Minutes of the
Fourth Regular Meeting of the Third Senate
Purdue University Fort Wayne
December 14, 2020
Via Webex

Agenda

1. Call to order

2. Approval of the minutes of November 9 and November 16

3. Acceptance of the agenda – B. Buldt

4. Reports of the Speakers of the Faculties
   a. IFC Representative – P. Dragnev
   b. Deputy Presiding Officer – N. Younis

5. Report of the Presiding Officer – J. Toole

6. Special business of the day
   a. HLC Progress (Senate Reference No. 20-19) (Senate Reference No. 20-20) – K. Johnson

7. Unfinished business

8. Committee reports requiring action
   a. Executive Committee (Senate Document SD 20-20) – B. Buldt
   b. Educational Policy Committee (Senate Document SD 20-17) – S. Hanke
   c. Executive Committee (Senate Document SD 20-21) – B. Buldt
   d. Educational Policy Committee (Senate Document SD 20-18) – S. Hanke
   e. Executive Committee (Senate Document SD 20-19) – B. Buldt

9. Question time
   a. (Senate Reference No. 20-5) – S. Betz
   b. (Senate Reference No. 20-12) – A. Livschiz
   c. (Senate Reference No. 20-17) – A. Livschiz
   d. (Senate Reference No. 20-18) – A. Livschiz

10. New business

11. Committee reports "for information only"
    a. Faculty Affairs Committee (Senate Reference No. 20-21) – H. Di

12. The general good and welfare of the University

13. Adjournment*

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

Presiding Officer: J. Toole
Parliamentarian: C. Ortsey
Sergeant-at-arms: G. Steffen
Assistant: J. Bacon

Attachments:

"HLC Comprehensive Visit 2021" (SR No. 20-19)
"Criteria for Accreditation" (SR No. 20-20)
"Resolution of Appreciation for International Students at Purdue University Fort Wayne" (SD 20-20)
"Advance Credit Policy" (SD 20-17)
"Resolution to Discuss Impact of Pandemic on Faculty" (SD 20-21)
"Revision of General Education Program" (SD 20-18)
"Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne" (SD 20-19)
"Question Time – re: Technology Problems" (SR No. 20-5)
"Question Time – re: LTL Payments" (SR No. 20-12)
"Question Time – re: Updated DEI Search Question" (SR No. 20-17)
"Question Time – re: PFW Identity and Brand" (SR No. 20-18)
 "Recommended Practices for Hybrid and Online Courses" (SR No. 20-21)

Senate Members Present:
    J. Badia, D. Bauer, A. Benito, S. Betz, B. Buldt, S. Buttes, M. Cain, S. Carr, B. Chen, Z. Chen, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, P. Dragnev, C. Drummond, P. Eber, J. Egger, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, D. Holland, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, C. Lee, J. Lewis, A. Livschiz, L. Lolkus, A. Marshall, J. Mbuba, A. Mohammadpour, J. O'Connell, M. Parker, M. Ridgeway, G. Schmidt, H. Strevel, T. Swim, L. Whalen, M. Wolf, N. Younis, M. Zoghi

Senate Members Absent:
    Z. Bi, B. Elahi, P. Jing, A. Mills, S. Randall, A. Smiley, R. Stone, A. Ushenko, D. West, S. Wight

Guests Present:
    M. Ball, N. Borbieva, K. Burtnette, L. Clark, R. Clark, F. Combs, S. Davis, M. Dixson, C. Erickson, C. Fox, K. Francisco, K. Gouty, C. Gurgur, C. Hall, M. Helmsing, J. Hersberger, C. Hine, L. Horrell, D. Johnson, H. Katz, M. Kelsey, T. Luce, J. Malanson, C. Marcuccilli, B. Mylrea, K. Myers, E. Ohlander, C. Springer, N. Virtue

<div align="center">Acta</div>

1. Call to order: J. Toole called the meeting to order at 12:00 p.m.

2. Approval of the minutes of November 9 and November 16: The minutes were approved as distributed.

3. <u>Acceptance of the agenda</u>:

    B. Buldt moved to accept the agenda.

    Agenda approved by voice vote.

4. <u>Reports of the Speakers of the Faculties</u>:

    a. <u>IFC Representative</u>:

        P. Dragnev: To save time, I will keep my remarks very brief. As we finish this semester, I would like to extend thanks to all faculty and staff for surviving through this difficult and challenging semester. I wish everyone a happy and, most importantly, safe holidays and happy New Year.

    b. <u>Deputy Presiding Officer</u>:

        N. Younis: Dear colleagues,

        We are now quickly approaching the final days of the fall semester and this year, and I want to thank and congratulate our administrators, staff, students, and faculty for their outstanding work in this very unusual year. The adjustments we made have challenged us in ways we never imagined, but we persevered to meet our mission of providing our students the best education as safely as possible.

        By following the established health and safety guidelines, we have been able to maintain the in-person and hybrid course instruction model, when possible, that allowed safe and meaningful learning to continue which is essential for some majors on our campus.

        My warmest wishes for a safe and healthy holiday season.

        Thank you.

5. <u>Report of the Presiding Officer</u>:

    J. Toole: Hello everyone. We have a full agenda, so I will keep my remarks as short as possible.

    First, the Executive Committee had announced that the final report prepared by the Curriculum Review Subcommittee and the Graduate Subcommittee on the reorganization of the College of Professional Studies would be included in the December agenda. That report has been delayed and will appear on the February Senate agenda, with the opportunity for questions and discussion. We apologize for the delay.

Second, I'd like to draw your attention to a reference document included in this month's Committee Reports for Information Only. This is SR 20-21, the Faculty Affairs Committee's report on recommended practices for hybrid and online courses. This brief but incredibly helpful document outlines steps that faculty can take to overcome some of the many concerns about hybrid and online teaching that were expressed by students in the survey conducted recently by Student Government. I talked about that survey in my PO remarks last month, and if you'd like to review what I said you'll find my comments in the November Senate minutes that we just approved. I'd like to express my thanks to FAC for producing this document on very short notice and to SGA for commissioning the student survey in the first place. We on Senate leadership would like to encourage all Senators to distribute this document as quickly and widely as possible to the faculty members whom they represent. We owe it to our students to make their academic lives as straightforward and fair as we can in this very difficult time, and the recommendations contained in this document can go a long way toward making that possible. Again, these recommended practices for hybrid and online courses can be found in today's agenda under Committee Reports For Information Only.

Finally, I'd like to wish everyone a very happy holiday. We have all worked so unusually hard this semester, and we surely deserve some time to relax, unwind, and be thankful for what we have.

This concludes my Presiding Officer remarks.

6. Special business of the day:

    a. HLC Progress (Senate Reference No. 20-19) (Senate Reference No. 20-20) – K. Johnson

    Please see attached Senate Reference No. 20-19 and Senate Reference No. 20-20.

7. Unfinished business: There was no unfinished business.

8. Committee reports requiring action:

    a. Executive Committee (Senate Document SD 20-20) – B. Buldt

    B. Buldt moved to approve Senate Document SD 20-20 (Resolution of Appreciation for International Students at Purdue University Fort Wayne).

    Resolution passed on a voice vote.

    b. Educational Policy Committee (Senate Document SD 20-17) – S. Hanke

    S. Hanke moved to approve Senate Document SD 20-17 (Advance Credit Policy).

    Resolution moved to unfinished business of the January Senate agenda.

c. Executive Subcommittee (Senate Document SD 20-21) – B. Buldt

B. Buldt moved to approve Senate Document SD 20-21 (Resolution to Discuss Impact of Pandemic on Faculty).

Resolution moved to unfinished business of the January Senate agenda.

d. Educational Policy Committee (Senate Document SD 20-18) – S. Hanke

S. Hanke moved to approve Senate Document SD 20-18 (Revision of General Education Program).

Resolution moved to unfinished business of the January Senate agenda.

e. Executive Committee (Senate Document SD 20-19) – B. Buldt

B. Buldt moved to approve Senate Document SD 20-19 (Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne).

Resolution moved to unfinished business of the January Senate agenda.

9. Question time:

a. (Senate Reference No. 20-5) – S. Betz

Given the increasing reliance on technology to ensure students are able to attend class remotely and the fact that technology can have failures, such as webex being down, delays in kaltura video postings, campus wifi not working, etc., it would be beneficial for instructors to be informed about those technical problems as soon as possible. Is it possible for IT to post a "status page" listing the various technologies, any known problems, suggested work-arounds during the down times, and anticipated fix times? And/or can there be a listserve for instructors to subscribe to if they would like to receive timely notifications regarding such technology problems?

R. Elsenbaumer: (Answer from November 16 meeting) Information Technology Services currently sends emails out to all faculty and staff when there are technology issues on campus. They also send emails out to all students when there are technology issues that impact them. When possible, these messages include information on the specific nature of the issue and the anticipated timeline for resolution. Follow-up messaging is sent when additional information is available and when the issue has been resolved. These emails are sent from the IT Services Help Desk email account.

Information Technology Services used to have a "What's Up" page dedicated to providing current information on the status of all campus technologies, but it was retired due to the product platform no longer being available and general lack of use.

