

FORT WAYNE SENATE AGENDA
MONDAY
February 8, 2021
12:00 P.M., Via Webex

1. Call to order
2. Approval of the minutes of January 11 and January 25
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. Memorial Resolution (Senate Reference No. 20-28) – H. Strelvel
 - b. HLC Progress – K. Johnson
 - c. Dissolution of College of Professional Studies (Senate Reference No. 20-14) (Senate Reference No. 20-27)
7. Unfinished business
 - a. Executive Committee (Senate Document SD 20-19) – B. Buldt
8. Committee reports requiring action
 - a. Executive Committee (Senate Document SD 20-31) – B. Buldt
 - b. Academic Computing and Information Technology Advisory Subcommittee (Senate Document SD 20-32) – G. Schmidt
 - c. Educational Policy Committee (Senate Document SD 20-29) – S. Hanke
 - d. Executive Committee (Senate Document SD 20-30) – B. Buldt
 - e. Executive Committee (Senate Document SD 20-33) – B. Buldt
9. Question time
 - a. (Senate Reference No. 20-29) – A. Livschiz
10. New business
11. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 20-26) – 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				
J. Toole				
N. Younis				

Attachments:

“Memorial Resolution-Edwin C. Leonard Jr.” (SR No. 20-28)
“Response to the Charge to Examine and Report on Restructuring of College of Professional Studies” (SR No. 20-14)
“Response to “Senate Report on Dissolution of College of Professional Studies”” (SR No. 20-27)
“Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne” (SD 20-19)
“Approval of Replacement Members of the Executive Committee” (SD 20-31)
“Approval to Fill a Vacancy on the Academic Computing and Information Technology Advisory Subcommittee” (SD 20-32)
“Academic Regulation Change for Incompletes, Unremoved Incompletes and Miscellaneous Grading Regulations” (SD 20-29)
“Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges and Universities” (SD 20-30)
“Resolution to Map Out the Levels of Shared Governance” (SD 20-33)
“Question Time – re: Niecee Nelson Investigation” (SR No. 20-29)
“Senate Documents Worked on During Fall Semester 2020” (SR No. 20-26)

In Memoriam

Edwin C. Leonard Jr.

May 13, 1940 - December 7, 2020

Edwin C. Leonard Jr., Professor Emeritus of Management, was born on May 13, 1940, in Amherst, Ohio. He graduated from Elyria High School in Elyria, Ohio. Ed earned Bachelor's, Master's, and Doctoral degrees from Purdue University, West Lafayette. After graduation, he served his country as the company commander of Headquarters Company of the 82nd Airborne Division at Fort Bragg.

Ed spent more than 40 years at IPFW, starting in the Purdue Extension Office then moving to the School of Business & Management Sciences (now Doermer School of Business), where he spent most of his career. He received Emeritus status from Indiana University in 2004. He taught a variety of courses, including Introduction to Business, Organizational Behavior and Leadership, Human Resources / Industrial Relations, and the business capstone course, Administrative Policy.

He was a great researcher and published in numerous academic and professional journals, and presented at national and regional conferences. His passion was to write business case studies. He received numerous "best paper" and "distinguished case" awards. He served as the editor of the Business Case Journal for seven years. He was an accomplished author too, and his textbook, "Supervision, Concepts and Practices in Management," is in its 13th edition, and it is used in various universities.

He held various faculty and administrative positions, including chair of the Management and Marketing Department.

Ed designed and conducted workshops and seminars for business executives all over the world. For more than 30 years, he served as academic advisor and coordinator of Do-It-Best Corporation's Management Training Course. From 1970 through 2001, he had his own full-service management consulting firm.

Dr. Leonard was the recipient of numerous recognitions throughout his career, including the Distinguished Alumnus Award from Purdue, being inducted into the Elyria High School Hall of Fame, the Award of Teaching Excellence from the IU School of Continuing Studies, the Faculty Service Award from the National University Continuing Education Association, and the Ordo Honorarium of Kappa Delta Rho, to name a few.

While Ed's impact on his students and the business world is significant, he is "the Father of IPFW Athletics." He was the first men's head basketball coach in Mastodon History. He was also the first men's head golf coach. He was Chairman of the Joint Athletic Committee and was a driving force for adding women's athletics to the program. He established the first endowed scholarship at the university for a student-athlete in the basketball, baseball, or volleyball

programs majoring in business. He later endowed a men's volleyball scholarship and a men's golf scholarship. In 2010, he was inducted into the Mastodon Athletics Hall of Fame, and in 2014, then-Governor Mike Pence awarded him the 'Sagamore of the Wabash' for his contributions to IPFW Athletics.

Dr. Leonard is survived by his wife, Virginia (Ginger), two daughters, Lori, of Fort Wayne, and Lisa (Gary) Koss, of Gahanna, OH; son Todd/Teo (Stacie) of Apollo Beach, FL; and beloved grandchildren, Haley Koss and Tyler Koss of Gahanna OH.

