

FORT WAYNE SENATE AGENDA
MONDAY
November 9, 2020
12:00 P.M., Via Webex

1. Call to order
2. Approval of the minutes of October 12 and 26
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. Athletics Report (Senate Reference No. 20-9) – R. Elsenbaumer
7. Unfinished business
8. Committee reports requiring action
 - a. Educational Policy Committee (Senate Document SD 20-11) – S. Hanke
 - b. Educational Policy Committee (Senate Document SD 20-12) – S. Hanke
 - c. Graduate Subcommittee (Senate Document SD 20-13) – K. Fineran
 - d. Honors Program Council (Senate Document SD 20-14) – A. Marshall
 - e. Nominations and Elections Committee (Senate Document SD 20-15) – S. Ding
9. Question time
 - a. (Senate Reference No. 20-05) – S. Betz
 - b. (Senate Reference No. 20-12) – A. Livschiz
 - c. (Senate Reference No. 20-13) – A. Livschiz
10. New business
11. Committee reports “for information only”
 - a. Graduate Subcommittee (Senate Reference No. 20-8) – K. Fineran
 - b. Curriculum Review Subcommittee (Senate Reference No. 20-10) – C. Lawton
 - c. Curriculum Review Subcommittee (Senate Reference No. 20-11) – C. Lawton
 - d. Executive Committee (Senate Reference No. 20-14) – B. Buldt
 - e. Executive Committee (Senate Reference No. 20-15) – B. Buldt
12. The general good and welfare of the University
13. Adjournment*

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

Approved	Opposed	Abstention	Absent	Non-Voting
B. Buldt				C. Ortsey
H. Di				
P. Dragnev				
A. Marshall				
M. Ridgeway				
J. Toole				
N. Younis				

Attachments:

“Chancellor’s Annual Report on the Faculty Senate on Intercollegiate Athletics” (SR No. 20-9)
“Academic Calendar for 2023-2024” (SD 20-11)
“Requirements for Certificates” (SD 20-12)
“Bylaw Change – Composition of Graduate Subcommittee” (SD 20-13)
“Instating Honors Pin Policy” (SD 20-14)
“Approval of Filling in of a Vacancy in the Senate Nominations and Elections Committee” (SD 20-15)
“Question Time – re: Technology Problems” (SR No. 20-05)
“Question Time – re: LTL Payments” (SR No. 20-12)
“Question Time – re: DEI Search” (SR No. 20-13)
“Graduate Certificate in School Administration” (SR No. 20-8)
“Early Childhood Education Minor” (SR No. 20-10)
“Bachelor of Science in Criminal Justice” (SR No. 20-11)
“Response to the Charge to Examine and Report on Restructuring of College of Professional Studies - Preliminary Report” (SR No. 20-14)
“Fall 2020 COVID-19 Impact Survey” (SR No. 20-15)

In response to SD 17-20, which calls for the establishment of goals and measures for athletics, it was discovered in the Faculty Senate archives that such measures and a method for reporting on such measures already exists in the form of SD 03-19. This document calls for an annual report by the Chancellor with set criteria and measures. The document calls for a report and presentation before the Faculty Senate each fall. Some of the measures called for are no longer relevant. If the Faculty Senate wishes to amend SD 03-19 to change or add other metrics, it may do so following the established faculty governance system. What follows is the report for academic year 2018-2019. This report contains a best-faith effort at addressing each metric and request. The intention of the Office of the Chancellor is to issue this report and present it to the Faculty Senate each fall.

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

2018-2019

As requested in SD 03-19 following is the Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics for the academic year 2018-2019.

Metrics:

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

Percentage of Athletic Scholarships compared to total scholarship funds: 21.6%

Dollar amount of Athletic Scholarships: \$2,340,010

Total University Aid: \$10,814,456.64

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

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

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

A student fee of \$8.92 per credit hour is used in support of athletics.

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

Student fees fund 14.7% of total expenses.

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

No coaching staff and support personnel costs are allocated to the general fund. Each fiscal year, a general fund subsidy is transferred to Athletics that, along with other sources of revenue, is used to pay Athletics expenses.

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

Deficit of \$830,921

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

The university has had one major violation in the last ten years. It was self-reported to the NCAA and was reviewed through the cooperative summary disposition process, with the infractions decision occurring on November 24, 2015. The university was given two years of probation and monitoring for the infraction. The probationary period was completed successfully, and the university has no current major infractions. For this year’s report we have included information on Secondary infractions as well. Secondary infractions are isolated and limited in nature and often inadvertent. Institutions are obligated to monitor their athletics programs and are required to report even the smallest of infractions. At Purdue Fort Wayne, we emphasize and cultivate a culture of self-reporting as we are committed to operating in a manner consistent with the letter and spirit of NCAA, Horizon League, MIVA and institutional rules and regulations. The NCAA considers an institution’s track record of self-reporting as a potential mitigating factor when deciding sanctions. Institutions that report no secondary infractions are scrutinized heavily. In 2018-19, we submitted 11 secondary infractions: one related to complimentary tickets, three related to social media, one related to official visits, one related to extra benefits, three related to practice activities, and two related to recruiting materials. As is common practice with secondary infractions, additional rules education was conducted as a result of these violations. When appropriate and required, a reduction in practice hours or recruiting opportunities, deletion of social media posts, and repayment of the value of the impermissible benefit to a charity also occurred.

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

1. As of July 19, 2020:

	Baseball			MBB		WBB		MSOC			WSOC			MVB		WVB		Softball			Department			Pct.
	W	L	T	W	L	W	L	W	L	T	W	L	T	W	L	W	L	T	W	L	T			
2019-20	5	10	0	14	19	5	24	3	15	0	4	10	4	10	7	18	15	3	21	0	62	121	4	0.342245989
2018-19	7	45	0	18	15	7	22	10	8	1	4	12	3	17	12	18	14	10	39	0	91	167	4	0.354961832
2017-18	11	37	0	18	15	4	24	5	9	4	1	17	0	18	11	12	19	19	35	0	88	167	4	0.347490347
2016-17	9	43	0	20	13	5	24	9	9	0	3	14	2	5	23	13	18	12	36	0	76	180	2	0.298449612

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

IPEDS Graduation Rate Surveys	<u>Athletes</u>	<u>All Students</u>
2012-2012 Cohort	56%	38%
4-class average thru 2012	58%	28%

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

	<u>Student-Athletes</u>	<u>Student Body</u>
Fall 2018 GPA	3.22	2.72
Spring 2019 GPA	3.21	2.79

11. Attendance at athletic events.

Average single game attendance during season

Women's Basketball: 589

Men's Basketball: 1,109

Women's Volleyball: 304

Men's Volleyball: 448

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

12. Gate receipts.

Total Ticket Revenue (four indoor sports)