A replacement "What's Up" technology status website has been launched and can be viewed at www.pfw.edu/whatsup.

(December 14 update) With respect to this topic, I did ask for it to remain as an open question because in my conversations earlier with our faculty leaders I did bring up the issue that we are very concerned about being able to respond to issues and difficulties on campus especially as they relate to information technology. There is nothing more frustrating than when technology doesn't work. We understand that. Clearly we are looking for opportunities for helping by not only responding to technology issues and trying to get them resolved quickly, but how we get information out to faculty, staff, and students quickly when there are technology issues. As I said in my response last time, we try to use the communication mechanisms that we are quite aware of, especially emails. That is typically what most institutions do. They provide email alerts. We also resurrected the "What's Up" page with respect to information technology trying to keep that up. But, that is more for enterprise systems. It is not necessarily for day to day glitches. So, my conversation with our faculty leaders earlier today, it was really centered around that if we have issues like this, when we have problems, how do we come together and resolve them? How do we find solutions? I like finding and solving problems, but I don't like to do it myself. I always like to rely on the great wisdom of others. With that in mind, I had asked our presiding officer and our faculty leaders if we could not potentially find some way of bringing the right people together in the room and say, "okay, if this is an issue, and it is an important issue, how do we find solutions to that issue in terms of communication that we collectively feel will be helpful for the campus?" Clearly there must be some other mechanisms that people have in mind for how this can appropriately be done, and perhaps more effectively done. But, I will tell you that I don't know what they are. So, I would ask that our presiding officer help us with the Faculty Senate and maybe find some individuals for a subcommittee that can work for us, and work for how we solve this particular problem. They could come up with a great solution that will hopefully help everybody across campus, including faculty, staff, and our students.

M. Parker: I think one of the things that is a fairly easy solution without having to develop a whole new committee around it, I mean we should do that, but what I am saying is that the two main things that effect students on campus are wireless access and Brightspace access, or anything that involves Brightspace. It seems like whenever we have internet issues on campus, we only receive internet communications when they have been resolved. Nobody knows if there is a problem, and it is not just them, until it is resolved. I think maybe if we are more proactive. That as soon as we know that there is an internet issue then something needs to go out ASAP instead of only sending something when it has been resolved.

S. Betz: I would suggest that it sounds like this is leading to a potentially rather long process to achieve a long term solution. It would be helpful if there were a short term solution that could be implemented more immediately. I agree with Michelle's concern that Wi-Fi and Brightspace are the two big ones. I am under the impression

that just this last week there were some changes to the programming side of Brightspace for websites that made it so Google Chrome and Safari are not easily opening all of the features in Brightspace. We have had to really troubleshoot that with students, who figured out some answers by calling IT, so they very much know how to solve the problems. But, it is falling to instructors to respond to student queries about why this is happening. My request is just that if we are looking for a long term solution than can we please also do something in the short term, even if it involves sending emails every time there is a problem, because people need to know about the problems and how to respond to them.

J. Badia: I just want to second what Stacy said in terms of the importance of short term solutions. I and my students had the same challenges this weekend with the Chrome updates and wasted hours of time before realizing that there was this issue with Chrome. It strikes me that if you go into Brightspace right now on the announcement page there is a flash content warning explaining to you that you need to do something. What I don't understand is why couldn't the same warning have been put up there all week this week about the Chrome update that you needed to do in order to be able to access all of the features of Brightspace that would have saved some of us a lot of time this weekend? There are clearly short term quick and dirty solutions to some of these problems, and I want to second Stacy's call that somebody seriously gives thought to those.

J. Toole: We are at the end of our time, but let me just say a few things. Number one, Mike Wolf wrote in the chat, "can ACITAS be charged with working on this, rather than an ad hoc?" I don't think the idea was ever to have an ad hoc committee and I am sorry if I misspoke at all. I think we want to use existing Senate committees and subcommittees, and ACITAS may well be the one.

The other thing is that with the distinction between short term and long term solutions, I think any committee work that the Senate does would pertain to a longer term solution. So, I think that Senate will have a role, whether it is ACITAS or another standing committee or subcommittee in a sort of longer term fix. But, I think Senate is not equipped to provide an immediate short term fix that is still perhaps needed.

b. (Senate Reference No. 20-12) – A. Livschiz

Earlier in the semester, there was discussion about the possibility of additional payments to LTLs to compensate them for additional unpaid work they did to prepare for teaching under Covid-conditions and begin to address the fact that PFW LTLs are paid significantly less than the national average. Can we please have an update from the administration on the status of these payments?

A. Livschiz: Before we leave for the holiday break, I wanted us to revisit the issue of additional payments to LTLs. I submitted this question before the big announcement that Purdue West Lafayette that is giving bonus payments to, not just LTLs, but to

everyone. I was under the impression that one of the obstacles to giving LTLs payments was that Purdue West Lafayette wouldn't approve giving a bonus to everyone that is not performance based, so it seems that that particular objection doesn't seem to hold up given the most recent Purdue West Lafayette announcement. I guess I am curious about where we are on this campus as far as helping out LTLs.

R. Elsenbaumer: During a Senate Town Hall meeting this summer, a request was made to explore the possibility of providing Limited Term Lecturers with a recognition payment for their work to adjust to a new Learning Management System, as well as to alter planned instructional modality due to the pandemic.

As discussed at that meeting, the Vice Chancellor for Academic Affairs and Enrollment Management requested input from the Deans. The Deans suggested a one-time service recognition payment for all LTLs teaching this fall term. Unfortunately, under our current financial circumstances, we are not in a position to provide equitable service recognition payments across the board for our campus employees.

However, regarding LTLs, consideration was given to shifting from a central service recognition payment in the form of taxable income to an allocation from departmental gift accounts to selected meritorious LTLs in the form of "Don Dollars." Departments are permitted to explore individual recognition for meritorious LTLs with their Dean and Human Resources.

c. (Senate Reference No. 20-17) – A. Livschiz

During the January 2020 senate meeting when the DEI 1.2 Action Planning Team was presented as new business, we had a long discussion during which many senators raised a wide range of concerns about the proposed DEI search. Among the many concerns raised were the inability of PFW to run high level searches in a fair, equitable, and transparent manner. None of the concerns raised were adequately addressed by the administration. The resolution failed on a voice vote. A few months later, we received an email triumphantly announcing the start of the search for the DEI position, basically dismissing the legitimacy of the concerns raised by senators in January. What little information that the campus community has had about the search has reaffirmed for many of us the concerns raised in January. We received an invitation to open forums, with less than 24 hours notice before the first one, which also happens to be the forum for the only woman candidate. For some reason, the recordings of all the forums won't be available until Monday and the deadline to submit feedback is on Tuesday. One of the finalists for the position is a person who was instrumental in pushing through the creation of the very position for which he is now a finalist. The committee includes people who report or will report to this individual. The open forum for the internal candidate is held last, giving that person access to the kinds of questions that are being asked and the way that the other candidates answered questions, before their own forum. Can the administration discuss how the lack (or perception of lack) of fairness and ethics in the way the search is being carried out will make it possible for the person who gets the job to be

able to promote equity on this campus? Given the importance of this position and the need for buy in from the university community for this person to be successful, isn't it particularly important to avoid even appearance of impropriety?

A. Livschiz withdraws Senate Reference No. 20-17 (Updated DEI Search Question).

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

On November 10, we received an email that PFW has launched an "updated identity and brand" (which is less than 2 years after the last time we had an update--I am sure someone will correct me if I am wrong). Why was it "a necessary change" (email announcement 11/10)? There is also a reference to work on "comprehensive web presence" in the future, which suggests that our website will continue to be non-functional for the foreseeable future. How much did the rebranding cost? How much will the rebranding cost moving forward, even if we are not being asked to immediately discard currently branded materials? In time of financial difficulties, why was rebranding prioritized over making our website fully functional and updated now. What evidence do we have that the old font was contributing to our enrollment challenges, and that the new font will help with recruitment?

R. Elsenbaumer: Purdue Fort Wayne announced an update and refresh of its brand in early November. Purdue University changed the logo and identity at the system level earlier this year, which necessitated this change for Purdue Fort Wayne, as well. The refresh was necessary to continue the close alignment between our regional campus and the system's flagship institution. Purdue University funded the identity and branding project for Purdue Fort Wayne.

Purdue Fort Wayne is in the process of implementing the refreshed branding and will continue to do so during the coming year. As has been communicated previously, there is no mandate that administrative or academic units discard or update current materials. The identity should be implemented in due course as current materials are depleted.

The new identity is currently being deployed on the university's web site, in student recruitment materials, in advertising, and in other communications and marketing projects that are in process. The brand refresh was not prioritized over website enhancements and in fact is being accomplished in conjunction with the implementation of a new website content management system and the ongoing redesign and redevelopment of the university's site.

A. Livschiz: So, Purdue West Lafayette paid for everything and this has absolutely no cost coming out of PFW's budget?

R. Elsenbaumer: That would be quite a definitive statement. I would say the vast majority of the costs were covered by Purdue West Lafayette. There may have been some incidental costs on our campus. But, if there were, they were not significant.

