

FORT WAYNE SENATE AGENDA
MONDAY
April 8, 2019
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of March 11
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – R. Hile
 - b. IFC Representative – J. Nowak
5. Report of the Presiding Officer – J. Clegg
6. Special business of the day
7. Committee reports requiring action
 - a. Faculty Affairs Committee (Senate Document SD 18-15) – Z. Nazarov
 - b. Faculty Affairs Committee (Senate Document SD 18-16) – Z. Nazarov
8. Question time
 - a. (Senate Reference No. 18-42) – M. Cain
9. New business
 - a. (Senate Document SD 18-13) – C. Erickson
 - b. (Senate Document SD 18-14) – C. Erickson
 - c. (Senate Document SD 18-17) – A. Livschiz and N. Virtue
10. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 18-41)
11. The general good and welfare of the University
12. Adjournment*

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

Approving

J. Clegg
R. Hile
A. Nasr
J. Nowak
B. Redman
N. Younis

Opposed

Non-Voting

W. Sirk

Absent

K. Pollock

Attachments

“Guiding Principles of Promotion for Clinical Faculty at PFW” (SD 18-15)

“Amendment to SD 06-14, Sabbatical Leaves” (SD 18-16)

“Question Time – re: Sabbatical Leave Policy” (SR No. 18-42)

“Purdue Online” (SD 18-13)

“Orderly Process for Course Cancellations Based on Enrollment Minimums” (SD 18-14)

“Senate Deliberations” (SD 18-17)

“Economic and Finance Proposals” (SR No. 18-41)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Zafar Nazarov, Chair
Faculty Affairs Committee (FAC)

DATE: February 25, 2019

SUBJ: Guiding principles of promotion for clinical faculty at PFW

WHEREAS, the Purdue Fort Wayne Senate approved guiding principles and procedures for promotion of clinical faculty (SD 17-11) at PFW in the fall of 2017; and

WHEREAS, the Faculty Affairs Committee was notified that the current policy document (SD 17-11) misses the guiding principles and procedures for promotion from Clinical Instructor to Assistant Clinical Professor; and

WHEREAS, the Faculty Affairs Committee determined that the previous guiding principles and procedures require the presence of the terminal degree for promotion to Associate Clinical Professor based on scholarship and/or creative endeavor, the requirement which is absent in the procedures for appointing and promoting clinical/professional faculty established by Purdue University West Lafayette; and

WHEREAS, to resolve these inconsistencies in PFW guiding principles and procedures for promotion of clinical faculty, the Faculty Affairs Committee, revised and updated the current policy document (SD 17-11); and

BE IT RESOLVED, the Faculty Affairs Committee is requesting the Purdue Fort Wayne Senate adopt the revised version of SD 17-11 as the guiding principles for promotion of clinical faculty at PFW.

Approved:
Zafar Nazarov
Talia Bugel
Daren Kaiser
Andres Montenegro
Dong Chen
Prasad Bingi

Opposed:

Abstention:

Absent:

Non-Voting:
Marcia Dixson

GUIDING PRINCIPLES FOR PROMOTION OF CLINICAL FACULTY

(Information regarding promotion and tenure guiding principles for non-clinical faculty can be found in SD 14-35)

PFW is a comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Maintaining this standard can be accomplished only by employing and promoting clinical faculty who share this mission.

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

Clinical faculty provide invaluable contributions to the University community, its students, and the community at-large. It is through promotion that the University rewards those contributions. Retaining clinical faculty who are focused on blending theoretical and clinical knowledge, who provide practical instruction and the application of practical knowledge, and who are more oriented to practice than to scholarship and/or creative endeavor ensures the University is able to meet its mission.

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

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

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

All candidates for promotion to Assistant Clinical Professor, Associate Clinical Professor or

Clinical Professor must demonstrate excellence in teaching, scholarship and/or creative endeavor, or service. Candidates must choose to demonstrate excellence in only one category. All candidates must also demonstrate competence in one other category. **Assistant Clinical Faculty and Associate Clinical Faculty** may seek promotion after five years in-rank.

TEACHING

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

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

When teaching is the primary basis for promotion to Assistant Clinical Professor, in addition to demonstrating exemplary learning environment teaching, the candidate's performance must exceed the standard of competence for Instructor in both qualitative and quantitative ways.

When teaching is the primary basis for promotion to Associate Clinical Professor, in addition to demonstrating exemplary learning environment teaching, the candidate's performance must clearly exceed the standard of competence **for Assistant Clinical Professor** in **both** qualitative and quantitative ways.

When teaching is the primary basis for promotion to Clinical Professor, in addition to demonstrating exemplary learning environment teaching, the candidate should have made significant contributions to teaching, pedagogy, and/or instruction outside their department, and/or in the university system, and/or in their discipline that has led them to gain recognition outside PFW appropriate to a faculty member at a regional comprehensive campus for their teaching and/or pedagogical work.

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

SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

PFW clinical faculty are expected to maintain currency in their discipline and to engage in

professional productivity or scholarship and/or creative endeavors. The specific forms of this work and its reach must be defined by department criteria.

