FORT WAYNE SENATE AGENDA
MONDAY
January 13, 2020
12:00 P.M., KT G46

1. Call to order

2. Approval of the minutes of December 9

3. Acceptance of the agenda – J. Toole

4. Reports of the Speakers of the Faculties
   a. IFC Representative – J. Nowak
   b. Deputy Presiding Officer – J. Toole

5. Report of the Presiding Officer – A. Nasr

6. Special business of the day
   a. Transition from Blackboard to Brightspace – A. Dircksen
   b. Purdue West Lafayette Senate Update – C. Erickson

7. Unfinished business
   a. Faculty Affairs Committee (Senate Document SD 19-9) – K. Dehr

8. Committee reports requiring action
   a. Faculty Affairs Committee (Senate Document SD 19-13) – K. Dehr
   b. General Education Subcommittee (Senate Document SD 19-15) – S. Betz

9. Question time
   a. (Senate Reference No. 19-20) – A. Livschiz
   b. (Senate Reference No. 19-24) – A. Livschiz
   c. (Senate Reference No. 19-27) – L. Lin
   d. (Senate Reference No. 19-28) – Executive Committee

10. New business
    a. DEI 1.2 Action Planning Team (Senate Document SD 19-14) – J. Badia

11. Committee reports "for information only"
    a. Curriculum Review Subcommittee (Senate Reference No. 19-29) – V. Maloney
    b. Curriculum Review Subcommittee (Senate Reference No. 19-30) – V. Maloney

12. The general good and welfare of the University

13. Adjournment*

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

Approving	Opposed	Non-Voting	Absent
A. Marshall		C. Ortsey	A. Nasr
J. Nowak			K. Pollock
M. Ridgeway			
J. Toole			
N. Younis			

Attachments:

"Guiding Principles for Promotion of Lecturers at PFW" (SD 19-9)

"Procedures of Promotion for Lecturers at PFW" (SD 19-13)

"Approval to Fill a Vacancy on the General Education Subcommittee" (SD 19-15)

"Question Time – re: Restructuring Savings (SR No. 19-20)

"Question Time – re: Website Difficulties" (SR No. 19-24)

"Question Time – re: Public Safety" (SR No. 19-27)

"Question Time – re: Administrator Courses" (SR No. 19-28)

"Recommendation for Creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion" (SD 19-14)

"Department of General Studies Concentration in Information Technology" (SD 19-29)

"Department of General Studies Concentration in Information Systems" (SD 19-30)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
               Faculty Affairs Committee

DATE: November 8, 2019

SUBJ: Guiding principles for promotion of Lecturers at PFW

WHEREAS, the Fort Wayne Senate approved guiding principles and procedures for tenure-track faculty at IPFW in the spring of 2015; and

WHEREAS, the Fort Wayne Senate determined that it was prudent to draft separate guiding principles and procedure documents for promotion of Lecturers;

BE IT RESOLVED, that the Fort Wayne Senate adopt SD 19-XX as the guiding principles for promotion of Lecturers at PFW.

Approved	Opposed	Abstention	Absent	Non-Voting
Talia Bugel				Marcia Dixson
Karol Dehr				
Hui Di				
Andres Montenegro				
Joseph Khamalah				
Dong Chen				

GUIDING PRINCIPLES FOR PROMOTION OF LECTURERS
(Based on SD 14-35)

PFW is a comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Employing and promoting Lecturers who share this mission contributes significantly to the attainment and maintenance of this standard.

The most important decisions in the academic profession, for Lecturers and for the institution, regard the awarding of promotion. Promotion is recognition of past achievement.

Lecturers provide invaluable contributions to the University community, its students, and the community at-large. It is through promotion that the University rewards those contributions. Retaining Lecturers who are focused on teaching, and who are more oriented to practice than to scholarship and/or creative endeavor ensures the University is able to meet its mission.

Significant diversity exists with respect to the needs and goals of programs, and the ways in which Lecturers contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university's mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document lays out guiding principles that are reflective of the university's mission, vision, goals, and values. Departments must define criteria for promotion for their Lecturers that are appropriate for their respective disciplines, but that are also in keeping with these guiding principles.

The awarding of promotion is the university's recognition that individual Lecturers have successfully met their department's criteria, and in so doing, have worked to advance the university's mission and goals. Promotion criteria are the standards for summative judgment, and as such, must be guidelines for Lecturers' development. Departments must develop their own promotion policies, defining criteria for excellence in teaching. A department's policy should define what the department means by "teaching," and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged.

The promotion policies developed by each department must be clear, meaningful, and include criteria for being promoted. They must be consistent in content with the guiding principles laid out in this document. The promotion policies and criteria adopted by a department must be used uniformly as the only standard by which to judge cases for promotion from that department.

All candidates for promotion to Senior Lecturer must demonstrate excellence in teaching. Lecturers may seek promotion after five years in-rank.

TEACHING

At PFW Lecturers function in a faculty role. Our faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success. Such a commitment is reflected, in part, by remaining current in the content and pedagogy appropriate to one's discipline, but is also reflected in the continual consideration of one's own teaching effectiveness. This expectation extends to all faculty who teach, regardless of rank.

Teaching by Lecturers occurs in a variety of contexts including, but not limited to, credit courses, non-credit programs and workshops, seminars, continuing education programs, and the supervision of the clinical work of students / interns / practicum students. A range of activities that affect student learning – directly and indirectly – should be considered when documenting and evaluating one's teaching effectiveness. Documentation of formative and summative evaluation should take place over time, and be informed by multiple measures that represent multiple perspectives (e.g., students, professional peers, self-evaluation). Demonstrating excellence must include input from outside the department which might be on or beyond the campus.

The specific standards of teaching, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion criteria document.

SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

While PFW Lecturers are expected to maintain currency in their discipline, they are not specifically required to engage in professional productivity or scholarship and/or creative endeavors. A department may elect to allow Lecturers who have made significant contributions to the department's scholarship and/or creative endeavors to include that in support of their promotion case.