J. Badia: So, when we came up with our last two year old branding campaign, my memory is that we had focus groups and lots of local campus input in determining our messaging, our mottos, our font, and all of that. My question is, what input did we have and across what constituencies did that input take place for this change? If there was no input, is this the future? Will we just get branding orders when Purdue West Lafayette decides?

R. Elsenbaumer: We were well informed and consistently informed about the process that West Lafayette was going through. Quite honestly, the modifications are somewhat minor really, with respect to what we settled upon the last time we went through this. But, we were kept in the loop and in constant communication with what West Lafayette was doing. This is what was recommended from them in order for us to align our branding with their branding. Quite honestly, it does look like a minor change. It is a minor change actually, in terms of the fonts that are being used. Fort Wayne is a little bit more prominently displayed in several of our new logos and wordmarks. The major change really came about from West Lafayette significantly reducing the color palates that were approved to be used in the brand. Those have been significantly changed. If I were to say what the significant change is for our campus, it would be that the range of colors that we can use in our branding has been significantly narrowed.

10. <u>New business</u>: There was no new business.

11. <u>Committee reports "for information only"</u>:

   a. Faculty Affairs Committee (Senate Reference No. 20-21) – H. Di

   Senate Reference No. 20-21 (Recommended Practices for Hybrid and Online Courses) was presented for information only.

12. <u>The general good and welfare of the University</u>: There was no general good and welfare of the University.

13. <u>Adjournment</u>: The meeting adjourned at 1:15 p.m.

Joshua S. Bacon
Assistant to the Faculty

HLC Comprehensive Visit 2021

Overview:

Visit Type: Comprehensive Visit – 10 Year Review

Self-Study Lock Date: March 15, 2021

Campus Visit: April 12-13, 2021

Visit Format: On visitor "onsite". Visiting Team Virtual and all meetings virtual onsite visitor will primarily be doing physical inspection to assure that we properly represented our campus in the argument.

HLC Steering Committee and Criteria Assignments:

Criterion/Criteria	Subcommittee Coordinators
1	Manoochehr Zoghi and Melissa Gruys
2	John O'Connell, Kim Wagmer, and Robin Newman
3 and 4	Shannon Johnson, Terri Swim and Kent Johnson
5	Phillip Davich, Irah Modry-Caron, and Diana Jackson

Current Status:

The initial draft of the self-study was completed prior to a "mock visit) on October 5th. We have been updating the self-study based on their feedback.   Presently, I am keeping two working copies of the draft. One is in the HLC Portal which has limited capacity to share. Because of this, I am posting the study on the Web at: https://www.pfw.edu/accreditation This site will be updated by Friday, December 11th to align to the changes made in the Portal. We will begin updating this site by the end of each Thursday beginning next week through the final version. Our goal is to have a final draft by March 7th and post by March 12th, 2021 to allow time for any problems in the Portal Submission Process.

In addition to the Self-Study, we have a separate report on COVID's impact on the campus. Jeff Melanson is sharing the lead with me on this report.

Finally, we will submit a Federal Compliance Filing with the Self- Study. Irah Modry-Caron, Terri Swim, and Cheryl Hine are working with me to complete the information for the filing.

Next Steps:

We are gathering institutional examples to highlight in the report. Presently, the report is focused on compliance and documentation. Our documentation is extensive; however, we want to highlight the great work that is being done by our academic units and student support units in the argument. The Subcommittee Coordinators are working on gathering examples and I am updating the information.

Beginning in January, I will conduct Virtual Town Halls by Criteria to discuss the self-study, receive feedback and recommendations, and to help prepare the campus for the visit. The town hall meetings will be by criteria and tailored to specific campus audiences including faculty, student affairs divisions, academic support units, and units in Finance and Administration.

I will provide updates and opportunities for feedback in each of the Senate Meetings leading to the visit beginning in January.

Finally, in the five weeks leading up to the visit, I will provide an open campus virtual forum to present the final version of the self-study to help the campus prepare for the visit on April 12-13th.

Concluding Thoughts:

This should be a very positive visit. The work that the campus has done since the realignment has greatly strengthened our processes. While we still have work to do, much of that work is in progress and will be pointed to in the argument. The overall strategy, is to demonstrate continuous improvement based on assessment and evaluation, identify areas that need to be improved and the steps we are taking to make those improvements, and to leverage the current visit to set up the 4 year review. As we are in the early stages of a new strategic plan, we will demonstrate the success of that plan as the foundation for the Year 4 Review.

Updates and resources regarding HLC's response to COVID-19 　　　　✕

HIGHER LEARNING COMMISSION

HLC Policy

Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

Note: Revisions to the Criteria for Accreditation, adopted by HLC's Board of Trustees in February 2019, went into effect September 1, 2020. The previous Criteria remain in effect after September 1, 2020, only as long as necessary to complete the evaluations of institutions begun under those Criteria prior to September 1 or to complete evaluations originally scheduled to occur prior to September 1, but which were postponed due to the COVID-19 pandemic.

Jump to:　　　　　　　　　　　　　　　　　　　　　　　　−

> Criterion 1. Mission

> Criterion 2. Integrity: Ethical and Responsible Conduct

> Criterion 3. Teaching and Learning: Quality, Resources, and Support

> Criterion 4. Teaching and Learning: Evaluation and Improvement

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization,

or supporting external interests.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

3. The institution provides students guidance in the ethics of research and use of information resources.

4. The institution enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides quality education, wherever and however its offerings are delivered.

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

6. Instructors are accessible for student inquiry.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its offerings and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to

their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

6. The institution implements its plans to systematically improve its operations and student outcomes.

Policy History

Last Revised: February 2019, effective September 1, 2020

First Adopted: August 1992

Revision History: Criterion 3 revised August 1998, revised February 2002, revised February 2007; New Criteria for Accreditation adopted February 2003, effective January 2005; New Criteria for Accreditation adopted February 2012, effective January 2013; revised June 2014; revised February 2019, effective September 1, 2020

Notes: Former Policy Number: 1.1(a), 2013 – 1.1 Part A, 1.1 Part B.

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230 South LaSalle Street, Suite 7-500, Chicago, IL 60604

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bernd Buldt
            Chair, Executive Committee
            Steve Carr
            Senator for Communication

DATE: 20 November 2020

SUBJ: Resolution of Appreciation for International Students at Purdue University Fort Wayne

Resolution of Appreciation for International Students at Purdue University Fort Wayne

WHEREAS there are reports that many international students at Purdue University Fort Wayne feel unwelcome within the United States; and,

WHEREAS international students under the current presidential administration face strict scrutiny and monitoring; and,

WHEREAS international students are an especially vulnerable population facing many challenges domestic students face, but while living outside their homeland, including: the pandemic, ever evolving regulations and guidelines coming from the U.S. Department of Homeland Security, and an unfounded resurgence of anti-immigrant hate sweeping across the United States; and,

BE IT RESOLVED that the Fort Wayne Senate express its appreciation and gratitude for how much international students enrich campus culture, the community at large, and our nation; and,

BE IT FURTHER RESOLVED that the Senate International Education Advisory Committee issue copies of this resolution to the chief officer of the International Students Association or successor organization, and to the Office of International Education; and,

BE IT FURTHER RESOLVED that Senate reaffirm its commitment to the University Principles of Diversity recognizing "the inherent worth of all individuals at the university," including but not limited to a vision of pluralism and diversity encompassing "differences of culture, background and experience among individuals and groups" based on "race, ethnicity, color, gender, sexual orientation, gender identity or expression, class, age, and disabilities, as well as political and religious affiliation, and socioeconomic status."

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Education Policy Committee

DATE: 11/18/2020

SUBJ: Advanced Credit Policy

WHEREAS, Current academic regulations 7.2 (Special Credit, Credit for Military Service, and Excess Undergraduate Credit) state that

> "**International Baccalaureate Program.** For participants in the International Baccalaureate Program, an award of 3-8 credits shall be made for each High level examination passed with a score of 4 or above. The admissions office will award undistributed credit in the appropriate disciplines until specific credit equivalencies are established by IPFW departments. No credit will be awarded for performance on Subsidiary level exams."; and

WHEREAS, the Indiana Commission for Higher Education expects that all public universities provide credit for students who complete college-level courses as part of the high school curriculum. This expectations is based on The Indiana State Board of Education, Graduation Pathways Panel document (finalized on 11/7/2017; adopted by State Board of Education in December 2017) which emphasizes students meeting Postsecondary-Ready Competencies (PRC). The PRC includes AP/International Baccalaureate (IB)/Dual Credit/Cambridge International courses or CLEP exams; and

WHEREAS, other institutions within the Purdue University system offer Advanced Credit for credit by examination as well as external examinations. For example, PWL offers IB credit for SL and/or HL credits for students who score a 5 or above in more than 40 different content areas. See a complete list of transfer credits at: https://admissions.purdue.edu/transfercredit/ibcredit.php. PWL also offers credit for AS-level and A-level examinations. Exams that can be considered for credit are Cambridge International AS/A-levels, Oxford International AQA AS/A-levels, Pearson Edexcel AS/A-levels, AQA AS/A-levels, and OCR AS/A-levels. See a list of transfer credits at: https://www.purdue.edu/IPPU/ISS/Admission/alevel.html;

BE IT RESOLVED, that the Academic Regulations be revised to state:

> "For participants in the International Baccalaureate Program, credits will be awarded based on Department approval for select Standard and Higher Level subjects with a score of 5 or above. Purdue University Fort Wayne Office of International Education will work with departments to determine the appropriate number of credits to award in each specific discipline. Undistributed credits will be awarded for subjects where the respective

department has declined specific course credits. Participants who complete Advanced Subsidiary ("AS") or Advanced ("A") levels will be awarded credits based on Department approval for select AS and A level subjects with a score of C or above. Purdue University Fort Wayne Office of International Education will work with departments to determine the appropriate number of credits to award in each specific discipline. Undistributed credits will be awarded for subjects where the respective department has declined specific course credits."

