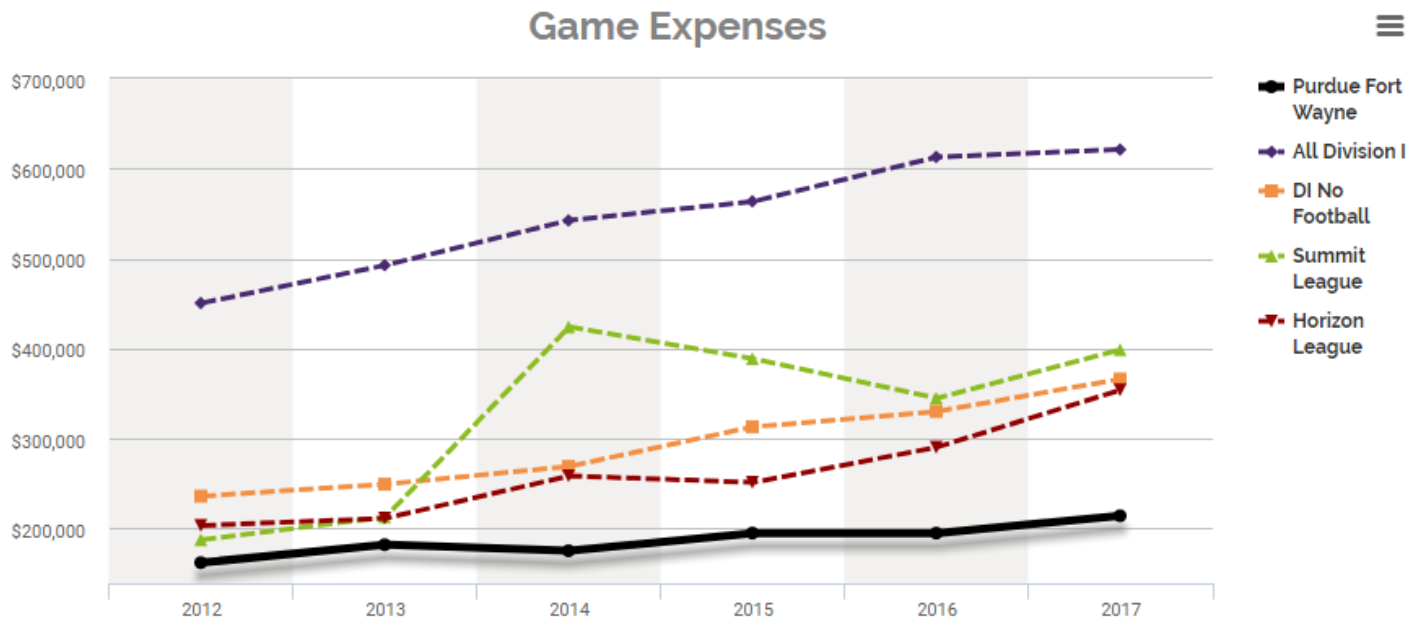
2012 2013 2014 2015 2016 2017

Equipment, Uniforms and Supplies

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$270,057	\$277,128	\$294,446	\$258,288	\$301,022	\$379,764
All Division I	\$611,885	\$622,239	\$669,437	\$749,773	\$743,033	\$819,877
DI No Football	\$359,389	\$402,591	\$423,462	\$452,811	\$461,843	\$479,861
Summit League	\$406,813	\$422,332	\$477,634	\$616,677	\$457,677	\$559,928
Horizon League	\$332,056	\$350,401	\$374,112	\$373,598	\$444,263	\$496,564

Game Expenses

This category includes game-day expenses other than travel that are necessary for intercollegiate athletics competition, including officials, security, event staff, ambulance and such. Input any payments back to the NCAA for hosting a championship or conference for hosting a tournament.



PERCENTILE
RANK IN
DIVISION I

11% 15% 10% 8% 8% 9%

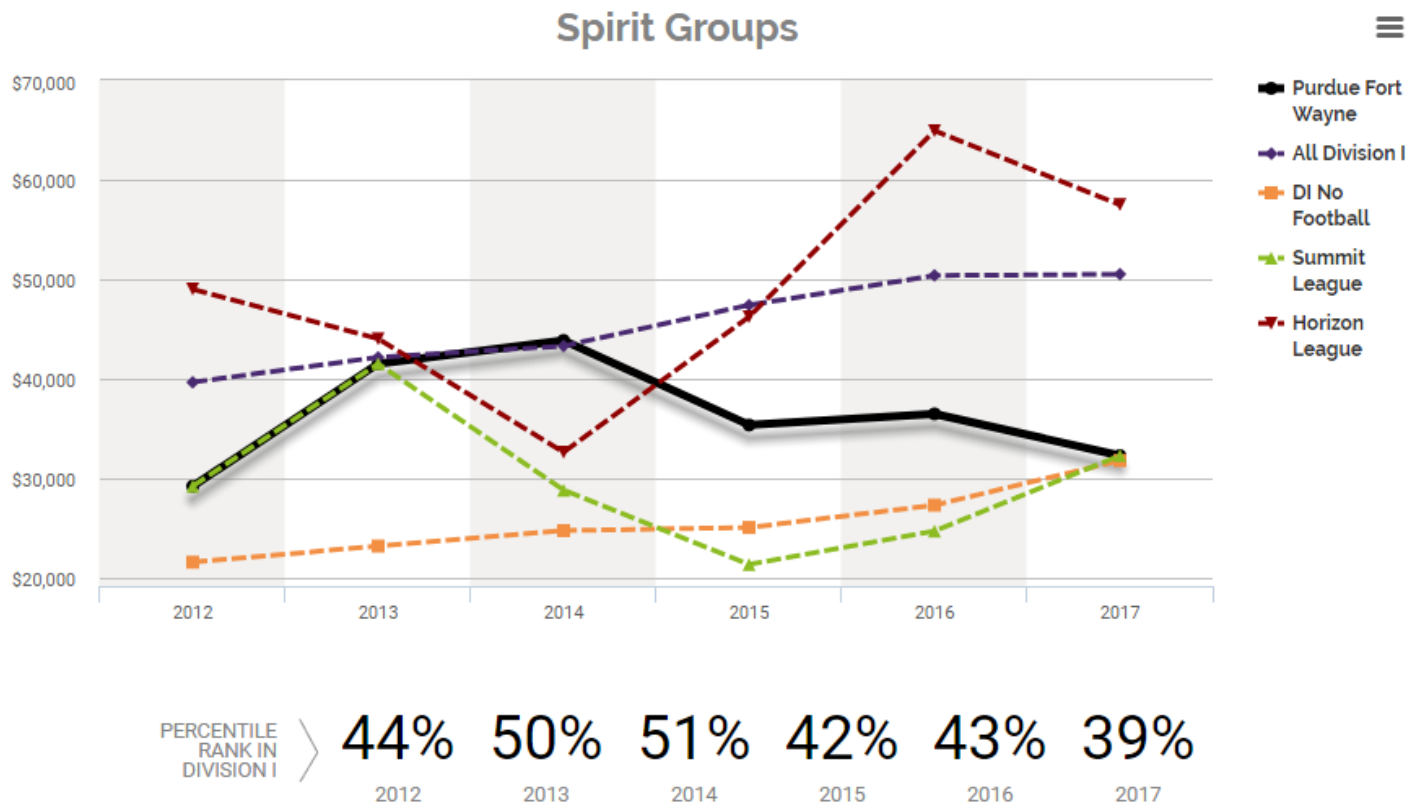
2012 2013 2014 2015 2016 2017

Game Expenses

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$162,313	\$182,213	\$175,495	\$195,149	\$195,121	\$214,397
All Division I	\$450,626	\$492,682	\$542,633	\$563,491	\$612,837	\$621,272
DI No Football	\$236,150	\$249,430	\$269,187	\$313,261	\$330,237	\$366,332
Summit League	\$187,693	\$212,950	\$424,288	\$388,818	\$344,978	\$399,030
Horizon League	\$203,610	\$211,494	\$258,674	\$251,427	\$290,534	\$354,216

Spirit Groups

This category includes support for spirit groups including bands, cheerleaders, mascots, dancers, etc.

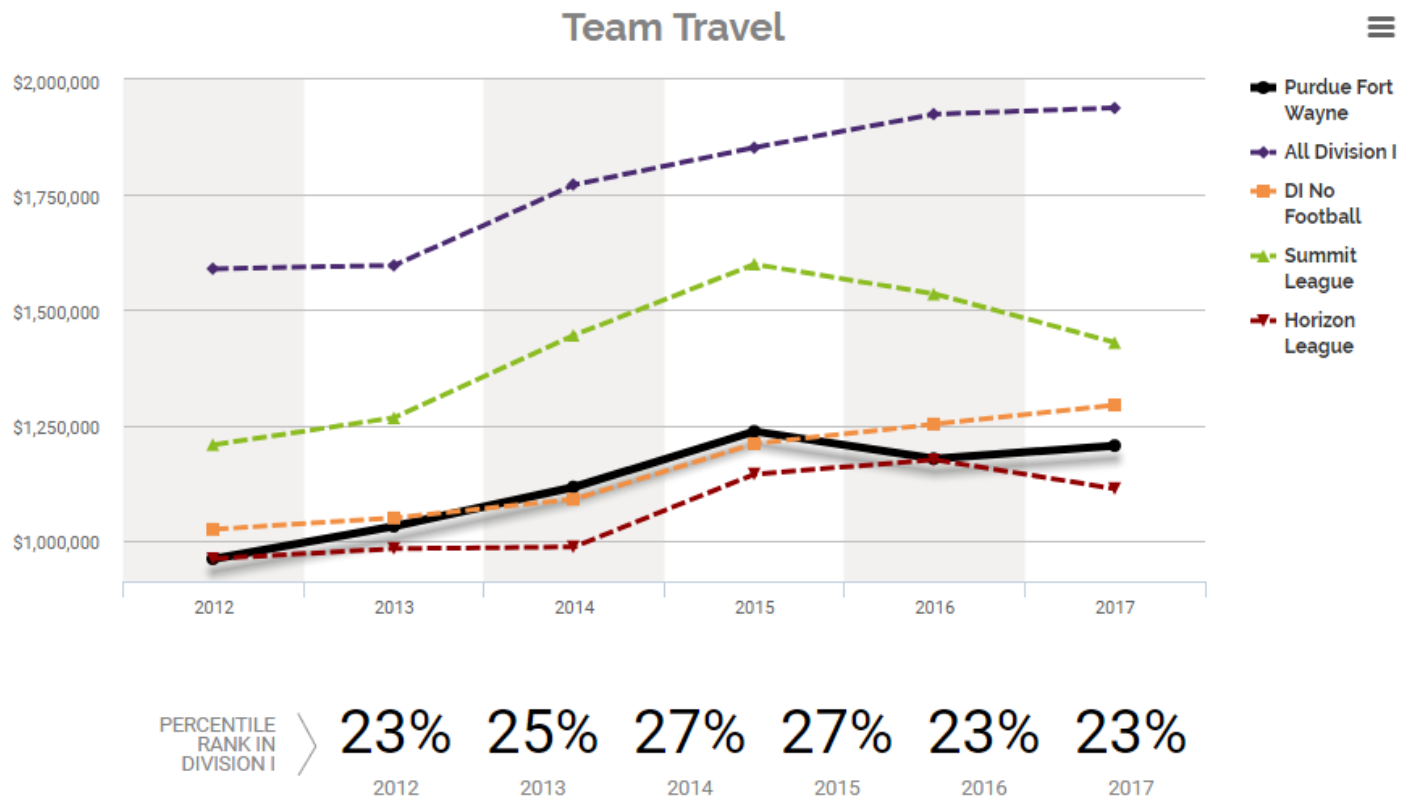


Spirit Groups

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$29,152	\$41,471	\$43,818	\$35,305	\$36,431	\$32,232
All Division I	\$39,615	\$42,122	\$43,255	\$47,382	\$50,343	\$50,469
DI No Football	\$21,510	\$23,128	\$24,689	\$25,000	\$27,242	\$31,727
Summit League	\$29,152	\$41,471	\$28,767	\$21,284	\$24,639	\$32,232
Horizon League	\$48,970	\$43,987	\$32,571	\$46,190	\$64,920	\$57,466

Team Travel

This category includes air and ground travel, lodging, meals and incidentals for competition related to preseason, regular season and postseason. Amounts incurred for food and lodging for housing the team before a home game also should be included. This also includes the value of use of the institution's own vehicles or airplanes as well as in-kind value of donor-provided transportation.



Team Travel

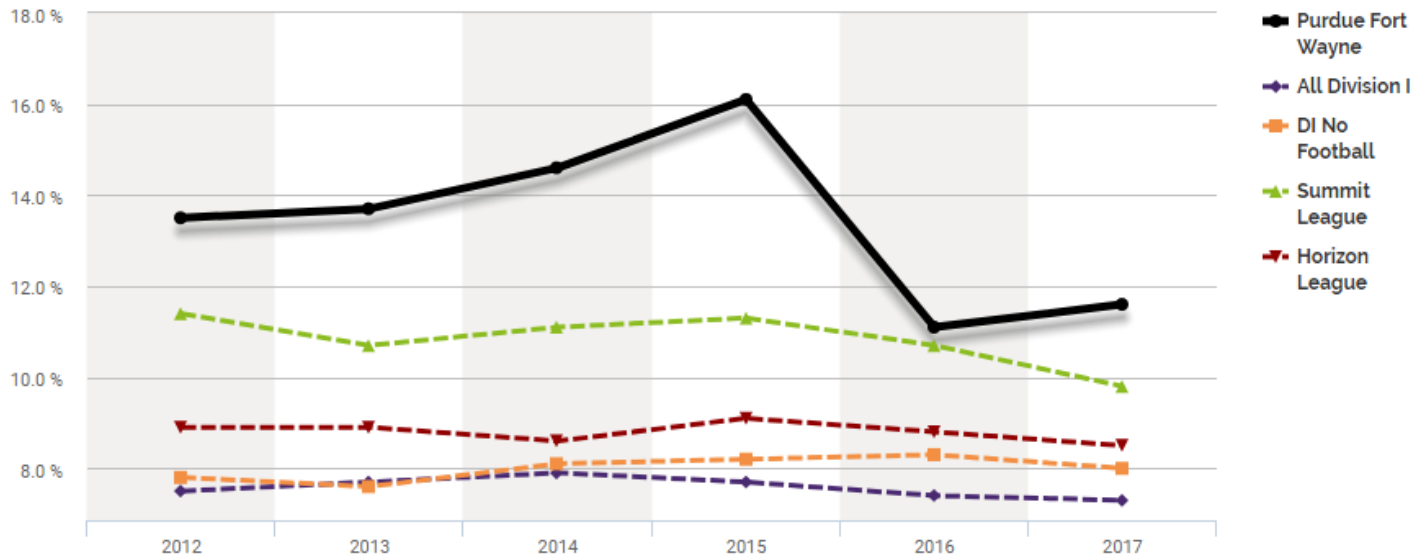
	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$960,341	\$1,030,903	\$1,115,979	\$1,236,658	\$1,177,438	\$1,205,859
All Division I	\$1,589,509	\$1,596,787	\$1,772,001	\$1,852,417	\$1,924,950	\$1,938,314
DI No Football	\$1,024,246	\$1,048,816	\$1,089,650	\$1,210,136	\$1,252,349	\$1,294,042
Summit League	\$1,207,749	\$1,266,483	\$1,445,454	\$1,599,259	\$1,534,751	\$1,429,654
Horizon League	\$960,607	\$982,294	\$986,228	\$1,144,053	\$1,175,111	\$1,112,237

Team Travel as a % of Expenditures

This category represents team travel as a percent of total expenditures.

Data Calculation: Team travel/Total athletics expenses

Team Travel as a % of Expenditures



PERCENTILE
RANK IN
DIVISION I

> 97% 97% 98% 99% 89% 92%

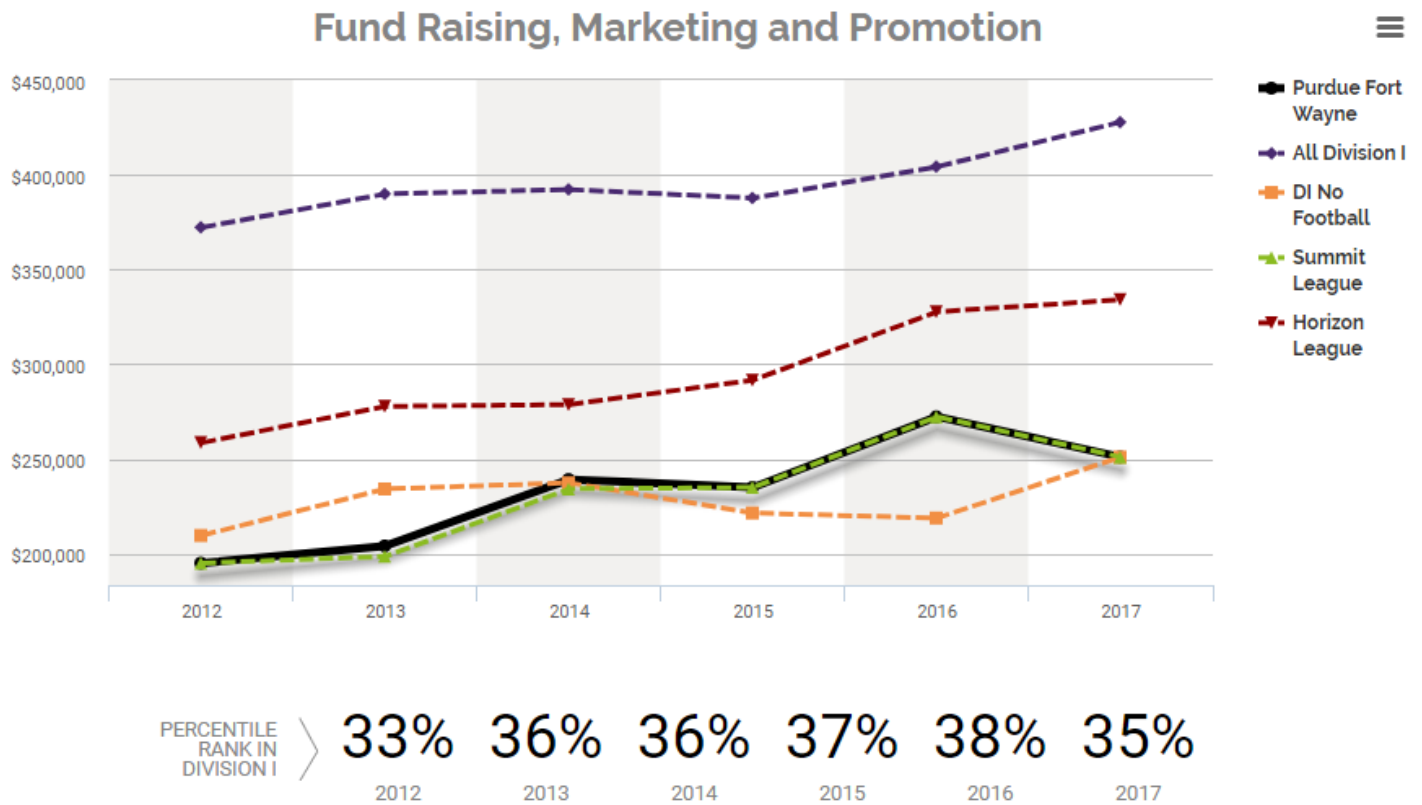
2012 2013 2014 2015 2016 2017

Team Travel as a % of Expenditures

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	13.5%	13.7%	14.6%	16.1%	11.1%	11.6%
All Division I	7.5%	7.7%	7.9%	7.7%	7.4%	7.3%
DI No Football	7.8%	7.6%	8.1%	8.2%	8.3%	8.0%
Summit League	11.4%	10.7%	11.1%	11.3%	10.7%	9.8%
Horizon League	8.9%	8.9%	8.6%	9.1%	8.8%	8.5%

Fund Raising, Marketing and Promotion

This category includes costs associated with fund raising, marketing and promotion for media guides, brochures, recruiting publications and such.

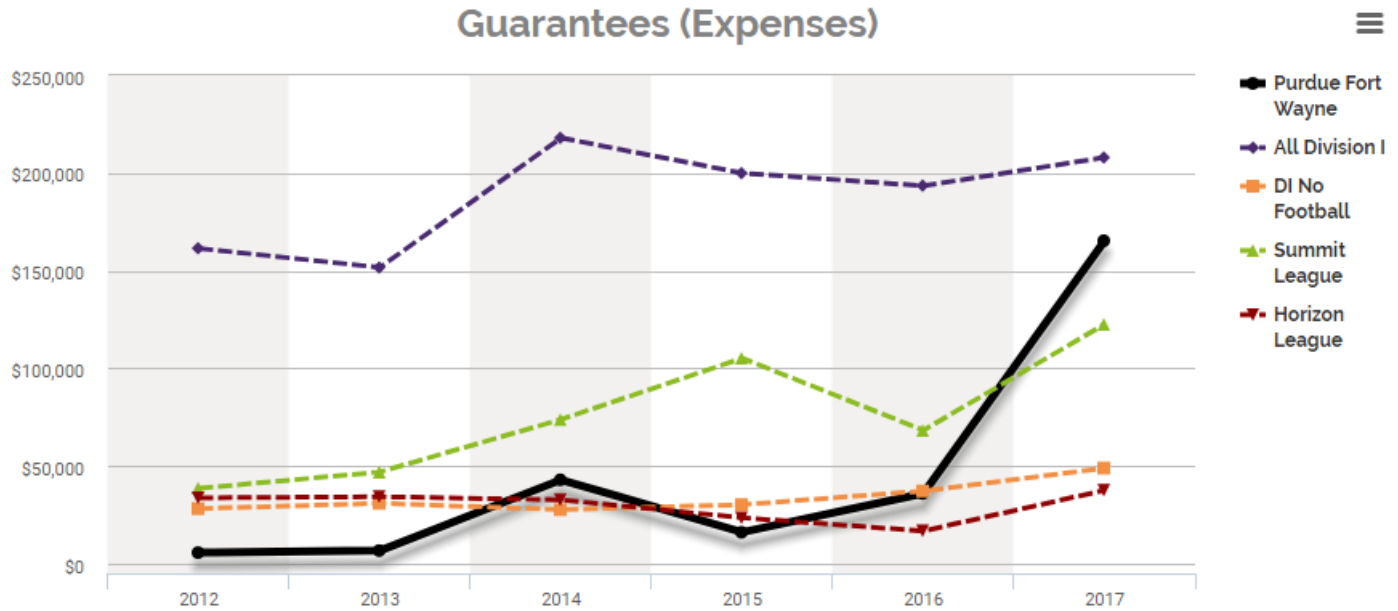


Fund Raising, Marketing and Promotion

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$195,114	\$204,180	\$239,244	\$235,030	\$272,328	\$251,069
All Division I	\$372,210	\$389,899	\$392,225	\$387,690	\$404,221	\$427,848
DI No Football	\$209,671	\$234,236	\$237,472	\$221,531	\$218,885	\$251,069
Summit League	\$195,114	\$198,666	\$234,269	\$235,030	\$272,328	\$251,069
Horizon League	\$258,617	\$277,811	\$278,770	\$291,649	\$327,722	\$334,073

Guarantees (Expenses)

This category includes amounts paid to visiting participating institutions, including per diems and/or travel and meal expenses.



PERCENTILE
RANK IN
DIVISION I

10% 11% 29% 17% 27% 47%

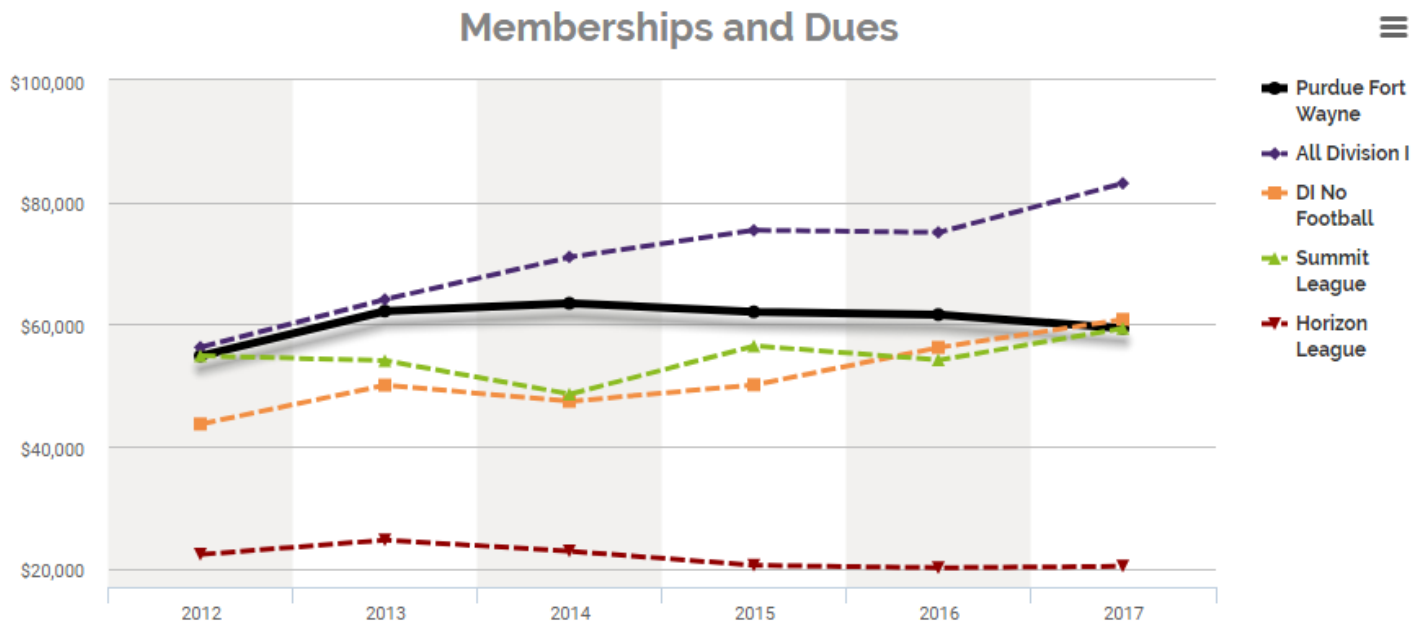
2012 2013 2014 2015 2016 2017

Guarantees (Expenses)

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$5,750	\$6,799	\$43,000	\$16,175	\$36,046	\$165,373
All Division I	\$161,467	\$151,731	\$218,000	\$199,983	\$193,485	\$208,000
DI No Football	\$28,262	\$31,000	\$27,751	\$30,290	\$37,273	\$49,014
Summit League	\$38,651	\$47,033	\$73,918	\$105,270	\$68,354	\$122,647
Horizon League	\$33,775	\$34,362	\$32,743	\$23,600	\$16,827	\$37,669

Memberships and Dues

This category includes memberships, conference and association dues.



PERCENTILE RANK IN DIVISION I

48% 48% 45% 43% 40% 33%

2012 2013 2014 2015 2016 2017

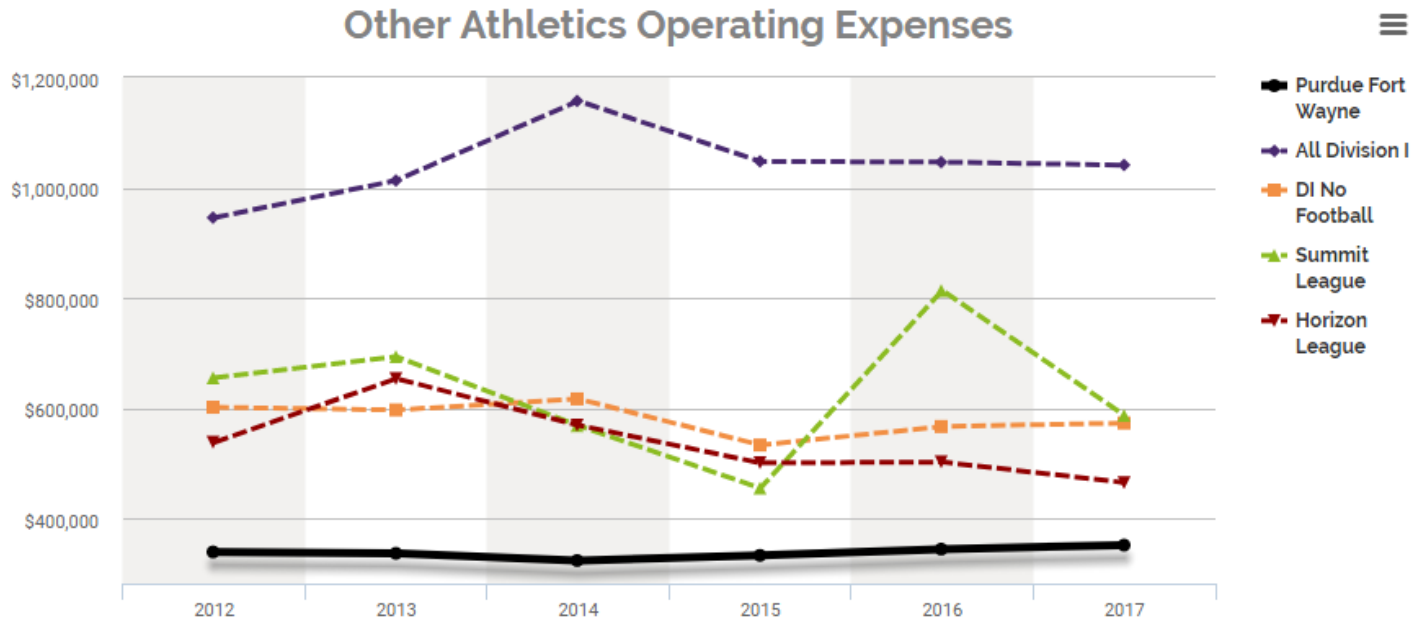
Memberships and Dues

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$54,867	\$62,190	\$63,464	\$62,058	\$61,610	\$59,367
All Division I	\$56,287	\$64,115	\$71,031	\$75,434	\$75,073	\$83,131
DI No Football	\$43,702	\$50,060	\$47,412	\$50,114	\$56,236	\$60,825
Summit League	\$54,867	\$54,072	\$48,600	\$56,491	\$54,193	\$59,367
Horizon League	\$22,346	\$24,701	\$22,871	\$20,563	\$20,161	\$20,408

Other Athletics Operating Expenses

This category includes any operating expenses paid by athletics in the report year which cannot be classified into one of the stated categories, including:

- Non-team travel (conferences, etc.).
- Team banquets and awards.



PERCENTILE
RANK IN
DIVISION I

13% 11% 12% 16% 15% 19%

2012 2013 2014 2015 2016 2017

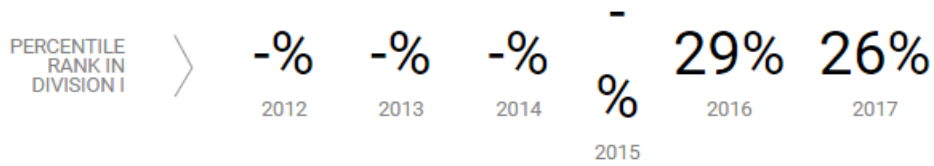
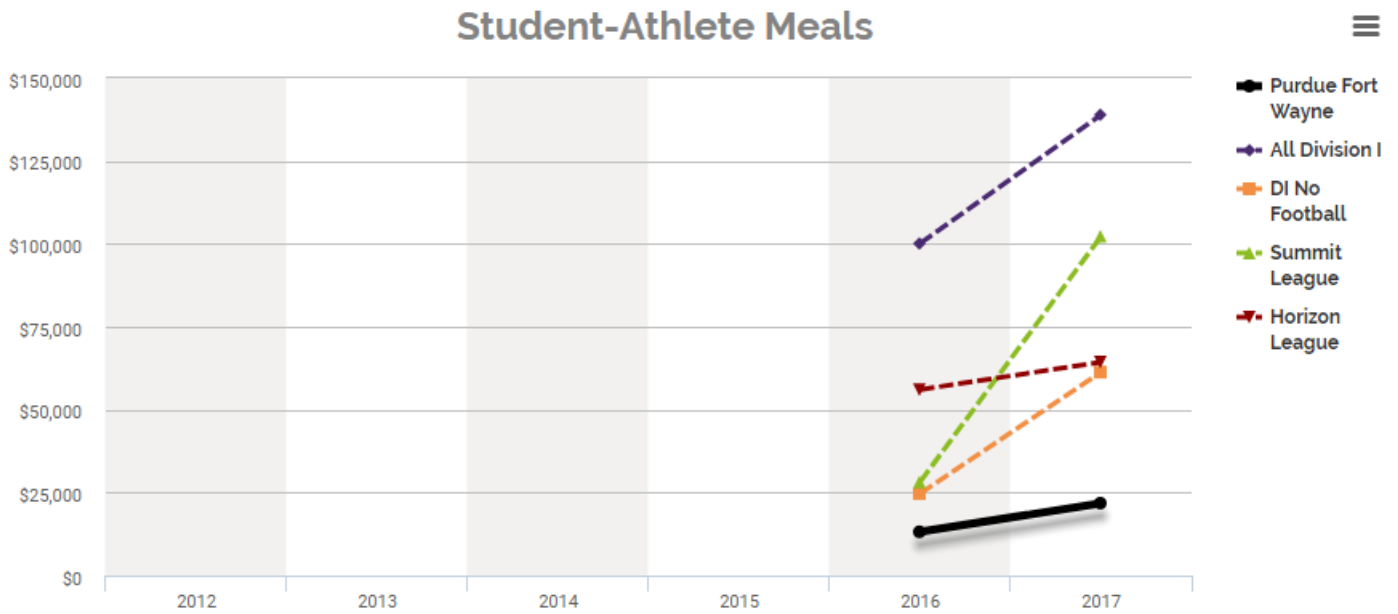
Other Athletics Operating Expenses

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$340,279	\$337,719	\$324,723	\$334,070	\$345,346	\$352,646
All Division I	\$945,917	\$1,013,401	\$1,157,703	\$1,047,985	\$1,046,590	\$1,041,166
DI No Football	\$602,418	\$597,604	\$617,579	\$534,008	\$567,529	\$573,805
Summit League	\$655,877	\$694,153	\$569,164	\$455,863	\$814,177	\$587,780
Horizon League	\$538,771	\$654,351	\$569,915	\$501,625	\$503,119	\$466,035

Student-Athlete Meals

This category includes meal allowance and food/snacks provided to student-athletes outside of travel.

Data Note: This collection of this item began in 2016.