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 Burg. The directive was mentioned in an email we received from Dean Burg. 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 Burg 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 CIPA 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.

Response to “Senate Report on Dissolution of College of Professional Studies”

Ron Elsenbaumer, Chancellor

Carl Drummond, Vice Chancellor for Academic Affairs

Chancellor Elsenbaumer and Vice Chancellor Drummond discussed the status of the College of Professional Studies (CPS) for more than a year before the decision was made to pursue a reorganization. Specific factors animating this discussion were:

- A perception among superintendents and other officials in Fort Wayne and across northeast Indiana that Purdue Fort Wayne’s School of Education has been largely invisible and its impact on K-12 not evident from their perspective.
- Significant concern with declining enrollments in CPS in excess of what is being witnessed across the rest of the university:

<i>Academic Unit</i>	<i>Fall 2018</i>	<i>Fall 2019</i>	<i>Change</i>	<i>% Change</i>	<i>Fall 2020</i>	<i>Change</i>	<i>% Change</i>
COAS	2,409	2,285	-124	-5.1%	2,160	-125	-5.5%
DSB	970	1,010	40	4.1%	1,062	52	5.1%
ETCS	1,761	1,772	11	0.6%	1,667	-105	-5.9%
CPS	1,309	1,219	-90	-6.9%	1,123	-96	-7.9%
VPA	587	631	44	7.5%	657	26	4.1%
HTM	80	62	-18	-22.5%	51	-11	-17.7%
HSRV	223	201	-22	-9.9%	195	-6	-3.0%
CJPA	233	216	-17	-7.3%	194	-22	-10.2%
EDU	773	740	-33	-4.3%	683	-57	-7.7%

- Concern that the structure and leadership of the college were not conducive to addressing and sustaining the specific growth needs of each program, especially given that there was no clear evidence of synergies among the units in the college.
- While recognizing that programmatic realignment creates short-term disruptions, a belief that elevating the School of Education into a standalone unit and finding new institutional homes for Criminal Justice and Public Affairs, Hospitality and Tourism Management, and Human Services would create opportunities for new programmatic collaborations, curricular synergies, enhanced new-student recruitment efforts, more meaningful and enhanced community engagement, and meaningfully improved positions from which to grow and improve student and faculty outcomes.

The decision, [endorsed by the Fort Wayne Senate in April 2020](#), to divide the College of Arts and Sciences (COAS) into a College of Liberal Arts and a College of Science necessitated expediting a decision to restructure the College of Professional Studies. The division of COAS represented a budgeting challenge that would need to be addressed before the proposal could be brought to the Purdue University Board of Trustees for approval. Specifically, given recent enrollment and financial trends at Purdue Fort Wayne, the Board of Trustees would not respond favorably to a proposal to add new administrative overhead expenses in the form of a new college administration without also identifying offsets to make the COAS reorganization cost and administration neutral. The proposed reorganization of CPS allows for these offsets in addition to much needed program enhancements.

The understandable desire of COAS faculty to launch Dean searches on a reasonable timeline to be completed during the Spring 2021 semester meant that Board of Trustees approval for the reorganization would need to be secured by February 2021 at the latest. Achieving this timeline for approval required submitting a proposal to the Purdue West Lafayette Provost in October 2020.

Once the decision was made to pursue a reorganization of the College of Professional Studies, Chancellor Elsenbaumer and Vice Chancellor Drummond met with Dean Burg and Vice Chancellor Drummond met with the CPS department chairs and the director of the School of Education to discuss the rationale for the change and to make clear that the departments would each have the opportunity to determine the institutional home that would make the most sense for them. Suggestions were provided based on research into organizational structures for similar programs at other colleges and universities, but final decision-making was left up to the departments.

Chancellor Elsenbaumer met with the faculty and staff of the College of Professional Studies on September 30, 2020, to address the questions they posed in the memo presented as appendix B in the Senate's report, as well as others raised by the participants in the meeting. The Chancellor emphasized that the realignment being pursued was motivated by a desire to address significant enrollment challenges faced by the CPS departments and to create new opportunities for long-term program growth and sustainability that we simply did not believe were possible within the current administrative structure.

While there were understandably questions asked and concerns raised about how the reorganization process would play out, department and school leaders have since indicated their full support for the structural changes that are being pursued. In doing its due diligence to evaluate the restructuring proposal submitted to Purdue University, the Purdue Senate's Academic Organization Committee (AOC) interviewed the director of the School of Education and the chairs of the other three CPS departments and offered the following assessment:

It was confirmed that the initial decision to eliminate the CPS was made entirely by the upper administration with no input from the faculty. However, the director/chairs all agreed that the faculty have been significantly involved in the process of moving forward with the reorganization and that the faculty concerns have been taken seriously by the administration and have been largely addressed. The COE [School of Education] is a large program and they are confident that they can sustain the school independently; in addition, an informal survey of the faculty showed that the majority of faculty felt that the COE becoming an independent unit would be beneficial overall to the school. The chairs of the three programs who would be displaced by the elimination of the CPS confirmed that while they were initially concerned after hearing of the decision, they are now very comfortable with the new homes for their programs and are overall quite excited about the potential benefits moving forward. The chairs of these programs also confirmed that there would be no negative impacts on students currently in the programs nor on the P&T process.

