

FORT WAYNE SENATE AGENDA  
MONDAY  
September 10, 2018  
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of April 9
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
  - a. Deputy Presiding Officer – A. Schwab
  - b. IFC Representative – J. Nowak
5. Report of the Presiding Officer (Senate Reference No. 18-1) – J. Clegg
6. Special business of the day
  - a. Memorial Resolution (Senate Reference No. 18-2) – K. Pollock
  - b. Annual Report on the Budget (Senate Reference No. 18-3) – D. Wesse
7. Committee reports requiring action
  - a. Executive Committee (Senate Document SD 18-1) – K. Pollock
8. Question time
  - a. (Senate Reference No. 18-4) – M. Wolf
  - b. (Senate Reference No. 18-5) – A. Livschiz
  - c. (Senate Reference No. 18-6) – A. Livschiz
9. New business
10. Committee reports “for information only”
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  
A. Nasr  
K. Pollock  
A. Schwab  
N. Younis

Opposed

Non Voting  
Wylie Sirk

Absent  
J. Nowak

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Attachments:

“Report on Senate Documents” (SR No. 18-1)  
“Memorial Resolution-Thelma (Fair) Mitchell” (SR No. 18-2)  
“Annual Report on the Budget” (SR No. 18-3) – will be added to the record at a later date

“Approval of replacement members of the Executive Committee” (SD 18-1)  
“Question Time – re: STEAM and Business” (SR No. 18-4)  
“Question Time – re: Marketing Instruction” (SR No. 18-5)  
“Question Time – re: Update on Dual Credit and Retention” (SR No. 18-6)

## Senate Reference No. 18-1

TO: The Senate

FROM: Jens Clegg, Presiding Officer  
Fort Wayne Senate

DATE: August 25, 2018

SUBJ: Report on Senate Documents

Listed below are the documents considered by the Senate this past academic year. I am distributing this for information only.

- SD 17-1 “Realignment and the Senate” – Approved and implemented, 9/11/17
- SD 17-2 “Athletics Working Group Final Report” – Approved, 9/11/17
- SD 17-3 “Amendment to the Bylaws of the Fort Wayne Senate: Academic Organization Subcommittee” – Approved, 9/11/17
- SD 17-4 “Amendment to the Bylaws of the Fort Wayne Senate: APSAC and CSSAC Representatives as Senate Affiliates” – Approved and implemented, 9/11/17
- SD 17-5 “Approval of replacement members of the Library Subcommittee, the Budgetary Affairs Subcommittee, the Grade Appeals Subcommittee, the University Resources Policy Subcommittee, the Indiana University Committee on Institutional Affairs, the Indiana University Board of Revenue, the University Faculty Council for Indiana University, and the Professional Development Subcommittee” – Approved and implemented, 10/16/17
- SD 17-6 “Approval of replacement members of Purdue Academic Personnel Grievance Committee” – Approved and implemented, 10/16/17
- SD 17-7 “Realignment and the Senate: Amendments to Constitution and Bylaws” – Approved and implemented, 10/16/2017
- SD 17-8 “Resolution in Support of Purdue SD 17-03” – Approved, 11/13/17
- SD 17-9 “Historical Senate Documents and References” – Approved and implemented, 11/13/17
- SD 17-10 “Schools within Colleges” – Approved and implemented, 11/13/17

- SD 17-11 “Guiding principles for clinical faculty at PFW” – Approved and implemented, 11/13/17
- SD 17-12 “Approval of replacement members of the Educational Policy Committee and the General Education Subcommittee” – Approved and implemented, 11/13/17
- SD 17-13 “Change to the Academic Calendar Formula as defined in SD 11-18, SD 16-42 and SD 16-45 and Change to the 2018-2019 academic calendar to reflect the change in the academic calendar formula if adopted” – Approved and implemented, 1/8/18
- SD 17-14 “Change to the 2018-2019 Academic Calendar as defined in SD 16-43 to reflect the calendar formula revision if approved by the Senate (previous document)” – Approved and implemented, 1/8/18
- SD 17-15 “Amendment to the Academic Regulations (SD 16-45)” – Approved and implemented, 1/8/18
- SD 17-16 “Academic Calendar for 2020-2021” – Approved, 1/8/18
- SD 17-17 “Continuing Lecturers Policy” – Approved, 1/8/18
- SD 17-18 “Clarifying the End of the Terms of the Current Speakers of the Faculty” – Approved and implemented, 2/12/18
- SD 17-19 “Support for Purdue University Senate Document 17-09” – Approved, 2/12/18
- SD 17-20 “Athletics Goals and Measures” – Approved, 3/12/18
- SD 17-21 “IPFW Representatives in the Purdue University Senate” – Approved, 3/12/18
- SD 17-22 “Administration and Senate Membership” – Amended, approved, and implemented, 3/12/18
- SD 17-23 “Chancellor Elsenbaumer’s Salary” – Approved, 3/12/18
- SD 17-24 “Revision of CPS P&T Document” – Approved, 4/9/18
- SD 17-25 “Military Students Transfer Credit” – Withdrawn, 4/9/18
- SD 17-26 “College of Professional Studies Procedures for Electing Senators” – Amended, 4/9/18