SERVICE

PFW Lecturers generally take an active role in the campus beyond teaching. Some departments may elect to encourage them to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. If so, Lecturers are encouraged to include such activities in their promotion dossiers.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
Faculty Affairs Committee

DATE: November 8, 2019

SUBJ: Procedures of promotion for Lecturers at PFW

WHEREAS, the Fort Wayne Senate approved guiding principles and procedures for tenure-track faculty at IPFW in the spring of 2015; and

WHEREAS, the Fort Wayne Senate determined that it was prudent to draft separate guiding principles and procedure documents for promotion of Lecturers;

BE IT RESOLVED, that the Fort Wayne Senate adopt SD 19-XX as the procedures for promotion of Lecturers at PFW.

Approved	**Opposed**	**Abstention**	**Absent**	**Non-Voting**
Talia Bugel				Marcia Dixson
Karol Dehr				
Hui Di				
Andres Montenegro				
Joseph Khamalah				
Dong Chen				

PROCEDURES FOR PROMOTION OF LECTURERS

(Based on SD 14-36)

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

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

The procedures and guiding principles for evaluating Lecturers for promotion are discussed in separate documents (see SD 19-XX for guiding principles for Lecturers), but the two are interrelated. The procedures for evaluating Lecturers are the method for implementing the guiding principles.

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

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

1. Document Review and Approval
    1.1. Department documents
        1.1.1. Departments must include procedures and criteria for promotion of Lecturers.
        1.1.2. Department procedures must adhere to the guidelines and procedures laid out in college and Senate documents.
        1.1.3. Department criteria must align with college guiding principles, if such exist.
        1.1.4. Department procedures must be submitted to the Senate Faculty Affairs Committee for feedback and then reviewed and approved at the college level. The feedback from the Senate Faculty Affairs Committee shall be forwarded to the college.
        1.1.5. Department criteria must include:
            1.1.5.1. Criteria for quality of performance in teaching for promotion to Senior Lecturer.
            1.1.5.2. Rationale of the department for the criteria.

1.1.6. Department criteria must be reviewed and approved at the college level. The review by the college must focus on:
- 1.1.6.1. The completeness and clarity of the department criteria document.
- 1.1.6.2. The alignment of department criteria with Senate and (if such exist) college guiding principles.
- 1.1.6.3. Compliance with Purdue procedural document Operating Procedures for Lecturer Appointments
1.1.7. If a college rejects the criteria of a department, a thorough explanation of the rejection must be sent to the department.
1.1.8. If there is a disagreement between a department and college about criteria, the Senate Faculty Affairs Committee will arbitrate the disagreement.
1.1.9. Upon passage of this document by the Senate, departments with Lecturers have one calendar year to draft, approve, and seek review of department Lecturer promotion documents.

1.2. College documents
1.2.1. Colleges must include procedures and guiding principles in documents. Colleges may choose to elect the campus Lecturer guiding principles as the guiding principles of the college.
1.2.2. College procedures must adhere to the guidelines and procedures laid out in senate documents.
1.2.3. College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate.

2. Decision Levels: Nominations for promotion to Senior Lecturer shall be considered at several levels. The quality of the evidence presented in the case is best evaluated at the department level. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case. Cases for promotion to Senior Lecturer will be submitted on the same time schedule as tenure and promotion cases.

2.1. The department committee
2.1.1. Establishing the department committee: The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college in compliance with Operating Procedures for Lecturer Appointments. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.
2.1.2. Composition of the department committee:
- 2.1.2.1. A faculty member deemed the equivalent of a department's "head for teaching and learning"[1](i.e., chair of curriculum or faculty affairs committee, a faculty member recognized for teaching excellence), one or more faculty with teaching responsibilities in the same general area as the Lecturer, and one or more Senior Lecturers (if not available from within the department, recruited from another unit).
- 2.1.2.2. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department

committee. From this list, the chief academic officer of the college shall appoint enough faculty members to bring the committee membership to between three and five.

    2.1.2.3. Members of the department committee shall elect a chair from among its members.

    2.1.2.4. The chief academic officer of the department may not serve on the department committee or participate in meetings.

2.1.3. <u>Primary Tasks:</u> The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.

2.1.4. <u>Letter of Recommendation:</u> The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.

2.1.5. <u>Other:</u>

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

2.2. <u>The chief academic officer of the department</u>

2.2.1. <u>Primary Tasks:</u> The chief academic officer of the department shall:

    2.2.1.1. Review the case and compare the case to department criteria.

    2.2.1.2. Review how well the process has adhered to the documented procedures to this point.

    2.2.1.3. Review the recommendation of the lower level.

    2.2.1.4. Make a recommendation to the next level in the form of a letter.

2.2.2. <u>Letter of Recommendation:</u> The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

2.3. <u>The college committee</u>

2.3.1. <u>Establishing the college committee:</u> The college committee composition and functions shall be established by the college faculty and Lecturers, incorporated into the documents which define the procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2.3.2. <u>Composition of the college committee</u>

    2.3.2.1. Members of the college committee must have prior experience serving at a lower level in the process before serving on the college committee.

    2.3.2.2. The college committee will include at least one Senior Lecturer. If the college does not currently have Senior Lecturers, one or more may be invited from other colleges to serve this role.

2.3.2.3. Members of the college committee may not serve consecutive terms. Terms shall be staggered and may not be longer than three years.

2.3.2.4. Members of the college committee shall elect a chair from among its members.

2.3.2.5. The chief academic officer of the college may not serve on the college committee or participate in the meetings.

2.3.3. Primary Tasks: The college committee shall:

2.3.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

2.3.3.2. Review the recommendation of the lower levels.

2.3.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.

2.3.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

2.3.3.3. Make a recommendation to the next level in the form of a letter.

2.3.4. Letter of Recommendation: The letter of recommendation from the college committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.4. The chief academic officer of the college

2.4.1. Primary Tasks: The chief academic officer of the college shall:

2.4.1.1. Review how well the process has adhered to the documented procedures to this point.

2.4.1.2. Review the recommendations of the lower levels. This review:

2.4.1.2.1. Shall include a consideration of the basis of the decisions from the lower levels.

2.4.1.2.2. May include consideration of the evidence in the case as it compares to department criteria if a decision from a lower level is judged to be contrary to the evidence.

2.4.1.3. Make a recommendation to the chief academic officer of PFW in the form of a letter.

2.4.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.