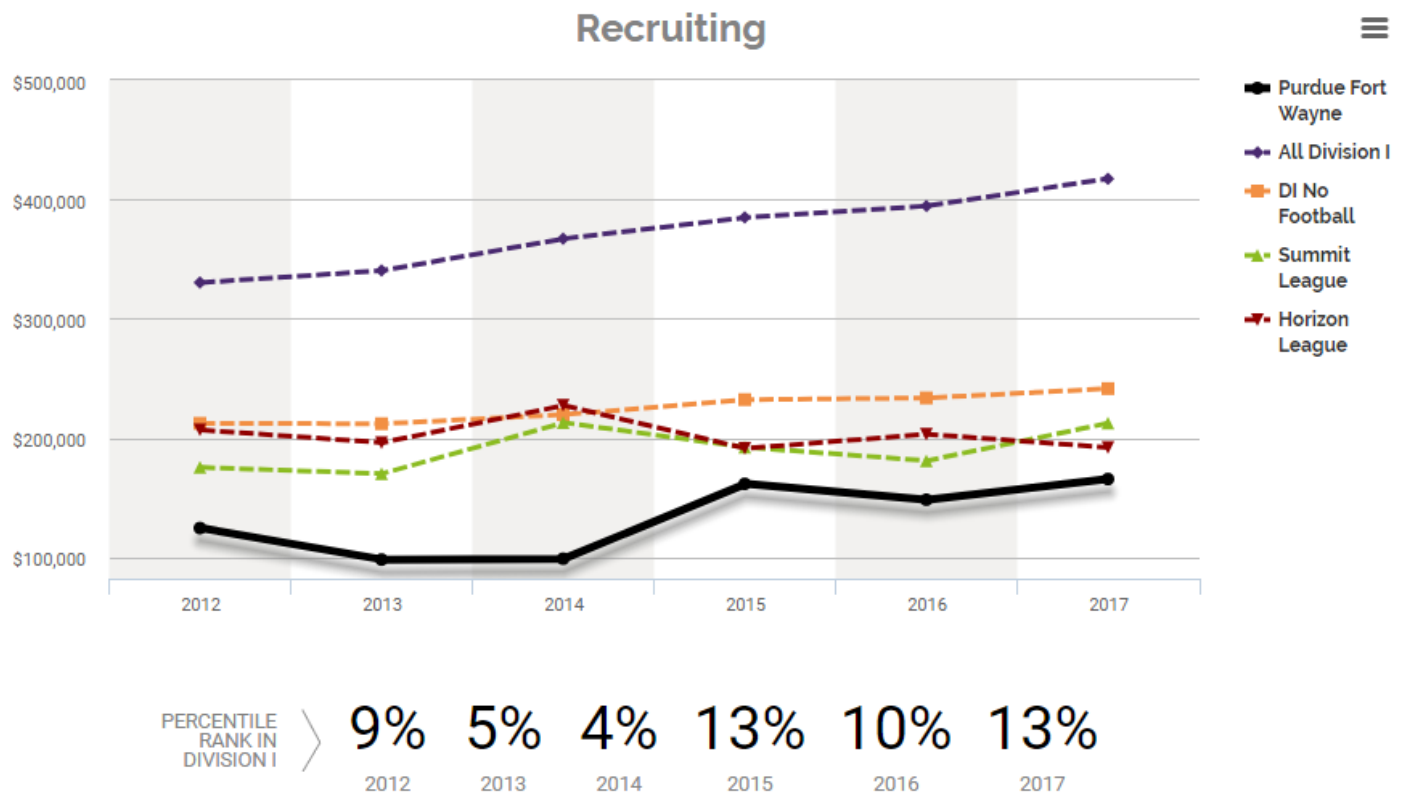


Student-Athlete Meals

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	-	-	-	-	\$13,163	\$21,817
All Division I	-	-	-	-	\$100,143	\$138,932
DI No Football	-	-	-	-	\$24,726	\$61,339
Summit League	-	-	-	-	\$28,234	\$102,298
Horizon League	-	-	-	-	\$56,044	\$64,337

Recruiting

This category includes transportation, lodging and meals for prospective student-athletes and institutional personnel on official and unofficial visits, telephone call charges, postage and such. This figure includes the value of use of institution's own vehicles or airplanes as well as in-kind value of loaned or contributed transportation.



Recruiting

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$124,717	\$98,320	\$99,016	\$161,735	\$148,450	\$165,757
All Division I	\$330,308	\$340,403	\$367,119	\$384,848	\$394,579	\$417,471
DI No Football	\$212,433	\$212,103	\$219,761	\$232,298	\$233,712	\$241,550
Summit League	\$175,554	\$170,313	\$213,042	\$192,389	\$181,177	\$212,676
Horizon League	\$206,865	\$196,300	\$227,365	\$191,451	\$203,324	\$192,250

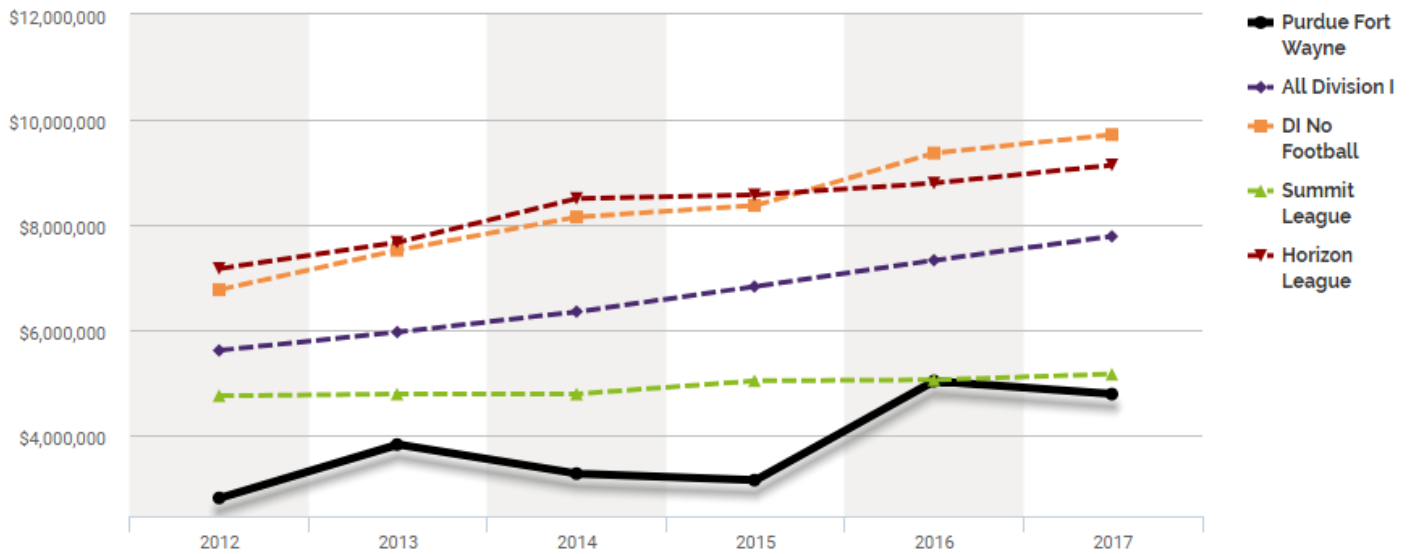
Sources of Athletics Revenue

Direct Institutional Support

This category includes direct funds provided by the institution to athletics for the operations of intercollegiate athletics including:

- Unrestricted funds allocated to the athletics department by the university (e.g. state funds, tuition, tuition waivers, transfers).
- Federal work study support for student workers employed by athletics.
- Endowment unrestricted income, spending policy distributions and other investment income distributed to athletics in the reporting year to support athletic operations.

Direct Institutional Support

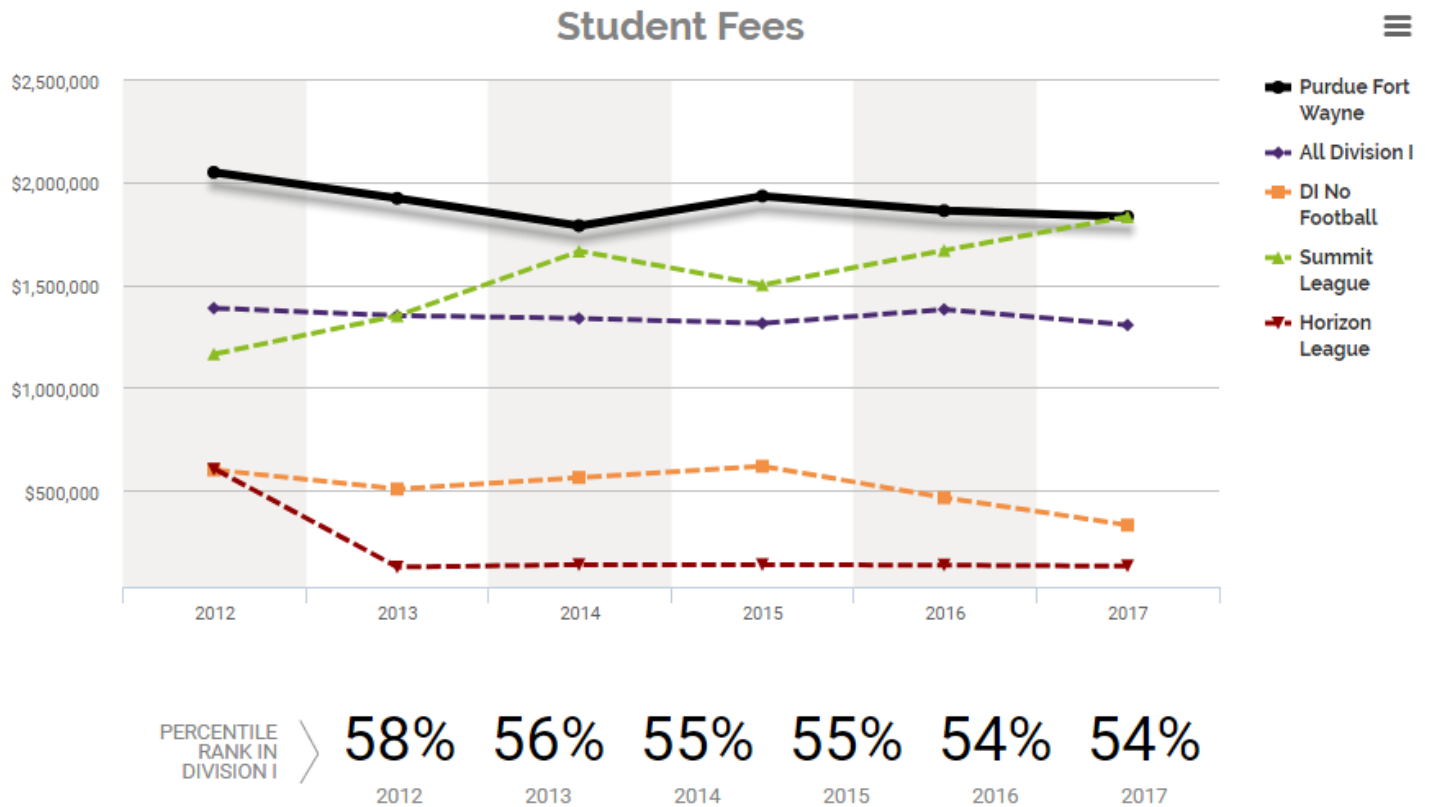


Direct Institutional Support

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$2,821,898	\$3,835,987	\$3,283,638	\$3,160,449	\$5,040,491	\$4,794,377
All Division I	\$5,624,695	\$5,971,377	\$6,356,551	\$6,837,025	\$7,333,540	\$7,790,823
DI No Football	\$6,774,822	\$7,526,526	\$8,155,427	\$8,374,489	\$9,368,562	\$9,718,093
Summit League	\$4,762,061	\$4,796,069	\$4,797,659	\$5,046,369	\$5,064,006	\$5,175,167
Horizon League	\$7,173,717	\$7,676,450	\$8,505,400	\$8,576,640	\$8,797,913	\$9,141,054

Student Fees

This category includes student fees assessed and restricted for support of intercollegiate athletics.



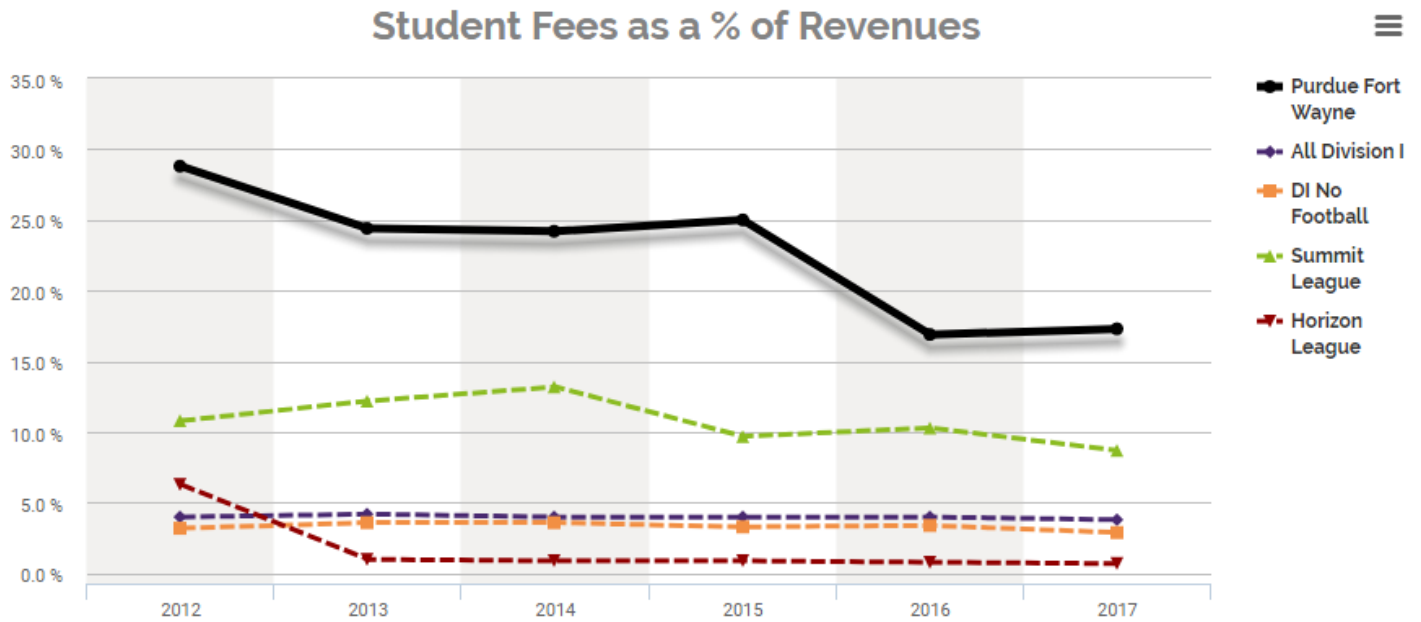
Student Fees

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$2,046,966	\$1,920,419	\$1,787,267	\$1,931,525	\$1,860,486	\$1,831,844
All Division I	\$1,386,396	\$1,350,568	\$1,337,438	\$1,313,454	\$1,380,271	\$1,304,495
DI No Football	\$600,256	\$507,449	\$563,561	\$618,000	\$465,446	\$332,330
Summit League	\$1,164,261	\$1,350,568	\$1,664,079	\$1,500,061	\$1,668,409	\$1,831,844
Horizon League	\$603,945	\$127,971	\$140,230	\$139,880	\$137,374	\$132,796

Student Fees as a % of Revenues

This category represents student fees as a percent of total athletics revenues.

Data Calculation: Student fees/Total athletics revenues



PERCENTILE RANK IN DIVISION I

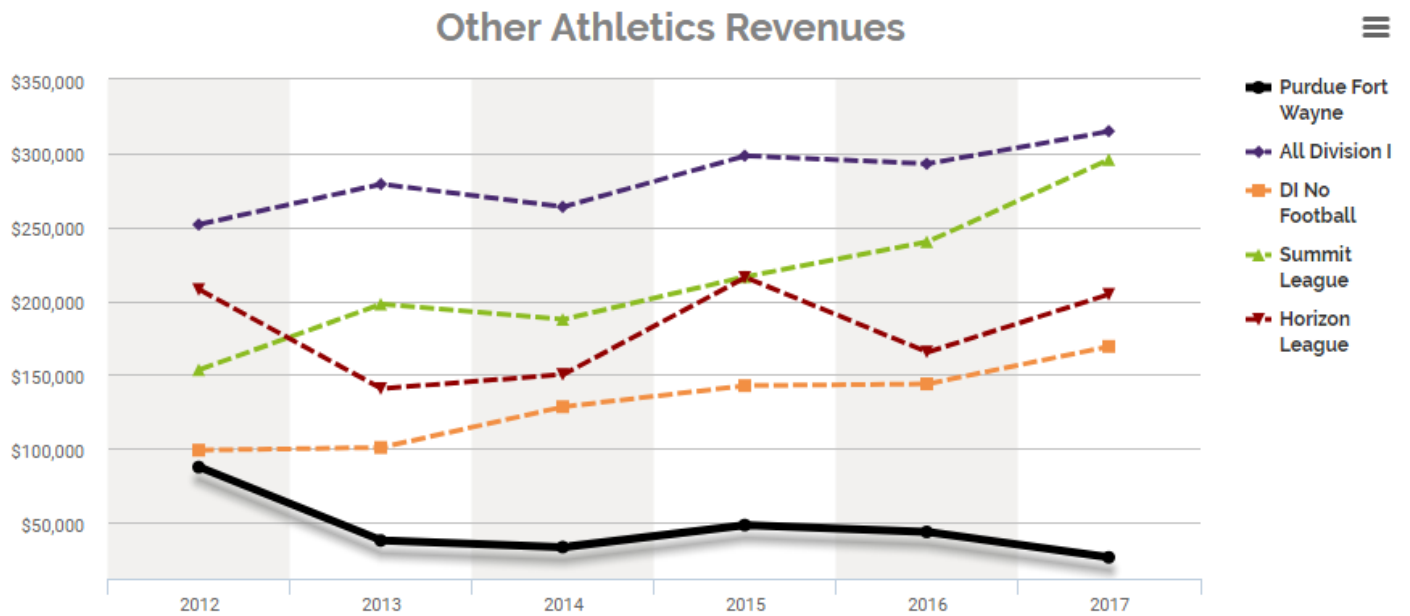
75% 72% 73% 74% 69% 70%

Student Fees as a % of Revenues

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	28.8%	24.4%	24.2%	25.0%	16.9%	17.3%
All Division I	4.0%	4.2%	4.0%	4.0%	4.0%	3.8%
DI No Football	3.2%	3.6%	3.6%	3.3%	3.4%	2.9%
Summit League	10.8%	12.2%	13.2%	9.7%	10.3%	8.7%
Horizon League	6.3%	1.0%	0.9%	0.9%	0.8%	0.7%

Other Athletics Revenues

This category includes any operating revenues received by athletics in the report year which cannot be classified into one of the stated categories.



PERCENTILE
RANK IN
DIVISION I

27% 20% 17% 21% 18% 10%

2012 2013 2014 2015 2016 2017

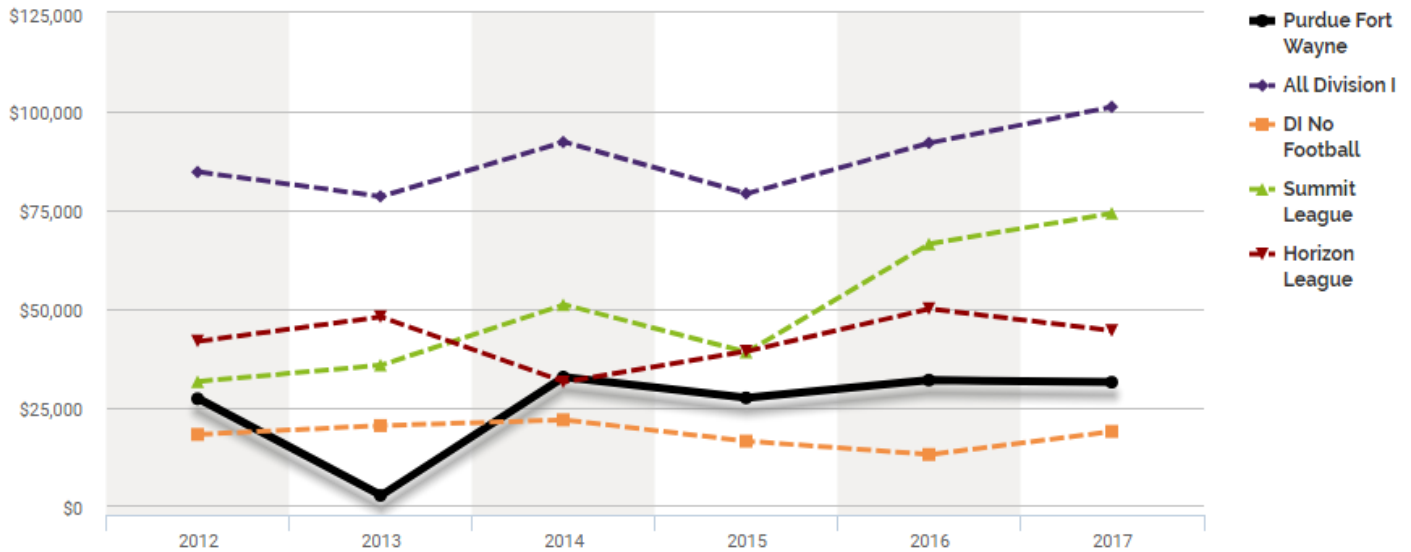
Other Athletics Revenues

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$87,592	\$37,956	\$33,404	\$48,374	\$43,704	\$26,503
All Division I	\$251,874	\$279,144	\$263,780	\$298,306	\$292,945	\$314,871
DI No Football	\$99,054	\$100,833	\$128,439	\$142,714	\$143,916	\$169,280
Summit League	\$153,511	\$197,984	\$187,595	\$216,467	\$240,092	\$295,839
Horizon League	\$207,733	\$140,707	\$150,326	\$215,988	\$165,382	\$204,605

Program, Novelty, Parking and Concession Sales

This category includes revenue of game programs, novelties, food and concessions, and parking.

Program, Novelty, Parking and Concession Sales



PERCENTILE RANK IN DIVISION I

33% 15% 34% 33% 32% 32%

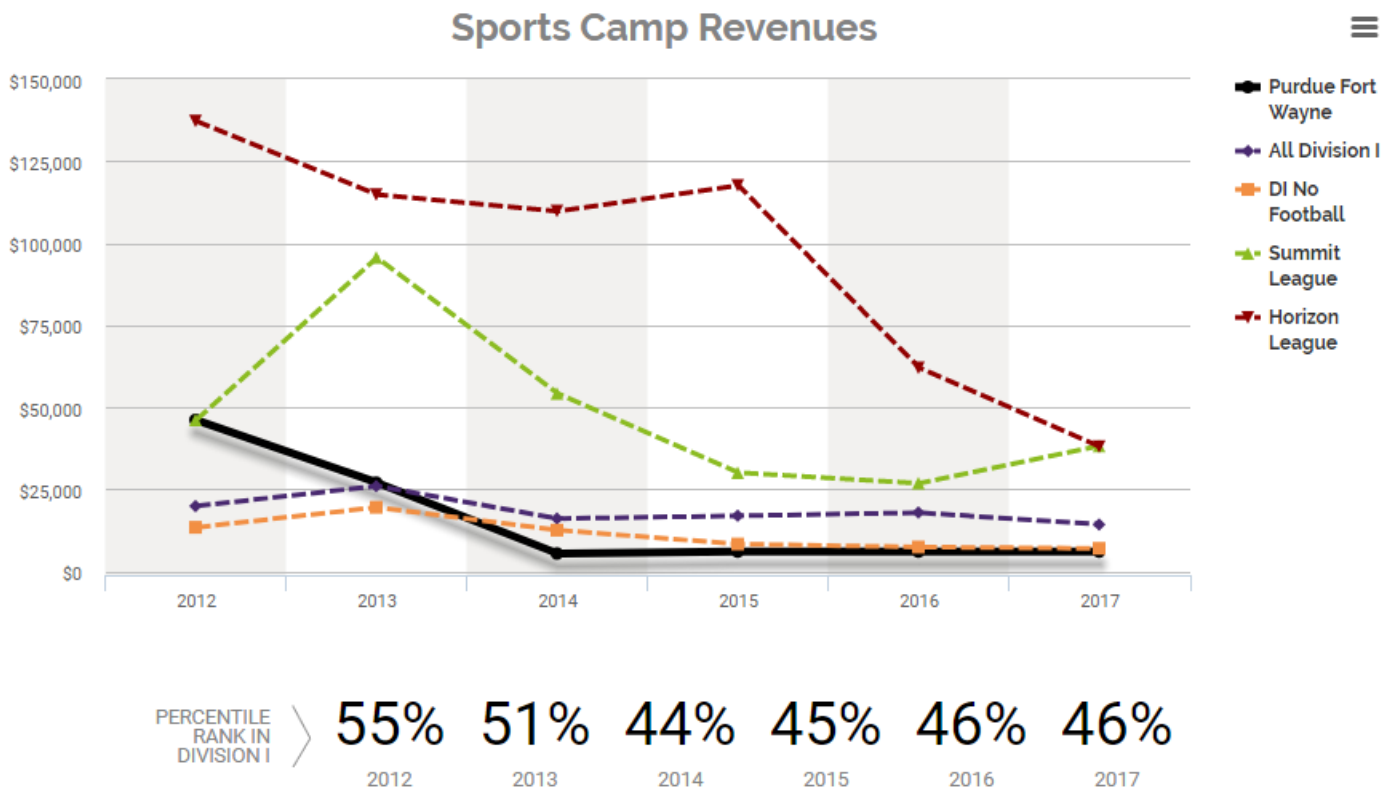
2012 2013 2014 2015 2016 2017

Program, Novelty, Parking and Concession Sales

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$27,147	\$2,639	\$32,638	\$27,358	\$31,860	\$31,336
All Division I	\$84,625	\$78,420	\$92,240	\$79,139	\$91,993	\$101,117
DI No Football	\$18,097	\$20,340	\$21,794	\$16,389	\$13,015	\$18,854
Summit League	\$31,523	\$35,647	\$50,995	\$38,957	\$66,420	\$74,173
Horizon League	\$41,702	\$47,892	\$31,422	\$39,173	\$49,940	\$44,400

Sports Camp Revenues

This category includes amounts received by the athletics department for sports-camps and clinics.

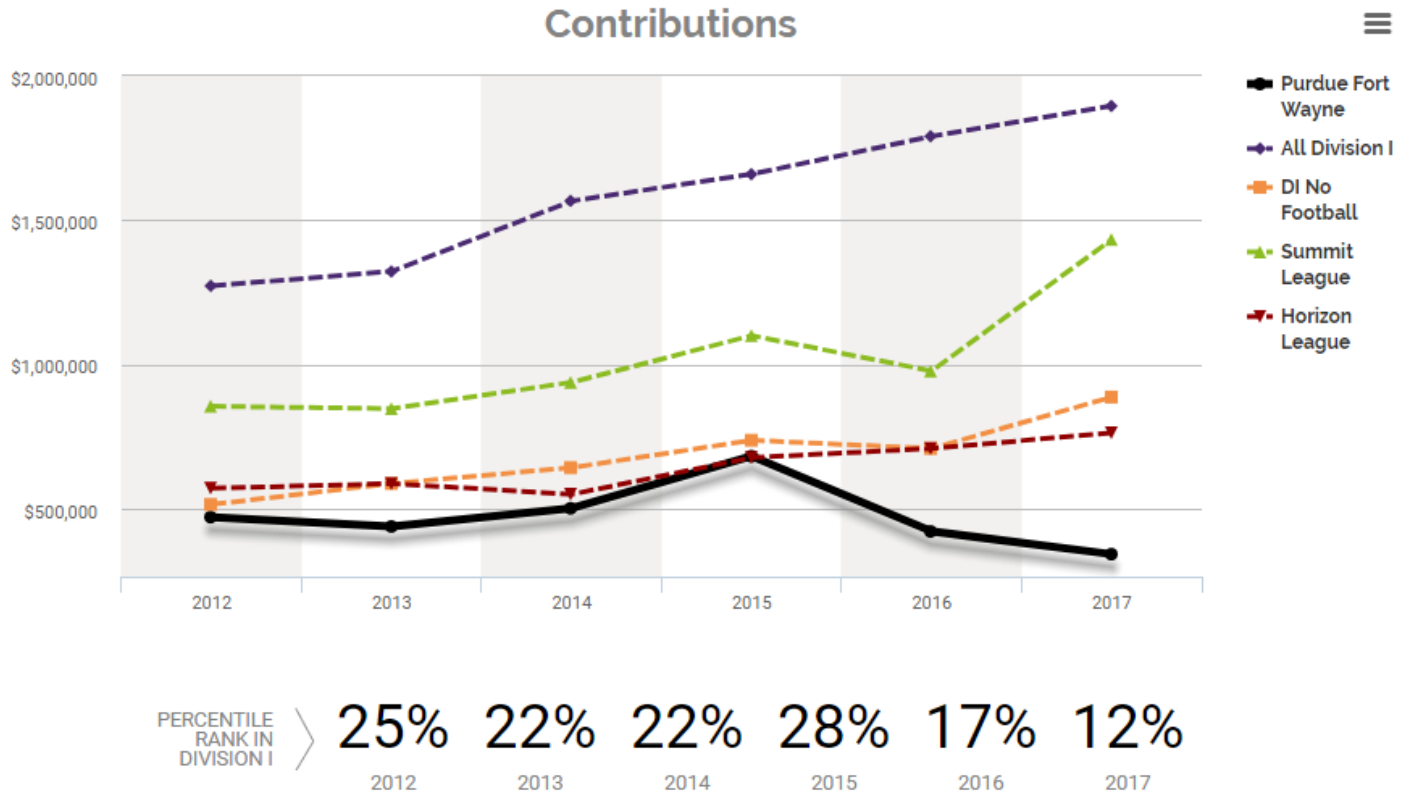


Sports Camp Revenues

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$46,111	\$27,000	\$5,408	\$6,000	\$6,000	\$6,000
All Division I	\$19,884	\$25,958	\$16,042	\$16,895	\$17,852	\$14,283
DI No Football	\$13,381	\$19,492	\$12,520	\$8,295	\$7,383	\$6,981
Summit League	\$46,111	\$95,578	\$54,180	\$30,060	\$26,802	\$38,236
Horizon League	\$137,185	\$114,778	\$109,709	\$117,551	\$62,029	\$37,967

Contributions

This category includes amounts received directly from individuals, corporations, associations, foundations, clubs or other organizations that are designated, restricted or unrestricted by the donor for the operation of the athletics program. This also includes the amounts paid in excess of a ticket's value. Contributions shall include cash, marketable securities and in-kind contributions. In-kind contributions may include dealer-provided automobiles (market value of the use of a car), apparel and soft-drink products for use by staff and teams.

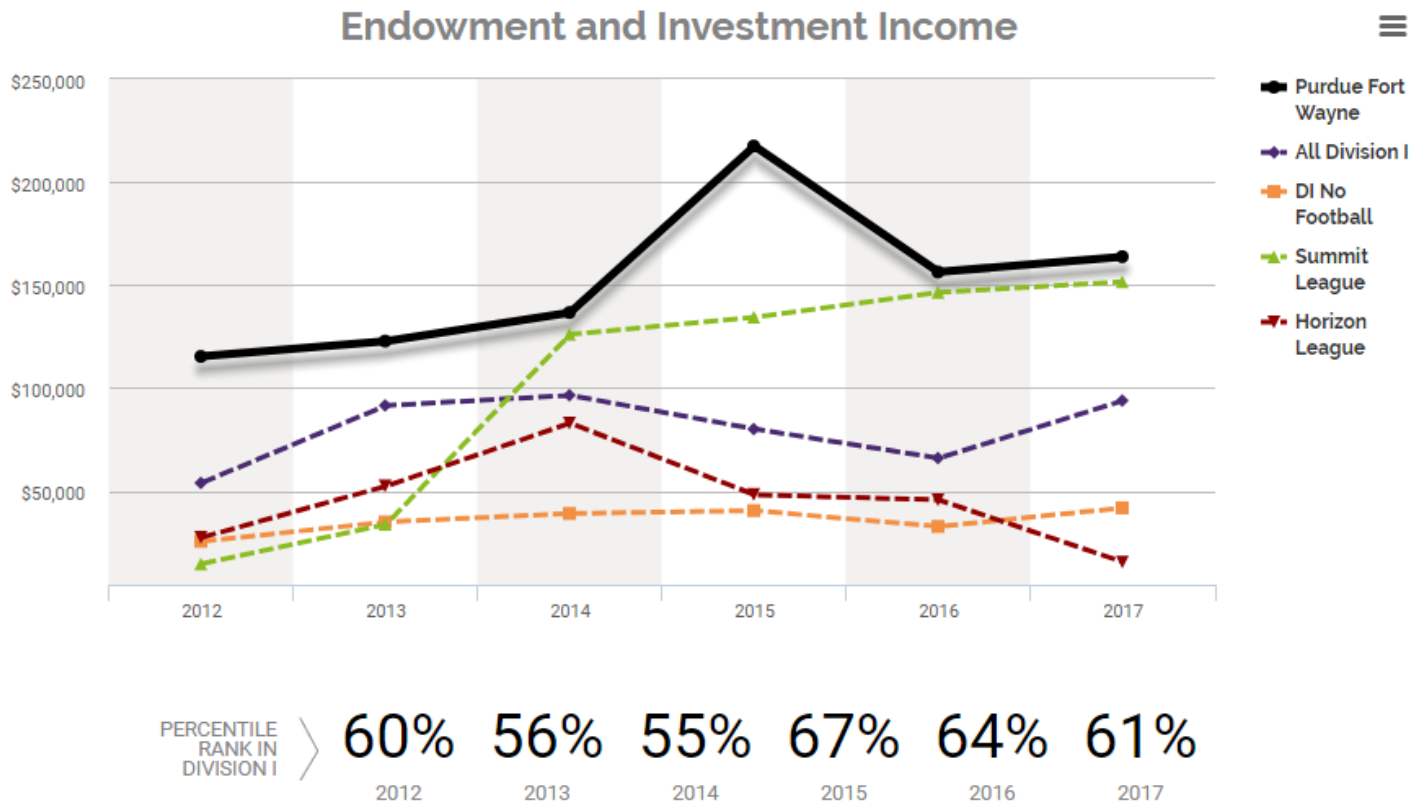


Contributions

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$473,352	\$440,770	\$503,752	\$683,996	\$423,611	\$345,041
All Division I	\$1,273,443	\$1,323,467	\$1,567,357	\$1,659,949	\$1,791,038	\$1,896,473
DI No Football	\$517,000	\$589,643	\$644,486	\$739,090	\$710,832	\$888,614
Summit League	\$856,588	\$848,664	\$939,795	\$1,101,427	\$979,092	\$1,433,695
Horizon League	\$572,946	\$589,231	\$551,972	\$679,204	\$710,832	\$765,071

Endowment and Investment Income

This category includes spending policy distributions from athletics restricted endowments and investment income used for athletics operations in the reporting year. This category includes only restricted investment and endowment income used for the operations of intercollegiate athletics.