2014-15: \$86,062

2015-16: \$91,323

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

2017-18: \$93,929

2018-19: \$91,691

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

1. EADA – Comparable Institutional Data – all for 2018-19

	Purdue Fort Wayne	Cleveland State	Northern Kentucky	Oakland	Wright State
FT UG Male Enrollment	2678	4433	3604	5330	3982
FT UG Female Enrollment	2991	4837	4871	7280	4365
FT UG Total Enrolment	5669	9270	8475	12610	8347
Total Male Participation	112	189	127	198	121
Total Female Participation	133	207	156	250	157
Total Participation	245	396	283	448	278
Total Operating Expenses Men's Teams	\$ 1,075,255	\$ 1,476,239	\$ 1,107,599	\$ 990,118	\$ 1,208,185
Total Operating Expenses Women's Teams	\$ 786,714	\$ 982,800	\$ 898,974	\$ 921,526	\$ 697,378
Total Revenues Men's Teams	\$ 3,503,320	\$ 4,734,915	\$ 4,688,992	\$ 4,572,854	\$ 5,459,592
Total Revenues Women's Teams	\$ 3,115,603	\$ 4,475,056	\$ 4,641,989	\$ 5,097,510	\$ 4,017,111
Total Revenues not allocated by sport	\$ 5,391,735	\$ 4,190,973	\$ 3,464,370	\$ 4,316,364	\$ 2,893,676
Total Expenses	\$ 12,010,658	\$ 13,400,944	\$ 12,795,351	\$ 13,986,728	\$ 12,370,379
Men's Team Head Coaches	6/50%	8/47%	6/46%	7/44%	6/50%
Women's Team Head Coaches	6/50%	9/53%	7/54%	9/56%	6/50%
Men's Teams Assistant Coaches	13/43%	14/47%	15/48%	20/44%	13/52%
Women's Teams Assistant Coaches	17/57%	16/53%	16/52%	25/56%	12/48%
Men's Teams Athletically Related Student Aid	\$ 1,183,722	\$ 1,611,294	\$ 1,096,427	\$ 1,621,417	\$ 1,277,007
Women's Teams Athletically Related Student Aid	\$ 1,137,834	\$ 2,122,588	\$ 1,922,221	\$ 2,510,419	\$ 1,593,263
Men's Teams Recruiting Expenses	\$ 101,505	\$ 136,781	\$ 122,731	\$ 32,826	\$ 97,942
Women's Teams Recruiting Expenses	\$ 85,911	\$ 124,996	\$ 83,146	\$ 59,159	\$ 97,377
Men's Average Annual Institutional Salary per Head Coach Position	\$ 63,495	\$ 89,203	\$ 104,159	\$ 89,737	\$ 122,055
Men's Number of Head Coaching Positions used to Calculate the Average Salary	6	8	6	7	6
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$ 63,495	\$ 104,189	\$ 138,879	\$ 115,047	\$ 158,171
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	6	6.85	4.5	5.46	4.63
Women's Average Annual Institutional Salary per Head Coach Position	\$ 60,129	\$ 55,638	\$ 62,485	\$ 64,161	\$ 67,405
Women's Number of Head Coaching Positions used to Calculate the Average Salary	6	9	7	9	6
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$ 60,129	\$ 63,789	\$ 79,526	\$ 77,406	\$ 75,313
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	6	7.85	5.5	7.46	5.37
Men's Average Annual Institutional Salary per Assistant Coaching Position	\$ 31,056	\$ 44,952	\$ 40,177	\$ 32,622.00	\$ 58,762
Men's Number of Assistant Coaching Positions Used to Calculate the Average Salary	9	11	10	14	8
Men's Average Annual Institutional Salary Pper Full-time equivalent (FTE)	\$ 34,086	\$ 52,050	\$ 58,228	\$ 66,190.00	\$ 70,904
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	8.2	9.5	6.9	6.9	6.63
Women's Average Annual Institutional Salary per Assistant Coaching Position	\$ 30,205	\$ 31,474	\$ 28,710	\$ 24,279.00	\$ 44,587
Women's Number of Assistant Coaching Positions Used to Calculate the Average Salary	11	13	12	16	8
Women's Average Annual Institutional Salary Pper Full-time equivalent (FTE)	\$ 32,574	\$ 35,579	\$ 40,295	\$ 46,526.00	\$ 48,398
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	10.2	11.5	8.55	8.35	7.37

Part II. NCAA Financial Audit Report - Review of findings

2017-18 Audit (most recent available)

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

The report also included the following statistics:

Total revenues	\$11,660,624
Total expenses	\$12,491,545
Net revenue	(\$830,921)

Part III. Athletics Certification Self-Study Report (2004, completed every 10 years). The NCAA ceased its Athletic Certification process in in April of 2011.

MEMORANDUM

From: Steven A. Hanke, Chair of the Educational Policy Committee

Subject: Academic Calendar for 2023-2024

Date: 09/28/2020

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2023-2024

BE IT RESOLVED, that the Senate approve the academic calendar for 2023-2024

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

ACADEMIC CALENDAR FOR 2023-2024

Fall Semester, 2023

Monday	21 August	Classes Begin
Friday	1 September	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	5 September	Classes Resume
Mon.-Tues.	16-17 October	Fall Recess
Wednesday	18 October	Classes Resume
Tuesday	21 November	Thanksgiving Recess Begins After Last Class
Monday	27 November	Classes Resume
Mon.-Sun.	11-17 December	Final Exam Week/Last Week of Classes

Spring Semester, 2024

Monday	8 January	Classes Begin
Monday	15 January	Martin Luther King Jr. Holiday
Mon.-Sun.	4-10 March	Spring Recess
Monday	11 March	Classes Resume
Friday	29 March	Classes Suspended at 4:30 p.m.
Monday	1 April	Classes Resume
Mon.-Sun	29 April-5 May	Final Exam Week/ Last Week of Classes
Wednesday	8 May	Tentative Date of Commencement

Summer Semester, 2024

Monday	6 May	Summer Semester Begins
Monday	13 May	Summer Session I: Classes Begin
Friday	24 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	28 May	Classes Resume
Friday	21 June	Summer Session I: Classes End at 4:30 p.m.
Monday	24 June	Summer Session II: Classes Begin
Wednesday	3 July	Classes Suspended at 4:30 p.m. (Independence Day Recess)
Thursday	4 July	Independence Day Holiday Observed
Friday	5 July	Classes Resume
Friday	2 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	25 August	Summer Semester Ends

MEMORANDUM

TO: Fort Wayne Senate
 FROM: Steven A. Hanke, Chair of the Education Policy Committee
 DATE: 10/5/2020
 SUBJ: Requirements for Certificates

WHEREAS, Current academic regulations do not specify requirements for awarding Certificates; and

WHEREAS, Academic regulations require a cumulative GPA of 2.00 or better for awarding of degrees; and

WHEREAS, Academic regulations have residence requirements for awarding of degrees; and

WHEREAS, The Educational Policy Committee supports the setting of minimal criteria for Academic Certificate programs;

BE IT RESOLVED, that each Certificate program will be asked to specify, for existing and new Certificates: 1) a minimum GPA for courses in the certificate, 2) a minimum grade required in each course for the certificate, and 3) the number of credits in the certificate program that must be completed in Purdue residence to earn the certificate.

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

MEMORANDUM

TO: Fort Wayne Senate
FROM: Shannon Johnson, Chair of the Graduate Subcommittee
DATE: 10/6/2020
SUBJ: Bylaw Change - Composition of Graduate Subcommittee

WHEREAS, Current Bylaws of the Senate stipulate that the Associate Vice Chancellor for Academic Programs serves on the Graduate Subcommittee; and

WHEREAS, The previous person to serve in this role was also the Director of Graduate Studies; and

WHEREAS, Now the Director of Graduate Studies is a separate position;

BE IT RESOLVED, That the Director of Graduate Studies be included as member of the Graduate Subcommittee; and

BE IT RESOLVED, That both the Associate Vice Chancellor for Academic Programs and the Director of Graduate Studies serve as nonvoting members.

