

Minutes of the  
Third Regular Meeting of the First Senate  
Purdue University Fort Wayne  
November 12, 2018  
12:00 P.M., KT G46

Agenda

1. Call to order
2. Approval of the minutes of October 8 and October 22
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. 18-16) – R. Rayburn
  - b. Strategic Planning Process Update (Senate Reference No. 18-26) – J. Malanson
7. Committee reports requiring action
8. Question Time
  - a. (Senate Reference No. 18-17) – N. Virtue
  - b. (Senate Reference No. 18-18) – B. Buldt
  - c. (Senate Reference No. 18-19) – B. Buldt
  - d. (Senate Reference No. 18-20) – A. Livschiz
  - e. (Senate Reference No. 18-21) – A. Livschiz
  - f. (Senate Reference No. 18-22) – N. Virtue
  - g. (Senate Reference No. 18-23) – N. Virtue
  - h. (Senate Reference No. 18-24) – B. Buldt
  - i. (Senate Reference No. 18-25) – A. Livschiz
9. New business
10. Committee reports “for information only”
11. The general good and welfare of the University
12. Adjournment\*

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

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Presiding Officer: J. Clegg

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

Attachments:

“Memorial Resolution- C. James Owen” (SR No. 18-16)  
 “Question Time – re: Undermining of International Services and Programs” (SR No. 18-17)  
 “Question Time – re: Central Administration and Branding” (SR No. 18-18)  
 “Question Time – re: Administrator and Coach Salaries” (SR No. 18-19)  
 “Question Time – re: Sweetwater Model for Academic Programs” (SR No. 18-20)  
 “Question Time – re: Chancellor Elsenbaumer Offer Letter Metrics” (SR No. 18-21)  
 “Question Time – re: International Student Fee” (SR No. 18-22)  
 “Question Time – re: Large Online Courses” (SR No. 18-23)  
 “Question Time – re: Access to Purdue Fort Wayne Courses on Blackboard” (SR No. 18-24)  
 “Question Time – re: Advising Restructuring Plan Status” (SR No. 18-25)  
 “Strategic Planning Process Update” (SR No. 18-26)

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, K. Fineran, M. Gruys, M. Johnson, M. Jordan, D. Kaiser, B. Kim, S. King, C. Lee, E. Link, A. Livschiz, A. Marshall, A. Nasr, E. Norman, J. Nowak, G. Petruska, K. Pollock, R. Rayburn, B. Redman, P. Reese, N. Reimer, G. Schmidt, A. Schwab, R. Sutter, A. Ushenko, R. Vandell, N. Virtue, K. White, M. Wolf, N. Younis

Senate Members Absent:

P. Bingi, D. Cochran, R. Elsenbaumer, J. Hill-Lauer, D. Holland, J. Kaufeld, L. Kuznar, D. Linn, L. Lolkus, A. Macklin, Z. Nazarov, J. O’Connell, M. Parker, S. Stevenson, D. Wesse, M. Zoghi

Guests Present:

C. Fox, C. Hine, J. Malanson, D. Smith, C. Suthers

Acta

1. Call to order: J. Clegg called the meeting to order at 12:00 p.m.
2. Approval of the minutes of October 8 and 22: The minutes were approved as distributed.
3. Acceptance of the agenda:  

K. Pollock moved to accept the agenda.

Agenda approved by voice vote.
4. Reports of the Speakers of the Faculties:
  - a. Deputy Presiding Officer:

A. Schwab: Conflicts of interest are a defining problem of our time. Ironically, however, what defines something as a conflict of interest is less well established. That said, all definitions share a central concern—that an individual will fail to fulfill their responsibilities as a result of dueling responsibilities or because of some personal interest . . . and that this failure will harm others.

Because conflicts of interests are everywhere, and because of the obstacles, both practical and institutional, to avoiding all conflicts of interest, we are then put in a position to evaluate the harms produced by the conflict of interest and the value of avoiding them. We should ask how much harm might be produced and then decide how to handle a conflict of interest.

As was announced at the inaugural Fort Wayne Senate meeting this year, we, the faculty, elected Pr. Clegg to the role of Presiding Officer despite the conflict of interest this produced given his role as Faculty Athletics Representative. To limit the harms produced by this conflict of interest, it was agreed that I, in my role as Deputy Presiding Officer, would take over when the work of the Senate focuses on Athletics. This, of course, is to make sure that the resolutions, actions, and documents produced by the Fort Wayne Senate are not harmed in some way by Pr. Clegg's conflict of interest.

During the October 8, 2018, meeting of the Fort Wayne Senate, Item 10 c., Senate Reference 18-13 was a document 'for information only' about Athletics that was to be presented by Senator Parker. Because it was "for information only" no action could be taken on the document and no resolutions could be introduced. There would be no official business related to the document. Also, Pr. Clegg would not be answering questions about the document, and so he would not need to adjudicate his own answers. As such, I made the judgment that negligible harm could be produced by the conflict of interest in this situation and so informed Pr. Clegg that I would not take over for this presentation of information.

Worries have been expressed to me that harms were or could have been produced by my decision not to take over for Pr. Clegg during the presentation of this information. It is clear that the worries here cut deeply. In deference to these worries then, I will abdicate all of my judgment about such matters moving forward. Accordingly, for the remainder of this academic year, if Athletics comes up in a Fort Wayne Senate meeting at which I am present, I will take over the responsibilities of Presiding Officer. I have, of course, already violated this promise. I did not take over the responsibilities of Presiding Officer during these remarks I have just made, even though the remarks were about Athletics. It will not happen again.

In other news, in my role as Deputy Presiding Officer I serve on the Bookstore Advisory Committee. At our meeting a couple of weeks ago I

found out some information I promised to pass along. As of November 1, 1,150 sections of PFW courses in Spring 2019 did not have assigned textbooks. Of these almost 200 did not have instructors assigned, taking the number of sections of concern down to 950. And 200 more sections likely will not have a textbook assigned. That still leaves around 750 sections for Spring 2019 that have instructors assigned, but without assigned textbooks. This is a serious problem. The Higher Education Opportunity Act requires that textbook lists be made available to students at the time of registration so that they can 1) plan for the book costs and/or 2) seek less expensive alternatives to purchasing these books from the bookstore. In short, assigned instructors who have not assigned their textbooks are both violating federal law and doing a disservice to our students. Accordingly, I promised the other members of the Bookstore Advisory Committee that I would encourage other members of the Senate to remind their colleagues of the advantage it gives to students if the bookstore is made aware of the textbooks assigned to courses.

Finally, at this same meeting of the Bookstore Advisory Committee, I found out that the billing of INCluded courses gets more complicated and unpleasantly surprising for students if the Registrar's office is not aware of the INCluded nature of the course by the first week of November . . . so last week. So if you plan to use INCluded in your course in Spring 2019, please let the bookstore know as soon as possible. And please encourage colleagues in your departments, colleges, and schools, to do the same. And if you don't know what an INCluded course is, just pretend this whole part of my remarks didn't happen.

b. IFC Representative:

J. Nowak: The next IFC meeting will be on Monday, November 19, so I will be coming with an update from that meeting once it has occurred. But, I wanted to thank everyone for their involvement in all of the steering committee meetings related to our strategic plan. We have received a lot of good input. Today we have Jeff Malanson here to share some more and he is a co-chair of that committee. I want to just mention that if we have questions, and there is a desire or a need as a member of the committee, then we can call a motion to have a special Senate meeting just to talk more about the strategic plan and to focus on other questions. So, if you feel today that this topic needs to be continued after Jeff has shared then we can have a designated day just to talk about our strategic plan and where we are heading for the future. Please keep that in mind. Other than that, I look forward to hearing what Jeff brings to us today.