While assessing the professional productivity or scholarly and/or creative contributions of a candidate, some of the factors which may be important in establishing excellence are originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate's teaching. The evaluation of professional productivity or scholarly and/or creative contributions by authorities in the field is accomplished by a variety of means. Documentation concerning the frequency of opportunities for such work within the discipline, the stature of the publication, conference / meeting, the selection process (e.g. refereeing), as well as sources of funding may also be important in establishing excellence. Depending upon the discipline and area of endeavor, some combination of several or all of these aspects may be involved in building a case. The quantity of professional productivity or scholarship and/or creative endeavor is a sign of productivity; however, its quality is more important. The judgment of the candidate's work is primarily qualitative and it cannot be reduced to quantitative formulae. In general, the widely accepted evaluation practices within the discipline will determine what evidence a candidate includes in a promotion case. Demonstrating competence must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW.

When professional productivity or scholarship and/or creative endeavor is the primary basis for promotion to Assistant Clinical Professor, the candidate should have demonstrated appropriate achievement in clinical or professional practice as noted in the department's criteria document.

When professional productivity or scholarship and/or creative endeavor is the primary basis for promotion to Associate Clinical Professor, the candidate should have demonstrated appropriate achievement ~~beyond the terminal degree~~ as appropriate for the discipline and as noted in the department's criteria document.

When scholarship and/or creative endeavor is the primary basis for promotion to Clinical Professor, the candidate should have gained national or international recognition appropriate to a faculty member at a regional comprehensive campus for his or her work.

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

SERVICE

PFW faculty at all ranks are expected to take an active role in the campus beyond teaching and scholarship and/or creative endeavor; they are encouraged to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. For clinical faculty this can be a significant, and maybe even primary, part of their appointment.

Department criteria should distinguish between professional activities (those related to the

faculty member's discipline or assigned university duties, or to the mission of the university) and nonprofessional activities (those not so related). If a candidate wishes to introduce evidence of service beyond the scope of the department criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to his/her profession, disciplinary area, and/or role as a faculty member at PFW. The evidence to demonstrate excellence should include both quantity and quality of the service. The evaluation of service as excellent by authorities beyond the campus is accomplished by a variety of means. Demonstrating excellence must include input from outside PFW.

Unlike non-clinical faculty, clinical faculty are permitted to pursue promotion to **any rank** based on excellence in service. **The service should be measured qualitatively and quantitatively.**

When service is the primary basis for promotion to Assistant Clinical Professor, the candidate should have demonstrated service well-beyond the expectations of all faculty in that discipline in terms of quality and quantity.

When service is the primary basis for promotion to Associate Clinical Professor, the candidate should have demonstrated service well-beyond the expectations of all faculty in that discipline in terms of quality and quantity.

~~PFW recognizes that promotion to Clinical Professor based on excellence in service is a possibility.~~ If service is the primary basis for promotion to Clinical Professor, it must represent a contribution to the campus, the community, or the profession of significant impact. Significant impact goes beyond simply serving on a large number of committees or serving on particular committees for extended periods of time.

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

MEMORANDUM

TO: Purdue Fort Wayne Senate

FROM: Zafar Nazarov, Chair of Faculty Affairs Committee

DATE: March 20, 2019

SUBJ: Amendment to SD 06-14, Sabbatical Leaves

WHEREAS, the Faculty Affairs Committee received the request from the Professional Development Subcommittee to review the amendments to Senate Document 06-14 that reflect the fact that the Indiana University – Purdue Fort Wayne ceased to exist on July 1st, 2018, thus there is a need to align the existing policy with the Purdue University system since Purdue Fort Wayne exists solely within the Purdue University system; and

WHEREAS; the Faculty Affairs Committee approved the suggested amendments;

BE IT RESOLVED, that Senate Document 06-14, Sabbatical Leaves be amended as indicated below.

Approved	Opposed	Abstention	Absent	Non-Voting
Zafar Nazarov			Prasad Bingi	Marcia Dixson
Dong Chen				
Andres Montenegro				
Talia Bugel				
Daren Kaiser				

MEMORANDUM

To: Faculty Affairs Committee
From: Andrew Downs, Chair of Professional Development Subcommittee
Date: February 22, 2019
Subj: Amendment to SD 06-14, Sabbatical Leaves

WHEREAS, Indiana University-Purdue University Fort Wayne (IPFW) ceased to exist on July 1, 2018;

WHEREAS, Purdue University Fort Wayne (PFW) exists solely within the Purdue University system; and

WHEREAS, as needed, policies at PFW are being aligned with the Purdue University system;

BE IT RESOLVED, that Senate Document 06-14, Sabbatical Leaves be amended as indicated below.

<u>Approved</u>	<u>Did not approve</u>	<u>Abstained</u>	<u>Did not vote</u>
A. Downs			
G. Jones			
E. Ohlander			
J. Papiernik			
R. Rayburn			
S. Rumsey			

Note: Questions concerning this document should be addressed to Andrew Downs at (260) 481-6691 or downsa@pfw.edu.