With a unanimous vote, the AOC closed its report by noting that it "supports the [restructuring] proposal and recommends that it be accepted."

The [Constitution of the Faculty of Purdue University Fort Wayne](#) establishes that the "Voting Faculty shall possess and exercise, collectively, the power and responsibility . . . to make recommendations

concerning . . . changes in academic organization.” Such recommendations, developed in consultation and collaboration with the administration, have been offered on at least two prior occasions:

- [Senate Document SD 19-25](#): Splitting the College of Arts and Sciences (the proposal to create the College of Liberal Arts and the College of Science)
- [Senate Document SD 16-39](#): Academic Reorganization Proposal (the proposal to create the College of Professional Studies)

In each of these cases, the administration largely accepted these recommendations. In other instances, both before and since, structural changes at the program, department, school, and college level have been pursued without the involvement or recommendation of the Fort Wayne Senate. Nonetheless, it is important to this administration that the faculty in the affected units be fully engaged in and support the changes. That was the case for both COAS and CPS.

MEMORANDUM

TO: Fort Wayne Senate

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

DATE: 19 November 2020

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AAUP Financial Analysis of PFW Campus

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

Indiana Public Institutions Financials, 2014 - 18

Purdue U campuses

Each Component as % of Total:	FY 14	FY 15	FY 16	FY 17	FY 18	FY 14	FY 15	FY 16	FY 17	FY 18	FY 14	FY 15	FY 16	FY 17	FY 18
	P-WL	P-WL	P-WL	P-WL	P-WL	PUC	PUC	PUC	PNW	PNW	PFW	PFW	PFW	PFW	PFW
Instruction	44.4%	41.6%	48.9%	48.7%	51.8%	58.7%	59.8%		63.5%	63.0%	63.9%	60.9%	60.9%	49.9%	52.1%
Academic Support	7.5%	8.7%	7.3%	7.4%	6.3%	1.8%	2.1%		3.9%	4.0%	6.7%	6.7%	6.7%	9.5%	8.5%
Institutional Support	7.5%	8.0%	8.4%	8.1%	7.8%	14.2%	13.7%		15.8%	16.2%	10.9%	12.8%	12.8%	19.6%	18.5%

Indiana U campuses, northern

Each Component as % of Total:	IU-K	IU-K	IU-K	IU-K	IU-K	IUN	IUN	IUN	IUN	IUN	IUSB	IUSB	IUSB	IUSB	IUSB
Instruction	59.5%	58.3%	62.9%	60.7%	61.0%	52.6%	54.2%	54.9%	56.0%	56.6%	56.2%	55.2%	54.4%	55.7%	54.1%
Academic Support	11.2%	11.0%	12.1%	12.0%	12.6%	14.8%	15.5%	16.0%	14.7%	14.3%	12.9%	13.0%	13.9%	13.7%	12.5%
Institutional Support	5.3%	5.8%	6.8%	7.0%	6.0%	0.8%	8.3%	8.0%	8.0%	6.5%	4.6%	4.8%	5.1%	5.2%	5.2%

Indiana U campuses, southern

Each Component as % of Total:	IU-B	IU-B	IU-B	IU-B	IU-B	IUE	IUE	IUE	IUE	IUE	IU-SE	IU-SE	IU-SE	IU-SE	IU-SE
Instruction	48.6%	48.6%	49.2%	48.4%	46.7%	48.4%	47.6%	48.6%	49.7%	53.6%	66.9%	66.8%	68.5%	67.3%	68.1%
Academic Support	12.4%	13.1%	13.2%	12.9%	13.9%	8.2%	10.2%	9.4%	10.0%	11.3%	11.8%	12.4%	13.0%	12.4%	12.2%
Institutional Support	8.1%	8.3%	8.4%	8.6%	9.0%	7.9%	7.7%	8.1%	8.2%	8.6%	4.6%	4.3%	5.0%	5.9%	6.2%

Indiana State U, Ball State U, IUPUI

Each Component as % of Total:	ISU	ISU	ISU	ISU	ISU	BSU	BSU	BSU	BSU	BSU	IUPUI	IUPUI	IUPUI	IUPUI	IUPUI
Instruction	36.0%	37.0%	34.8%	35.6%	35.5%	48.4%	42.7%	51.1%	51.4%	51.5%	44.4%	45.4%	46.1%	45.7%	44.9%
Academic Support	10.2%	10.9%	9.9%	10.9%	10.7%	13.1%	12.4%	12.1%	12.6%	13.3%	21.4%	21.6%	21.9%	22.5%	23.2%
Institutional Support	12.2%	9.8%	11.8%	9.6%	9.7%	11.6%	19.4%	12.7%	13.4%	12.9%	1.5%	1.6%	1.9%	1.7%	1.4%

