Minutes of the
Fifth Regular Meeting of the First Senate
Purdue University Fort Wayne
January 14 and 28, 2019
12:00 P.M., KT G46

Agenda

1. Call to order

2. Approval of the minutes of December 10

3. Acceptance of the agenda – K. Pollock

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

5. Report of the Presiding Officer – J. Clegg

6. Special business of the day

7. Committee reports requiring action

8. Question Time
   a. (Senate Reference No. 18-18) – B. Buldt
   b. (Senate Reference No. 18-19) – B. Buldt
   c. (Senate Reference No. 18-21) – B. Buldt
   d. (Senate Reference No. 18-24) – B. Buldt
   e. (Senate Reference No. 18-25) – A. Livschiz
   f. (Senate Reference No. 18-28) – K. Pollock, Executive Committee

9. New business

10. Committee reports "for information only"
    a. Curriculum Review Subcommittee (Senate Reference No. 18-29) – C. Lawton

11. The general good and welfare of the University

12. Adjournment*

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

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Presiding Officer: J. Clegg
Parliamentarian: W. Sirk
Sergeant-at-arms: G. Steffen
Assistant: J. Bacon

Attachments:

"Question Time – re: Central Administration and Branding" (SR No. 18-18)
"Question Time – re: Administrator and Coach Salaries" (SR No. 18-19)
"Question Time – re: Chancellor Elsenbaumer Offer Letter Metrics" (SR No. 18-21)
"Question Time – re: Access to Purdue Fort Wayne Courses on Blackboard" (SR No. 18-24)
"Question Time – re: Advising Restructuring Plan Status" (SR No. 18-25)
"Question Time – re: Job Family Structure Classifications and Pay Bands" (SR No. 18-28)
"Actuarial Science Minor and Behavior Analysis & Techniques Certificate" (SR No. 18-29)
"Chancellor Performance Metrics" (SR No. 18-34)
"Current Classifications for all Non-faculty Employees in Academic Departments" (SR No. 18-35)

Session I
(January 14, 2019)

Senate Members Present:
   J. Badia, T. Bassett, M. Bookout, B. Buldt, J. Burg, M. Cain, D. Chen, D. Cochran, K. Dehr, Y. Deng, S. Ding, C. Drummond, B. Dupen, C. Elsby, R. Elsenbaumer, R. Friedman, M. Gruys, R. Hile, J. Hill-Lauer, D. Holland, M. Johnson, D. Kaiser, J. Kaufeld, B. Kim, S. King, C. Lee, A. Livschiz, L. Lolkus, A. Marshall, A. Nasr, Z. Nazarov, E. Norman, J. Nowak, J. O'Connell, M. Parker, G. Petruska, K. Pollock, R. Rayburn, B. Redman, P. Reese, N. Reimer, G. Schmidt, S. Stevenson, R. Sutter, A. Ushenko, R. Vandell, N. Virtue, D. Wesse, K. White, N. Younis

Senate Members Absent:
   P. Bingi, K. Fineran, M. Jordan, D. Linn, A. Macklin, H. Odden, M. Zoghi

Guests Present:
   S. Carr, K. Creager, A. Dircksen, M. Dixson, C. Erickson, C. Fox, B. Kingsbury, C. Lawton, J. Malanson, A. Seilheimer, D. Smith, K. Smith, K. Tolliver

Acta

1. Call to order: J. Clegg called the meeting to order at 12:00 p.m.

2. Approval of the minutes of December 10: The minutes were approved as distributed.

3. Acceptance of the agenda:

   K. Pollock moved to accept the agenda.

   Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

   a. Deputy Presiding Officer:

R. Hile: Hello, all, and happy new year. I have whittled down my comments from 6 minutes to just under 4 minutes, but it will still feel long to you. Thank you in advance for your patience.

I had some trepidation about agreeing to serve as deputy presiding officer and to return to Senate meetings. I stepped back from Senate in 2018 because I had spent 2017 taking a Xanax before each Senate meeting, and I decided that meetings that required pharmaceutical management weren't worth it to me. For those of you who can hardly stand to be in Senate and you just want an end to conflict, I understand how you feel. I have a lifetime of experience of depression and anxiety, years' worth of experience in therapy, and decades of practice working to process my feelings instead of wishing or pretending that they don't exist. I believe that time alone is not going to heal the wounds here; instead, I think we need to pay focused and conscious attention to the emotional dynamics of this workplace, honoring the emotional experiences of both the anxious and the angry.