2.5. The Senate Lecturer Promotion Committee (a.k.a. the campus committee)

2.5.1. Establishing the campus committee - this committee should be established each year in case it is needed based on 3.7 below

2.5.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and the two Speakers of the Faculty.

2.5.1.2. The committee members will be selected from a panel of nominees composed of at least two representatives from the faculty of each college elected according to procedures adopted by the college faculty and incorporated into the documents which define the protocols of faculty governance within the college. If a college has more than three Senior Lecturers, then at least one representative from that college should be a Senior Lecturer. The vote totals from the elections shall be included with the panel of nominees.

2.5.2. Composition of the campus committee

2.5.2.1. The campus committee shall consist of seven (7) members.

2.5.2.2. A minimum of four (4) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.

2.5.2.3. At least two members of the committee should be Senior Lecturers when that is possible given the panel of nominees.

2.5.2.4. Members of the campus committee may serve at the department level, but not at the college level in the promotion and process while serving on the campus committee.

2.5.2.5. Members of the campus committee may not serve consecutive terms.

2.5.2.6. Members of the campus committee shall elect a chair from among its members.

2.5.2.7. The chief academic officer of PFW may not serve on the campus committee or participate in the meetings.

2.5.3. Primary Tasks: The campus committee shall:

2.5.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

2.5.3.2. Review the recommendations of the lower levels.

2.5.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.

2.5.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

2.5.3.3. Make a recommendation to the next level in the form of a letter.

2.5.3.4. Letter of Recommendation: The letter of recommendation from the campus committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.6. The chief academic officer of PFW

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

2.6.1.1. Recognize the credibility of the decisions of lower levels.

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

2.6.1.3. Review how well the process has adhered to the documented procedures.

2.6.1.4. Make a recommendation to the next level in the form of a letter.

2.6.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of PFW shall be based on the chief academic officer's review of recommendations from lower levels, the process to this point, and must clearly explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of the lower level(s).

2.7. The chief administrative officer of PFW will make final determination of promotion to Senior Lecturer.

3. Case Process: Nominations for promotion shall be considered at several levels.

3.1. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the five years preceding the submission of the case.

3.2. All cases for promotion to Senior Lecturer shall pass sequentially through the decision levels above.

3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.

3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.

3.5. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also ensure a copy of the recommendation and statements of reasons, and the candidate's response, if any, are sent to administrators and committee chairs at the lower level(s).

3.6. The deliberations of committees at all levels shall be strictly confidential. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

3.7. If a chief academic officer at any level is not recommending for promotion, the input and vote of the promotion committee at the same level must be sought.

4. Individual Participation

4.1. Only tenured faculty and Senior Lecturers may serve as voting members of promotion committees at any level.

4.2. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion is under consideration, nor shall any individual make a recommendation on his or her own promotion nomination.

4.3. Individuals may serve and vote at the department level and one other level (college or campus).

4.4. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor, team teaching, service projects or other work which is a

major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.

4.5. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.

4.6. Chief academic officers who have written a letter of recommendation as part of 2.2.2. will recuse themselves from discussion or vote on that candidate's case at a higher level.

<div align="center">REVIEW OF PROGRESS TOWARD PROMOTION</div>

In compliance with Purdue's Operating Procedures for Lecturer Appointment, each Lecturer will be reviewed for promotion at least every five years.

<div align="center">This [bracketed] section was passed by the Senate on 9 December 2019.</div>

<div align="center">[SPECIAL ABBREVIATED PROCEDURE FOR FIRST YEAR</div>

<div align="center">OF SENIOR LECTURER PROMOTION PROCESS</div>

Given the timeline involved for department criteria and approval and subsequent approval at all levels of cases and the fact that we currently have no Senior Lecturers to fulfill the roles required by this process, the first year should include an abbreviated process for promotion to Senior Lecturer such that Lecturers who meet the following criteria may submit their cases for review by a department committee *by March 15, 2020*. The Department Committee will make a recommendation to the Chair who then recommends to the Dean and, subsequently, Vice-Chancellor for promotion of Lecturers who:

- Have been at PFW/IPFW for at least 7 consecutive years; and

- Have had positive reappointments for the past 5 years; and

- Have made a substantial positive contribution to the campus which must be supported via:
    o Demonstrated commitment to student success
    o Continued reflection upon and improvement of their teaching;
  And may also be supported via:
    o Administrative responsibilities
    o Course or curricular revisions
    o Mentoring others' teaching
    o Service and/or community engagement
    o Research/creative endeavor.

    OR

- Meet approved department criteria]

MEMORANDUM

TO: Fort Wayne Senate

FROM: Stacy Betz, Chair of the General Education Subcommittee

DATE: 12/13/19

SUBJ: Approval to fill a vacancy on the General Education Subcommittee

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WHEREAS, The Bylaws of the Senate (5.1.5.1) provide that, "Senate subcommittees shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is a vacancy on the General Education Subcommittee; and

WHEREAS, The General Education Subcommittee voted on 12/10/19 to appoint John Hrehov to fill the available vacancy for the 2019–2020 academic year;

BE IT RESOLVED, That the General Education Subcommittee requests that the Senate approve this appointment.

Approved	Opposed	Abstention	Absent	Non-Voting
Stacy Betz				
Noor Borbieva				
Pat Eber				
Ray Gildner				
Kent Johnson				
Shannon Johnson				
Carol Lawton				
Linda Wright-Bower				

Question Time

When restructuring was announced in Fall 2016, it was supposed to bring about great savings for the institution. How much money was actually saved through the restructuring, taking into account expenses associated with retraining faculty impacted by the restructuring and students who left due to the changes. To clarify, I am asking this question now because we are being told that there is pressure from PWL for additional cuts in the interest of saving money. Therefore, real data on the financial impact of the restructuring may be beneficial in presenting a case against further cuts to PWL.