Ivy Tech, Purdue Global, Vincennes

Each Component as % of Total:	Ivy Tech	Ivy Tech	Ivy Tech	Ivy Tech	Ivy Tech	KU/PG (pvt:U/PG (pvt: PG			Vinc	Vinc	Vinc	Vinc	Vinc		
Instruction	56.0%	55.5%	54.6%	56.2%	55.7%			20.2%	17.8%	16.7%	57.4%	58.3%	61.8%	61.2%	59.8%
Academic Support	12.4%	12.5%	12.8%	14.3%	14.6%			0.0%	0.0%	0.0%	4.7%	6.0%	6.7%	7.1%	7.1%
Institutional Support	17.3%	17.6%	18.4%	18.7%	18.7%			79.8%	82.2%	83.3%	7.8%	8.1%	8.9%	9.0%	9.4%

MEMORANDUM

TO: Fort Wayne Senate
FROM: Senate Executive Committee
Bernd Buldt, Chair
DATE: January 8, 2021
SUBJECT: Approval of Replacement Members of the Executive Committee

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

WHEREAS, Mark Ridgeway (THTR) will be on sabbatical during the spring semester of 2021 which creates one vacancy on the Senate Executive Committee; and

WHEREAS, the Executive Committee has appointed John Egger (MUSC) as the replacement member for the remainder of the 2020–21 academic year;

BE IT RESOLVED, that the Senate approves this appointment.

MEMORANDUM

TO: Bernd Buldt, Chair, Senate Executive Committee

FROM: Nathan Rupp, Chair, Academic Computing and Information Technology Advisory Subcommittee

DATE: 1/12/21

SUBJ: Approval to fill a vacancy on the Academic Computing and Information Technology Advisory Subcommittee

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 Academic Computing and Information Technology Advisory Subcommittee; and

WHEREAS, The Academic Computing and Information Technology Advisory Subcommittee voted on 1/7/21 to appoint John Buteyn to fill the available vacancy for the 2020–2021 academic year;

BE IT RESOLVED, That the Academic Computing and Information Technology Advisory Subcommittee requests that the Senate approve this appointment.

Approved	Opposed	Abstention	Absent	Non-Voting
Alexandra Backer Rama Cousik Jaiyanth Daniel Nathan Rupp Heather Tierney Guoping Wang Angela Williams			Adam Dirksen Mitch Davidson	

MEMORANDUM

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 1/11/2021
SUBJ: Academic Regulation Change for Incompletes, Unremoved Incompletes and Miscellaneous Grading Regulations

WHEREAS, the Fort Wayne campus's ability to grant Indiana University degrees will end June 30, 2021; and

WHEREAS, the Fort Wayne campus's grading regulations have been to such time a mixture of Indiana University and Purdue University grading rules; and

WHEREAS, the Fort Wayne campus's grading regulations for pass/no pass and satisfactory/unsatisfactory grade mode are not consistent with the other Purdue campuses; and

WHEREAS, the current Fort Wayne campus's grading regulations can create a disadvantage for its students since **all** incomplete and unremoved incompletes are handled in the manner of a regular grade mode, thus affecting GPA in those situations when an incomplete is not removed within the stated time period. That is, by current academic regulation the Fort Wayne campus's Registrar is directed to change all incomplete grades, regardless of grade mode, to IF for Incomplete Fail after one year. Thus, all unremoved incompletes affect GPA as an F grade; and

WHEREAS, the current Purdue Fort Wayne regulation regarding incompletes does not differ based upon grade mode, as other Purdue campuses do; and

WHEREAS, the official Purdue transcript is produced from the PWL student information system and the official key identifies four grades applicable to incomplete and unremoved incompletes for pass/no pass and satisfactory/unsatisfactory grade modes which are not currently established at the Fort Wayne campus;

BE IT RESOLVED, align PFW with PWL's grading regulations for incompletes and unremoved incompletes effective July 1, 2021; and

BE IT FURTHER RESOLVED, create four new Fort Wayne campus grades that are used currently by other Purdue campuses and establish them in the Fort Wayne student information system effective July 1, 2021. New grades related to Pass/No Pass coursework would be **PI** for an incomplete grade in a Pass/No Pass option and **IN** for a directed grade substitution of an unremoved incomplete in a Pass/No Pass option after the time limits specified in the current regulations. New grades related to Satisfactory/Unsatisfactory coursework would be **SI** for an incomplete grade in a Satisfactory/Unsatisfactory option and **IU** for a directed grade substitution of an unremoved incomplete in a Satisfactory/Unsatisfactory option after the time limits specified in the current regulations; and