Approved	Opposed	Abstention	Absent	Non-Voting
Hosni Abu-mulaweh				Cheryl Hine
Stacy Betz				Terri Swim
Steven Hanke				
Donna Holland				
Shannon Johnson				
Kate White				

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bernd Buldt
               Chair, Executive Committee
               Steve Carr
               Senator for Communication

DATE: 20 November 2020

SUBJ: Resolution to Discuss Impact of Pandemic on Faculty

Resolution to Discuss Impact of Pandemic on Faculty

WHEREAS the Purdue University Senate discussed and passed the resolution "The Impact of the Pandemic on Faculty" at its meeting on Monday, 16 November 2020; and,

WHEREAS the challenges, disparities, and call to action outlined in this document apply to the Fort Wayne campus as well,

BE IT RESOLVED that Fort Wayne Senate discuss Purdue University Senate Resolution SD 20-25; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate vote to adopt the institution of "compassionate and supportive policies in response to the pandemic" as outlined in the attached Purdue University Senate document.

PURDUE UNIVERSITY® | University Senate

To:	The University Senate
From:	Equity and Diversity Committee and Faculty Affairs Committee
Subject:	The Impact of the Pandemic on Faculty
Reference:	
Disposition:	University Senate for Discussion and Adoption

Rationale:

1) Faculty face unprecedented challenges as a result of the current pandemic.

2) Actions and measures required to address pandemic-related challenges have the effect of exacerbating existing inequities within the faculty workforce.

3) Nationally, there is increasing evidence that the COVID-19 pandemic is having a differential impact on the productivity of faculty from different groups.

4) Across faculty groups, there has been a change in the distribution of work effort, with less time devoted to research and more time spent on teaching and service. However, this change in distribution of efforts is not uniform across groups.

5) Disparities in experience within our own faculty have been shown through the Senate Surveys dispersed throughout the summer and fall terms.

6) Maintaining a commitment to diversity, equity, and inclusion is critical to support and retain faculty.

Proposal:

Recognizing that structural inequities may exist and that there is an immediate need for intervention, we support the University in instituting compassionate and supportive policies in response to the pandemic. These efforts may include actions such as:

- Reducing service loads during the pandemic
- Creating mechanisms for making "invisible" service work (supporting students during the pandemic, equity and inclusion support at all levels of the University, etc.) more visible through formalizing and recognizing this work

- Giving freedom to instructors to teach in their preferred mode (in-person, online, hybrid, etc.) without the added burden of justifying their preference
- Providing course releases for faculty facing significant caregiving demands
    - If course releases are not possible for faculty with significant caregiving demands, allowing them priority in selecting courses to teach, and hiring temporary help for those courses needing such special support
- Postponing new, non-essential programs and initiatives, especially those that require additional effort from faculty
- Providing guidance for Promotion and Tenure committees for how research, teaching, and service during the pandemic ought to be considered differently than other times

In addition, we encourage the University to promote adoption of these policies across all units, so that faculty will not feel stigmatized for accepting support.

Equity and Diversity Committee Votes:

For:	Against:	Abstained:	Absent:
Peter Bermel	Albert Heber	De Bush	Terrence Meyer
Ximena Bernal		Alysa Rollock	
Bharat Bhargava			
Sammy Bonnet			
Alex Griffin-Little			
Lowell Kane			
Neil Knobloch			
Klod Kokini			
Rodolfo Pinal			
Audrey Ruple			
Ala Samarapungavan			
Val Schull			
Kevin Stainback			
Susan Watts			
Kip Williams			

Faculty Affairs Committee Votes:

For:	Against:	Abstained:	Absent:
Min Chen	Charles Bouman	Ralph Kaufmann	
Bruce Craig	David Koltick		
Sharon Christ			
Alexander Francis			
Steve Hooser			
Jozef Kokini			
Seokcheon Lee			
Brian Richert			
John Springer			
Steve Yaninek			

Senate Document SD 20-18
Tabled, 12/14/2020

<u>MEMORANDUM</u>

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Education Policy Committee

DATE: 11/18/2020

SUBJ: Revision of General Education Program

WHEREAS, the Educational Policy Committee (EPC) is the parent committee of the
General Education Subcommittee; and

WHEREAS, the General Education Subcommittee requested that EPC review a resolution
to revise the General Education program; and

WHEREAS, EPC completed the review and voted in support of the document going
forward;

BE IT RESOLVED, That the attached resolution be considered by the Senate.

Approved	**Opposed**	**Abstention**	**Absent**	**Non-Voting**
Hosni Abu-mulaweh				Cheryl Hine
Stacy Betz				Teri Swim
Steven Hanke				
Donna Holland				
Shannon Johnson				
Kate White				

TO: Steven Hanke, Chair of the Education Policy Committee

FROM: Carol Lawton, Chair of the General Education Subcommittee

DATE: 11/12/2020

SUBJ: Proposal for Revision of the General Education Program

_____

WHEREAS the current General Education program is primarily a distribution arrangement that limits the ability of students to experience a meaningful program that helps them understand how a broad and liberally based education prepares them for life and work after graduation, and

WHEREAS, there currently is no meaningful way to assess General Education learning outcomes at the program level as recommended for accreditation by the Higher Learning Commission, and

WHEREAS, a signature assignment across Ways of Knowing courses with a common theme of community (broadly defined) could provide both a basis for program-level assessment and a distinctive feature to General Education on our campus, and

WHEREAS, an Artistic/Creative Ways of Knowing category would ensure that students are exposed to the arts, an area integral to the quality of everyday life and valued by our university and community, and

WHEREAS, a Diversity, Equity, Inclusion and/or Global focus in selected courses within Ways of Knowing categories would align to the Strategic Plan emphasis on embracing values that support diversity, equity, inclusion, and global awareness, and

WHEREAS, the current Capstone category includes courses that are not generally accessible to freshmen and sophomores and adds 3 credits above the state-mandated minimum for General Education,

BE IT RESOLVED, that the General Education program be revised to provide students a meaningful educational experience that increases their understanding of the relevance of General Education coursework to the larger community, promotes exposure to the arts and issues of diversity, equity, inclusion and global awareness; promotes consistency in assessment at the program level by use of signature assignments, incorporates a unifying theme of community (local and global) in signature assignments to increase student understanding of the real-life relevance of General Education coursework and facilitates campus contributions to the larger community; and provides coursework that sets the groundwork for further learning by being accessible to freshmen and sophomores, as detailed in the attached proposal.

In Favor	Against	Abstain
Hadi Alasti		
Noor Borbieva		
Suining Ding		
Pat Eber		
Kent Johnson		
Shannon Johnson		
Carol Lawton		
Erik Ohlander		

Proposal for Revision of the General Education Program

Purpose

The proposed revision of the General Education program at Purdue University Fort Wayne is guided by the philosophy that general education should promote the development of life-long learners and civic-minded individuals who possess the skills necessary to positively contribute to the world around them. The purpose of general education is quite different than that of a major. Whereas a major provides students with the in-depth knowledge and skills to succeed in a specific field, general education applies more broadly to the type of intellectual skills and familiarity with different ways of knowing that will continue to have relevance and meaning to students' personal lives, communities, and careers long after they have graduated from PFW. Its primary aim should be to facilitate a "big picture" mindset early in the undergraduate years, upon which the more in-depth learning in a major can be built. As such, General Education should not oversample from the student's major and its courses should be accessible to freshmen and sophomores.

The changes to the General Education program proposed here are driven in large part by the need for program-level assessment of General Education learning outcomes, as recommended by the Higher Learning Commission. General Education assessment currently occurs at the level of individual courses; given the diversity of courses in the program, there is no meaningful way to carry out program-level assessment. One way that universities across the country elicit specific learning outcomes and collect evidence of student learning across courses is through use of a signature assignment (UMKC Description and Tools; Weber State Signature Assignments in GE; AAC&U Signature Assignment Tool). A signature assignment is not a single or common assignment across courses but rather it is a template that faculty adapt to their specific course content. Signature assignments often follow a theme tied to the institutional mission. The proposed revision of the General Education program at PFW would use a signature assignment across all Ways of Knowing courses with the theme of community, broadly defined as an interplay of processes that may be local or global, natural or sociocultural. This theme has the potential to increase student understanding of the real-life relevance of General Education coursework and facilitate campus contributions to the larger community, and it is consistent with the designation of PFW as a comprehensive metropolitan university.