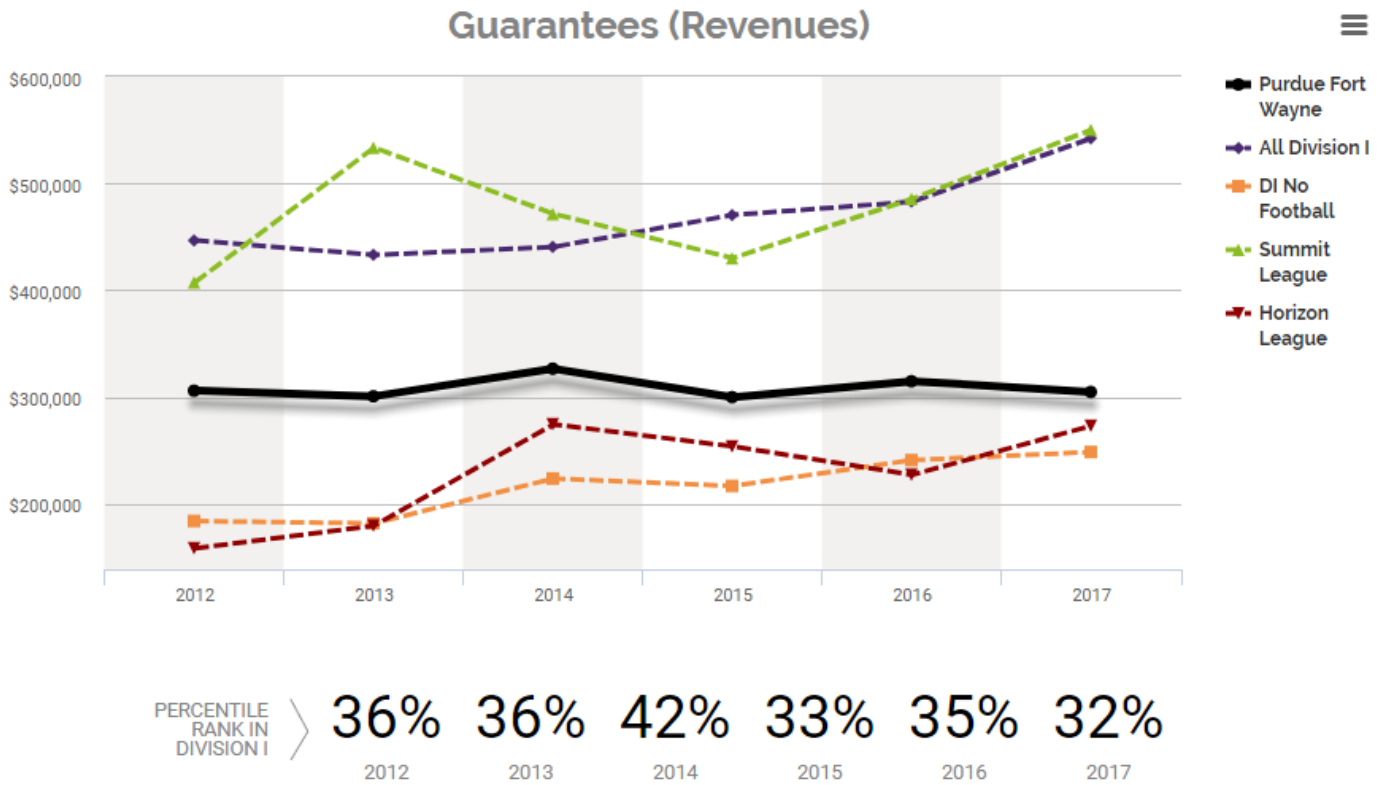


Endowment and Investment Income

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$115,305	\$122,767	\$136,620	\$217,464	\$156,280	\$163,744
All Division I	\$53,967	\$91,435	\$96,399	\$80,116	\$65,898	\$93,842
DI No Football	\$25,566	\$34,955	\$39,049	\$40,436	\$32,740	\$41,784
Summit League	\$14,634	\$33,735	\$126,015	\$134,317	\$146,409	\$151,530
Horizon League	\$27,409	\$52,311	\$82,938	\$48,161	\$45,642	\$15,479

Guarantees (Revenues)

This category includes revenue received from participation in away games.

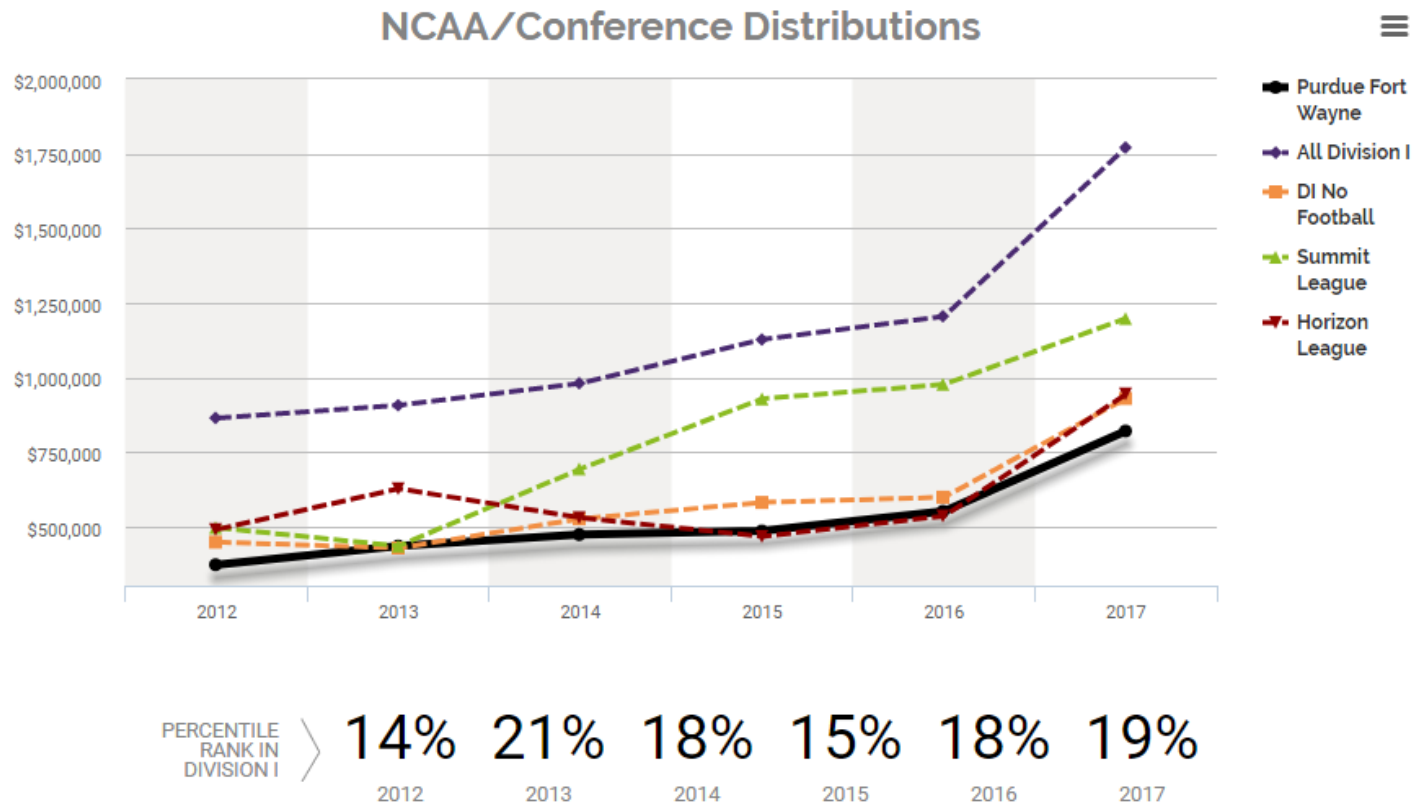


Guarantees (Revenues)

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$306,000	\$300,750	\$326,536	\$299,974	\$314,825	\$304,800
All Division I	\$446,665	\$433,000	\$440,500	\$470,450	\$482,838	\$542,250
DI No Football	\$184,000	\$181,824	\$223,788	\$216,800	\$241,000	\$248,600
Summit League	\$407,249	\$533,500	\$471,456	\$430,155	\$485,550	\$550,225
Horizon League	\$158,375	\$179,625	\$274,456	\$253,850	\$227,250	\$273,150

NCAA/Conference Distributions

This category includes revenues received from all NCAA distributions including NCAA championships reimbursements and payments received from the NCAA for hosting a championship. As well as amounts received for direct participation or through a sharing arrangement with an athletics conference, including shares of conference television agreements.



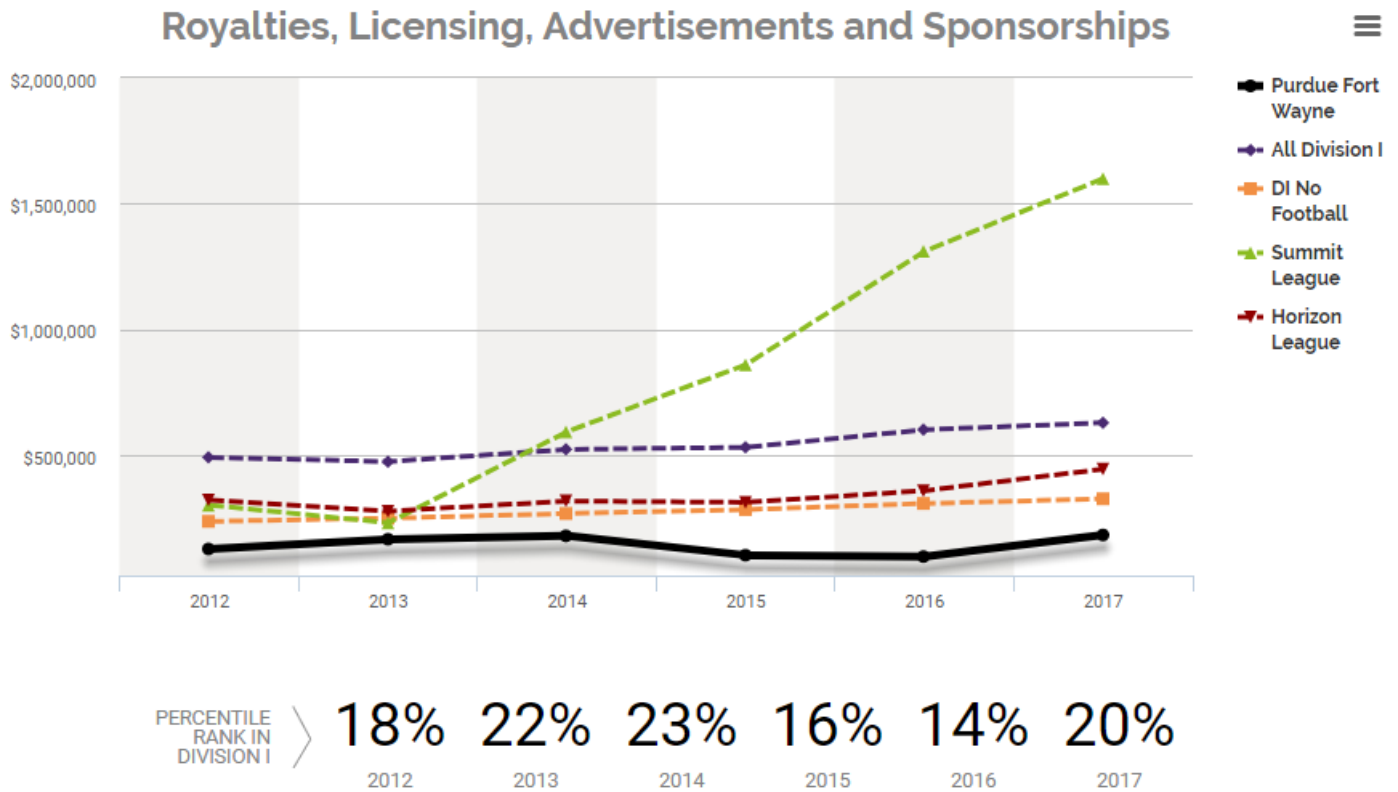
NCAA/Conference Distributions

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$373,102	\$435,868	\$474,258	\$486,259	\$552,167	\$821,120
All Division I	\$864,303	\$907,446	\$980,918	\$1,127,813	\$1,205,068	\$1,770,803
DI No Football	\$449,000	\$428,985	\$527,143	\$581,728	\$599,221	\$930,248
Summit League	\$497,194	\$435,868	\$694,021	\$929,237	\$977,300	\$1,198,017
Horizon League	\$491,179	\$627,855	\$530,720	\$467,892	\$536,173	\$944,593

Royalties, Licensing, Advertisements and Sponsorships

This category includes revenue from:

- Sponsorships.
- Licensing Agreements.
- Royalties.
- In-kind products and services as part of sponsorship agreement.



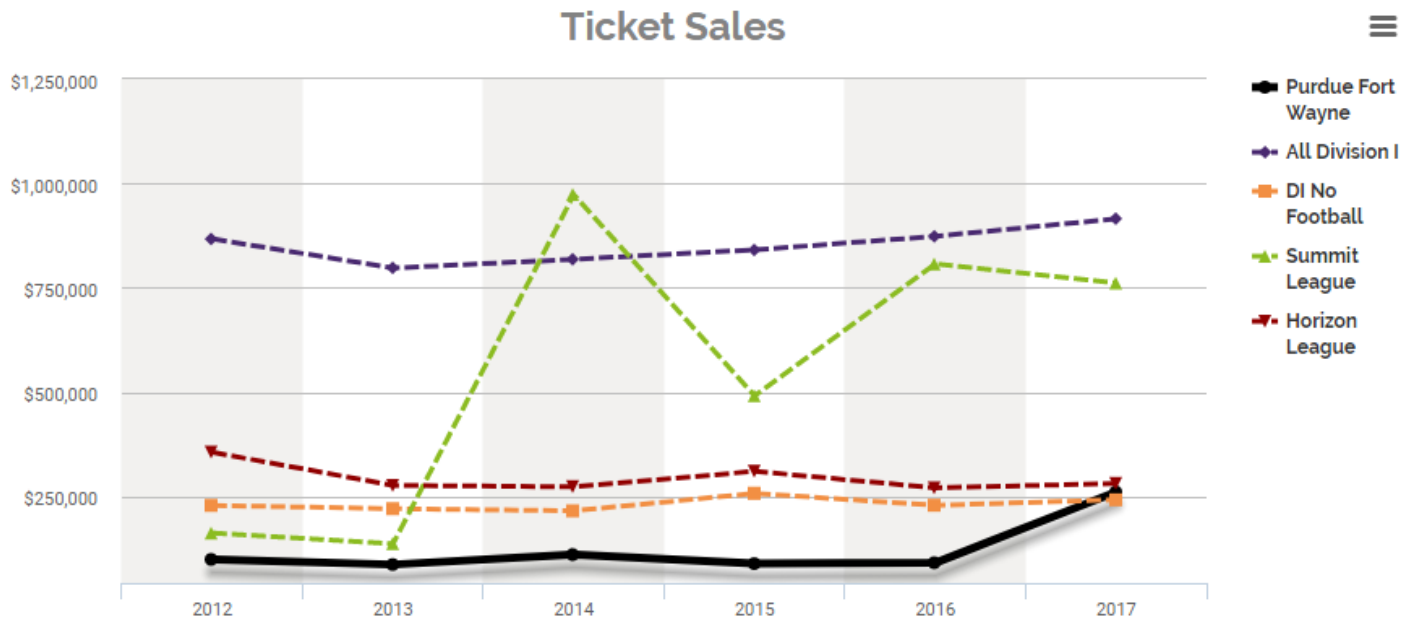
Royalties, Licensing, Advertisements and Sponsorships

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$129,865	\$168,573	\$181,842	\$105,015	\$99,652	\$185,461
All Division I	\$493,299	\$476,822	\$525,117	\$533,547	\$603,275	\$631,121
DI No Football	\$239,413	\$251,861	\$270,563	\$286,212	\$310,437	\$329,054
Summit League	\$304,093	\$233,613	\$595,451	\$861,430	\$1,311,563	\$1,600,681
Horizon League	\$324,665	\$279,837	\$320,156	\$315,221	\$361,344	\$446,917

Ticket Sales

This category includes revenue received for sales of admissions to athletics events. This may include:

- Public and faculty sales.
- Student sales.
- Shipping and handling fees.



PERCENTILE RANK IN DIVISION I

12% 12% 12% 9% 10% 24%

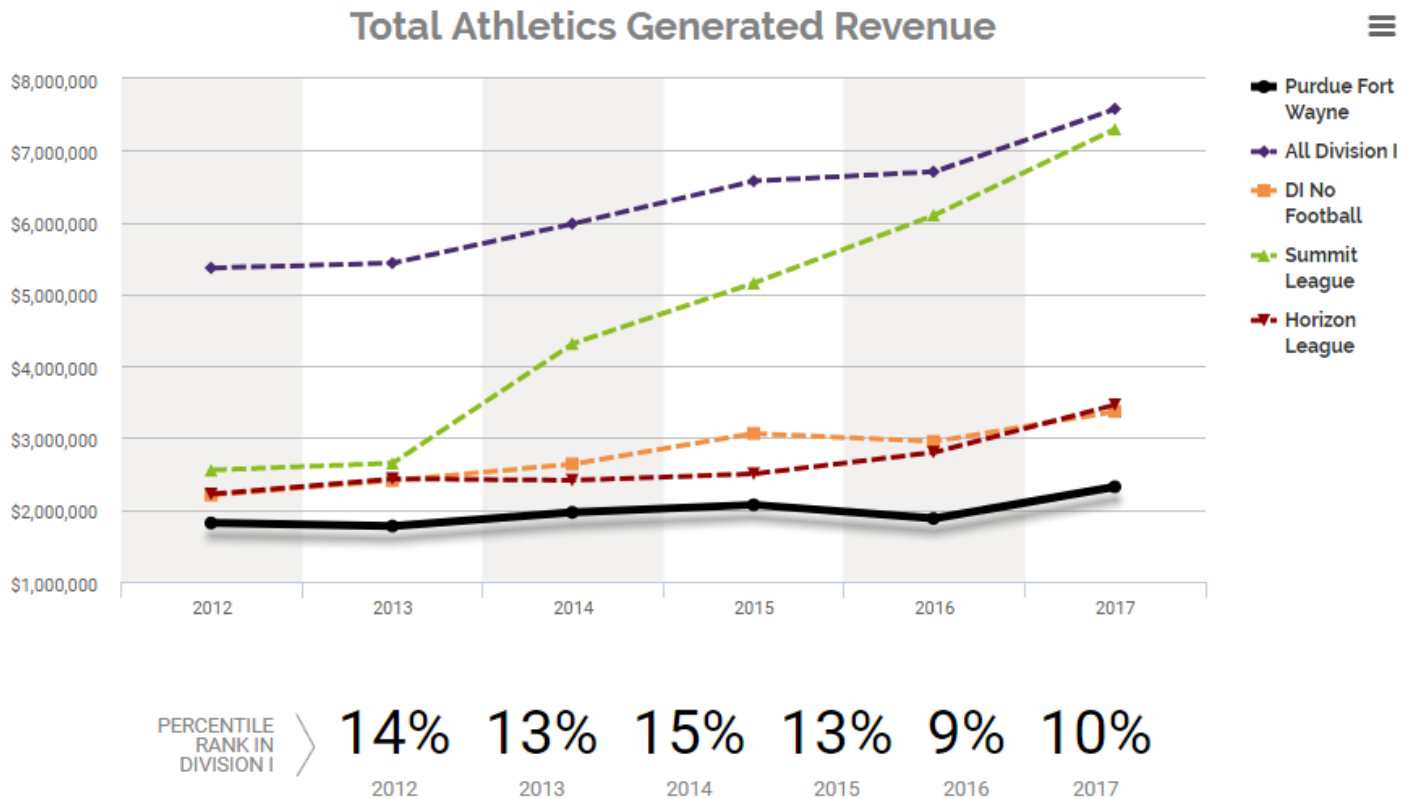
2012 2013 2014 2015 2016 2017

Ticket Sales

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$99,421	\$87,085	\$110,841	\$89,244	\$91,282	\$260,937
All Division I	\$867,034	\$797,323	\$818,161	\$840,856	\$873,225	\$915,201
DI No Football	\$228,647	\$220,811	\$215,717	\$257,458	\$228,994	\$242,113
Summit League	\$162,576	\$136,841	\$973,073	\$491,150	\$807,258	\$761,527
Horizon League	\$355,936	\$276,762	\$273,150	\$310,369	\$270,845	\$281,156

Total Athletics Generated Revenue

This category identifies all revenues that are earned by the athletics department for participation in athletics (for example, ticket sales, alumni contributions, licensing, etc.)



Total Athletics Generated Revenue

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	\$1,816,695	\$1,774,556	\$1,964,132	\$2,069,796	\$1,878,882	\$2,321,592
All Division I	\$5,365,598	\$5,432,934	\$5,980,965	\$6,574,697	\$6,705,383	\$7,577,454
DI No Football	\$2,205,862	\$2,407,708	\$2,637,821	\$3,063,034	\$2,950,710	\$3,367,938
Summit League	\$2,554,253	\$2,649,487	\$4,315,954	\$5,156,470	\$6,101,627	\$7,298,820
Horizon League	\$2,217,662	\$2,431,351	\$2,410,994	\$2,501,074	\$2,799,832	\$3,462,047

Appendix II. Description of the NCAA Data Review Process

NCAA APP Data Review

1. Academic Performance Program (APP)
 - a. Consists of the Academic Progress Rate (APR) and the Graduation Success Rate (GSR) which are submitted annually.
 - i. APR measures eligibility and retention on a term-by-term basis for all student-athletes who receive athletic aid.
 - ii. GSR differs from the federal graduation rate as (1) it holds institutions accountable for those student-athletes who transfer into their institution and (2) it does not penalize institutions whose student-athletes transfer in good academic standing.
 - b. The NCAA conducts data reviews annually of approximately 35 institutions and will review every DI institution once during this second cycle of reviews.
 - c. The data reviews are intended to ensure the accuracy of the reported data and to help institutions improve its APP data collection processes.
2. First Subset Request
 - a. Requested transcripts, eligibility certification forms and documentation, curriculum sheets or degree audits, change of major documentation, and bulletins for eight student-athletes.
 - b. Collaborative effort between Compliance, MAP Center, FAR, and Registrar, with some assistance from various academic departmental advisors.
 - c. Submitted on February 1st and first request was successfully completed on February 12th with a few recommendations:
 - i. Develop a new Incoming Transfer Certification form.
 - ii. Begin referring to the “shuffling” of myBlueprint as “utilizing the best fit” and continue to closely track these adjustments as they occur.
3. Second Request for Documentation and Information
 - a. Greater in scope than the first subset.

- b. Requested academic calendar information, policies and procedures regarding eligibility certification and the submission of APP data, squad lists, transcripts, eligibility certification forms, and transfer adjustment forms.
 - c. Submitted on March 1st.
4. Next Steps
- a. NCAA reviews the submitted data for the second request and provides a preliminary report.
 - b. We will have 14 days to respond to the preliminary report.
 - c. NCAA subcommittee from the Committee on Academics will review the preliminary report and our response.
 - d. NCAA will provide final report with the subcommittee's recommendations and/or required actions.

Appendix III Final Report Of NCAA Data Review

June 13, 2018



P.O. Box 6222
Indianapolis, Indiana 46206
Telephone: 317/917-6222

Shipping/Overnight Address:
1802 Alonzo Watford Sr. Drive
Indianapolis, Indiana 46202

www.ncaa.org

Chancellor Ronald Elsenbaumer
Indiana University-Purdue University, Fort Wayne
2101 East Coliseum Boulevard
Fort Wayne, Indianapolis 46805

Dear Chancellor Elsenbaumer:

This letter is to inform you that the NCAA Division I Committee on Academics Subcommittee on Data has completed its review of Indiana University-Purdue University, Fort Wayne's NCAA Division I Academic Performance Program data. Any corrections to the APP data discovered during the course of the review have been made. The subcommittee would like to commend Fort Wayne for its diligence and cooperation during the APP Data Review Process. Fort Wayne's staff was courteous, accommodating and served as an active participant throughout the process. For the specific results of the data review, please refer to the final report included with this letter.

The goal of the APP Data Review Process is to ensure the uniformity and accuracy of the APP data. In addition, the data reviews provided an educational opportunity for participating institutions to better understand the program and to receive further guidance from the NCAA staff regarding APP data collection. The subcommittee hopes that this process was beneficial to Fort Wayne.

Please note that the subcommittee plans on reviewing the APP data for 30 to 40 institutions annually. The subcommittee selects institutions for review based on the following indicators: comparison of academic rates previously submitted; warnings generated by the APP Data Collection Program; manual review of submitted data; any data irregularities and a team(s) with an APR(s) ranging from 910 to 950. This means that, while the subcommittee intends to review each institution before beginning the new cycle of reviews, it retains the authority to review an institution sooner than expected if it meets any of the aforementioned indicators.

National Collegiate Athletic Association

Supporting student-athlete success on the field, in the classroom and for life

Equal Opportunity/Affirmative Action Employer

Chancellor Ronald Elsenbaumer
June 13, 2018
Page No. 2

Again, the subcommittee would like to thank Fort Wayne and especially Rachel Newsted for her assistance during the APP Data Review Process. The subcommittee recognizes that the review process was a time-consuming endeavor and appreciates your making it a priority on campus. The subcommittee believes that successful data reviews contribute to a more accurate APP Data Collection Program as well as to an institution's APP data.

Sincerely,



Dave Schnase
Vice President of Academic and Membership Affairs

DS:na

cc: Mr. Thomas Duple (letter only)
Ms. Kelley Hartley-Hutton
Ms. Christine Kuznar
Ms. Rachel Newsted
Selected NCAA Staff Members



**NCAA Division I Committee on Academics
NCAA Division I Academic Performance Program
Data Review Final Report**

Indiana University-Purdue University, Fort Wayne

This report represents the final findings of the NCAA Division I Committee on Academics Subcommittee on Data regarding Indiana University-Purdue University, Fort Wayne's 2014-15, 2015-16 and 2016-17 NCAA Division I Academic Performance Program data review.

The report has been organized by topical area and provides the subcommittee's findings in each area and any action for your institution regarding those findings.

Section One: NCAA Division I Academic Progress Rate Cohort Composition

Teams Awarding Athletically Related Financial Aid.

- I. Receipt of Athletically Related Financial Aid.
 - A. Definition. For teams that awarded athletically related financial aid, the APR cohort was comprised of student-athletes who received institutional financial aid based in any degree on athletics ability and were enrolled full time as of the fifth week of classes or the institution's official census date, whichever was earlier.
 - B. Subcommittee Findings. Based on corrections made following the preliminary report, the subcommittee considers the institution's APP data in this area to be in substantial conformity with NCAA Division I Committee on Academics' Policies and Procedures.
 - C. Action. No action required.

- II. Term Athletically Related Aid Awarded.
 - A. Definition. Student-athletes receiving athletically related financial aid should be included in the team's APR for the term(s) in which he or she received the aid.
 - B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with NCAA Division I Committee on Academics' Policies and Procedures.
 - C. Action. No action required.

III. Full-Time Enrollment.

- A. Definition. A student-athlete must be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the institution but not less than 12 semester or quarter hours.
- B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with NCAA Division I Committee on Academics' Policies and Procedures.
- C. Action. No action required.

IV. Exhausted Eligibility and Graduated.

- A. Definition. Student-athletes who have graduated and exhausted their eligibility shall not be included in the APR cohort. Even if the student-athlete received athletics aid and was enrolled full time, he or she should be excluded from the cohort.
- B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with NCAA Division I Committee on Academics' Policies and Procedures.
- C. Action. No action required.

V. Exhausted Eligibility and Enrolled Beyond Five Years.

- A. Definition. Student-athletes who have exhausted their eligibility and are enrolled beyond five years or 10 semesters/15 quarters shall not be included in the APR cohort. Even if the student-athlete received athletics aid and was enrolled full time, he or she should be excluded from the cohort.
- B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with NCAA Division I Committee on Academics' Policies and Procedures.
- C. Action. No action required.

VI. Exhausted Eligibility and Five Years Beyond Initial Full-Time Collegiate Enrollment

- A. Definition. Student-athletes who are five years beyond initial full-time collegiate enrollment and have exhausted eligibility shall not be included in the APR cohort even if such students meet the above criteria.
- B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with NCAA Division I Committee on Academics' Policies and Procedures.
- C. Action. No action required.

Section Two: Multisport Participants - Cohort Composition

- Teams Awarding Athletically Related Aid.
 - A. Definition. A multisport student-athlete receiving athletics aid will be included in the cohort of the sport in which his or her aid counts toward the team limit.
 - B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with Committee on Academics' Policies and Procedures.
 - C. Action. No action required.

Section Three: APR Retention

- A. Definition. A student-athlete was considered retained if he or she returned to the institution for the next regular academic term and was enrolled full time as of the fifth week of classes or the institution's official census date, whichever was earlier.
- B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with Committee on Academics' Policies and Procedures.
- C. Action. No action required.

Section Four: APR Eligibility

- **Academics Eligibility.**
 - A. **Definition.** A student-athlete was considered eligible, for purposes of APR, if he or she satisfied all applicable academic eligibility requirements (e.g., institutional, conference and NCAA) in order to be academically eligible to compete in the next regular academic term.
 - B. **Subcommittee Findings.** The subcommittee considers the institution's APP data in this area to be in substantial conformity with Committee on Academics' Policies and Procedures.
 - C. **Action.** No action required

Section Five: Graduation

- I. **Awarding Eligibility in Fifth Year.**
 - A. **Definition.** A student-athlete was considered "graduated" for purposes of the APR if he or she completed all graduation requirements (e.g., academics and administrative) and was considered by the institution to be graduated. After completion of the 10th semester/15th quarter, a student-athlete must graduate in order to earn the APR eligibility point for the 10th semester/15th quarter. A student-athlete who completed five years of enrollment and did not graduate would lose the eligibility point for the 10th semester/15th quarter. A student-athlete may use summer hours completed after the 10th semester/15th quarter to complete graduation requirements, as long as they are completed prior to the beginning of the next regular academic term.
 - B. **Subcommittee Findings.** The subcommittee considers the institution's APP data in this area to be in substantial conformity with Committee on Academics' Policies and Procedures.
 - C. **Action.** No action required.

II. Awarding Eligibility after the Fifth Year.

- A. Definition. Student-athletes who graduate within 10 semesters/15 quarters will always be awarded the retention point for any future terms in which they are included in the APR cohort. In order to earn the eligibility point, he or she must meet all applicable academic requirements (e.g., six-hour requirement) to be eligible to compete.
- B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with Committee on Academics' Policies and Procedures.
- C. Action. No action required.

Section Six: Delayed-Graduation Point

- A. Definition. A student-athlete may be awarded a delayed-graduation point if he or she graduated fall 2012 or later and lost or would have lost a retention or eligibility point in his or her last term in the APR cohort, or would have if the APP was implemented before the 2003-04 academic year.
- B. Subcommittee Findings. The subcommittee considers the institution's APP data in this area to be in substantial conformity with Committee on Academics' Policies and Procedures.
- C. Action. No action required.

Section Seven: Graduation Success Rate

- A. Definition. The GSR is calculated for student-athletes who received institutional financial aid based in any degree on athletics ability during the academic year in which they entered the institution or, for those athletics programs/institutions that do not offer athletically related financial aid, the rate is calculated on a subset of recruited student-athletes.
- B. Subcommittee Findings. Based on corrections made following the preliminary report, the subcommittee considers the institution's APP data in this area to be in substantial conformity with Committee on Academics' Policies and Procedures.

- C. Action. No action required.

Section Eight: Policies and Procedures for Certifying Continuing Eligibility

The Committee on Academics' Policies and Procedures requires each institution develop a written policy and step-by-step procedures for certifying continuing eligibility.

- A. Definition. N/A
- B. Subcommittee Findings. The institution submitted the requested policies and procedures.
- C. Action. No action required.

Section Nine: Policies and Procedures for collecting, certifying and submitting the NCAA Division I Academic Performance Program data

The Committee on Academics' Policies and Procedures requires each institution to develop a written policy and step-by-step procedures for collecting, certifying and submitting the NCAA Division I Academic Performance Program data.

- A. Definition. N/A
- B. Subcommittee Findings. The institution submitted the requested policies and procedures.
- C. Action. No action required.

Section Ten: Miscellaneous Reporting Issues

- A. Definition. N/A
- B. Subcommittee Findings. Based on corrections made following the preliminary report, the subcommittee considers the institution's APP data in this particular area to be in substantial conformity with Committee on Academics' Policies and Procedures.
- C. Action. No action required.

Appendix IV Description of the Student-Athlete Certification Process

Indiana University-Purdue University Fort Wayne Continuing Academic Eligibility Certification

- I. The academic certification team consists of the Faculty Athletic Representative (FAR), a designee of the Registrar, the Mastodon Academic Performance Center (MAP) Director and Associate/Assistant Director, and the Compliance Office.
- II. The process of certification of eligibility involves an ongoing review and communication regarding course degree applicability, but specific eligibility certification shall occur in a timely manner at the conclusion of each academic term and prior to the beginning of the next term (exception being the conclusion of spring term prior to first summer session, but must be completed prior to any summer session grades being submitted).
- III. The academic certification team meets to review the academic eligibility of all student-athletes. During this review, the following shall be reviewed and certified:
 - a. Declared major and degree program with bulletin year and date of declaration.
 - b. Declared minor(s) with date of declaration
 - c. Required percentage of degree
 - d. Total credit hours required for degree completion
 - e. Total credit hours student has completed towards degree
 - f. Total credit hours completed in that term towards degree
 - g. Total credit hours completed in the first academic year that apply towards the 24 hour eligibility requirement
 - h. Total credit hours completed in that term that apply towards 6/18 eligibility requirement
 - i. Term GPA/Cumulative GPA and individual GPA eligibility benchmark
- IV. Each course attempted will be reviewed to double check for repeated coursework and degree applicability.
- V. Each student-athlete's "myBlueprint" degree audit will be reviewed with athletic certification notes entered as needed. A PDF will be saved for future reference of audit.
- VI. A student-athlete eligibility form will be completed at the time of review, or if needed, after consultation with the academic department.
 - a. On this form, the primary signatory will be either the FAR or a designee of the Registrar.

- VII. The Compliance Office will enter data into the Compliance Assistant system at the time of review.
- VIII. The Compliance Office will prepare squad lists and eligibility reports out of the Compliance Assistant system for review and signature by the designee of the Registrar at the beginning of each regular academic semester.
 - a. The eligibility reports will also be reviewed and signed by the MAP Center and the Compliance Office.
- IX. Any student-athlete who has rendered himself/herself ineligible will be notified via email from the Compliance Office of his/her ineligibility, with the steps necessary to regain eligibility in future terms. The head coach, sport oversight administrator, and MAP Center will be copied on this email.
- X. Any student-athlete who is currently eligible but is close to meeting eligibility requirements in the future (next percentage of degree benchmark, 6/18, etc.) will be sent an email from the Compliance Office with what needs to be completed in order to maintain eligibility in the future. The head coach, sport oversight administrator, and MAP Center will be copied on this email.
- XI. If a student-athlete is entering his/her final semester before graduation and intends to be enrolled less than full-time in the subsequent semester, the Compliance Office will email the academic department to confirm that the student-athlete is enrolled in all remaining coursework needed for graduation. The Registrar and the MAP Center will be copied on this email. Once the department has confirmed the student is enrolled in all remaining coursework, the student-athlete will be certified below full-time.