The events that began on our campus in 2016 harmed individuals and damaged relationships, and even as Senate agenda items have moved into the present, with business items and questions focused on things happening right now, the emotional experience of Senate meetings shifted then and has remained unchanged.

Unfortunately, Robert's Rules of Order is not big enough to heal this campus. The only thing that Robert's Rules can offer is its vote on the side of civility in the civility-versus-truth conflict that animates thinking on the progressive left about "tone policing," that is, the tendency to dismiss or refuse to engage with arguments that are presented in an angry tone. Martin Luther King Jr. noticed this when he expressed his disappointment in "the white moderate who is more devoted to order than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice." Dr. King offers a vote for truth over civility.

So I don't object to my colleagues' anger, but as an emotionally sensitive person who finds open conflict almost unbearable, I wonder: *What can we do?* I recommend that we think about restorative justice as providing us with concepts that can help the campus to address directly the harms that have been done. Upon being harmed, the impulse is to punish. Upon being harmed irreparably, the impulse is to desire endless vengeance. Irreparable harm was done to individuals on this campus by the decisions made in 2016, to people whose careers have been transformed beyond recognition. Restorative justice began as a way to reform the criminal justice system, but the insights of these practices are widely applicable. Key elements of restorative justice processes are that those who have done harm, or their proxies, must acknowledge the suffering of those who have been harmed and must make efforts to reduce harm. Equally important, those who have been harmed must learn to let go of

their natural human desire for vengeance and work toward a true resolution. Restorative justice does not restore what was lost—that is often impossible—instead, the goal is to repair relationships and restore the community through a focused, multistep process of reconciliation.

We may have a problem in the Senate, but the problem is a symptom of a bigger wound on this campus. People can't turn off their emotional selves when they come to work—any solution to our Senate problem that asks some people in the room to turn off their anxious response to conflict or that asks other people to stuff down their anger and stop expressing it at work are solutions that may help a symptom but that do not create healing. As deputy presiding officer of the Faculty Senate, I am charged with representing the interests of all faculty, but I also have a responsibility to protect and strengthen the institution of the Senate itself. If we do not solve our Senate problem, and if more people become unwilling to serve, as I was last year, we will go from having imperfect and constrained faculty governance to no meaningful faculty governance at all.

b. IFC Representative:

J. Nowak: Welcome back everyone to a new Spring Semester, our first official Spring Semester as Purdue University Fort Wayne. Congratulations to the co-chairs Jeff Malanson and Krissy Creager along with the Steering Committee members with assistance from Strategic Focus Associates on a productive Strategic Planning Session in the International Ballroom this past Friday. The number of engaged participants from across the University was inspiring. Building on significant and meaningful traditions of the past we are now molding and together making PFW the University we know that it can and should be for our constituents. I am proud to be a part of an effort such as this one that is positively impacting and changing our students lives along with the greater Fort Wayne Region. I hope your Spring 2019 is off to an excellent start – I truly believe the best is yet to come for us, and I am pleased to be on this journey with colleagues such as yourselves.

5. Report of the Presiding Officer:

J. Clegg: First of all, I would like to second the comments of our other faculty leaders, and also welcome you to the new year. I hope we get a lot of good things accomplished at the Faculty Senate this year. I would like to thank everyone also for their participation in the strategic planning exercise. It was a very good activity.

One thing that Josh Bacon has asked me to remind everyone is that when you have your turn to speak if you could say your name before you speak. He is having a hard time identifying some of the people when he types up the minutes. So, just as a reminder, when you have a chance to speak, state your name. That will help Josh keep the minutes correct.

6. <u>Special business of the day</u>: There was no special business of the day.

7. <u>Committee reports requiring action</u>: There were no committee reports requiring action.

8. <u>Question Time</u>:

   a. (Senate Reference No. 18-18) – B. Buldt

   In the spirit of the message that "transparency, honesty, and open dialogue will continue to serve us well" I was wondering (1) when exactly our Central Administration (henceforth, "CA") learned about the proposed changes to the text of our diplomas; (2) what were the reasons that—as of October 2nd,, when our students were already protesting—CA was still discussing the issue without having yet reached a conclusion; (3) why it therefore seems that it was effectively left to our students to defend and fight for our brand—a brand for whose development we purchased outside consulting and hired a full-time professional to market.

   R. Elsenbaumer: The transition to become Purdue University Fort Wayne has spurred many important discussions during the past two years — especially those related to the adoption of a new university name, establishing new structures and processes, implementing a new identity and brand, and realigning fully under the Purdue University umbrella.

