

Minutes of the
First Regular Meeting of the First Senate
Purdue University Fort Wayne
September 10, 2018
12:00 P.M., KT G46

Agenda

1. Call to order
2. Approval of the minutes of April 9
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 (Senate Reference No. 18-1) – J. Clegg
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 18-2) – K. Pollock
 - b. Annual Report on the Budget (Senate Reference No. 18-3) – D. Wesse
7. Committee reports requiring action
 - a. Executive Committee (Senate Document SD 18-1) – K. Pollock
8. Question Time
 - a. (Senate Reference No. 18-4) – M. Wolf
 - b. (Senate Reference No. 18-5) – A. Livschiz
 - c. (Senate Reference No. 18-6) – 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.

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

Attachments:

“Report on Senate Documents” (SR No. 18-1)

- “Memorial Resolution-Thelma (Fair) Mitchell” (SR No. 18-2)
 “Annual Report on the Budget” (SR No. 18-3)
 “Approval of replacement member of the Executive Committee” (SD 18-1)
 “Question Time – re: STEAM and Business” (SR No. 18-4)
 “Question Time – re: Marketing Instruction” (SR No. 18-5)
 “Question Time – re: Update on Dual Credit and Retention” (SR No. 18-6)

Senate Members Present:

T. Bassett, P. Bingi, B. Boatright, M. Bookout, J. Burg, M. Cain, D. Chen, D. Cochran, K. Dehr, Y. Deng, S. Ding, C. Drummond, B. Dupen, C. Elsby, M. Gruys, J. Hill-Lauer, D. Holland, M. Jordan, D. Kaiser, J. Kaufeld, B. Kim, S. King, C. Lee, E. Link, D. Linn, A. Livschiz, L. Lolkus, A. Nasr, Z. Nazarov, E. Norman, J. Nowak, J. O’Connell, M. Parker, G. Petruska, K. Pollock, R. Rayburn, B. Redman, P. Reese, N. Reimer, G. Schmidt, A. Schwab, S. Stevenson, R. Sutter, A. Ushenko, R. Vandell, N. Virtue, D. Wesse, M. Wolf, N. Younis, M. Zoghi

Senate Members Absent:

B. Buldt, R. Elsenbaumer, K. Fineran, M. Johnson, L. Kuznar, A. Macklin, K. White

Guests Present:

S. Betz, A. Dircksen, M. Dixon, S. George, C. Hine, J. Leatherman, B. Kingsbury, L. Lin, D. Smith, C. Springer

Acta

1. Call to order: J. Clegg called the meeting to order at 12:00 p.m.
2. Approval of the minutes of April 9: 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: Welcome to the inaugural meeting of the Purdue Fort Wayne Senate. This will be the first one for me as Purdue Fort Wayne. It is also the first one for me that has not involved Andy Downs or Jeff Malanson. I hope your semester has started well. We are already into the fourth week. As you can tell from the agenda on the screen, we have a new institution, so we have some new roles before us. We used to have Speaker of the IU Faculty and Speaker of the Purdue Faculty. Now you will notice that Jeff Nowak and I have different kinds of titles. Each year the speakers will split up their responsibilities. This year I will be the Deputy Presiding Officer and Jeff will

be the Intercampus Faculty Council Representative. There are other responsibilities to be distributed as well. Presiding Officer Jens Clegg will be on the University Budget Committee. I will be on the Crisis Management Planning Committee and the Bookstore Advisory Committee, and then Jeff will take on all the responsibilities for the Intercampus Faculty Council. I hope you have a great rest of your semester and are looking forward to this year. We are going to have a lot of changes. We have made a lot to build into this transition, but there are going to be more that are coming in terms of the organization of the Senate. So, be looking for those in the future.

b. IFC Representative:

J. Nowak: I also want to welcome you to the first year as Purdue Fort Wayne. There has been a lot of excitement and high morale. A lot of people that were struggling through our thin years are very excited, and happy to see all of the students and how excited they are. So, we are off to a very good start. We want to keep that going.

A couple of things. Ohio State and UCLA are on the basketball schedule, so that is pretty exciting news for this year. We met our goal of being up 1.6% in enrollment, and 20% of that is new undergraduate enrollment. So, that is a pretty exciting and pretty interesting facet of enrollment that we met and surpassed. We also have 19 new faculty searches that have been approved, so that is leading us forward in a positive way.

A couple of things that we should be aware of. There is some talk of looking into syllabus structure guidelines. So, we are going to be looking at that in more detail as we move forward. Another thing that was talked about was evaluations from annual reviews could be more structured and online. So, we want to make faculty aware of these ongoing syllabus and annual review discussions. The annual reviews would have some guidelines to it for 100% participation. We haven't always had 100% participation. Some people have said that it is a waste of time and a waste of money. But, as we know there have been discussions about some merit coming this year, and enrollment is up. They are looking for 100% participation for the reviews so we can move forward as an institution and have our reports speak about what everybody is doing to promote our great institution.

5. Report of the Presiding Officer (Senate Reference No. 18-1):

J. Clegg: Senate Reference 18-1 is a list of documents and things that were done last year in the Senate. That is there for reference, and now for my presiding remarks.

Welcome to the first meeting of the Purdue Fort Wayne Faculty Senate. I am excited to work with all of you as we move forward in creating our new identity. As a faculty senate we have the privilege and responsibility to speak for, advocate in behalf of, and lead our

peers in shaping who we will be. It is important to remember and honor who we were and to take the best of what we were as IPFW and thoughtfully build it into what we will become.