Approved	Opposed	Abstention	Absent	Non-Voting
Terri Swim			David Cochran	
Kerrie Fineran			Hank Strevel	
Chao Chen			Tanya Soule	
Shannon Johnson				

5.3.3.2.3.5. Graduate Subcommittee

5.3.3.2.3.5.1. Membership: The Graduate Subcommittee shall consist of:

5.3.3.2.3.6.1.1. One elected representative from each Major Unit offering graduate programs, who will hold membership on the appropriate graduate faculty. Members will be elected by the Voting Faculty at large from among the nominees elected by each Major Unit represented on the Subcommittee

5.3.3.2.3.6.1.2. One representative from the library elected to a three-year term by the Voting Faculty from among nominees selected by the librarians.

5.3.3.2.3.6.1.3. The Associate Vice Chancellor for Academic Programs (**nonvoting member**), **Director Graduate Studies (nonvoting member)**, and the ~~two~~ Faculty members in charge of liaison with the graduate schools of ~~Indiana University and~~ Purdue University.

5.3.3.2.3.6.1.4. Two graduate students elected annually by the other members of the Subcommittee from among nominations submitted by departments or other units responsible for graduate degree programs.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Honors Program Council
DATE: October, 9 2020
SUBJ: Instating Honors Pin Policy

WHEREAS, The Honors Program has been annually awarding Honors pins to students for quite sometime;

WHEREAS, there is no current formal policy about Honors pin criteria;

BE IT RESOLVED, that the following be added to SD 04-4 as

E. Honors Pin Requirements

- a. Completion of 9 credit hours of Honors courses
- b. Honors Active Status

BE IT FURTHER RESOLVED, that the remainder of SD 04-4 be re-lettered to reflect this insertion.

Approved	Opposed	Abstention	Absent	Non-Voting
Steven Cody Marcia Dixon (ex officio) Ann Marshall Zafar Nazarov Kimberly O'Connor Steven Stevenson Carolyn Stumph			Suzanne LaVere	Farah Combs (ex officio)

MEMORANDUM

TO: Executive Committee
FROM: Suining Ding, Chair
Senate Nominations and Elections Committee
DATE: October 16, 2020
SUBJECT: Approval of filling in of a vacancy in the Senate Nominations and Elections Committee

WHEREAS, The Bylaws of the Senate provide (5.1.4.1.) that “Senate committees shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in sections 5.1.2 and 5.1.4.”; and

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that “No one may serve on more than four Senate committees and/or subcommittees in a given academic year”; and

WHEREAS, There is one vacancy on the Senate Nominations and Elections Committee; and

WHEREAS, Stephen Buttes is a Senator and is not already serving on more than three Senate committees and/or subcommittees in the current academic year;

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

Approved Opposed Abstention Absent Non-Voting

Suining Ding

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 listserv 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

Can we have an update on the status of the DEI search? If the search is continuing, when will members of the university community receive invitations for open forums with the prospective candidates?

A. Livschiz

MEMORANDUM

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair
Graduate Subcommittee

DATE: October 6th, 2020

SUBJ: Graduate Certificate in School Administration

The Graduate Subcommittee approved on September 1st, 2020 the attached documents regarding the Graduate Certificate in School Administration.

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

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

Approving:

Terri Swim
David Cochran
Kerrie Fineran
Hank Strevel
Chao Chen
Tanya Soule
Shannon Johnson

Not Approving:

Abstain:

Signature Page

Graduate Certificate Title:

Graduate Certificate in School Administration

Name of Department and College/School Offering the Graduate Certificate:

School of Education, College of Professional Studies

Campus:

Purdue University Fort Wayne

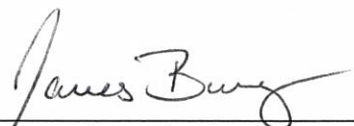
REQUIRED APPROVALS:



4/20/20

Signature of Department Head
Dr. Isabel Nuñez, Director, School of Education

Date



Signature of Academic Dean
Dr. Jim Burg, Dean College of Professional Studies

5/8/11

Date

For Regional Campuses:
Signature of Director of Graduate Programs
[Type name of director]

Date

Signature of Dean of the Graduate School
[Type name of Dean]

Date

Signature of Executive Vice President for Academic Affairs and Provost
[Type name of Provost]

Date

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):

TITLE PAGE FOR GRADUATE CERTIFICATE PROPOSAL

INSTITUTION:

CAMPUS:

COLLEGE:

DEPARTMENT/SCHOOL:

CERTIFICATE PROGRAM TITLE:

CERTIFICATE TYPE: Graduate

Postbaccalaureate

METHOD OF DELIVERY: On Campus

Via Distance Learning

Online

SUGGESTED CIP CODE:

PROJECTED DATE OF IMPLEMENTATION:

Request for a New Credit Certificate Program

Campus: Purdue University Fort Wayne

Proposed Title of Certificate Program: Graduate Certificate in School Administration

Projected Date of Implementation: Fall Semester 2020

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

The Graduate Certificate in School Administration program would allow an educator with a Master's degree in education to complete required course work without having to earn a second Master's degree. This would involve the candidate completing 18 graduate credit hours (i.e., six designated courses in the M.S. in Educational Leadership program). The M.S. in Educational Leadership program currently only serves educators seeking their first Master's degree. We lose on average six students annually due to not offering a Graduate Certificate option for prospective applicants who have already earned a Master's degree in education.

II. List the major topics and curriculum of the certificate.

The Graduate Certificate program in School Administration would align to required course work that satisfies the state of Indiana's requirements for a building-level administrative license. Program completers would be eligible to take the state examination required to earn an Indiana building-level school administration license.

III. What are the admission requirements?

The Graduate Certificate in School Administration program would mirror the admission requirements of the M.S. in Educational Leadership program with the exception of the entry level degree. Candidates to the Graduate Certificate program would need to have an earned Master's degree in education, possess a 3.0 GPA, submit a Statement of Purpose, two letters of recommendation and provide transcripts.

IV. List the major student outcomes (or set of performance-based standards) for the proposed certificate.

The Graduate Certificate in School Administration program is aligned to the National Education Leadership Preparation (NELP) standards. A curriculum map showing major student outcomes aligned to the six required courses in this new graduate certificate program is included as an Appendix to this request.

- V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

The Graduate Certificate in School Administration would be embedded in required course work for the M.S. in Educational Leadership program. There are a total of six program assessments that demonstrate candidate knowledge, skill, and professional dispositions. Program assessments are embedded in courses as indicated by the table below:

Overview of Program Assessments			
Assessment Measures Used	Name of Assessment	Type/Form of Assessment	When the Assessment is Administered
Key Assessment #1: Assessment of content knowledge in educational leadership that aligns with NELP building-level standards	Pearson CORE	State Exam	*Based on State Schedule
Key Assessment #2: Assessment of content knowledge in educational leadership that aligns with NELP building-level standards.	Leadership Practicum – Action Research Project	Descriptive Rubric	EDU62000
Key Assessment #3 Assessment that demonstrates candidates' instructional leadership skills.	Instructional Leadership Plan	Descriptive Rubric	EDU50002
Key Assessment #4 Assessment that demonstrates candidates' leadership skills and management skills within a field- based setting.	Candidate Internship Log & Mentor Observation	Qualtrics Form - Candidate Field Experience	EDU69500
Key Assessment #5 Demonstration of candidate's leadership skills in supporting an effective P-12 student learning environment	Action Research Report	Descriptive Rubric	EDU69500
Key Assessment #6 Demonstration of candidate's leadership skills in the areas of family and community relations.	PISCO Plan	Descriptive Rubric	EDU52000

*Pearson Learning and the Indiana Department of Education establish test dates for the state exam.