In addition, the proposed revision to the General Education program would ensure that students are exposed to the arts, an area integral to the quality of everyday life and valued by our university and community, by creating an Artistic/Creative Ways of Knowing category. Also, a requirement to take at least one course with a focus on Diversity, Equity, Inclusion and/or Global issues would align to the strategic plan emphasis on embracing values that support diversity, equity, inclusion, and global awareness.

The current Capstone category, which includes courses that generally are not accessible to freshmen and sophomores and adds 3 credits above the state-mandated minimum for General

Education, will be eliminated. Flexibility will be retained by allowing student choice in 9 credits of the program, as detailed below.

Most courses in the current General Education program would be able to remain in the proposed program, as long as they meet the requirements for prerequisites in their category.

Program Structure

    A. <u>Foundational Intellectual Skills</u>

        1. Written Communication – 3 credits minimum
        2. Speaking and Listening – 3 credits minimum
        3. Quantitative Reasoning – 3 credits minimum

- Courses in this category would continue to be assessed in the way they currently are.
- Each course in this category cannot have any prerequisite coursework other than placement testing or one of the other Foundational Skills courses. The rationale is that all students should have access to courses that provide foundational skills and be eligible to take them early in their degree program.
- These courses should be offered at least once a semester so that students have adequate access to them early in their program of study.
- Foundational Intellectual Skills courses must meet all state learning outcomes in either written communication, speaking and listening, or quantitative reasoning.

    B. <u>Ways of Knowing</u>

        1. Scientific Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
        2. Social and Behavioral Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
        3. Humanistic Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
        4. Artistic/Creative Ways of Knowing, as defined by state learning outcomes; includes both arts appreciation and creative courses – 3 credits minimum

- All Ways of Knowing courses must meet the three meta learning outcomes, which synthesize the state-mandated learning outcomes (see section on Learning Outcomes) as appropriate for their respective category.
- Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses.
- Ways of Knowing courses must be taught on a regular cycle, ideally once a year but a less frequent scheduling will be allowed to maintain the variety of courses offered in the program, including those from smaller departments. A multi-year

schedule of course offerings will be published to assist students in creating their academic plans.

- Students shall not take more than two courses from the same prefix across Ways of Knowing courses to ensure a well-rounded education and also allow flexibility for students who may want to complete a minor or a second major (applies to all students regardless of whether taking minor or double major). This restriction does not apply to Foundational Skills courses.
- All Ways of Knowing courses must include a signature assignment (see section on Signature Assignments).

C. Diversity, Equity, Inclusion and/or Global Requirement

At least one Ways of Knowing course used to satisfy General Education requirements that is designated as having a focus on diversity, equity, inclusion, and/or global awareness.

Courses designated as having a focus on diversity, equity, inclusion, and/or global awareness must meet one or both of the following learning goals:

   i.   Develop students' understanding of and appreciation for a) diversity - the ways that differences among individuals and groups of people (e.g., race, ethnicity, gender, sexuality, class, age, nationality, disability, culture, religion) shape lived experiences and perspectives; b) inclusion - how deliberate attention to diversity creates a community where all members are respected, feel a sense of belonging, and feel that differences are valued; and c) equity - how a commitment to addressing inequalities for the purpose of achieving fairness and justice is a prerequisite for equal opportunity.

   ii. Develop students' understanding of and appreciation for how social, cultural, political, economic, and/or technological processes in societies outside the United States, present or past, or in North America before the arrival of Europeans, shape (or shaped) the human experience in those societies; or how globalization processes impact the United States or societies more broadly.

D. Nine Additional Credits

Nine additional credits from any Ways of Knowing or Foundational Skills category, but a minimum of three credits must be from a Ways of Knowing category.

Signature Assignments for Ways of Knowing Courses

Courses in the Ways of Knowing categories will be assessed at the program level via a signature assignment in which students connect course content to their experience of community, such as the peoples (communities, cultures) and environments (natural, physical) that comprise the

region served by PFW. The community connection could include an understanding of how global forces can impact the peoples and environments of our region, how our region can serve as a model for understanding global processes, or how an understanding of diverse communities in specific contexts can deepen students' understanding of themselves in relation to the world around them. This theme can be applied in a variety of ways, depending on the instructor's preference and the discipline and content of the course.

- The theme of community in signature assignments would increase students' understanding of the phenomenon of community and how people in communities grow, change, and interact with their environment. It would encourage students to think about how communities can be improved and may inspire them to propose or complete projects that increase the well-being of the people and environments around them. The theme of community connection would reveal the ways large-scale, if not global, social and natural trends and phenomena impact their community.
- Signature assignments would be developed by instructors to be appropriate for their specific courses—in other words, the same assignment will not be used for all Ways of Knowing courses. Guidelines for the assignment are the following:
  i. It will require students to demonstrate how discipline-specific knowledge and processes are relevant to the theme of community. This can include having students demonstrate how discipline-specific knowledge and processes are relevant to the peoples and environments in the region served by PFW or how our region may be impacted by global issues related to course content.
  ii. It will involve a written component geared toward a community audience. Expressing knowledge in a form that can be understood by those not familiar with the field will assist students in better understanding the material and emphasize for them the relevance of Gen Ed course content to the broader community.
- Instructors can determine how they want the signature assignment to count in the student's grade in their course.
- A General Education Evaluation Committee will review a representative sample of signature assignments across all Ways of Knowing courses to conduct a program-level assessment. The committee might convene in the summer and should be compensated for their time.

Learning Outcomes for Ways of Knowing Courses

The proposed revision simplifies the state's 19 learning outcomes for Ways of Knowing categories by synthesizing them into the following three meta-outcomes to be assessed at the program level. Courses in Ways of Knowing categories would need to meet all three meta-outcomes relevant to their Way of Knowing. In essence, the state's 19 learning outcomes will be achieved in the aggregate.

1. Knowledge: Understanding essential concepts of the discipline;
2. Evaluation, Analysis, and Process: Using methods of the discipline to evaluate and analyze sources of information or artifacts; and

3. Application: Using discipline-specific knowledge and processes to address a real-world issue.

Regulations

- As in the current program, a student must earn a grade of C- or better in each course used to satisfy General Education requirements.
- A course can be included in only one category of the General Education program.
- During regular semesters (fall and spring), a minimum enrollment of 24 will apply to each section of General Education courses but exceptions will be allowed for pedagogical purposes. Summer offerings of General Education courses will follow normal summer enrollment rules. Courses that do not meet minimum enrollment for two consecutive offerings will be in a probationary status in the third semester. If the course is not enrolled at the minimum in the third semester, it will be removed from General Education and not included in the subsequent catalog. Once a course is removed, it is not eligible for reapplication for one academic year. If the faculty or department intends to reapply, a plan to increase enrollment to the minimum is required with the application. If the course is reapproved, minimum enrollment is required in the academic year offered and if not met, the course will be removed from General Education for the subsequent and following years.
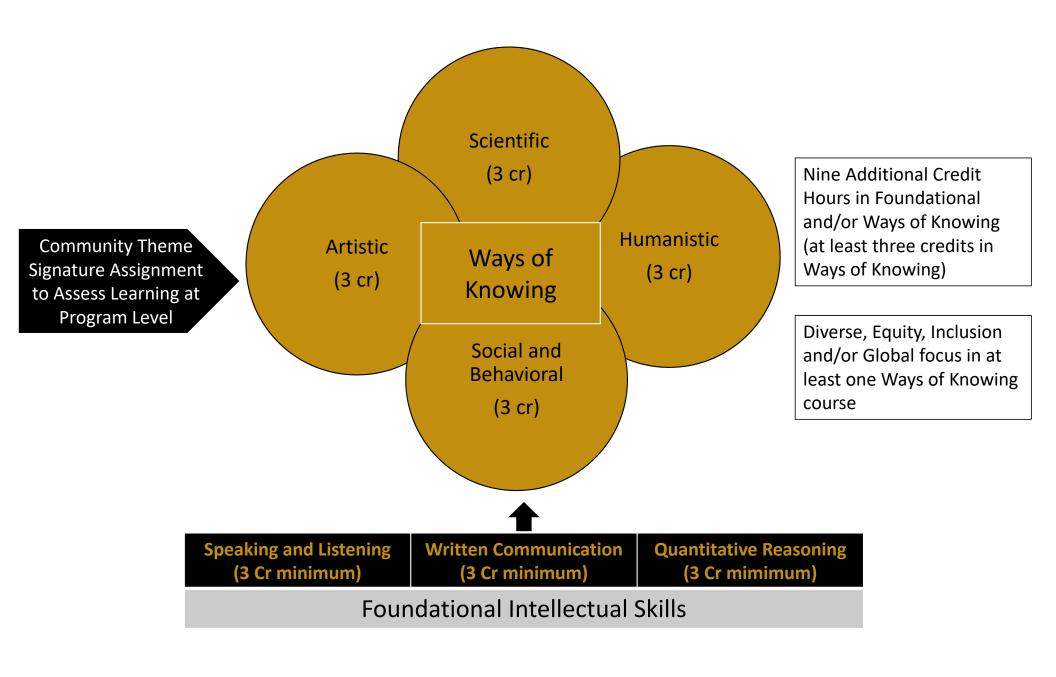
Application Process

Courses in the current Foundational Intellectual Skills category that meet the prerequisite requirements in the proposed program will remain in Foundational Skills in the revised General Education program without the need for application. Courses in current Ways of Knowing categories will need to submit a brief application for review by the General Education Subcommittee by mid-January 2021 in order to be listed in the revised program in the 2021–22 Catalog. The application (see attachment) will ask for the intended Way of Knowing category, course prerequisites, and fulfillment of meta learning outcomes. Course syllabi will also be collected but syllabi for current Ways of Knowing courses will not be reviewed and therefore do not need to be revised.