   The first discussions I was aware of regarding diplomas was in December 2017, shortly after I arrived on campus as Chancellor. It was not clear to me how we were going to handle issuing diplomas in light of both the name change and change in control and command of the institution including the HLC approvals expected in late February or early March of 2018. It is not uncommon for regional universities within large public systems, especially universities that are independently accredited, to award diplomas at the individual institutional level. It seemed like a good time to consider options, but uncertainties at the time (HLC approval, impact of the teach-out process, unclear student expectations, etc.), made it difficult to reach any conclusions. So, those discussions were put on pause and did not progress further at the time.

   The topic of diplomas reemerged in late Spring with the approval of Purdue Global, and at Purdue Northwest, which has gone through its own realignment process and name change in recent years and is at a different place in its evolution. I also engaged our students in discussions on this topic during our breakfast/lunch/coffee sessions with the Chancellor. It was clear from those discussions that our existing students recruited under the IPFW umbrella strongly preferred the existing (and current) diploma structure. Hence, given our commitment to the teach-out students and their strong desire for the current diploma, our position was that the diplomas should retain the current structure with "Purdue University" listed prominently at the top of the diploma and the name of the new university indicated as the location (campus) where the degree was awarded (Purdue Fort Wayne) at the bottom of the diploma.

The topic of diplomas reemerged again this past fall when they were discussed at Purdue Northwest, and then when the topic was included as an agenda item on the Board of Trustees Agenda in October. With the name changes at all three institutions (Purdue Global, Purdue Northwest, and Purdue Fort Wayne), this was a necessary consideration by the Board. Discussions became intense on the Northwest campus, and our own students and faculty here at Purdue Fort Wayne also became involved in the discussion, voicing their opinions in media and social media. It was clearly an issue that our students felt very strongly about and one where their voices needed to be heard.

I met with a group of about 60 students on October 11 at Kettler Hall. The students had initially organized a protest, but I very much wanted to engage in a discussion with them and hear their perspectives firsthand. I went into the discussion with an open mind and stressed to the students that I wanted to listen. As the meeting progressed, I assured them that I would carry their very clearly articulated message to the Board of Trustees at its meeting the following day.

As it turned out, President Mitch Daniels called me near the end of that student meeting and indicated that the Board would not be considering any changes to the degree-granting institution on our diploma; only the name of the campus would change as the location where the Purdue degree was awarded. I was able to convey that decision to students in real time, which appeared to be a very satisfying outcome for all.

B. Buldt: Thank you chancellor. I would have brought this question to one of the breakfasts, but my particular breakfast was canceled. So, I had to bring it here to try to have the conversation. You mention a lot about students, student concerns, and student wishes. When I came here, and I believe it has never changed since we became Purdue Fort Wayne, the thinking was that this was a good advantage that we have in marketing our degrees, and this was really emphasized all of the time. Not just from the students, but from the administration. You mentioned students, but has anything changed in the perspective of our administration that this is really an asset that we need to capitalize on? Or was there for some reason a changing of perspective, and that this is no longer as important as it was five or ten years ago?

R. Elsenbaumer: There has been no change in the perspective, and the reason for that is because as I went through my learning process here at this institution it became very clear that as exactly what you have said was in fact the philosophy and culture here at this campus. For fifty-four years, we have been offering new degrees and we have been telling students when they come here that they will get a degree from Purdue. That part of the process was not well known to me when I first came, but hearing my discussions with students, and subsequently with others, it became very clear that was part of our marketing. So, you are absolutely right. Plus, recognizing the obligation that we have to the teach-out students, it clearly made sense that we should leave everything the way it is. That is how we proceeded.

C. Elsby: You said "teach-out students" just now. You said it in your answer. Does that mean you anticipate the problem coming up again in the coming years?

R. Elsenbaumer: It would only come up if our campus brought it up for discussion. It would not be unusual for the campus to have that discussion. Again, being Indiana University and Purdue University and offering degrees from two institutions is one thing. Offering degrees from an institution which is separately accredited is something that could happen over time. But, for right now, that discussion is not clear.

b. (Senate Reference No. 18-19) – B. Buldt

During the tenure of former Chancellor Carwein (i.e., 2012–2017), salaries for C-level administrators (vice-chancellors, deans, directors of Continuing Studies and Physical Plant) rose by an average of 26.5%, and salaries of head coaches increased even by 57%. During the same time period salaries for faculty increased by an average of 4.5% (1.5% on average in 2012, 2015, and 2016); or, in a cases of extraordinary performance all three times, by at most 9% since merit pay was capped at 3%. A spot check (based on a non-representative sample that includes one randomly chosen faculty member from each college) confirms that salary increases for faculty fall between 4% and 10%. In the spirit of "transparency, honesty, and open dialogue," I was wondering (1) whether what amounts to roughly a 20% discrepancy in merit pay between CA and faculty (and even double that for athletics and faculty) is a cause for major concern for Chancellor Elsenbaumer; and if so, (2) whether he has plans for addressing this discrepancy; and if so, (3) what these plans are.