A. Livschiz

Question Time

I submitted this question in October 2018, and my question was not accepted at the time because it was deemed to be "too early" to ask it. Since the situation has not improved and if anything has gotten worse, I would like to resubmit it. When the new website was launched in 2018 and a number of people complained about the difficulties using it (mostly the inability to find useful information easily or at all), we were told that the reason we (i.e. people who work at PFW) are experiencing difficulties using the new website and are having a hard time finding the information we need, is because the website is not aimed at us, but rather at prospective students. The situation has not improved. Is it possible to have another version of the website or portal that is aimed at people who are already at PFW, to make it easier for them to do their jobs?

A. Livschiz

Question Time

That public safety is supremely important is a consensus few would dispute. University campus is a public domain with open access internally to its employees and externally to the public. Federal laws require that all employers provide a safe work environment. I am aware that there have been complaints about a bullying and harassing culture going on campus, and there have been requests to install security cameras in ALL buildings that don't have cameras yet as a security mechanism to counter such bullying culture. Public places like Target, T J Max, Kroger, Rang Dong Grocery Store, Cookie Cottage, to name just a few, all have security cameras in place.

How many buildings on campus have cameras and what are these buildings? Does the University have plans to install cameras in buildings that don't have surveillance cameras?

L. Lin

Question Time

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

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

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

Executive Committee

To: Fort Wayne Senate

From: Janet Badia, Co-Chair of DEI 1.2 Action Planning Team

Adolfo Coronado, member of DEI 1.2 Action Planning Team

Melissa Gruys, Executive Champion of DEI 1.2 Action Planning Team

DATE: Dec. 13, 2019

SUBJ: Recommendation for Creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion

WHEREAS, The Fort Wayne Senate approved the "spirit" of Purdue Fort Wayne's new strategic plan in Senate Document SD 19-8; and

WHEREAS, Purdue Fort Wayne's strategic plan establishes strategic activity 1.2 under the aspiration to Embrace Diversity, Equity, and Inclusion to "Create a support structure, including a leadership position, support staff, and requisite funding, to promote and advance diversity, equity, and inclusion (DEI) initiatives across campus and in each unit" (hereinafter referred to as DEI 1.2); and

WHEREAS, An Action Planning Team composed of faculty, staff, and administrators from across the university was formed in October 2019 to develop recommendations on the creation of the DEI leadership position proposed in DEI 1.2; and

WHEREAS, The Fort Wayne Senate's discussion of Senate Document SD 19-5 (tabled in October 2019 and voted down in November 2019) confirmed faculty interest in issues surrounding diversity, equity, and inclusion efforts on campus; and

WHEREAS, The DEI 1.2 Action Planning Team delivered its recommendations to the Chancellor and Director of Strategic Planning and Implementation on Tuesday, December 10, 2019; and

 WHEREAS, The DEI 1.2 Action Planning Team's recommendation to establish a leadership position to advance campus-wide diversity, equity, and inclusion initiatives will impact faculty, staff, and students across the university; and

WHEREAS, There is a desire to openly discuss these recommendations with leadership and shared governance groups on campus, including the faculty through their representative body of the Fort Wayne Senate, before they are implemented; and

WHEREAS, The DEI 1.2 Action Planning Team has submitted their recommendations to the Fort Wayne Senate for discussion and feedback;

BE IT RESOLVED, That the Fort Wayne Senate endorse the DEI 1.2 Action Planning Team's recommendations, including the creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion; and

BE IT FURTHER RESOLVED, That in endorsing the DEI 1.2 Action Planning Team's recommendations, the Fort Wayne Senate also reiterates the powers and authority outlined in Senate Document SD 19-8 relative to the implementation of Purdue Fort Wayne strategic plan.

Diversity, Equity, and Inclusion (DEI) Action Item 1.2

To: Chancellor Ronald Elsenbaumer
               Jeffrey J. Malanson, Ph.D.
From: Diversity, Equity, and Inclusion Action Planning Team
Subject: Action Planning Team DEI Action Item 1.2 Recommendations
Date: December 12, 2019

The DEI Action Planning Team was established to prepare a series of recommendations on creating and hiring the DEI leadership position at Purdue University Fort Wayne. The committee is charged to create a support structure, including a leadership position, support staff, and requisite funding, to promote and advance Diversity, Equity, and Inclusion initiatives across campus and in each unit.

DEI Committee: Executive Champion: Melissa Gruys, Co-Chairs: Janet Badia and Cynthia Springer, Members: Ken Christmon, Ranada Clark, Adolfo Coronado, Shubitha Kever, Ahmed Mustafa, Kim O'Connor, Vic Spencer, Mia Starr, Bart Tyner

Findings from Benchmarking

The committee conducted DEI-focused research with 35 identified universities. The table below provides the list of universities that form the basis and guide the recommendations on hiring and establishing the DEI leadership position.

University of Louisville	University of Michigan
California State, Fullerton	Wichita State
Minnesota State University Mankato	University of Cincinnati
Wright State University - Dayton, Ohio	Ohio State University
Northern Michigan University	Farmingdale State College
Northern Illinois University	Dixie State University
Grand Valley State University (Allendale, MI)	Syracuse University
University of Southern Indiana	George Washington
University of Illinois at Chicago	Ball State University
University of Wisconsin Milwaukee	Columbus State University
Northern Kentucky University	University of Colorado, Colorado Springs
Indiana University Northwest (Gary. Indiana)	Colorado State University, Pueblo
IUPUI	Indiana University South Bend
Indiana University - Kokomo	University of Nebraska Kearney
University of Southern Maine	University of Wisconsin Stevens Point
Purdue University Northwest	University of Michigan Flint
University of Cincinnati	University of Minnesota Duluth
	Indiana University–Purdue University Fort Wayne Purdue University Fort Wayne

In selecting this list of universities, we looked not only to peer institutions but at a wide range of other universities that might be regarded as aspirational or exemplary models.

The focus of the research was to determine the DEI framework at other campuses, including the rank of the position (e.g., chief diversity officer, assistant/associate vice chancellor, director, etc.); the placement of the position in the administrative hierarchy (e.g., a standalone administrative unit, within an existing administrative unit, etc.); the relationship of the position to existing units (e.g., existing units should be realigned to fall under the DEI leadership position); the desired qualifications and experiences for the position or job tasks for the position; and other information that was deemed appropriate to share with the committee.