5. Report of the Presiding Officer:

J. Clegg: I have been asked to clarify when we will stop people from speaking. So, first, to clarify that, Robert's Rules stipulate that each and every Senator gets a limit of two

questions or comments per topic. When you have reached your two questions or comments, there are not supposed to be any more questions or comments from that individual on that topic. On the next topic then you get another two questions or comments. It is two questions per topic, so please choose your questions carefully. If you desire to have a third question, that can only be granted by an approval of two-thirds majority. That is not my rule. That is Robert's Rules of Order, and I have been asked to make sure that those are implemented fairly across everyone. As part of that, the Executive Committee went over some of the rules and discussed it. I was asked to read this statement, as a direct quote from Robert's Rules:

“Speakers must address their remarks to the chair [or in this case presiding officer], maintain a courteous tone, and especially in reference to any divergence of opinion, should avoid injecting a personal note into debate. To this end, they must never attack or make any allusion to the motives of members.”

So, two question limit, maintain a collegial tone, and address all questions to the presiding officer.

The last thing I will mention is that we met with the chancellor last week as the faculty leaders. He expressed to us that he was very sorry that he could not be here today. He had other business. Some of the questions on here are directed toward him, and he requested that we postpone those so that he can be here to answer them at our next Senate meeting. He did not feel that it would be adequate to just provide us with written answers to those questions.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 18-16) – R. Rayburn

R. Rayburn read the memorial resolution for C. James Owen. A moment of silence was observed.

b. Strategic Planning Process Update (Senate Reference No. 18-26) – J. Malanson

Please see attached PowerPoint.

A. Schwab: You mentioned the mission and vision as up for possible review. Is the baccalaureate framework also up for possible review? Has that been discussed explicitly at this point?

J. Malanson: We have not talked about the baccalaureate framework. The mission and vision are absolutely critical to what a strategic plan is because you don't know what activities you are supposed to do unless you have a clear sense of your mission. You don't know what you are trying to accomplish unless you have a clear sense of your mission. Those are always part of the first phase of a planning process. We have not talked about the baccalaureate framework to this point. Although, I have to imagine

that if we change our mission and change our vision then reviewing that would be a natural part of that.

C. Drummond: So, previous institutional level documents including institutional self-studies for accreditation and strategic plans were greatly benefited by the work of Stevens Amidon to give those documents a single voice. There was a lot of discussion about who is not writing the plan. Who is going to write the plan?

J. Malanson: That ultimately falls to the chancellor to decide, and I don't know if he has made a decision on that. He hasn't told me. I don't believe he has made a decision on how that is going to work yet. I think he wanted to see how the planning process unfolded, and what the planning process looks like as we go out to December and January. But, part of the goal is for it not to be a group of fourteen people writing the document, so we have a clear voice.

J. Nowak: You mention how critical the mission and vision statements were, they don't specifically mention athletics, but athletics are a constant topic of conversation. I was wondering what role that might play in the strategic plan.

J. Malanson: Right now, we are collecting data. The athletics strategic plan is in our data set. Athletics was interviewed as one of the focus groups. Athletics is a part of this institution, but I don't know what role athletics will play in the mission or vision statements in the strategic plan itself because we have not gotten to those points yet.

D. Cochran: Does the analysis include data understanding stakeholder needs and who the stakeholders are?

J. Malanson: What do you mean by stakeholder needs?

D. Cochran: Like constituents, faculty, and students.

J. Malanson: I mean the analysis was going to be undertaken by faculty, staff, and students on that January 11 date.

D. Cochran: But, the data collection, does that represent the needs of the community?

J. Malanson: The data collection is going to include anything that was said in a focus group, and anything that appears in those different external and internal data sets that we have. We are intentionally not trying to do too much analysis of that data as we unveil it to campus because if we come in and say "this is what the data means" then it kind of negates trying to have a campus wide conversation on January 11. If we try to put too much of a spin on the data up front.

D. Cochran: When you say data, what is the form of the data?

J. Malanson: A lot of it is going to be the qualitative data that comes out of the focus groups and the different working groups. Some of it will be quantitative data that comes out of that as well. I am using data very broadly right now.

B. Buldt: We have recently updated how we define ourselves, in terms of how ICHE sees us, because now we are Purdue. So, a very high level question. So, we report ourselves to ICHE. Would this limit what we can define in the strategic plan in the end? Is it conceivable that it might lead to negotiations with ICHE to define what we are?

J. Malanson: I think we are still attempting to define with ICHE what we are. We are still, as far as I know, a multi-system metropolitan university in terms of our definition. That actually hasn't been formally changed yet, even though we are obviously not multi-system anymore. I think the desire, at least when the metropolitan designation was unveiled, people on the campus wanted to do something and wanted to make meaning of that. For a variety of reasons that didn't happen. I think the chancellor is still very interested in seeing us do something with that metropolitan designation. I am assuming that the members of the faculty and campus community are still interested in doing something with that metropolitan designation. So, I think we are viewing the strategic planning process of this new strategic plan as trying to make the most as possible of that designation and trying to give ourselves the most flexibility moving forward and not being hamstrung by what our previous designation was. But, ultimately, we are going to make the case to ICHE. We are going to make the case to the state legislature. What they do, as we know, is kind of in their hands.

7. Committee reports requiring action: There were no committee reports requiring action.

8. Question Time:

a. (Senate Reference No. 18-17) – N. Virtue

There have been a number of recent developments on the Purdue Fort Wayne campus that have contributed to a general undermining of international services and programs. Among these developments are:

- The elimination in 2016 of 2/3 international language majors on campus;
- A reduction in study abroad scholarships and programs as a result of split from IU;
- Reduced funding for international faculty research as a result of the split from IU;
- Recent imposition of a \$375/semester fee on all degree-seeking international students;
- A complete absence in our new Brand Book of any reference to the contribution this campus makes to global/international education in Northeast Indiana.

While some of these developments are clearly the result of the recent IU/PU split, and therefore are not directly attributable to the Purdue FW administration, it would

nonetheless appear that the goals of internationalization on this campus, as articulated in the Strategic Plan 2020, are in the process of being abandoned. What is the administration's commitment to internationalization on this campus in light of the above? (And by "internationalization," I mean not just the recruitment of international students, but also the promotion of international academic programs on our campus, study abroad programs and international research by faculty). What specific steps is the administration taking, or planning to take, to advance/promote/support the internationalization goals stated in the Strategic Plan 2020?