While strictly speaking not being part of the question, I include a separate document which tabulates the numbers that gave raise to Question 3. If so requested, I can disclose the names of those faculty whose salaries were used for the spot check.

R Elsenbaumer: It is essential that we be committed to fair, equitable, and market-driven compensation for our faculty and staff. These are the primary elements taken into consideration for recruiting and retaining highly qualified, talented, and motivated individuals. Universities — especially public universities — grapple with compensation in light of equity issues and market-driven forces on a daily basis.

It is a stark reality that compensation is largely a market-driven phenomenon, especially when recruiting outside the university and beyond the Fort Wayne region. These market forces are essentially entirely out of our hands and externally driven. Therefore, comparing faculty, staff, athletics, and executive salaries to each other internally is not a useful exercise, since the qualifications, talent, expectations, credentials, availability, contracts, and service terms vary significantly for those different employment categories nationally.

Throughout higher education, for instance, faculty salaries are not benchmarked against executive and staff salaries, nor are athletics salaries benchmarked against faculty, staff, and executive salaries.

Instead, salaries and other compensation in various employment categories (faculty, staff, executive, athletics, healthcare, etc.) rely on a number of factors and influences including compensation rates at peer institutions, regional and national market conditions, depth of the talent pools, competitive landscape, and the like. Add to the mix the fact that the tenure system is a market factor that applies only to faculty, and national championships is a market factor that applies only to coaches and senior athletics staff.

Compensation at Purdue Fort Wayne has been directly affected in recent years by declining enrollment and the associated decline in available reoccurring revenue. This year, as the university has achieved increases in fall 2018 new student enrollment, we were able to provide a one-time service recognition payment of $1,200 for each faculty and staff member. While I would have much preferred providing an annual increase to base salaries, that was simply not possible this year.

To answer the questions, "is there a plan?" Yes, largely to address salary compression, and there are two essential components to that plan that must be realized. We are not there yet, but we need to get there. The first is ensuring we have sufficient available financial resources for sustainable and meaningful merit increases over many years. The second is developing a strategy for awarding merit that takes into account equity, catch-up, and the like.

As we continue to work toward increased enrollment at Purdue Fort Wayne — as well as increased philanthropy, corporate and community partnerships, external research funding, and other potential revenue streams — the university is expected to achieve stronger financial stability and be able to more confidently and aggressively address a number of issues, including compensation. It would be my hope that the creation of future compensation adjustment pools would include both merit and equity components focused on positively impacting permanent base salaries.

G. Schmidt: What isn't mentioned here is staff, and I think staff equity and staff pay is actually a very huge issue. The market seems to offer a lot higher rates. That is a concern. Is staff also a part of this?

R. Elsenbaumer: Staff are part of the compensation question. Everybody that works here is. If I omitted that, it was unintentional.

N. Younis: Considering the following five points; (1) there is money for central administration and for coaches, but for physical grounds there is none, (2) the campus facilities are really not clean, to put it mildly, (3) the faculty are sick and tired of cleaning their office floor, the common area, and picking up the trash, (4) we have eliminated in the last two or three years many janitorial positions, and (5) to my

knowledge, janitors do not make a lot of money. Is it time to hire more janitors to fully clean this campus? Assuming we have money, as listed on this slide.

R. Elsenbaumer: I think we need to look across our entire campus, and look at those areas which we find are critical for our well-being on this campus. This would be one of them. I agree with you. It is a nicety that we certainly would like to have. But, under the current circumstances, we are not there yet. We are not there yet. We can be, but we are not there right not.

N. Younis: These positions can be addressed immediately, in my opinion. But, you make the call.

R. Elsenbaumer: I understand. But, we make a choice, right? We either hire new people or we give out merit increases. We need to have sustainable, reasonable resources in order to address this. We need resources to do this.