In order to remain in the revised General Education program for 2022-23, approved courses will need to submit a description of a signature assignment by the end of the 2021 spring semester. There will be a process to provide feedback on signature assignments and allow for their resubmission.

Attachments

Overview of Proposed Requirements
Comparison of Credit Requirements in Current vs. Proposed Program
Meta-outcomes Mapped to State Learning Outcomes

Signature Assignment Guidelines
Rubric for Signature Assignments
Rationale for Enrollment Minimum
Course Application Questions

Scientific
(3 cr)

Artistic
(3 cr)

Ways of
Knowing

Humanistic
(3 cr)

Social and
Behavioral
(3 cr)

Community Theme
Signature Assignment
to Assess Learning at
Program Level

Nine Additional Credit
Hours in Foundational
and/or Ways of Knowing
(at least three credits in
Ways of Knowing)

Diverse, Equity, Inclusion
and/or Global focus in at
least one Ways of Knowing
course

Speaking and Listening (3 Cr minimum)	Written Communication (3 Cr minimum)	Quantitative Reasoning (3 Cr mimimum)

Foundational Intellectual Skills

Credit Requirements: Current vs. Proposed General Education

	Current	Proposed
Foundational Intellectual Skills		
Written Communication	3 (minimum)	3 (minimum)
Oral communication	3 (minimum)	3 (minimum)
Quantitative Reasoning	3 (minimum)	3 (minimum)
Ways of Knowing		
Scientific	3 (minimum)	3 (minimum)
Social and Behavioral	3 (minimum)	3 (minimum)
Humanistic and Artistic	3 (minimum)	
Humanistic		3 (minimum)
Artistic		3 (minimum)
Interdisciplinary or Creative	3 (minimum)	
Additional Foundational Skills and/or Ways of Knowing	9	9 (at least 3 in Ways of Knowing)
Diverse, Equity, Inclusion and/or Global focus in at least one Way of Knowing course		0 (required)
Capstone	3	
Total	33	30

Ways of Knowing Meta-Outcomes Mapped to State Learning Outcomes

Outcome 1: Knowledge	
Understand and explain essential concepts of the discipline.	
IN Objectives	
4.5	Use current models and theories to describe, explain, or predict natural phenomena.
5.1	Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain
5.5	Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
6.1	Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

Outcome 2: Evaluation, Analysis, and Process	
Understand and explain the processes that lead to the discovery of new knowledge or creation of new works and evaluate the sources of information or artifacts	
IN Objectives	
4.1	Explain how scientific explanations are formulated, tested, and modified or validated.
4.2	Distinguish between scientific and non-scientific evidence and explanations.
4.4	Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
4.6	Locate reliable sources of scientific evidence to construct arguments related to real-world issues.
5.2	Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
5.3	Demonstrate basic literacy in social, behavioral, or historical research methods and analysis.
5.4	Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
6.2	Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
6.3	Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
6.4	Analyze the concepts and principles of various types of humanistic or artistic expression.

Outcome 3: Application	
Apply discipline-specific knowledge and processes to address real-world issues or problems.	
IN Objectives	
4.3	Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
5.6	Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.
6.5	Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
6.6	Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
6.7	Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Signature Assignment Guidelines

Ways of Knowing and Community Connected Courses

The Ways of Knowing signature assignment must include the components listed below.

- Students must submit the assignment in at least two parts (developmental stages) with the instructor providing feedback on the initial part/s before the final submission is due. This process will ensure that students have the opportunity to receive feedback to improve their learning. Only the final written component will be reviewed by the General Education Subcommittee as part of the evaluation of General Education objectives.
- The assignment must include a written component.
- The audience for the written component must be community members who are not familiar with the course topic.
  - The purpose of writing for a community audience is: 1) for the student to convey their knowledge in a way that can be understood by those who are not professionals in the field, and 2) for the student to understand how the course content is relevant to real-world issues.
  - The audience needs to be clearly identified. If the instructor requires that all students use the same target audience, the audience can be identified in the directions for the assignment. If students have a choice of audience, the student should provide a short description of the target audience in their assignment.
- The assignment must require students to address a real-world issue related to the course content that addresses the theme of community. This may include an issue relevant to the peoples or environments in the region served by PFW, an understanding of how global communities and physical and natural forces can impact the peoples and environments of our region, how our region can serve as a model for understanding global processes, or how a reasoned understanding of diverse communities in specific contexts might serve to deepen students' understanding of themselves in relation to the world around them.
- The assignment must require students to demonstrate their learning of the three Ways of Knowing objectives (see the Signature Assignment rubric for how each will be evaluated):
  Knowledge: Understand and explain essential concepts of the discipline
  Evidence, Analysis, and Process: Use methods of the discipline to evaluate and analyze sources of information or artifacts
  Application: Apply discipline-specific knowledge and processes to address a real-world issue related to the theme of community

Examples:
- Describe an example of how field surveys and laboratory analysis of genetic variation have been used to understand the viability of a plant or animal species in our region and have aided community organizations to recover and sustain that species.
- Describe how comparative politics can be used to understand political behavior or economic development in our region.

- Based on your understanding of interactions between monks and laity in Buddhist societies generally, reflect on how such interactions within the Burmese Buddhist community of Allen County deploy traditional forms of religious sociability to address local concerns.

Rubric for Signature Assignments

		Highest Level (4)	(3)	(2)	Lowest Level (1)
Knowledge	Demonstrates understanding of essential concepts from the discipline as they relate to the topic	Student demonstrates all of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience	Student demonstrates only two of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience	Student demonstrates only one of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience	Student demonstrates none of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience
Evaluation, Analysis, and Methods	Integrates appropriate sources of information or artifacts in a way that demonstrates understanding of disciplinary methods of inquiry	Student demonstrates all of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline	Student demonstrates only two of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline	Student demonstrates only one of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline	Student demonstrates none of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline
Application to Community	Applies discipline-specific knowledge and processes to address the theme of community	Student demonstrates all of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.	Student demonstrates only two of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.	Student demonstrates only one of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.	Student demonstrates none of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.

Rationale for General Education Minimum Enrollment

Estimating the total cost of instruction and the total revenue produced by a course is complex. Presently Institutional Research is working to generate actual cost of instruction and course revenue on a course by course basis using live data. However, for the purposes of initial planning and determining an estimate of the number of students needed to cover the expenses of a course while holding as a priority quality of student learning in the context of a general education course including allowances for specific courses to justify lower enrollments for pedagogical reasons, it was important to determine the a floor for general education enrollment.

All institutions in the U.S. and other U.S. jurisdictions that have a Program Participation Agreement (PPA) with the U.S. Department of Education to participate in Title IV federal student financial aid programs are required to report data to the Integrated Postsecondary Education Data System (IPEDS), and are listed as separate entities in IPEDS. The information is submitted each April following the end of the fiscal year. Therefore, the data that I am using to estimate revenue generated by a course are based on the report submitted in April 2020. The full IPEDs report for that year is available upon request.

At PFW, tuition and fees account for 37% of total core revenue and state appropriations account for 36% of core revenues. The balance of revenues reported are generated through government grants, private gifts, private grants, contracts, investment income, etc. A couple of ways to look at the cost revenue relationships in a course are presented below in Table 1

Table 1: Instructional expense as a % of Total Core Revenue and Total Core Expense.

Instructional Expenses as a % of Total Core Revenue	($60,656,393/$135,716,088)	44.69%
Expenses for Instruction as a % of Total Core Expenses	($60,656,393/$141,674,647)	45.12%

While the ratios differ slightly, together, a reasonable estimate of the total tuition revenue available to a course can be made. The assumptions used to estimate revenue for a 25 student courses and calculations for revenue for a typical general education course are provided in the following bullet points.

- Roughly 45% of tuition revenue is available to meet instructional expenses in any given course.
- @ 24 students, a 3 credit hour course resident tuition per credit hour produces $20,952 in tuition revenue
- Assuming that 45% of revenue goes to cover instructional cost, a course section of 25 students will generate $9,428.40 ($20,952 X .45) of revenue to offset expenses for the course.