C. Drummond: (Written response). Several specific steps are underway. Out of the College of Arts and Sciences a B.A. in Global Cultural Studies is under development. I fully support this effort. Out of the College of Visual and Performing Arts a post-graduate certificate in music performance coupled with an ESL immersion program for Chinese students is under development. I also fully support this effort. Out of ETCS and the Doermer School of Business there are efforts to build collaborations with universities in Morocco that would facilitate exchange of students between institutions. Within the College of Professional Studies a collaboration is underway between the department of Hospitality and Tourism Management and the Finnish university Haaga Helia to launch a dual-degree program in Estonia known as the Tallinn Hotel School project. I have strongly supported this effort.

More importantly, I am open to any idea or concept that interested faculty are willing to bring forward.

N. Virtue: Thank you, Carl. First, could your written response be made available?

K. Pollock: I already have it down to ask for that. So, we will take care of that.

N. Virtue: I will need to look at it and think about it more closely, but it seems like the question I asked could still be addressed more carefully. I am concerned. I understand that there are programs on campus in the works that have sort of international content to them. I am from one of the departments that you mentioned. There is an attempt within individual programs to internationalize. But, I am concerned about specific bullet points that I mention. The fact that there is no mention in the brand book about internationalization. That international students are having a new fee imposed on them. That there is less research money available. That there is less money for study abroad. There are exceptions, and I would characterize the examples you have given as exceptions. But, the overall picture is a gloomy one. Elimination of two out of three international languages, and now, with a recent email from you, the questioning of the third language and languages' viability. So, can you address the overall point that I am making? I recognize that in individual cases you support individual initiatives. But, can you address the overall question? Does it not seem a fair assessment to say that there is a draining of internationalization on the campus based on the points I made?



C. Drummond: Perhaps a realignment. A redirection of sorts. A restructuring. We are trying to introduce new programs that will be attractive to students. Many of these other things will be addressed later.

N. Virtue: So...

J. Clegg: Is this your second question, Nancy? Just to be clear.

N. Virtue: Never mind.

J. Clegg: Okay. You still have another question if you want to make it. Ann.

A. Livschiz: My question is that I understood that when people talk about internationalization it is sort of the international equivalent of writing across the curriculum. Right? The idea is not to have specially designated areas, but, rather, internationalization is making it possible for students, regardless of what degree they are pursuing and what college they are in, to be able to incorporate international things into those. So, all of the examples that you give, if they all come to fruition, sound great. But, they are all meant for students who have a particular path to choose. It seems like, at least my understanding of what Nancy is concerned about, is that it makes it hard for students to be able to have opportunities to incorporate kind of the smaller scale international aspects that used to exist at IPFW into their current educational systems.

C. Drummond: So, the specific thing we can do is redirect some of our money that we have available to IRC in support of the study abroad scholarship or other things available for students. I would be in favor of that, but I need to have some ideas of how that might work.

A. Livschiz: What is the process of doing something like that? Should we email Shannon?

C. Drummond: Just raise your hand and say that you think this is something that we could do.

A. Livschiz: I think this is something that we could do.

C. Drummond: Got it.

Melissa Gruys: Can I add something? This is just a broad statement, but it is some interaction that I have had with the chancellor. He said that he recommends something like a proposal. If you have an idea about how to attract students, not only as Carl mentioned with the exchanges to these Moroccan institutions, but the universities we are working with don't have MBA programs. So, their students may well be interested in us, especially if they come here for an exchange. The chancellor said to me to bring him a proposal even if there is not a formal scholarship per se.

But, he said to bring him a proposal and they would evaluate it. So, I think he has also been open to ideas that we have had. I just wanted to make that known.

N. Virtue: Yeah, and I recognize the support that this university gives. Carl, you funded me a couple of years ago to do a faculty-led program in France before the French program was eliminated. I do recognize that there are levels of support at this university for very targeted study abroad programs and I think that is good. But, for me, what is troubling, and why I appreciate what Carl just said, is that the majority of study abroad scholarships are study abroad scholarships that train students in the language. A lot of the faculty-led programs on this campus are programs that are run entirely in English. Obviously, this is a passion of mine. We are losing language majors on campus. As a nation, we are putting children in cages. Right? We have an obligation to the students of northeast Indiana to have a broader sense of what is going on in the world, and to have a broader perspective on the world. Although these targeted programs are excellent, we need something beyond that in my opinion. I think we are losing it. I get your response about realignment, but I think it is a mistake. I think that we should be adding to and supporting what was in place before, and not just sweeping one out in favor of another. Realignment of these resources is in poor judgement. That is my opinion.

M. Cain: If we are having these individual proposals and programs that are put forward, that is all good. I am glad that the administration is open to that, but it sounds like we need more coordination of these efforts. So, is there a position for somebody to do that?

N. Virtue: There is the Office of International Programs, but I think they are under resourced as well.

B. Redman: I wonder if in our work in developing a collection of our peer institutions if part of that would also include the marketability of foreign study students. As a parent, as many of you have probably experienced, I am taking a child all over the place looking at different schools and every single school that we visited has included a really impressive presentation on the wonderful opportunities that my daughter will be able to enjoy to go abroad so easily. That is frankly one of things that my own daughter is really looking forward to. She wants to continue studying Spanish, but she has no intention of being a Spanish major. So, it just seems like it could factor into increasing our marketability. I wonder if that has ever been considered as part of our rebranding efforts.

C. Drummond: Well, I can't speak to the larger strategic planning at this point, but I think that a significant challenge that we have historically had here in Fort Wayne is finding ways to get students who express an interest to be able to go ahead and go. Right? For economic and for family reasons. I think we need to find some ways to bridge that, and scholarships are one way to do that. But, it is also time and family commitments that hold our students place bound as well. I am not sure how to address it.

M. Wolf: I would just like to say that one of the concerns we raised about closing those language programs was exactly the point that often our political science majors that double majored were able to go overseas in the native language and now we don't have that. It is effecting our internships at the UN, which includes French. The Bureau of Labor Statistics, that you asked us to look at a couple of years ago, demonstrated that there is going to be a 67% increase in need in the next thirty years for interpreters that just have a bachelor degree in these languages. We are hurting ourselves in this region. I think it is a tremendous mistake that we should revisit in the strategic plan to reopen those languages.

B. Buldt: I share the concerns expressed by Nancy that all students should get exposure to what the world looks like outside Indiana.

N. Virtue: And...

J. Clegg: I am sorry, Nancy. You have had two questions. I am sorry. We have to move on.

b. (Senate Reference No. 18-18) – B. Buldt

In the spirit of the message that “transparency, honesty, and open dialogue will continue to serve us well” I was wondering (1) when exactly our Central Administration (henceforth, “CA”) learned about the proposed changes to the text of our diplomas; (2) what were the reasons that—as of October 2nd., when our students were already protesting—CA was still discussing the issue without having yet reached a conclusion; (3) why it therefore seems that it was effectively left to our students to defend and fight for our brand—a brand for whose development we purchased outside consulting and hired a full-time professional to market.