A photograph of a deer with large, dark antlers standing in a field of tall grass. The scene is captured during sunset or sunrise, with a warm, golden light illuminating the background and the deer's fur. The deer is facing right, and its antlers are prominent against the sky.

Athletics Overview

Faculty Senate Presentation

Ronald L. Elsenbaumer, Chancellor

OCTOBER 8, 2018

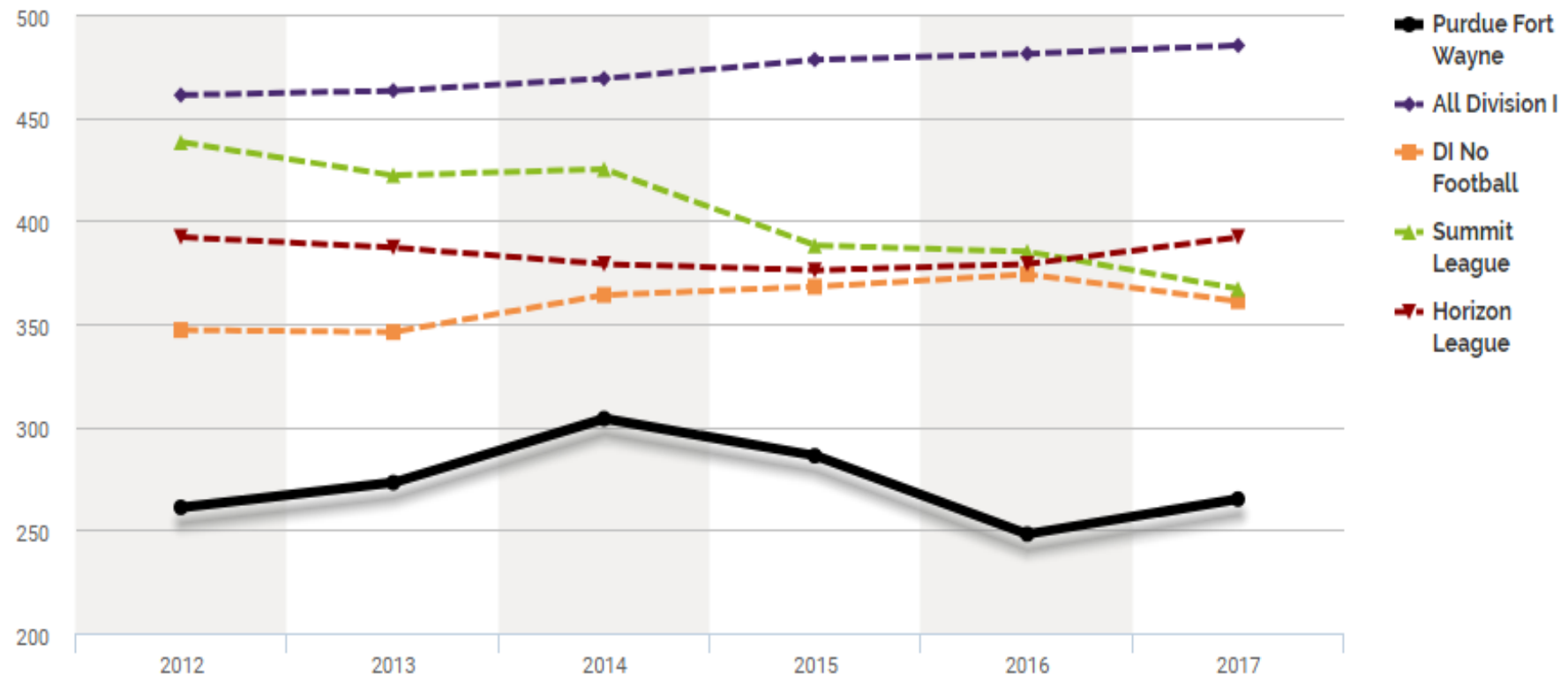
PURDUE
UNIVERSITY®
FORT WAYNE

Annual Report on Athletics

In response to SD 17-20, which calls for the establishment of goals and measures for athletics, it was discovered in the Faculty Senate archives that such measures and a method for reporting on such measures already exists in the form of SD 03-19. This document calls for an annual report by the Chancellor with set criteria and measures. The document calls for a report and presentation before the Faculty Senate each fall. Some of the measures called for are no longer relevant. If the Faculty Senate wishes to amend SD 03-19 to change or add other metrics it may do so following the established faculty governance system. What follows is the report for academic year 2016-2017. This report contains a best-faith effort at addressing each metric and request. The intention of the Office of the Chancellor is to issue this report and present it to the Faculty Senate each fall Semester moving forward.

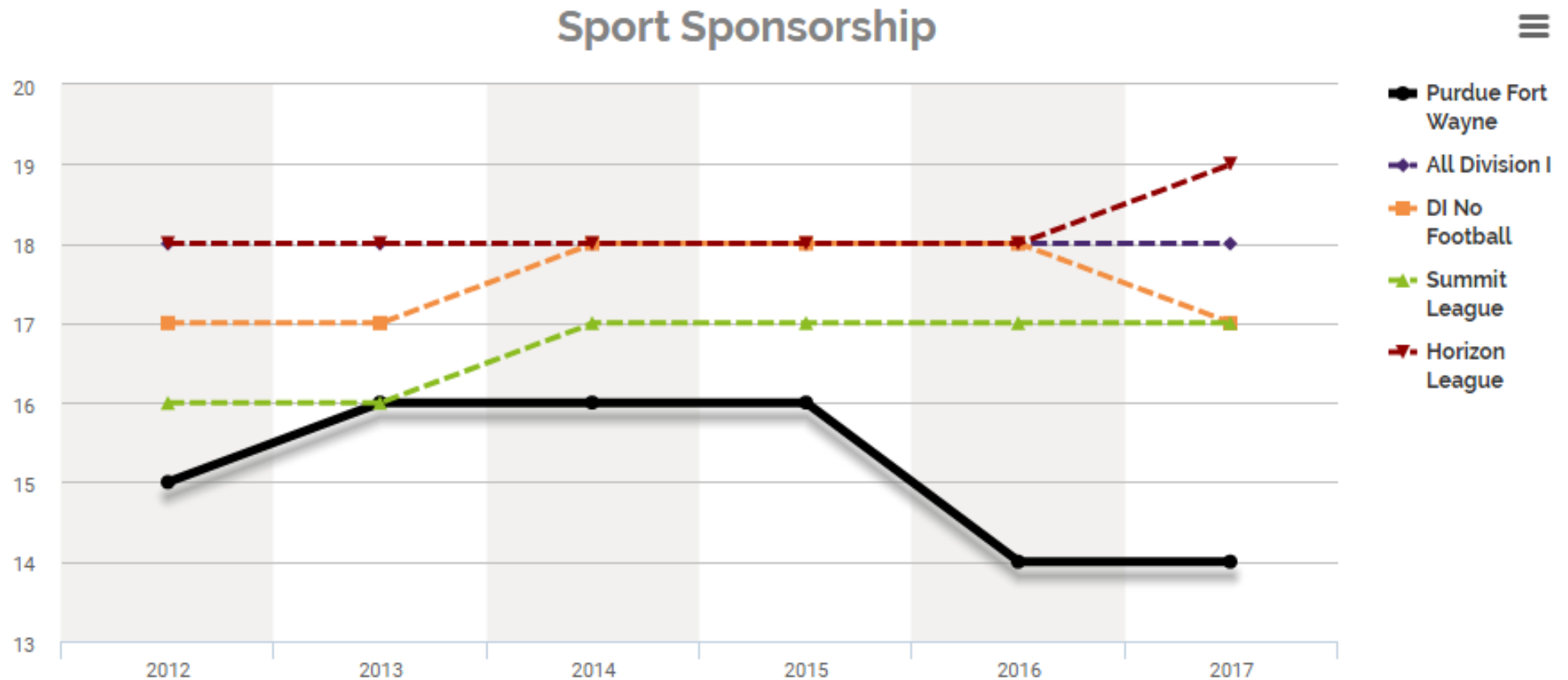
The report includes 4 appendices. Appendix I is data from the NCAA Institutional Performance Program. This data contextualizes information about the university's athletics program by comparing it to other NCAA conferences as a point of comparison. The data includes academic, administrative, and financial information. Appendix II is a description of the NCAA Data Review Process that replaced NCAA Audits. Appendix III contains a final report on the university's most recent data review. Appendix IV is a description of the student-athlete academic eligibility certification process used to certify the academic eligibility of all student-athletes.

Student-Athletes



Sport Sponsorship

This category indicates the number of sports sponsored at an institution.



Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics

2016-2017

As requested in SD 03-19, the following is the Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics for the academic year 2016-2017.

Metrics:

1. Percentage and dollar amount of athletic scholarships funded from IPFW administered scholarship funds.

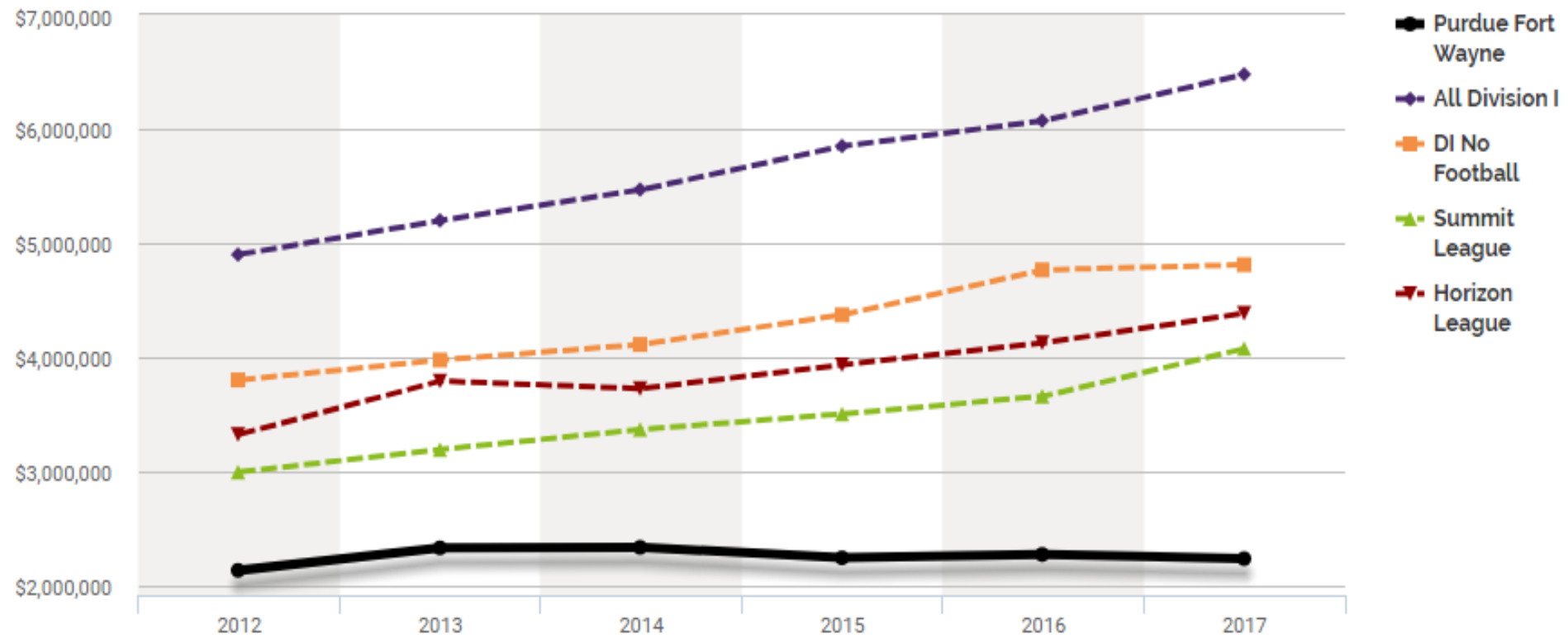
Percentage of Athletic Scholarships compared to total scholarship funds: 22.9%

Dollar amount of Athletics Scholarships: \$2,119,807.

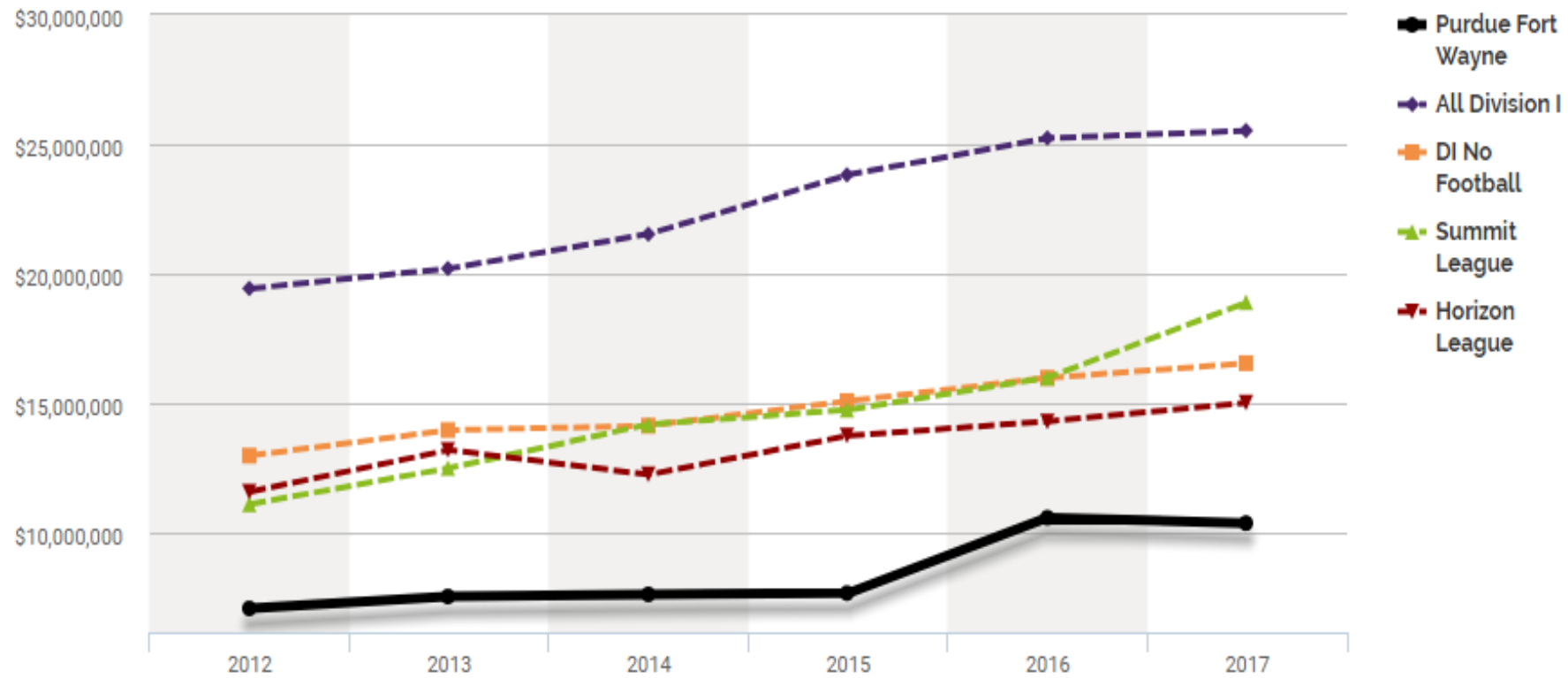
Total University Aid: \$9,241,467.

Summit League Average Athletics Aid: \$3.65 million. Horizon League Average Athletics Aid: \$4.1 Million.

Athletics Grant-in-Aid



Total Athletics Expenses



2. Percent and dollar amount of athletic scholarships funded from the Chancellor's Merit Scholarship fund.

This metric is now irrelevant as this type of scholarship has been eliminated. Academic Aid is awarded unrelated to Athletics Aid and therefore is not funding Athletics Aid.

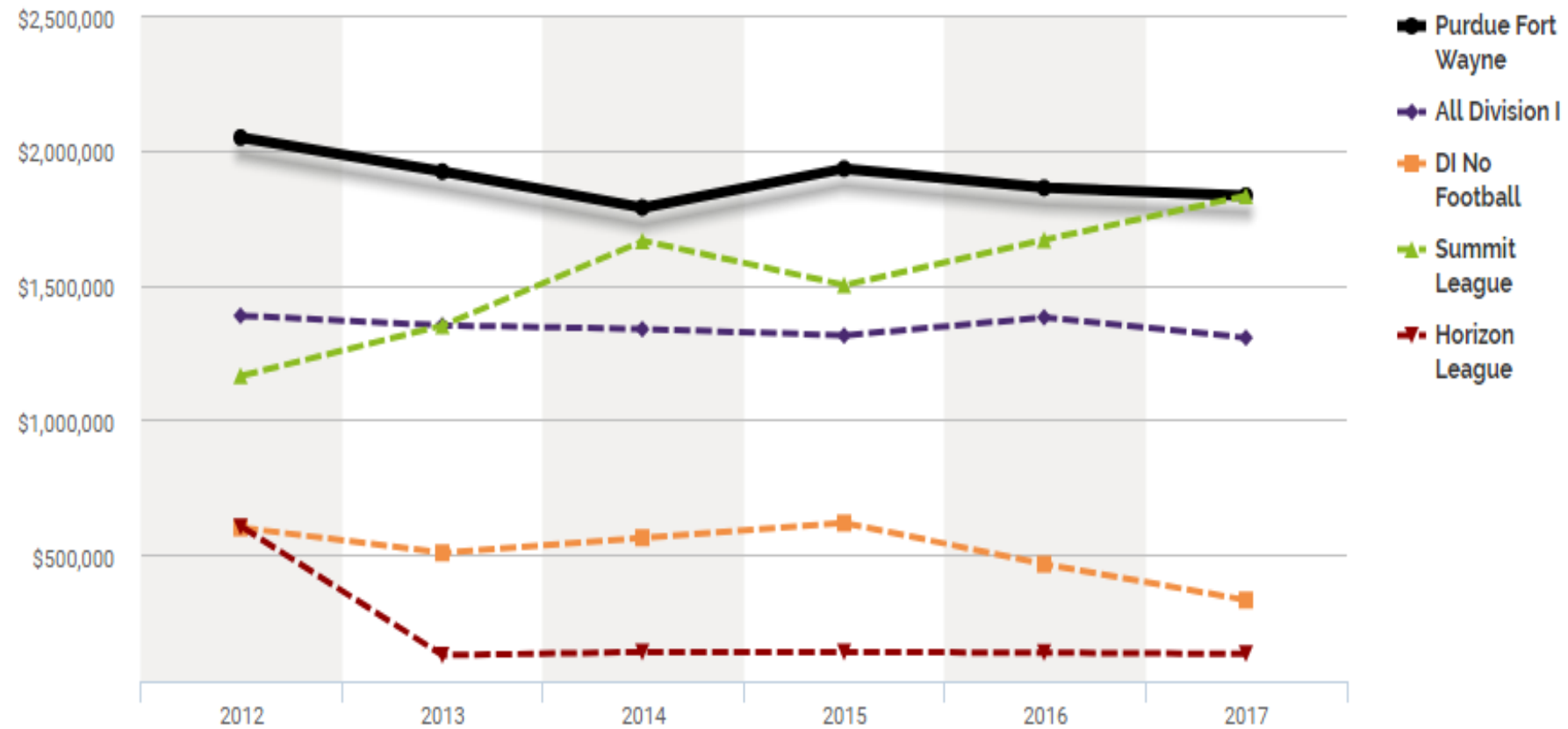
3. Fees per credit hour used in support of intercollegiate athletics.

Athletics receives 65% of the Student Service Fee which is \$8.52 per credit hour

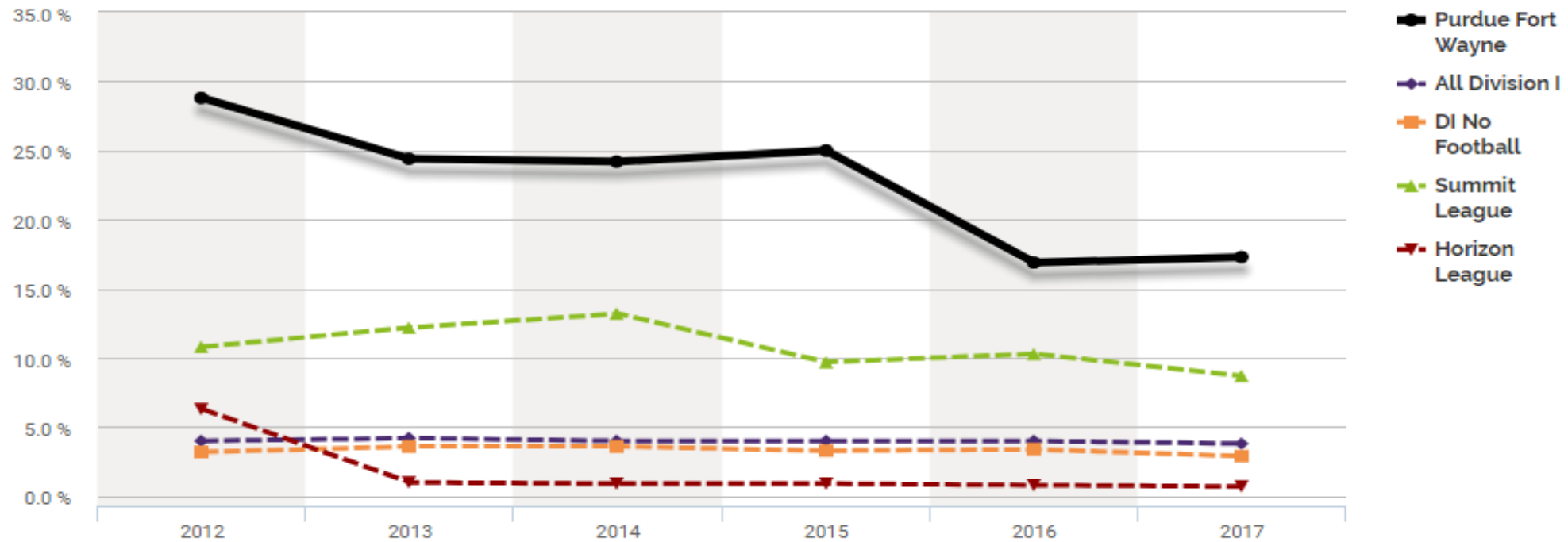
4. Percentage of total athletic budget funded by student fees.

Student fees fund 17% of total expenses. Summit League average is 10.3%.
Horizon League average is 0.8%

Student Fees



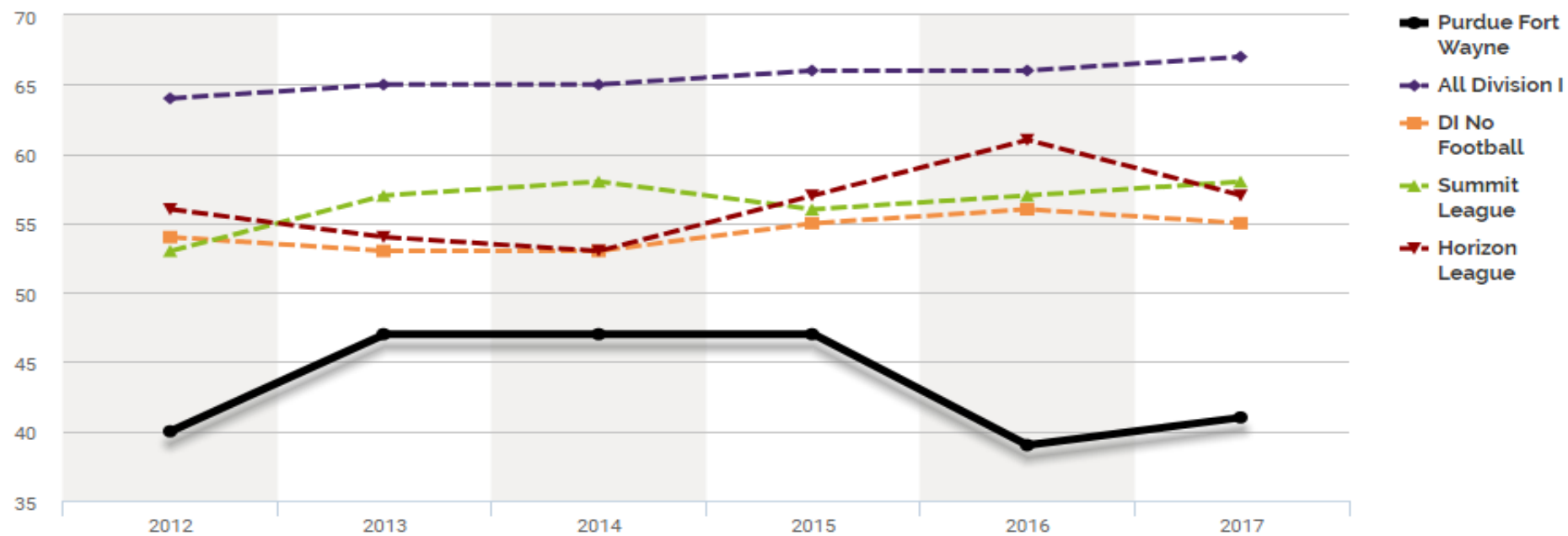
Student Fees as a % of Revenues



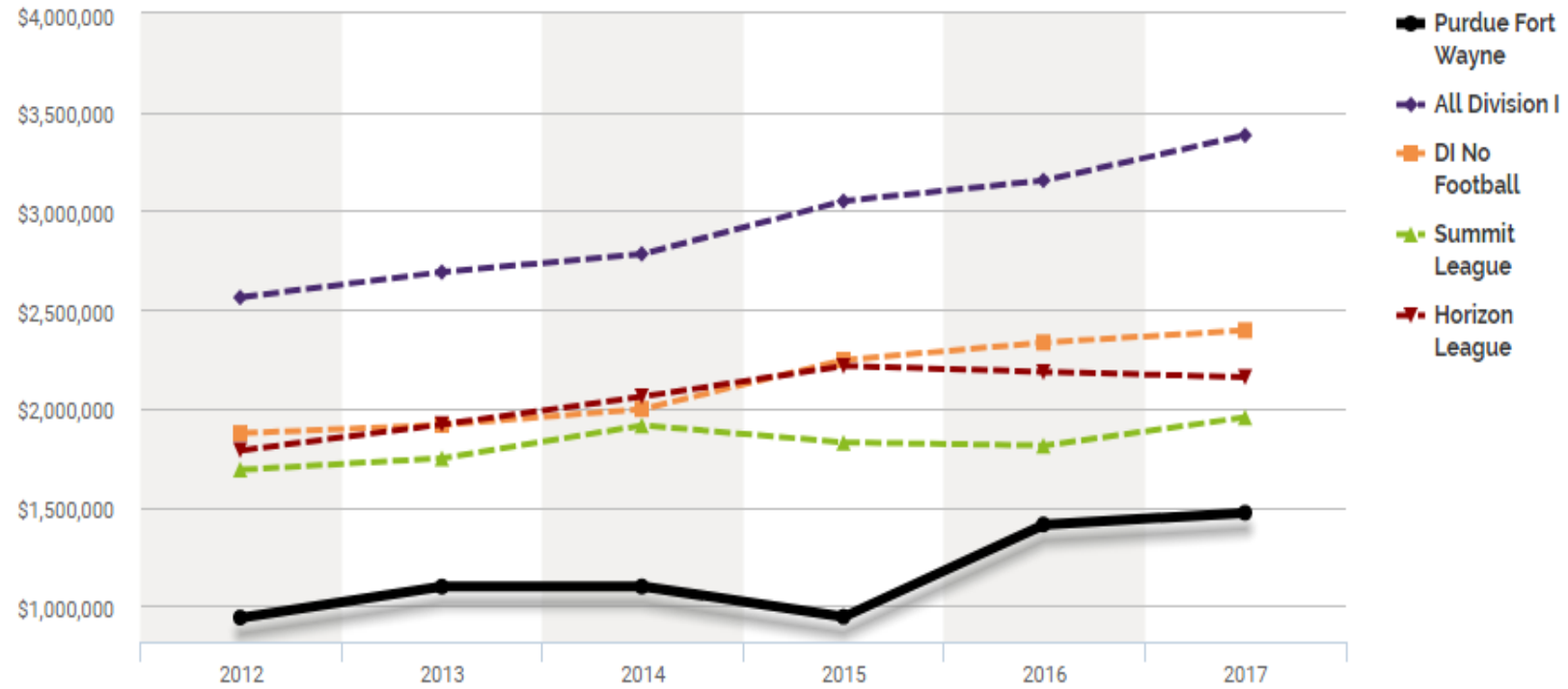
5. Total dollar amount of costs of coaching staff and support personnel allocated to the general fund.

This metric is now irrelevant as a general fund subsidy is sent to athletics accounts. Determining how much of the subsidy is specifically attributed to salary and benefits cannot be determined.

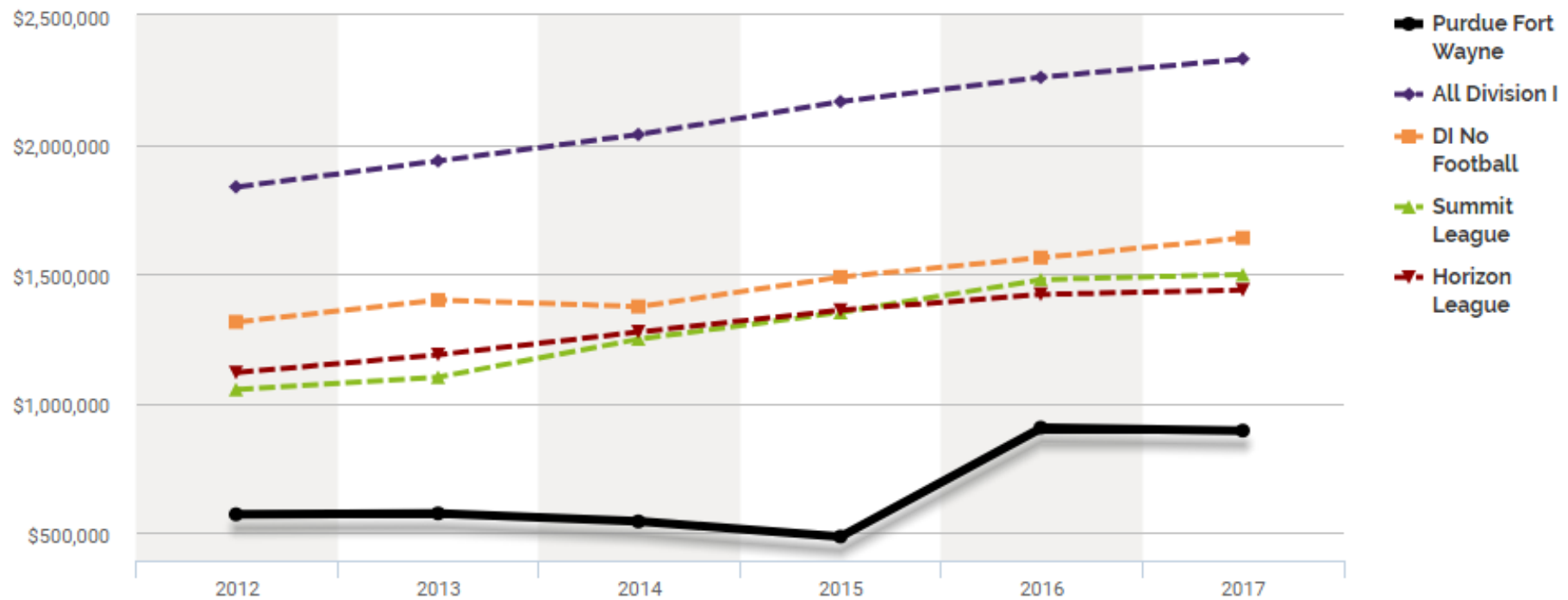
Coaches



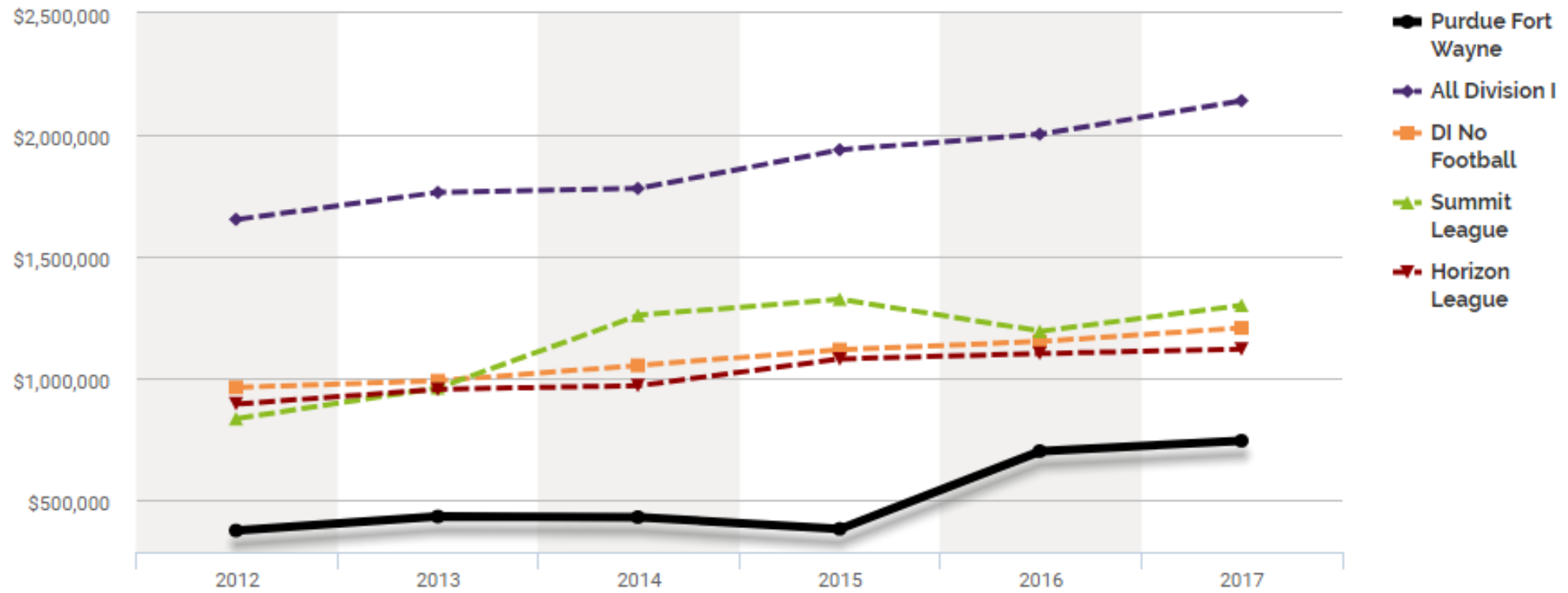
Administrative Staff Compensation



Head Coaches Compensation



Assistant Coaches Compensation



6. Surplus or deficit in annual athletic budget as shown on the EADA report.

Surplus of \$228,072

7. Number of “major infractions” assessed by the NCAA in the past ten years.

The university has had one major violation in the last ten years. It was self-reported to the NCAA and was reviewed through the cooperative summary disposition process, with the infractions decision occurring on November 24, 2015. The university was given 2 years of probation and monitoring for the infraction. The probationary period was completed successfully, and the university has no current infractions.