A critical part of that process is strategic planning. Last week the Chancellor announced the beginning of the strategic planning process. He has made it clear to us, the faculty leaders, that faculty input and active participation in the strategic planning process is desired and critical to the success of the future plan. The process will be directed by a steering committee that will be composed of representatives of the different campus constituencies. We are pleased that at least half of the steering committee will be voting members of the faculty. This strong representation of faculty in the strategic planning process is an important part of faculty governance and a sign of the value that the administration places on faculty voice and participation.

We have been given the opportunity to help shape our future and we must step up and lead the strategic planning process. To do this we need caring, engaged, hardworking faculty to get involved. People that may have been holding back in the past or sitting on the sidelines need to get involved in this process and actively participate. We encourage faculty to nominate themselves to serve on the steering committee. Those nominations are due by the end of the day today. An email went out from Josh Bacon that has the link for nominating yourself in Qualtrics. So, I encourage you to nominate yourselves or talk to people you know. Just to be clear there will be lots of opportunities to participate in this strategic planning process. People on the committee don't do everything. They direct the work of it. There will be many opportunities to have your voice be heard to give input and feedback.

As we begin this new academic year, and new era, it is a time of fresh starts and new beginnings. My hope is that we can leave negativity and pain in the past, come together as a university, and begin to actively and productively build our future.

6. Special business of the day:

- a. Memorial Resolution (Senate Reference No. 18-2) – K. Pollock

K. Pollock read the memorial resolution for Thelma (Fair) Mitchell. A moment of silence was observed.

- b. Annual Report on the Budget (Senate Reference No. 18-3) – D. Wesse

Please see attached PowerPoint.

7. Committee reports requiring action:

- a. Executive Committee (Senate Document SD 18-1) – K. Pollock

K. Pollock moved to approve Senate Document SD 18-1 (Approval of replacement member of the Executive 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!

A. Livschiz: Given the fact that the person who is supposed to be answering this question is not even here to answer follow up questions, I am wondering if it would be more appropriate to move this question to the October meeting so he can be here. The vast majority of the presentation that Dr. Wesse just made, all the things that we have been seeing around campus, and the ads in the newspaper literally contradict every word that he says in his response. The ads that are running completely ignore these other disciplines. I don’t begrudge my colleagues in other colleges their opportunities to promote themselves. I think that is great. But, if it is a zero sum game

then it is completely inappropriate for the university to do so. Each college is going to want to put its best foot forward and make the biggest impact possible, but it is a university's responsibility to make sure that all of us are represented. The Simpson Scarborough study specifically mocks the idea of a comprehensive university. So, to suggest that the Simpson Scarborough study is not a guiding principle for everything that is being done contradicts the things that the chancellor has offered for us in his prepared statement, and he is not here to respond.

J. Clegg: Do you have a motion?

A. Livschiz: I don't want to make a motion because it is Dr. Wolf's question. He can decide if he wants to make a motion or not, but that was just my suggestion. I would just like the chancellor to be here to answer this question.

M. Wolf: I would appreciate it if he were here. The people of this area deserve a comprehensive education. Smaller cities in America, like Buffalo, New York, or Fullerton, California, have comprehensive universities.

J. Clegg: So, it that a motion?

M. Wolf: Yes.

J. Clegg: Motion was seconded. Any debate on this motion? Seeing none. The motion is to postpone this question to question time of the October meeting.

Motion to postpone the question until the October meeting passed on a voice vote.

b. (Senate Reference No. 18-5) – A. Livschiz

Since the emphasis on the importance of marketing, we have been bombarded with instructions for what we can and can't do, right down to the approved colors and font. There are a number of entities on campus that have a rich history and their own internal iconography—when you saw their posters on campus, for example, you always knew who was promoting an event, before you even saw the specific content of the poster. Now everyone's posters are going to look the same—same colors, same font. Could someone please explain the logic of this for internal campus use? It's fine to have a "united front" for external audiences, but why don't we want to have differentiation between different departments and organizations on campus?

J. Lewis: (Email response). As part of the recent realignment, Purdue University Fort Wayne came fully under the umbrella of Purdue University. This includes adopting the Purdue University brand standards (institutional identity and style guidelines), which apply to both internal and external communications and marketing applications.

The Purdue Fort Wayne logo, colors, fonts, and style guidelines are in alignment with the Purdue University brand standards. During the past several months, the Office of Communications and Marketing has been working diligently to adopt these new standards and to begin the implementation of transitioning campus marketing materials (print, electronic, environmental, etc.) into the new brand. This is happening quickly but is not complete.

Academic and administrative units are required to transition to the new branding environment. This includes discontinuing the use of departmental logos that do not conform to the new system (there is a co-branding system for departmental logos). A new style guide is nearing completion for Purdue Fort Wayne, which will be posted online once it's complete. Meanwhile, an interim style guide may be found here:

https://www.pfw.edu/offices/marketing-communications/docs/Purdue_FW_brand_guidelines_BOOK%20FULL.pdf

In July 2017, Purdue University President Mitch Daniels issued this directive that addresses brand governance for the Purdue University system institutions, which now includes Purdue University Fort Wayne:

<https://www.purdue.edu/elist39/documents/2017/clarification-of-brand-governance--purdue-system1.html>

As we continue to work with, and within, the new branding environment, we will continue to develop ways to create innovative and distinctive designs that leverage the flexibility that exists in graphic design, photography, and secondary colors. We encourage the university community to do so as well.

A. Livschiz: Last weekend I was driving to Chicago and I saw a giant billboard. I thought, "Oh my God! Purdue Fort Wayne is advertising in the Chicagoland area. That is amazing." But, actually it was Purdue Northwest. Literally the same giant billboard. That is for external use.