B. Buldt: Thank you again, chancellor. I understand that you inherited this situation, and that you are not responsible. Still, the answer was not satisfactory for the following reason: if all of our central administration receive outside job offers and then we have to raise salaries to keep them, then market-driven forces would have been an argument. But, this was just internal raises, as far as I know. These were all internal raises that happened at a time when we were told that we don't have money for anything. We basically almost froze faculty salaries. We terminated programs. We got rid of janitors, right? And then faculty see and look at these salary increases for what I call C-level administrators and think "this is not right." I did not ask this question to take away money from people. But, this is a very widely shared concern among faculty that something has happened that is simply not right, and people are looking for your advice to make things right again. Now you cannot just wave a magic wand, right? But, I would have been more pleased to have heard a different answer. Market-driven, I believe, is a bad argument, and I believe many faculty and staff are still waiting for a clear message on how to address this discrepancy.

R. Elsenbaumer: Well, let's remind ourselves that when we hire faculty and staff we are faced with what the market is currently setting for those salaries. When we hire a senior faculty member or an associate faculty member, we will always look at their current compensation at where they are and are we able to attract them. If we can't attract them then we will attract them, but it will probably be at a higher salary then some of our existing faculty because outside forces control the salary. We are going to be faced with this problem for a long period of time. There is no easy solution, as you pointed out. When we hire senior administrators, we are constantly faced with that situation. We are looking for two senior administrators right now, Vice Chancellor for Development and Vice Chancellor for Student Affairs. In the market that is out there right now, we will probably end up paying them higher than what we are currently paying. That is the reality.

A. Ushenko: Well, I don't know if they are market-driven or not. I think that people are possibly not looking very hard at what is actually needed in associate administrators. I just want to say something to reinforce what Professor Younis was saying, the janitorial problem is not just that faculty now have to empty their waste baskets. I had a student drop and break something dangerous. Dangerous in what it contained and dangerous in splintered glass. This happens from time to time in studio classes. I went downstairs to get the mop, and while I was downstairs the students were cleaning up. That is downright dangerous. They could have seriously hurt themselves. They could have poisoned themselves. Now, the students are our paying customers. Like it or not, they are the only people in this whole outfit who are actually paying. I really think they are a priority and the janitorial problem affects them directly.

M. Parker: Back to the question of merit increases, I appreciate the bonus that we did get this year. But, a question comes up about merit and what constitutes merit. From what I have seen over the years is that we have these merit increases but it seems like everybody still gets the same amount regardless of if you have put in x amount of hours of service or just sitting and doing absolutely nothing and hoping no one asks you to do anything. Coming from industry myself, the reason that people put forth more effort and give more to their company is because of that concept of merit. That people will be recognized for what they do. I think a lot of what has happened here is that since merit has become just this word that merit is because you just existed here and so you get this money. Is there some sort of structure that is going to be put around the merit by really looking at who are the high flyers and who are the people that are just bidding time?

R. Elsenbaumer: So, to answer your question, I alluded to the answer in my comments. The second strategic component revolves around how merit is awarded. The first component is ensuring we have sufficient available financial resources for sustainable and meaningful merit increases. The components go together. That second strategy has to be developed by this campus about what is important for this institution based on what we need. Over time, we will need to develop that strategy, but the points that you mentioned are critical.

A. Livschiz: I have two things. First, I wanted to go back to Nash's point and Audrey's point. Certainly, the underinvestment in janitors predates you. One of my concerns is that in addition to all of the points that Nash raised, at the December meeting we celebrated the acquisition of an extra campus with additional facilities. We talked about how it would all be paid for by philanthropy. I assume that philanthropy doesn't pay for janitors, right? So, we are adding more space and more territory, but it doesn't seem like we are thinking about who is going to be cleaning any of that. I think that in addition to the dangers that have been described, this is about public image. A huge fuss was made in the last couple of years that paper flyers on walls that are advertising campus events is somehow hideous and unbecoming of a college campus. Yet, there are signs on trashcans that say to keep them closed because there are fruit flies. If I was a parent of a college student and bringing them to

school for the first time and I saw that, I would have thoughts. I would have a lot of thoughts about that. I feel like we really need to think about this as a danger to our students as part of campus climate, but also as part of the recruiting effort. You mention that this is something for us to think about, but what is the forum in which we are going to think about this? Is this something that URPC should be raising? Is this something that Senate should be asking URPC to raise? It does seem that given how little people in those positions get paid, it seems like we really should be prioritizing this out of thought for all of those facts.