The committee further determined that buy-in from across campus for DEI efforts will be key. It will be highly valuable to ensure the person in the role works collaboratively with Academic Affairs and faculty to facilitate curriculum and instructional transformation that advances diversity and inclusion. A Faculty Fellows Model, such as the one at Washington University in St. Louis, where DEI fellows are appointed in each college/school, could be implemented. Similarly, high standards for all units, divisions, and departments should be upheld.

Common Terminology

The committee uses the following common understanding of the use of terminology to emphasize the authority of the DEI office at Purdue Fort Wayne. These terms will be essential to a shared understanding of what DEI authority and accountability means at Purdue Fort Wayne:

1) Diversity is having a seat at the table. The conditions of being different. An instant or a point of difference.
2) Equity is using your influence to ensure fair access for individuals without regards to EEO characteristics.
3) Inclusion is having a voice.

It was the committee's determination that the DEI position should include **belonging** and **affinity** due to the necessity of promoting a **multicultural** campus that would be relational, collaborative, and community focused.

4) Belonging is having that voice be heard.
5) Affinity is having a visible place, physical and representative, where you are welcomed to associate, learn, and grow with others who unite on a similar social and cultural context.
6) Multiculturalism encompasses and promotes an appreciation and respect for all cultural diversity present on campus (e.g., African American, Native American, Latino, Asian Pacific Americans, LGBTQ, women, and people with disabilities), as well as representing those cultural and faith traditions in a variety of social contexts such as education, language, experiences, policy, and retention.

Recommendation #1: Position Title and Rank

a. We recommend creating a cabinet-level position of a Chief Diversity Officer on par with the rank of vice chancellor. It is the committee's view that the title, which was varied among the benchmarked universities, must give more flexibility and ability for the leader to work across the university functionally, strategically, and operationally.

b. There should be a national search utilizing an executive search firm or the option to promote from within the university.

The chart below reflects the results of an informal poll of committee members regarding the position's inclusion in the Cabinet.

Cabinet is comprised of the Chancellor and Vice Chancellors. Should the DEI position be a cabinet position?

More Details

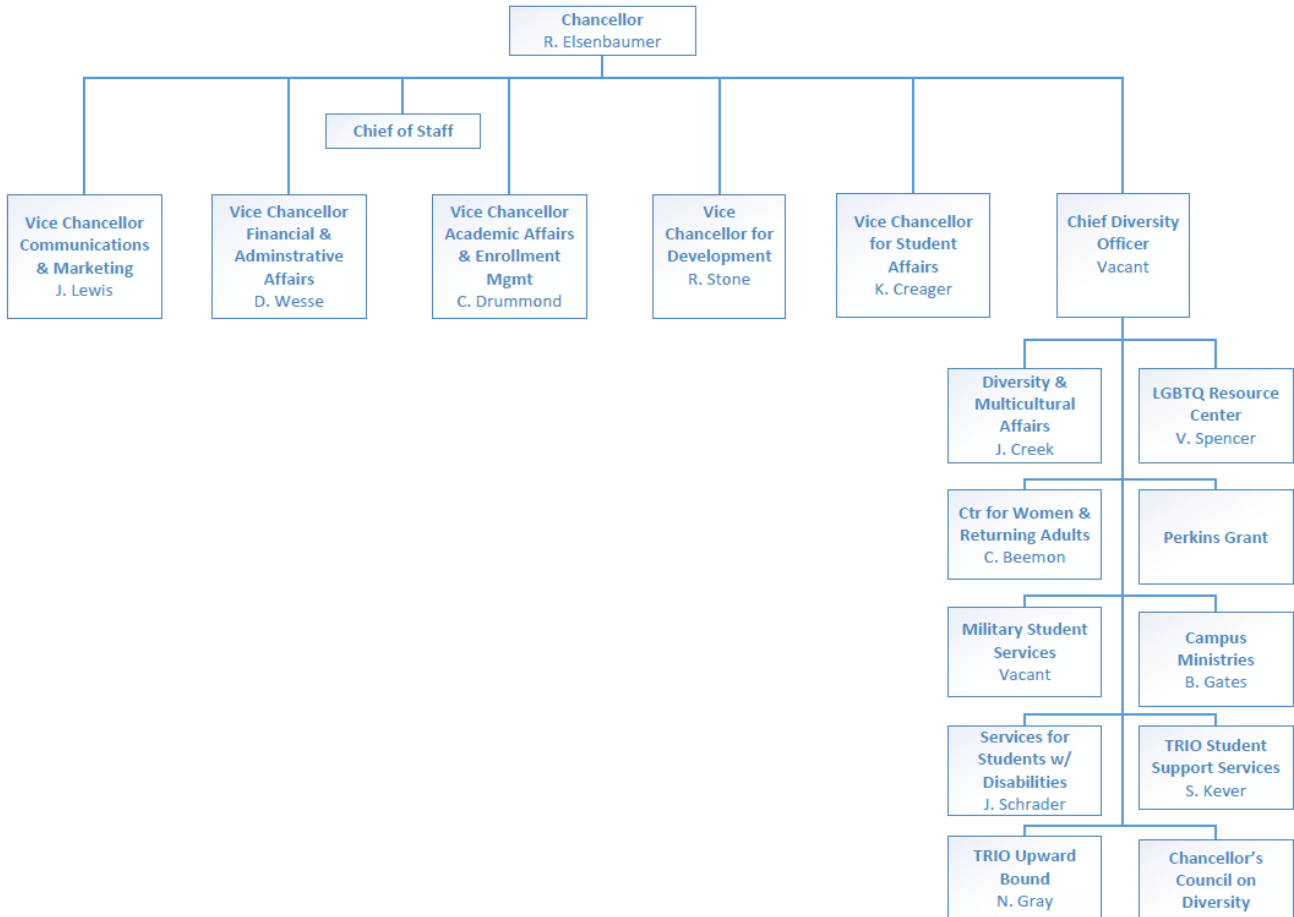|		
● Yes	9	
● No	0	
● Other	0	

Recommendation #2: The placement of the position in the administrative hierarchy (e.g., a standalone administrative unit, within an existing administrative unit, etc.)

a. We recommend the creation of an Office of Diversity, Equity, and Inclusion as a standalone unit under the leadership of the Chief Diversity Officer. The authority of the senior DEI leadership position must have real authority comparable to other vice-chancellor positions while also being able to influence and shape DEI accountability with other members of the Cabinet.

b. The office of the Chief Diversity Officer should be located in the suite of offices where the Chancellor and other vice chancellors are currently located.

c. Financial resources for the DEI office, CDO, and programs that report to DEI should be primarily and sustainably funded from university resources. The current practice of supporting DEI efforts primarily through grants is not sustainable and does not reflect a true university commitment to DEI.

