Minutes of the
Fifth Regular Meeting of the Second Senate
Purdue University Fort Wayne
January 13 and 27, 2020
12:00 P.M., KT G46

Agenda
(as amended)

1. Call to order

2. Approval of the minutes of December 9

3. Acceptance of the agenda – J. Toole

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

5. Report of the Presiding Officer – A. Nasr

6. Special business of the day
   a. Transition from Blackboard to Brightspace (Senate Reference No. 31) – A. Dircksen
   b. Purdue West Lafayette Senate Update – C. Erickson

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

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

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

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

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

12. The general good and welfare of the University

13. Adjournment*

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

Presiding Officer: A. Nasr
Parliamentarian: C. Ortsey
Sergeant-at-arms: G. Steffen
Assistant: J. Bacon

Attachments:

"Guiding Principles for Promotion of Lecturers at PFW" (SD 19-9)
"Procedures of Promotion for Lecturers at PFW" (SD 19-13)
"Approval to Fill a Vacancy on the General Education Subcommittee" (SD 19-15)
"Question Time – re: Restructuring Savings (SR No. 19-20)
"Question Time – re: Website Difficulties" (SR No. 19-24)
"Question Time – re: Public Safety" (SR No. 19-27)
"Question Time – re: Administrator Courses" (SR No. 19-28)
"Recommendation for Creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion" (SD 19-14)
"Department of General Studies Concentration in Information Technology" (SR No. 19-29)
"Department of General Studies Concentration in Information Systems" (SR No. 19-30)
"Transition from Blackboard to Brightspace" (SR No. 19-31)

Senate Members Present:
    J. Badia, A. Bales, S. Betz, Z. Bi, M. Cain, S. Carr, A. Coronado, K. Creager, K. Dehr, H. Di, C. Drummond, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, M. Johnson, M. Jordan, D. Kaiser, B. Kim, C. Lee, J. Lewis, A. Livschiz, L. Lolkus, A. Marshall, J. Mbuba, A. Mohammadpour, J. Nowak, H. Odden, M. Parker, S. Randall, N. Reimer, M. Ridgeway, S. Rumsey, G. Schmidt, H. Strevel, R. Sutter, J. Toole, R. Vandell, L. Vartanian, N. Virtue, K. White, M. Wolf, N. Younis

Senate Members Absent:
    J. Burg, D. Cochran, J. Creek, Y. Deng, S. Ding, J. Egger, C. Elsby, J. Hersberger, J. Khamalah, A. Macklin, J. O'Connell, S. Stevenson, R. Stone, A. Ushenko, D. Wesse, E. Win, M. Zoghi

Guests Present:
    A. Benito, S. Buttes, R. Clark, A. Coffman, K. Christmon, A. Dircksen, M. Dixson, C. Erickson, R. Gildner, M. Frye, T. Heath, S. Kever, B. Kingsbury, J. Malanson, V. Maloney, J. Marshall, E. Merritt, C. Randall, D. Smith, C. Springer, T. Swim

<p style="text-align:center">Acta</p>

1. Call to order: A. Nasr called the meeting to order at 12:00 p.m.

2. Approval of the minutes of December 9: The minutes were approved as distributed.

3. Acceptance of the agenda:

J. Toole moved to accept the agenda.

S. Carr moved to amend the agenda by moving New business to come before Question time.

Motion to amend the agenda passed by voice vote.

Agenda approved by voice vote.

4. <u>Reports of the Speakers of the Faculties</u>:

    a. <u>IFC Representative</u>:

J. Nowak: Hello, and welcome back from what I hope was a wonderful Holiday break. I expect your Spring 2020 semester is off to a good start. Given the full agenda we have before us today I'll be brief in my report.

Please be aware and remind your colleague's that registration remains open until February 7th for the **23rd Annual Student Research and Creative Endeavor Symposium**. The Event Date is Friday, March 27th from 9 a.m. – 3 p.m. and all Purdue and IU Fort Wayne Undergraduate and Graduate students are encouraged to participate. Prizes are awarded for the top posters, and studio M stands at the ready to help any student(s) with their poster layout. Please ask your students to stop in or email Studio M to schedule an appointment.

On Thursday the Leadership Team joined with Administrators and Deans from across campus to work on finalizing the Campus Strategic Plan and look over the results of Campus Climate Survey under the Leadership of Jeff Malanson, Director of Strategic Planning and the Office of Academic Innovation. We have work to do to become who we desire to be as Purdue University Fort Wayne, but as you hear updates on the progress being made, I think you'll agree that we have much reason for optimism moving forward as a campus. I applaud the faculty for the high level of engagement in the processes thus far and encourage your continued engagement as this "living document" evolves moving forward.

We have a unique and fun community event this Saturday in the Walb Classic Ballroom as numerous school teams will be bringing their Indiana Regional Future City models to campus to present and defend. If interested in checking out their designs, speaking with the youth, and hearing their Final Round presentations, please don't hesitate to seek out Carol Dostal in the ETCS Outreach Program Office with questions.

Thank you

b. <u>Deputy Presiding Officer</u>:

J. Toole: Hello everyone,

Happy new year! I have three brief announcements and a comment.

The first announcement is that the Executive Committee has a vacancy that needs to be filled. While we can fill it ourselves, we want to make the selection process as inclusive as possible. To that end, we sent out an email soliciting expressions of interest. If you'd like to join us, or if you have any questions about the role, please get in touch with either Josh or me before tomorrow at 5. In accordance with the bylaws, the new member must come from COAS, the Doermer School of Business, or the College of Professional Studies.

The second announcement is that nominations are due today for a newly vacant at-large Senate seat representing COAS. Email went out last week to all voting members of the COAS faculty. Anyone interested in serving should email Josh by 5PM today.

The third announcement is that nominations are due on Wednesday at 5 for the position of Purdue Fort Wayne representative to the Purdue University Senate. To run for this you must be a tenured member of the voting faculty. Compensation for this position is $1,000 per academic year plus mileage.

Also, a comment on the workings of the Senate. The Executive Committee believes very strongly in the work that the four primary standing policy committees of this body do. These are, of course, Faculty Affairs, EPC (Educational Policy Committee), Student Affairs, and URPC (University Resources Policy Committee). To that end, we have made a point this year of referring draft resolutions, when appropriate, to those committees. When we refer a draft resolution to a policy committee, the referral appears in a reference document on the Senate agenda under Committee Reports for Information Only.

The rationale for referring new documents to policy committees is that policy committees have the time and expertise to consider them well. While we hope that committees will handle documents referred to them as expeditiously as possible, we encourage them to take time to vet and, if needed, improve draft resolutions. This normally includes calling on the expertise of additional faculty, staff, administrators, or students who have good knowledge of the issues at hand or who may be most affected. Once a committee has considered a draft resolution, it should send it back to the full Senate. When the referral process works well, documents reaching the Senate floor for consideration by the full body have been well checked and very often made better.

Referral to policy committees is how legislative bodies all over the democratic world, from city councils to state legislatures to congresses and parliaments, tend to handle documents that are submitted to them. It also has been the longstanding practice of the Fort Wayne Senate, though perhaps less so in recent years. It is, in short, the gold standard for how democratic legislative bodies deliberate and decide upon proposals submitted to them.

I'd like to end by making three specific points. First, thanks to all who serve on these policy committees. We greatly appreciate the time and energy that you devote to them. Second, there may be more work to do in these committees in the months ahead as we make a point of referring appropriate documents to them. Third, if you care about shared governance and about making a real difference in it, please consider running for a seat on one of these committees when elections come around in the spring. By the same token, if you might have felt that policy committees were not being taken seriously enough in the past, please reconsider--think about throwing your name into the hat.

That's all I have for now. Thanks for your time.