8. Win/Loss records in the various sports offered.

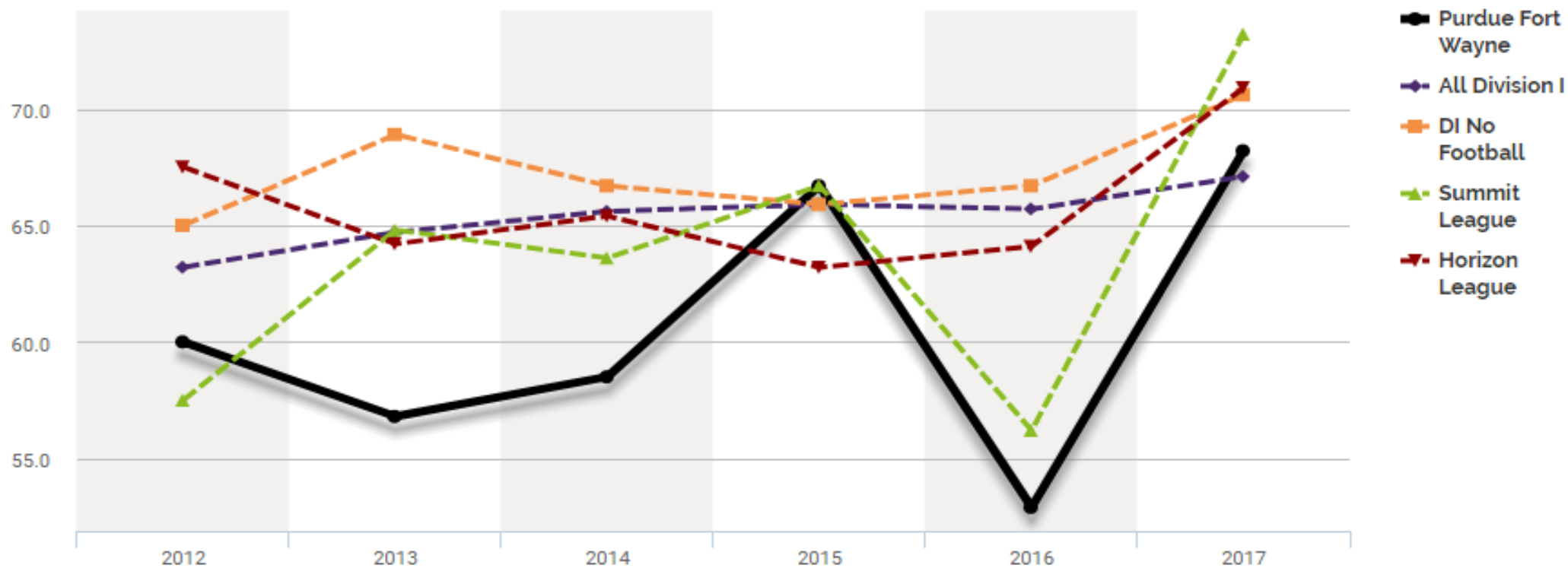
	Baseball			MBB		WBB		MSOC			WSOC			MVB		WVB		Softball			MTEN		WTEN		Department			Pct.
	W	L	T	W	L	W	L	W	L	T	W	L	T	W	L	W	L	W	L	T	W	L	W	L	W	L	T	
2017-18	4	9	0	20	13	4	24	5	9	4	1	17	0	15	6	12	19	10	16	0					71	113	4	0.388297872
2016-17	9	43	0	20	13	5	24	9	9	0	3	14	2	5	23	13	18	12	36	0					76	180	2	0.298449612
2015-16	33	26	0	24	10	7	23	5	12	0	4	13	2	10	19	7	25	11	40	0					101	168	2	0.376383764
2014-15	28	26	0	16	15	9	21	6	9	4	2	14	2	18	12	13	20	3	45	0	16	12	24	8	135	182	6	0.427244582
2013-14	19	36	0	25	11	15	15	1	15	1	6	12	1	21	7	18	14	40	15	0	19	9	18	10	182	144	2	0.557926829
2012-13	22	32	0	16	17	13	17	4	15	1	10	8	1	13	13	25	7	34	16	0	9	17	23	8	169	150	2	0.529595016
2011-12	16	40	0	11	19	9	21	8	10	2	7	9	1	13	15	21	9	45	14	0	12	11	19	11	161	159	3	0.503095975
2010-11	17	34	0	18	12	20	11	2	13	2	7	9	1	16	12	21	11	28	15	1	9	14	27	4	165	135	4	0.549342105
2009-10	17	38	0	16	15	13	17	6	11	2	4	12	1	12	17	20	12	29	19	0	11	15	23	6	151	162	3	0.482594937
2008-09	13	38	0	14	17	9	21	3	11	4	0	17	1	12	15	16	15	14	24	0	8	18	25	5	114	181	5	0.388333333

9. Graduation Rates for the 6-year cohort period for student-athletes, with a comparison to the institution's graduation rate.

→ IPEDS Graduation Rate Surveys	→	<u>All Students</u>	→	<u>Athletes</u>	→	<u>Summit League</u>	→	<u>Horizon League</u>
2010-2011 Cohort	→	24%	→	68%	→Data Not Available		
4-class average thru 2011	→	25%	→	62%	→	→ 73%	→71%

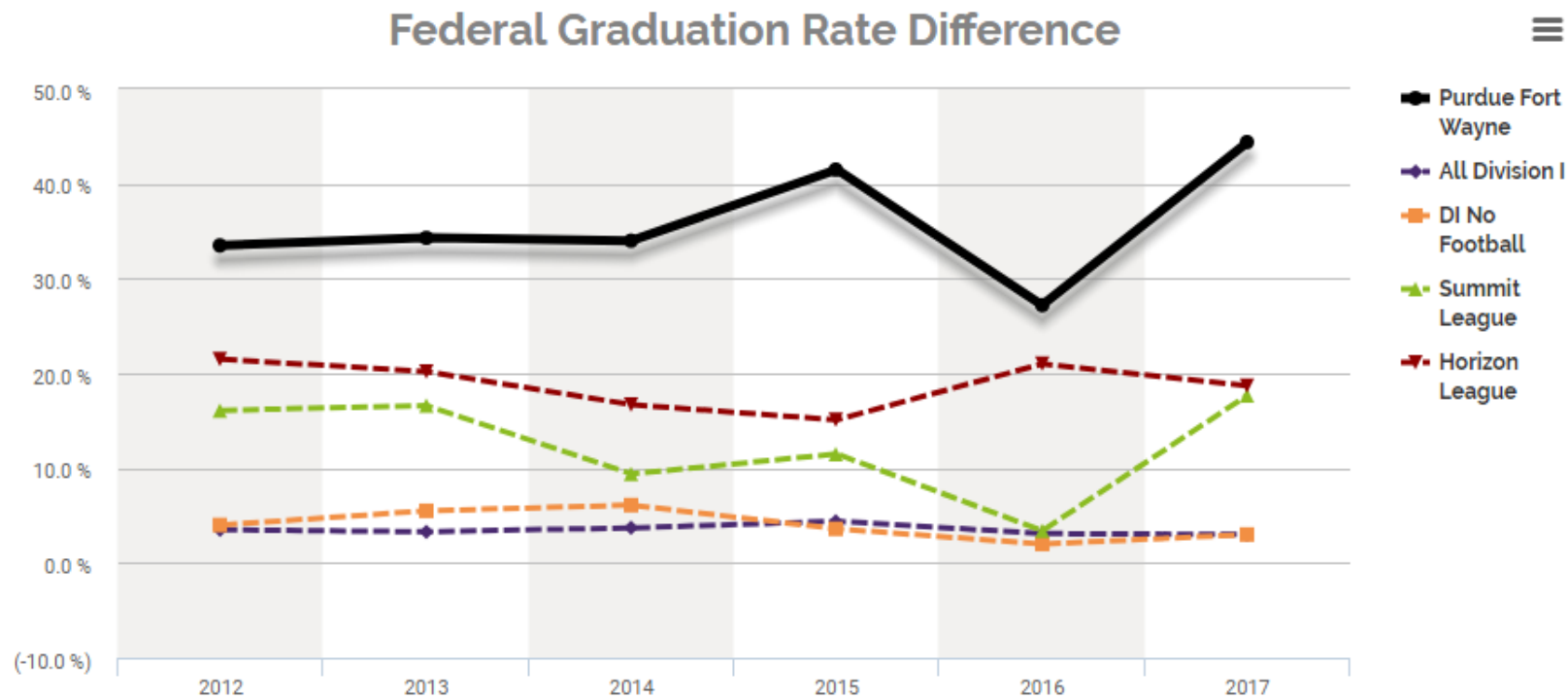


Single Year Federal Graduation Rate



Federal Graduation Rate Difference

This indicator displays the difference between the single-year federal graduation rates for student-athletes and the student body. Positive numbers reflect a higher federal graduation rate for student-athletes, while negative numbers are to be interpreted as the student body having a higher federal graduation rate than student-athletes.



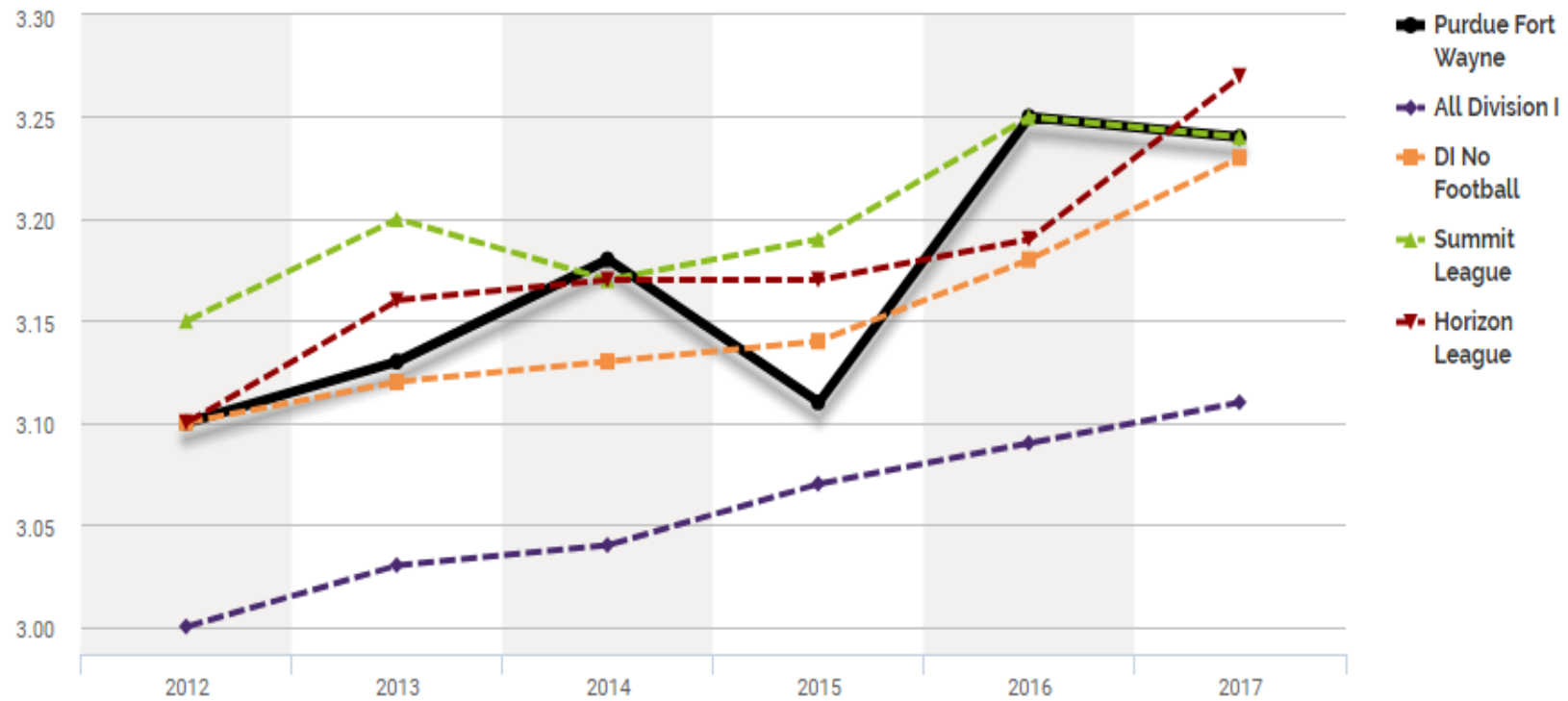
10. Student-Athlete GPA for the most recent fall and spring semesters. ¶

¶

	→	→	→	→	<u>Student-Athletes</u>	→	<u>Student Body</u>	→	<u>Summit League</u>	→	<u>Horizon League</u> ¶						
Fall 2016 GPA	→	→	→	→	3.17	→	→	→	2.81	→	→	→	3.25	→	→	→	3.19 ¶
Spring 2017 GPA	→	→	→	→	3.26	→	→	→	2.86	→	→	→	Data not available ¶				

¶

Current GPA



Single Year Academic Progress Rate (APR)

	2012	2013	2014	2015	2016	2017
Purdue Fort Wayne	966	962	966	984	994	979
All Division I	978	980	983	982	984	984
DI No Football	981	981	984	983	986	983
Summit League	974	980	979	984	986	985
Horizon League	976	978	981	981	981	981

11. Attendance at athletic events.

Average single game attendance during season

Women's Basketball: 652

Men's Basketball: 1,364 (not including the Nov. 11 IU game of 11,076)*

Women's Volleyball: 498

Men's Volleyball: 590

*11,076 is largest-ever basketball crowd in Allen County War Memorial Coliseum
News of the Mastodon's victory reached an estimated 458 million people through traditional and social media outlets.

Note: Attendance records are not kept for other sports and admission is free.

12. Gate receipts.

Total Ticket Revenue (four indoor sports)

2014-15: \$86,062

2015-16: \$91,323

2016-17: \$260,937 (Includes \$170,644.75 from the Nov. 11, 2016 Indiana game tickets)

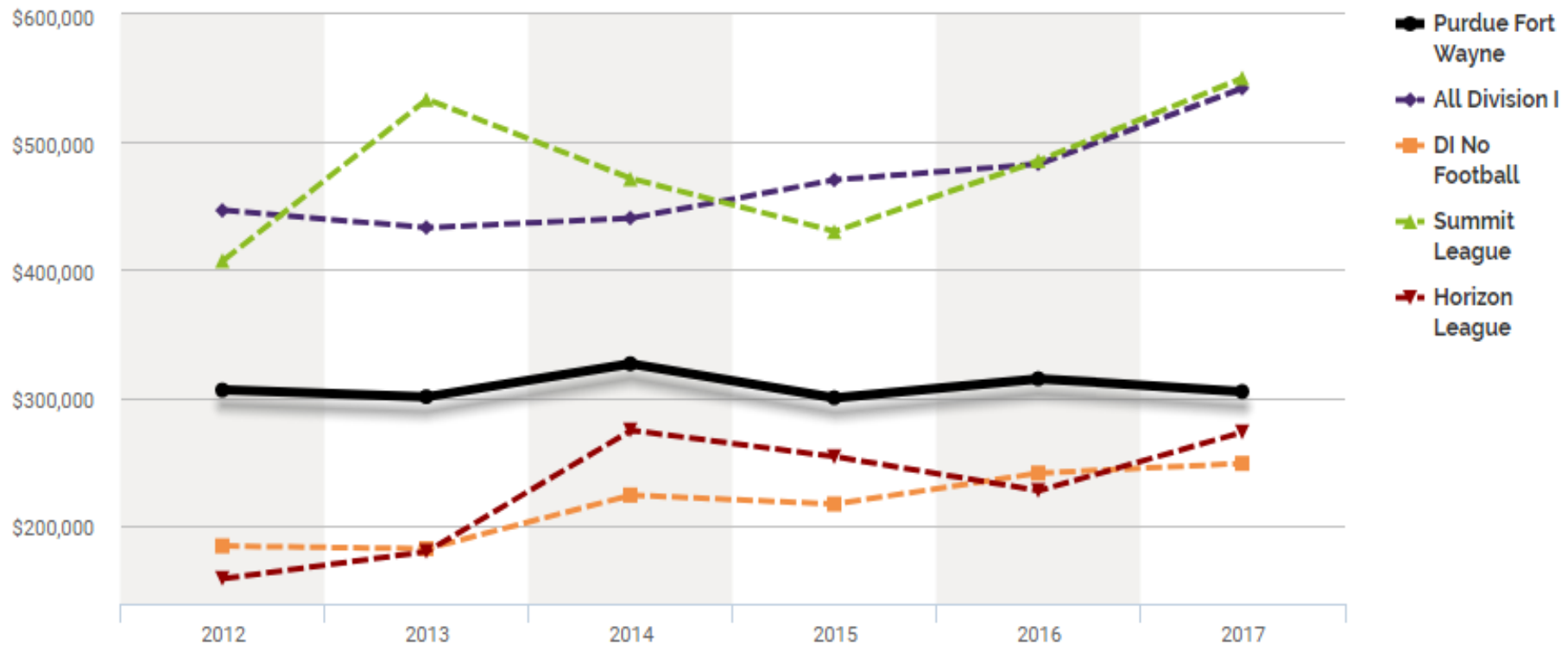
Summit League Average Ticket Sales

\$807,258

Horizon League Average Ticket Sales

\$270,845

Guarantees (Revenues)



The Equity in Athletics Disclosure Act (**EADA**) requires co-educational institutions of postsecondary education that participate in a Title IV, federal student financial assistance program, and have an intercollegiate athletic program, to prepare an annual report to the Department of Education on athletic participation, staffing, and revenues and expenses, by men's and women's teams. The Department will use this information in preparing its required report to the Congress on gender equity in intercollegiate athletics.

13. EADA comparable institution data, including gender equity measures. The comparable institutions were selected based on their demographic, financial, and athletic similarity to IPFW.

1. → EADA – Comparable Institutional Data – all for 2016-17



	Purdue-- Fort-Wayne	Purdue- North-West	U-Arkansas- Little-Rock	U-Missouri- Kansas-City	U-Wisconsin- Green-Bay	TX-Corpus- Christi
FT-UG-Male-Enrollment	2,808	2,256	1,878	2,783	1,411	3,439
FT-UG-Female-Enrollment	3,527	2,089	2,546	3,745	2,631	4,812
FT-UG-Total-Enrollment	6,335	4,345	4,424	6,528	4,042	8,251
Total-Male-Participants	113	105	113	146	104	141
Total-Female-Participants	159	89	144	194	131	185
Total-Participants	272	194	257	340	235	326
Total-Operating-Expenses-Men's-Teams	\$963,426	\$236,201	\$955,768	\$1,074,969	\$697,189	\$990,921
Total-Operating-Expenses-Women's-Teams	\$800,940	\$279,258	\$805,605	\$1,193,011	\$800,862	\$757,321
Total-Revenues-Men's-Teams	\$3,270,177	\$1,154,816	\$2,180,997	\$4,660,327	\$3,416,663	\$3,466,771
Total-Revenues-Women's-Teams	\$3,043,979	\$1,367,215	\$681,942	\$5,015,415	\$3,887,787	\$4,254,199
Total-Revenues-not-allocated-by-sport	\$4,293,710	\$846,719	\$9,321,832	\$5,418,873	\$2,284,880	\$3,237,255
Total-Revenues	\$10,607,866	\$3,394,135	\$12,184,771	\$15,094,615	\$9,589,330	\$10,958,225
Total-Expenses-Men's-Teams	\$3,270,177	\$1,153,852	\$4,106,652	\$4,660,327	\$3,416,663	\$3,466,771
Total-Expenses-Women's-Teams	\$3,043,979	\$1,357,793	\$4,044,465	\$5,015,415	\$3,887,787	\$4,254,199
Total-Expenses-not-allocated-by-sport	\$4,065,638	\$872,104	\$2,922,997	\$5,418,873	\$2,284,880	\$3,237,255
Total-Expenses	\$10,379,794	\$3,358,364	\$11,074,114	\$15,094,615	\$9,589,330	\$10,958,225

Men's Teams Head Coaches	6/50%	6/46%	4/40%	5/42%	8/44%	5/36%
Women's Teams Head Coaches	6/50%	7/54%	6/60%	7/58%	10/56%	9/64%
Men's Teams Assistant Coaches	12/43%	6/46%	6/33%	10/45%	10/42%	12/43%
Women's Teams Assistant Coaches	16/57%	7/54%	12/67%	12/55%	14/58%	16/57%
Men's Teams Athletically Related Student Aid	\$1,049,678	\$215,225	\$1,035,269	\$1,719,352	\$999,190	\$922,682
Women's Teams Athletically Related Student Aid	\$1,183,854	\$278,039	\$1,483,538	\$2,492,476	\$1,462,474	\$1,499,067
Men's Teams Recruiting Expenses	\$81,800	\$7,341	\$151,961	\$91,695	\$79,975	\$95,275
Women's Teams Recruiting Expenses	\$83,957	\$9,245	\$107,877	\$100,725	\$60,398	\$126,181

Men's Average Annual Institutional Salary per Head Coaching Position	\$56,249	\$46,837	\$160,512	\$116,409	\$42,232	\$70,274
Men's Number of Head Coaching Positions Used to Calculate the Average Salary	6	6	4	5	8	5
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$65,917	\$62,449	\$183,442	\$145,511	\$106,244	\$100,391
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	5.12	4.5	3.5	4	3.18	3.5
Women's Average Annual Institutional Salary per Head Coaching Position	\$56,162	\$47,832	\$102,749	\$76,071	\$34,056	\$51,884
Women's Number of Head Coaching Positions Used to Calculate the Average Salary	6	7	6	7	10	9
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$62,634	\$60,877	\$112,090	\$88,750	\$65,745	\$71,839
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	5.38	5.5	5.5	6	5.18	6.5
Men's Average Annual Institutional Salary per Assistant Coaching Position	\$39,258	\$7,978	\$89,159	\$37,884	\$37,317	\$33,648
Men's Number of Assistant Coaching Positions Used to Calculate the Average Salary	9	6	6	10	8	10
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$49,073	\$21,275	\$97,264	\$47,355	\$62,066	\$52,411
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7.2	2.25	5.5	8	4.81	6.42
Women's Average Annual Institutional Salary per Assistant Coaching Position	\$34,080	\$6,398	\$41,335	\$37,600	\$25,452	\$26,323
Women's Number of Assistant Coaching Positions Used to Calculate the Average Salary	9	7	12	12	11	16
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$39,834	\$16,286	\$58,355	\$45,120	\$44,370	\$44,710
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7.7	2.75	8.5	10	6.31	9.42

Part II. NCAA Financial Audit Report - Review of findings

2016-17 Audit (most recent available)

The audit found no exceptions to compliance with NCAA Financial Audit Guidelines.

The report also included the following statistics:

Total revenues	\$10,607,866
Total expenses	\$10,379,794
Net revenue	\$228,072

Part III. Athletics Certification Self-Study Report (2004, completed every 10 years)

The NCAA ceased its Athletic Certification process in April of 2011.

The NCAA now completes comprehensive academic eligibility data reviews on a random basis. IPFW's most recent comprehensive data review was completed in February-April of 2018. The review found no violations of any kind and indicated a few non-impactful minor inaccuracies in coding of students that were quickly corrected. A description of the NCAA Data Review Process is included in Appendix I. A copy of the findings of the review are included in Appendix IV.

QUESTIONS?

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: K. Pollock
Executive Committee

DATE: September 21, 2018

SUBJ: Approval of replacement members of the Honors Program Council and Faculty Affairs Committee

WHEREAS, The Bylaws of the Senate provide (5.1.4.1.) that “Senate Committees shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting”; and

WHEREAS, There one vacancy on the Honors Program Council; and

WHEREAS, The Honors Program Council has appointed Carolyn Stumph as the replacement member for the remainder of the 2018-19 academic year; and

WHEREAS, There is one vacancy on the Faculty Affairs Committee; and

WHEREAS, The Faculty Affairs Committee has appointed Prasad Bingi as the replacement member for the remainder of the 2018-19 academic year;

BE IT RESOLVED, That the Senate approve these appointments.

Question Time

Can the Central Administration explain the strategic logic of the “STEAM And Business” branding? What does it mean for programs who are left out of the explicit branding as far as institutional support & student recruitment? There are growing programs with incomparable numbers of national student awards, award-winning faculty teaching and advising, voluminous research publications, outside research grants, independent scholarship fundraising, multiple internships and overseas exchanges for students each year, and exhaustive community engagement that are not part of the Purdue University Fort Wayne brand. What are the commitments to these departments – or are they viewed as “support” programs to these other branded programs?

M. Wolf

Question Time

In reference to Senate Document SD 96-4 which states the following:

"That it be the policy of Indiana University-Purdue University that all administrative personnel who hold academic rank be expected, as a condition of their appointment, to be responsible for the teaching of one class per year in the department in which they have academic affiliation."

Could you provide the Senate with an updated report delineating the number of administrators above departmental chairs who have academic "rank" and the course number, title, number of students, and semester each has taught in the past three years?

K. Pollock
Executive Committee

To: The Fort Wayne Senate
From: Steven Alan Carr
PFW AAUP Executive Committee
Subject: Resolution Urging Fort Wayne Senate to Join AAUP in Opposing
Purdue Global Practices

WHEREAS, the local chapter of the AAUP passed unanimously a resolution on 17 Sep. 2018 urging the Fort Wayne Senate to join the AAUP in urging faculty to reject any collaboration with Purdue University Global until it fully renounces the predatory practices of the former for-profit Kaplan University and Graham Holdings Company, including unprecedented use of nondisclosure agreements and forced arbitration agreements as conditions of employment and enrollment, respectively;

WHEREAS, Purdue University Global now has rescinded its use of nondisclosure agreements after increased public scrutiny and a successful public pressure campaign led by the American Association of University Professors, but still requires forced arbitration agreements as conditions of enrollment;

WHEREAS, new information has emerged showing that Purdue University Global is enforcing a system of prior restraint by requiring faculty to notify administration within sixty minutes of contact with a media outlet;

BE IT RESOLVED that the Fort Wayne Senate calls upon Purdue Global Board Chair Michael Berghoff, the Board of Trustees, and Chancellor Betty Vandebosch to end the use of forced arbitration agreements as a condition of student enrollment; and

BE IT FURTHER RESOLVED that Fort Wayne Senate calls upon Purdue Global Board Chair Michael Berghoff, the Board of Trustees, and Chancellor Betty Vandebosch to end of any form of prior restraint of faculty, including any requirement that infringes upon faculty ability to freely comment on any matter related to the university, including any matters of governance; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate urges all Purdue University faculty at Fort Wayne and other Purdue regional campuses to reject collaboration with Purdue University Global until all forms of prior restraint, forced arbitration, and nondisclosure agreements are removed from any conditions of either faculty employment or student enrollment.

To: The Purdue University Fort Wayne Chapter of the AAUP
From: Christine Erickson
PFW AAUP Executive Committee
Subject: Resolution Urging Fort Wayne Senate to Join AAUP in Opposing
Purdue Global Practices

WHEREAS, both the AAUP and the Indiana Conference of the AAUP have strongly urged faculty to reject any collaboration with Purdue University Global until it fully renounces the predatory practices of the former for-profit Kaplan University and Graham Holdings Company, including unprecedented use of nondisclosure agreements and forced arbitration agreements as conditions of employment and enrollment, respectively;

WHEREAS, Purdue University Global now has rescinded its use of nondisclosure agreements after increased public scrutiny, but still requires forced arbitration agreements as conditions of enrollment;

WHEREAS, new information has emerged showing that Purdue University Global is enforcing a system of prior restraint by requiring faculty to notify administration within sixty minutes of contact with a media outlet;

BE IT RESOLVED that the AAUP chapter of Purdue University Fort Wayne ask the Fort Wayne Senate to join us in urging the end of using forced arbitration agreements as a condition of student enrollment; and,

BE IT FURTHER RESOLVED that the AAUP chapter of Purdue University Fort Wayne ask the Fort Wayne Senate to join us in urging the end of any form of prior restraint of faculty, including any requirement that infringes upon faculty ability to freely comment on any matter related to the university, including any matters of governance; and,

BE IT FURTHER RESOLVED that the AAUP chapter of Purdue University Fort Wayne ask the Fort Wayne Senate to join us in urging all Purdue University faculty at Fort Wayne and elsewhere to reject collaboration with Purdue University Global until all forms of prior restraint, forced arbitration, and nondisclosure agreements are removed from any conditions of either faculty employment or student enrollment.

United States Senate

WASHINGTON, DC 20510

September 19, 2018

Mr. Michael Berghoff
Chairman
Board of Trustees
Purdue University
Hovde Hall, Room 247
610 Purdue Mall
West Lafayette, IN 47907

Dear Chairman Berghoff:

We write today to share our disappointment that Purdue University has continued the for-profit college industry practice of forcing students to agree to pre-dispute mandatory arbitration and class action bans as a condition of enrollment at its Purdue University Global – newly acquired from Kaplan. We urge the Board of Trustees (Board) to immediately end this practice.

Almost a year ago, we sent a letter to President Mitch Daniels – to which we have still not received a written response – sharing our concerns about Purdue University's acquisition of the troubled, predatory Kaplan University. At that time, we raised the issue of mandatory arbitration and urged that Purdue take steps as part of any final transaction to implement protections for students, including ending this harmful practice. We are disappointed to learn that the practice has continued under Purdue's watch.

Mandatory arbitration clauses and class action bans prevent students from bringing suit, either individually or as part of a group, against a school in a court of law when the school's misconduct has caused the students harm. Instead of the protections of the legal system, students are forced into a dispute resolution process which lacks the procedures and precedents of the court system and is meant to favor the school. Arbitration proceedings and decisions are secret which hides misconduct from regulators, accreditors, and – importantly in the case of Purdue University – the public. The clauses themselves are often buried in the fine print of stacks of enrollment documents that students must sign in order to attend classes.

While a hallmark of the for-profit college industry – used by predatory companies like Corinthian and ITT Tech – mandatory arbitration in student enrollment is almost unheard of at public and legitimate private, not-for-profit institutions. In fact, the Association of Public and Land-Grant Universities (APLU) – of which Purdue is a member – has, in the past, joined the Association of Community College Trustees, American Association of Collegiate Registrars and Admissions Officers, and the National Association of Independent Colleges and Universities to express how rarely, if ever, mandatory arbitration is used in enrollment by public and not-for-

profit institutions. In an August 30 public comment letter to the Department of Education on the Borrower Defense rule, APLU joined other American Council on Education members in writing that the use of pre-dispute arbitration clauses and class action waivers “limits borrowers’ options in seeking redress...and provides protection to institutions that are acting against the interests of students. We fail to see how allowing [pre-dispute mandatory arbitration clauses and class action waivers] is beneficial to the public.”¹

In a recent statement to *Inside Higher Ed*, a Purdue spokesman seemed to downplay the use of mandatory arbitration and class action bans in student enrollment as something “inherited from Kaplan.” Yet, the spokesman went on – in a thinly veiled swipe at critics of the Purdue-Kaplan transaction – to emphatically assert that the Board “has complete control over Purdue Global, and has the final say as to which policies it retains, and which it alters. The fact that the board has complete authority to operate the new university as it sees fit and to enact whatever policies it deems to be in the interest of students is one that only the most unaware critics struggle to grasp.”²

Purdue cannot have it both ways. Either the continued use of mandatory arbitration and class action bans in student enrollment are a remnant of Kaplan that the Board disavows – in which case the Board should use its authority to immediately end the practice – or the Board must accept responsibility for the practice continuing under its control and acknowledge pre-dispute mandatory arbitration as an affirmed Purdue policy that it “deems to be in the interest of students.” The choice is yours.

We look forward to your prompt response.

Sincerely,



Richard J. Durbin
United States Senator



Sherrod Brown
United States Senator

Cc: Mr. Thomas Spurgeon, Vice Chairman
Mr. Michael Klipsch, Trustee
Ms. JoAnn Brouillette, Trustee
Ms. Vanessa Castagna, Trustee
Mr. Malcolm DeKryger, Trustee

Mr. Sonny Beck, Trustee
Mr. Gary Lehman, Trustee
Mr. Daniel Romary, Trustee
Mr. Don Thompson, Trustee

¹ American Council on Education Senior Vice President Terry Hartle to U.S. Department of Education regarding proposed rule on borrower defenses to repayment. Docket ID ED-2018-OPE-0027. August 30, 2018. Retrieved from <https://www.acenet.edu/news-room/Documents/Community-Borrower-Defense-Comments.pdf>

² Toppo, Greg. “Purdue Demands Students Waive Right to Sue.” *Inside Higher Ed*. August 29, 2018. Retrieved from <https://www.insidehighered.com/quicktakes/2018/08/29/purdue-global-demands-students-waive-right-sue>

Faculty 60 Minute Rule

The alert system is a means of ensuring that University leadership receives timely notification of critical matters that affect our students, campus operations, facility operations and our service partners. This Rule requires that you make timely notifications whenever any of the important issues listed arise.

There are two categories of critical matters that must promptly be reported under this Rule:

Red Alerts – which must be reported **within 60 minutes** of their occurrence via the alert@purdueglobal email.

Yellow Alerts – which must be reported **within 24 hours** of their occurrence via the alert@purdueglobal email.

Red Alert

First, determine if the issue is a Red Alert:

- Any event that could result in significant injury or harm to property or any person (e.g., violence, threat of violence, threat of suicide, serious public health issue or other security risk)
- Media inquiry or media event
- Unplanned school closure **NOT** due to weather
- Non-routine regulatory agency visit
- Unplanned law enforcement visit
- Imminent threat of picketers, protesters, demonstrators or other unwanted illegal trespassers
- Any illegal activity

Within 60 minutes report a red alert by sending an email describing the issue and attaching any relevant documents. Send the email to:

alert@purdueglobal.edu

Yellow Alert

First, determine if the issue is a Yellow Alert:

- Notices or routine inquiries from federal, state or accrediting agencies
- Attorney letters or contact from an attorney, or threats to contact an attorney
- Non-life threatening student or employee medical issues resulting in ambulance or 911 call
- A business interruption not resulting in a school closure (e.g., internet down)
- Significant employee or student issue including HR and/or compliance concerns
- Concerns with externships, including timely placement or dismissal
- Complaints to Purdue Global by a student, employee or third party that require assistance from Legal or senior management
- Notification of a complaint made to a third party
- Request for student records

Within 24 hours submit a yellow alert by sending an email describing the issue and attaching any relevant documents. Send the email to:

alert@purdueglobal.edu

MEMORANDUM

TO: Fort Wayne Senate
FROM: Abraham Schwab, Deputy Presiding Officer
DATE: September 26, 2018
SUBJ: Campus Promotion and Tenure Subcommittee Membership

WHEREAS, The Campus Promotion and Tenure Subcommittee is one of two subcommittees of the Faculty Affairs Committee, the other of which is the Professional Development Subcommittee

WHEREAS, There is significant value to having non-voting membership to fill administrative roles on important committees across campus as evidenced by such membership on 14 of 22 other Fort Wayne Senate Committee and Subcommittees, including the Faculty Affairs Committee and the Professional Development Subcommittee

WHEREAS, SD 14-36 defines the membership of the Campus Promotion and Tenure Subcommittee and includes no such non-voting member;

WHEREAS, Such members are usually from a Vice Chancellor's office, and from the Vice Chancellor of Academic Affairs for both Faculty Affairs Committee and Professional Development Subcommittee

WHEREAS, 2.5.2.8 of SD 14-36 explicitly states, "the chief academic officer of IPFW [sic] may not serve on the campus committee or participate in the meetings."