Estimating the cost of instruction is also complex due to multiple faculty ranks and classifications of faculty teaching general education courses. It is important to recognize the valuable contribution LTL's make to university instruction at PFW; however, we also want to prioritize our full time instructional staff when planning for general education courses as the Tenured and Tenure Track Faculty, as well as Non-Tenure Track Instructional Faculty are vital to assuring the consistency and quality of the general education program. To provide a basis for estimating, Table 2 provides Median Salary numbers for Faculty, Continuing Lecturers. For LTL's, Table 2 used the average compensation paid to LTL's per

section taught based on the 2019 to 2020 Academic Year. The year increment was used to smooth variation in LTL pay.

Table 2: Salary

Employee Class	Job Family	Median Salary	Median Salary and Benefits @ 30%
Faculty	Faculty and Instruction	$75,000	$97,500.00
Continuing Lecturer	Learning Support	$53,594	$69,672.20
LTL		$ 2,210 per section	$ 2,210.00

If we assume that each course that a faculty member represents .25 of a 1.0 FTE and that approximately half of the course load is delivered each semester, then a single course in a single semester represents (.125 FTE). As illustrated in the table below, an estimate of faculty expense for a course assuming 78k median salary and benefits suggests that the cost of instruction for a single general education course delivered by a faculty member is $12,187.50. For CL's we assumed 1.0 FTE is assigned to instruction and 8 sections are taught per year. For LTL's, the assumption is the Salary per section based on the 2019-2020 Academic Year.

Table 3: Instructional Costs per Section by Faculty Classification

Median Faculty Salary per section (97,500.00 * .125)	$12,187.50
Median CL Salary per section (69,672.20/8 Sections)	$ 8,709.03
LTL Salary per section	$ 2,210.00

Table 4 provides the number of sections taught by employee class for Fall 2019. Fall 2019 was used because Spring 2020 section numbers are likely inflated due to restrictions in class size to adjust for COVID.

Table 4: Estimated Instructional Expense

Employee Class	Number of GE Sections (Fall 2019)	Instructional Cost Average per Section	Estimated Instructional Expense in F19
Faculty	274	$12,187.50	$3,339,375
Continuing Lecturer	102	$ 8,709.03	$ 888,318
LTL	178	$ 2,110.00	$ 375,580
Total	554	N/A	$4,603,273

Assuming the distribution of instruction by Employee Class is consistent across semesters, cost per section is estimated to be Estimated Instructional Expense/Number of Sections using Fall 2019 numbers. Therefore, the average instructional cost per section is $8.309.15 per section. At 24 students, a course would produce $9,428.40 and produce a modest positive revenue of $1,119.25.

The positive revenue potentially provides some support for the costs of lower enrolling programs as well as upper division courses which may need to be delivered at lower enrollments to assure that offerings are available to students to support timely completion and graduation.

Application for Ways of Knowing Courses

To be submitted via Qualtrics survey (Tentative deadline: mid-January, 2021)

1. Course prefix, number, and catalog title.

2. Department and unit offering the course.

3. Is the course part of the current general education program?

4. Is there anything that you would like the GES to know regarding the history of the course in relation to the (I)PFW general education program?

5. Is the course intended as one of the Ways of Knowing categories (specify: Scientific, Social/Behavioral, Humanistic, Artistic)?

6. If the course is currently approved as fulfilling the Interdisciplinary Ways of Knowing category and is being submitted for re-certification one of the four Ways of Knowing course, please briefly describe why it fits in the Ways of Knowing category selected in question 5.

7. Does the course have a focus on diversity/equity/inclusion or global issues and if so, briefly describe how it encompasses this focus.

8. Does the course represent an early-level introduction to thinking and problem solving in a Way of Knowing with content that is of general or broad interest across majors? Briefly explain.

9. Does the course have prerequisites and if so, what are they? Note: Courses in Ways of Knowing should not have prerequisites other than Foundational Skills courses.

10. How often will the course be offered? (fall and spring; fall, spring, and summer; fall or spring only; summer only; once every two/three/four years)

11. What is the minimum enrollment per unique section? If below 24, is there a pedagogical reason? If yes, explain.

12. Attach a copy of the course syllabus. (Note: Syllabus does not need to be revised to include a signature assignment for the application in January.)

13. Name and email address of individual submitting application.

Signature assignment description for Ways of Knowing courses will be due by ~May 1, 2021 in order for the courses to remain in the General Education program after the 2021-22 academic year. The following information must be provided:

1. Briefly describe how the signature assignment will meet each of the following outcomes:
   o Outcome 1 – Knowledge: Understand and explain essential concepts of the discipline
   o Outcome 2 – Evidence, Analysis, and Process: Understand and explain the processes that lead to the discovery of new knowledge or creation of new works and evaluate the sources of information or artifacts
   o Outcome 3 – Application: Apply discipline-specific knowledge and processes to address real-world issues or problems.

2. Briefly describe what a signature assignment for the course might look like and how it would address the theme of community. (See guidelines for signature assignments)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bernd Buldt
          Chair, Executive Committee
          Steve Carr
          Senator for Communication

DATE: 19 November 2020

SUBJ: Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne

Resolution to Discuss the AAUP Financial Analysis of Purdue University Fort Wayne

WHEREAS the Indiana Conference of the American Association of University Professors (ICAAUP) has completed an analysis of Indiana Public Institutions Financials for fiscal years 2014-18 using institutional data self-reported to the federal National Center for Education Statistics; and,

WHEREAS this analysis shows that among all Indiana public universities, only Purdue University Fort Wayne and Purdue Global have shifted greater institutional resources to administration during this five year period; and,

WHEREAS this analysis shows a drop from 63.9% to 52.1% of the budget devoted to instruction at Purdue University Fort Wayne during this period; and,

WHEREAS this analysis shows an increase from 10.9% to 18.5% of the budget devoted to administrative costs at Purdue University Fort Wayne during this same period; and,

WHEREAS all other public institutions in the state either have maintained or shifted their budgets to provide greater resources to instruction during this same period; and,

WHEREAS the campus now faces financial shortfalls that may result in even further reductions to budget allocations for instruction;

BE IT RESOLVED that Senate discuss this analysis and its implications for our campus; and,

BE IT FURTHER RESOLVED that any future requests of Senate to recommend or approve budget cuts resulting in the reduction, merger, or elimination of academic programs and/or units will include additional discussion of this analysis, along with consideration of the latest self-reported institutional data involving budget allocations for both to instruction and administration; and,

BE IT FURTHER RESOLVED that Senate consider making further recommendations concerning "the determination and management of the budget," consistent with SD 17-7 [Constitution of the Faculty of Purdue University Fort Wayne](); and,

BE IT FURTHER RESOLVED that any subsequent Senate recommendations concerning "the determination and management of the budget" will go through a formal procedure of consultation with faculty, where the faculty will present its judgment in the form of an independent recommendation or vote, and;

BE IT FURTHER RESOLVED that a Senate recommendation will remain separate from any other procedure of informal expression of opinion from the faculty, or participation by individual faculty members appointed to committees outside of Senate governance and structure; and,

BE IT FURTHER RESOLVED that Senate expects its recommendations concerning "the determination and management of the budget" to receive adequate and appropriate weight, including but not limited to receiving a detailed response and explanation where a final determination differs from a Senate recommendation.

AAUP Financial Analysis of PFW Campus

Purdue U campuses	FY 14	FY 15	FY 16	FY 17	FY 18
Each Component as % of Total:	PFW	PFW	PFW	PFW	PFW
Instruction	63.9%	60.9%	60.9%	49.9%	52.1%
Academic Support	6.7%	6.7%	6.7%	9.5%	8.5%
Institutional Support	10.9%	12.8%	12.8%	19.6%	18.5%