But internally, one of the reasons that I asked this question is because of the concern I have over contradictory information. We are told not to do certain things and then someone else is told that they can do those things. We are told everyone else is doing it this way at other campuses, but actually, they are not. It would just be nice to have accurate information that is internally consistent. Part of the problem is that so much of the implementation of this falls on the staff who are, of course, not protected by tenure, and therefore not in a position to question. They just have to do what they are told. It just creates a burden on people to do things that might not actually be necessary according to the full set of rules that hasn't really been released. Of course, I am just talking to the air because obviously this person isn't even here.

J. Clegg: I can give you some information that we have gotten as faculty leaders in the different meetings we have been in. The chancellor and his Executive Committee

should be releasing something shortly and I think the messaging will be a lot more clear as that happens.

A. Livschiz: When is that going to happen?

J. Clegg: I know that they are close to being done with it. I think they want to make sure that it is the way they like it. I can't tell you the exact date it will be out, but it will be in the near future. I would encourage anyone that has issues with this to talk to Jerry Lewis and his staff. He says he is happy to work with anyone or have his staff work with you. If you want to do something creative, they will be happy to work with you. They won't make it for you, but they will help you understand what that means. You can work with their staff to help you until the design is well done.

B. Dupen: I think the last sentence gives you a good idea.

J. O'Connell: So, as you can imagine we produce a lot in our College. I can attest to the fact that the communications department was very responsive to questions that we had and struggles that we had. They were very supportive. Right down to the size of our names. If we wanted them bigger, they made them bigger. They were very responsive.

K. Dehr: Is this internally funded? Is Purdue West Lafayette providing anything?

D. Wesse: That was part of the agreement to keep our budget whole. Our budget was not reduced.

J. Clegg: So, when our enrollment dropped instead of dropping our budget it stayed the same in order to help pay for these costs.

c. (Senate Reference No. 18-6) – A. Livschiz

I submitted the following two questions for the November 2017 senate agenda. These questions were discussed, and VCAA Drummond said he would look into the possibility of implementing them. Can we have an update on what has been done on this?

November 2017 Question 1: Has there been a systematic study done to assess the impact of dual credit on IPFW students? If not, would it be possible for Office of Institutional Research to carry out such a project? If yes, where can we see the results?

From talking to other faculty who have been at IPFW for a while, there is anecdotal evidence that our students are becoming less and less prepared to deal with challenges of 100- and 200-level classes. Anecdotal evidence suggests that dual credit may be responsible for this—students bypass IPFW-based introductory classes and miss out on important content knowledge and introduction to college study skills. Even if

students receive the necessary content knowledge, they are not prepared for the kind of independent work required/expected at the college level.

We also have students who take their introductory classes at Ivy Tech to “save money,” and then transfer to IPFW. They often don’t have any introductory classes left to take, and often find themselves struggling in upper level classes.

Since anecdotal data is not real data, it would be nice if we could have some data to get a better understanding of the situation.

For example, it would be nice to see how a student who took the first class in a formal sequence through dual credit or at Ivy Tech did in subsequent classes in the sequence. This can be checked by looking at the Math sequences (exploring a number of different possible paths), English sequence (ENG W131 and ENG W233), Spanish sequence, and possibly the science sequences (if appropriate).

In addition to these formal sequences, it would be nice to see how students did in disciplines without strict sequences (PSY 120 and upper level Psychology classes; 100-level History class and upper level History classes; 100-level POLS class and upper level POLS classes, etc.)

It would also be good to analyze the dual credit impact taking into account the university through which dual credit was done, so we can differentiate dual credit through IPFW from other institutions.

If the data shows that students do better in more advanced classes if they take introductory classes at IPFW (rather than dual credit or Ivy Tech), and/or students are better prepared for upper level classes after doing their dual credit through IPFW rather than other local colleges, this may give us “ammunition” to help promote IPFW to local area students. This is particularly important, since at least some of our enrollment problems are due to students not taking classes with IPFW because they already have done them through dual credit.

(I realize that part of the problem is the Core Transfer Library and our findings are unlikely to do anything with that. But we would still be able to promote our classes as being more effective at preparing students.)

November Senate Question 2:

Has there been a systematic study done to see if there is any relationship between retention success and online vs f2f classes in the students’ freshman year (especially first semester)? If not, would it be possible for Office of Institutional Research to carry out such a project?

Again, anecdotal evidence suggests that freshmen *think* that they will do better with online classes because of flexibility, but end up withdrawing or failing online classes. Having data on this subject may help with advising during A&R days.

C. Drummond: Sure. So, thanks Ann for the opportunity to give an update. The short answer is that we are not as far along as we would like to be. Our resources have been stretched pretty hard by the transition. Both of these things are important, and we have put some effort into trying to understand them better. Since Chancellor Elsenbaumer has arrived we have had weekly meetings every Tuesday morning at 9:00. The focus was entirely on bringing in this year's class. With the success that we have had with the structures we put in place we are now turning some of that energy toward retention. It turns out that with the dual credit issue it is much more complex than we thought maybe in November. I believed that we could get some quick data on students who had credit hours from us from Trine and Ivy Tech, but it turns out it is not that easy to disintegrate that data in a way that we can trace where the credit hours were unless we get to the level of individual transcripts. So, we have not been able to do that. Irah is working on ways for us to start to pull this data apart. It is something that is still very much on our plate.

The online vs. face-to-face issue, we haven't really advanced at all. What happened this year was, because of the transition to the banded tuition and the removal of the online fee, there was less pressure on online enrollments. As a result there were very few opportunities for first year students to enroll in online sections. It is not a good idea. It is not that it is not a good idea because online is somehow pedagogically inferior, but having first year students take classes in an online environment is counterproductive to our desire that they be integrated into the university experience. So, it is not hopeful if we have students that come here and they are taking the majority of their classes from their computer. From a general standpoint, we want our students in face-to-face classes where they build strong relationships with peers and faculty. That should be our goal. Studies that exist on the success of online vs. face-to-face are mixed.