SABBATICAL LEAVES

~~IPFW's~~ **Purdue University Fort Wayne's** mission includes the search for new knowledge, excellent teaching, and service to the university, profession, and community. In order to maintain and continue the high level of academic excellence necessary to support this mission, it is important for the faculty to periodically update and strengthen their professional skills. A sound program of sabbatical leaves is thus of vital importance to the University in that it provides for this continued professional growth and new or renewed intellectual achievement through significant study, research, and writing that cannot easily be done while engaged in the ongoing duties of a faculty member.

A sabbatical leave is not a leave which a faculty member automatically "earns" by having been employed for a given period of time. Rather, it is an investment by the University in the expectation that the sabbatical leave will significantly enhance the faculty member's capacity to contribute to the objectives of the University. For this reason, all periods of sabbatical leave count as full-time service to the University and will be approved only if there is adequate reason to believe that they will achieve this purpose.

A statement of goals for the sabbatical, an outline of the type of evidence that will be used to demonstrate how those goals will be achieved, and a statement of the proposed use of the applicant's time during the sabbatical period are required as part of the sabbatical application. Acceptable programs for the use of time may include:

1. Research on significant issues and problems, including pedagogical issues.
2. Important creative or descriptive work in any means of expression, for example, writing, painting, and so forth.
3. Retraining in new domains of scholarship or creative endeavor in one's discipline. Such retraining may be used to enhance one's scholarship and/or one's teaching capabilities.

Before being evaluated by the Professional Development Subcommittee, applications for sabbatical leave must have been reviewed to ensure that the applications meet the guidelines specified in this document by appropriate administrators (chair/dean or director). Where possible, it is considered desirable that relevant departmental or division faculty committees (e.g., the Promotion and Tenure or Personnel Committee) make a written recommendation about sabbatical applications to the appropriate administrator at that level. The administrator will consider this recommendation in his or her own recommendation that is forwarded to the next level.

The Professional Development Subcommittee is responsible for recommendations to the Vice Chancellor for Academic Affairs regarding sabbatical leave applications. The Vice Chancellor for Academic Affairs makes final decisions regarding sabbatical leave applications.

~~At the termination of the leave, and not later than three months after returning to campus, the faculty member must submit a report about the sabbatical leave~~ **Within one semester (or six months for fiscal year faculty) of the conclusion of the leave, a report describing the accomplishments of the sabbatical period must be submitted by the recipient to the department chair or program director** to whom they report. The Chair forwards the report to the next level, usually the Dean or Director, who forwards the report to the Office of Academic Affairs. This report must outline how the sabbatical period was used, what outcomes were achieved, and indicate further outcomes that are expected as a result of the sabbatical project. All such reports must be included with subsequent sabbatical applications. Information about the outcome of previous sabbaticals will be used to evaluate subsequent sabbatical applications.

(Note: Per Senate Document SD 06-19, each department or division should establish specific criteria for the granting of sabbatical leaves that will serve as the basis of evaluation for applications coming from that department or division, and that are consistent with the above guidelines.)

Question Time

At the last Senate meeting in March, Speaker Hile noted reasons for why OAA has decided to change the current sabbatical leave policy OAA 05-5, including how “confusing” current policy is.

Current policy reads as follows:

Eligible in 6th, 13th, 20th, 27th, and 34th year to apply for sabbatical in 7th, 14th, 21st, 28th , and 35th year of full-time service. The second or a subsequent sabbatical may be taken as early as 4 years after completion of the previous one, as long as the next leave is scheduled so as not to exceed one every 7 years.

Like other faculty I have consulted, I understood this policy to mean that, by way of example, someone who has, for three previous sabbaticals, taken them in their 7th, 14th, and 21st year could, for the fourth sabbatical, take one in their 27th year rather than the 28th. This language, therefore, does not seem to pose any particular confusion.

However, I was told by OAA and the Professional Development Committee that this interpretation is incorrect; instead, only those taking their second sabbatical may take it earlier than seven years. This interpretation is not reflected in the current document OAA 05-5.

Furthermore, the proposed new language of this document has been changed beyond simply clarifying the original meaning and constitutes a substantial change in policy:

For faculty members with academic year appointments, sabbatical leaves may be granted as follows:

- a. after a minimum of six semesters of service, one semester at half pay;
- b. after a minimum of twelve semesters of service, one semester at full pay to two semesters at half pay with pay rate adjusted proportionately for intermediate periods.

My questions are as follows:

1. Why is the current language perceived as confusing?
2. What will prevent such apparent gross misinterpretations of written policy by OAA and PDC in the future?
3. Why is the policy being changed so substantially? Is this to conform to Purdue policy, as stated in the March Senate meeting?