Recommendation #3: The relationship of the position to existing units (e.g., existing units should be realigned to fall under the DEI leadership position)

a. We recommend the following organizational structure for the DEI unit:

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                                    Chancellor
                                   R. Elsenbaumer
                         ┌──────────────┴──────────────────────────┐
                         │        Chief of Staff                    │
    ┌──────────┬─────────┼──────────┬──────────┬──────────┬─────────┐
 Vice          Vice       Vice        Vice       Vice       Chief
 Chancellor    Chancellor Chancellor  Chancellor Chancellor Diversity
 Communications Financial & Academic   for        for Student Officer
 & Marketing   Adminstrative Affairs   Development Affairs    Vacant
 J. Lewis      Affairs     & Enrollment R. Stone   K. Creager
               D. Wesse    Mgmt
                           C. Drummond
```

- Diversity & Multicultural Affairs — J. Creek
- LGBTQ Resource Center — V. Spencer
- Ctr for Women & Returning Adults — C. Beemon
- Perkins Grant
- Military Student Services — Vacant
- Campus Ministries — B. Gates
- Services for Students w/ Disabilities — J. Schrader
- TRIO Student Support Services — S. Kever
- TRIO Upward Bound — N. Gray
- Chancellor's Council on Diversity

b. In addition to this formal organizational structure, we recommend that DEI become a hub for connecting several units instrumental in supporting and advancing DEI efforts across the university. For example, academic degree programs like Women's Studies, LGBT certificate program, International Studies, and others could have strong collaborative relationships with DEI.

c. The strategic alignment between the Chief Diversity Officer and the Chancellor will be essential to the success of the unit and the decisions made around DEI. Similarly, our research has shown that all members of the Cabinet must own and be champions of DEI efforts.
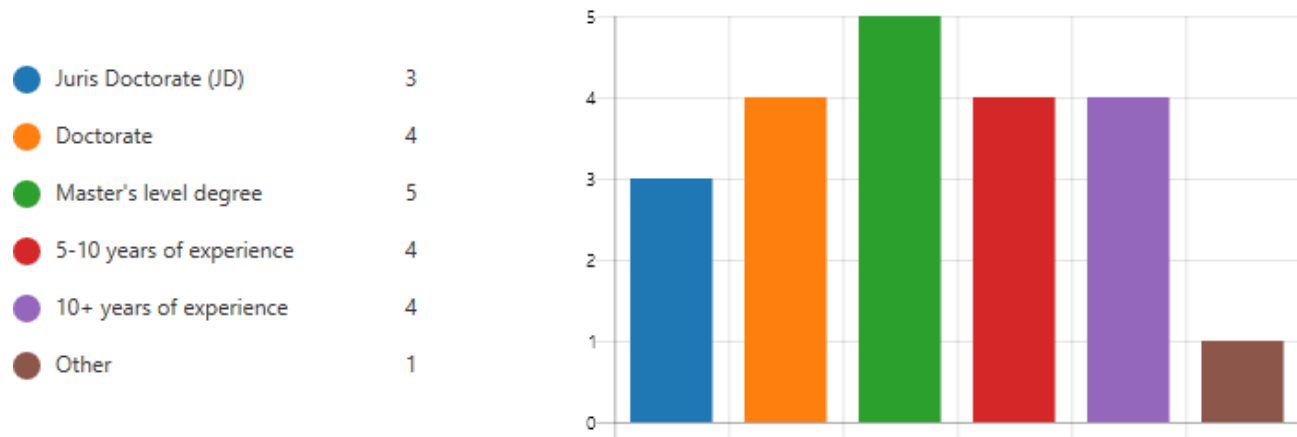
d. Future centers or organizations should be developed.

Recommendation #4: Desired qualifications and experience for the position

The chart below reflects the results of an informal poll of committee members regarding the qualifications and experience desired for the position.

Desired academic qualifications and experience for the position? Select two (one academic degree and one years of experience)

More Details

🔵 Juris Doctorate (JD)		3
🟠 Doctorate		4
🟢 Master's level degree		5
🔴 5-10 years of experience		4
🟣 10+ years of experience		4
🟤 Other		1

Position Description

Job Family Structure: Executive
Internal Job Title: Chief Diversity Officer
Career Stream: Executive
External Job Title: Chief Diversity Officer
Reporting Relationship: Chancellor

Position Summary:

Reporting to the Chancellor, the Chief Diversity Officer is responsible for overall DEI strategy and has a major role in the conception, development, and implementation of Diversity, Equity, and Inclusion strategies with university colleagues, students, alumni, and community partners for Purdue University Fort Wayne. This position will advise the Chancellor and senior leaders on Diversity, Equity, and Inclusion-related matters.

The Chief Diversity Officer will serve as a leader in advancing a campus environment that inclusively exemplifies the unique, welcoming, and diverse synergies of Purdue Fort Wayne's students, faculty, and staff. As a senior member of the Chancellor's Cabinet, the CDO will consult on the development of unit-level diversity plans with senior administrators and campus leaders; will facilitate best practices in fostering an affirming and inclusive campus culture; will advance institutional shared responsibility for achieving the university's strategic goals related to diversity, advocacy for affinity groups, equity, belonging, and inclusion.

Responsibilities:

Strategic Leadership (50%)

- Provides vision, leadership, and counsel on matters of diversity initiatives; strategic planning; training, education, and research; community relations; policy development; campus climate issues; communications; and implementation of high-impact efforts that safeguard diversity, equity, inclusion and mutual respect for all staff, students, and faculty.
- Facilitates and shares best practices for enhancing inclusivity, open exchange, and cultural competency at Purdue University Fort Wayne.
- Serves as a strategic partner to senior administrators and campus leaders to support diversity, equity, and inclusion efforts in their areas, including unit-level diversity plans. The CDO is the point person for senior administrators and campus leadership, raising the visibility of the institution's diversity efforts; clarifying goals and assessing progress; and providing expertise on issues of access, equity, diversity, and inclusion.
- Works collaboratively with Academic Affairs and faculty to facilitate curriculum and instructional transformation that advances diversity and inclusion.
- Works collaboratively with senior administrators and campus leaders to insure the equitable and appropriate distribution of resources in support of goals of diversity, equity, and inclusion.
- Collaborates with Human Resources and Office of Institutional Equity to ensure compliance with university policies, federal affirmative action, and EEO regulations.
- Facilitates and develops professional development and training opportunities to promote diversity awareness and advocacy for the campus community.
- Works closely with standing and ad-hoc system-wide committees, including student committees, hiring committees, Student Government, and Fort Wayne Senate leadership to advance diversity and equity to promote an inclusive climate.
- Works collaboratively with internal and external constituents.
- Works collaboratively across the university to assess, report, and make recommendations on campus climate and diversity metrics.
- Advocates for an organizational culture that is sensitive to a wide range of disciplines, interests, and constituencies represented while maintaining a deep commitment to diversity as part of the university's public mission.
- Works collaboratively with colleagues across campus to achieve representational diversity in recruitment goals in the appropriate regional and national markets, and to contribute to advancing diversity in enrollment management efforts and outreach events accordingly.
- Listens to and gives voice to emergent issues of equity, diversity, and inclusion within the university and local community, and nationally as it affects the university. Serves as the Ombudsperson and/or chief spokesperson on matters of equity, diversity, and inclusion. Serves as the Purdue system liaison on Diversity, Equity, and Inclusion on behalf of Purdue Fort Wayne.