A. Livschiz: My concerns have been magnified since I first asked this question precisely because of the impact of banded tuition on this. So, now we have students signing up for way more classes than they should combined with existing problems that we have had on transfer students coming in after dual credit. My concern is the narrative developing that admissions is successful at bringing in the students and that we faculty fail badly at retaining them. I feel that this data is crucial for us to be able to have a way to figure things out. We can use our marketing to show that we offer a higher quality education and here is the data that shows that based on our student success. I feel that this is a great marketing opportunity for us.

C. Drummond: I think our biggest and immediate potential challenge is going to be the fact that we as Purdue Fort Wayne are not able to recruit the health science programs and those students come in as some of our most academically prepared students. They are very solid students and we could see a drop in retention.

A. Livschiz: Departments have been held responsible for majors, but there are these other forces that are beyond our control.

C. Drummond: There are some opportunities for retention. There are two initiatives that are being structured right now that I can tell you about. The first is I will be issuing a revision to the structure of the advisory council. We will bring together everyone who is interesting in student advisement to find out how that should be structured and what the goal and mission will be. We know that one clear act to push better student success is better advisement. The second thing that we are working on is developing a methodology for a rapid academic response. What I have learned the hard way is we are not likely to have mandatory mid-term grades. We can create a structure that will allow faculty on Blackboard to pour information to a group that can respond in a holistic way to student performance. So, for instance, you get your first test and you see the student didn't do as well as you thought they should, or not as well as you would like, that is putting them on a path to a bad grade. Blackboard could send an alarm to a group of people that would include those from academic affairs, advising groups, financial affairs, and the Dean of Students offices to review these on a weekly basis. Those groups could then figure out what to do. It is a really complicated problem because I have to do two things. First, I have to create a system that all of us will use and if it is too cumbersome then no one will use it. Second, we have to put in place a response so that when you push that button then someone is going to do something about it. That it will end in a result because if you don't then after the first few times you won't click the button. So, I would invite a group of people to come together to help us structure that and think about how that is going to work. I don't imagine we would have that in place until next fall, but these are some of the potential initiatives that are going out this year.

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:

A. Livschiz: I would like to make a comment in response to your opening remarks. I am a historian, so one of the things I am very sensitive to is the creation of master narratives, including ones that figure into the most recent past that most of us should still remember. In particular, the concern that I have is this idea that the reason why people are not volunteering for steering committees or strategic committees is because they are sitting on the sidelines. This idea that there are all these people sitting on the sidelines because they don't want to get involved disregards all of the people who have worked hard for the last couple of years and poured their time and energy into many things that have similar names as strategic planning or USAP. They have their time wasted, the work that they have done disregarded or misrepresented, and some of them personally attacked by the previous administration. So, to pretend that we don't know the reason why faculty are not lining up to sign up for another committee just because the administration says they value

transparency and participation. Everybody says they value transparency and participation. This idea that we are just supposed to believe it just because lip service is paid to this and that somehow everything is going to be different is frankly really insulting. If someone is genuinely interested in getting faculty input in a meaningful way there needs to be some kind of explicit acknowledgement that in the past faculty work and staff work has been disregarded. There needs to be a statement about how this is going to be different and how this time the work that people are going to put in is going to actually be taken into account. What is actually going to be different? Maybe then some people will actually consider volunteering their time, but this idea that somehow people have been reluctant up until now to get involved is really insulting to many people inside this room. And even to people not in this room anymore, precisely because they don't want to be involved anymore because they are tired of having their time wasted and being constantly insulted.

N. Virtue: Just to add to that, I am assuming that you are referring to the USAP process, the University Strategic Alignment Plan, in which we were promised that it would guide any eliminations or suspensions of programs. Well, as someone whose program was suspended as a result of the USAP process, I can tell you very specifically that we got the highest possible rating from the USAP process and our program has been eliminated. To this day, no explanation has been offered except sort of the assertions that something changed and USAP doesn't matter anymore. That is a really great example of why, for example, I would never volunteer for any committee that had strategic in it because I know it to be a lie. A lie that has never been acknowledged. So, I try not to be too negative. To move forward I just learned a new language to teach. I am doing my part, but I very strongly want to back up what Ann said.

A. Livschiz: She literally had to learn Spanish so she could teach Spanish after decades of dedicating her life to being a French professor. A French professor recognized enough to be a full professor, and publish multiple books and articles.

N. Virtue: I spent the last six months in a classroom six hours a day with students on their gap year in Spain trying to reprogram so that I have some value to this university. So, these issues really do need to be addressed.

M. Cain: I just want to add that some of my own reluctance to sign on to any of these committees is part of what we were saying earlier about the contradiction between what we are seeing in the public about what is being promoted as STEAM. The experience of not really seeing Arts and Sciences being well represented. So, I don't feel confident that I, as a member of the College of Arts and Sciences, would be appropriately listened to and acknowledged. I think there is a number of things that need to be addressed, partly by the chancellor, to show us that we are going to be heard, rather than just say we are going to be heard.

R. Sutter: If I may also add, in agreement with my colleagues, I think there is a reluctance because of what we are seeing from the Purdue Board of Trustees and how decisions get made, where decisions and meetings are occurring and they are not considered official. Then the meeting is really just to announce edicts, so I think that many of us are very

afraid that even though there is a lot of positive things occurring and a lot of positive language, that in terms of actual decision making we don't have any ownership whatsoever.