M. Cain

To: The Fort Wayne Senate
From: The College of Arts and Sciences Council
Subject: Purdue Online
Date: February 20, 2019

WHEREAS, the College of Arts and Sciences Council, noting that Purdue Online has gained access to all online courses taught at Purdue Fort Wayne without prior faculty knowledge or consent, passed a resolution on February 4, 2019 asking the Purdue Faculty Senate to charge the Faculty Affairs Committee with creating a campus-wide policy to oversee the orderly and equitable transfer of teaching materials to Purdue Online,

WHEREAS, the COAS Council also noted that the relationship between Purdue Online and Purdue University Global is unclear and that faculty are concerned about the possibility of losing oversight and control over their intellectual property from both online courses and courses taught in classes with online components, such as seeing that content funneled into Purdue University Global and taught by other instructors, and;

WHEREAS, the COAS Council further noted that there is currently no policy in place that allows input from PFW faculty as to what teaching materials are transferred to Purdue Online, how those materials will be used, and who those materials will be used by,

BE IT RESOLVED, that the Purdue Fort Wayne Faculty Senate charge the PFW Faculty Affairs Committee with creating a campus-wide policy overseeing the orderly and equitable transfer of teaching materials to Purdue Online, which would include ensuring faculty giving prior and informed consent before any use of their intellectual property by Purdue Online or any other entity within the Purdue System, and;

BE IT FURTHER RESOLVED, that the Purdue Fort Wayne Faculty Senate uses any and all available channels of shared governance to advocate for compliance with this policy at all campus and system levels.

DATE: February 4, 2019

TO: College of Arts and Sciences Council

FROM: COAS Executive Committee

SUBJECT: Purdue Online

WHEREAS, Purdue Online has obtained access without prior faculty consent to any and all online courses, including instructional materials that are the intellectual property of Purdue University Fort Wayne (PFW) faculty “for possible use to corporate clients,”¹ and;

WHEREAS, Purdue Online has instigated this action without any meaningful attempt to go through existing shared governance structures or attempt to get input directly from the PFW faculty, and;

WHEREAS, the Deputy General Counsel of Purdue has stated that “Purdue Online’s request for access is entirely within the institution’s rights and we need not wait for instructor permission to grant access,”² and;

WHEREAS, this action by Purdue Online represents a direct conflict between faculty’s contractual obligations to Purdue, and faculty rights to their own intellectual property, and;

WHEREAS, Purdue Online is a new entity and Purdue University Global is a new acquisition, and the relationship between the two remains unclear, and;

WHEREAS, COAS faculty are concerned about the possibility that they will lose oversight and control over their intellectual property from both online courses and courses taught in classes with online components, such as seeing that content funneled into Purdue University Global and taught by other instructors, and;

WHEREAS, there is currently no policy in place that allows input from PFW faculty as to what teaching materials are transferred to Purdue Online, how those materials will be used, and who those materials will be used by, and;

WHEREAS, the 2013 AAUP Statement on Intellectual Property states that unless “specifically and voluntarily created as works made for hire,” all faculty lectures and original instructional materials constitute faculty intellectual property that “cannot be revised, edited, supplemented, or incorporated into courses taught by others without the consent of the original creator,” nor can these materials “as a

¹ See Karen VanGorder’s email October 3, 2018 (attached).

² Ibid.

whole be assigned to another instructor without the consent of the faculty member who created the course, and;

WHEREAS, a bedrock standard of shared governance gives faculty control over the curriculum, including control over how, when, where, and in what modality faculty deliver that curriculum,

BE IT RESOLVED, that the Council calls upon the PFW Faculty Senate to charge the PFW Faculty Affairs Committee with creating a campus-wide policy overseeing the orderly and equitable transfer of teaching materials to Purdue Online, which would include ensuring faculty giving prior and informed consent before any use of their intellectual property by Purdue Online or any other entity within the Purdue System, and;

BE IT FURTHER RESOLVED, that the Council urges development of campus-wide policy that will address faculty concerns about an orderly and equitable transfer of teaching materials to Purdue Online or any other entity within the Purdue System, and;

BE IT FURTHER RESOLVED, that the Council urges Senate to use any and all available channels of shared governance to advocate for compliance with this policy at all campus and system levels.

Karen Van Gorder

Wed 10/3/2018 12:08 PM

To:

Angela Williams

Cc:

Julie Yoder;

Manoochehr Zoghi;

Melissa Gruys;

Eric Link;

James Burg;

John O'Connell

Inbox

Good morning all:

Purdue Online (system level) has asked for access to all of Purdue Fort Wayne's courses in Blackboard for possible use to corporate clients. I asked some questions and here is the response I received from Trent Klingerman, Deputy General Counsel:

"It is my limited understanding that there was a concern voiced at PFW over permitting Purdue Online personnel access to syllabi, etc. for purposes of a necessary and urgent readiness assessment. The concern was relayed to me as whether such access was consistent with the principle of faculty ownership of their instructional works.

I am happy to discuss this with you and answer any questions; but, in a nutshell, the university has a right (by virtue of a non-exclusive, royalty-free license) to these materials for all research and educational purposes. In my judgment, Purdue Online's request for access is entirely within the institution's rights and we need not wait for instructor permission to grant access."

Access is being granted this morning. Please direct any questions to Dr. Drummond.

Karen L. **VanGorder**, CPA, MBA
Executive Director, Division of Continuing Studies
Purdue University Fort Wayne (PFW)



Please consider the environment before printing this email.