In Memoriam

**THELMA (FAIR) MITCHELL**

**Obituary**



**Mitchell**

THELMA (FAIR) MITCHELL, 87, passed away Saturday, July 29, 2017, unexpectedly at home. Born in Franklin Grove, Ill., she was the daughter of the late Ernest and Alma (Haw-becker) Fair. A college professor at IPFW for over 30 years, she went on to run her own business, AMRICO Accounting Services in Fort Wayne. She loved quilting, sewing, cooking, and spending time with her family. She is survived by her husband of 63 years, William; children, Kristine (Mike) Lopresti of Richmond and Kent (Jane) Mitchell of Bartlesville; siblings, Cletus (Karen) Fair of Franklin Grove, Ill., Darlene Bucher of North Manchester, and Carol Anderson of Elgin, Ill.; grandchildren, Abby (Bart) Brown of Indianapolis, John (Katie) Lopresti of Williamsburg, Va., Karen (Joshua Rice) Lopresti of Indianapolis, Sarah (Chase) Thornhill of Tulsa, Okla., Adam (Kate) Mitchell of Columbus, Ohio, and David Mitchell of Norman, Okla.; and great-grandchildren, Michael Brown and Clara Mitchell.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair  
Executive Committee

DATE: August 29, 2018

SUBJ: Approval of replacement member of the Executive Committee

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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, There is one vacancy on the Executive Committee; and

WHEREAS, The Executive Committee voted on August 29, 2018 to appoint Beverly Redman as the replacement member for the 2018-19 academic year;

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

**Approved**  
J. Clegg  
K. Pollock  
A. Schwab  
N. Younis

**Opposed**

**Abstention**  
A. Nasr

**Absent**  
J. Nowak

**Non-Voting**  
W. Sirk

Question Time

Can the Central Administration explain the strategic logic of the “STEAM And Business” branding? What does it mean for programs who are left out of the explicit branding as far as institutional support & student recruitment? There are growing programs with incomparable numbers of national student awards, award-winning faculty teaching and advising, voluminous research publications, outside research grants, independent scholarship fundraising, multiple internships and overseas exchanges for students each year, and exhaustive community engagement that are not part of the Purdue University Fort Wayne brand. What are the commitments to these departments – or are they viewed as “support” programs to these other branded programs?

M. Wolf

Question Time

Since the emphasis on the importance of marketing, we have been bombarded with instructions for what we can and can't do, right down to the approved colors and font. There are a number of entities on campus that have a rich history and their own internal iconography—when you saw their posters on campus, for example, you always knew who was promoting an event, before you even saw the specific content of the poster. Now everyone's posters are going to look the same—same colors, same font. Could someone please explain the logic of this for internal campus use? It's fine to have a "united front" for external audiences, but why don't we want to have differentiation between different departments and organizations on campus?

A. Livschiz



### Question Time

I submitted the following two questions for the November 2017 senate agenda. These questions were discussed, and VCAA Drummond said he would look into the possibility of implementing them. Can we have an update on what has been done on this?

**November 2017 Question 1:** Has there been a systematic study done to assess the impact of dual credit on IPFW students? If not, would it be possible for Office of Institutional Research to carry out such a project? If yes, where can we see the results?

From talking to other faculty who have been at IPFW for a while, there is anecdotal evidence that our students are becoming less and less prepared to deal with challenges of 100- and 200-level classes. Anecdotal evidence suggests that dual credit may be responsible for this—students bypass IPFW-based introductory classes and miss out on important content knowledge and introduction to college study skills. Even if students receive the necessary content knowledge, they are not prepared for the kind of independent work required/expected at the college level.

We also have students who take their introductory classes at Ivy Tech to “save money,” and then transfer to IPFW. They often don’t have any introductory classes left to take, and often find themselves struggling in upper level classes.

Since anecdotal evidence is not real data, it would be nice if we could have some data to get a better understanding of the situation.

For example, it would be nice to see how a student who took the first class in a formal sequence through dual credit or at Ivy Tech did in subsequent classes in the sequence. This can be checked by looking at the Math sequences (exploring a number of different possible paths), English sequence (ENG W131 and ENG W233), Spanish sequence, and possibly the science sequences (if appropriate).

In addition to these formal sequences, it would be nice to see how students did in disciplines without strict sequences (PSY 120 and upper level Psychology classes; 100-level History class and upper level History classes; 100-level POLS class and upper level POLS classes, etc.)

It would also be good to analyze the dual credit impact taking into account the university through which dual credit was done, so we can differentiate dual credit through IPFW from other institutions.

If the data shows that students do better in more advanced classes if they take introductory classes at IPFW (rather than dual credit or Ivy Tech), and/or students are better prepared for upper level classes after doing their dual credit through IPFW rather than other local colleges, this may give us “ammunition” to help promote IPFW to local area students. This is particularly important, since at least some of our enrollment problems are due to students not taking classes with IPFW because they already have done them through dual credit.

(I realize that part of the problem is the Core Transfer Library and our findings are unlikely to do anything with that. But we would still be able to promote our classes as being more effective at preparing students.)

**November Senate Question 2:**

Has there been a systematic study done to see if there is any relationship between retention success and online vs f2f classes in the students' freshman year (especially first semester)? If not, would it be possible for Office of Institutional Research to carry out such a project?

Again, anecdotal evidence suggests that freshmen *\*think\** that they will do better with online classes because of flexibility, but end up withdrawing or failing online classes. Having data on this subject may help with advising during A&R days.

A. Livschiz