K. Pollock: Motion to table question until the December agenda.

Motion to table the question until the December meeting passed on a voice vote.

c. (Senate Reference No. 18-19) – B. Buldt

During the tenure of former Chancellor Carwein (i.e., 2012–2017), salaries for C-level administrators (vice-chancellors, deans, directors of Continuing Studies and Physical Plant) rose by an average of 26.5%, and salaries of head coaches increased even by 57%. During the same time period salaries for faculty increased by an average of 4.5% (1.5% on average in 2012, 2015, and 2016); or, in a cases of extraordinary performance all three times, by at most 9% since merit pay was capped at 3%. A spot check (based on a non-representative sample that includes one randomly chosen faculty member from each college) confirms that salary increases for faculty fall between 4% and 10%. In the spirit of “transparency, honesty, and open dialogue,” I was wondering (1) whether what amounts to roughly a 20% discrepancy

in merit pay between CA and faculty (and even double that for athletics and faculty) is a cause for major concern for Chancellor Elsenbaumer; and if so, (2) whether he has plans for addressing this discrepancy; and if so, (3) what these plans are.

While strictly speaking not being part of the question, I include a separate document which tabulates the numbers that gave raise to Question 3. If so requested, I can disclose the names of those faculty whose salaries were used for the spot check.

K. Pollock: Motion to table question until the December agenda.

Motion to table the question until the December meeting passed on a voice vote.

d. (Senate Reference No. 18-20) – A. Livschiz

At the September Senate meeting VC Wesse did a presentation in which he referred to the deal with Sweetwater as a “good model” for academic programs. Leaving aside whether or not Sweetwater is really as good of a deal for PFW as has been announced, since not all academic disciplines/departments have natural wealthy community partners, what does this mean for these departments' ability to grow and receive resources?

C. Drummond: (Written response). In the absence of “wealthy community partners” it seems unlikely that departments can expect for significant financial investments in support of their curriculum from the private sector. However, that does not preclude such departments from seeking out non-traditional, or perhaps not so obvious private sector partners. For instance, the specialty insurance industry, for which Fort Wayne is a vibrant national hub, is frequently interested in providing post-baccalaureate professional development experiences to graduates of liberal arts programs as a source of creativity in their companies. One option would be for a group of programs that feel they lack “natural ... community partners” to link together, perhaps with allied departments from nearby private universities, to create a conversation with economic development leaders and regional business to identify creative and non-traditional pathways to employment. I suspect the Northeast Indiana Regional Partnership would support such a summit.

In response to this question, I reached out to Ryan Twist at the partnership and I haven't heard back from him, but today I received a copy of an email from someone in Manchester who is interested in this very thing. So, I think that there is a possibility that we could get together as a group of institutions in northeast Indiana and build some synergies here with regional businesses.

A. Livschiz: That actually sounds great, and maybe we can write down all of that in our spare time. My question, and it is my fault for not making it clear in this question, I wasn't thinking so much about specific job opportunities for students. I was thinking about resources for the programs. As a historian, on the one hand, I totally understand that this is the reality of the world that we live in. But, at the same time, historically,

we have a lot of examples of partnerships with corporations and businesses between academic programs and those businesses that we now know were not the greatest. Right? I think it was at Harvard where the guy was paid to talk about how awesome sugar is for people by the sugar industry. Right? We have to be sensitive and careful about just how much we are at hire for local businesses because it may actually impact the kind of research and training that we are able to provide for our students. If these outside companies are giving us money then presumably they want to have some kind of control over the curriculum, and there have been some very important conversations about this across the country. The controversies about the Koch brothers, for example, funding all sorts of things with the expectation that only certain subjects are going to be taught. I realize that there are not, as far as I know, Koch brothers waiting to fund this. But, this is a broader ethical question about if the goal is to find partners then there is this potential problem. This is completely separate from the opportunities for students. I would definitely love to see the email and to reach out. But, to me, they are two separate questions. We also have to think about the extent to which that if we are providing training then the whole point of liberal arts is that we are not training them for a particular job in a particular company. If our goal is to create the best person for a particular company in Fort Wayne then you have a very different interest in what it is that they want, rather than somebody who would actually be successful anywhere else in another company. So, there is also this danger that we are providing job training instead of the broad education that we are so proud of.

C. Drummond: So, recognizing that potential risk, and I think you described it pretty well, one of the things that might work out well with the relationship with Sweetwater is the notion that the students are, with any program that is designed to be a professional preparatory program, working in that environment and learning in that environment. So, they are receiving that ongoing school space and educational experience. What I was suggesting was something that would be a different model, which is building relationships, that is interpersonal relationships between human resource officers, executives of regional companies, and the faculty in programs that feel that they do not have natural partners, so that there can be greater understanding about the skill sets that graduates of our programs lead with. One example I am familiar with is the insurance companies then support those students to go get some additional training. Essentially, what we would call quasi on the job training to take the foundational skills that they have derived as part of the baccalaureate experience and apply them to the needs of that company at that time. So, it is building an understanding of the skill sets that the graduates have and making human resources, directors, and the executives aware of the strengths of these students and what they can bring to the company. With that, maybe there would come a greater sense of understanding and a willingness to invest in, support, and sustain programs with those particular foundational skills. I think there is a real opportunity there.

e. (Senate Reference No. 18-21) – A. Livschiz

At the October senate meeting Senate Reference Document 18-15 provided a salary offer letter from Mitch Daniels to our now-chancellor Elsenbaumer. In the letter, there is a reference to \$40,000, contingent on performance according to mutually agreed upon metrics. What are the metrics?

K. Pollock: Motion to table question until the December agenda.

Motion to table the question until the December meeting passed on a voice vote.

f. (Senate Reference No. 18-22) – N. Virtue

In early 2018, VCAA Drummond requested a student registration fee of \$375 per semester for all current and future degree-seeking international students to “support international student services and recruitment.” This fee was subsequently approved by the VCFA Wesse. I would appreciate responses to the following questions:

- What specific services will be provided as a result of this fee? In other words, how will international students on this campus benefit from this significant increase in the amount that they are being asked to pay per semester?
- According to its web site, Purdue WL charges its international students \$145, which is considerably less than the amount currently being imposed on Purdue FW students. Can the VCAA/VCFA explain what specific expenses on this campus justify charging our students \$230 per semester more than students on the WL campus?
- Why are current international students being asked to contribute to the recruitment of future students?
- Why is it that student services and recruitment of student athletes are paid for out of the General Fund and student fees, but international students are expected to pay additional money for the same?

C. Drummond: (Written response).

Part 1 - The fee is being used to a variety of support services for international students:

- Workshops and advising sessions related to off campus employment authorizations per Department of Homeland Security requires.
- Curricular Practical Training employment authorization for students participating in internships and co-ops prior to graduation.
- Optional Practical Training employment authorization for students post-graduation
- Workshops and advising sessions related to students’ academic program extensions per DHS requirements

- Programming to support international student retention efforts, including joint programming with other campus organizations: career services, Dean of Students, Wellness, Housing
- Programming to support pre-arrival services to newly admitted students
- Programming to partially support new international student orientation programs not funded by Student Government
- Cultural programming and events not supported by Student Government

I believe the students significantly benefit from these activities in a variety of ways.