5. <u>Report of the Presiding Officer</u>:

A. Nasr: The secretary of the faculty has been an incredible phenomenal force behind the scenes, and has always been helpful and innovative. I just wanted to say thank you to Josh for all that he has done. We also have some good news. Josh became a father over the holidays to Louisa.

6. <u>Special business of the day</u>:

a. Transition from Blackboard to Brightspace (Senate Reference No. 19-31) – A. Dircksen

Please see attached PowerPoint.

N. Reimer: How does this apply to the teach out classes?

A. Dircksen: If I remember correctly, there is only a couple of courses to which either instructors will need to transition to Brightspace or they will be teaching in Blackboard past the fall semester.

R. Sutter: What about migration of Echo360 lectures?

A. Dircksen: There is a point during spring break in which the videos will be migrated over. That is a good question, and I literally did not bring that up because

there is a really long answer to that. The short answer is that we will have to remake the media in Brightspace.

A. Nasr: Adam also offered that he would be happy to take up questions in his office.

M. Wolf: Jim Hersberger raised this issue. We need a fix on the third party linkages because that is going to be huge.

A. Dircksen: There is a lot of third party integration that present some complications that we are working through. It is taking time and presenting challenges, but we are at a good place. We are confident that we will get those sorted out. I will follow up with more information as we have it. I could spend all day talking about this and these sorts of questions. If you or your department want me to come in and present on everything that we are doing so far then I would be happy to do that.

b. Purdue West Lafayette Senate Update – C. Erickson

Not much to report. A lot of the issues that we went over in the last Senate meeting in West Lafayette was dealing with the Graduate Student Bill of Rights, and they are still talking about it. This has been going on for a while. I will note that the Senate Executive Committee publishes a newsletter outlining all of the major events that the Senate discusses that day.

For right now, there is nothing going on that directly impacts us. The next meeting of the West Lafayette Senate is the week after Martin Luther King Day.

7. Unfinished business:

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

S. Carr moved to amend Senate Document SD 19-9 (Guiding Principles for Promotion of Lecturers at PFW) with the following changes:

"And other expectations" in the fifth paragraph.

"If departments establish other expectations for promotion, they must be consistent with this document, applied uniformly for any lecturer eligible for promotion, and consistent with the guiding principles of this document" in the seventh paragraph.

"Or if service is in multiple ranks, five years combined in benefit-eligible instructional positions" in the seventh paragraph.

"If a lecturer includes evidence of scholarship and/or creative endeavors in the case, then decision levels beyond the department must adequately weigh and consider this evidence according to any policies and criteria adopted and used uniformly by a department" in the eleventh paragraph.

Motion to amend passed on a voice vote.

S. Carr moved to amend by adding "if a Lecturer includes evidence of service in the case, then decision levels beyond the department must adequately weigh and consider this evidence according to any policies and criteria adopted and used uniformly by a department" in the twelfth paragraph.

Motion to amend passed on a voice vote.

Amended version of Senate Document SD 19-9 (Guiding Principles for Promotion of Lecturers at PFW) passed on a voice vote.

8. Committee reports requiring action:

   a. Faculty Affairs Committee (Senate Document SD 19-13) – K. Dehr

   K. Dehr moved to approve Senate Document SD 19-13 (Procedures of Promotion for Lecturers at PFW).

   S. Carr moved to amend with the following changes:

   Delete section 2.3 on the "the college committee."

   Delete section 2.5 on "the Senate Lecturer Promotion Committee (a.k.a. the campus committee)."

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

   S. Carr withdraws the amendment.

   S. Betz moved to amend by adding "clinical faculty at the associate level or higher" in section 4.1.

   Motion to amend passed on a voice vote.

   L. Vartanian moved to amend by removing the section on "Special Abbreviated Procedure for First Year of Senior Lecturer Promotion Process."

   Motion to amend passed on a voice vote.

   A. Livschiz moved to bring back S. Carr's amendment.

   A. Livschiz withdraws the amendment.

A. Livschiz moved to amend by taking S. Carr's deletions, bringing the original wording back, and placing it under section 3.7.

K. Dehr moved to postpone the discussion until February 2020.

Motion to postpone passed on a voice vote.

b. General Education Subcommittee (Senate Document SD 19-15) – S. Betz

S. Betz moved to approve Senate Document SD 19-15 (Approval to Fill a Vacancy on the General Education Subcommittee).

Motion to approve passed on a voice vote.

The meeting is suspended at 1:15 until noon, Monday, January 27, 2020.

Session II
(January 27)

Acta

Senate Members Present:
    J. Badia, S. Betz, Z. Bi, J. Burg, S. Buttes, M. Cain, S. Carr, A. Coronado, K. Creager, K. Dehr, H. Di, C. Drummond, J. Egger, R. Elsenbaumer, R. Friedman, M. Gruys, S. Hanke, D. Kaiser, B. Kim, J. Lewis, A. Livschiz, L. Lolkus, A. Marshall, J. Mbuba, A. Mohammadpour, J. Nowak, M. Parker, S. Randall, M. Ridgeway, G. Schmidt, H. Strevel, J. Toole, L. Vartanian, N. Virtue, K. White, N. Younis

Senate Members Absent:
    A. Bales, D. Cochran, Y. Deng, S. Ding, K. Fineran, J. Hersberger, M. Johnson, M. Jordan, C. Lee, A. Macklin, J. O'Connell, H. Odden, N. Reimer, S. Rumsey, S. Stevenson, R. Stone, R. Sutter, A. Ushenko, R. Vandell, D. Wesse, E. Win, M. Wolf, M. Zoghi

Guests Present:
    R. Clark, K. Christmon, M. Frye, A. Jagger, S. Kever, L. Lin, J. Malanson, V. Maloney, D. Smith, T. Swim

A. Nasr reconvened the meeting at 12:00 p.m. on January 27, 2020.

9. New business:

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

J. Badia moved to approve Senate Document SD 19-14 (Recommendation for Creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion).

Senate Document SD19-14 (Recommendation for Creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion) failed on a voice vote.

10. Question time:

   a. (Senate Reference No. 19-20) – A. Livschiz

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

   R. Elsenbaumer: My understanding is that this question has been asked and answered previously. Attached is a document submitted to the Faculty Senate in early 2017 that addresses the question.

   "On Tuesday December 6 (2016) the final process for restructuring academic programs and departments in response to USAP recommendations 2.2 and 2.3 was released. As first described in the September 19 document, and reiterated on October 18, input and feedback were received through November 15 via the formal academic channels of the Department Chairs and Deans, from the Fort Wayne Senate, and through the "Action Plan 41" website.

   Throughout the USAP process there have been multiple and substantial opportunities for faculty input. In all cases that input has been given serious and sincere consideration. As a result of that input, the final decisions on the restructuring of academic programs and departments are significantly different from the initial recommendations of the USAP task force released in May. Additionally, the methodology of review of program and department viability was substantially enhanced as a result of received input. I (VCAA) fully respect the desires of faculty for further review and consideration of restructuring. However, the current timeline for implementation will be maintained."