BE IT RESOLVED, That SD 14-36 be amended as noted below to include one of the Faculty Leaders as a non-voting member of the Campus Promotion and Tenure Subcommittee

PROCEDURES FOR PROMOTION AND TENURE AND THIRD YEAR REVIEW

(Information regarding promotion procedures for clinical faculty can be found in SD XX-XX)

IPFW and its autonomous academic units shall establish, within the timeframes and by means of guiding principles and criteria established in other documents, procedures for the evaluation of faculty for promotion and tenure according to the following procedures. Autonomous academic units shall consist of those units subject to the powers of the Faculty detailed in Section VI of the Constitution of the Faculty; other units may, at their option, adhere to these guidelines and procedures.

The procedures for evaluating faculty for promotion and tenure ensure fair and consistent treatment of candidates. The procedures include multiple levels of review with clear expectations for each level. When considered in its entirety, the procedures create a coherent whole that includes a system of checks and balances. While there are variations between academic units, all procedures are based on these principles. If a department/program (department) or college/school/division (college) cannot comply with specific procedures in this document, they are expected to explain why they cannot and utilize a procedure that conforms as closely as possible to the procedures in this document. The explanation and amended procedure shall be included in a separate document with recommendations regarding cases for promotion and tenure.

The procedures and guiding principles for evaluating faculty for promotion and tenure are discussed in separate documents (see SD 14-35 for guiding principles), but the two are interrelated. The procedures for evaluating faculty members are the method for implementing the guiding principles.

Amendments to this document shall trigger reviews of college and department procedure documents. It shall be the responsibility of the Presiding Officer of the Senate, in concert with the Senate Secretary, to notify colleges and departments of any amendments to this document and the need to review their procedure documents.

The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee.

1. Document Review and Approval

1.1. Department documents

- 1.1.1. Departments must include procedures and criteria for promotion and tenure in documents.
- 1.1.2. Department procedures must adhere to the guidelines and procedures laid out in college and Senate documents.
- 1.1.3. Department criteria must align with college guiding principles.
- 1.1.4. Department procedures must be submitted to the Senate Faculty Affairs Committee for feedback and then reviewed and approved at the college level. The feedback from the Senate Faculty Affairs Committee shall be forwarded to the college.
- 1.1.5. Department criteria must include:

- 1.1.5.1. Criteria for quality of performance (e.g. competence, excellence) in all areas (e.g. teaching, service, research/creative endeavor) for all levels (e.g. associate professor, full professor, librarian), except criteria for excellence in service to associate professor.
- 1.1.5.2. Rationale of the department for the criteria.
- 1.1.6. Department criteria must be reviewed and approved at the college level. The review by the college must focus on:
 - 1.1.6.1. The completeness of the department criteria document.
 - 1.1.6.2. The explanation of how the department criteria align with the guiding principles of the college. This explanation should reference credible evidence as to the appropriateness of the criteria for the discipline.
- 1.1.7. If a college rejects the criteria of a department, a thorough explanation of the rejection must be sent to the department.
- 1.1.8. If there is a disagreement between a department and college about criteria, the Senate Faculty Affairs Committee will arbitrate the disagreement.
- 1.1.9. Upon passage of this document by the Senate, departments have one academic year to draft, approve, and seek review of department promotion and tenure documents.
- 1.2. College documents
 - 1.2.1. Colleges must include procedures and guiding principles in documents. Colleges may choose to elect the campus guiding principles as the guiding principles of the college.
 - 1.2.2. College procedures must adhere to the guidelines and procedures laid out in senate documents.
 - 1.2.3. College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate.
- 2. Decision Levels: Nominations for promotion and/or tenure shall be considered at several levels. The quality of the evidence presented in the case is best evaluated at the department level. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case.
 - 2.1. The department committee
 - 2.1.1. Establishing the department committee: The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.
 - 2.1.2. Composition of the department committee:
 - 2.1.2.1. The majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires.
 - 2.1.2.2. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the chief academic officer of the college shall

appoint enough faculty members to bring the committee membership to between three and five.

- 2.1.2.3. Members of the department committee shall elect a chair from among its members.
- 2.1.2.4. The chief academic officer of the department may not serve on the department committee or participate in meetings.
- 2.1.3. Primary Tasks: The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.
- 2.1.4. Letter of Recommendation: The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.
- 2.1.5. Other:
 - 2.1.5.1. 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.

2.2. The chief academic officer of the department

- 2.2.1. Primary Tasks: The chief academic officer of the department shall:
 - 2.2.1.1. Review the case and compare the case to department criteria.
 - 2.2.1.2. Review how well the process has adhered to the documented procedures to this point.
 - 2.2.1.3. Review the recommendation of the lower level.
 - 2.2.1.4. Make a recommendation to the next level in the form of a letter.
- 2.2.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

2.3. The college committee

- 2.3.1. Establishing the college committee: The college committee composition and functions shall be established by the college faculty, incorporated into the documents which define the procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.
- 2.3.2. Composition of the college committee
 - 2.3.2.1. There is no requirement that the majority of the college committee members be at the same or higher rank than the rank to which a candidate aspires.
 - 2.3.2.2. Members of the college committee must have prior experience serving at a lower level in the process before serving on the college committee.

- 2.3.2.3. Members of the college committee may serve at the department level, but not at the campus level in the promotion and tenure process while serving on the college committee.
 - 2.3.2.4. Members of the college committee may not serve consecutive terms. Terms shall be staggered and may not be longer than three years.
 - 2.3.2.5. Members of the college committee shall elect a chair from among its members.
 - 2.3.2.6. The chief academic officer of the college may not serve on the college committee or participate in the meetings.
 - 2.3.3. Primary Tasks: The college committee shall:
 - 2.3.3.1. 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.
 - 2.3.3.2. Review the recommendation of the lower levels.
 - 2.3.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
 - 2.3.3.2.2. If the 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.
 - 2.3.3.3. Make a recommendation to the next level in the form of a letter.
 - 2.3.4. Letter of Recommendation: The letter of recommendation from the college 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 lower levels.
- 2.4. The chief academic officer of the college
- 2.4.1. Primary Tasks: The chief academic officer of the college shall:
 - 2.4.1.1. Review how well the process has adhered to the documented procedures to this point.
 - 2.4.1.2. Review the recommendations of the lower levels. This review:
 - 2.4.1.2.1. Shall include a consideration of the basis of the decisions from the lower levels.
 - 2.4.1.2.2. 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.
 - 2.4.1.3. Make a recommendation to the next level in the form of a letter.
 - 2.4.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.
- 2.5. The Senate Promotion and Tenure Committee (a.k.a. the campus committee)
- 2.5.1. Establishing the campus committee
 - 2.5.1.1. Voting members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of IPFW and the two Speakers of the Faculty.

- 2.5.1.2. The voting committee members will be selected from a panel of nominees composed of at least two representatives from the faculty of each college elected according to procedures adopted by the college faculty and incorporated into the documents which define the protocols of faculty governance within the college and a person with prior service on a college committee. The vote totals from the elections shall be included with the panel of nominees.
- 2.5.1.3. The committee shall also include one of the Faculty Leaders as an ex-officio, non-voting member. The Faculty Leader will be chosen by the Faculty Leaders each year, with priority given to the Faculty Leader(s) with the least involvement in lower levels of the P and T process, as either a candidate or committee member.
- 2.5.2. Composition of the voting members of the campus committee
 - 2.5.2.1. The campus committee shall consist of seven (7) members.
 - 2.5.2.2. A minimum of five (5) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.
 - 2.5.2.3. A majority of the members of the campus committee must be at the rank of professor, or librarian.
 - 2.5.2.4. Members of the campus committee must have prior experience serving at a lower level in the process before serving on the campus committee.
 - 2.5.2.5. Members of the campus committee may serve at the department level, but not at the college level in the promotion and tenure process while serving on the campus committee.
 - 2.5.2.6. Members of the campus committee may not serve consecutive terms.
 - 2.5.2.7. Members of the campus committee shall elect a chair from among its members.
 - 2.5.2.8. The chief academic officer of IPFW may not serve on the campus committee or participate in the meetings.
- 2.5.3. Primary Tasks: The campus committee shall:
 - 2.5.3.1. 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.
 - 2.5.3.2. Review the recommendations of the lower levels.
 - 2.5.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
 - 2.5.3.2.2. If the 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.
 - 2.5.3.3. Make a recommendation to the next level in the form of a letter.
 - 2.5.3.4. Letter of Recommendation: The letter of recommendation from the campus 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 lower levels.

2.6. The chief academic officer of IPFW

2.6.1. Primary Tasks: The chief academic officer of IPFW shall:

- 2.6.1.1. Recognize the credibility of the decisions of lower levels.
- 2.6.1.2. Review split votes and/or inconsistencies in findings and recommendations at, and between, lower levels. When there is a split vote and/or inconsistency, the chief academic officer of IPFW will focus the review on that part of the case dealing with the split vote and/or inconsistency.

- 2.6.1.3. Review how well the process has adhered to the documented procedures.
 - 2.6.1.4. Make a recommendation to the next level in the form of a letter.
 - 2.6.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of IPFW shall be based on the chief academic officer's review of recommendations from lower levels, the process to this point, and must clearly explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of the lower level(s).
 - 2.7. The chief administrative officer of IPFW shall forward recommendations to the President of Indiana University or to the President of Purdue University.
3. Case Process: Nominations for promotion and/or tenure shall be considered at several levels.
 - 3.1. 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.
 - 3.2. All cases for promotion and/or tenure shall pass sequentially through the decision levels above.
 - 3.3. 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.
 - 3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
 - 3.5. The administrator or committee chair at each 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.
 - 3.6. The deliberations of committees at all levels shall be strictly confidential, and only the 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.
4. Individual Participation

- 4.1. Only tenured faculty may serve as voting members of promotion and tenure committees at any level.
- 4.2. No person shall serve as a voting member of any 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.
- 4.3. The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before college committees.
- 4.4. Individuals may serve and vote at the department level and one other level (college or campus).
- 4.5. Voting members of committees and chief academic officers 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 chief academic officer who collaborated with the candidate needs to recuse her/himself.
- 4.6. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
- 4.7. Chief academic officers who have written a letter of recommendation as part of 2.2.2. will recuse themselves from discussion or vote on that candidate's case at a higher level.

REVIEW OF PROGRESS OF PROBATIONARY FACULTY TO TENURE AND PROMOTION

It is in the best interest of IPFW to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point. The diversity of colleges and departments at IPFW makes it difficult to develop a single procedure for reviewing progress of probationary faculty to tenure and promotion.

5. Development of Review Procedure: Departments must develop a procedure for reviewing progress of probationary faculty toward tenure and promotion that adheres to the following principles.
 - 5.1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
 - 5.2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur half way through the third year.
 - 5.3. The formative review must be voted on by the department promotion and tenure committee.
 - 5.4. The chief academic officer of the department must comment on the case and the review from the committee.
 - 5.5. The probationary faculty member must have opportunities to respond during the reviews.

- 5.6. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

Department procedures for reviewing progress shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate Faculty Affairs Committee shall be consulted about any newly established review procedures and any changes to a review procedure. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.

6. Senate Procedure to be used in the absence of a department or college procedure:
- 6.1. The required review of the progress of probationary faculty to tenure and promotion must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
- 6.2. This review must be formative and be based on department criteria.
- 6.3. This review must occur halfway through the third year.
- 6.4. This review must move forward with the reappointment documentation for that year.
- 6.5. This review must occur at the first two levels (department promotion and tenure committee and chief academic officer of the department referred to in 2.1 and 2.2 above) and result in a written recommendation from both levels.
- 6.6. This review must be voted on by the department promotion and tenure committee.
- 6.7. The chief academic officer of the department must comment on the case and the review from the committee.
- 6.8. The probationary faculty member must have opportunities to respond during the reviews.
- 6.9. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair
Graduate Subcommittee

DATE: September 6, 2018

SUBJ: M.S. in Speech-Language Pathology

The Graduate Subcommittee approved on August 31st, 2018 the attached documents regarding M.S. in Speech-Language Pathology.

The committee finds that the proposed program requires no Senate review.

Shannon Johnson, MLS
Chair, Graduate Subcommittee
Walter E. Helmke Library

Approving:

David S. Cochran
Shannon Johnson
Tanya Soule
Hank Strevel
Brett Wilkinson

Not Approving:

Abstain:

COVER PAGE
FOR DEGREE PROGRAM PROPOSALS

Institution:	Purdue University
Campus:	Fort Wayne
College:	Arts and Sciences
Department/School:	Communication Sciences and Disorders
Degree Program Title:	M.S. in Speech-Language Pathology
Suggested CIP Code:	51.0203
Projected Date of Implementation:	Summer II 2020

**SIGNATURE PAGE
NEW DEGREE PROGRAM PROPOSAL**

Degree title: M.S. in Speech-Language Pathology

Name of academic unit offering the new degree: Communication Sciences and Disorders

Stacy Betz
Department Chair
Communication Sciences and Disorders

Date

Eric Link
Dean
College of Arts and Sciences

Date

Carol Sternberger
Associate Vice Chancellor for Faculty Affairs
Director of Graduate Studies, Purdue University Fort Wayne

Date

Approval Recommended by the Graduate Council

Date

Linda Mason
Dean of the Graduate School

Date

Jay T. Akridge
Provost

Date

EXECUTIVE SUMMARY

M.S. in Speech-Language Pathology Department of Communication Sciences and Disorders College of Arts and Sciences, Purdue University Fort Wayne

The Department of Communication Sciences and Disorders at Purdue University Fort Wayne proposes to offer an M.S. degree in Speech-Language Pathology. After receiving approval from the Purdue Board of Trustees and ICHE, the program will seek accreditation from the American Speech-Language-Hearing Association (ASHA) and the Indiana Department of Education. Accreditation from these agencies will provide students the necessary credentials to be licensed as speech-language pathologists in Indiana. Speech-language pathologists assess, treat, and prevent communication and swallowing disorders across the lifespan in a range of work settings including public schools, hospitals, and skilled nursing facilities. A few examples of the many types of clients speech-language pathologists work with include: newborns with Down syndrome who have difficulty swallowing which places them at risk for aspiration of liquid into the lungs, children with autism who have difficulty with social communication, preschoolers who pronounce words incorrectly making it difficult for family members to understand them, children who stutter, adults who have had a stroke resulting in problems producing and understanding language, adults who have Parkinson's disease and have difficulty producing speech, and adults with dementia who slowly lose the use of language and the ability to swallow safely.

The future job outlook for speech-language pathologists is high. The United States Bureau of Labor Statistics describes the increase in job openings for speech-language pathologists as "much faster than average" with the state of Indiana predicting a 27.7% increased need by 2026. The reasons for the increased need include an ageing population, improved survival rates for premature infants and people who have a stroke or other medical illness or accident, early identification of developmental disorders, and increased inclusion of children with special needs in public school curriculum. Currently, the state of Indiana falls behind neighboring states in the number of new speech-language pathologists who graduate each year; last year the state of Ohio graduated 358 master's degree level speech-language pathologists, Michigan 253, Illinois 406, but Indiana only graduated 154. Therefore, the proposed program will help meet the need for Indiana residents to have access to qualified speech-language pathologists.

The proposed program requires two years of full-time study which includes 57 credits. In addition to academic courses, students will complete clinical practicum experiences in the on-campus Communication Disorders Clinic and off-campus externships at local public schools and healthcare settings. Students may complete an optional research-based thesis, however, completing a thesis will not replace any other program requirements. As a c program, the learning objectives will align with the certification standards set forth by the American Speech-Language-Hearing Association. Students' mastery of these learning outcomes will be assessed throughout the program with integrated, summative assessments including a written comprehensive exam at the end of year 1, an oral comprehensive exam at the end of year 2, and completion of two clinical externship placements. The proposed program builds on existing strengths of the Department of Communication Sciences and Disorders and Purdue University Fort Wayne including the department's move last summer to a new physical space and the department's existing connections to local elementary schools and skilled nursing facilities.

Program Description

M.S. in Speech-Language Pathology to be Offered by the Department of Communication Sciences and Disorders College of Arts and Sciences, Purdue University Fort Wayne

1. Characteristics of the Program

- a. *Campus(es) Offering Program:*
Purdue University Fort Wayne
- b. *Scope of Delivery (Specific Sites or Statewide):*
Purdue University Fort Wayne campus
- c. *Mode of Delivery (Classroom, Blended, or Online):*
Coursework will consist primarily of face-to-face courses. Some courses may be offered online or in hybrid format.
- d. *Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):*
Students will be required to complete on-campus clinical practica, off-campus clinical practica, and off-campus externships.
- e. *Academic Unit(s) Offering Program:*
Department of Communication Sciences and Disorders which is part of the College of Arts and Sciences on the Purdue University Fort Wayne campus.

2. Rationale for the Program

- a. *Institutional Rationale (Alignment with Institutional Mission and Strengths)*

Rationale for proposing the program. Purdue University Fort Wayne proposes to offer a master's degree program in speech-language pathology. As detailed below in Section C regarding labor market needs, there is a current, unmet need for speech-language pathologists in the region. The proposed graduate program would educate students with the credentials needed to fill these positions. Additionally, as noted below in the strengths of the department, current students who wish to pursue an advanced degree in speech-language pathology have stated they would choose Purdue University Fort Wayne for their studies if a program were available. Because a program is not available, some students are not able to pursue their career of choice because personal or financial reasons limit them to staying in Northeast Indiana. Therefore, the program will meet both the workforce needs of local employers and the needs of community members who wish to earn an advanced degree in speech-language pathology but must remain in the Fort Wayne area.

Consistency with the mission of the institution. Consistent with the mission of Purdue University Fort Wayne, a graduate degree program in speech-language pathology will advance the intellectual, social, economic, and cultural life of both students and the region. For students, the graduate program will provide advanced education which includes not only increased content knowledge about speech and language disorders, but

also heightened cultural awareness regarding how to work with people from different cultural backgrounds. Students will graduate with the qualifications to become speech-language pathologists which will lead to well-paying jobs, thus improving their own economic standing.

In terms of the outward mission of the university to advance the needs of the region, the students who graduate from the program will be prepared to fill workforce needs for speech-language pathologists in the community. Filling this need will help to ensure community members who have speech or language disorders will be able to live to their full potential, whether that is a young child with Down syndrome or an adult who had a stroke.

Relationship to the institution's strategic plan. A graduate program in speech-language pathology will positively contribute toward meeting many of Purdue University Fort Wayne's strategic goals. For example, one of the institution's goals is to increase retention and graduation rates (i.e., strategic plan item: *Goal 1 Foster Student Success - Retention, persistence, and graduation rates and Post-graduation success*). Similar programs in Indiana have a near 100% graduation rate (see Section 4) suggesting the proposed program will also have a high graduation rate. Given the regional and state need for speech-language pathologists (see evidence for the regional need in Section C below), a graduate program in speech-language pathology also meets this strategic goal by educating students who will have post-graduation success in the workforce.

Another strategic aim of the university is to value a broader range of diversity (i.e., strategic plan item: *Goal 1: Foster Student Success – A more diverse campus*). A graduate program in speech-language pathology would increase the Department of Communication Sciences and Disorders' ability to lead programming on campus that would enhance the university's understanding of diversity by focusing on diversity related to disabilities. For example, graduate students will be prepared to lead student success groups for college students with disabilities such as autism spectrum disorder as well as educational workshops for neurotypical students and faculty about how to include students with disabilities in all aspects of college life.

A third strategic goal a speech-language pathology graduate program would contribute to is, *Goal 2: Promote the Creation, Integration, and Application of Knowledge – Internal and external academic collaborations*. As part of the program's curriculum, students would complete on and off-campus practicum experiences working with people with speech, language, or swallowing disorders. Students would directly apply their knowledge of how to assess and treat communication disorders when working with clients in these practica.

Building on the strengths of the institution. The proposed graduate program builds on the current strengths of the Department of Communication Sciences and Disorders (CSD) in educating high caliber undergraduate students. Currently, CSD students make up only 1% of the total undergraduate student population on campus but 5% of students enrolled in the Honors College. Additionally, undergraduate students interested in pursuing graduate

degrees are accepted to graduate programs at extremely high rates. Of the students applying to graduate school in 2017, 100% were accepted. Students also self-report that they value the education they receive in the program. The 2016 First Destinations Survey conducted by IPFW found that 100% of CSD students who graduated in 2016 reported that they were satisfied with their time at IPFW, would choose IPFW again, and would return to IPFW for a graduate degree if IPFW offered the degree of interest.

A graduate program would also build on existing departmental strengths in serving community members with communication disorders. The department operates the on-campus Communication Disorders Clinic which provides clinical services to the community at no charge. The clinic currently serves approximately 15 clients per semester which would increase dramatically with the addition of a graduate program. Additionally, faculty members supervise students at two local elementary schools. The CSD students provide enhanced language and/or literacy instruction for students at risk for learning or reading disabilities. The department also places students in skilled nursing facilities as part of the undergraduate gerontology program's clinical practicum.

Because the proposed graduate program will require students to complete clinical practica in the community, the program will build on the institution's strengths in partnering with local businesses and community leaders. The educator preparation programs on campus have a longstanding record of working with local schools to place student teachers. More recently the university has had success in partnering with businesses, such as Sweetwater, to enhance educational opportunities for students. Because the field of speech-language pathology is relevant to multiple work settings, including education, healthcare, and industry, the new program will build upon the university's existing strengths in forging these types of connections to the community.

See Appendix 1: Institutional Rationale, Detail

b. State Rationale

The proposed master's degree in speech-language pathology meets all three of the guiding principles of the *2016 Reaching Higher, Delivering Value* document describing Indiana's goals for higher education (i.e., student-centered, mission-driven, and workforce-aligned). In terms of being student-centered, the proposed program meets the goal of offering degree options that "ensure college is affordable." The current number of graduate programs in speech-language pathology in Indiana is not sufficient to meet the workforce needs of the state. The newest graduate program in the state is offered at a private university which makes its cost out-of-reach for many students.

According to the *2016 Reaching Higher, Delivering Value* document, the state's higher educational system should include "a system of regional campuses that provides a lower-cost, close-to-home option for baccalaureate and advanced degrees for traditional, non-traditional and transfer students." The proposed master's degree aims to serve exactly that purpose – to be an affordable option for residents of Northeast Indiana to obtain an advanced degree; currently, there is no similar program in Northeast Indiana which means residents in this area who wish to pursue a career as a speech-language pathologist

have no in-state option to pursue advanced training while continuing to live in the area they call home. At the university level, the proposed program also meets the aim for programs to be “mission-driven.” As described in Section A above, the proposed program directly aligns with the mission of Purdue University Fort Wayne.

Finally, in terms of the *2016 Reaching Higher, Delivering Value* goal to be “workforce-aligned,” the proposed curriculum requires students to participate in “work-based, applied learning experiences” each semester. These applied experiences include assessing and treating people with communication disorders, both on campus and in real-world work settings in the community. Students who graduate from the program will meet the requirements to become licensed speech-language pathologists in Indiana as well as to be professionally certified as speech-language pathologists by the American Speech-Language-Hearing Association (N.B. students must also complete a nine-month, post-graduation work experience to earn these credentials). National certification by the American Speech-Language-Hearing Association is typically the required credential throughout the United States and will reflect the fact that students have met a national standard for professional certification as a speech-language pathologists.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- In 2017, U.S. News and World Report rated speech-language pathology as #38 of the top 100 jobs. The ranking noted a \$74,680 median national salary and a 1.5% unemployment rate.
- According to the American Speech-Language-Hearing Association, the need for speech-language pathologists is growing for multiple reasons including: an ageing population; improved survival rates for premature infants, people who have a stroke or other medical illness or accident; early identification of developmental disorders; and increased inclusion of children with special needs in public school curriculum (<https://www.asha.org/Careers/Market-Trends/#market>).
- All five current graduate level speech-language pathology programs in Indiana reported a 100% employment rate for students graduating in the most recent academic year indicating that the job market is strong (data taken from each program’s ‘Student Outcome’ data provided online).

ii. Preparation for Graduate Programs or Other Benefits

- For students interested in high level administration positions, either in a public school setting or a hospital, a professional doctoral level degree is often required for administrative jobs. Therefore, some students may wish (after gaining experience in the workplace) to pursue professional doctoral degrees, such as an Ed.D. or SLP.D. (Doctor of Speech-Language Pathology). Although

there are very few SLP.D. programs, those that exist are typically not entry-level degrees, that is, students must already have earned a master's degree to apply.

- For students interested in pursuing a research based Ph.D. in the field of communication sciences and disorders, many research doctoral programs require applicants to have a professional master's degree as well as clinical experience. Therefore, this program would prepare students who choose to later pursue a Ph.D.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Job openings for speech-language pathologists with a master's degree are expected to grow by
 - 24.9% in Region 3/Northeast Indiana by 2024
 - 27.7% in the state of Indiana by 2026
 - 17.8% in the United States by 2026
- These numbers project a large increase in the need for speech-language pathologists in Northeast Indiana and also throughout the entire state and country. The United States Bureau of Labor Statistics describes the increase in job openings as “much faster than average.”
- Per the Indiana Department of Workforce data, the number of new openings for speech-language pathologists in northeast Indiana (i.e., region 3) is expected to be 16 per year. The anticipated cohort size for our program is 15 students per year. Therefore, the number of graduates from our program will be lower than the projected number of job openings in this region. Additionally, it is expected that not all students in the program will remain in Region 3 after graduating, and will move elsewhere in Indiana, nearby states, and perhaps throughout the entire United States. Therefore, the cohort size of our program will be a meaningful boost to meet the workforce need for speech-language pathologists in Northeast Indiana and surrounding locations. The data also demonstrate that enough job openings will be available for students after graduating, leading to a 100% employment rate of graduates.

See Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail

iv. National, State, or Regional Studies

- Per the 2018 Schools Survey conducted by the American Speech-Language-Hearing Association (ASHA), 54% of speech-language pathologists working in a school setting indicated that the number of job openings exceeded the number of job seekers in their area.

- Per the 2017 Health Care Survey conducted by the American Speech-Language-Hearing Association (ASHA), 35% of speech-language pathologists working in a healthcare setting indicated that the number of job openings exceeded the number of job seekers in their area.
- These data indicate a need for speech-language pathologists across all clinical settings.

See Appendix 3: National, State, or Regional Studies, Detail

v. *Surveys of Employers or Students and Analyses of Job Postings*

- As of August 2018, per the Indiana Career Connect website (<https://www.indianacareerconnect.com/jobbanks/>) there were 61 open speech-language pathologist jobs in the state of Indiana. Similarly, a search for speech-language pathologist positions in Indiana posted on monster.com returned 180 open positions; a search on indeed.com 254 positions; and a search on glassdoor.com 373 positions.
- These data indicate a substantial number of current job openings, more than would be needed for all 15 graduates of the program to find employment immediately after graduation each year.

See Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail

vi. *Letters of Support*

Letters of support are included from:

Connie Brown
 Director of Special Services
 East Allen County Schools
 Chanda Lichtsinn M.S., CCC-SLP
 Director of Rehabilitation Therapy
 Turnstone

Sara D. Marjamaa M.S., PT
 Director of Rehabilitation Services
 Lutheran Hospital of Indiana
 Tracy Reed M. Ed.
 Chief Academic Officer
 Fort Wayne Community Schools

See Appendix 5: Letters of Support, Detail

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

The Department of Communication Sciences and Disorders currently has 3 full-time tenured/tenure-track faculty and 1 full-time continuing lecturer. All of these faculty will teach in the proposed program, as well as continue to teach in the undergraduate program. Currently the department also has 4 part-time limited term lecturers. One of these limited term lecturers will teach in the proposed graduate program and the other three will continue to teach undergraduate courses only.

To meet the needs of the proposed program, the department will need to hire one full-time tenure-track faculty, two full-time clinical faculty members, and one limited term lecturer. The tenure track and clinical faculty will teach courses and/or supervise clinical practica. The limited term lecturer will supervise clinical practica. To begin the program, the one new tenure-track faculty, one of the new clinical faculty, and the new limited term lecturer will need to be hired. The second new clinical faculty will need to be in place for the second year of the program.

See Appendix 6: Faculty and Staff, Detail

ii. Facilities

The Department of Communication Sciences and Disorders recently relocated to new space in the Modular Clinic and Classroom Building. This space provides the majority, but not all, of the space needs for the proposed program. The proposed program will require additional space to accommodate the new faculty, students, and increased number of clients who will be served through the on-campus Communication Disorders Clinic. New space needs include:

- One new faculty office
- Research lab space for the new tenure-track faculty member.
- A materials/equipment room for storing materials and equipment needed for clinical practica courses.
- A graduate student clinical workroom. This space is needed for students to work on clinical documentation for their clinical practicum courses and to watch video recordings of their clinical sessions.

See Appendix 7: Facilities, Detail

iii. Other Capital Costs (e.g. Equipment)

The proposed program will require the purchase of: 5 computers for the graduate clinical workroom, 3 iPads to be used for students to learn and practice using assessment and treatment methods that are implemented using tablets, new office furniture for three faculty offices (as noted in Appendix 7, the department has space for two of these offices, but they are not furnished), and tables/chairs for the graduate student clinical workroom.

See Appendix 8: Other Capital Costs, Detail

b. Support

i. Nature of Support (New, Existing, or Reallocated)

In the summer of 2017, the Department of Communication Sciences and Disorders moved to new space in the Modular Clinic and Classroom Building. This space provided the clinical space needed to support a graduate degree in speech-language pathology. This space also provides office space for the majority of new faculty needed for the program. Therefore, the majority of space and financial needs have already been provided by the university. The additional funding needed to begin the program will be provided by the College of Arts and Sciences and the office of the Vice Chancellor for Academic Affairs. There is sufficient revenue to cover expenses.

ii. Special Fees above Baseline Tuition

Because the proposed program requires one-on-one supervision in clinical practica courses which is a significant salary cost, the program suggests charging a special fee of \$250 per semester. In addition, the clinical practicum course (CSD 54900) will charge a lab fee of \$50 per semester to cover the cost of student access to the electronic health records system used in the clinic and clinical materials that students will learn to use as part of the course requirements.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar: Currently there are five master's degree programs in speech-language pathology in the state of Indiana that are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Four of these programs are public universities and one is a private college.

Based on data gathered by the American Speech-Language-Hearing Association (ASHA), across these five existing master's degree programs in Indiana, a total of 1,159 applications were received during the 2015-2016 year with only 167 of those students matriculating into a program. These data correspond to only 14.4% of applicants matriculating in a program in the state of Indiana. The five programs averaged an acceptance rate of only 30%. Data are not available to determine the quality of applicants who were not accepted to these specific programs, however, on a national level, data show that many qualified applicants are denied acceptance due to limitations in entering cohort size; that is, there are not enough spots in graduate programs to accept all qualified applicants. The 2016-2017 CSD Education Survey National Aggregate Data Report

(<https://www.asha.org/uploadedFiles/2016-2017-CSD-Education-Survey-National-Aggregate-Data-Report.pdf>) found that 86.2% of graduate programs in speech-language pathology stated that an “insufficient number of qualified candidates applying” was not a factor that impacted their graduate enrollment. Only 2.8% of programs believed that the number of qualified applicants had a moderate or major impact on their enrollment. Therefore, we expect to have more than a sufficient number of qualified applications for the proposed program.

Master’s Degree Programs in Speech-Language Pathology in Indiana¹								
Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Applicants not Accepted	Acceptance Rate	# Students Graduating	Graduation Rate ²
Purdue WL	30	245	77	36	168	31%	29	100%
Ball State	40	250	60	42	190	24%	49	100%
Indiana State	22	196	43	22	153	22%	21	100%
Indiana University – Bloomington	39	251	92	43	159	37%	35	93%
Saint Mary’s College	30	217	83	24	134	38%	20	91.7%
TOTAL	161	1159	355	167	804		154	
AVERAGE	32.2	232	71	33	161	30%		97%

¹Data based on information from the 2016 - 2017 academic year:

<https://www.asha.org/edfind/results.aspx?area=SLP°ree=MASTERS&location=IN>

²Data based on each university’s ‘Student Outcomes Data’ provided on the program’s website for the most recent year. This information is required by ASHA to be publicly available.

ii. Related Programs at the Proposing Institution

Currently there are no graduate level programs in speech-language pathology at Purdue University Fort Wayne. Because the most common work setting for speech-language pathologists is public schools, the field of speech-language pathology is professionally related to programs in education. Purdue University Fort Wayne has undergraduate programs in Early Childhood and Elementary Education and graduate programs in Special Education. Those programs lead to licensure as a teacher, whereas the proposed program will lead to certification and licensure as a speech-language pathologist.

b. List of Similar Programs Outside Indiana

Relevant enrollment and graduation data are provided in the tables below for programs in the contiguous states of Michigan, Ohio, and Illinois. These data are taken from the American Speech-Language-Hearing Association’s EdFind online database which is based on information self-reported by programs for the 2016 - 2017 academic year (<https://www.asha.org/edfind/>).

Master's Degree Programs in Speech-Language Pathology in Michigan

Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Degrees Granted
Andrews University	15	120	35	16	14
Calvin College	34	144	40	28	30
Central Michigan University	40	211	94	40	41
Eastern Michigan University	40	243	125	38	34
Grand Valley State University	32	244	55	32	34
Michigan State University	32	370	32	32	32
Wayne State University	40	284	89	39	40
Western Michigan University	30	284	150	27	28

Master's Degree Programs in Speech-Language Pathology in Ohio

Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Degrees Granted
Baldwin Wallace University	20	106	41	20	15
Bowling Green State	31	317	95	31	31
Case Western Reserve University	12	130	27	11	19
Cleveland State University	36	332	35	35	32
Kent State University	40	229	69	40	39
Miami University	29	220	60	29	26
Ohio State University	32	255	76	32	29
Ohio University	25	234	104	25	19
University of Akron	60	301	72	34	36
University of Cincinnati	103	363	139	105	72
University of Toledo	50	174	51	51	40

Master's Degree Programs in Speech-Language Pathology in Illinois					
Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Degrees Granted
Eastern Illinois University	31	330	68	32	26
Elmhurst College	24	369	94	24	21
Governors State University	35	238	75	37	38
Illinois State University	40	254	97	31	39
Midwestern University Illinois	43	416	174	45	44
Northern Illinois University	22	219	51	43	17
Northwestern University	57	483	176	78	65
Rush University	33	410	111	30	27
Southern Illinois University Carbondale	24	189	50	24	27
Southern Illinois University Edwardsville	24	230	44	24	19
St. Xavier University	35	401	213	34	34
University Illinois Urbana-Champaign	25	224	103	20	29
Western Illinois University	20	160	20	40	20

c. Articulation of Associate/Baccalaureate Programs

Not applicable because this is a proposed graduate program.

d. Collaboration with Similar or Related Programs on Other Campuses

The program will collaborate with the College of Professional Studies to ensure the program meets requirements as an approved educator preparation program. This includes collaborating to document all standards set by the Indiana Department of Education including the Council for the Accreditation of Educator Preparation (CAEP).