Part 2 – PFW is in fact charging less than PWL. PWL does charge \$145 per semester to undergraduate and graduate students but there is also an additional \$1000 per semester tuition differential charged above the standard out of state rate to international undergraduates. Many, if not most of our international students receive some form of merit based tuition discount and as such the net differential for international students at PFW is significantly less than for those attending PWL.

Part 3 – In the absence of the current fee, the Office of International Education would need to reduce services to current students, reduce expenditures directed at recruiting new students, or both. Neither of these outcomes would be in the best interest of the institution or its students.

Part 4 – The majority of the budget for the Office of International Education's recruiting and programming is based in its general fund recurring budget. The revenue from the international student fee provides additional resources that are redirected back to support only international students.

A. Nasr: I think it is a little troubling for me. I was an international student when I first came to the United States, and I think putting a fee that is not on any other student is discriminatory. On the one hand, we consider international students as part of the statistics where we boast and go around saying we have so many international students here on our campus. We claim that international students bring in a certain avenue for further education to our domestic students because they bring their experiences, and so on. We use that very conveniently from that sense when we think of international students coming in, and yet we charge them extra for services that are pretty much already done. So, when you mention something like the option of practical training and curricular practical training, they might have some charges of sorts, but then again do we charge any other population that requires special needs of sorts? I don't think we do. So, why is it that we take a population that we boast and we use to our advantage without really offering them the welcoming that they should so deserve? You also mention something to the effect that West Lafayette charges students more. I hate to say it, but that is West Lafayette. That is not us. We need

more diversity in our classrooms. If we are taking a double whammy, where students are not able to travel overseas and we are cutting down on languages, these students are incredibly vital to a better understanding of the world given the current world climate nationally and locally.

N. Virtue: I was going to just add a couple of things. I agree with everything Assem said, and especially the point about Purdue and Purdue Fort Wayne being different. Those students are getting a Purdue degree. Those Purdue students in general pay more money to get a Purdue West Lafayette degree. So, I do feel like this is discriminatory. I am sorry. The other thing, about point number one, the list of services that you mentioned. Are those all new services? A lot of those sound like things that have been done all along. I am in contact with a lot of international students, and to me it doesn't seem like they are getting a lot of attention in a range of areas where they need it. I need to look at your list more closely, but it doesn't sound like a reassuring list to me, in terms of the kind of things that international students identify as needing and what that list provides. My question is "why are international students being asked to contribute to the recruitment of future students?" It seemed like, if I understood your response, you are saying, "because we need to recruit future students and that if we don't apply this fee then we won't be able to." But, it seems unfair to ask students that have already been recruited, and are currently at IPFW, to pay to recruit future students.

C. Drummond: That is not, in fact, what I said.

N. Virtue: Okay. Then forgive me. What did you say?

C. Drummond: What I said is that there is a finite amount of money that is available for the activities in the Office of International Education. In the absence of the increased fee, we would have to limit some of the things we are doing, in either programming, recruiting, or both.

N. Virtue: Okay, but that sounds similar to what I was saying.

C. Drummond: So, I will point out that there is a committee that is staffed by faculty, the International Education Subcommittee. I think that, as a place where if there are significant concerns about the services that students are receiving or not receiving, that would be a perfectly good way for those concerns to be raised.

N. Virtue: So, is this negotiable?

C. Drummond: I am interested in anything that indicates that students are not receiving services that they would like to have. So, I would like to know more about that? I think that that subcommittee is the appropriate place for that conversation to occur.



J. Clegg: As a side note, as a Senate we can make a motion to task that subcommittee with answering those questions in the new business section if that is something that we want.

M. Wolf: One of the origins of this question was a concern by the international students that they found out about this over the summer. There was a concern communicated to some faculty that they were accepted and didn't know what this fee was until the summer. What is the process of that normally in decisions like this where new fees are added?

C. Drummond: This one was later than we would have liked, so I appreciate that concern. In the end though, the fees are not set until after the budget is fixed. Any change is always going to seem a little late. When we recruit students internationally and domestically, we try very hard to convey the message that these were the costs associated with last year, they may be higher this year.

R. Sutter: I don't know if this is restating Nancy's last question, but I think the Senate subcommittee might be interested, for your understanding at least, if these fees were flat new additional services or requirements by the federal government or if this is a new fee that is simply going to beef up preexisting services.

C. Drummond: It is to help cover the cost of operating the program. I am not linking to a specific, "now we are going to have this event," as a response to this increased fee.

R. Sutter: This isn't in response to new expectations of services? They are not new additional services?

C. Drummond: Right.

R. Sutter: Thank you.

g. (Senate Reference No. 17-23) – N. Virtue

Although the new brand book for our campus boasts small class sizes, Purdue Fort Wayne deans have been asked to identify courses that will be used to pilot an (up to) 300-seat course to be offered in fall 2019. The course will involve recorded lectures and will be primarily machine graded. Faculty designing the course will have no interaction with students but will be expected to interact with course facilitators. The rationale being given for this course is to assure "consistency in quality and rigor for all online students."

It is difficult to imagine how a large-enrolled, recorded-lecture, machine-graded, faculty-absent course can assure quality and rigor for students. Even in smaller online classes where one faculty member is responsible for designing and teaching the course, DFW rates tend to be higher than in face-to-face classes. What about this plan

is going to avoid the pitfalls evident in the way we currently teach online courses? And how does this pilot square with our supposed commitment to small class size as stated in the brand book?

C. Drummond: (Written response). Given the changing landscape of online education within the Purdue University System, Purdue Fort Wayne currently has one unique competitive advantage over the other campuses of the system. Due to the realignment of academic programs, the Bachelors of General Studies and the Bachelors of Applied Science degree programs originally part of Indiana University have been shifted to Purdue University degrees. PFW is the only campus that offers these degrees and we do so in both face-to-face and online modes. As such, we have authorization to offer those degrees as broadly as we might wish, including to prospective students at great distance from the Fort Wayne campus. Doing so could provide a significant new source of revenue for the university but would require a rethinking of how online courses are delivered. In order to explore this possibility, I have asked a group that includes the Dean of COAS, the Director of General Studies, and the Executive Director of Continuing Studies to consider how a scalable structure could be created to reach large numbers of students beyond our typical markets. One of the first steps in that process is the development of a new form of online course that is designed to utilize all aspects of digital learning technology. As such, I have asked the Dean to offer any interested member of the faculty that currently has experience teaching in the online environment the opportunity to undertake a pilot course development project. This project is to be supported by instructional designers in CELT as well as the Office of Assessment. While many options for innovate instructional design and assessment of student learning are possible, I am certain that “recorded lectures” and “machine graded” tests would not appropriately meet the design criteria for such a course. From this pilot we hope to learn if and how such a scalable delivery methodology could be utilized to reach students currently not served by PFW.

G. Schmidt: So, this pilot idea, what are you actually thinking pilot-test wise and how would that be done? Would it be like a 300-student course, 50, or 100? How does this actually play out from a pilot perspective?