J. Clegg: I understand all of what you are saying. I lived through it. I was in a department that lost two programs. But, at some point we have to make a choice on if we are going to keep participating or not. Whether what we say is heard or not, we need to decide if we are going to participate or not. The strategic plan will go forward even if we don't participate in it. So, yeah, I know that we may not get heard. The exercise will still happen. It is going to happen without us.

A. Livschiz: You just contradicted your earlier statements. You referred to this as an exercise. Either it is an actual thing or it is an exercise because it can't be both. As a historian, I very much appreciate the fact that sometimes when we boycott things and disregard them it make things easier for others. Believe me. I really do understand that. But, we also have to remember that you are a faculty member and you are a faculty speaker. Your job is not just to parrot the language from the administration, but to advocate for faculty. Right? So, your acknowledgement of this as potentially an exercise, and that on the off chance that it is not, is a deeply problematic statement. We should be fighting to make sure that it is not an exercise, rather than acknowledging that it might be. That is a horrible thing to say. To ask people to volunteer their valuable time.

J. Clegg: I understand. I am taking on a lot to do this position and no one else wanted to do it.

A. Livschiz: But, there is a reason no one else wanted to do it. The governance last year was a sham. It was a complete and utter sham. Andy and Jeff worked very hard and now they are not here, and there is a very good reason for that. Right?

J. Clegg: I understand that. I meet with the chancellor every week in some capacity and he is interested in what we have to say. He told me that. They are interested in our feedback. I can't promise you where it goes, but I can promise you that they want us to participate and that they want to hear us. That I can promise you.

R. Sutter: Just as a part of the conversation, it needs to be recognized that some of our best and our brightest, both faculty and staff, have been lost. There is a great loss of institutional knowledge. That also continues because there is a great deal of people who feel they have been burned by things that happened and are very much disbelieving about what will happen next. There needs to be acknowledgement on both sides, obviously, in regard to the positive things we have been hearing about, but there needs to be a demonstration of good will in terms of our participation.

J. Clegg: I will take that to the administration.

A. Ushenko: We have been hearing words now about transparency, but what happened to shared governance? All of sudden we don't hear that. We would like to hear shared governance once again as part of the rhetoric.

G. Schmidt: To me one of the things I think is getting faculty involved in more stuff again. It seems like on committees only four people in the room talk and then come up with a document and then it is very easy to ignore said document. I think we have to figure out more general ways that faculty can feel that they are having an impact in general. We talk a lot in here about important issues, but does everyone know what is going on outside? I think we need to figure out ways to get everyone involved as opposed to small subsets.

B. Redman: I do not usually use this venue to talk about upcoming theatre productions, but we are doing something new in our Theatre department. We are for the first time offering a children's musical based on Arnold Lobel's books called "A Year with Frog and Toad." The few times that Broadway marketed the show, they said it could be suitable for two and three year olds. So, if you have children, I am going to leave lots of complementary children's vouchers on the corner of the desk so that you can grab one if you would like. Thank you.

A. Schwab: I would like to thank Beverly Redman because she seems to get pulled almost every year into filling a vacant spot. So, your continued service is appreciated. Second, I still fill the role as IRB helper as sorts, so if you are worried about the IRB process then I am somebody that you can reach out to via email.

N. Younis: The U.S. News newest ranking is out and I am pleased to share with you that the Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering are ranked top fifty in the nation for engineering programs for universities with no Ph.D. We are top fifty now.

C. Drummond: I am funding the computer recycle program.

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

Joshua S. Bacon
Secretary of the Faculty

Senate Reference No. 18-1

TO: The Senate

FROM: Jens Clegg, Presiding Officer
Fort Wayne Senate

DATE: August 25, 2018

SUBJ: Report on Senate Documents

Listed below are the documents considered by the Senate this past academic year. I am distributing this for information only.

- SD 17-1 “Realignment and the Senate” – Approved and implemented, 9/11/17
- SD 17-2 “Athletics Working Group Final Report” – Approved, 9/11/17
- SD 17-3 “Amendment to the Bylaws of the Fort Wayne Senate: Academic Organization Subcommittee” – Approved, 9/11/17
- SD 17-4 “Amendment to the Bylaws of the Fort Wayne Senate: APSAC and CSSAC Representatives as Senate Affiliates” – Approved and implemented, 9/11/17
- SD 17-5 “Approval of replacement members of the Library Subcommittee, the Budgetary Affairs Subcommittee, the Grade Appeals Subcommittee, the University Resources Policy Subcommittee, the Indiana University Committee on Institutional Affairs, the Indiana University Board of Revenue, the University Faculty Council for Indiana University, and the Professional Development Subcommittee” – Approved and implemented, 10/16/17
- SD 17-6 “Approval of replacement members of Purdue Academic Personnel Grievance Committee” – Approved and implemented, 10/16/17
- SD 17-7 “Realignment and the Senate: Amendments to Constitution and Bylaws” – Approved and implemented, 10/16/2017
- SD 17-8 “Resolution in Support of Purdue SD 17-03” – Approved, 11/13/17
- SD 17-9 “Historical Senate Documents and References” – Approved and implemented, 11/13/17
- SD 17-10 “Schools within Colleges” – Approved and implemented, 11/13/17