   Estimate of cost saving developed in early October 2016

Short-term (Jan through June 2017)			
Dept	Position	Amount	Note
Phil	Chair	$ 12,331	Mid-year 12 to 9 month conversion
	Clerical	$ 15,377	Took ERIP
WOST	Clerical	$ 9,144	
Geos	Clerical	$ 14,143	Took ERIP
	Technician	$ 17,787	Took ERIP
Bio	ERIP Professor	$ 21,485	1/2 of current partial salary
Chem	ERIP Associate Profeesor	$ 15,013	1/2 of current partial salary
Math	ERIP Professor	$ 29,990	1/2 of current partial salary
Psy	ERIP Professor	$ 23,857	1/2 of current partial salary
Pub Pol	ERIP Associate Profeesor	$ 36,686	1/2 of current partial salary
	Total	$ 195,813	

Long-term			
Dept	Position	Amount	Note
Phil	Chair	$ 24,662	Full-year conversion from 12 to 9
	Chair	$ 8,000	Displaced LTL costs
	Assistant Professor	$ 8,000	Displaced LTL costs
	Professor	$ 8,000	Displaced LTL costs
	Two CLs	$ 93,468	
	Clerical	$ 30,753	
WOST	Director	$ 22,051	Full-year conversion from 12 to 9
	Director	$ 8,000	Displaced LTL costs
	Clerical	$ 18,288	
Geos	Interim Chair	$ 6,000	Displaced LTL costs
	Professor	$ 75,298	5/17 retirement
	Professor	$ 77,520	5/19 retirement
	Associate Professor	$ 6,000	Displaced LTL costs
	CL	$ 52,879	
	Clerical	$ 28,286	
	Technician	$ 35,573	
Soc	Chair	$ 116,898	5/17 retirement
	Clerical	$ 29,662	Anth/Soc merger
ILCS	French Professor	$ 8,000	Displaced LTL costs
	French Professor	$ 8,000	Displaced LTL costs
	German Associate Professor	$ 8,000	Displaced LTL costs
	German Associate Professor	$ 8,000	Displaced LTL costs
Bio	Professor	$ 42,970	ERIP
Chem	Associate Professor	$ 30,026	ERIP
Math	Professor	$ 59,980	ERIP
Psy	Professor	$ 47,714	ERIP
Anth	Associate Professor	$ 59,873	Potential resignation
Pub Pol	Associate Professor	$ 73,372	ERIP
Fine Arts	Chair	$ 17,718	Full-year conversion from 12 to 9
	Chair	$ 8,000	Displaced LTL costs
	Clerical	$ 28,000	Fine Arts/VCD merger
MCET/CEIT	Clerical	$ 26,053	Merger
Various	Additional LTL Savings	$ 44,000	Improved instructional efficiency
	Total	$1,119,044	

	Year	Savings	
	16/17	$ 195,812	
	17/18	$ 545,647	
	18/19	$ 274,807	
	19/20	$ 32,403	
	20/21	$ 26,375	
	Additional LTLs	$ 44,000	
	Total	$1,119,044	

Update as of 12-9-2019:

As detailed in USAP 2.2 & 2.3 the purpose of the restructure was to realign courses with student needs. The table presented previously was one that outlined projected savings from the restructure initiated in 2016. The question was raised then as to what were the actual "savings" realized after the restructure. Upon investigation, it was found that the restructure did bring about recurring savings. These savings were given up by the Office of Academic Affairs.

Specifically, the following are the savings associated with the programs that were discontinued or restructured. With information provided by Diana Jackson, Julie Yoder and Allyson Mills, we were able to capture additional savings related to faculty that retired and were not replaced, appointments that ended and were not replaced in the years following the restructure. These savings are annual recurring savings.

To summarize:

- Conversion of two Chairs to Faculty from 12-month appointments to 9-month appointments. $ 46,713

- Faculty retirements – positions not replaced $366,955

- Visiting Asst. Professor appointment ended – did not replace $ 42,000

- Continuing Lecturer participated in ERIP – did not replace $ 47,693

- Post-Doctoral Teaching Fellow appointment ended – did not replace $ 40,000

- Four staff positions participated in ERIP – did not replace $123,116

- Part-time staff position eliminated – did not replace $ 18,283

- Fringe (estimated at 35%) associated with these positions. $239,666

- **Total Recurring Savings $924,426**

Supply and expense (S&E) budgets for each area at the time of the restructure were transferred to the areas that each department merged with (ex. Philosophy to English; French and German stayed within ILCS; Geosciences was split between various units). Any future savings in S&E was a result of Carl's S&E rebalance not the restructure.

Let me thank Diana Jackson, Julie Yoder and Allyson Mills for digging through the data and providing this summary of salary savings owing directly or indirectly to the restructure in 2016/17.

Department	Rank 1	Academic Title	Title in SAP	ERIP	Retirement	Savings	Notes
Geosciences	Professor	Professor of Geosciences	FW-IU Professor / 50176792		Retiring 5/2020	$ 77,520	Not replacing her and we captured all her salary savings this year
Geosciences	Professor	Professor of Geology			Retired 5/2015	$ 97,239	Did not replace
					18/20 Retirement 7/1/17	$ 116,898	Did not replace
Geosciences	Professor	Professor of Geosciences	FW-IU Professor of Geosciences / 50117031		18/20 Retirment 5/10/17	$ 75,298	Did not replace
Geosciences	Service			Y	ERIP - 12/31/16	$ 35,568	1.0 FTE - Did not replace
Geosciences	Clerical			Y	ERIP - 12/31/16	$ 28,122	1.0 FTE - Did not replace
Philosophy	Professor	Professor of Philosophy	Chair/Professor of Philosophy / 00018526		transferring to MATH	$ 24,662	Converted to 9-month 7/1/17
Philosophy	Visiting Assistant Professor	Visiting Assistant Professor of Philosophy	Visiting AsstProfessor of Philosoy / 50153948		Apt ended 5/10/17	$ 42,000	Did not replace
Philosophy	Continuing Lecturer	Continuing Lecturer in Philosophy	Continuing Lecturer Philosophy / 00018708	Y	ERIP 12/31/16	$ 47,693	Did not replace
Philosophy	Clerical			Y	ERIP 12/31/16	$ 30,576	1.0 FTE - Did not replace
Women's Studies	Professor	Professor of Women's Studies	Professor/Director of Womens Studies / 50042720		transferring to POLS	$ 22,051	Converted to 9-month 7/1/17
Women's Studies	Post-Doctoral Teaching Fellow	Post-Doctoral Teaching Fellow	Fellowship Post-Doctoral/50173554		Apt ended 5/10/17	$ 40,000	Did not replace; not reoccuring budget item
Women's Studies	Clerical				RIF - Terminate 12/31/16	$ 18,283	.75 FTE - Did not replace
Anthropology	Clerical			Y	ERIP 12/31/16	$ 28,850	Did not replace
					Total salary savings	$ 684,760	
					*Fringe savings	$ 239,666	
					Total recurring savings	**$ 924,426**	

A. Livschiz: Thank you so much for providing this data. I appreciate that it is going to be provided for us in a spreadsheet format in case we have follow up questions. The reason why I asked this question is not to revisit old and painful stuff, but because there were rumors circulating that the situation was dire and that in order to save more money there were going to be more cuts coming. My concern was that the rhetoric that was used to justify the cuts the first time around is going to be used again to do some very painful things to this university. So, I wanted to see whether the savings were real or not. The thing that concerns me about this is that while I very much appreciate the work that Diana and Julie did to put this together the fact that it was a Senate question that prompted someone to figure out whether there were any savings or not is a little bit problematic to me. If that is what we were supposed to be celebrating, despite the pain and suffering we saved money, but nobody actually thought to figure this out that seems to be problematic. Problematic not only for the old narrative, but also potentially for the new narrative moving forward.

The other thing is that of course the table that talked about the savings doesn't include the costs. The costs of training new people, and the various other costs that have been incurred by this university to deal with the consequences of the restructuring. If we actually want to talk in a meaningful way about what the financial impact of the cuts was then a more realistic approach is going to be needed to be able to see what the actual impact was. But, I very much appreciate the chancellor being willing to deal with this unpleasant stuff. Thank you. I appreciate it.

N. Virtue: I have a question about what appears to be a disconnect between what were the projected savings in 2016 and what the actual savings were. For example, and I know about this, at least in the case of French and German, the original projected savings were supposed to be in the area of LTLs because the full time faculty were supposedly relying on LTLs in order to teach things like basic German. There never were any LTLs to begin with, so I am not sure about that. But, now, it appears that there never were any LTLs savings. They are not appearing in the spreadsheet, but rather the savings is through retirements. I don't really understand how retirements are savings associated with those program suspensions. I get it that we save money

when people retire, but how does that have anything to do with program elimination savings?