VI. Describe student population to be served.

The Graduate Certificate in School Administration serves educators who hold an earned Master's degree in education that are seeking an Indiana license in the area of school administration at the building level.

VII. How does this certificate complement the campus or departmental mission?

The Graduate Certificate in School Administration shares the same core purpose as the M.S. in Educational Leadership program to develop transformative school leaders who impact our communities by demonstrating knowledge, skills, and professional dispositions that result in highly effective P-12 schools.

VIII. Describe any relationship to existing programs on the campus or within the university.

As previously mentioned (and as shown on the Curriculum Map in the appendix to this new certificate request), the Graduate Certificate in School Administration program is comprised of six core courses (18 graduate credit hours) in the M.S. in Educational Leadership program. Candidates to this Graduate Certificate in School Administration program would be cross-listed with M.S. in Educational Leadership degree seekers.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.) *

The Graduate Certificate in School Administration program would require no new instructional resources due to embedding the certificate completion pathway within the existing M.S. in Educational Leadership program. The only additional resources would be related to any marketing resources needed for either print materials and/or through the University website.

X. A Liaison Library Memo

Not applicable. The library already supports all six courses associated with this new certificate program (i.e., due to the courses existing in the M.S. in Educational Leadership program).

XI. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.

As with the M.S. in Educational Leadership program, the Graduate Certificate in School Administration would be nationally accredited through the National Policy Board for Educational Administration. The Educational Leadership program at Purdue University Fort Wayne (PFW) maintains a strong relationship with the Indiana Association of School Principals and its work with the national Educational Leadership Network. Candidates to the Graduate Certificate in School Administration program would have opportunities to participate in the annual Aspiring Principal's Conference. Additionally, graduate students in the educational leadership program are encouraged to join the PFW chapter of Kappa Delta Pi, the international honor society for teacher educators.

APPENDIX - Graduate Certificate in School Administration Curriculum Map

NOTE: Highlighted columns (courses) represent required courses for the proposed Graduate Certificate in School

			EDU50001	EDU62400	EDU51000	EDU51500	EDU50002	EDU62000	EDU63800	EDU63000	EDU60800	EDU69500	
Course Title:			Intro to Ed Leadership	The Principalship	School & Community Relations	Teacher Supervision & Evaluation	Instruction in the Context of Curriculum	Workshop/ Selected Problems	Public School Personnel Management	Economic Dimensions of Education	Legal Perspectives on Education	Practicum in Educational Leadership	
Indicator	NELP Standard	Key Words & Phrases	Frequency of Standard:	5	13	6	12	12	6	10	5	7	6
Standard #1: Mission, Vision and Improvement													
1.1	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	collaboratively evaluate, develop, and communication mission and vision	8	I	D			D					C
1.2	Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.	capacity to lead improvement processes		I			D		D				
Standard #2: Ethics and Professional Norms													
2.1	Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	capacity to reflect, communicate, cultivate, and model professional dispositions	18	I	I	D			D	D	C		
2.2	Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	capacity to evaluate, communicate, and advocate ethical and legal decisions		I	I	D			D	D	C		
2.3	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	capacity to model and cultivate ethical behavior		I	I	D			D	D	C		
Standard #3: Equity, Inclusiveness, and Cultural Responsiveness													
3.1	Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	capacity to use data; evaluate, design, cultivate & advocate supportive & inclusive school culture	10				I/D	C	D				D
3.2	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	capacity to evaluate, cultivate & advocate for equitable access to resources, technology & opportunity			I		I/D	C					
3.3	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	capacity to evaluate, cultivate & advocate for equitable, inclusive & culturally responsive instruction			I		I/D	C					
Standard #4: Learning and Instruction													
4.1	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.	capacity to evaluate, develop, & implement high quality, tech rich curricula	8				I/D	C					
4.2	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	capacity to evaluate, develop, & implement high quality, equitable academic & non-academic instructional practices, resources & technology					I/D	C					
4.3	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	capacity to evaluate, develop & implement culturally responsive assessments that inform teaching & learning					I/D	C					
4.4	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	collaboratively evaluate, develop, & implement curriculum, instruction & assessment; coherent, equitable & systematic manner					I/D	C					
Standard #5: Community and External Leadership													
5.1	Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	capacity to collaboratively engage diverse families		I	C			D					

5.2	Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	capacity to collaboratively engage & cultivate relationships w/diverse community, partners & constituents	9		I/D	C		D							
5.3	Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	capacity to communicate w/larger organization, community & political contexts			I	C						D			
Standard #6: Operations and Management															
6.1	Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.	capacity to evaluate, develop & implement governance & operations	11		I					C	D	D			
6.2	Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	capacity to evaluate, develop, & advocate for data-informed & equitable resource plans			I			D		C	D				
6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	capacity to reflect, evaluate, & communicate laws, rights & policies			I					C			D		
Standard #7: Building Professional Capacity															
7.1	Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	capacity to collaboratively develop school professional capacity through recruitment & hiring	12						I			C		D	
7.2	Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	capacity to develop & engage staff in a collaborative, professional culture								I/D			C		
7.3	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	capacity to personally & collaboratively engage staff to promote reflection, cultural responsiveness, & distributed leadership							D	C			D		
7.4	Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	capacity to evaluate, develop, & implement systems of supervision & evaluation							D	C			D		
Standard #8: Internship															
8.1	Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.	clinical internship experiences in multiple school environments	6									I/D		C	
8.2	Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.	six month of concentrated internship or clinical experiences											I/D		C
8.3	Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.	mentorship											I/D		C

CPS Curriculum Review Proposal Form

Name of the Proposal: Graduate Certificate in School Administration

Which best describes the nature of this proposal?

New Program **Revised Program**
 New Course **Revised Course**

All new or revised programs and new or revised courses must be reviewed by the CPS Curriculum Review Committee and affirmed by a vote of the CPS Faculty Governance Committee prior to proposals being reviewed above the college-level. The CPS Curriculum Review Process follows the Faculty's right of review of undergraduate and graduate curricula as outlined in the Faculty Senate Bylaws.

Please respond to the following questions:

1. Describe the rationale for the proposed program or course.

The Graduate Certificate in School Administration program is an 18 credit hour, graduate certificate program that would allow an educator who possesses a Master's degree to fulfill required course work for an Indiana building level administrator's license. The 18 graduate credit hours (i.e., delivered through six courses) in this proposed program would be offered concurrently with courses offered through the current M.S. in Educational Leadership program.

2. Describe the PFW resources needed for your proposal.

No additional PFW resources are needed for this proposal. If approved, graduate certificate seekers would be cross-listed for enrollment in required courses from the M.S. in Educational Leadership program. This will help to improve enrollment within existing courses without expanding operational costs to the Educational Leadership program.

3. Describe the relationship of this proposal to other proposed or existing programs.

As previously mentioned, the Graduate Certificate in School Administration is comprised of six courses (18 credit hours) from the M.S. in Educational Leadership program. These courses satisfy the Indiana State Board of Education's requirements for a candidate completing an approved preparation program in school administration at the building level.