- SD 17-11 “Guiding principles for clinical faculty at PFW” – Approved and implemented, 11/13/17
- SD 17-12 “Approval of replacement members of the Educational Policy Committee and the General Education Subcommittee” – Approved and implemented, 11/13/17
- SD 17-13 “Change to the Academic Calendar Formula as defined in SD 11-18, SD 16-42 and SD 16-45 and Change to the 2018-2019 academic calendar to reflect the change in the academic calendar formula if adopted” – Approved and implemented, 1/8/18
- SD 17-14 “Change to the 2018-2019 Academic Calendar as defined in SD 16-43 to reflect the calendar formula revision if approved by the Senate (previous document)” – Approved and implemented, 1/8/18
- SD 17-15 “Amendment to the Academic Regulations (SD 16-45)” – Approved and implemented, 1/8/18
- SD 17-16 “Academic Calendar for 2020-2021” – Approved, 1/8/18
- SD 17-17 “Continuing Lecturers Policy” – Approved, 1/8/18
- SD 17-18 “Clarifying the End of the Terms of the Current Speakers of the Faculty” – Approved and implemented, 2/12/18
- SD 17-19 “Support for Purdue University Senate Document 17-09” – Approved, 2/12/18
- SD 17-20 “Athletics Goals and Measures” – Approved, 3/12/18
- SD 17-21 “IPFW Representatives in the Purdue University Senate” – Approved, 3/12/18
- SD 17-22 “Administration and Senate Membership” – Amended, approved, and implemented, 3/12/18
- SD 17-23 “Chancellor Elsenbaumer’s Salary” – Approved, 3/12/18
- SD 17-24 “Revision of CPS P&T Document” – Approved, 4/9/18
- SD 17-25 “Military Students Transfer Credit” – Withdrawn, 4/9/18
- SD 17-26 “College of Professional Studies Procedures for Electing Senators” – Amended, 4/9/18

In Memoriam

THELMA (FAIR) MITCHELL

Obituary



Mitchell

THELMA (FAIR) MITCHELL, 87, passed away Saturday, July 29, 2017, unexpectedly at home. Born in Franklin Grove, Ill., she was the daughter of the late Ernest and Alma (Haw-becker) Fair. A college professor at IPFW for over 30 years, she went on to run her own business, AMRICO Accounting Services in Fort Wayne. She loved quilting, sewing, cooking, and spending time with her family. She is survived by her husband of 63 years, William; children, Kristine (Mike) Lopresti of Richmond and Kent (Jane) Mitchell of Bartlesville; siblings, Cletus (Karen) Fair of Franklin Grove, Ill., Darlene Bucher of North Manchester, and Carol Anderson of Elgin, Ill.; grandchildren, Abby (Bart) Brown of Indianapolis, John (Katie) Lopresti of Williamsburg, Va., Karen (Joshua Rice) Lopresti of Indianapolis, Sarah (Chase) Thornhill of Tulsa, Okla., Adam (Kate) Mitchell of Columbus, Ohio, and David Mitchell of Norman, Okla.; and great-grandchildren, Michael Brown and Clara Mitchell.