R. Elsenbaumer: I can't answer that question directly, but let me answer it indirectly. This is typically what happens when you are looking for salary savings at institutions. You always are looking for ways to minimize impact on your programs. When you have early retirements, and we are going through that process now, we try to save money so that you don't have a direct impact somewhere else in the university. Early retirements do help with the bottom line

N. Virtue: Sure. Yeah. I am not disputing that, but it is not a savings related to a suspension of a program.

R. Elsenbaumer: Well, it is not directly. That is correct. This is just a way to minimize.

J. Badia: Just a follow up question to clarify. So, these are recurring savings?

R. Elsenbaumer: Yes. These are salary savings.

J. Badia: Then there is an error in the report. The Women's Studies post-doc fellowship is not recurring. I have an email saying that we were given the post-doc position from non-recurring money only for a limited term. There was no expectation that we were going to continue to have that fellowship. I just wanted to point that out.

My second question is that if I interpret this correctly then there have been no direct savings for closing French and German?

R. Elsenbaumer: I don't know about whether there were direct or indirect unless there were people that were eliminated from those programs. If there were not people eliminated from those programs then typically you do not save money.

J. Badia: Were there any direct savings from consolidating Anthropology and Sociology? I don't see that on the spreadsheet.

R. Elsenbaumer: There probably were some savings. We eliminated a chair, for example.

J. Badia: Thank you. That is very helpful.

S. Carr: I am curious in terms of that whole amount. Do you know what that represents in terms of a percentage of the university's recurring budget?

R. Elsenbaumer: I think the academic budget is about forty-two nine. So, it is one million out of forty-two.

A. Livschiz: I just wanted to say that the savings was given up by Academic Affairs. Was does it mean that Academic Affairs gave up this savings?

R. Elsenbaumer: Typically, what happens when you eliminate these items from the budget then they are not in your budget next year. If they are not in your budget next year then they no longer have those dollars.

N. Younis: It appears that from just roughly looking at this spreadsheet that all of these savings are from Academic Affairs. Were there any other savings from any other departments?

R. Elsenbaumer: Clerical positions were on there. Several clerical positions and service positions were on there. Is that what you are talking about?

N. Younis: Yeah.

R. Elsenbaumer: The direct impact would have been in those departments. I am not sure what your question is.

N. Younis: The other departments. For example, the Athletics Department or the Chancellor's Office, did they give some positions to contribute to this savings? It seems to me that it is ninety-nine percent absorbed by Academic Affairs.

R. Elsenbaumer: The question I asked of Diana and Allyson Mills was to look at what happened within those programs so that we could get as close of a direct savings as possible. Other things happen around campus, but they might not have been necessarily related, even remotely. I didn't ask for that. I did not ask for that type of analysis. So, we don't have that information.

J. Nowak: Just to be fair, with this chart, isn't it true too that students that are paying tuition are not being counted? I know that one of the justifications was low enrollments, but this isn't being counted against these numbers each year, including majors that may not come. Is there a way to leverage that costwise, as a tuition loss for that savings?

R. Elsenbaumer: That always occurs. If you are not brining students in to these programs then that is an opportunity loss. Those are hard to evaluate.

J. Nowak: Do you know how many majors we had before they were closed? I know they were closed with low numbers, so it might not be much. But, I am sure there is tuition.

R. Elsenbaumer: There are students in the programs for the teach out. There is a lost opportunity, but the students in the program were able to finish it out. So, we didn't necessarily loss all tuition.

D. Kaiser: I don't know. I get a little lost in this a little bit. You can look at this and see all of these positions that have not been replaced, and I guess that is key. So, that is going to be savings. But, at the same time, there does seem like there have been other administrative hires and things like that. I wonder if there is a simpler way. How much do we spend on faculty, staff, and administration every year? A single number. Has that gone down?

R. Elsenbaumer: Let me put it into broader terms. When I came here one of the first things I asked for was our budget. When I came here the budget dropped. A twenty-five percent budget loss. Look at any company out there and ask them to take a twenty-five percent budget reduction in their operating expenses. That is a huge hit on an institution. Twenty-five percent of the budget was lost over about six years. That is huge.

b. (Senate Reference No. 19-24) – A. Livschiz

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

R. Elsenbaumer: The new web site continues to be enhanced and has improved considerably since October 2018. But, we are no where near where we need to be. In recent years, most universities have indeed tailored their web sites to external audiences with story-telling and information that are engaging for a broad audience, but with special focus on the user experience of prospective students and their families. Purdue Fort Wayne is no exception, and buildout of the university's web site continues to be a top priority.

Having said that, our website has had its challenges, as this question suggests. Indeed, I submit that the most serious issue is and remains the content management system that feeds the information to our website. This is the one-authenticating source of information, and when this isn't working then mining data becomes very inefficient, difficult or not possible at all. We have recently found a solution, and that is piggybacking on to the West Lafayette system with the industry standard system used by the vast majority of universities.

Aside from the website, the university employs a number of campus-wide products that are designed to help facilitate daily business activity for faculty, staff, and

students. Many faculty and staff find SharePoint very useful for sharing, managing, and collaborating on academic and administrative information and projects. Likewise, goPFW, OnePurdue, Success Factors, Blackboard, and Handshake provide specific environments designed to accomplish a number of important internal functions and tasks.

To specifically address the issue: "Is it possible to have another version of the website or portal that is aimed at people who are already at PFW, to make it easier for them to do their jobs?", the answer lies with the content management system, accessible general university information, and implementation of faculty productivity tools. We are working in this direction.

M. Parker: I know that one of the biggest complaints from people about the website revamp is that the goPFW that we all access everyday was moved way at the bottom. You have to scroll all the way to the bottom and it takes a lot of time. When I asked the question about why that had been moved the answer was that it was for external purposes for perspective students and that it is what Purdue does as well. But, if you go to Purdue's website, they have it in the upper righthand corner. It is accessible right there. So, it is not in line with what Purdue is doing. With all of us having to do so much more, it would be nice for us to have something that would help us do something quicker. It is a very small change. I really don't think that if perspective students see goPFW and don't know anything about it then it is not really a big deal. But, for us, the rest of us being students, faculty, and administration, I think that it is something that is important to all of us.

S. Betz: I would like to say that I agree with the question. When I think about our enrollment numbers my understanding is that one of our primary concerns is enrollment retention. If our website is not geared toward current students then we are actually losing a lot of our revenue. I am also looking at it right now on my phone and the link to events is buried here, so I don't know how current students or faculty can actually know what is going on around campus.

A. Livschiz: Just as an example, I had to find the IT phone number and I couldn't find it. I could find how many phone calls they fielded in a given year, but I couldn't find the number to IT. I could find how many problems they solved, which is great for them, but I couldn't find their number. The standard format is that you have to have three large numbers that brag about your area, and that is fine for some areas. I literally had to find a phone book from five years ago. It is my fault that I couldn't remember that number. That is ridiculous, but come on. That is also true for all of these other areas. I tried to find the number for HR on the website and couldn't find it. I called them and they couldn't find it themselves and they had to send it to me as a pdf. It is not just me. Some of it is not updating information, but some of it is actually design. I am not an expert on website design, but I can't imagine it would be useful for them either.

R. Elsenbaumer: Let me make a comment on that. It is a good point. But, an important component of that is having a website with a content management system with all the data in it and being able to search. You don't want to have to scroll through pages and pages and pages of stuff. A good content management system can do that, and we are going to have that.