4. Describe the perceived effect on PFW and on PFW's constituencies of the proposed program.

The Graduate Certificate program in School Administration will strengthen enrollment in the Educational Leadership program, by making it possible for prospective applicants who already possess a Master's degree in Education to pursue a school administration license without having to

complete a second Master's degree. This will expand our scope of prospective applicants interested in advanced studies in the field of educational leadership.

I attest that this program or course proposal (and any attached documentation) has been approved at the department level.

Department Name: Isabel Nunez **Submission Date:** 5/8/20



Department Chair Signature: _____

I attest that this program or course proposal (and any attached documentation) was reviewed and approved by the College of Professional Studies Curriculum Review Committee on May 8, 2020.



Chair, CPS Faculty Governance Committee: _____

Appendix O

(To Accompany Appendix E for Graduate Certifications Proposal)

Gainful Employment (GE) Certificate

TO BE COMPLETED BY DEPARTMENT HEAD

Application for Review for Title IV Federal Student Aid Eligibility

NAME OF PROGRAM: Educational Leadership Certificate Degree Program

DEPARTMENT: School of Education **SCHOOL/COLLEGE:** College of Professional Studies

A program eligible to participate in Title IV federal student aid would be considered a Gainful Employment Program if it is a standalone certificate program and prepares students for “gainful employment in a recognized occupation.” A review and documentation of these criteria is essential prior to program implementation. Failure to meet these criteria may jeopardize Purdue University's eligibility to award federal student financial aid or take part in other programs under the Higher Education Act. Final approval for eligibility is determined by the U.S. Department of Education.

QUESTION	ELIGIBILITY CRITERIA
<p>1. Is this a standalone certificate program?</p> <p>2. Is the student required to be enrolled in a degree-seeking program while pursuing this certificate?</p> <p>3. Would this certificate alone prepare a student for gainful employment in a recognized occupation?</p> <p>4. Is the program a one-year minimum training program that leads to a degree (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation?</p>	<p>1. <input checked="" type="checkbox"/> Yes ___ No</p> <p>2. ___ Yes <input checked="" type="checkbox"/> No</p> <p>3. <input checked="" type="checkbox"/> Yes ___ No</p> <p style="margin-left: 20px;">If YES, list the Standard Occupation Code(SOC): <u>11-9032</u></p> <p style="margin-left: 20px;"><i>(The Department of Labor’s Standard Occupational Code (SOC) must be provided to show the occupation that the program prepares students to enter and can be found on the Department of Labor’s O*NET website - http://www.onetonline.org)</i></p> <p>4. <input checked="" type="checkbox"/> Yes ___ No</p> <p style="margin-left: 20px;">If YES, describe how this program prepares the student for gainful employment:</p> <p style="margin-left: 20px;"><u>Provides necessary State requirements for a Building-level</u></p> <p style="margin-left: 20px;"><u>Administrative License in Indiana</u></p> <hr style="margin-left: 20px;"/> <p style="text-align: center; margin-top: 20px;">***If you answered NO to all of the above – STOP HERE. Certificate is <u>not</u> eligible for Gainful Employment***</p>

Liaison Librarian Memo

Date: September 15, 2020

From: Denise Buhr

To:

Re: Graduate Certificate in School Administration

Describe availability of library resources to support proposed new program:

According to the proposal, the courses required for the certificate are embedded in required course work for the M.S. in Educational Leadership program which is supported by current library resources, including databases, journals, books, and media. A limited number of new one-time purchases such as books and media, can be added throughout the academic year from the materials budget as long as funds are available. Document Delivery and Interlibrary Loan are available to supplement resource needs within the confines of that budget.

Comments:

According to the proposal, it is anticipated that an average of 6 additional graduate students would enroll in this program. This may require additional services such as consultations from the librarian and possibly an increase in Document Delivery (estimated at approximately \$100 per year for 6 students) and Interlibrary Loan (at an unknown amount). Supporting this Certificate appears doable at this time but continued decreases in library staffing and funding for materials could impact services and resources in the future as programs grow or are added.

Denise Buhr

September 15, 2020

Liaison Librarian Signature

Date

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.

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.

- Which databases/indexing sources will be used by the courses in this program?

Databases currently provided by the library:

Education Full Text

ERIC (EBSCO)

Education Database (ProQuest)

JSTOR

Professional Development Collection

Psychology and Behavioral Science Collection

Social Sciences Full Text

APA PsycArticles

APA PsycInfo

- 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?

Journals currently provided by the library:

School Community Journal

NASSP Bulletin

Educational Leadership [ASCD]

Urban Education

Education and Urban Society

No new subscriptions anticipated

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

No

- 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?

No specific titles are required; new books may be added when published as part of the regular purchasing process of the library / No new media expected / \$0

- 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?

Document delivery and interlibrary loan costs are unknown and will depend on whether current library resources are sufficient.

- 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?

Denise Buhr, liaison to College of Visual and Performing Arts, Department of Communication, School of Education, Military Students, and University Archivist.

Librarian will be able to provide one-on-one consultations as needed, limited in-class instructional sessions, and specific course guides with input from the assigned Education faculty.

- Memo from Liaison Librarian regarding resources.

Provided

- 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?

To: Bernd Buldt, Chair
Executive Committee of the Fort Wayne Senate

From: Sarah S. LeBlanc, Chair of the Senate Curriculum Sub-Committee
Shannon Johnson, Chair of the Senate Graduate Curriculum Sub-Committee

Date: October 12, 2020

Subj: Response to the Charge to Examine and Report on Restructuring of College of Professional Studies

The Executive Committee of the Senate charged the Senate Committees of Curriculum and Graduate Curriculum to investigate the restructuring of the College of Professional Studies to determine if proper procedures are taking place. We took this task seriously and reached out to anonymous representatives from the Department of Criminal Justice and Public Policy, Human Services, and the School of Education. We also sought documents from PFW's AAUP Chapter. With this evidence on hand, we conclude that proper procedures, as outlined in Senate Document 19-24, section IV, letter B, are not being followed.

First, the initiation of the proposal to dissolve CPS appears to be a verbal directive initiated by the Chancellor to Dean James Beard. The directive was mentioned in an email we received from Dean Beard. He also stated that an email was sent to CPS faculty and staff. (A copy of the dean's email to us is available as Appendix A).

Second, no official proposal containing the required information of rationale, explanation, impacts on students, faculty, curriculum, and the units involved exists. Our anonymous sources confirmed that they never received a copy of the report. Dean Beard indicated those proposals would be forthcoming after approval of the college dissolution. Because no proposal exists, section IV letters C through H cannot be accomplished.

Finally, we reiterate the language prepared by AAUP Executive Board Members in their October 7, 2020 email (*Appendix B*). Initial survey results find most CPS faculty concerned about the dissolution or not supportive of the proposal. CPS's Governance Committee provided evidence that supports our claim that proper procedures are not being followed. From the results of an in-house CPS survey, they found:

- The decision was top-down and lacked faculty consultation
- There were no clear metrics and no clear data presented that drove the decision
- There was no rationale provided behind the decision
- There were no details on how to proceed moving forward

- The decision shows a lack of regard/respect toward departments of the College (i.e., outside the School of Education)
- There is concern over how Departments (being moved to other Colleges) will be received
- There is concern over the loss of collaboration that has emerged in the College of Professional Studies over the last couple of years
- Some of the Departments have been through changes for several years and now there is yet another restructure occurring – this becomes a distraction from the need to focus on enrollment growth and program quality.