BE IT FURTHER RESOLVED, the creation of the four new grades (PI, IN, SI and IU) will not change the faculty submission process of incomplete grades. For any incomplete regardless of grade mode, an instructor will enter an I grade. The student information system will account for both the instructor-submitted grade and the registered grade mode and automatically record a proper incomplete grade. As would appear on unofficial and official transcripts, this system-internal processing will result in an I grade if the registration was a regular grade option; a PI grade if the registration was a pass/no pass grade option; and SI grade if the registration was in a satisfactory/unsatisfactory graded course; and

BE IT FURTHER RESOLVED, if a PI or SI grade is not removed within the stated time period, the Registrar would be granted authority to direct a grade change from PI to IN or a grade of SI to IU, respectively, after one year, unless a request is submitted by the instructor and approved by the instructor's dean to extend the time limitation due to extenuating circumstances; and

BE IT FURTHER RESOLVED, Senate Document SD 16-45 (Amendment of the Academic Regulations (SD 85-18)) be amended as enclosed, with underlined, bolded language inserted and strike-out language removed.

Approved
Hosni Abu-mulaweh
Stacy Betz
Steven Hanke
Kate White

Opposed

Abstention

Absent
Donna Holland
Shannon Johnson

Non-Voting
Cheryl Hine
Teri Swim

Summary of the Proposed Changes to the Purdue University Fort Wayne campus Academic Regulations

Current Regulation		Proposed Regulation	
6.2: Semester grades. The following grades may be assigned:		6.2: Semester grades. The following grades may be assigned:	
Grade	Meaning	Grade	Meaning
A, A+, A-	Outstanding achievement	A, A+, A-	Outstanding achievement
B, B+, B-	Above-average achievement	B, B+, B-	Above-average achievement
C, C+, C-	Average achievement	C, C+, C-	Average achievement
D, D+, D-	Below-average achievement; lowest passing grade	D, D+, D-	Below-average achievement; lowest passing grade
Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades		Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades	
F	Failure, or unauthorized discontinuance of class attendance; no credit	F	Failure, or unauthorized discontinuance of class attendance; no credit
I	Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course	I	Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. <u>This grade does not affect GPA computations.</u>
IF	Unremoved Incomplete, Failing. Recorded for failure to achieve a permanent grade by the deadline stated in these regulations.	IF	Unremoved Incomplete, Failing; Recorded for failure to achieve a permanent <u>regular</u> grade by the deadline stated in these regulations. <u>This directed grade counts in all respects as a failing grade, affecting GPA computations.</u>
		<u>IN</u>	<u>Unremoved Incomplete-Not Passing; for a credit course Taken under the pass/not-pass</u>

			<p><u>option and in which the student received a PI grade. This directed grade counts the same as an IF grade except that it does not affect GPA computations.</u></p>
		<u>IU</u>	<p><u>Unremoved Incomplete-Unsatisfactory; for a zero credit course in which a student received an SI grade. This directed grade counts the same as an IF grade except that it does not affect GPA computations.</u></p>
NC	Completion of the course as an auditor; carries no credit	NC	Completion of the course as an auditor; carries no credit
NP	Not passing grade when enrolled under the P/NP enrollment option Purdue University students who receive this grade will have a grade of N recorded on official transcripts.	NP	Not passing grade when enrolled under the P/NP enrollment option Purdue University students who receive this grade will have a grade of N recorded on official transcripts. <u>This grade does not affect GPA computations.</u>
NS	Not Submitted; assigned when a grade is not submitted by the instructor.	NS	Not Submitted; assigned when a grade is not submitted by the instructor.
P	Passing grade; under the P/NP option, equivalent to a grade of A, B, or C	P	Passing grade; under the P/NP option, equivalent to a grade of A, B, or C. <u>This grade does not affect GPA computations.</u>
		<u>PI</u>	<p><u>Incomplete - Pass; no grade; same as I except that the student was enrolled in a credit course under the pass/not-pass option. It is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory</u></p>

			<u>work-in-progress. This grade does not affect GPA computations.</u>
S	Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/F basis, or on a departmental/divisional examination, or another award of special credit, or completion of a zero- credit course. Purdue University students who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits	S	Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/ <u>U</u> basis, or on a departmental/divisional examination, or another award of special credit, or completion of a zero-credit course. <u>This grade does not affect GPA computations.</u> Purdue University students who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits
		<u>SI</u>	<u>Incomplete - Satisfactory; no grade; same as I except that the student was enrolled in a satisfactory/unsatisfactory graded course. It is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress. This grade does not affect GPA computations.</u>
W	Withdrew; a record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees after the end of the fourth week	W	Withdrew; a record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees. after the end of the fourth week
6.4: Incompletes. A grade of I is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in		6.4: Incompletes. A grade of I, <u>PI or SI</u> is a temporary record of passing work <u>for a course graded as regular, pass/no pass or satisfactory/unsatisfactory, respectively,</u> which (1) was interrupted by	

an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign the grade of incomplete. The instructor who reports a grade of I shall file in the Registrar's Office a statement that includes the following information:

- The reason for the incomplete
- The requirements for completion of the course
- The grade for the course to date
- The time limit allowed for completion of the course, shall not exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.
- Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.
- The Registrar's Office shall change the I to an IF unless the student graduates or removes the incomplete within the time allowed.
- If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record

circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign a grade of † incomplete. The instructor who reports a **an incomplete** grade of † shall file in the Registrar's Office a statement that includes the following information:

- The reason for the incomplete
- The requirements for completion of the course
- The grade for the course to date
- The time limit allowed for completion of the course, shall not exceed one calendar year. An instructor may change the incomplete to an appropriate grade if requirements for completion of the course are not met within the specified period.
- Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.
- The Registrar's Office shall change the **incomplete grade to a grade of IF, IN or IU for regular, pass/no pass, or satisfactory/unsatisfactory grade modes, respectively,** unless the student graduates or removes the incomplete within the time allowed.
- If the student re-enrolls in the same course while the incomplete is still on the

<p>permanently.</p> <ul style="list-style-type: none">• Students transferring resident credit for a course bearing an unremoved incomplete shall have the grade of I recorded for up to one calendar year from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.	<p>record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.</p> <ul style="list-style-type: none">• Students transferring resident credit for a course bearing an unremoved incomplete shall have the <u>incomplete</u> grade of I recorded for up to one calendar year from the date of admission to IPFW <u>but subject to the limitation of one calendar year from the time the grade was originally recorded at the relevant campus.</u> At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to <u>IF the unremoved incomplete grade to a grade of IF, IN or IU for regular, pass/no pass, or satisfactory/unsatisfactory grade modes, respectively.</u> from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.
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MEMORANDUM

TO: Fort Wayne Senate

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

DATE: 14 December 2020

SUBJ: Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges and Universities

Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges and Universities

WHEREAS the 1968 American Association of University Professors (AAUP) Statement on “The Role of the Faculty in the Accrediting of Colleges and Universities” established recommended standards for institutions of higher education pursuing accreditation; and,

WHEREAS the Statement called for “cooperative effort of qualified faculty members and administrators;” and,

WHEREAS the Statement called for “preparation of the academic aspects of the self-evaluation” to rest primarily “with a committee composed largely of faculty members and responsible to the faculty as a whole,”

BE IT RESOLVED that Fort Wayne Senate discuss its role, as a governing body accountable to the faculty as a whole, in the accreditation process and in light of the attached AAUP Statement; and,

BE IT FURTHER RESOLVED that Senate prepare for inclusion in the self-evaluation a description of “faculty status and morale (including working conditions and total compensation)” that where warranted, reflects “significant differences of opinion in these and other areas;” and,

BE IT FURTHER RESOLVED that Fort Wayne Senate receive on behalf of the entire faculty and prior to submission to the Higher Learning Commission, the completed self-evaluation so that the report is “subject to amendment in the light of faculty suggestions;” and,

BE IT FURTHER RESOLVED that during site visits, “representatives of the faculty, including members of appropriate faculty committees” will have opportunities to meet with any visiting committees “to discuss questions of faculty concern;” and,

BE IT FURTHER RESOLVED that the entire faculty will have access to the complete report of the visiting committee; and,

BE IT FURTHER RESOLVED that the accreditation process keep the entire faculty fully informed of the HLC's actions following submission of the self-evaluation, including but not limited to "all significant developments and issues arising between the accrediting commission and the institution;" and that faculty, through the governing body of the Senate, participate meaningfully and fully "in any subsequent activities regarding the institution's accreditation."

The Role of the Faculty in the Accrediting of Colleges and Universities

The statement that follows was approved by the Association's Committee on Accrediting of Colleges and Universities, adopted by the Association's Council in April 1968, and endorsed by the Fifty-Fourth Annual Meeting.

Institutional evaluation is a joint enterprise between institutions of higher education and the accrediting commissions of regional associations. For their most effective work the accrediting commissions require the cooperative effort of qualified faculty members and administrators, who should be encouraged by their colleges and universities to participate in the work of the commissions. Within a college or university, the nature of the accrediting process requires common enterprise among the faculty, the administration, and to some extent the governing board. The appraisal of the academic program should be largely the responsibility of faculty members. They should play a major role in the evaluation of the curriculum, the library, teaching loads and conditions, research, professional activities, laboratories and other academic facilities, and faculty welfare and compensation, all in relation to the institution's objectives and in the light of its financial resources. To higher education generally, faculty members may exercise a special responsibility as the segment of the educational community that is in the best position to recognize and appraise circumstances affecting academic freedom, faculty tenure, the faculty role in institutional government, and faculty status and morale. This statement presents standards for the expression of faculty interest and responsibility in the accreditation process.