C. Drummond: The way I am thinking about it, and I am not an online instructional expert, is sort of the way our old website and current website might work. If you remember our old website, it wasn't mobile friendly. It was designed with the desktop screen in mind. Our current website was designed from the beginning to be mobile friendly. The analogy there is that many courses that have been part of our online catalog were the product of course transformations. In fact, we used to have lots of course transformation grants. Old hands with the university will remember these. You would take an online existing course and then you deliver it in an online environment. What I am suggesting is reinitiating a conversation around taking a course concept, whether it is an existing course or some new course that we do not currently offer, and designing it from the beginning to be mobile friendly. That is intended for utilizing all of the modern capabilities of online learning instead of being a course

transformation that involves the capture of video and other things. What then would it look like? There are many questions about this. How would you go from the person who provides the curriculum, and how do you integrate instructional design, so that the course takes advantage of all that technology? How do you deal with larger numbers of students? Those all become structural challenges when you try to build a course from the beginning with this in mind. The last part, which I didn't really address, is what is the business model behind this? How do you make this work financially? Those are things that I have asked this group to look into and explore.

N. Virtue: So, I am sorry. I have a bad head cold, so I feel like I am having a hard time processing your answers when they are delivered verbally. So, forgive me if I misunderstood what you said. But, the thing in my question about "the course will involve recorded lectures and will be primarily machine graded." That was from the email, I didn't quote it here, but it was paraphrased from the email that Karen VanGorder sent out. But, what you are saying is that you are not anticipating an online course with recorded lectures. Is that what you are saying?

C. Drummond: I would say that certainly recorded lectures could be part of it, but not where it is essentially a lecture course that is recorded by video and then put up online, and then that is the course.

N. Virtue: Okay.

C. Drummond: There is obviously going to be utilization of some automation of grading. There is in lots of courses now. But, in an online environment there are ways in which that can be done. Again, I am not an expert, but I would say that if we get the student to preceptor ratio right then you don't have to rely solely on the digital version of scantron. I would hope that the course wouldn't have that.

N. Virtue: So, what is your answer to "what about this plan is going to avoid the pitfalls evident in the way we currently teach online courses?" This will be different how? I am still having a hard time getting from one to the other.

C. Drummond: I think you have to think about a couple things. One is that the students who take our online courses now are primarily our students who are engaged in face-to-face programming. So, they are taking them for matters of convenience. They are taking them for scheduling purposes. They are taking them for whatever reason. What we also know about students is that they are not the most resilient or most prepared students for any college environment. We haven't put in place mechanisms to fully support them in online learning environments in the way that I think maybe we should. What we end up with are students who might perceive that this is an opportunity to take a class in a convenient easy fashion and find themselves behind rapidly or miss assignments because they are not connected to the material. Those are suppositions that may lead to higher DFW rates in online versus face-to-face. There have been multiple studies of that and there have been some studies that suggest with same instructor same course there is a differential in DFW rates. There

have been others that have been done locally that suggest that there isn't. There was a FACET team that worked on this a few years ago that showed that there was no effect between the two. The challenges of learning online are manifold. The goal of this project is to see if we can do this from the ground up in the best way possible utilizing the best practices, technology, and instructional design.

K. Pollock: Motion to end the discussion on this question.

Motion to end the discussion passed on a voice vote.

h. (Senate Reference No. 18-24) – B. Buldt

We learned that on the morning of October 3rd, VCCA Drummond informed PO Jens Clegg, among others, about the request, made by Trent Klingerman (Purdue WL, Office of Legal Counsel), to grant access to all Purdue FW courses on BBL. We also learned that Jens Clegg sought further information from the VCAA via e-mail. In the spirit of shared governance, I was wondering (1) was there ever a meeting with faculty representatives before October 3rd to inform faculty and brainstorm ideas how to go about these plans; and if not, why not? (2) Was there an emergency meeting called on October 3rd, or shortly thereafter, with faculty representatives and/or faculty, who have expertise in the area, to discuss options and identify what the best response would be in light of obvious concerns about a request whose legality seemed doubtful but greatly affect faculty.

K. Pollock: Motion to table question until the December agenda.

Motion to table the question until the December meeting passed on a voice vote.

i. (Senate Reference No. 18-25) – A. Livschiz

The week before Fall Break VC Drummond announced there would be a big change in the way that academic advising would be handled on this campus. The proposal that was made public, among many other things, aimed to remove faculty from direct student advising until the students were “developmentally ready to benefit from that relationship” i.e. relationship with faculty in their major). The response to the initial wave of opposition was to depict those criticizing this “well-considered” proposal as just trying to defend their “silos.” No public announcements about the fate of this proposal have been made since October 12. What is the current status of the advising restructuring plan?

K. Pollock: Motion to table question until the December agenda.

Motion to table the question until the December meeting passed on a voice vote.

9. New business: There was no new business.

10. Committee reports “for information only”: There were no committee reports “for information only.”
11. The general good and welfare of the University: There was no general good and welfare of the University.
12. Adjournment: The meeting adjourned at 1:15 p.m.

Joshua S. Bacon  
Secretary of the Faculty

**In Memoriam**  
**C. James Owen**  
**January 24, 1937 – August 16, 2018**

C. James Owen was born on January 24, 1937, in McKeesport, Pennsylvania. His family came to Fort Wayne in 1938 thanks to a Depression Era job, and like many transplants to Fort Wayne, this became home. He attended St. Vincent Villa, Saint Patrick Catholic grade school, and Central Catholic High School. It was in these formative years that he was given the nickname Buzz which he preferred to his given name.

Buzz started his adult public service career by volunteering for the military. He was a paratrooper with the 82<sup>nd</sup> Airborne based out of Fort Bragg, North Carolina until he was honorably discharged in 1959. That fall he enrolled at Indiana University to study education and social studies. More importantly, that fall he met Susan Joan Poplett. Buzz and Susan got married on September 1, 1962.

After finishing his bachelor's degree, Buzz and Susan returned to Fort Wayne where he started teaching at Hoagland High School in East Allen County Schools. After a couple of years of teaching high school, he took a leave of absence to pursue graduate studies at the University of Notre Dame earning a master's degree in 1967. He was awarded his Ph.D. in 1973. Buzz's dissertation was the basis for his classic textbook on government consolidation, *Governing Metropolitan Indianapolis: The Politics of Unigov*, published by University of California Press.

Buzz taught at IPFW for the first time in 1970 and joined the faculty full time in 1975. He was well-respected and appreciated by his colleagues. One colleague wrote, "Jim's civility and student-first approach to his job were always appreciated. I particularly liked the way one could visibly see him walk from office to office across campus and stop and engage in personal conversations with his friends and colleagues at the University....Jim's example was to engage individuals directly, and I believe there is a lesson in his approach to interpersonal relations accordingly." Another wrote, "Those of us who worked with him admired his professionalism coupled with a quick and humorous wit made him a model for new faculty. I smile as I think of him now." We were lucky to have him as a fixture on the IPFW campus until his retirement in 2001.

From early on, Buzz blended scholarship and service to the community. He worked for the City of Fort Wayne and served on boards and commissions for over 25 years during the terms of five mayors. He served on the Fort Wayne Board of Works, Storm Sewer Utility Task Force, Fort Wayne City Plan Commission, Fort Wayne Board of Park Commissioners, Fort Wayne Community Trust Board, and the Fort Wayne Education Foundation. He is also a member of many professional societies, including the American Society for Public Administration, American Planning Association, and the Urban Affairs Association. In 1991, Dr. Owen was a Fulbright awardee and lectured on urban government in Poland.