A. Livschiz: Is there a timeline?

R. Elsenbaumer: I don't know what that timeline is.

S. Carr: I think there are many underlying issues here, but I think one issue is the right of faculty and departments to have their voices adequately weighed and considered in the process of updating websites. One concern that I have actually is that in an effort to streamline and make things more efficient I have heard rumors that faculty have been sidelined in making changes to the website as the website pertains to the program they are in. It seems to me that this is a basic faculty right. Faculty should be able to directly state without intermediaries what it is that their program is about. I would encourage whatever changes that get made that faculty retain the right to directly input information into the content management system with content that pertains to the program.

J. Badia: I just have a comment that people also seemed to have stopped updating things. I have found committee membership pages that have people listed from when Carwein was chancellor. There is so much wrong with the website, and it is because of the source of confusion.

S. Betz: I was wondering if it is possible to get an update on the timeline? My question comes from the fact that two years ago the departments were told to explicitly stop updating our website because a change was coming. Now we are so woefully out of date that I just wrote a few sentences apology to our accreditation body for how poor our website was and that they wouldn't be able to find the information that they need. I was wondering if Marketing could maybe give us an update? Or should departments just invest the time to update our current websites? We have already spent a lot of time giving Marketing our information that we want on the new website. We don't want to do the same thing twice.

R. Elsenbaumer: I don't have an update for you, but we will get you one. Part of the problem with giving you an update is that we are actually working closely now with West Lafayette on getting access to this content management system. We are not quite there yet. Until we get that, giving you a finalized date will be difficult. It is not going to be two years.

S. Betz: Is it going to be more than six months?

R. Elsenbaumer: I hope not.

S. Betz: If it is more than six months then we would invest the time to update our department website.

R. Elsenbaumer: We will go back and figure out how we can do that. It is an issue. You are right. We need to be able to get that information out there.

c. (Senate Reference No. 19-27) – L. Lin

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

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

R. Elsenbaumer: Purdue University Fort Wayne has more than 850 security cameras positioned around campus. These cameras are located inside 32 different buildings, as well as at strategic outside locations and parking areas. The security camera system is instrumental in the university's ability to record evidentiary footage; and is generally used for investigative purposes after an incident occurs. In addition to the more than 850 cameras included in the university's monitoring system, there may be departments/schools within the university that have their own, independent camera systems that do not fall under the direction or control of the Police Department or Information Technology Services.

The location and position of each camera is reviewed by the Police Department and Information Technology Services, periodically and as needed. This affords the university the opportunity to eliminate duplicate or poorly positioned cameras or reposition cameras without jeopardizing coverage in strategic locations. In 2019, **every security camera on campus** was evaluated. While the general plan for camera coverage in the future looks to eliminate unnecessary or duplicate cameras, it also calls to add cameras to strategic locations around campus, both inside and outside buildings. Each request for a camera to be added to the university system is evaluated individually by the Police Department and Information Technology Services. Requests made that have a public safety concern are prioritized over requests made for convenience.

The presence of cameras does not significantly impact crime statistics. People, if aware of a camera system, may simply avoid the camera or disguise their appearance.

"Heat of the moment" crimes are not impacted by the presence of a security camera system. Camera systems today are designed to fit into the current environment and not draw attention to their location. In the past, cameras were large and designed for people to notice their location.

Note: For safety and security reasons, the specific locations of cameras are not included here. If there are specific locations that you think need cameras, please let us know so we can evaluate them.

G. Schmidt: Who is the right person to contact?

R. Elsenbaumer: The Police Department.

L. Lin: Thank you for the information. I know we are very busy. Is it possible that we are not done with this continuation of a meeting?

A. Nasr: That would mean we would have to postpone.

L. Lin: My thanks for all of the information. Who provided the information that you delivered to us?

R. Elsenbaumer: We did get this information from the Police Department and Information Technology Services?

L. Lin: Okay.

R. Elsenbaumer: Like I said, there are 850 cameras. Somebody is watching those.

L. Lin: So, this information is provided by IT and the Police Department. You said that you welcome requests if someone feels that someplace needs to have a security camera. Is there a procedure? Is there a request form somewhere that faculty or employees can find and fill out the form and send it officially to whom?