To: The Purdue Fort Wayne Senate
From: The College of Arts and Sciences Council
Subject: Orderly Process for Course Cancellations Based on Enrollment Minimums
Date: February 20, 2019

WHEREAS, the College of Arts and Sciences Council, noting the confusion that has occurred when terminating courses based on enrollment minimums, passed a resolution on February 4, 2019, urging the Purdue Fort Wayne Senate to create an orderly process for course cancellations, and;

WHEREAS, the COAS Council also noted that the lack of an orderly process for terminating courses based on enrollment minimums, which has negatively impacted some academic units and faculty's ability to control the curriculum as outlined in the Constitution,

BE IT RESOLVED, that the Purdue Fort Wayne Faculty Senate develop a consistent, predictable, and orderly process for determining and communicating to the Voting Faculty both a stable number for enrollment minimums and well-defined procedures for canceling class that do not meet those minimums, and;

BE IT FURTHER RESOLVED, that the Purdue Fort Wayne Faculty Senate establish in this process a reasonable timeline and deadline for when in a semester, or between semester, course cancellations based on enrollment minimums will occur, and;

BE IT FURTHER RESOLVED, that the Purdue Fort Wayne Faculty Senate establish in this process an allowance for reasonable exceptions and appeals processes based on whether a class has one or more graduating seniors; whether a decision to cancel one or more classes would harm student success and progress within an academic program; or any other factor based on educational considerations, or any factor that would impinge upon faculty control over the curriculum as outlined in the Constitution of the Faculty, and;

BE IT FURTHER RESOLVED, that the Purdue Fort Wayne Faculty Senate ensures that this process abide by established principles and practices of shared governance involving collaboration and cooperation between faculty, administration, and other constituencies who share mutual interests in ensuring that the university meet minimum enrollment targets, and that these targets treat both individual units and faculty fairly, regardless of faculty employment status or academic unit size.

To: College of Arts and Sciences Council
From: COAS Executive Committee
Re: Orderly Process for Course Cancellations Based on Enrollment Minimums
Date: 4 January 2019

WHEREAS, Purdue University Fort Wayne as a whole has faced declining enrollments, and;

WHEREAS, university administration has attempted to address those declines through imposing continuously variable minimum enrollments that escalate from semester to semester, and;

WHEREAS, the imposition of these minimums has occurred largely without clear or orderly communication; and outside a collaborative and cooperative process of shared governance, and;

WHEREAS, the rigid and frequently last-minute impositions of these minimums have resulted in confusion and disruptions to academic units and their ability to administer the educational mission of the institution, and;

WHEREAS, the Constitution of the Faculty of Purdue University Fort Wayne grants Voting Faculty the exclusive right to “determine the policies for class scheduling” (VI.A.3.b of <https://www.pfw.edu/committees/senate/documents/documents/2017-18/Constitution.3.12.2018.pdf>), and;

WHEREAS, poorly conceived and executed policies regarding the use of enrollment minimums to justify course cancellations, often occurring without meaningful collaboration and cooperation with faculty, ultimately undermine faculty control over the curriculum as outlined in the Constitution, and;

WHEREAS, decisions to terminate classes run the risk of terminating non-tenured faculty appointments, and;

WHEREAS, the American Association of University Professors’ (AAUP) 2018 revision of “Recommended Institutional Regulations on Academic Freedom and Tenure” noted that decisions involving termination of faculty should “be based essentially upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof,” (<https://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure>), and;

WHEREAS, the AAUP’s “Recommended Institutional Regulations on Academic Freedom and Tenure” specifically defined “educational considerations” as exclusive of “cyclical or temporary variations in enrollment,”

BE IT RESOLVED, that the Council recommend Senate as the most appropriate body to take up and consider developing a consistent, predictable, and orderly process for determining and communicating widely to the Voting Faculty both a stable number for enrollment minimums; and well-defined procedures for canceling classes that do not meet those minimums, and;

BE IT FURTHER RESOLVED, that this process establish a reasonable timeline and deadline for when in a semester, or between semesters, course cancellations based on enrollment minimums will occur, and;

BE IT FURTHER RESOLVED, that this process allow for reasonable exceptions and appeals processes based on whether a class has one or more graduating seniors; whether a decision to cancel one or more classes would harm student success and progress within an academic program; or any other factor based on educational considerations, or any factor that would impinge upon faculty control over the curriculum as outlined in the Constitution of the Faculty, and;

BE IT FURTHER RESOLVED, that this process abide by established principles and practices of shared governance involving collaboration and cooperation between faculty, administration, and other constituencies who share mutual interests in ensuring that the university meet minimum enrollment targets, and that these targets treat both individual units and faculty fairly, regardless of faculty employment status or academic unit size.