We found that a virtual meeting was to have taken place on September 30 between the Chancellor and CPS; but as of this time we have no minutes of what was discussed.

Subject: RE: Dissolution of the CPS
Date: Tuesday, October 13, 2020 at 3:11:43 PM Eastern Daylight Time
From: James Burg
To: Shannon Johnson, Sarah Leblanc
Attachments: image001.jpg

No, no proposals yet, just the verbal directive from the chancellor to dissolve the college structure and create a freestanding education unit. I am hoping that by the end of the semester or early next semester, the units in CPS will have found new homes and proposals will come forward.

When we went through campus-wide restructuring three years ago, the faculty-led process determined that creating the CPS was the best post-IPFW solution to academic organization. Since then, the units in CPS have leaned into their identity as highly-applied, career-focused, community-engaged programs, which makes the fit with DBS and the future colleges of Science or Liberal Arts awkward at best.

My greatest concern is that either the department faculty are going to have to adopt college-level curriculum that they don't believe is right for their students, or the faculty of the new colleges will have to provide permanent exemptions that they don't believe is right for students in their college. At some level, faculty and their ability to establish curriculum they believe is right for their students, will lose. Given the nature of politics, I believe it will be the tyranny of the Big that will force CPS departments to assimilate into their cultures (although by enrollment, Human Services and Criminal Justice and Public Administration would be the fourth and fifth largest departments in COAS, right behind General Studies).

As of today, the chair of Hospitality and Tourism Management has had one conversations with the dean of DBS, but in this case, neither side wants the other to be identified with them, so keeping college-level and department-level requirements separate may be an option. The chancellor has publicly stated that Human Services might join with Education, which would be a soft landing for them if both sides can come to terms. That leaves CJP as the orphan, neither fitting in a traditional liberal arts college nor purist science-oriented college. The language requirements, while conceptually positive, could negatively impact enrollment and retention, as it would be the only program in its competitor pool with such requirements. A significant enrollment challenge for CJ is that you don't need a college degree to work in corrections or be a police officer, you just have to go through the public safety academy; therefore, college requirements that are not directly linked to the career are viewed by some students as a waste of money and academic roadblocks.

Conversations are just starting between my chairs and the COAS transition teams, so hopefully common ground can be found.

That may be more than you needed, but let me know if there are other questions. As the faculty had no say in the dissolution of the college, I am working hard at being transparent about the process and empowering the faculty to make decisions with the few options available to them.

Jim

From: Shannon Johnson <johnsons@pfw.edu>
Sent: Tuesday, October 13, 2020 1:03 PM
To: James Burg <burgj@pfw.edu>; Sarah Leblanc <leblancs@pfw.edu>
Subject: RE: Dissolution of the CPS

Has a proposal been made? According to the senate procedures [SD 19-24](#) our committees are supposed to

review any program reorganizations. The senate just sent us a request to review but we have not received any paperwork.

Shannon

Shannon Fay Johnson

Director of Library Academic Services

Liasion to Business, Human Services, Communication Disorders, Hospitality, Psychology, and Health Sciences

Walter E. Helmke Library

Purdue University Fort Wayne

2101 E. Coliseum Blvd

Fort Wayne, IN 46805

johnsons@pfw.edu

Cell: 1 (260) 267-6502

Skype Username: johnsons.ipfw

To make an appointment: <https://schedule.library.pfw.edu/appointments/Shannon>

From: James Burg <burgj@pfw.edu>

Sent: Tuesday, October 13, 2020 12:27 PM

To: Sarah Leblanc <leblancs@pfw.edu>; Shannon Johnson <johnsons@pfw.edu>

Subject: Dissolution of the CPS

Hi Sara and Shannon,

I understand that as chairs of the Senate sub-committees on curriculum you might have questions about the chancellor's directive to dissolve the College of Professional Studies. Please let me know what you might need and I would be glad to respond.

Jim

James Burg, Ph.D.

Dean, College of Professional Studies

Purdue University Fort Wayne

250 Neff Hall

burgj@pfw.edu

(260) 481-5406

PURDUE
UNIVERSITY.
FORT WAYNE

College of Professional Studies



Statement regarding the dissolution of the College of Professional Studies

10/7/20

Background information

On September 11, 2020, faculty in the Purdue Fort Wayne College of Professional Studies (CPS) (which includes the School of Education [SOE] and the departments of Criminal Justice, Human Services, and Hospitality and Tourism Management) were informed by Dean James Burg that the Chancellor had directed the Dean to dissolve the College by June 2021. The SOE would become a stand-alone unit and the other departments would be required to find homes in other colleges.

The rationale for restructuring, provided by the Chancellor and VCAA, was that the SOE has potential to grow, but the market for education degrees in our region is nearing saturation, so efforts to grow the School will require concerted investment and focus, and this can best be done if the SOE is a stand-alone unit.

The CPS College Governance Committee surveyed faculty members on their views of the restructuring and presented results in a College assembly on September 23, 2020. Fifty-nine percent of College faculty responded (n=22), with 4 supporting the change, 10 supporting the change but with concerns, and 8 not supporting the change. It should be noted that the SOE is the largest unit in the College comprising about two-thirds of the College's voting faculty.

At the assembly, a number of additional concerns were raised, including the lack of faculty input in the decision-making process, the lack of rigorous data in the justifications for the decision, the lack of guidance given to impacted departments other than the SOE, the reception these departments will receive in other colleges, and general fatigue among faculty who have experienced multiple restructurings in recent years. Additionally, some faculty in the SOE expressed concern about the expectations for enrollment growth the administration will hold; they wonder if, in a time of uncertainty, it will be easy to meet these raised expectations and if they do not, whether they could face additional restructurings.

Policy considerations

The Chapter understands that faculty leadership is now looking into whether campus policy has been violated to this point and how this restructuring can adhere to campus policy moving forward. Relevant policy documents include SD 19-1, which ends with the following resolutions:

BE IT RESOLVED, any proposals moving through shared governance structures resulting in changes to the curriculum - including program offerings, subject matter, methods, and modes

of instruction - must go before faculty-elected bodies holding primary responsibility for the curriculum and existing for the presentation of the views of the whole faculty, and;
BE IT FURTHER RESOLVED, any changes to academic structure or organization that involve or potentially involve the faculty's ability to deliver curriculum must go before faculty-elected bodies holding primary responsibility for the curriculum and existing for the presentation of the views of the whole faculty, and;
BE IT FURTHER RESOLVED, Voting Faculty, through faculty-elected bodies existing for the presentation of the views of the whole faculty, will retain primary responsibility and sole control over the curriculum "to review and approve" all changes to the curriculum, including program offerings, subject matter, and modes of instruction, and;
BE IT FURTHER RESOLVED, Voting Faculty, through faculty-elected bodies existing for the presentation of the views of the whole faculty, will retain primary responsibility and sole control over any changes to academic structure or organization resulting in any change or potential change to the curriculum, including program offerings, subject matter, and modes of instruction.