R. Elsenbaumer: I do not know that there is a form, but I do know that the Police Department is receptive to requests.

d. (Senate Reference No. 19-28) – Executive Committee

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

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

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

R. Elsenbaumer: A detailed listing is attached. (See next page).

SPRIDEN_ID	STVTERM_CODE	STVTERM_DESC	SPRIDEN_LAST_NAME	SPRIDEN_FIRST_NAME	SSBSECT_CRN	SSBSECT_SUBJ_CODE	SSBSECT_CRSE_NUMB	SCBCRSE_TITLE	SSBSECT_SCHD_CODE	SSBSECT_CAMP_CODE	SSBSECT_ENRL	SSBSECT_TOT_CREDIT_HRS
900021028	201920	Spring 2019	Friedman	Ronald	21358	CHM	38400	Physical Chemistry	LEC	FW	4	8
900021028	201920	Spring 2019	Friedman	Ronald	21759	CHM	18300	Coop Work Experience I	IP	FW	1	0
900021028	201920	Spring 2019	Friedman	Ronald	21783	CHM	28400	Coop Work Experien III	IP	FW	1	0
900021028	201930	Summer 2019	Friedman	Ronald	31199	CHM	18300	Coop Work Experience I	IP	FW	1	0
900021028	201930	Summer 2019	Friedman	Ronald	31200	CHM	18400	Coop Work Experien II	IP	FW	1	0
900021028	202010	Fall 2019	Friedman	Ronald	13404	CHM	37200	Physical Chemistry	LEC	FW	3	12
900021028	202010	Fall 2019	Friedman	Ronald	11074	CHM	38300	Physical Chemistry	LEC	FW	5	20
900021028	202020	Spring 2020	Friedman	Ronald	21200	CHM	38400	Physical Chemistry	LEC	FW	5	10
900021035	201810	Fall 2017	Drummond	Carl	11544	GEOG	G107	Phys Systems Environ	LEC	FW	85	255
900021035	201910	Fall 2018	Drummond	Carl	14046	GEOG	10700	Phys Systems Environ	LEC	FW	101	303
900021035	202010	Fall 2019	Drummond	Carl	12572	GEOG	10700	Phys Systems Environ	LEC	FW	109	327
900021278	201730	Summer 2017	Burg	James	31653	EDUC	G550	Intrnshp In Counseling	IN	FW	5	15
900021278	201830	Summer 2018	Burg	James	31546	EDUC	G550	Intrnshp In Counseling	IN	FW	6	18
900021278	201920	Spring 2019	Burg	James	23861	EDU	50400	Counsl Theory/Tech II	LEC	FW	24	72
900021278	202020	Spring 2020	Burg	James	22337	EDU	52501	Adv Counseling Pract	LEC	FW	6	18
900021278	202030	Summer 2020	Burg	James	31382	EDU	55000	Intrnshp In Counseling	IN	FW	6	18
900169427	201820	Spring 2018	O'Connell	John	22841	THTR	26500	Intro To Stage Management	LEC	FW	22	66
900169427	201920	Spring 2019	O'Connell	John	25352	THTR	39000	VT-Dr Sty Spec Thtr Prbm	LEC	FW	8	24
900169427	202010	Fall 2019	O'Connell	John	14447	MUSC	46700	Entrepreneurship In The Arts	LEC	FW	5	15
900169427	202010	Fall 2019	O'Connell	John	14448	THTR	46700	Entrepreneurship In The Arts	LEC	FW	5	15
900169427	202010	Fall 2019	O'Connell	John	14449	AD	46700	Entrepreneurship In The Arts	LEC	FW	16	48
SPRIDEN_ID	STVTERM_CODE	STVTERM_DESC	SPRIDEN_LAST_NAME	SPRIDEN_FIRST_NAME	SSBSECT_CRN	SSBSECT_SUBJ_CODE	SSBSECT_CRSE_NUMB	SCBCRSE_TITLE	SSBSECT_SCHD_CODE	SSBSECT_CAMP_CODE	SSBSECT_ENRL	SSBSECT_TOT_CREDIT_HRS
900016727	201720	Spring 2017	Dixson	Marcia	23915	COM	58200	Desc Exp Res In Com	LEC	FW	12	36
900016727	201810	Fall 2017	Dixson	Marcia	14132	COM	59000	VT-Dir Study Spec Prob	IS	FW	2	6
900016727	201810	Fall 2017	Dixson	Marcia	14183	COM	59000	VT-Dir Study Spec Prob	IS	FW	1	3
900016727	201810	Fall 2017	Dixson	Marcia	13731	COM	50800	Nonverb Hum Interact	LEC	FW	9	27
900016727	201910	Fall 2018	Dixson	Marcia	15732	COM	59700	VT-Spec Topics In Com	IS	FW	1	3
900016727	201920	Spring 2019	Dixson	Marcia	24812	COM	58200	Desc Exp Res In Com	LEC	FW	12	36
900016727	202020	Spring 2020	Dixson	Marcia	24178	COM	52000	Small Group Communic	LEC	FW	5	15
900017276	201710	Fall 2016	Kingsbury	Bruce	13465	BIOL	69800	Research MS Thesis	MT	FW	3	9
900017276	201710	Fall 2016	Kingsbury	Bruce	13455	BIOL	69800	Research MS Thesis	MT	FW	3	3
900017276	201710	Fall 2016	Kingsbury	Bruce	14463	PPOL	V490	Dir Res In SPEA	IS	FW	1	3
900017276	201720	Spring 2017	Kingsbury	Bruce	22978	BIOL	69800	Research MS Thesis	MT	FW	1	5
900017276	201720	Spring 2017	Kingsbury	Bruce	22204	BIOL	69800	Research MS Thesis	MT	FW	2	8
900017276	201720	Spring 2017	Kingsbury	Bruce	22968	BIOL	69800	Research MS Thesis	MT	FW	2	6
900017276	201730	Summer 2017	Kingsbury	Bruce	31520	BIOL	69800	Research MS Thesis	MT	FW	1	3
900017276	201810	Fall 2017	Kingsbury	Bruce	14316	BIOL	59500	VT-Special Assignmnts	IS	FW	1	5
900017276	201810	Fall 2017	Kingsbury	Bruce	11589	BIOL	69800	Research MS Thesis	MT	FW	2	2
900017276	201810	Fall 2017	Kingsbury	Bruce	12984	BIOL	69800	Research MS Thesis	MT	FW	4	12
900017276	201810	Fall 2017	Kingsbury	Bruce	13872	BIOL	58600	VT-Topics In Behav & Ecol	LEC	FW	24	72
900017276	201820	Spring 2018	Kingsbury	Bruce	22694	BIOL	69800	Research MS Thesis	MT	FW	3	15
900017276	201820	Spring 2018	Kingsbury	Bruce	22685	BIOL	69800	Research MS Thesis	MT	FW	3	9
900017276	201830	Summer 2018	Kingsbury	Bruce	31479	BIOL	69800	Research MS Thesis	MT	FW	1	1
900017276	201910	Fall 2018	Kingsbury	Bruce	13467	BIOL	69800	Research MS Thesis	MT	FW	1	2
900017276	201910	Fall 2018	Kingsbury	Bruce	12839	BIOL	69800	Research MS Thesis	MT	FW	1	5
900017276	201910	Fall 2018	Kingsbury	Bruce	12827	BIOL	69800	Research MS Thesis	MT	FW	2	6
900017276	201920	Spring 2019	Kingsbury	Bruce	22562	BIOL	69800	Research MS Thesis	MT	FW	3	9
900017276	201930	Summer 2019	Kingsbury	Bruce	31454	BIOL	69800	Research MS Thesis	MT	FW	1	3
900017276	202010	Fall 2019	Kingsbury	Bruce	14265	BIOL	50200	Conservation Biology	LEC	FW	14	42
900017276	202010	Fall 2019	Kingsbury	Bruce	11976	BIOL	69800	Research MS Thesis	MT	FW	2	6
900017276	202010	Fall 2019	Kingsbury	Bruce	11056	BIOL	69800	Research MS Thesis	MT	FW	2	12
900017276	202020	Spring 2020	Kingsbury	Bruce	21927	BIOL	69800	Research MS Thesis	MT	FW	1	6
900017276	202020	Spring 2020	Kingsbury	Bruce	21793	BIOL	69800	Research MS Thesis	MT	FW	3	9
900021598	201710	Fall 2016	McDonald	K	13879	OLS	58700	Dev Ldrshp Philosophy	LEC	FW	12	36
900021598	201720	Spring 2017	McDonald	K	21510	OLS	21100	Professional Pract I	IP	FW	1	1
900021598	201730	Summer 2017	McDonald	K	31042	OLS	31100	Professional Pract III	IP	FW	1	1
900021598	201730	Summer 2017	McDonald	K	31116	OLS	21200	Professional Pract II	IP	FW	1	1
900021598	201810	Fall 2017	McDonald	K	12804	OLS	47400	Conference Leadership	LEC	FW	20	60
900021598	201820	Spring 2018	McDonald	K	22782	OLS	68000	Research in OLS	IS	FW	1	3
900021598	201820	Spring 2018	McDonald	K	23802	OLS	58700	Dev Ldrshp Philosophy	LEC	FW	10	30
900021598	201910	Fall 2018	McDonald	K	12801	OLS	59000	VT-Ind Res Prob Supr/Pers	LEC	FW	23	69
900021598	201920	Spring 2019	McDonald	K	23421	OLS	58700	Dev Ldrshp Philosophy	LEC	FW	17	51
900021598	202010	Fall 2019	McDonald	K	11886	OLS	47400	Conference Leadership	LEC	FW	18	54
900021598	202020	Spring 2020	McDonald	K	22122	OLS	58700	Dev Ldrshp Philosophy	LEC	FW	11	33
900095706	201710	Fall 2016	Swim	Terri	14317	EDUA	F400	VT-Topical Expl In Edu	LEC	FW	1	3
900095706	201710	Fall 2016	Swim	Terri	11598	EDUC	E346	Discp/Parent Yng Child	LEC	FW	24	72
900095706	201720	Spring 2017	Swim	Terri	21148	EDUC	E346	Discp/Parent Yng Child	LEC	FW	24	72
900095706	201720	Spring 2017	Swim	Terri	24271	EDUA	F300	VT- Topical Explor In Edu	IS	FWO	1	3
900095706	201730	Summer 2017	Swim	Terri	31846	EDUA	F400	VT-Topical Expl In Edu	IS	FW	1	3
900095706	201730	Summer 2017	Swim	Terri	31025	EDUC	E346	Discp/Parent Yng Child	LEC	FW	15	45
900095706	201810	Fall 2017	Swim	Terri	14100	EDUA	F300	VT-Topical Explor In Educ	IS	FW	3	9
900095706	201820	Spring 2018	Swim	Terri	23944	EDUA	F300	VT-Topical Explor In Educ	IS	FW	2	6
900095706	201820	Spring 2018	Swim	Terri	23945	EDUA	F400	VT-Topical Expl In Edu	IS	FW	3	9
900095706	201820	Spring 2018	Swim	Terri	23798	EDUC	P249	Gwth & Dvlp Erly Chldh	LEC	FW	18	54
900095706	201830	Summer 2018	Swim	Terri	31759	EDUA	F300	VT-Topical Explor In Educ	IS	FW	2	6
900095706	201830	Summer 2018	Swim	Terri	31025	EDUC	E346	Discp/Parent Yng Child	LEC	FW	7	21
900095706	201910	Fall 2018	Swim	Terri	15703	EDU	30000	VT-Topical Explor In Educ	IS	FW	8	24
900095706	201910	Fall 2018	Swim	Terri	15704	EDU	40000	VT-Topical Expl In Edu	IS	FW	2	6
900095706	201910	Fall 2018	Swim	Terri	14436	EDU	35500	Inf & Early Chldhd Mental Hlth	DIS	DE	19	57
900095706	201910	Fall 2018	Swim	Terri	16028	EDU	40000	VT-Topical Expl In Edu	IS	FW	1	12
900095706	202010	Fall 2019	Swim	Terri	12691	EDU	34600	Discp/Parent Yng Child	LEC	FW	25	75
900095706	202020	Spring 2020	Swim	Terri	22282	EDU	34600	Discp/Parent Yng Child	DIS	DE	25	75

11. <u>Committee reports "for information only"</u>:

    a.   Curriculum Review Subcommittee (Senate Reference No. 19-29) – V. Maloney

Senate Reference No. 19-29 (Department of General Studies Concentration in Information Technology) was presented for information only.

b. Curriculum Review Subcommittee (Senate Reference No. 19-30) – V. Maloney

Senate Reference No. 19-30 (Department of General Studies Concentration in Information Systems) was presented for information only.