To: Faculty Senate

From: Ann Livschiz and Nancy Virtue

Date: March 22, 2019

Re: Senate Deliberations

Whereas, the current Presiding Officer of the FW Senate has broken precedent with past practices for the entire history of the FW Senate by interpreting Roberts Rules of Order in a way that limits Senate members' speech by imposing a 2-question rule;

Whereas, the current Presiding Officer claims that this is an obvious and unambiguous interpretation of Roberts Rules, when in fact that is not the case, as was demonstrated by our discussion in Senate on March 11;

Whereas, there are no clear rules in Roberts Rules of Order that govern question time;

Whereas, the role of the Presiding Officer at Senate meetings is to encourage and guide discussion on matters of importance to the Purdue Fort Wayne campus and community;

Whereas, the current Presiding Officer has not always applied the 2-question rule equally among the Senate members;

Whereas, the current Presiding Officer did not explain what steps he would take to apply the rule equally among the Senate members;

Be it resolved, that for any remaining Fort Wayne Senate meetings in the 2018-2019 academic year, we revert to pre-2018-2019 practices of carrying out the deliberations of the senate;

Be it further resolved, that if the Senate Executive Committee feels that we need to revisit the rules governing deliberations, particularly during Question Time, that they will organize an appropriate forum (e.g. item on a senate meeting agenda; special meeting) to have such a conversation in the 2019-2020 academic year;

Be it further resolved, that until Senate Executive Committee organizes such a forum, the meetings of the Fort Wayne Senate continue to operate on the model established by precedent that had been in place up until the start of the 2018-2019 academic year.

TO: Kathy Pollock, Chair, Senate Executive Committee
 FROM: Carol Lawton, Chair, Curriculum Review Subcommittee *Carol A. Lawton*
 DATE: March 20, 2019
 SUBJECT: Economics and Finance Proposals

The Curriculum Review Subcommittee supports the proposal from the Department of Economics and Finance for a major in Money and Banking. We find that the proposal requires no Senate review.

Approving

Swathi Baddam
 Carol Lawton
 Vincent Maloney
 Sue Skekloff
 Jin Soung Yoo
 Julia Smith

Not ApprovingAbsent

Seth Green
 Kate White

The Curriculum Review Subcommittee also supports the proposal from the Department of Economics and Finance for a Certificate in Financial Economics. We find that the proposal requires no Senate review.

Approving

Swathi Baddam
 Carol Lawton
 Vincent Maloney
 Sue Skekloff
 Jin Soung Yoo

Not Approving

Julia Smith

Absent

Seth Green
 Kate White

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 50% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

Request for a New Credit Certificate Program

Campus: _____ *Purdue Fort Wayne* _____

Proposed Title of Certificate Program: _____ *Certificate in Financial Economics* _____

Projected Date of Implementation: _____ *Fall 2019* _____

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 purpose of the certificate is to prepare students for positions in the financial services industry and for the positions that require the working knowledge of the fundamentals of economics and finance.

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

A. *ECON 20101 – Introduction to Microeconomics (Cr. 3)*

B. *ECON 20201 – Introduction to Macroeconomics (Cr. 3)*

C. *BUS 20100 – Principles of Financial Accounting (Cr. 3)*

D. *One course from the list below:*

○ *ECON 35000 – Money and Banking (Cr. 3)*

○ *BUS 34500 – Money, Banking and Capital Markets (Cr. 3)*

○ *ECON 32201 – Intermediate Macroeconomic Theory (Cr. 3)*

E. *ECON 32100 – Intermediate Microeconomic Theory (Cr. 3)*

F. *Two courses from the list below:*

○ *BUS 30100 – Financial Management (Cr. 3)*

○ *ECON 30600 – Fed Challenge (Cr. 3)*

○ *BUS 30300 – Intermediate Investments (Cr. 3)*

○ *ECON 36001 – Survey of Public Finance (Cr. 3)*

○ *ECON 30600 – Behavioral Economics and Finance (Cr. 3)*

○ *ECON 47101 – Econometric Theory and Practice (Cr. 3)*

○ *MA 27300 – Financial Mathematics (Cr. 3)*

○ *ECON 30600 – Economics of Risk and Uncertainty (Cr. 3)*

G. *BUS 20300 – Commercial Law I (Cr. 3)*

H. *BUS 32800 – Introduction to Taxation (Cr. 3)*

Total Credit Hours = 27 credit hours. At least 15 credit hours need to be completed in Purdue Fort Wayne.

III. What are the admission requirements?

There are no specific requirements for admission into the certificate program.

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

Upon successful completion of the certificate, the student:

- will understand and will be able to explain economic and financial aspects of business decisions;*
- will understand how economic conditions affect individuals and businesses;*
- will be able to analyze, interpret and present economic and financial data;*
- will be able to apply basic financial economics concepts and tools in individual and business decision-making process.*

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 department will annually assess student learning outcomes and the effectiveness of the certificate program by evaluating student exams and projects in selected courses and by evaluating the placement data of its graduates.

VI. Describe student population to be served.

The target population for the certificate are students majoring in fields other than finance or economics but would like to apply for positions in the financial services industry or for positions that require the working knowledge of the fundamentals of economics and finance.

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

The mission of the School of Business is “to provide quality business education to meet the higher education needs of northeast Indiana.” The certificate will complement this mission by helping students to develop the skills necessary to be successful in the financial services industry.

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

The certificate program will utilize courses that are already offered in the School of Business and in the Department of Mathematics.

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.) *

No additional faculty, equipment or other resources will be required to offer the certificate because it utilizes the courses that are already regularly offered in the School of Business.

X. A Liaison Library Memo

Please see attached.

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

The program utilizes the complementarities among economics, finance and accounting programs in the School of Business to deliver the certificate.