Strategic Planning and Diversity Outcomes (30%)

- Drives the strategic vision for the Office of Diversity, Equity, and Inclusion. Leads staff in developing and implementing strategic priorities. Monitors and reports progress toward strategic goals and objectives.
- Utilizes assessment information to innovate programs and services.
- Builds bold, creative diversity initiatives that demonstrate leadership as an innovator, convener, ambassador, collaborator, partner, and catalyst in mobilizing leaders from various institutional and community sectors around diversity goals.
- Works to impact recruitment and retention of students, faculty, and staff from diverse populations by creating pilot initiatives, building collaborative relationships, helping to adopt national best practices, collecting and analyzing data, and designing new marketing and communication products.
- Partners with the Vice Chancellor of Financial and Administrative Affairs to review institutional efforts regarding supplier diversity.

Supervision (20%)

- Oversees and provides leadership for the Office of Diversity, Equity, and Inclusion, TRIO Programs, Center for Women and Returning Adults, LGBTQ Resource Center, Military Student Services, Chancellor's Diversity Council, Campus Ministry, and Services for Students with Disabilities.
- Supervises staff members and is responsible for making hiring and promotion decisions/recommendations, pay adjustments, and terminations.

Education and Experience:

- A master's degree or higher.
- Ten years of progressive leadership experience designing, implementing, and sustaining diversity, equity, and inclusion initiatives in a complex organization. Experience in higher education is a plus.
- Proven leadership, scholarly achievements, and aptitude for understanding and addressing affirmative action, equal opportunity regulations, and current theories of diversity, equity, and inclusion.
- Excellent communication and interpersonal skills to include written, oral, listening, and presentation, and a demonstrated ability to communicate effectively in a diverse environment.
- Demonstrated ability to work effectively as a valued colleague, strong emotional intelligence and interpersonal skills, including the ability to influence all levels of the institution with charisma, mentorship and collaborative acumen that command the respect and involvement of colleagues and community members to improve climate and outcomes.
- Demonstrated aptitude with infusing diversity, equity, and inclusion practices, particularly adept at collaborating with others who have varying perceptions of diversity, equity, and inclusion with sensitivity to multicultural variances.
- Demonstrated ability to facilitate partnerships with and between campus and community constituencies and prior leadership in developing relationships as a leader or member of a team, task force, or committee, expand networks, and build consensus.
- Demonstrated ability to use discretion and good judgment in handling confidential information.

- Awareness of national and regional trends in higher education around diversity, equity, and inclusion.
- Proven leadership in change management, strategic planning, fiscal, development and/or grant management, and program sustainability.
- A strong work ethic, with a results-oriented philosophy and personal qualities of trustworthiness, openness, accessibility, kindness, flexibility, and a sense of humor.
- Demonstrated experience in delivery of high-quality DEI initiatives that achieved targeted goals.

Other Deliberations

As part of our deliberations and research, we call attention to the inherent void caused by not appointing a DEI leader for an extended period of time, which has had negative repercussions to students, staff, faculty, and the greater campus community. The committee is confident that the implementation of the recommendations is imperative to restoring trust and commitment to DEI at the university. Among other issues considered were:

a. Discussions regarding diversity have been ongoing since at least 2015. In working through the transition of Dr. George McClellan, a discussion was held to determine who to place in charge of Student Affairs. If there was a split, then a Chief Diversity Officer was to be named; however, that position was never actualized. A Chief Diversity Officer job description was created and presented to the sitting vice chancellors and all but one individual agreed; hence the job was stopped.

b. Then there were discussions in 2016–2017 about having a vice chancellor position which eventually transitioned to significant discussion regarding the need to focus on enrollment versus diversity. A second proposal was requested by Chancellor Carwein resulting in the creation of a job description for a Chief Diversity Officer and Associate Vice Chancellor for Admissions; however, the decision was deferred, and the position was not created due to the fear of overextension covering both admissions and diversity.

c. The decision to not name an interim leader for diversity institutionally resulted in the perception in the greater community that diversity was not valued or that institutional commitment was lacking.

Recommendation #5: Recognition of DEI contributions

There are individuals on campus who have been and continue to champion DEI efforts; however, it appears the same individuals are repeatedly tasked with an unfair burden of DEI efforts. It is important that these individuals are acknowledged and that a recognition program be put in place moving forward for individuals who continue these efforts.

Respectfully submitted,
DEI Team Members

TO: James Toole, Chair, Senate Executive Committee

FROM: Vincent Maloney, Chair, Curriculum Review Subcommittee *Vincent Maloney*

DATE: November 25, 2019

SUBJECT: Department of General Studies

The Curriculum Review Subcommittee supports the proposal from the Department of General Studies for a Concentration in Information Technology for the Bachelor of Applied Science. We find that the proposal requires no Senate review.

Approving	Not Approving	Absent
Clare Cholewa		
Seth Green		
Teresa Hogg		
Carol Lawton		
Sarah LeBlanc		
Haowen Luo		
Vincent Maloney		
Susan Skekloff		
Jin Soung Yoo		

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 50% or more online: Yes   No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

Request for a New Major or Concentration

I.   Name of proposed major, or concentration
        Bachelor of Applied Science with a Concentration in Information Technology

II.   Title of degree to be conferred
        Bachelor of Applied Science

III.   Field of study, department, and college involved
        Information Technology, General Studies, College of Arts and Sciences

IV.   Objectives of the proposed major or concentration