Recommended Standards for Institutions of Higher Education

1. Primary responsibility for the preparation of the academic aspects of the self-evaluation should rest with a committee composed largely of faculty members and responsible to the faculty as a whole. Additions or deletions should be made only after consultation with the authors of the sections of the report that are affected.
2. The self-evaluation should include a description of

- a. conditions of academic freedom and tenure (including provisions for academic due process);
 - b. conditions of faculty participation in institutional government (including provisions for the orderly handling of grievances and disputes); and
 - c. faculty status and morale (including working conditions and total compensation). Significant differences of opinion in these and other areas should be reflected in the self-evaluation.
3. The completed self-evaluation should be made available to the entire faculty prior to its submission to the accrediting commission and should be subject to amendment in the light of faculty suggestions.
 4. Representatives of the faculty, including members of appropriate faculty committees, should be available to meet with the visiting committee to discuss questions of faculty concern.
 5. The report of the visiting committee should be made available to the entire faculty.
 6. The faculty should be fully informed of the accrediting commission's actions after an evaluation and should be kept abreast of all significant developments and issues arising between the accrediting commission and the institution. It should participate, as in the self-evaluation, in any subsequent activities regarding the institution's accreditation.

Recommended Standards for the Regional Accrediting Commissions

1. Regular visiting committees should include full-time teaching or research faculty members.
2. A formally adopted institutional policy on academic freedom and tenure, consistent with the major provisions of the 1940 *Statement of Principles on Academic Freedom and Tenure*, should be a condition for accreditation.

3. Reports by regular visiting committees should take explicit account of
 - a. conditions of academic freedom and tenure (including provisions for academic due process);
 - b. conditions of faculty participation in institutional government (including provisions for the orderly handling of grievances and disputes); and
 - c. faculty status and morale (including working conditions and total compensation).The reports should describe any significant shortcomings in these areas.
4. When significant shortcomings have been found in the areas listed above, the commissions should deal with these as with similar shortcomings in other areas, endeavoring to secure improvement and applying appropriate sanctions in the absence of improvement within a reasonable time.
5. A gross violation of academic freedom, tenure, or due process should, unless promptly corrected, lead to action looking toward withdrawal of accreditation.

MEMORANDUM

TO: Fort Wayne Senate

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

DATE: 21 January 2021

SUBJ: Resolution to Map Out the Levels of Shared Governance

Resolution to Map Out the Levels of Shared Governance

WHEREAS the American Association of University Professors (AAUP) 1966 Statement on Government of Colleges and Universities emphasized the importance of mutual understanding and joint effort in using shared government effectively to reach decisions; and,

WHEREAS the 1966 Statement construes shared government to mean the coordination and integration of interdependent multiple voices, each having their own different weights and sequence at different times in reaching any decision; and,

WHEREAS participation among each of the components of the University occurs not in one way, but with varying weights, depending upon circumstance and respective authority in the kind of decision reached; and,

WHEREAS those weights for participation occur relevant to where Faculty have authority, according to **determination, joint action, consultation, discussion, or no participatory role**; and,

WHEREAS much confusion and misunderstanding still exist among both faculty and administration in terms of how shared government should work across various kinds of decisions that the university might reach,

BE IT RESOLVED that the Fort Wayne Senate discuss the attached document, which maps out a hierarchy of levels of faculty participation in shared government according to the Constitution of the Faculty of Purdue University Fort Wayne; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate votes to reaffirm our Constitution and to adopt the attached document as a standard for how and when faculty participate in the governance of our institution, according to the powers and responsibilities of Faculty set out in that Constitution.

A Hierarchy of Levels of Faculty Participation at Purdue University Fort Wayne

Adapted from a Presentation by Hans Joerg-Tiede (AAUP) on Shared Government

Section VII of the Constitution of the Faculty of Purdue University Fort Wayne establishes Senate as the **sole** Governing Body of the Faculty on this campus before the Purdue Board of Trustees reaches a decision. Only Senate has **final authority** to “exercise the powers and responsibilities of the Voting Faculty” by way of **determination, joint action, or consultation**.

Determination: Faculty have **final legislative or operational authority** on the Fort Wayne campus before the Purdue Board of Trustees reaches a decision.

According to VI. A. 3. of the Constitution of the Faculty of Purdue University Fort Wayne, the Faculty have **final legislative authority** on the Fort Wayne campus to **determine**

- The academic calendar
- The policies for class scheduling
- The policies for student participation in athletic affairs

Furthermore, VI. A. 4. designates Faculty alone as having powers of **operational authority** on the Fort Wayne campus to **review and approve**

- The titles of the academic degrees conferred at PFW
- The general requirements for the curricular leading toward academic degrees or certificates
- The nomination of all candidates for degrees and certificates

Joint Action: Formal agreement by both the faculty and other components of the institution is **required**.

Currently, no section of the Constitution sets out standards where both the Faculty and other components of the institution must engage in formal **joint action**.

Consultation: There is a **formal** procedure which provides a means for the Faculty to present its **judgment** in the form of a **recommendation** or **vote**.