Liaison Librarian Memo

Date: 2/1/19

From: Shannon Johnson

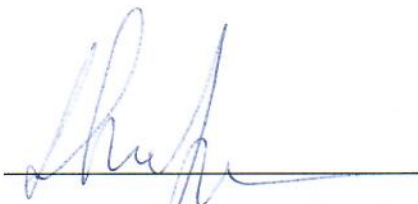
To: Nodir Adilov

Re: Economics Program Prososals

Describe availability of library resources to support proposed new program:

Existing library resources should be sufficient to support the proposals.
Please see the resources questionnaire for more information.

Comments:


Liaison Librarian Signature

2/4/19
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?

Federal Reserve Economic Data database (free access to public via internet)

Business Source

JSTOR

ABI

- 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?

There is no expectation for access to new journals. No specific journal is commonly used in the courses, but faculty sometimes assign readings from journals that can be accessed through the databases listed above.

- 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?

Courses are already being offered in this area, and therefore no new resources are anticipated.

- 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?

Articles primarily.

- 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?

Shannon Johnson.

- Memo from Liaison Librarian regarding resources.
- 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?

The new major and the certificate will fall under the AACSB business school accreditation. There is no statement from the accreditation agency related to library resources.

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):

Purdue University Fort Wayne
Request for a New Major

- I. Name of proposed major: *Money and Banking*
- II. Title of degree to be conferred: *Bachelor of Science in Business*
- III. Field of study, department, and college involved:

Department of Economics and Finance, Doermer School of Business

- IV. Objectives of the proposed major or concentration:

The purpose of the major is to prepare students for positions in the banking and financial services industries. Upon successful completion of the major requirements, the student:

- *will understand and will be able to explain how money, monetary policy and macroeconomic variables affect individuals and businesses;*
- *will understand and will be able to explain economic and financial aspects of day-to-day bank operations;*
- *will be able to analyze, interpret and present financial data related to bank operations and monetary policy;*
- *will be able to apply basic financial economics concepts and tools in a business decision-making process.*

In addition, upon completion of the Bachelor of Science in Business (B.S.B) Degree, the student:

- *will be able to integrate fundamental principles of business theory and practice;*
- *will be able to solve problems by modeling, analyzing data (qualitative and numeric), and using critical thinking skills;*
- *will be able to understand the global and cultural implications of business decisions;*
- *will be able to understand ethical considerations in business decision;*
- *will be able to understand the relationship between the community and business;*
- *will be able to demonstrate the effective communication and teamwork skills;*
- *will be prepared for life-long learning in a dynamic environment.*

- V. Proposed Date of Initiation: *Fall 2019*
- VI. Describe the relationship of the proposed major or concentration to the mission of the campus or the department

The mission of the School of Business is “to provide quality business education to meet the higher education needs of northeast Indiana.” The proposed major will complement this mission by helping students to develop the skills necessary to be successful in the banking industry.

VII. Describe any relationship to existing programs within the campus

The major will utilize upper-level economics and finance courses that are already offered in the School of Business. The majority of required field courses in the proposed major are specialized and primarily benefit students intending to seek positions in the banking sector, whereas the required courses in the other two majors in the Department are not specialized.

VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations

The program involves collaboration with the banks and financial institutions in Fort Wayne area. Some courses require students to conduct economic and financial analysis and make presentations of their findings in local banks. One course invites representatives from local banks and financial institutions to make guest lecture presentations.

IX. Describe the need for the major or concentration

According to the Bureau of Labor Statistics, there are 12,100 jobs related to financial activities in Fort Wayne. The number of jobs in this sector increased by 2.5% in 2018. Looking at the national trend, the Bureau of Labor Statistics estimates that jobs related to the banking industry that require a bachelor's degree will grow by 11-15% (above average job growth rate) between 2016-2026. The labor market for banking related jobs in Fort Wayne and in Northeast Indiana is expected to follow the national trend. The proposed major will help to meet the increased industry demand by preparing students for the positions in the banking industry.

X. Describe the resources required over and above current levels to implement the proposed major or concentration*

No additional faculty, staff, equipment or other resources will be required to offer the certificate because the proposed major utilizes the courses that are already regularly offered in the School of Business.

XI. A Liaison Library Memo

Please see attached.

XII. Proposed curriculum

A. General Education – 39 credits (Current requirements in the School of Business)

A1. Foundational Intellectual Skills (9 credits)

- ENGL 13100 Reading, Writing, and Inquiry I
- COM 11400 Fundamentals of Speech
- MA 22900 Calculus

A2. Scientific Ways of Knowing (3 credits)

- see University catalog for list of approved classes*

A3. Social and Behavioral Ways of Knowing (3 credits) – take one of the two courses

- PSY 12000 Elementary Psychology
- SOC 16101 Principles of Sociology

A4. Humanistic and Artistic Ways of Knowing (3 credits)

- PHIL 11100 Ethics

A5. Interdisciplinary/Creative Ways of Knowing (6 credits)

- BUS 10001 Principles of Bus Administration
- Select one from following list:
INTL 20000, LGBT 20000, LING 46000, OLS 45400, PACS 20000, PPOL 16200,
REL 11200, SOC 10900, WOST 24000, EALC 10101, EALC 10201, FR 11100,
FR 11201, GER 11100, GER 11201, NELC 10000, NELC 15000, SPAN 11101,
SPAN 11201, SPAN 11300