5. Quality and Other Aspects of the Program

a. *Credit Hours Required/Time To Completion*

The proposed program will require 57 credit hours. The program will require two years of full-time study corresponding to six consecutive semesters. The program will begin with a summer semester, therefore students will attend: Summer Year 1, Fall Year 1, Spring Year 1, Summer Year 2, Fall Year 2, and Spring Year 2.

See Appendix 10: Credit Hours Required/Time To Completion, Detail

b. *Exceeding the Standard Expectation of Credit Hours*

Not applicable because this is a proposed graduate program.

c. *Program Competencies or Learning Outcomes*

As a professional degree program aimed at preparing students to be speech-language pathologists, the learning outcomes for the program will reflect the professional certification standards established by the Council for Clinical Certification (CFCC) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. The learning outcomes are: By graduation students will be able to:

- integrate information pertaining to normal and abnormal human development across the lifespan including biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases of communication. (*relates to CFCC Standard IV-B*)
- describe disorders in the following areas: articulation; fluency; voice and resonance; receptive and expressive language in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing; cognitive aspects of communication; social aspects of communication; and the use of augmentative and alternative communication modalities. (*relates to CFCC Standard IV-C*)
- compare and contrast communication and swallowing disorders in terms of etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. (*relates to CFCC Standard IV-C*)
- describe the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (*relates to CFCC Standard IV-D*)
- select, implement, and interpret relevant assessment and treatment procedures including formulating appropriate assessment and intervention plans. (*relates to CFCC Standard V-B*)
- explain and implement professional standards of ethical conduct. (*relates to CFCC Standard IV-E*)
- identify and critique the processes used in research and integrate research principles into evidence-based clinical practice. (*relates to CFCC Standard IV-F*)
- explain and implement knowledge regarding professional issues such as billing for clinical services and professional licensure/certification. (*relates to CFCC Standard IV-G*)
- apply oral and written communication skills to professional practice situations such as defending clinical decisions regarding assessment and treatment of clients, creating written treatment plans, and presenting a clinical case to colleagues. (*relates to CFCC Standard V-A*)
- engage in interprofessional education and practice such as collaborating with students from related disciplines to interpret assessment results from a holistic perspective and develop appropriate treatment plans that can be implemented using a co-treatment model. (*relates to CFCC Standard V-B*)

In addition to the above learning objectives which are required for professional certification/licensure, the following two learning objectives will be incorporated into the program. Although these standards are not currently required to be certified as a speech-language pathologist by the American Speech-Language-Hearing Association, it is expected they may be added when the certification standards are revised in the near

future. Therefore, the program plans to include them from the outset: By graduation students will be able to:

- differentiate which clinical responsibilities support personnel can complete and will supervise support personnel in completing these responsibilities.
- modify assessment and treatment activities for implementation via telepractice.

d. Assessment

Each learning objective has been mapped to one or more specific courses in which it will be taught. Each of the learning outcomes for a specific course will be assessed in that course using an appropriate combination of examinations, papers, projects, and clinical case studies. For clinical practica, students will be assessed each semester using the same rubric for clinical learning outcomes, with the criteria for passing increasing each semester. Each course will also use formative assessments to assist students in identifying their strengths and weaknesses and to provide additional support for students who are having difficulty.

On a program level, at the end of the first year of the program, students will complete a written comprehensive examination focused on all content covered during the first three semesters of the program. At the end of the second year, students will complete an oral comprehensive examination synthesizing all learning outcomes. Both the oral and written comprehensive exams will focus on content knowledge and application of content knowledge to clinical cases. Final, summative assessment of students' mastery of clinical skills will be completed during their externship experiences.

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- *State License:*

Indiana Professional Licensing Agency. Graduating students will be prepared to be licensed as Clinical Fellows by the Speech-Language Pathology and Audiology Board of the Indiana Professional Licensing Agency. Following successful completion of this clinical fellowship year (i.e., 9 months of full time practice), graduates will qualify to receive a state license to practice as speech-language pathologists.

Indiana Department of Education. Students will be qualified for a Communication Disorder (Speech Language Pathologist) licensure by the Indiana Department of Education. To qualify for this license students must have a license from the Indiana Professional Licensing Agency (see above). Graduates must also have a valid CPR card and a Suicide Prevention Certificate which students will be required to complete during the Licensure course in their final semester of the program.

- *National Professional Certifications* (including the bodies issuing the certification):

American Speech-Language-Hearing Association (ASHA). Upon graduation, students will have completed all academic coursework and clinical practicum hours required to be Clinical Fellows of the American Speech-Language-Hearing Association. At that point, graduates will complete a nine-month clinical fellowship and pass the Praxis exam in speech-language pathology which will then qualify them for national certification as speech-language pathologists by the American Speech-Language-Hearing Association. This certification is referred to as CCC-SLP (Certificate of Clinical Competence – Speech-Language Pathology).

- *Third-Party Industry Certifications* (including the bodies issuing the certification): None/Not applicable.

f. Placement of Graduates

Students who graduate from this professional degree program are expected to pursue careers as speech-language pathologists. The program will prepare students to work in the range of settings for speech-language pathologists including schools, early intervention, acute care hospitals, skilled and long term care nursing facilities, otolaryngology offices, rehabilitation centers, and private practice.

g. Accreditation

The program will apply for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Professionals who want to be certified as speech-language pathologists by the American Speech-Language-Hearing Association must earn a graduate degree in speech-language pathology from a program that is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Therefore, this accreditation will allow students to seek national certification as speech-language pathologists. Applications for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology are accepted twice a year, in February and August. A requirement for accreditation is that the program has been approved by the institution and the state to offer a master's degree in speech-language pathology. Therefore, accreditation cannot be sought until receiving ICHE approval. The application for accreditation will be submitted for the February or August deadline following ICHE approval.

After receiving ICHE approval, the program will also apply for accreditation by the Indiana Department of Education as an approved program in the area of Communication Disorders. This accreditation will be sought because the program will prepare students to work as speech-language pathologists in the P-12 public schools.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

See table.

6. Projected Headcount and FTE Enrollments and Degrees Conferred						
Date: 07/31/18						
Institution/Location: Purdue University Fort Wayne						
Program: M.S. in Speech-Language Pathology						
	Year #1	Year # 2	Year # 3	Year # 4	Year # 5	
	FY 2020	FY2021	FY 2022	FY 2023	FY 2024	
Enrollment Projections (Headcount)						
Full-Time	15	30	30	30	30	
Part-Time	0	0	0	0	0	
Total	15	30	30	30	30	
Enrollment Projections (FTE)						
Full-Time	15	30	30	30	30	
Part-Time	0	0	0	0	0	
Total	15	30	30	30	30	
Degree Conferred Projection	0	15	15	15	15	
CHE Code: 12-XX						
Campus Code: XXXX						
County: Allen						
Degree Level: Master's						
CIP Code: Federal - 51.02.03; State - 000000						

Appendix 1: Institutional Rationale, Detail

Purdue University Fort Wayne Mission Statement

Retrieved from <https://www.pfw.edu/about/strategic-plan/mission-values-vision.html>

Purdue University Fort Wayne is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

Purdue University Fort Wayne Plan 2020: 2014-2020 Strategic Plan

Retrieved from <https://www.pfw.edu/about/strategic-plan/goals-and-metric-areas.html>

MISSION VALUES AND VISION

MISSION

Purdue University Fort Wayne is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

VALUES

The University values:

- Access to affordable and high-quality programs and services.
- The integrity, significance, and value of Purdue University degrees.
- An environment of open intellectual inquiry, mutual respect, shared governance, and civility.
- An environment that enhances learning by recognizing the inherent worth of all individuals and celebrating differences of culture, background, and experience among all individuals and groups.
- The highest ethical standards of equity, fairness, transparency, and academic integrity.
- A multifaceted and mutually beneficial collaboration with Fort Wayne and the greater northeast Indiana region.

VISION

Purdue Fort Wayne will be the university of choice for the citizens of northeast Indiana and beyond. It will be recognized for a transformative learning environment characterized by intensive mentoring, excellence in faculty scholarship and knowledge creation, integration of life and work experiences, and community engagement. The University will be known for exceptional retention, persistence, and graduation rates, respected signature programs, and graduates prepared to improve the quality of life in their communities as well as compete locally, regionally, and globally.

GOALS, STRATEGIC DIRECTIONS, AND ACTION PRIORITIES

GOAL 1: FOSTER STUDENT SUCCESS

Purdue Fort Wayne will improve the quality and fidelity of its assessment processes and effectively utilize data to improve student learning outcomes through the continuous improvement of course, curricular, and co-curricular offerings. Student participation in high-impact instructional practices and advising interventions will be increased. The University will support the development of activities and experiences that celebrate multiculturalism and the broad array of human differences, and promote programs featuring international and interdisciplinary curricula. Metric areas

METRIC AREAS

- Retention, persistence, and graduation rates
- Post-graduation success
- Achievement of learning outcomes (Baccalaureate Framework)
- A more diverse campus
- Signature programs
- Honors Program

GOAL 2: PROMOTE THE CREATION, INTEGRATION, AND APPLICATION OF KNOWLEDGE

The University will expand the production of high-quality and high-impact scholarship by students, faculty, and staff.

METRIC AREAS

- Peer-reviewed scholarly products
- Students participating in research and scholarly activity
- External grants and contracts and competitive awards in support of scholarly activity
- Internal and external academic collaborations

GOAL 3: SERVE AS A REGIONAL INTELLECTUAL, CULTURAL, AND ECONOMIC HUB FOR GLOBAL COMPETITIVENESS

The University will expand collaborations with regional partnerships in government, social service, and business sectors, and will provide leadership in regional economic development efforts as well as access to outstanding intellectual, cultural, and artistic programming

METRIC AREAS

- Intellectual, cultural, and artistic events
- Regional, national, and global collaborations
- Consultations supporting regional business and industry

GOAL 4: CREATE A STRONGER UNIVERSITY THROUGH IMPROVING THE SUPPORT OF STAKEHOLDERS AND THE QUALITY AND EFFICIENCY OF THE ORGANIZATION

The University will establish a culture of assessment through a set of appropriate performance metrics for all units as well as an integrated system of program reporting, review, assessment, and accreditation that is aligned with institutional performance metrics. Priorities for resource allocation will be identified in order to create, expand, merge, or reduce activities as appropriate.

METRIC AREAS

- Reallocations as a percentage of general fund budget
- Philanthropic and public support for strategic priorities
- Efficiency ratios (examples: expenses/revenues, students served/resources used)

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail

Indiana Department of Workforce Data for Indiana Region 3 for 2014 to 2024 (which includes Fort Wayne)¹				
	Projected Occupational Employment	Average Annual Openings	Openings to Fill by 2024	Growth Rate (for Advanced Degrees)
Speech-language pathologists	381	16	160 ²	24.9%

¹Data based on: <http://www.hoosierdata.in.gov/FD/comparison.aspx>

²All openings are listed as requiring an advanced degree, therefore data are not broken down into educational level

Indiana Department of Workforce Data for 2016 to 2026 (for speech-language pathologists)¹							
	Total	Less than a High School Diploma	High School Diploma	Post Secondary Certificate or Some College	Associate Degree	Bachelor's Degree	Advanced Degrees
Openings for Replacement Jobs	65	0	0	0	0	0	65
Openings for New Jobs	72	0	0	0	0	0	72
10 year growth	27.7%	0%	0%	0%	0%	0%	27.7%

¹Data based on: <http://www.hoosierdata.in.gov/FD/overview.aspx>

U.S. Department of Labor Data for 2016 to 2026¹							
Occupation	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change 2016-2026 (thousands)	Employment change, 2016-2026 (percent)	Occupational openings 2016-2026 annual average (thousands)	2016 median annual wage	Typical entry level education
Speech-language pathologists	145.1	171	25.9	17.8%	10.4	74,860	master's degree

¹Data based on: <https://data.bls.gov/projections/occupationProj>

Appendix 3: National, State, or Regional Studies, Detail

2018 Schools Survey conducted by the American Speech-Language-Hearing Association
<https://www.asha.org/research/memberdata/schoolssurvey/>

2017 Health Care Survey conducted by the American Speech-Language-Hearing Association
<https://www.asha.org/Research/memberdata/HealthcareSurvey/>

Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail

As of August 2018, per the Indiana Career Connect website (<https://www.indianacareerconnect.com/jobbanks/>) there were 61 open speech-language pathologist jobs in the state of Indiana. Similarly, a search for speech-language pathologist positions in Indiana posted on monster.com returned 180 open positions; a search on indeed.com 254 positions; and a search on glassdoor.com 373 positions.

These job openings included positions across a range of work settings and regions within Indiana. Details of a small subset of current openings are listed below to illustrate the range of positions that would be open to graduates.

Public schools

Fort Wayne Community Schools (position in Fort Wayne)

https://fwcsjobs.searchsoft.net/ats/job_board_frame?APPLICANT_TYPE_ID=00000001&COMPANY_ID=00008119

Elkhart Community Schools (position in Elkhart)

<https://apps.elkhart.k12.in.us/employment/Job.aspx?id=913>

Whitley County Consolidated Schools (position in Whitley County, near Fort Wayne)

<https://www.applitrack.com/r8esc/onlineapp/1BrowseFile.aspx?id=30443>

Hospitals

Parkview Hospital – Randallia (position in Fort Wayne)

<https://pm.healthcaresource.com/CS/pvh/#/job/19030>

Lutheran Hospital / Community Health Systems (position in Fort Wayne)

<http://www.careershealthcare.com/jobs/27680/speech-language-pathologist/>

Bluffton Regional Medical Center (position in Bluffton, near Fort Wayne)

<https://chs.taleo.net/careersection/10001/jobdetail.ftl>

Outpatient Therapy / Home HealthCare

Hopebridge Autism Therapy Centers (positions open in Fort Wayne, Greenwood, Kokomo, Richmond, Marion, and Terre Haute)

<https://recruiting.paylocity.com/Recruiting/Jobs/Details/54295>

Indiana University Health Systems (positions open in Bloomington, Lafayette, and Muncie)

<https://careers.iuhealth.org/search/results?jobID=&category=Nursing+and+Patient+Support+Careers&keyword=speech&zip=>

Brookdale Senior Living, Inc. (position in Indianapolis)

<https://www.monster.com/jobs/search/?q=speech-language-pathologist&where=Indiana&jobid=199220677>

Great Lakes Caring (position in Lafayette)

<https://www.monster.com/jobs/search/?q=speech-language-pathologist&where=Indiana&jobid=11265233-06c0-4d5b-b1e8-2df6c6eb065b>

Skilled nursing facilities

Lifecare Centers of America (position in Rensselaer)

<https://careers.asha.org/jobs/11306298/speech-language-pathologist>

Green House Village of Goshen (position in Goshen)

<https://www.monster.com/jobs/search/?q=speech-language-pathologist&where=Indiana&jobid=fb645231-3c8b-4fac-9858-952e6dbb5877>

Telepractice positions (that allow people to work from home)

Presence Learning

<https://www.presencelearning.com/clinicians/apply/>

Appendix 5: Letters of Support, Detail

Letters of support are included below from:

Connie Brown
Director of Special Services
East Allen County Schools

East Allen County Schools is one local employer of speech-language pathologists and also a site that will be used as an externship site for students.

Chanda Lichtsinn M.S., CCC-SLP
Director of Rehabilitation Therapy
Turnstone

Turnstone is a center that provides comprehensive services to people with disabilities. They will be a site for clinical practica and externships for students.

Sara D. Marjamaa M.S., PT
Director of Rehabilitation Services
Lutheran Hospital of Indiana

Lutheran Health Network is one local employer of speech-language pathologists and also a site that will be used as an externship site for students.

Tracy Reed, M.Ed.
Chief Academic Officer
Fort Wayne Community Schools

Fort Wayne Community Schools is one local employer of speech-language pathologists and also a site that will be used as an externship site for students.

SPECIAL SERVICES DEPARTMENT

800 Homestead Drive New Haven, IN 46774
Telephone 260-446-0128 Fax 260-446-0127

July 31, 2018

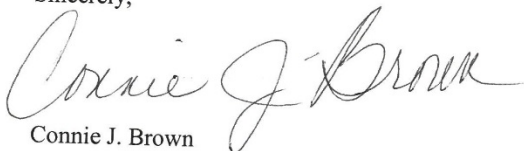
To whom it may concern:

Please accept this letter of support for the new master's degree in speech-language pathology being proposed by the Department of Communication Sciences and Disorders at Purdue University Fort Wayne. In December 2017 we met with the department chair, Stacy Betz, to discuss their plans for the program and are happy to support their efforts and believe the community would benefit from having a graduate program here in Fort Wayne.

The speech-language pathologists in the East Allen County Schools enjoy working with student interns. We would look forward to being an off-campus site for clinical experiences for graduate students in the new program at Purdue University Fort Wayne. Our district has several unique opportunities for students to gain experiences working as a speech-language pathologist in a public school including the Language Acquisition through Motor Planning program, Eagle Eyes technology to help children with severe disabilities communicate, the STAR program to support children with autism spectrum disorders, and working within the response to intervention approach with children who need additional assistance with developing phonological awareness skills.

We look forward to the East Allen County Schools partnering with the Department of Communication Sciences and Disorders at Purdue University Fort Wayne when the new graduate program begins. If you have any questions, we can be reached at 260-446-0121.

Sincerely,



Connie J. Brown
Director of Special Services

cc: Marilyn Hissong, Superintendent
Tina Grady, Director of Human Resources
Lisa York, Manager of Special Services

The mission of East Allen County Schools is to inspire in all students a passion for learning while developing knowledge, skills and character necessary to become responsible contributors to the local and global society.



August 1, 2018

To Purdue Board of Trustees and Indiana Commission for Higher Education Members:

As a graduate of Indiana University – Purdue University Fort Wayne, I am excited to write this letter of support for a master’s program in speech-language pathology to begin in the Department of Communication Sciences and Disorders at Purdue University Fort Wayne. Without the undergrad program at IPFW, I would not have been able to experience the successes in life. At the time of graduation I was forced to look elsewhere for a graduate program. It would have been of great benefit to me as a non-traditional student to attend graduate school at IPFW.

After a few years of experience as a SLP, I returned to IPFW to teach for twelve years first teaching the introduction class, then the Language Development, and Language Disorders courses.

Currently I am Director of Rehabilitation Services at Turnstone which is a non-profit agency in Fort Wayne that provides community therapeutic, recreational, fitness and wellness, and social services to individuals with disabilities. This includes speech-language pathology services as well as occupational therapy, physical therapy, for adults and children. Turnstone currently has ties to the Department of Communication Sciences and Disorders at Purdue University Fort Wayne which we expect to grow if a graduate program is added. Their student organizations host events for children with autism at our facility and some of their undergraduate students volunteer with us in the summer.

Should this graduate program be approved, Turnstone would partner with the Department of Communication Sciences and Disorders to provide clinical practicum and externship experiences for their graduate students through traditional supervised experiences with our speech-language pathologists as well as in our six week summer speech camp each year. Our Memory Care program which provides adults with dementia a safe environment for day activities would also be a resource for graduate students to gain experience working with people with memory loss.

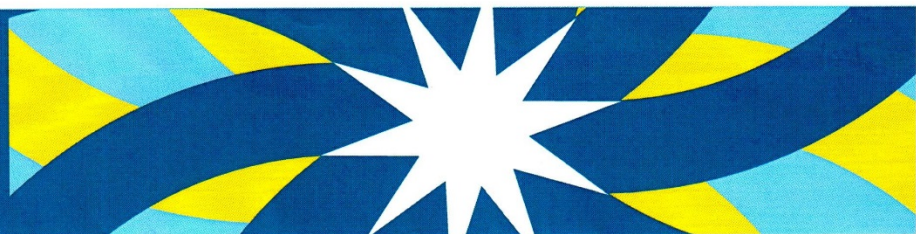
I can be reached at 260-483-2100 extension 232 if you have any questions.

Sincerely,

Chanda Lichtsinn, M.S., CCC-SLP
Speech Language Pathologist
Director of Rehab Therapy

TURNSTONE.ORG

Turnstone
3320 North Clinton St.
Fort Wayne, IN 46805
260 483.2100 ph
260 484.5059 f



Lutheran Hospital

July 31, 2018

Dear Stacy,

I am writing in support of Purdue Fort Wayne Department of Communication Sciences and Disorders proposed M.S. Degree in Speech Language Pathology. I anticipate that our facility, Lutheran Hospital of Indiana at 7950 W. Jefferson Blvd., Fort Wayne, IN 46804, would be open to providing clinical practical and externship experiences for students to gain clinical experience working with Speech Language Pathologists in the medical setting.

The services offered by our facility and staff include both Inpatient and Outpatient Rehab Services serving ages neonate to geriatric. On the Inpatient side, Product Lines include: Orthopedics, Neuro, Cardiac, Med-Surg and Pediatric. Our Outpatient services are extensive with specialty areas of Brain Injury, Pediatrics, Swallowing, Voice and Total Laryngectomy among others.

Northeast Indiana would benefit from having a graduate program to prepare students to be certified Speech Language Pathologists to meet the growing needs of our local medical facilities. Lutheran Hospital Rehab Services would also welcome the opportunity to collaborate with Purdue Fort Wayne faculty for continuing education needs for our therapists.

A strong connection between practicing Speech Language Pathologists and Purdue Fort Wayne's proposed Master's Degree program will assist with developing excellent entry level clinicians. And that benefits both our medical facilities and the community at large. Therefore, please accept my endorsement of the proposed Master's Degree in Speech Language Pathology at Purdue Fort Wayne.

Sincerely,



Sara D. Marjamaa MS, PT
Director of Rehab Services
Lutheran Hospital of Indiana



WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

August 8, 2018

Stacy Betz, Ph.D.
Associate Professor and Chair
Purdue University Fort Wayne
Department of Communication Sciences and Disorders
Modular Clinic and Classroom Building Room 118
2101 East Coliseum Blvd.
Fort Wayne, IN 46805-1499

Greetings!

Please accept this letter of support for a proposed graduate program in Speech Language Pathology at Purdue University, Fort Wayne. There is a shortage of speech language pathologists in the Midwest, specifically Indiana. As the largest school district with more than 2,200 students qualifying for speech language services, it is imperative to have qualified personnel to provide services. In recent years there has been a significant challenge recruiting and hiring speech language pathologists. Frequently, SLP services are provided by contracted personnel. The proposed graduate program would help our district recruit and retain qualified candidates.

On behalf of Fort Wayne Community Schools, we support the proposed graduate Speech Language Pathology program. I look forward to discussing future collaboration between Fort Wayne Community Schools and the Department of Communication Sciences and Disorders.

Sincerely,

A handwritten signature in blue ink that reads "Tracy R. Reed".

Tracy R. Reed, M.Ed.
Chief Academic Officer

Office of the Chief Academic Officer

1200 S. Clinton Street • Fort Wayne, IN 46802 • Phone: 260.467.2005 • Fax: 260.467.1980

Appendix 6: Faculty and Staff, Detail

Current faculty who will teach in the proposed program:

Faculty Name	Highest Degree Earned	Current Rank	Current FTE in CSD	Projected FTE in Proposed Graduate Program	Notes
Stacy Betz	Ph.D.	Associate Professor	1.0	0.375	Will continue to teach in current, undergraduate program also
Naomi Gurevich	Ph.D.	Assistant Professor	1.0	0.25	Will continue to teach in current, undergraduate program also
Sharon Mankey	M.A.T.	Continuing Lecturer	1.0	0.42	Will continue to teach in current, undergraduate program also
Joy Musser	Ph.D.	Limited Term Lecturer	0.25	0.125	Will continue to teach in current, undergraduate program also
Pamela Reese	Ph.D.	Assistant Professor	1.0	0.25	Will continue to teach in current, undergraduate program also

Faculty to be hired:

Faculty Name	Highest Degree Earned	Anticipated Rank	Projected FTE in Proposed Graduate Program	Reason for hire
Tenure-Track ^a	Ph.D.	Assistant Professor	0.51	Graduate teaching and clinical supervision
Clinical Faculty #1 ^a	M.S. or M.A.	Clinical Instructor or Assistant Professor	1.0	Clinical supervision and graduate teaching
Clinical Faculty #2 ^b	M.S. or M.A.	Clinical Instructor or Assistant Professor	0.87	Clinical supervision
Limited Term Lecturer ^a	M.S. or M.A.	Limited Term Lecturer	0.25	Clinical supervision

^a This new hire is needed in the first year of the program

^b This new hire is not needed until the second year of the program

Appendix 7: Facilities, Detail

Space Need	Notes
One new faculty office	<p>Three new full-time hires will be needed for the proposed program. The department has available office space for two of these hires, therefore, one additional office space is needed.</p> <p>This office needs to be located in the Modular Clinic and Classroom Building so that the faculty member would have access to the newly installed video recording system that is used to live stream and view recordings of clinical sessions. If the faculty member’s workload includes clinical supervision, she/he must have access to this video system.</p> <p>There is a possible office space in a room in the Modular Clinic and Classroom Building where the department is housed which would allow access to the clinical video recording system, however, this space is approximately twice the size of a typical office. If renovation costs were available, this space could potentially be divided into two offices, thus meeting the immediate need for one office space as well as one additional office space for possible future growth in enrollment in the proposed program. If no renovation costs were available, this space could be used as one office that would be larger than typical.</p>
Research lab space	<p>The exact amount and type of space needed will depend on the type of research conducted by the new tenure-track faculty hire, but is expected to be no less than 300 square feet. It is not expected that renovations would be needed for this new space.</p>
Materials / equipment room	<p>A materials/equipment room for storing materials and equipment for clinical practica courses is needed. Note that the department currently uses a clinic room for this purpose, but with the addition of a graduate program, this room will need to be used as a therapy room to meet the needs of the clinical practicum courses. The materials/equipment room must be located in the Modular Clinic and Classroom Building to allow for immediate access to these resources for use in the therapy rooms. The approximate space need is 300 square feet. It is not expected that renovations would be needed for this new space.</p>
Graduate student clinical workroom	<p>A graduate student clinical workroom is needed for students to work on documentation (e.g., diagnostic reports, therapy notes) for clinical practicum courses. Students also need to watch video recordings of their clinical sessions in order to improve their own clinical skills and take accurate data regarding a client’s communication skills. This space must be located in the Modular Clinic and Classroom Building in order to meet federal and state regulations regarding confidentiality of health records. Additionally, the video recordings students need to access are stored on a dedicated intranet located in the Modular Clinic and Classroom Building. A minimum of five Ethernet ports to the local intranet will be needed. Additionally, ports to the campus wide internet will also be needed. The approximate space need is 400 – 600 square feet. It is not expected that renovations would be needed for this new space other than the need for the Ethernet ports to be installed and/or activated.</p>

Note that the Modular Clinic and Classroom Building (MCC) is the building the Department of Communication Sciences and Disorders is housed in.

Appendix 8: Other Capital Costs, Detail

Capital Cost	Rationale	Cost Estimate	Total Expected Cost
5 computers for the graduate student clinical workroom	Needed for students to view clinical videos and to complete clinical documentation for clinical practica.	~\$1,000 per computer	\$5,000
3 iPads for clinical practica	Needed for faculty to teach students how to use tablet based apps in therapy and then for students to practice these methods and implement them in their clinical practica. Due to advances in technology, computer based therapy materials are becoming more common. Employers will expect students to be successful in integrating this technology into their clinical practice.	~\$800 per iPad	\$2,400
Office furniture for 3 faculty offices	The office space that the new faculty hires will use is currently used for other purposes and does not have existing office furniture. Therefore, office furniture will need to be purchased.	~\$2,000 per office	\$6,000
Tables/chairs for graduate student clinical workroom	Students enrolled in clinical practica need space that allows them to complete clinical documentation.	~\$4,000	\$4,000
Total Capital (one-time) costs			\$17,400

Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail

Not applicable because this is a graduate program.

Appendix 10: Credit Hours Required/Time To Completion, Detail

The program requires two years (six semesters) of full time study to complete for a total of 57 credits. As shown in the table below, the number of credits required to complete the program is comparable to other master’s degree programs in speech-language pathology in Indiana.

Program	# Academic Course Credits	# Clinical Course Credits	Total # Credits for Graduation
Ball State	42	14	56
Indiana State	42	21	63
Indiana University	38	16	54 (up to 60)
Purdue University	36	<i>Varies (26; 62)</i>	
Saint Mary’s College	45	10	55
<i>Average for Indiana Programs</i>	<i>40.6</i>	<i>15.25</i>	<i>57</i>

Data were obtained from university bulletins and the ASHA Ed-find website.

The program will operate on a cohort model with a set curriculum for each semester (i.e., all students will take all of the same courses each semester).

Students who pursue the optional thesis option will also need to complete the required number of research credits as determined by the Purdue Graduate School.

See curriculum schedule on the following page.

<u>Year 1 Curriculum</u>		<u>Year 2 Curriculum</u>	
<i>Course/Semester</i>	<i>Credits</i>	<i>Course /Semester</i>	<i>Credits</i>
Summer Semester – Year 1		Summer Semester – Year 2	
CSD 54300: Clinical Methods in Speech-Language Pathology	2	CSD 54000: Augmentative and Alternative Communication	2
CSD 50500: Evidence Based Practice in Speech-Language Pathology	2	CSD 54900: Clinical Practice in Speech/Language Pathology	3
CSD 54900: Clinical Practice in Speech/Language Pathology I	1		
<i>Summer Total Credits</i>	5	<i>Summer Total Credits</i>	5
Fall Semester – Year 1		Fall Semester – Year 2	
CSD 52300: Language Disorders in Children	2	CSD 53200: Voice Disorders	2
CSD 52100: Speech Sound Disorders in Children	2	CSD 51400: Critical Thinking in Clinical Practice 3	2
CSD 52600: Language & Literacy Disorders	2	CSD 54900: Clinical Practice in Speech/Language Pathology	1
CSD 54400: School Based Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship ^a	4
CSD 51200: Critical Thinking in Clinical Practice 1	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	2		
<i>Fall Total Credits</i>	14	<i>Fall Total Credits</i>	9
Spring Semester – Year 1		Spring Semester – Year 2	
CSD 53100: Language and Cognitive Communication Disorders in Adults	2	CSD 52900: Stuttering: Nature, Diagnosis, and Treatment	2
CSD 53800: Motor Disorders of Speech	2	CSD 51500: Critical Thinking in Clinical Practice 4	2
CSD 53900: Deglutition and Dysphagia	2	CSD 54500: Licensure	0
CSD 53300: Medical Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship ^a	5
CSD 51300: Critical Thinking in Clinical Practice 2	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	3		
<i>Spring Total Credits</i>	15	<i>Spring Total Credits</i>	9
Year 1 Total Credits	34	Year 2 Total Credits	23
Total Credits to Degree Completion: 57			

^a Students will take CSD 64800 one semester and CSD 64900 the other semester

Appendix 11: Exceeding the Standard Expectation of Credit Hours, Detail

Not applicable because this is a graduate program

Appendix A: Curriculum and Requirements

Admission Requirements

Based on the number of applications at similar programs in the region, admission is expected to be competitive.

Students must meet all of the following minimum requirements:

- Students must meet all graduate admission requirements of Purdue University Fort Wayne including the following criteria:
 - An earned baccalaureate degree from a college or university or recognized standing as verified through official transcripts of all colleges/universities attended.
 - A minimum 3.0 grade point average in the student's undergraduate major.
 - Students whose native language is not English and who received an undergraduate degree from a non-English speaking university will also be required to submit documentation of English proficiency. Proficiency can be demonstrated by:
 - Minimum TOEFL score of 550 or higher on the paper-based test
 - Minimum TOEFL score of 77 or higher on the internet based test with minimum subtest scores of reading 19, listening 14, speaking 18, and writing 18
 - Minimum IELTS (Academic Module) score of 6.5 or higher
- Students must have earned a minimum cumulative grade point average for all college/university coursework of 3.0.
- Students must have completed foundational coursework in biological sciences, physical sciences, social sciences, and statistics that meet the requirements to be certified as a speech-language pathologist by the American Speech-Language-Hearing Association. At least one college level course in each of the following areas must be completed with grade of a C- or higher:
 - Biological science: a course that is entirely or in part related to human or animal biology
 - Physical science: a course in chemistry or physics
 - Social/behavioral science: a course in psychology, sociology, anthropology, or public health
 - Statistics: a stand-alone course in statistics
- Students must have completed undergraduate coursework in the field of communication sciences and disorders sufficient to provide the prerequisite knowledge to enroll in graduate courses. To demonstrate this prerequisite knowledge, students must have completed coursework in the following content areas with a minimum grade of C- or higher:
 - Phonetics
 - Child language development
 - Speech and neural anatomy and physiology
 - Acoustics
 - Audiological assessment
 - Audiological rehabilitation
 - At least one course on speech-language disorders

There does not need to be a one-to-one correspondence between the prerequisite content listed above and undergraduate courses. Depending on the curriculum used at the student's undergraduate university, a single course might meet more than one of these content area prerequisites, or a combination of several courses might meet one content area requirement.

- Students who have a deficiency in only one of the foundational coursework and/or one of the communication sciences and disorders coursework requirements may be admitted on a case-by-case basis depending on whether the student would be able to complete the one deficiency prior to when that background knowledge would be needed in a graduate course. Students who are accepted conditionally must meet the coursework deficiency no later than the end of spring of the first year. Students who have multiple coursework deficiencies will not be admitted and will be advised to reapply after completing the required undergraduate courses.
- Students must submit scores from the Graduate Record Exam (GRE) General Test. Scores on all three subtests will be considered during the admission process, however, no minimum score will be required.
- Students must submit three letters of recommendation from people who are knowledgeable about the applicant's academic, professional, and/or clinical abilities.
- Students must submit a written personal statement (maximum 500 words) describing the reasons for their interest in pursuing a career in speech-language pathology.
- Students must complete a personal interview on-campus or via teleconference if traveling to campus is not feasible. The purpose of the interview is to evaluate an applicant's oral communication skills that will be required when working with clients in a clinical practicum.
- Students must pass a criminal background check that verifies they meet state and university requirements to work with vulnerable populations, including children and adults with disabilities. The requirement to pass a background check will be clearly described in the program's admissions information. Students who are admitted will be required to submit background checks after acceptance but no later than ten days prior to the first day of classes.