The Fort Wayne Senate bylaws give responsibility over restructuring to the Curriculum Review Committee as well as the Graduate Subcommittee. The following statement from the bylaws details the charge of the CRC:

5.3.3.2.3.4.2.2. Upon a request from the Senate, an academic unit, or PFW's Chief Academic Officer, examine and report on existing academic programs and new or proposed courses. Such examinations shall be requested only when one of the following circumstances occur. First, significant questions of proper sponsorship or academic quality arise. Second, there are administrative or faculty led initiatives to reorganize, merge, reduce, or eliminate academic programs or units. Third, there is a PFW-wide effort to ensure the periodic review of academic programs by a body functioning above the department level.

Purdue system policy gives oversight on restructuring to the Purdue-WL Academic Organization Subcommittee, giving it the following charge:

[to oversee] changes in academic organization having a significant impact on the intellectual atmosphere and functioning of the university on all of its campuses, e.g., elimination or consolidation of existing departments and schools; and the establishment of interdepartmental institutes and centers. In performance of this task the committee shall, where appropriate, work with officers of the administration, ad hoc committees and faculty involved in contemplated changes.

Finally, the AAUP "Statement on Recommended Institutional Regulations on Academic Freedom and Tenure" lays out standards and procedures for discontinuing academic structures. Because PFW has not declared financial exigency, the administration must demonstrate that educational reasons dictate the discontinuation of the academic structure in question:

- (1) The decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof. [Note: "Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance.]

The AAUP guidance also describes procedures that should be followed to ensure faculty in impacted programs find placement in other programs.

Where the chapter stands

The chapter notes that the administration has taken some steps to engage processes and institutions of shared governance. It notes the administration's cooperation with the CPS Governance Committee and its willingness to hear input from the Committee, including the Committee's survey findings regarding the views of College faculty. These steps are all consistent with AAUP guidelines.

Nevertheless, the chapter is concerned that past actions or future steps may be shown to have violated Purdue system policy, PFW policy, and the principles of shared governance. SD 19-1 requires that faculty-elected bodies retain primary control over any changes to the structure of educational units that could have curricular implications. While the administration might argue that structural changes, such as the elimination of a department or college, are not related to curriculum and thus are the purview of administration only, the reality is that such acts often have profound implications for curriculum. In the present case, the CPS Governance Committee's survey of College faculty found considerable concern among faculty in departments other than SOE who will now have to move to other colleges. The Chapter believes some of that concern is related to the potential impact these moves will have on these departments' curricula.

The chapter will continue to monitor this situation and solicit information from its members and supporters. It also recommends the following action:

- Moving forward, the PFW administration should adhere to the policies defined in SD 19-1 as it moves forward with the restructuring proposal, including working closely with faculty leadership and the Fort Wayne Senate.
- The Fort Wayne Senate Executive Committee should charge the Curriculum Review Committee and the Graduate Subcommittee with the task of examining and reporting on the restructuring proposal.
- Faculty leadership should contact the Chair of the Purdue Academic Organization Subcommittee to ensure that Purdue system policy is followed.
- The PFW administration should contact individual faculty in impacted departments officially and in writing to solicit their input on the restructuring proposal.
- Finally, and because this restructuring will have a direct impact on curriculum and instruction, the PFW administration and faculty leadership should take steps to ensure that faculty control over curriculum and instruction in impacted departments is preserved.

Approved by the membership of the PFW chapter of the AAUP. 10/5/20.

Fall 2020 COVID-19 Impact Survey

Background

After receiving a number of anecdotal reports and complaints from their peers, the Student Government Executive Officers developed and distributed a survey to gauge the extent and impact of course modality changes from in-person to mixed-modality or fully online. The survey was sent by email to all currently enrolled undergraduate and graduate students at approximately 10am on September 24th, accompanied by a letter from Derrik West, the 2020-2021 Student Body President.

For the purposes of this report, final numbers were pulled at 4:03pm on Thursday, October 1st. At the time of this writing, 885 responses had been received, with 3 responses “in progress”. Not all respondents replied to all questions, so totals may vary by response.

Respondent Demographics

Undergraduate students responded at relatively similar rates across class standings, with freshman responding at the highest rates, followed by seniors. Graduate students made up only 6.47% of respondents, but also make up the smallest percentage of enrolled students. (See Table 1.1)

The distribution of responses across colleges approximately reflected the distribution of enrolled students, though the College of Arts and Sciences was over-represented and the Doermer School of Business was under-represented. (See Table 1.2)

The vast majority of respondents indicated that they were taking four or more courses this semester, with approximately two-thirds of students taking 5 or more classes. (See Table 1.3)

Extent of Course Modality Changes

Slightly more than two-thirds of respondents indicated that at least one of their courses had been switched to a mixed or fully-online modality after the start of the semester. Approximately half of respondents indicated that 3 or fewer of their classes had switched modality; while less than one-fifth of respondents indicated that 4 or more of their classes had switched modalities.

Approximately one-third indicated that none of their classes have changed modalities since the start of the semester, and the vast majority of respondents reported that they

were still attending at least one course in-person, with three-quarters reporting that they were attending between one and four classes in-person. (See Table 2.1)

By College

ETCS and Visual and Performing Arts had the highest percentages of students reporting that none of their classes had changed modality. The College of Visual and Performing Arts also had the highest percentage of students who indicated the 5 or more of their classes had changed modality.

The College of Arts and Sciences had the highest percentage of students reporting that one to two of their classes had changed modality, followed by the Richard T. Doermer School of Business. Professional Studies and the School of Business had the highest percentages of students indicating that between one and four of their classes had switched modalities. (See Table 2.15)

Satisfaction Ratings

Respondents were asked to rate their level of satisfaction with three types of course delivery: In-Person Only, Mix of In-Person and Online, and Online-Only. (See Table 2.2)

Respondents reported the highest levels of satisfaction with In-Person Only instruction, with just over two-thirds reporting that they were Moderately or Extremely Satisfied with the In-Person Only instruction they have received this semester.

Respondents were slightly less positive toward Mix of In-Person and Online, with about half reporting that they were Moderately or Extremely Satisfied, while about one quarter reported that they Moderately or Extremely Dissatisfied. Seniors reported the lowest levels of satisfaction with Mix of In-Person and Online, while juniors reported the highest. (See Table 2.4)

Respondents reported the lowest levels of satisfaction with Online Only instruction, with less than half of respondents said they were Moderately or Extremely Satisfied with the Online Only instruction they had received; and almost two-fifths indicating that they were Moderately or Extremely Dissatisfied with Online Only instruction. For Online-only instruction, satisfaction levels correlated with class standing, with freshmen reporting the lowest levels of satisfaction and Graduate students reported the highest. (See Table 2.5 and 2.55)

Satisfaction Ratings - Qualitative Responses

Respondents who selected “Extremely Dissatisfied” or “Moderately Dissatisfied” for Mix of In-Person and Online or Online Only were asked to describe what aspect(s) of the

instruction type they were dissatisfied with. A number of themes emerged from those responses:

1. Lack of reliable and/or stable access to the internet, especially in Student Housing
2. Perceived lack of familiarity/skill with online-teaching by faculty, such as:
 - a. Instructors using Brightspace incorrectly, inconsistently, or not at all
 - b. Disorganized or outdated course materials
 - c. Perception that professors are not actively teaching
 - i. Examples of faculty posting recorded lectures from previous years or not posting lectures at all; students reporting feeling that they are teaching themselves, etc.
 - d. Poor communication from faculty
 - i. Delayed responses to email, fewer opportunities to ask questions, etc.
3. General frustrations with online classes, including:
 - a. Feeling of being baited-and-switched (“Not what I signed up/paid for”)
 - b. Not feeling like they have the motivation/focus/skill to be successful in online classes
 - i. Specific to Mix of In-person and Online, confusion around when they are supposed to attend in-person vs online.
 - c. Perception that faculty are assigning higher workloads for online courses
 - d. Frustrations with both synchronous and asynchronous models
 - i. Synchronous: Class times moved from original schedule, conflicts with work schedules, etc.
 - ii. Asynchronous: Lack of connection with classmates/instructors