According to VI. A. 1. of the Constitution requires that Faculty have a **formal** procedure to present its **judgment** in the form of a **recommendation** or **vote** before the University sets **policies** concerning:

- The admission and academic placement of students
- Student conduct and discipline
- Student participation in group extracurricular activities
- The administration of the library and other educational support facilities
- The conduct, welfare, privileges, tenure, appointment, retention, and promotion of the faculty

Furthermore, VI. A. 2. requires that Faculty have a **formal** procedure to present its **judgment** in the form of a **recommendation** or **vote** before the University reaches decisions involving:

- Changes in academic organization
- The determination and management of the budget
- The planning of physical facilities
- Increases and decreases in staff
- The screening and selecting of academic and administrative offices

Furthermore, VIII.A. requires that Faculty have a **formal** procedure to present its **judgment**, through an Academic Personnel Grievance Board elected by Faculty, in the form of a **recommendation** or **vote** on administrative actions for each case raising one or more issues involving “academic freedom, tenure, promotion, or the nature or conditions of work.” VIII.A.3 also allows “any member of the Faculty” to petition an “appropriate review body” to review such administrative actions.

Discussion: There is only **informal** expression of **opinion** from the faculty or from individual faculty members.

According to VI. A. 5. of the Constitution permits Faculty “to present its views concerning any matter pertaining to the conduct and welfare of PFW to the President and Board of Trustees of Purdue University.”

In matters requiring **determination, joint action, or consultation**, neither ad hoc appointments of Faculty by administration; nor informal expression of opinion from the faculty or from individual faculty members; nor committees seating one or two faculty representatives among a majority of administrative and/or staff members satisfy the basic standards for Faculty Participation in Shared Government through its governing body of the Senate.

Question Time

Can we get an update from the university administration on the status of the investigation of the new allegations against Coach Niecee Nelson? The statement of support sent out by Kim Wagner at 8:20am on Friday, January 22 does not address the allegations since 2019 nor the allegations of retaliation. Will the university administration respond to the suggestions made by the PFW chapter of the AAUP calling for a new internal investigation?

A. Livschiz

Senate Reference No. 20-26

TO: The Senate
FROM: Executive Committee
DATE: January 22, 2021
SUBJ: Senate Documents Worked on During Fall Semester 2020

Committee	Senate Documents	Comments
Academic Computing and Information Technology Advisory Subcommittee	Report on use of Brightspace data at PFW (report expect late spring)	
Academic Personnel Grievance Committee		No Response
Budgetary Affairs Subcommittee	LTL Bonus Compensation (2020)	
Campus Appeals Board		No Documents
Curriculum Review Subcommittee		No Documents
Educational Policy Committee	SD 20-3, Withdrawal Policy for Fall 2020 and Spring 2021 Semesters SD 20-9, Holds for Academic Dishonesty SD 20-11, Academic Calendar for 2023-2024 SD 20-12, Requirements for Certificates SD 20-16, Changes to P/NP for Fall 2020 semester SD 20-17, Advanced Credit Policy SD 20-18, Revision of General Education (originator: General Education Subcommittee)	
Executive Committee	SD 20-1, Publicizing COVID-19 Statistics for Purdue University Fort Wayne (originator: Steve Carr) SD 20-2, Endorsement of Rachel Barney's Anti-Authoritarian Code of Conduct (originator: Steve Carr) SD 20-4, Approval of Replacement Members of the Executive Committee SD 20-10, Guidelines for Keeping Campus Open During the Pandemic (originator: Steve Carr)	

	SD 20-19, Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne (originator: Steve Carr) SD 20-20, Resolution of Appreciation for International Students at Purdue University Fort Wayne (originator: Steve Carr) SD 20-21, Resolution to Discuss Impact of Pandemic on Faculty (originator: Steve Carr)	
Faculty Affairs Committee	SD 20-6, Alignment of By-Laws with new Lecturer promotion procedures SD 20-7, Approval of Filling in of a Vacancy in the Senate Faculty Affairs Committee	
General Education Subcommittee	Proposal for Revision of the General Education Program	See EPC SD 20-20
Grade Appeals Subcommittee		No Chair
Graduate Subcommittee	SD 20-13, Bylaw Change – Composition of Graduate Subcommittee	
Honors Program Council	SD 20-14, Proposal for Instating an Honor’s Pin Requirement	
International Education Advisory Subcommittee		No Documents
Library Subcommittee		No Documents
Mastodon Athletics Advisory Subcommittee		No Response
Nominations and Elections Committee	SD 20-15, Approval of Filling in of a Vacancy in the Senate Nominations and Elections Committee	No Documents
Professional Development Subcommittee	SD 20-8, Approval to Fill a Vacancy on the Professional Development Subcommittee	No Documents
Promotion and Tenure Subcommittee		No Chair
Revenue Subcommittee		No Response
Student Affairs Committee		No Chair
University Advancement Advisory Subcommittee		No Response
University Resources Policy Committee		No Documents