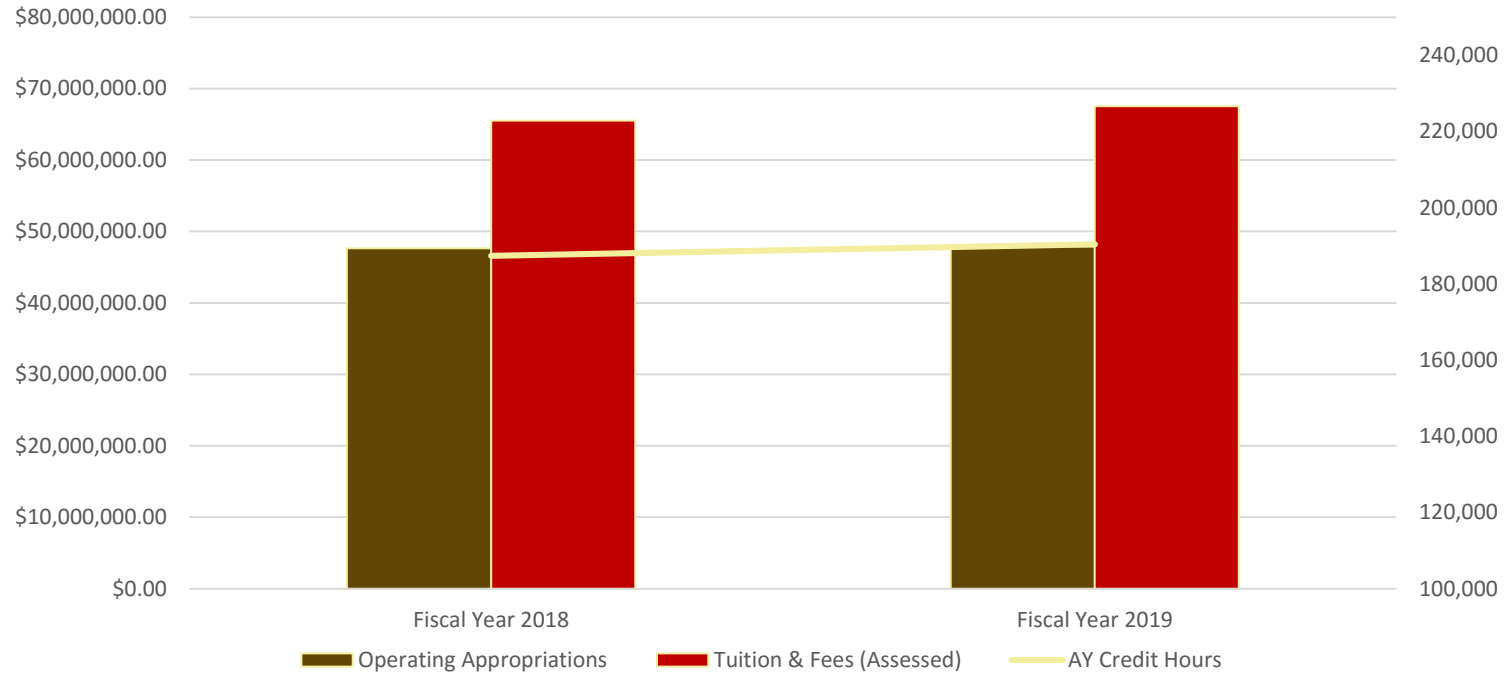
SEPTEMBER 2018

BUDGET AND FINANCIAL REVIEW

DR. DAVID WESSE
Vice Chancellor Financial Affairs

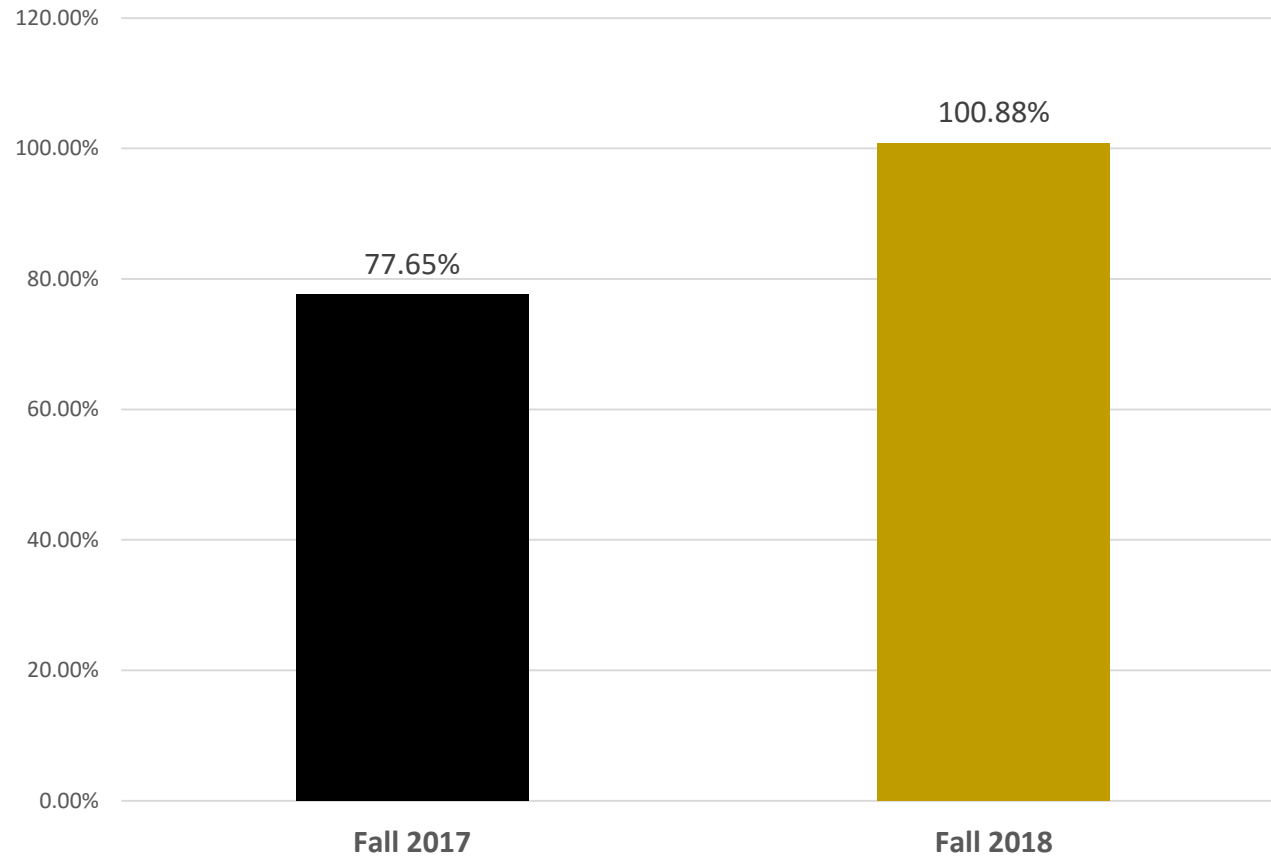
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Summary by Fiscal Year



- State Operating Appropriation has **increased** by \$279k, or .6% from FY 17-18
- Tuition & Fees are projected to **increase** by \$2.01 million, or 3.07%, from FY 17-18
- Academic year credit hours are projected to **increase** by 1.6% from FY 17-18

Student Housing Occupancy



Change in Purdue Fort Wayne State Appropriations

FY 2018 Appropriation	FY 2019 Appropriation	\$ Change from FY 2018	% Change from FY 2018
\$46,520,303	\$46,799,547	\$279,244	.06%

Change in Purdue Fort Wayne Tuition & Fees (Projected)

FY 2018 Tuition & Fees	FY 2019 Tuition & Fees	\$ Change from FY 2018	% Change from FY 2018
\$65,540,578	\$67,553,387	\$2,012,809	3.07 %

Change in Purdue Fort Wayne Undergrad Fee Rates

Undergraduate Tuition	FY 2018 Credit Hour \$	FY 2019 Credit Hour \$	% Change
Resident	242.30	244.95	1.1%
Nonresident	389.15	394.60	1.4%

Change in Purdue Fort Wayne Grad Fee Rates

Graduate Tuition	FY 2018 Credit Hour \$	FY 2019 Credit Hour \$	% Change
Resident	277.65	281.65	1.4%
Nonresident	666.80	676.25	1.2%