Indiana Public Institutions Financials, 2014 - 18

	FY 14	FY 15	FY 16	FY 17	FY 18		FY 14	FY 15	FY 16	FY 17	FY 18		FY 14	FY 15	FY 16	FY 17	FY 18
Purdue U campuses																	
Each Component as % of Total:	P-WL	P-WL	P-WL	P-WL	P-WL		PUC	PUC	PUC	PNW	PNW		PFW	PFW	PFW	PFW	PFW
Instruction	44.4%	41.6%	48.9%	48.7%	51.8%		58.7%	59.8%		63.5%	63.0%		63.9%	60.9%	60.9%	49.9%	52.1%
Academic Support	7.5%	8.7%	7.3%	7.4%	6.3%		1.8%	2.1%		3.9%	4.0%		6.7%	6.7%	6.7%	9.5%	8.5%
Institutional Support	7.5%	8.0%	8.4%	8.1%	7.8%		14.2%	13.7%		15.8%	16.2%		10.9%	12.8%	12.8%	19.6%	18.5%
Indiana U campuses, northern																	
Each Component as % of Total:	IU-K	IU-K	IU-K	IU-K	IU-K		IUN	IUN	IUN	IUN	IUN		IUSB	IUSB	IUSB	IUSB	IUSB
Instruction	59.5%	58.3%	62.9%	60.7%	61.0%		52.6%	54.2%	54.9%	56.0%	56.6%		56.2%	55.2%	54.4%	55.7%	54.1%
Academic Support	11.2%	11.0%	12.1%	12.0%	12.6%		14.8%	15.5%	16.0%	14.7%	14.3%		12.9%	13.0%	13.9%	13.7%	12.5%
Institutional Support	5.3%	5.8%	6.8%	7.0%	6.0%		0.8%	8.3%	8.0%	8.0%	6.5%		4.6%	4.8%	5.1%	5.2%	5.2%
Indiana U campuses, southern																	
Each Component as % of Total:	IU-B	IU-B	IU-B	IU-B	IU-B		IUE	IUE	IUE	IUE	IUE		IU-SE	IU-SE	IU-SE	IU-SE	IU-SE
Instruction	48.6%	48.6%	49.2%	48.4%	46.7%		48.4%	47.6%	48.6%	49.7%	53.6%		66.9%	66.8%	68.5%	67.3%	68.1%
Academic Support	12.4%	13.1%	13.2%	12.9%	13.9%		8.2%	10.2%	9.4%	10.0%	11.3%		11.8%	12.4%	13.0%	12.4%	12.2%
Institutional Support	8.1%	8.3%	8.4%	8.6%	9.0%		7.9%	7.7%	8.1%	8.2%	8.6%		4.6%	4.3%	5.0%	5.9%	6.2%
Indiana State U, Ball State U, IUPUI																	
Each Component as % of Total:	ISU	ISU	ISU	ISU	ISU		BSU	BSU	BSU	BSU	BSU		IUPUI	IUPUI	IUPUI	IUPUI	IUPUI
Instruction	36.0%	37.0%	34.8%	35.6%	35.5%		48.4%	42.7%	51.1%	51.4%	51.5%		44.4%	45.4%	46.1%	45.7%	44.9%
Academic Support	10.2%	10.9%	9.9%	10.9%	10.7%		13.1%	12.4%	12.1%	12.6%	13.3%		21.4%	21.6%	21.9%	22.5%	23.2%
Institutional Support	12.2%	9.8%	11.8%	9.6%	9.7%		11.6%	19.4%	12.7%	13.4%	12.9%		1.5%	1.6%	1.9%	1.7%	1.4%
Ivy Tech, Purdue Global, Vincennes																	
Each Component as % of Total:	Ivy Tech	Ivy Tech	Ivy Tech	Ivy Tech	Ivy Tech			KU/PG (pvt	KU/PG (pvt	PG			Vinc	Vinc	Vinc	Vinc	Vinc
Instruction	56.0%	55.5%	54.6%	56.2%	55.7%			20.2%	17.8%	16.7%			57.4%	58.3%	61.8%	61.2%	59.8%
Academic Support	12.4%	12.5%	12.8%	14.3%	14.6%			0.0%	0.0%	0.0%			4.7%	6.0%	6.7%	7.1%	7.1%
Institutional Support	17.3%	17.6%	18.4%	18.7%	18.7%			79.8%	82.2%	83.3%			7.8%	8.1%	8.9%	9.0%	9.4%

Question Time

Given the increasing reliance on technology to ensure students are able to attend class remotely and the fact that technology can have failures, such as webex being down, delays in kaltura video postings, campus wifi not working, etc., it would be beneficial for instructors to be informed about those technical problems as soon as possible. Is it possible for IT to post a "status page" listing the various technologies, any known problems, suggested work-arounds during the down times, and anticipated fix times? And/or can there be a listserve for instructors to subscribe to if they would like to receive timely notifications regarding such technology problems?

S. Betz

Question Time

Earlier in the semester, there was discussion about the possibility of additional payments to LTLs to compensate them for additional unpaid work they did to prepare for teaching under Covid-conditions and begin to address the fact that PFW LTLs are paid significantly less than the national average. Can we please have an update from the administration on the status of these payments?

A. Livschiz

Question Time

During the January 2020 senate meeting when the DEI 1.2 Action Planning Team was presented as new business, we had a long discussion during which many senators raised a wide range of concerns about the proposed DEI search. Among the many concerns raised were the inability of PFW to run high level searches in a fair, equitable, and transparent manner. None of the concerns raised were adequately addressed by the administration. The resolution failed on a voice vote. A few months later, we received an email triumphantly announcing the start of the search for the DEI position, basically dismissing the legitimacy of the concerns raised by senators in January. What little information that the campus community has had about the search has reaffirmed for many of us the concerns raised in January. We received an invitation to open forums, with less than 24 hours notice before the first one, which also happens to be the forum for the only woman candidate. For some reason, the recordings of all the forums won't be available until Monday and the deadline to submit feedback is on Tuesday. One of the finalists for the position is a person who was instrumental in pushing through the creation of the very position for which he is now a finalist. The committee includes people who report or will report to this individual. The open forum for the internal candidate is held last, giving that person access to the kinds of questions that are being asked and the way that the other candidates answered questions, before their own forum. Can the administration discuss how the lack (or perception of lack) of fairness and ethics in the way the search is being carried out will make it possible for the person who gets the job to be able to promote equity on this campus? Given the importance of this position and the need for buy in from the university community for this person to be successful, isn't it particularly important to avoid even appearance of impropriety?

A. Livschiz

Question Time

On November 10, we received an email that PFW has launched an "updated identity and brand" (which is less than 2 years after the last time we had an update--I am sure someone will correct me if I am wrong). Why was it "a necessary change" (email announcement 11/10)? There is also a reference to work on "comprehensive web presence" in the future, which suggests that our website will continue to be non-functional for the foreseeable future. How much did the rebranding cost? How much will the rebranding cost moving forward, even if we are not being asked to immediately discard currently branded materials? In time of financial difficulties, why was rebranding prioritized over making our website fully functional and updated now. What evidence do we have that the old font was contributing to our enrollment challenges, and that the new font will help with recruitment?

A. Livschiz

Recommended Practices for Hybrid and Online Courses

In light of the issues raised in the survey recently conducted by the Student Government Association (SGA), the Senate Faculty Affairs Committee took on the charge by the Executive Committee, and compiled a brief report of DOs and DON'Ts of teaching online and hybrid courses during a pandemic. The recommended practices below are based on an analysis of the qualitative data collected from questions 14 through 16 of the SGA survey. Please implement as you see fit.

1. **Clear communication about course expectations and instructor availability**

   Provide the welcome message (written or verbal) to establish the learning environment, for example, communication channels, course expectations, and content accessibility. A video message allows students to "see" you ☺.

   Provide specific ways for students to reach out to you (e.g., office hours, email, Course Q & A discussion forums) as well as when they can expect you to respond (i.e, respond to email within 24 hours during the work week).

   Use multiple methods for reaching out to students: emails, announcements, forums, virtual office hours. Regular correspondence/posting with reminders can help them stay on track and create a connection/opportunity for them to ask questions.

   Promote the availability of virtual video or chat sessions with the instructor and/or teaching assistant.

   Explain basics regarding your approach to teaching/teaching philosophy, so that students know why you are asking them to do the tasks that you ask them to do – for example, flipped classroom requires pre-reading. Clear course design

2. **Clear course design**

   Follow **CELT template for online syllabus** with special attention to course schedule/pacing and corresponding assignments.

   Establish a consistent weekly schedule (traditional Monday-Sunday or nontraditional Wednesday-Tuesday) to help students quickly get familiar with course pace and stay on track. If a major change in the schedule is necessary, an explanation and an updated syllabus with highlighted changes can cut down confusions and ease the transitions.

   Assess students' familiarity with the course website and syllabus at the beginning of the semester via syllabus/course quiz or scavenger hunt and provide summary feedback about areas of confusion.

Implement consistent course organization (structure and labeling) throughout the semester with date indicators. Streamline the course as much as possible. It is difficult for students to keep up if they have difficulty keeping track of too many things happening at once.

Make available the instructions on major assessments early and regular notifications on upcoming assignments.

Provide periodic summaries of common questions and good practices by students.

Utilize shorter videos that are labeled with key contents.

Consider videos requiring action from students, e.g., complete short writing assignments, find a resource before continuing to keep them engaged.

Create effective PowerPoints to use with your discussions/lectures: **Ten tips** **Blog; Vanderbilt information on teaching with Power Point**

Provide links or documents for content appearing in the recordings.

Explain each type of assignments in more than one format – for example, written directions and also a short video. Some students prefer to read directions, other students prefer to listen to and watch directions.

3. **Take on the advising or supporting role**

   Emphasize creating a study plan.

   Provide some study tricks to promote personal connections.

   Summarize FAQs by students periodically to encourage more questions.

   Consider a mid-semester (or 6 week) evaluation focused on the challenges they are currently seeing with the course design, modality, etc. and what they think would help them succeed.

   Consciously work on creating relationships with students. Consider connectedness ideas from **Crisis Conscious Teaching.**

   If a student misses because of COVID19 or falls behind and you want to allow them to come back, write down a recovery plan, share it with them, and get their commitment to it.