12. <u>The general good and welfare of the University</u>: There was no general good and welfare of the University.

13. <u>Adjournment</u>: The meeting adjourned at 1:15 p.m.

Joshua S. Bacon
Assistant to the Faculty

Terms To Know

- **LMS** = Learning Management System

- **D2L** = The company Desire2Learn

- **Brightspace** = D2L's (and our new) LMS

Terms To Know

- **Sandbox** = Play area

- **DEV section** = Place to build your course

- **Live section** = Your course that students will use

Who Will Be In Brightspace, When?

Spring 2020

- Phase I Soft Launch:
  Seven Instructors

Summer 2020

- Phase 2 Soft Launch:
  <u>Goal</u> is Heavy Adoption

Fall 2020

- All Fall 2020 Classes

Spring 2021

- All Spring 2020 Classes

Summer 2021

- All Summer and Fall 2021 and other Classes

Beginning Mid-February

- All PFW Instructors have access to Brightspace

- All PFW Instructors have sandbox

- All PFW Instructors can request Course Development (DEV section) areas
  - BB content can be loaded (works pretty well)
  - Instructor can start from scratch

How Are We Going To Move?

Starting Mid-February for <u>all</u> faculty

- Department "Getting Started" Workshops
- Open Course Migration Labs
- Brightspace specific tools workshops

Full schedule is at <u>purdue.edu/learning-management/</u>

Brightspace Tools Workshops

- Assignments

- Quizzes

- Discussions/Groups

- Personalizing Messages

- Gradebook

- Virtual Classroom

- Calendar, Checklist, and Class Progress

Who Is Making This Happen?

- Adam Dircksen
- Heidi Jung
- Amit Chauhan
- Katie (Xiaokai) Jia
- Kathleen Surface
- Julie Litmer- Schwaller

- Scott Vitz
- Todd Raines
- Rebecca Essig
- Wylie Sirk
- Carolyn Stumph
- Angela Williams

- Heather Kintz
- Logan Englehart
- Mike Phillips
- Gary Wolgast
- Jeff Tipton
- Mandi Witkovsky

Faculty Advisory Committee

- Please e-mail Adam if interested
  - adam.dircksen@pfw.edu

<u>MEMORANDUM</u>

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
                   Faculty Affairs Committee

DATE: November 8, 2019

SUBJ: Guiding principles for promotion of Lecturers at PFW

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

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

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

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

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

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

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

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

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

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

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

All candidates for promotion to Senior Lecturer must demonstrate excellence in teaching. If departments establish other expectations for promotion, they must be consistent with this document, applied uniformly for any lecturer eligible for promotion, and consistent with the

guiding principles of this document.   Lecturers may seek promotion after five years in-rank, or if service is in multiple ranks, five years combined in benefit-eligible instructional positions.

TEACHING

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

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

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

SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

While PFW Lecturers are expected to maintain currency in their discipline, they are not specifically required to engage in professional productivity or scholarship and/or creative endeavors. A department may elect to allow Lecturers who have made significant contributions to the department's scholarship and/or creative endeavors to include that in support of their promotion case. If a Lecturer includes evidence of scholarship and/or creative endeavors in the case, then decision levels beyond the department must adequately weigh and consider this evidence according to any policies and criteria adopted and used uniformly by a department.

SERVICE

PFW Lecturers generally take an active role in the campus beyond teaching. Some departments may elect to encourage them to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. If so, Lecturers are encouraged to include such activities in their promotion dossiers. If a Lecturer includes evidence of service in the case, then decision levels beyond the department must adequately weigh and

consider this evidence according to any policies and criteria adopted and used uniformly by a department.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
               Faculty Affairs Committee

DATE: November 8, 2019

SUBJ: Procedures of promotion for Lecturers at PFW

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

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

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

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

PROCEDURES FOR PROMOTION OF LECTURERS

(Based on SD 14-36)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.1.5. <u>Other:</u>

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

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

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

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

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

    2.2.1.3. Review the recommendation of the lower level.

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

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

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

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

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

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

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

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

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

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

2.3.3.   Primary Tasks: The college committee shall:

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

2.3.3.2.   Review the recommendation of the lower levels.

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

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

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

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

2.4.   The chief academic officer of the college

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

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

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

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

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

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

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

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

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

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

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

2.5.2. Composition of the campus committee
  2.5.2.1. The campus committee shall consist of seven (7) members.
  2.5.2.2. A minimum of four (4) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.
  2.5.2.3. At least two members of the committee should be Senior Lecturers when that is possible given the panel of nominees.
  2.5.2.4. Members of the campus committee may serve at the department level, but not at the college level in the promotion and process while serving on the campus committee.
  2.5.2.5. Members of the campus committee may not serve consecutive terms.
  2.5.2.6. Members of the campus committee shall elect a chair from among its members.
  2.5.2.7. The chief academic officer of PFW may not serve on the campus committee or participate in the meetings.

2.5.3. Primary Tasks: The campus committee shall:
  2.5.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
  2.5.3.2. Review the recommendations of the lower levels.
    2.5.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
    2.5.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
  2.5.3.3. Make a recommendation to the next level in the form of a letter.
  2.5.3.4. Letter of Recommendation: The letter of recommendation from the campus committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.6. The chief academic officer of PFW
  2.6.1. Primary Tasks: The chief academic officer of PFW shall:
    2.6.1.1. Recognize the credibility of the decisions of lower levels.
    2.6.1.2. Review split votes and/or inconsistencies in findings and recommendations at, and between, lower levels. When there is a split vote and/or inconsistency, the chief academic officer of PFW will focus the review on that part of the case dealing with the split vote and/or inconsistency.
    2.6.1.3. Review how well the process has adhered to the documented procedures.

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

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

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

3. Case Process: Nominations for promotion shall be considered at several levels.
   3.1. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the five years preceding the submission of the case.
   3.2. All cases for promotion to Senior Lecturer shall pass sequentially through the decision levels above.
   3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.
   3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
   3.5. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also ensure a copy of the recommendation and statements of reasons, and the candidate's response, if any, are sent to administrators and committee chairs at the lower level(s).
   3.6. The deliberations of committees at all levels shall be strictly confidential. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.
   3.7. If a chief academic officer at any level is not recommending for promotion, the input and vote of the promotion committee at the same level must be sought.

4. Individual Participation

   4.1. Only tenured faculty and Senior Lecturers may serve as voting members of promotion committees at any level.
   4.2. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion is under consideration, nor shall any individual make a recommendation on his or her own promotion nomination.
   4.3. Individuals may serve and vote at the department level and one other level (college or campus).
   4.4. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor, team teaching, service projects or other work which is a

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

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

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

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

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

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

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

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

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

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

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

- Have made a substantial positive contribution to the campus which must be supported via:
  - Demonstrated commitment to student success
  - Continued reflection upon and improvement of their teaching;

  And may also be supported via:
  - Administrative responsibilities
  - Course or curricular revisions
  - Mentoring others' teaching
  - Service and/or community engagement
  - Research/creative endeavor.