Financial Indicators Summary

Enrollment

Fiscal Year 2019 projected credit hours (excluding dual credit)	192,075	+ 1.6%
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Financial

Fiscal Year 2019 Assessed Tuition and Fees (projected)	\$67.6M	+ 3.07%
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Fiscal Year 2019 Change in State Operating Appropriations	\$279K	+ 0.06%
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Capital Construction During FY 2018

IU One Stop and Classrooms Renovations – Completed student welcome center and classrooms including Dental, Medical Imaging, Computer Center, and Master of Social Work Areas. -- \$1.4M

Kettler Hall Classrooms Renovations – Completed upgrades on 4 classrooms to bring to current standard. -- \$350,000

Campus Interior and Exterior Wayfinding Replacements – Finishing replacing all interior and exterior signs with new Purdue Fort Wayne Standard -- \$400,000

Capital Construction During FY 2018

Kettler Fire Protection and Alarm System Renovation – Completed replacement of outdated fire alarm system and fully sprinklered Kettler Hall -- \$1.5M

Helmke Active Learning Classroom Renovation – Renovated and updated new Learning/Teaching Classroom in Library to State of the art tech and collaborative space. - \$225,000

Sweetwater Music Center – Oversight on construction of new recording studio and teaching lab spaces for Music Tech. - \$1.6M

Fiscal Year 2020 Budget Process

Unavoidable Expenses

- Benefits
- Debt Obligations
- Fuel, Utilities and Insurance
- Repair & Rehabilitation
- Management Fee
- Contracted Services such as IT Service Contracts, etc.
- Fee Remissions

Biennium Budget Request

- Materials, Biomaterials, and Bioengineering
 - Five new faculty positions totaling \$611,000 annually.
- Data Science, Applied Statistics, and Computer Information Systems.
 - Five new faculty positions totaling \$567,000 annually.
- Strategic and Risk Management, Financial Services, and Financial Information Systems
 - Five new faculty positions totaling \$822,000 annually.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
Executive Committee

DATE: August 29, 2018

SUBJ: Approval of replacement member of the Executive 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 is one vacancy on the Executive Committee; and

WHEREAS, The Executive Committee voted on August 29, 2018 to appoint Beverly Redman as the replacement member for the 2018-19 academic year;

BE IT RESOLVED, That the Executive Committee requests that the Senate approve this appointment.

Approved
J. Clegg
K. Pollock
A. Schwab
N. Younis

Opposed

Abstention
A. Nasr

Absent
J. Nowak

Non-Voting
W. Sirk

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

Since the emphasis on the importance of marketing, we have been bombarded with instructions for what we can and can't do, right down to the approved colors and font. There are a number of entities on campus that have a rich history and their own internal iconography—when you saw their posters on campus, for example, you always knew who was promoting an event, before you even saw the specific content of the poster. Now everyone's posters are going to look the same—same colors, same font. Could someone please explain the logic of this for internal campus use? It's fine to have a "united front" for external audiences, but why don't we want to have differentiation between different departments and organizations on campus?

A. Livschiz

Question Time

I submitted the following two questions for the November 2017 senate agenda. These questions were discussed, and VCAA Drummond said he would look into the possibility of implementing them. Can we have an update on what has been done on this?

November 2017 Question 1: Has there been a systematic study done to assess the impact of dual credit on IPFW students? If not, would it be possible for Office of Institutional Research to carry out such a project? If yes, where can we see the results?

From talking to other faculty who have been at IPFW for a while, there is anecdotal evidence that our students are becoming less and less prepared to deal with challenges of 100- and 200-level classes. Anecdotal evidence suggests that dual credit may be responsible for this—students bypass IPFW-based introductory classes and miss out on important content knowledge and introduction to college study skills. Even if students receive the necessary content knowledge, they are not prepared for the kind of independent work required/expected at the college level.

We also have students who take their introductory classes at Ivy Tech to “save money,” and then transfer to IPFW. They often don’t have any introductory classes left to take, and often find themselves struggling in upper level classes.

Since anecdotal evidence is not real data, it would be nice if we could have some data to get a better understanding of the situation.

For example, it would be nice to see how a student who took the first class in a formal sequence through dual credit or at Ivy Tech did in subsequent classes in the sequence. This can be checked by looking at the Math sequences (exploring a number of different possible paths), English sequence (ENG W131 and ENG W233), Spanish sequence, and possibly the science sequences (if appropriate).

In addition to these formal sequences, it would be nice to see how students did in disciplines without strict sequences (PSY 120 and upper level Psychology classes; 100-level History class and upper level History classes; 100-level POLS class and upper level POLS classes, etc.)

It would also be good to analyze the dual credit impact taking into account the university through which dual credit was done, so we can differentiate dual credit through IPFW from other institutions.

If the data shows that students do better in more advanced classes if they take introductory classes at IPFW (rather than dual credit or Ivy Tech), and/or students are better prepared for upper level classes after doing their dual credit through IPFW rather than other local colleges, this may give us “ammunition” to help promote IPFW to local area students. This is particularly important, since at least some of our enrollment problems are due to students not taking classes with IPFW because they already have done them through dual credit.

(I realize that part of the problem is the Core Transfer Library and our findings are unlikely to do anything with that. But we would still be able to promote our classes as being more effective at preparing students.)

November Senate Question 2:

Has there been a systematic study done to see if there is any relationship between retention success and online vs f2f classes in the students' freshman year (especially first semester)? If not, would it be possible for Office of Institutional Research to carry out such a project?

Again, anecdotal evidence suggests that freshmen **think** that they will do better with online classes because of flexibility, but end up withdrawing or failing online classes. Having data on this subject may help with advising during A&R days.

A. Livschiz