A6. Capstone Experience (3 credits)

- see University catalog for list of approved classes*

A7. General Education Electives (6 credits)

- see University catalog for list of approved classes*

A8. Additional Requirements (6 credits)

- ENGL 23301 Intermediate Expository Writing
- BUS 20401 Business Communications

B. Business and Economics Core – 46 credits (Current requirements in the School of Business)

B1. BUS 10000 Intro to College & Business Careers (1 credit)

B2. BUS 20100 Principles of Financial Accounting (3 credits)

B3. BUS 20200 Principles of Managerial Accounting (3 credits)

B4. BUS 20101 Computers in Business (3 credits)

B5. BUS 20300 Commercial Law I (3 credits)

B6. ECON 20101 Microeconomics (3 credits)

B7. ECON 20201 Macroeconomics (3 credits)

B8. ECON 27000 Statistical Theory in Economics & Business (3 credits)

- B9. BUS 20001 Business Degree Seminar (0 credits)*
- B10. BUS 30100 Financial Management (3 credits)*
- B11. BUS 30101 Marketing Management (3 credits)*
- B12. BUS 30102 Operations Management (3 credits)*
- B13. BUS 30200 Managing & Behavior in Organizations (3 credits)*
- B14. BUS 32100 Management of Information Technology (3 credits)*
- B15. BUS 40400 Social, Legal, Ethical Implications of Bus Decisions (3 credits)*
- B16. BUS 43000 Organizations and Organizational Change (3 credits)*
- B17. BUS 40000 Business Senior Seminar (0 cr)*
- B18. BUS 40100 Policy and Strategy(3 credits)*

C. Money and Banking major courses – 24 credits (Proposed major courses)

- C1. ECON 32201 Intermediate Macroeconomic Theory (3 credits)*
- C2. ECON 32100 Intermediate Microeconomic Theory (3 credits)*
- C3. Complete one of the following courses (3 credits)*
 - *BUS 34500 Money, Banking and Capital Markets (3 credits)*
 - *ECON 35000 Money and Banking (3 credits)*
- C4. Complete two courses from the list below (6 credits)*
 - *ECON 30600 Fed Challenge or Monetary Policy (3 credits)*
 - *BUS 31000 Financial Statement Analysis (3 credits)*
 - *BUS 30300 Intermediate Investments (3 credits)*
 - *ECON 47101 Econometrics (3 credits)*
 - *ECON 36001 Public Finance Survey (3 credits)*
- C5. BUS 44600 Bank and Financial Intermediation (3 credits)*
- C6. BUS 45400 Current Topics in Banking (3 credits)*
- C7. BUS 49700 Bank Simulation Course (3 credits)*

D. Free Electives – 11 credits

Total – 120 credits

Table 2
Data for Question # 6
Projected Headcount and FTE Enrollment and Degrees Conferred
Date: 02/25/2019

Institution/Location: Purdue University Fort Wayne
Program: Money and Banking Major, BS in Business

	<u>Year #1</u> <u>FY 2019</u>	<u>Year # 2</u> <u>FY 2020</u>	<u>Year # 3</u> <u>FY 2021</u>	<u>Year # 4</u> <u>FY 2022</u>	<u>Year # 5</u> <u>FY 2023</u>
Enrollment Projections (Headcount)					
Full-Time	5	12	20	28	36
Part-Time	3	8	13	18	24
Total	8	20	33	46	60
Enrollment Projections (FTE)					
Full-Time	5	12	20	28	36
Part-Time	1.5	4	7	9	12
Total	6.5	16	26.5	37	48
Degree Completions Projection	0	0	0	4	14

CHE Code: 12-XX

Campus Code:

15110200

County: XXXX

Degree Level: 5

CIP Code: Federal - 52.0803 ; State - 52.0803

Liaison Librarian Memo

Date: 2/1/19

From: Shannon Johnson

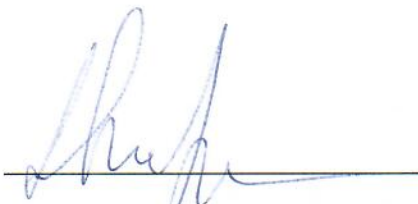
To: Nodir Adilov

Re: Economics Program Prososals

Describe availability of library resources to support proposed new program:

Existing library resources should be sufficient to support the proposals.
Please see the resources questionnaire for more information.

Comments:


Liaison Librarian Signature

2/4/19
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?

Federal Reserve Economic Data database (free access to public via internet)

Business Source

JSTOR

ABI

- 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?

There is no expectation for access to new journals. No specific journal is commonly used in the courses, but faculty sometimes assign readings from journals that can be accessed through the databases listed above.

- 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?

Courses are already being offered in this area, and therefore no new resources are anticipated.

- 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?

Articles primarily.

- 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?

Shannon Johnson.

- Memo from Liaison Librarian regarding resources.
- 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?

The new major and the certificate will fall under the AACSB business school accreditation. There is no statement from the accreditation agency related to library resources.