Curriculum Requirements

- The proposed program requires 57 credits to graduate. The program will operate using a cohort model in which all students in a cohort start the program at the same time and follow the same sequence of courses.
- In addition to coursework, students will be required to pass a written examination assessing knowledge of the undergraduate communication sciences and disorders content required for admission to the program (i.e., phonetics, child language development, speech and neural anatomy/physiology, acoustics, audiological assessment, audiological rehabilitation, and foundational content regarding speech-language disorders). Although students will be required to pass undergraduate coursework in these areas prior to beginning the program (as described in the admissions requirements above), these courses might have been taken years prior to the start of the graduate program. Requiring students to pass an examination at the beginning of the program ensures they have retained the prerequisite knowledge to complete the graduate level courses.

During the first summer semester of the program, students will be provided with study materials for this content knowledge. Students can take the examination as many times as needed to pass (examination questions will be randomly selected from a large test bank allowing for different test questions to be used for each testing attempt). Students must attempt the examination at least once prior to the end of the first summer semester in the program. If the student does not pass the examination prior to the beginning of the first fall semester of the program, a faculty remediation committee consisting of three faculty members will be formed to develop a remediation plan aimed at providing the student the experiences needed to pass the examination. The student must pass the examination no later than the end of the first fall semester of the program or they will be dismissed from the program.

- In addition to coursework, students will be required to pass a written comprehensive examination at the end of year 1 and an oral comprehensive examination at the end of year 2. Each examination will be evaluated by a minimum of three faculty members, in accordance with Purdue University Fort Wayne policies. Students will have two opportunities to pass each examination. If the student does not pass on the first attempt, a faculty remediation committee consisting of three faculty members will be formed to develop a remediation plan aimed at providing the student experiences in assisting them with passing the examination. As part of the remediation plan, the faculty members will identify a timeline for attempting the examination a second time with the second attempt occurring no later than the week before the subsequent fall semester. If the student fails the second examination attempt they will be dismissed from the program.
- Students who choose to complete an optional research-based thesis will be required to complete 3-9 thesis credits (CSD 69800). The exact number of credits needed to successfully complete the project will be determined by the faculty mentor. Students will also need to successfully pass the written and oral examination of their thesis according to all rules established by Purdue University. Completing a thesis is entirely optional and will not replace any program requirement.

Sample Curriculum

Because the program will operate on a cohort model, the sequence of courses below will be used by all students in the program. The program requires two years to complete which is equivalent to six consecutive semesters of coursework starting in a summer semester.

<u>Year 1 Curriculum</u>		<u>Year 2 Curriculum</u>	
<i>Course/Semester</i>	<i>Credits</i>	<i>Course /Semester</i>	<i>Credits</i>
Summer Semester – Year 1		Summer Semester – Year 2	
CSD 54300: Clinical Methods in Speech-Language Pathology	2	CSD 54000: Augmentative and Alternative Communication	2
CSD 50500: Evidence Based Practice in Speech-Language Pathology	2	CSD 54900: Clinical Practice in Speech/Language Pathology	3
CSD 54900: Clinical Practice in Speech/Language Pathology I	1		
<i>Summer Total Credits</i>	5	<i>Summer Total Credits</i>	5
Fall Semester – Year 1		Fall Semester – Year 2	
CSD 52300: Language Disorders in Children	2	CSD 53200: Voice Disorders	2
CSD 52100: Speech Sound Disorders in Children	2	CSD 51400: Critical Thinking in Clinical Practice 3	2
CSD 52600: Language & Literacy Disorders	2	CSD 54900: Clinical Practice in Speech/Language Pathology	1
CSD 54400: School Based Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship ^a	4
CSD 51200: Critical Thinking in Clinical Practice 1	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	2		
<i>Fall Total Credits</i>	14	<i>Fall Total Credits</i>	9
Spring Semester – Year 1		Spring Semester – Year 2	
CSD 53100: Language and Cognitive Communication Disorders in Adults	2	CSD 52900: Stuttering: Nature, Diagnosis, and Treatment	2
CSD 53800: Motor Disorders of Speech	2	CSD 51500: Critical Thinking in Clinical Practice 4	2
CSD 53900: Deglutition and Dysphagia	2	CSD 54500: Licensure	0
CSD 53300: Medical Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship ^a	5
CSD 51300: Critical Thinking in Clinical Practice 2	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	3		
<i>Spring Total Credits</i>	15	<i>Spring Total Credits</i>	9
Year 1 Total Credits	34	Year 2 Total Credits	23
Total Credits to Degree Completion: 57			

^a Students will take CSD 64800 one semester and CSD 64900 the other semester

Existing courses in the proposed curriculum

The following is a list of courses that are currently listed in the graduate bulletin at Purdue University Fort Wayne that will be included in the proposed program:

- CSD 59000 Directed Study of Special Problems
Note that this course is not a required course in the proposed program. It will not be offered on a regular basis, but will be used if needed to address new topics that arise in the field or topics of particular interest to students.
- CSD 54900 Clinical Practice in Speech/Language Pathology I
The second in a series of practicum courses designed to provide instruction and practical experience in fundamental diagnostic and therapeutic approaches to speech and language disorders.

New courses to be added

Because Purdue University Fort Wayne does not currently offer a graduate program in communication sciences and disorders, the majority of courses are new courses that will need to be approved. When appropriate, existing course names and numbers of courses at the Purdue West Lafayette (PWL) campus will be used.

The following is a list of courses to be added that will use existing Purdue course numbers:

- CSD 52100 Speech Sound Disorders in Children
A detailed study of phonetic and phonological aspects of speech sound disorders in children. Recent research findings dealing with normal and disordered development are reviewed. Advanced procedures for diagnosis and intervention are discussed.

Note on differences from the course at PWL: The title for this course is currently Phonetic and Phonological Disorders in Children. We will request a change to, Speech Sound Disorders in Children. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.

- CSD 52300 Language Disorders in Children
Principles of description assessment and intervention for children with language disorders.

Note on differences from the course at PWL: The title for this course at PWL is Language Disorders in Children: Basic Principles. We will use the title, Language Disorders in Children. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content. At PWL, the course description includes the phrase “Specific language evaluation and treatment procedures for children in the preschool years.” The proposed course will include children of all ages, therefore, this phrase will be omitted from the course description.

- CSD 52900 Stuttering: Nature, Diagnosis, and Treatment
Reviews applications of research findings and theoretical developments to our understanding of the onset, development, perpetuation, and amelioration of stuttering. Demonstrates and discusses methods and procedures for diagnosing and treating stuttering across the lifespan.

- CSD 53100 Language and Cognitive Communication Disorders in Adults
Study of the causes, assessment, and treatment of acquired language disorders in adults, including aphasia, right hemisphere syndromes, traumatic brain injury, and dementia.

Note on differences from the course at PWL: The title for this course at PWL is Language Disorders in Adults. We will use the title, Language and Cognitive Communication Disorders in Adults to emphasize the inclusion of cognitive communication disorders such as dementia. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content. We will add reference to traumatic brain injury in the description.

- CSD 53200 Voice Disorders
Principles of differential diagnosis and clinical management for children and adults presenting voice disorders, based on a working knowledge of normal laryngeal structure and function.

Note on differences from the course at PWL: At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.

- CSD 53300 Medical Speech-Language Pathology
Introduces the graduate speech-language pathology student to issues encountered in the medical environment in preparation for a healthcare externship and a career in the healthcare setting. Topics will include collaborative models in the medical setting, clinical documentation, ethical issues, equipment and instrumentation, medications, among others.

- CSD 53800 Motor Disorders of Speech
A study of the neuropathologies that affect the speech production system. Emphasizes the differential diagnosis and management of acquired motor speech disorders.

Note on differences from the course at PWL: At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.

- CSD 53900 Deglutition and Dysphagia
A study of the normal and disordered anatomy and physiology of the swallowing process. Principles of evaluation and treatment of dysphagia are discussed.

Note on differences from the course at PWL: The title for this course at PWL is Dysphagia. We will use the title, Deglutition and Dysphagia to highlight that the course also includes content related to the typical swallow process. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.

- CSD 54000 Augmentative and Alternative Communication
Introduction to augmentative and alternative communication. Cognitive, educational, physical, psycho-social, and linguistic aspects are considered together with symbol characteristics, teaching strategies, and research issues.

Note on differences from the course at PWL: At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with a clinical practicum experience in AAC.

- CSD 54400 School Based Speech-Language Pathology
Organization, materials, and methods for conducting speech, language, and hearing services in elementary and secondary schools.

Note on differences from the course at PWL: At PWL this course title is School-Clinical Methods in Communication Disorders. Because the proposed program will have a separate broad based clinical methods course and to parallel the title of the CSD 53300: Medical Speech-Language Pathology course, we propose using the title, School Based Speech-Language Pathology. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.

- CSD 64800 Speech-Language Pathology Education Externship
School-clinical experience to provide speech, language, and hearing services in elementary and secondary schools, under the supervision of a school clinician and university staff holding the ASHA Certificate of Clinical Competency.

Note on differences from the course at PWL: At PWL this course description states the experience will be full-time. We eliminated that phrasing because the exact hours may depend on the arrangement with each off-site placement and to parallel the course description for CSD 64900.

- CSD 64900 Speech-Language Pathology Healthcare Externship
An advanced-level clinical practicum in speech and language disorders.
Prerequisite: SLHS 54900. Permission of instructor required.
- CSD 59000 Directed Study of Special Problems
Topics vary. Permission of instructor required.
- CSD 61900 Advanced Topics in Audiology and Speech Pathology
Study of advanced topics, varying from semester to semester. Course content will be drawn from areas for which there are no permanent courses.

- CSD 6900 Directed Study of Special Problems
Topics vary. Permission of instructor required.
- CSD 69800 Research MS Thesis
Research MS Thesis. Permission of instructor required.

The following is a list of courses to be added that do not correspond to an existing course in the Purdue course numbering system:

- CSD 54300: Clinical Methods in Speech-Language Pathology
Introduction to principles and procedures for the assessment and treatment of communication disorders including written documentation of clinical practice.
- CSD 50500: Evidence-Based Practice in Speech-Language Pathology
Emphasis on evaluating scientific evidence and the application of research findings to evidence-based practice.
- CSD 52600: Language and Literacy Disorders
Principles of description, assessment, and intervention for children with language disorders with an emphasis on the interaction of oral language and literacy.
- CSD 51200: Critical Thinking in Clinical Practice 1:
Introduction to critical thinking in a clinical setting. Integration of course material from concurrent courses focused on child/developmental disorders with an emphasis on developing assessment and treatment skills using clinical simulations.
- CSD 51300: Critical Thinking in Clinical Practice 2:
Further development of critical thinking in a clinical setting. Integration of course material from concurrent courses focused on adult/acquired disorders with an emphasis on developing assessment and treatment skills using clinical simulations.
- CSD 51400: Critical Thinking in Clinical Practice 3:
Application of critical thinking skills to clinical practice with an emphasis on interprofessional practice in medical and school based speech-language pathology.
- CSD 51500: Critical Thinking in Clinical Practice 4:
Application of critical thinking skills to clinical practice with an emphasis on interprofessional practice in medical and school based speech-language pathology and effective supervision of support staff.
- CSD 54500: Licensure:
Professional requirements for obtaining and maintaining credentials for clinical practice as a speech-language pathologist.

Appendix B: Program Faculty and Administrators

The following faculty members currently hold positions in the Department of Communication Sciences and Disorders (CSD):

Faculty Name	Highest Degree Earned	Clinical Certification	Current Rank	Percent Appointment in CSD	Area of Specialization
Stacy Betz	Ph.D.	None	Associate Professor	100%	Child language disorders
Naomi Gurevich	Ph.D.	CCC-SLP	Assistant Professor	100%	Adult motor speech, cognitive communication, and dysphagia
Sharon Mankey	M.A.T.	CCC-SLP	Continuing Lecturer	100%	Augmentative and alternative communication
Joy Musser	Ph.D.	CCC-SLP	Limited Term Lecturer	25%	Voice disorders
Pamela Reese	Ph.D.	CCC-SLP	Assistant Professor	100%	Literacy, child language disorders, and autism spectrum disorder

The Department of Communication Sciences and Disorders is administratively housed in the College of Arts and Sciences. The department chair has direct oversight of the department and is supported by one full-time administrative assistant. With the addition of the proposed graduate program, a graduate director will need to be named in accordance with the accreditation standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Because the overlap between the department chair and graduate director's responsibilities is substantial, it is anticipated that the department chair will also serve as the graduate director; however, it is possible that these roles will be filled by two different faculty members.

In addition to the faculty members listed above, the following new hires will need to be made:

Faculty Name	Highest Degree Earned	Clinical Certification	Anticipated Rank	Percent Appointment in CSD	Area of Specialization / Reason for Hire
Tenure-Track ^a	Ph.D.	CCC-SLP preferred	Assistant Professor	100%	Speech disorders
Clinical Faculty #1 ^a	M.S. or M.A.	CCC-SLP	Clinical Instructor or Assistant Professor	100%	Clinical supervision
Clinical Faculty #2 ^b	M.S. or M.A.	CCC-SLP	Clinical Instructor or Assistant Professor	100%	Clinical supervision
Limited Term Lecturer ^a	M.S. or M.A.	CCC-SLP	Limited Term Lecturer	25%	Clinical supervision

^a This new hire is needed in the first year of the program

^b This new hire is not needed until the second year of the program

Appendix C: Courses Needed

Applications for courses to be added are provided through Curriculog.

Comment Sheet for Graduate Program Proposal

Name of Dean, Division Director, or Department Chair:

Proposal:

1. The rationale for the proposed program:
2. The program's effects on PFW:
3. The program's effects on PFW's constituencies:
4. Other comments:

The (Unit Name):

has no objections to the proposal.

endorses the proposal.

has minor objections to the proposal which can be dealt with through revision.

has major objections to the proposal and recommends that the Graduate Subcommittee postpone review.

Please send comments to sternber@pfw.edu.

TO: Kathy Pollock, Chair, Senate Executive Committee
 FROM: Carol Lawton, Chair, Curriculum Review Subcommittee *Carol A. Lawton*
 DATE: September 12, 2018
 SUBJECT: Proposals for Physics Concentration and Minor in Materials Science

Curriculum Review Subcommittee members support the proposal for a B.S. in Physics with a concentration in Materials Science. We find that the proposal requires no Senate review.

<u>Approving</u>	<u>Not Approving</u>	<u>Absent</u>
Swathi Baddam		
Seth Green		
Carol Lawton		
Vincent Maloney		
Sue Skekloff		
Jin Soung Yoo		
Julia Smith		
Kate White		

Curriculum Review Subcommittee members also support the Physics Department proposal for a minor in Materials Science. We find that the proposal requires no Senate review.

<u>Approving</u>	<u>Not Approving</u>	<u>Absent</u>
Swathi Baddam		
Seth Green		
Carol Lawton		
Vincent Maloney		
Sue Skekloff		
Jin Soung Yoo		
Julia Smith		
Kate White		

Proposal for a B.S. in physics with Concentration in Materials Science

Purdue University Fort Wayne

April 18, 2018

Mark F. Masters, Ph.D., Department of Physics

Introduction: Materials Science is the endeavor to understand and develop new materials for specific tasks. This has involved nanotechnology, biomaterials, metallurgy, polymers, ceramics, etc. It is a multidisciplinary/interdisciplinary field encompassing several disciplines of science and technology.

The intention of this proposal is to create a preliminary program that will evolve as more departments create courses that can be fit into the concentration. At present the courses selected for contribution to the concentration are from Chemistry, Geology (EAPS – Earth Atmospheric and Planetary Science), Mechanical Engineering Technology, and Physics.

A part of physics is the study of the structure and properties of matter. Physics includes the examination of energy and energy transport mechanisms. Physics involves the understanding of the tools used to study matter. Physics includes learning the fundamental principles and developing skills to study and model materials. In many ways physics lies at the heart of understanding materials.

As a model program we examined the University of Missouri's Department of Physics' "Physics with an Emphasis in Material Science." <https://physics.missouri.edu/undergrad/major-physics>. There is another program at University of New Hampshire. Florida State University has just started a Materials Physics Major. The point is that there is a strong coupling of physics and material science.

1. Name of proposed new program

Bachelor of Science in Physics with a concentration in Material Science

2. Title of degree to be conferred

Bachelor of Science

3. Field of study, department, and school involved

Material Science/Physics, Department of Physics, College of Arts and Sciences

4. Objectives of the proposed concentration

There are several objectives for this concentration:

a. First, there is a regional demand for graduates with Materials Science background. Materials Science is very interdisciplinary involving Physics, Chemistry, Biology, Geology and Engineering. Many of our graduates work in industry and are classified as "engineers." We believe that this concentration will help the students transition more smoothly into industrial

careers, expanding opportunities available to them. This concentration should also open new graduate school opportunities for them as well.

Quoting directly from the University of New Hampshire about their concentration in Material Science “This option combines courses from the Physics and other Departments to provide training in physics and materials science, an area that has proven industrial demand.”

c. Within physics, it is critical to provide students with more options than just simply physics as is recommended by the SPIN-UP report and our last program review. SPIN-UP was a National Science Foundation sponsored project that investigated qualities that make a successful, thriving physics department.

(<http://www.aps.org/programs/education/undergrad/faculty/spinup/upload/SPIN-UP-Report.pdf>)

In this project, it was found that having one or more concentrations is extremely beneficial to the physics program, helping to attract more majors.

5. Proposed date of initiation of the new program

Fall 2019

6. A statement describing the relationship of the proposed program to the mission and scope of the campus

Department Mission: The relevant part of the Department of Physics Mission Statement is “producing well prepared graduates who are confident in their abilities and understanding of physics,” and “Physics Majors will gain a strong working knowledge of basic science and physics.”

The proposed concentration is clearly within this mission. Materials Science and engineering was an outgrowth of chemistry and physics. It is not unheard of for physics programs to have a materials science concentration or the equivalent. The American Chemical Society talks about material science as part of chemistry. At its heart, material science is interdisciplinary.

College Mission: “...the college provides students with a breadth of knowledge about the global environment and fosters an appreciation and respect for diversity. The College of Arts and Sciences equips students to think critically, communicate effectively, and develop creative solutions to future challenges.”

This proposed concentration is directly related to the college mission statement, particularly breadth of knowledge and creative solutions to future challenges. It does so by providing a concentration that is of growing importance.

PFW Mission: “We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs ...”

The proposed concentration will be of high quality and provide a unique opportunity for students of Northeast Indiana.

7. A statement describing the relationship of the proposed program to already existing programs at the campus.

There are no Material Science programs at PFW. There are components of a program distributed across many departments such as Physics and Geology, Chemistry, Mechanical Engineering, Mechanical Engineering Technology. The intention is to bring these together to form a group.

This proposal is simply the first step at creating this group.

8. A statement describing the relationship of this program to similar programs in other regional and Indiana post-secondary educational institutions.

There is a materials science engineering program at Purdue West Lafayette and another at Notre Dame. There are no materials science programs in Northeast Indiana.

9. A statement describing cooperative endeavors explored and/or intended with other institutions particularly those located in the same geographic region.

PFW Physics with a concentration in Materials Science would be the only program of its nature in Indiana.

10. A statement indicating need for the concentration in terms of manpower supply and demand.

This concentration adds courses, specialization and focus to a physics degree which is inherently a general program. Looking at www.hoosierdata.in.gov, there is moderate predicted demand for materials engineers.

There are many companies that hire our graduates, but also need employees with materials science background. These include Steel Dynamics, Fort Wayne Metals, and Regal Beloit. In these cases, the Materials Science would be a significant assistance in getting that first job. Combining the Materials Science skills with the physics skills will yield a significant synergy opening new opportunities to our students.

11. A statement describing resources over and above present levels required to initiate the program

The Material Science concentration consists of core physics courses in combination with a variety of specified engineering courses and some free electives. Since engineering programs and the physics program already exist, we do not believe that any additional resources will be required.

12. Proposed Curriculum

The proposed curriculum starts with a physics core common to all specializations. There is an interdisciplinary/multidisciplinary core of materials science classes.

COAS Requirements: 11 credit hours.

Second semester writing	(3)
Foreign Language	(8)

General Education: 24 credit hours

Core Physics courses: 20 credit hours

PHYS 15200 – Mechanics	(5)
PHYS 25100 – Heat, Electricity, Magnetism and Optics	(5)
PHYS 34200 – Modern Physics	(3)
PHYS 34300 – Modern Physics Laboratory	(1)
PHYS 44200 – Quantum Mechanics	(3)

PHYS 48001 – Senior Thesis I	(2)
PHYS 48002 – Senior Thesis II	(1)

Core Supplementary Courses: 16 credit hours

CHM 11500	(4)
MA 16500	(4)
MA 16600	(4)
MA 26100	(4)

Additional Physics Classes: 20 credit hours

PHYS 30500 – Mathematical Methods	(3)
PHYS 31000 – Intermediate mechanics	(3)
PHYS 31200 – Intermediate Electricity and Magnetism I	(3)
PHYS 32200 – Intermediate Optics	(3)
PHYS 34500 – Optics Laboratory	(1)
PHYS 32500 – Scientific Computing	(3)
PHYS 34600 – Advanced laboratory	(1)
PHYS 41800 – Statistical mechanics	(3)

Additional supporting classes: 4 credit hours

CHM 11600 Chemistry II	(4)
------------------------	-----

Core Materials Science Classes: 23 credit hours

Take 4 credit hours of the following

PHYS 1XX01 - Materials Science: Semiconductors, Conductors and Superconductors	(1)
PHYS 1XX02 – Materials Science: Optical and Magnetic Materials	(1)
PHYS 1XX03 – Materials Science: Thermal Properties	(1)
PHYS 2XX01 – Electron Microscopy	(1)
PHYS 2XX02 – X-Ray Analysis	(1)
PHYS 2XX03 – Scanning Probe Microscopy	(1)

Required

PHYS 1XX04 – Materials Science: Materials Lab	(1)
EAPS 22100 – Mineralogy)	(3)
ET 20000 - Strength of Materials	(3)
MET 18000 – Materials and Processes	(3)
EAPS 42500 – Scanning Electron Microscope)	(3)

Either CHM 24100 - Inorganic Chemistry or CHM 26100 – Organic Chemistry (3)

PHYS 54500 – Solid State Physics (3)

The laboratories (PHYS 343, 345 and 346 will also have investigations specific for MS students that will provide synthesizing experiences).

Electives (to be developed a later)

PHYS 3XX01	Physics of Electronic devices	(1)
PHYS 3XX02	Surface Science	(1)
PHYS 3XX03	Tribology	(1)
PHYS 3XX04	Thermal Properties of Materials	(1)
PHYS 3XX05	Material Physics and metallurgy	(1)
PHYS 4XX01	Metamaterials	(1)
PHYS 4XX02	Nanotechnology	(1)
PHYS 4XX03	Biomaterials	(1)
PHYS 5XX01	Electric, Magnetic and Optical Properties of materials	(3)
	Course on Polymers	
	Course on Ceramics	

Proposal for a new minor in Materials Science

The proposed minor is closely related to the proposed concentration. The proposed minor is intended to be approachable – i.e. the courses are intended to be mostly conceptual and the math pre-requisites are not too high (at least for physics). The minor is also multi-disciplinary drawing on courses from physics, earth atmospheric and planetary science (geology), chemistry, and engineering technology. This minor will change as other courses are introduced from other disciplines; this is a starting point.

The principle physics courses are a series of 1 credit hour, 5-week classes at the 100 level conceptual courses to build fundamental ideas about materials; a series of 1 credit hour, 5 week classes at the 200 level conceptual courses on the tools used in material science; and then some core courses that are in chemistry, geology, physics and engineering technology.

The capstone of the minor can be made of 300 and 400 level courses in a variety of departments.

Comparison of the proposed materials science minor with other programs is a little difficult. All programs we found were offered from department of Materials Science and Engineering. As such, their the programmatic goals were a little different since engineering and physics are not completely parallel philosophies. A direct comparison between the proposed program and one from Texas A&M show that since Texas A&M is largely focused on engineering, they have fewer classes focused on fundamentals, and concentrate more on phenomenon and mechanical behavior. However, examination of the topics indicates broad overlap of topics.

Texas A&M	Proposed
Two of the following:	3 of the following
Structure of materials Polymer Science Mechanical Behavior Electronic, Optical and Magnetic Properties	Semiconductors, conductors and superconductors Optical and magnetic materials Thermal Properties Electron Microscopy X-Ray Analysis Scanning Probe Microscopy
Two of the following	Required
Materials Processing Nanoscience and Nanomaterials Fundamentals of Corrosion Processing and Characterization of Polymers Fundamentals of Ceramics Elements of Composite Materials	Materials Laboratory Strength of Materials Mineralogy Modern Physics Inorganic/Organic Chemistry
	3 of the following
	Physics of electronic devices Surface Science Tribology Thermal Properties of Materials Materials Physics metallurgy Metamaterials Nanotechnology Biomaterials

	Electric, magnetic and Optical Properties
	Scanning Electron Microscope X-ray analysis Polymers Ceramics Analytical Chemistry Quantum Mechanics Physical Chemistry

Minor in Materials Science

A minor in Materials Science is of use to students who are not physics majors but want to learn about materials science. The courses are listed below.

Take at least 3 credits of the following classes

PHYS 1XX01 - Materials Science: Semiconductors, Conductors and Superconductors	(1)
PHYS 1XX02 – Materials Science: Optical and Magnetic Materials	(1)
PHYS 1XX03 – Materials Science: Thermal Properties	(1)
PHYS 2XX01 – Electron Microscopy	(1)
PHYS 2XX02 – X-Ray Analysis	(1)
PHYS 2XX03 – Scanning Probe Microscopy	(1)

Required

PHYS 1XX04 – Materials Science: Materials Lab	(1)
ET 20000 - Strength of Materials	(3)
MET 18000 – Materials and Processes	(3)
EAPS 22100 – Mineralogy	(3)
PHYS 34200 - Modern Physics	(3)

Either CHM 24100 - Inorganic Chemistry or CHM 26100 – Organic Chemistry (3 or 4)

Take at least 3 Credits of the following

PHYS 3XX01 Physics of Electronic devices	(1)
PHYS 3XX02 Surface Science	(1)
PHYS 3XX03 Tribology	(1)
PHYS 3XX04 Thermal Properties of Materials	(1)
PHYS 3XX05 Material Physics and metallurgy	(1)
PHYS 4XX01 Metamaterials	(1)
PHYS 4XX02 Nanotechnology	(1)
PHYS 4XX03 Biomaterials	(1)
PHYS 5XX01 Electric, Magnetic and Optical Properties of materials	(3)
EAPS 42500 – Scanning Electron Microscope	(3)
EAPS 42700 – X-ray analysis	(3)
Course on Polymers (CHM XXXXX)	
Course on Ceramics (EAPS XXXXX)	
CHM 42400 – Analytical Chemistry 2	(4)
PHYS 44200, Quantum Mechanics	(3)
CHM 38300 or 38400 – Physical Chemistry	(4 or 2)

MEMORANDUM

TO: Chancellor Ronald Elsenbaumer
Faculty Senate Executive Committee

FROM: Mastodon Athletics Advisory Subcommittee

DATE: August 15, 2018

SUBJ: Men's Indoor and Outdoor Track

WHEREAS, The office of the Chancellor and the Department of Athletics proposed the addition of Men's Indoor and Outdoor Track Teams; and

WHEREAS, The Mastodon Athletics Advisory Subcommittee in Senate bylaw 5.3.4.3.2.3. is charged with Approving intercollegiate sport additions or deletions; and

WHEREAS, The MAAS Committee met on August 15, 2018; and

WHEREAS, The topic of the addition of these two teams was presented and discussed thoroughly; and

WHEREAS, This addition will add approximately 70 new high academic students; and

WHEREAS, This addition is presented as a revenue positive move that will generate more tuition and student housing dollars than it will cost to operate; and

WHEREAS, The facilities for these sports already exist and are in use on campus; and

WHEREAS, These new student athletes will be high academic students and improve the institutional academic profile; and

WHEREAS, The committee was assured that the addition will not increase the athletics budget beyond the 4.4% of the general fund; and

WHEREAS, The committee was also assured that the addition is necessary to help maintain compliance with Title IX;

BE IT RESOLVED, That the Mastodon Athletics Advisory Subcommittee approves the addition of a Men's Indoor Track Team and a Men's Outdoor Track Team at the NCAA Division I level.

Voting Members Approving:

Jens Clegg (Chair)	Michelle Parker
James Velez	LV McAllister
Elliott Blumenthal	Hank Strevel
David Liu	Sarah Wagner
Aldolfo Coronado	Chip Vandell
Kimberly McDonald	

Voting Members Dissenting:

MEMORANDUM

TO: Fort Wayne Senate

FROM: K. Pollock
Executive Committee

DATE: September 26, 2018

SUBJ: Education Policy Committee Charge for Syllabi Guidelines and Standards

WHEREAS, Academic freedom for instructors in the design and implementation of their courses is foundational for the success of university

WHEREAS, Student success depends on having necessary information to estimate the workload associated with passing and excelling at their courses

WHEREAS, Purdue University Fort Wayne lacks guidelines and standards for instructor as they produce syllabi which will both protect the freedom of instructors to evaluate students as they judge best and allow students the opportunity to estimate their workload and the key features of each course

BE IT RESOLVED, That the Education Policy Committee be charged by the Purdue Fort Wayne Senate Executive Committee to recommend to the full Senate guidelines and standards for the main components of and distribution of syllabi for instructors across Purdue University Fort Wayne.

BE IT FURTHER RESOLVED, That in developing these recommendations, the members of EPC are encouraged to 1) work with Center for the Enhancement of Learning and Teaching, 2) investigate policies at similar institutions, 3) gather input from current Purdue University Fort Wayne instructors, and 4) ensure that the recommendations are compatible with relevant Purdue University System policies.

BE IT FURTHER RESOLVED, These recommendations should be brought to the full Fort Wayne Senate by the December 2018 meeting of the Purdue University Fort Wayne Senate.

Approving

J. Clegg

A. Nasr

J. Nowak

K. Pollock

B. Redman

A. Schwab

N. Younis

Opposed

Non-Voting

W. Sirk

Absent

Senate Reference No. 18-15

Date: September 21, 2018

To: Faculty Senate

From: Executive Committee

In March 2018 a resolution was passed in the senate requesting disclosure of the Chancellor's compensation package. A copy of the agreement is attached.

OCT 2 2017



OFFICE OF THE PRESIDENT

September 20, 2017

13031

Via electronic delivery

Ronald Elsenbaumer, Ph.D.
Senior Advisor to the President
University of Texas at Arlington

Dear Ron,

I am very pleased to offer you the position of Chancellor at Purdue University Fort Wayne. I know I am joined by the Board of Trustees in welcoming the talent and experience you will bring to this position, so crucial to PFW's success and that of the Purdue system.

We propose an official start date at PFW of November 1, 2017, but would encourage you to visit campus as often as is practical over the next six weeks, working with current Chancellor Vicky Carwein on the transition. Undoubtedly, you will receive a warm welcome by PFW's faculty, staff and students, and having their new chancellor on board in the fall term will be a meaningful step in the campus' forward progress.

The compensation package we are offering is in excess of \$370,000, comprising the following elements. Your maximum potential base salary will be \$315,000, of which \$40,000 will be "at risk," contingent upon the degree to which you meet performance criteria to be agreed on mutually (a list of possible metrics is attached). You will receive an annual housing allowance in the amount of \$20,000, as well as a monthly car allowance of \$770. A one-time relocation reimbursement of \$15,000 will also be provided to assist with any expenses you incur in relocating to Fort Wayne, or the surrounding area.

In addition to your annual salary, you will participate in Purdue University's 403(b) Defined Contribution Plan, through which the university will contribute 10% of your base salary (up to the IRS limit of \$270,000), with effect on your start date. Purdue requires that you contribute 4% of your salary to a 401(a) Mandatory Employee Contribution Plan, also with effect on your start date. You will also be eligible to contribute to a 403(b) Voluntary Retirement Savings Plan and a 457(b) Voluntary Retirement Savings Plan. The IRS stipulates an annual maximum of \$18,000 for each plan; if you are over the age of 50, you can contribute an additional \$6,000 to each. These plans, as well as the many other benefits to which you will be entitled (institutionally subsidized health and dental coverage, life insurance, paid leave time, university holidays, etc.), are described on the Purdue University benefits website, www.purdue.edu/hr/benefits; and on the PFW benefits website, <https://www.ipfw.edu/offices/hr-oie/benefits>.

Contingent upon the endorsement of the faculty of the Department of Chemistry within Purdue Fort Wayne's College of Arts and Sciences, you will be granted the rank of tenured full professor, with all the rights and privileges associated with that status. Your appointment as Chancellor will be a full-time administrative position, carrying no expectations for research or

teaching. Should you return to full-time faculty status your appointment will be converted to an academic year term, with pay established at 80% of your base salary at the time; the housing and car allowances would no longer apply.

All offers of employment at Purdue are contingent upon the result of a background check. Also, and as required by federal law, you will need to provide proof of your identity and legal authorization to work in the United States. Purdue Fort Wayne's Human Resources Operations Manager, Dimples Smith, will contact you shortly to discuss this and other needs as you get underway.

As Chancellor of Purdue Fort Wayne, you will report to and serve at the pleasure of Purdue's president. The university's bylaws require that the appointment of a chancellor by the president be ratified by the Board of Trustees. I anticipate that a formal vote on your appointment will be taken at the next meeting of the Board of Trustees on October 13, 2017.

If you agree to the terms of this offer letter, please sign below and return the original to me.

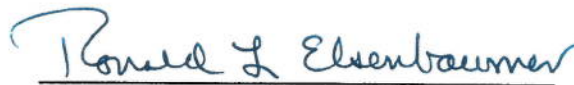
I am extremely pleased with the prospect of you joining the university's leadership as PFW's new chancellor and at the prospect of welcoming you back to Purdue. I am confident that you will be successful and will make important contributions to PFW's success in its new era and to the Northeast Indiana region.

Sincerely,



Mitchell E. Daniels, Jr.
President

Accepted:



Ronald Elsenbaumer, Ph.D.

Question Time

Increasingly, it appears that the Executive Committee has taken upon itself the task of vetting questions submitted to Senate by Voting Faculty, deeming some to be worthy of consideration at Senate meetings, and suppressing others.

Can a representative of the Executive Committee please explain why it is that some questions submitted to the Executive Committee by Senate members never make it onto the Senate agenda? This vetting could be interpreted as an inappropriate interpretation of Senate Bylaw 5.2.1.2.2., which states that the Executive committee shall:

“ensure that these questions are routed to the appropriate university office, and shall place the text of each question on the agenda of the following meeting of the Senate or the next Faculty Assembly or Convocation, whichever is first.”

More specifically, my questions are:

- By what authority has the Executive Committee decided to take it upon itself to vet, and in some cases censor, questions by Voting Faculty?
- What guidelines are used to vet the questions? I am particularly concerned that in its overzealous attempt to “police” the tone and content of questions, the Executive Committee will end up censoring important discussions about the well-being of the university.

N. Virtue