        In addition to the learning outcomes associated with the Bachelor of Applied Science degree program, the proposed concentration in Information Technology shares the following student learning outcomes of the Minor in Information Technology:

   - Knowledge of current Information Technology (IT) skills
   - Ability to apply knowledge of IT to given situations
   - Understand, evaluate and practice ethical behavior with the use of IT
   - To be cognizant of security issues and their impacts on industry

V.   Proposed Date of Initiation
        Fall 2020

VI.   Describe the relationship of the proposed major or concentration to the mission of the campus or the department
        Almost every job needs to work with technology. This concentration provides insight into how today's technology is designed, developed, implemented, used and supported. For those interested in technology, this would provide a smaller snapshot into the Information Technology (IT) field and help Purdue Fort Wayne produce more technologically capable students to the Northeast Indiana region.

VII.   Describe any relationship to existing programs within the campus
        The proposed concentration has been developed in collaboration with the Information Technology program in the School of Polytechnic and is based on the Minor in Information Technology. B.A.S. students with a concentration in Information Technology will also have the option of taking additional courses in Information Technology and related fields to further support their academic and career goals.

VIII.   Describe any cooperative endeavors explored and/or intended with other institutions or organizations
        No such efforts are currently planned.

IX. Describe the need for the major or concentration
The Bachelor of Applied Science (B.A.S.) serves as a clear pathway for students who have earned Associate of Applied Science (A.A.S.) at a community college or other accredited institution to continue their education and earn a bachelor's degree. In fact, PFW is working to create articulation agreements with several community colleges in Michigan as a way to 1) provide additional pathways for A.A.S. students to earn B.A.S. degrees and 2) increase our enrollment on campus. The current B.A.S. offers prescribed concentrations in Business and Leadership and Supervision, and a flexible Interdisciplinary concentration that gives students the ability to design a curriculum that will meet their academic and career objectives. The proposed concentration in Information Technology will provide students who have earned an A.A.S. in a technical field to further their education and advance their career objectives by pursuing a bachelor's degree with a technical focus. Students completing this concentration will gain specific IT skills that are used in industry along with a deeper understanding of how IT supports industry.

X. Describe the resources required over and above current levels to implement the proposed major or concentration*
The proposed concentration is based on the existing Minor in Information Technology, which is a fully-supported program on this campus. No additional resources will be required to support it.

XI. A Liaison Library Memo
See attached.

XII. Proposed curriculum
The proposed curriculum is based on the Minor in Information Technology, with supporting Ethics, Communication, and Writing courses that are required across the B.A.S. concentrations.

Prefix	Number	Title	Credit Hours
ITC	11000	Information Technology Fundamentals	3
ITC OR	13000	Programming Fundamentals I	3
ECET	11400	Introduction to Visual Basic	3
ITC	21000	Information Technology Systems	3
ITC	33100	Networks I	3
ITC	35000	Databases	3
ITC	37000	Human Computer Interaction	3
ITC	38000	Project Analysis Design And Implementation	3

(21)

Prefix	Number	Title	Credit Hours
PHIL	11100	Introduction to Ethics	3
COM	30300	Intercultural Communication	3
OR			
COM	32300	Business and Professional Speaking	3
OR			
COM	32400	Introduction to Organizational Communication	3
ENGL	23401	Technical Report Writing	3

(9)

Total: 30 credit hours

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:

_____   8-19-19
    Liaison Librarian Signature   *Date*

Please email academic_program@pfw.edu with questions about this form.
Send signed original to Associate Vice Chancellor for Academic Programs
Kettler Hall, Room 174

When developing a new degree program, major, certificate, minor, concentration, track, or specialization please review the questions below when developing your response to the library or additional resources sections. Please consult your liaison librarian for assistance.

Information Technology BAS

Library Resources

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

- o Which databases/indexing sources will be used by the courses in this program?
    - ACM Digital Library
    - IEEE Xplore
    - Scopus
    - Academic Search Premier
    - Business Source Complete

- o What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?
    - *MIS Quarterly: Management Information Systems*
    - *IEEE Transactions on Cybernetics*
    - *Information Systems Research*
    - *Journal of the ACM*
    - *IEEE Transactions on Information Theory*

    The journals listed above and others related to information technology are covered in databases subscribed to by the library. The library performs a regular review of journal titles and databases subscription to consider adding or discontinuing subscriptions. The library will need to consider maintaining these subscriptions in upcoming budget requests in order to retain the same level of support for the program.

- o Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?

    At this time, no new references sources will be required to support the new major. If the program grows significantly, the demand for additional materials may necessitate the need for an increase in the recurring materials budget to cover the cost of ongoing subscriptions.

- Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

  As the proposal is based primarily on existing courses, the current monograph budget should be adequate to keep the collection up-to-date.

- Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?

  The addition of the new major in information technology should not significantly impact Document Delivery Services.

- Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?

  Sarah Wagner, wagners@pfw.edu, is the liaison librarian for this program. The liaison librarian will be able to provide all of the services listed above. New services may be added as recommended by the liaison librarian.

- Memo from Liaison Librarian regarding resources.

  See Attached.

- Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

  This major falls under the university's general accreditation from the Higher Learning Commission, for which the library has met accreditation standards in the past.