After Buzz retired from IPFW, he continued to be an educator by reading with third and fourth graders at Washington Center and Holland Elementary Schools and volunteering with the Snider High School tennis and golf teams.

Buzz is survived by Susan, their children Andrew, Sarah, Leon, their spouses, and nine grandchildren.

Senate Reference No. 18-26

NOVEMBER 12, 2018

# FORT WAYNE SENATE: STRATEGIC PLANNING PROCESS

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**JEFF MALANSON**

Chair, Strategic Plan Steering Committee

**PURDUE**  
UNIVERSITY®  
**FORT WAYNE**



# Steering Committee

- Jeff Malanson, chair
- Krissy Creager, co-chair
- Tanner Clarke, CSSAC
- Farah Combs, CLs
- Tim Heffron, Athletics
- Bruce Kingsbury, Assoc. Dean, COAS
- Mark Masters, COAS
- LV McAllister, APSAC
- Isabel Nunez, CPS
- Lewis Ostermeyer, Student Government
- Mark Ridgeway, VPA
- Sue Skekloff, Library
- Mike Slaubaugh, DSB
- Max Yen, ETCS

# Role of the Steering Committee

- **Purpose**

- Establish purpose, scope, opportunities, timeline, and deliverables for the strategic planning effort

- **Authority**

- Provide direction and oversight to the strategic planning process
- Charter working groups as needed and receive reports on their progress
- Serve as the final arbiter of project-critical decisions

# Role of the Steering Committee

- **Authority, cont.**

- Steer the relationship among the University strategic planning process and existing efforts by individual colleges, schools, and departments
- Craft and review the strategic plan drafts
- Share strategic plan drafts with campus when appropriate

- **Boundaries**

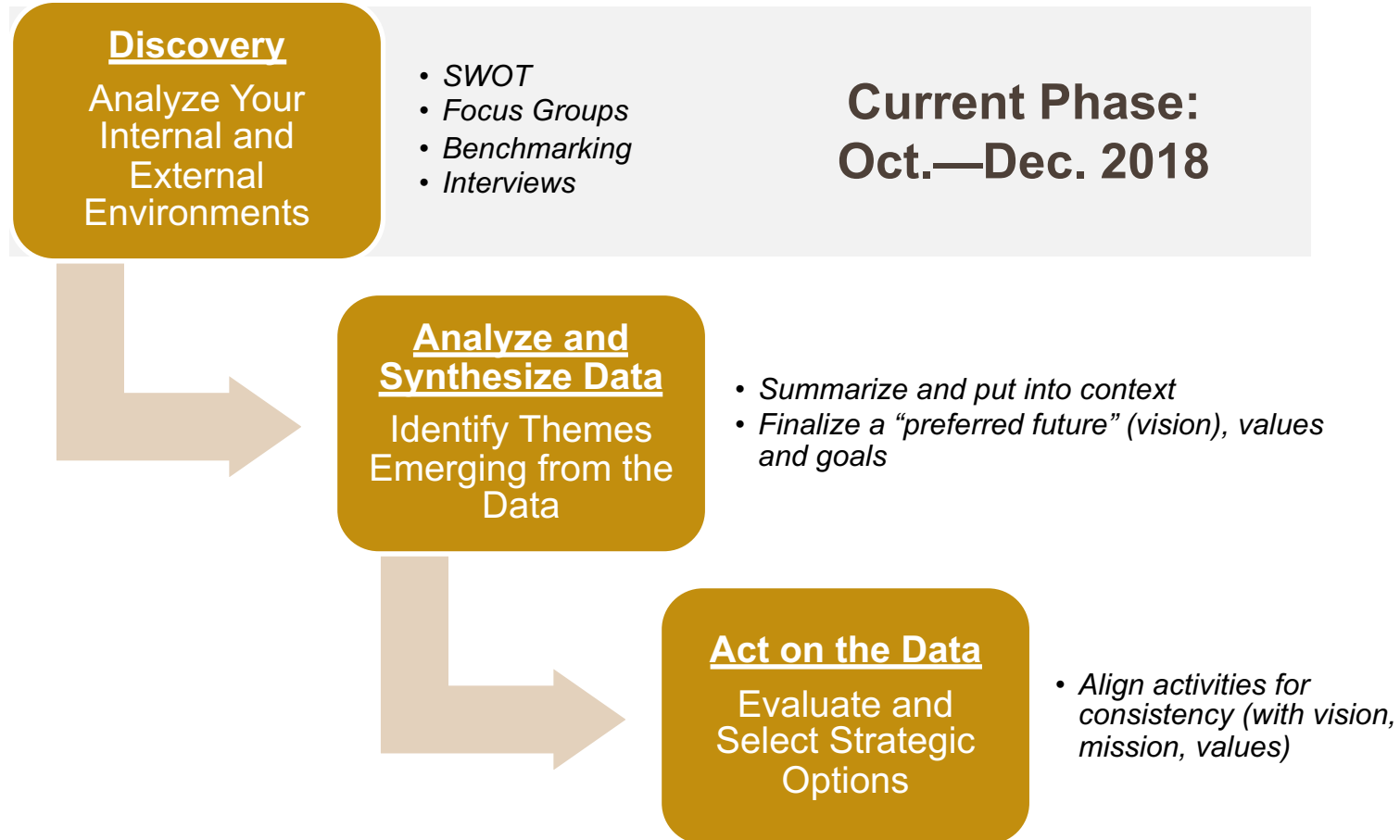
- The Steering Committee is not responsible for writing the strategic plan

# Role of the Steering Committee

- **Relationships**

- Project sponsor: Ron Elsenbaumer
- Project manager: Sean Ryan
- Consultants: Kathy Church and Gary Frank, Strategic Focus Associates

# Process Overview



# Process Overview

- **Oct.–Dec. 2018—Discovery**
  - Focus Groups
  - Working Groups
  - Open Forums
  - Public Feedback Spaces
  - Website ([www.pfw.edu/strategic-plan](http://www.pfw.edu/strategic-plan)) — “Share Your Voice”
- **Dec. 2018—Compile the data and report on findings**
  - Assess current mission and vision statements in light of the data

# Process Overview

- **Jan. 2019—“All Hands” meeting to begin interpreting the data and crafting a high-level strategy**
  - 250+ faculty, staff, and students—open to all who want to participate
  - All-day event; breakfast, lunch, and snacks provided
  - Review and interpret the data; develop the high-level strategy that will guide the development of the strategic plan
  - *The single-most important day in the strategic planning process*

# High-Level Strategy

- **Strategic Plan 2020's Four Goals:**
  - Foster Student Success
  - Promote the Creation, Integration, and Application of Knowledge
  - Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness
  - Create a Stronger University Through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization

**Source:** <https://www.pfw.edu/strategic-plan/process/IPFW-Strategic-Plan.pdf>



# Process Overview—Focus Groups

- Faculty
- Administrative and Professional Staff
- Clerical and Service Staff
- Students
- Chancellor's Executive Staff
- Associate Deans and Department Chairs
- Enrollment Management
- Student Affairs
- Advancement and Alumni Affairs
- External constituencies