  OR

- Meet approved department criteria]

MEMORANDUM

TO: Fort Wayne Senate

FROM: Stacy Betz, Chair of the General Education Subcommittee

DATE: 12/13/19

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

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

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

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

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

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

To: Fort Wayne Senate
From: Janet Badia, Co-Chair of DEI 1.2 Action Planning Team
     Adolfo Coronado, member of DEI 1.2 Action Planning Team
     Melissa Gruys, Executive Champion of DEI 1.2 Action Planning Team
DATE: Dec. 13, 2019
SUBJ: Recommendation for Creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings from Benchmarking

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

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

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

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

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

Common Terminology

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

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

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

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

Recommendation #1: Position Title and Rank

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

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

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

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

More Details

	Yes	9
	No	0
	Other	0

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

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

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

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

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

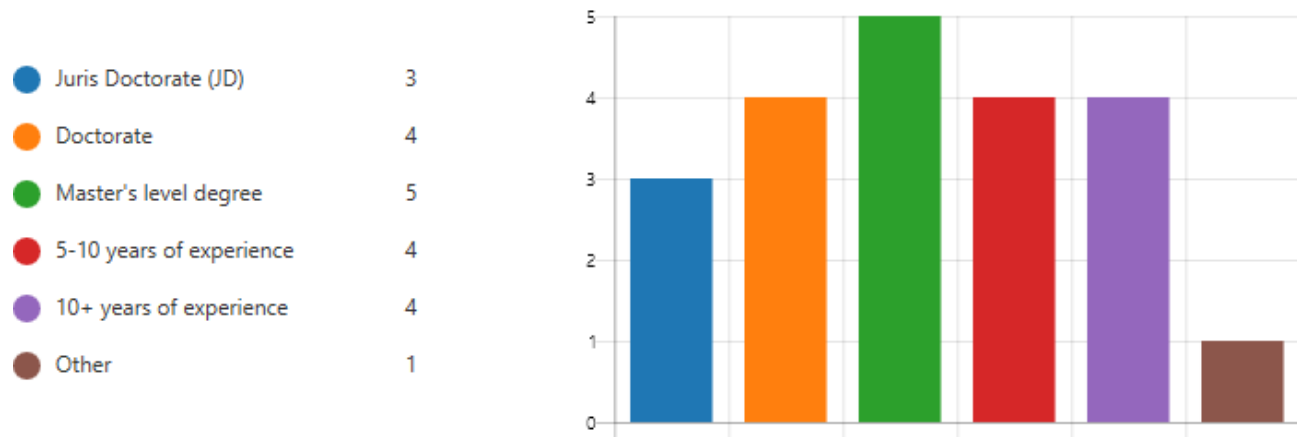a. We recommend the following organizational structure for the DEI unit:
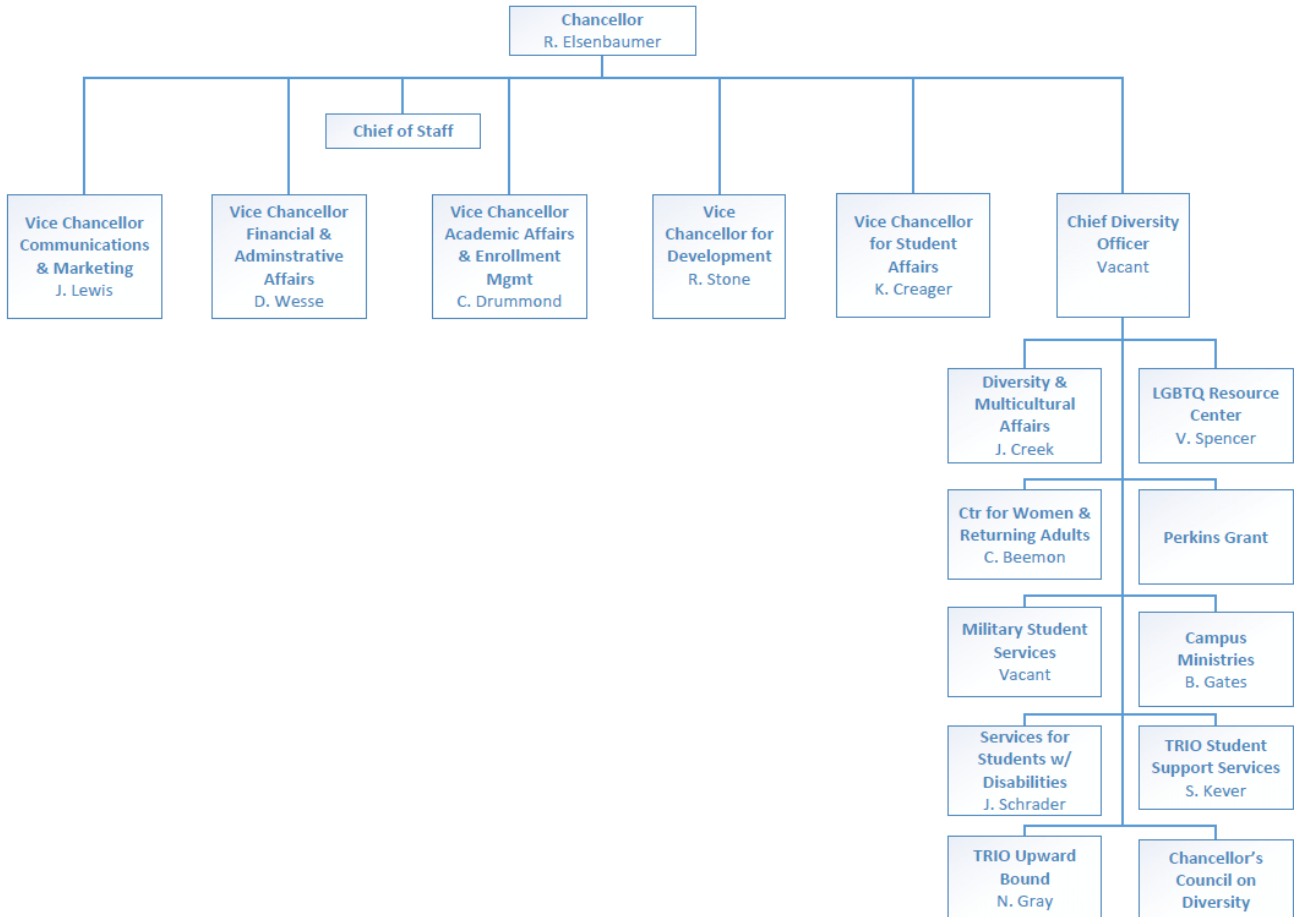
b. In addition to this formal organizational structure, we recommend that DEI become a hub for connecting several units instrumental in supporting and advancing DEI efforts across the university. For example, academic degree programs like Women's Studies, LGBT certificate program, International Studies,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

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

d. Future centers or organizations should be developed.

Recommendation #4: Desired qualifications and experience for the position

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

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

More Details

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

Position Description

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

Position Summary:

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

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

Responsibilities:

Strategic Leadership (50%)

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

Strategic Planning and Diversity Outcomes (30%)

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

Supervision (20%)

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

Education and Experience:

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

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

Other Deliberations

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

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

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

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

Recommendation #5: Recognition of DEI contributions

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

Respectfully submitted,
DEI Team Members

Question Time

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

A. Livschiz

Question Time

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

A. Livschiz

Question Time

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

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

L. Lin

Question Time

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

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

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

Executive Committee