Other Feedback

Finally, students were asked if there was anything else they would like to add about their Fall 2020 academic experience. These responses were, as expected, far more varied, but a number of themes did emerge in addition to those that emerged from the satisfaction rating responses:

1. Students had mixed feedback about the University’s COVID-19 preparations and policies, which fell into the following broad categories:
 - a. University has done a good job/is doing its best
 - b. University has done a good job BUT compliance and enforcement are lacking
 - c. University has not done enough/preparations are ineffective
 - d. University has overreacted/COVID isn’t a big deal
2. Complaints about masks and social distancing
 - a. Frustration with having to wear masks/socially distance
 - b. Frustration that others are not wearing masks correctly (or at all) or socially distancing

- i. Related, feeling that faculty/staff are not adequately enforcing masks and social distancing
- 3. Mixed feedback about being back on campus vs being online-only
 - a. Some students were grateful for the opportunity to be in-person, while others expressing a desire for the semester to move 100% online, citing concerns about exposure to COVID-19.
- 4. General feelings of stress/frustration related to COVID-19

A full report of qualitative responses, with categories, is attached.

Appendix

Survey Questions:

1. Class Standing
 - a. Options: Freshman, Sophomore, Junior, Senior, Graduate
2. College
 - a. Options: Arts & Sciences; Engineering, Technology & Computer Science; Professional Studies; Visual & Performing Arts; Richard T. Doermer School of Business; Continuing Studies; Pathway Program
3. How many classes (not credit hours) are you currently enrolled in?
4. How many of those classes were offered as face-to-face/in-person at the beginning of the semester, but have since switched to partially or fully online?
5. How many classes are you currently attending in person?
6. How many hours per week do you estimate that you are currently on main campus (not Student Housing)?
7. How would you rate your satisfaction with the following instructional modes you have experienced this semester? (5-point scale from "Extremely Dissatisfied to Extremely Satisfied")
 - a. In-person Only
 - b. Mix of In-person and Online
 - c. Online Only
8. *If "Extremely Dissatisfied" OR "Moderately Dissatisfied" were selected for "Mix of In-Person and Online":* What aspect(s) of Mix of In-Person and Online Instruction are you dissatisfied with?
9. *If "Extremely Dissatisfied" OR "Moderately Dissatisfied" were selected for "Online Only":* What aspect(s) of Online Only Instruction are you dissatisfied with?
10. Do you have anything you would like to add about your Fall 2020 academic experience so far?

Table 1.1

Class Standing	% (N= 871)	Total
Freshman	28.47	248
Sophomore	20.78	181
Junior	19.86	173
Senior	24.57	214
Graduate	6.31	55

College	% (N = 850)	Total
Arts & Sciences	35.18	299
Engineering, Technology & Computer Science	23.06	196
Professional Studies	14.82	126
Visual & Performing Arts	9.76	83
Doermer School of Business	12.47	106
Continuing Studies	3.41	29
Pathways Program	1.29	11

Table 1.2**Table 1.3**

Number of Classes Taken	% (N=870)	Total
1	2.30	20
2	7.13	62
3	5.17	45
4	16.78	146
5	36.09	314
6+	32.53	283

Number of Classes Switched	% (N =859)	Total
0	31.55	271
1	19.56	168
2	16.07	138
3	15.02	129
4	10.24	88
5	4.77	41
6+	2.79	24

Table 2.1

Table 2.15

	0		1		2		3		4		5		6+	
College of Arts and Sciences (COAS)	31.44%	94	20.40%	61	16.05%	48	16.05%	48	9.03%	27	4.35%	13	2.68%	8
	36.45%				25.08%				7.02%					
College of Engineering, Technology & Computer Science (ETCS)	40.41%	78	23.32%	45	12.44%	24	8.81%	17	9.84%	19	3.11%	6	2.07%	4
	35.75%				18.65%				5.18%					
College of Professional Studies	22.40%	28	17.60%	22	17.60%	22	19.20%	24	12.80%	16	6.40%	8	4.00%	5
	35.20%				32.00%				10.40%					
College of Visual and Performing Arts	39.53%	34	10.47%	9	10.47%	9	13.95%	12	11.63%	10	10.47%	9	3.49%	3
	20.90%				25.58%				13.90%					
Richard T. Doermer School of Business	27.36%	29	21.70%	23	20.75%	22	16.98%	18	7.55%	8	2.83%	3	2.83%	3
	42.45%				24.52%				5.66%					
Continuing Studies	21.43%	6	17.86%	5	25.00%	7	17.86%	5	7.14%	2	7.14%	2	3.57%	1
Pathway Program	33.33%	4	16.67%	2	8.33%	1	16.67%	2	25.00%	3	0.00%	0	0.00%	0

Table 2.2

Number of Classes Still In-Person	% (N=865)	Total
0	9.36	81
1	15.26	132
2	21.39	185
3	20.00	173
4	18.61	161
5	9.94	86
6+	5.43	47

Table 2.3

	In-Person (n=778)	Mix (n=709)	Online-Only (n=769)
Extremely Dissatisfied	5.66% (44)	6.21% (44)	15.60% (120)
Moderately Dissatisfied	11.70% (91)	18.76% (133)	21.46% (165)
Neither Dissatisfied or Satisfied	14.40% (112)	25.11% (178)	19.12% (147)
Moderately Satisfied	39.33% (306)	35.68% (253)	23.67% (182)
Extremely Satisfied	28.92% (225)	14.25% (101)	20.16% (155)

Table 2.4

Mixed Modality	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count
Freshman	29.55%	13	27.82%	37	35.39%	63	32.94%	83	27.72%	28
Sophomore	25.00%	11	21.05%	28	23.60%	42	21.83%	55	16.83%	17
Junior	20.45%	9	18.05%	24	16.85%	30	20.63%	52	22.77%	23
Senior	25.00%	11	27.07%	36	18.54%	33	22.22%	56	24.75%	25
Graduate	0.00%	0	6.02%	8	5.62%	10	2.38%	6	7.92%	8

Table 2.5

Online Only	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count
Freshman	30.25%	36	35.15%	58	31.97%	47	28.02%	51	19.35%	30
Sophomore	31.93%	38	17.58%	29	19.73%	29	20.33%	37	16.77%	26
Junior	17.65%	21	20.61%	34	21.77%	32	23.08%	42	17.42%	27
Senior	17.65%	21	22.42%	37	23.13%	34	20.88%	38	36.13%	56
Graduate	2.52%	3	4.24%	7	3.40%	5	7.69%	14	10.32%	16

Table 2.55

Online Only	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Freshman	36		58		47		51		30	
	42.34%				21.17%		36.48%			
Sophomore	38		29		29		37		26	
	44.96%				19.46%		42.28%			
Junior	21		34		32		42		27	
	35.25%				20.51%		44.23%			
Senior	21		37		34		38		56	
	31.18%				18.27%		50.53%			
Graduate	3		7		5		14		16	
	22.22%				11.11%		66.67%			