Additional focus groups  
for faculty, staff, and  
students at end of  
November

# Process Overview—Working Groups

- **External Research**
- **Benchmarking**
- **Internal Environmental Scan**
- **Campus Engagement**
- **Communication**

# Process Overview—Updates

- **Next Open Forum: Monday, December 3, 12:00 p.m., KTG46**
  - Focus group and working group data preview + Q&A
- **Steering Committee and Working Group meeting notes posted in shared folder in Office365 open to anyone with a pfw.edu email address**

# The Planning Process and the Senate

- **Senate procedure nominated college representatives**
- **Faculty Leaders on the “Leadership Team”**
- **Periodic updates to the Senate by the Steering Committee**
- **Sharing of all data, reports, plan drafts with all faculty, staff, and students, including outreach to Senate, APSAC, CSSAC, and SGA for feedback**
  - What that feedback process looks like is up to the Senate
- **Implementation process (Fall 2019 and after)**
  - Ongoing cooperative process
  - Traditional role of shared governance bodies

# QUESTIONS?

### Question Time

There have been a number of recent developments on the Purdue Fort Wayne campus that have contributed to a general undermining of international services and programs. Among these developments are:

- The elimination in 2016 of 2/3 international language majors on campus;
- A reduction in study abroad scholarships and programs as a result of split from IU;
- Reduced funding for international faculty research as a result of the split from IU;
- Recent imposition of a \$375/semester fee on all degree-seeking international students;
- A complete absence in our new Brand Book of any reference to the contribution this campus makes to global/international education in Northeast Indiana.

While some of these developments are clearly the result of the recent IU/PU split, and therefore are not directly attributable to the Purdue FW administration, it would nonetheless appear that the goals of internationalization on this campus, as articulated in the Strategic Plan 2020, are in the process of being abandoned. What is the administration's commitment to internationalization on this campus in light of the above? (And by "internationalization," I mean not just the recruitment of international students, but also the promotion of international academic programs on our campus, study abroad programs and international research by faculty). What *specific* steps is the administration taking, or planning to take, to advance/promote/support the internationalization goals stated in the Strategic Plan 2020?

N. Virtue

Question Time

In the spirit of the message that “transparency, honesty, and open dialogue will continue to serve us well” I was wondering (1) when exactly our Central Administration (henceforth, “CA”) learned about the proposed changes to the text of our diplomas; (2) what were the reasons that—as of October 2nd., when our students were already protesting—CA was still discussing the issue without having yet reached a conclusion; (3) why it therefore seems that it was effectively left to our students to defend and fight for our brand—a brand for whose development we purchased outside consulting and hired a full-time professional to market.

B. Buldt

### Question Time

During the tenure of former Chancellor Carwein (i.e., 2012–2017), salaries for C-level administrators (vice-chancellors, deans, directors of Continuing Studies and Physical Plant) rose by an average of 26.5%, and salaries of head coaches increased even by 57%. During the same time period salaries for faculty increased by an average of 4.5% (1.5% on average in 2012, 2015, and 2016); or, in a cases of extraordinary performance all three times, by at most 9% since merit pay was capped at 3%. A spot check (based on a non-representative sample that includes one randomly chosen faculty member from each college) confirms that salary increases for faculty fall between 4% and 10%. In the spirit of “transparency, honesty, and open dialogue,” I was wondering (1) whether what amounts to roughly a 20% discrepancy in merit pay between CA and faculty (and even double that for athletics and faculty) is a cause for major concern for Chancellor Elsenbaumer; and if so, (2) whether he has plans for addressing this discrepancy; and if so, (3) what these plans are.

While strictly speaking not being part of the question, I include a separate document which tabulates the numbers that gave raise to Question 3. If so requested, I can disclose the names of those faculty whose salaries were used for the spot check.

B. Buldt



	<b>2012</b>	<b>2017</b>	<b>increase</b>	<b>%</b>
<b>VC's</b>				
VCAA	128,725	202,490	73,765	57%
VCAA-A	129,183	164,081	34,898	27%
VCFA	185,924	191,991	6,067	3%
VCSA	123,951	147,468 (2016)	23,517	19%
				26.5%
<b>Deans</b>				
BUS	168,729	223,497	54,768	32%
COAS	148,168	169,014	20,846	14%
EPP	95,447	145,604	50,157	53%
ETCS	173,887	200,578	28,691	16%
HSS	120,306	141,335	21,029	17%
VPA	107,956	142,422	34,466	32%
Helmke	105,508 (base)	120,358	14,850	14%
DCS	101,480	116,732	15,252	15%
DoStudents	95,658	144,220	48,562	51%
Dir PP	124,265	150,613 (2016)	26,348	21%
				26.5%
<b>Head Coaches</b>				
	571,051	894,568	323,517	57%
<b>Faculty</b>				
BUS	119,558	131,799	12,241	10%
COAS	63,398	66,776	3,387	5%
EPP	92,862	97,752	4,890	5%
ETCS	118,711	125,263	6,552	6%
HSS	57,332	59,718	2,386	4%
VPA	62,241	64,845	2,604	4%
				5.5%

### Sources

2012 and 2017 Salaries:

<http://new.pfw.edu/microsites/university-archives/administrative-archives/>

Athletics:

Chancellor Elsenbaumer's Athletics Report; Senate Reference No. 18-8

Question Time

At the September Senate meeting VC Wesse did a presentation in which he referred to the deal with Sweetwater as a “good model” for academic programs. Leaving aside whether or not Sweetwater is really as good of a deal for PFW as has been announced, since not all academic disciplines/departments have natural wealthy community partners, what does this mean for these departments' ability to grow and receive resources?

A. Livschiz

Question Time

At the October senate meeting Senate Reference Document 18-15 provided a salary offer letter from Mitch Daniels to our now-chancellor Elsenbaumer. In the letter, there is a reference to \$40,000, contingent on performance according to mutually agreed upon metrics. What are the metrics?

A. Livschiz

### Question Time

In early 2018, VCAA Drummond requested a student registration fee of \$375 per semester for all current and future degree-seeking international students to “support international student services and recruitment.” This fee was subsequently approved by the VCFA Wesse. I would appreciate responses to the following questions:

- What specific services will be provided as a result of this fee? In other words, how will international students on this campus benefit from this significant increase in the amount that they are being asked to pay per semester?
- According to its web site, Purdue WL charges its international students \$145, which is considerably less than the amount currently being imposed on Purdue FW students. Can the VCAA/VCFA explain what specific expenses on this campus justify charging our students \$230 per semester more than students on the WL campus?
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B. Buldt

Question Time

The week before Fall Break VC Drummond announced there would be a big change in the way that academic advising would be handled on this campus. The proposal that was made public, among many other things, aimed to remove faculty from direct student advising until the students were “developmentally ready to benefit from that relationship” i.e. relationship with faculty in their major). The response to the initial wave of opposition was to depict those criticizing this “well-considered” proposal as just trying to defend their “silos.” No public announcements about the fate of this proposal have been made since October 12. What is the current status of the advising restructuring plan?

A. Livschiz