The second point that I want to make is about the merit raises. One of the concerns, and I think that this is one of the things that affects morale, is that there is something very awkward about talking about salaries because it is like we are counting other people's money. There is something very awkward about it, and I appreciate that. But, last year, at least in my understanding of what happened, HR did some restructuring and there were raises for people in HR. Everyone else had their salary frozen. There was a hiring freeze. Yet, somehow, people in HR found money to give themselves raises, as they were denying opportunities for raises for various people of the staff. I think it is that kind of a thing, that somehow money can be found for things like that, which creates this atmosphere that money is there, but it is not clear who is making the decisions and who is setting the priorities for where that money should go. It doesn't seem that the majority of the campus is benefitting from access to that.

So, URPC? Senate?

R. Elsenbaumer: The first part of the question, I thought that HR would be the area. Typically these issues are addressed by Human Resources. Initially a need is brought forward that this is something we need to look at in that unit to make a case for it. Or it is brought up as something that is institutional and how do we address it. There is no question. The points you made are very valid. We walk around on campus visit day, parents and students. We care about the way this campus looks. Sometimes we do need to clean things up a little bit, because we do want to look our best. We strive to do that. But, you are right, we have issues that have been brought up as an institution. I think that addressing the janitorial issue is a good one.

N. Virtue: So, just listening to your response earlier, it seemed like you were pointing externally to certain market dynamics for how faculty salaries are treated versus administrative salaries, and then internally…

R. Elsenbaumer: Well, they are both market driven when you are hiring from outside.

N. Virtue: Right. I hear that. Sure. You also address the issue of enrollments and how enrollments effect raises. So, am I understanding you correctly?

R. Elsenbaumer: Resources. We need some resources. Financial resources.

N. Virtue: But from what you said, am I correct, that enrollments primarily effect whether or not faculty will receive raises, and that administrative salaries aren't effected by enrollments? As Ann referenced, there were raises in Human Resources. I realize that it is complicated to compare apples and oranges, but one thing that could be universal across the campus is the effect of enrollments on raises across the board. Correct?

R. Elsenbaumer: It deeply effects what we experienced this fall. The increase in students this fall provided resources for everyone across campus. Your point is well taken.

N. Virtue: So, in that instance, yes. But, in other instances, no. Right? If what you are saying is that you would have liked to give us faculty raises, but you couldn't because of enrollments, yet for Human Resources it was a different situation. Then that case…

R. Elsenbaumer: We treat the entire campus as one unit in respect to available resources and for merit. The recent exercise turned out not to be merit, but service recognition. We involve everybody. I think you are somehow compartmentalizing how we are dealing with merit. We don't do that. We look at our merit across the entire campus, and generally it occurs at the same time.

J. Badia: I think what Bernd and Nancy were trying to point out is the double standard. So, in other words, there are units on campus that there seems to be giant pools of money not tied to whether or not enrollment and tuition go up. When faculty and staff in the academic units say "we need cost of living merit raises as well," suddenly that standard is not applied to us. The question is, why? Why would you have two different standards for that if there are resources and pools of money? That should be a standard applied to everyone. We are all in this together.

R. Elsenbaumer: There should not be two standards.

J. Badia: But, it sounds like there has been and is. Is that correct?

R. Elsenbaumer: Well, let's distinguish the individualized activities that may have occurred in different units, and may have occurred in a variety of units that were described. Generally, what has happened is there have been some personnel changes. Often times, people have left. What has happened is that different job responsibilities and duties have been assumed by others. When that has happened the available resources have been used for the increase in activities for those responsible. That is a perfectly legitimate process that has occurred. I know it has occurred. It will probably continue to occur.

J. Badia: No one has mentioned LTLs stipends in this. It is criminal that some LTLs have been here for ten years and there salary has moved in the most negligible way, by maybe one hundred dollars. But, just to follow up with your answer to my question, Academic Affairs was restructured. Hi Bernd. Right? We eliminated chair

positions. That money was not made available to Academic Affairs, to my knowledge, to distribute and create raises for people in Academic Affairs. So, again, this is my perception that it seems like a double standard, and at a time when our benefits get worse and worse and more and more costs are passed on to us. Yet, we are not even getting a cost of living salary raise. This is creating a morale issue that has to be addressed across the campus.

N. Younis: Taking my colleagues words here, the question says "salaries of head coaches increased by 57%." Usually, the salary for coaches increases, not that much, maybe 20% or so, when a team wins a championship. Did I miss something? I don't see the results between championships and 57%. Do you know how it happened?

R. Elsenbaumer: I can't explain how things happened before I came here. Unfortunately, the situation that we are in is that if one of our coaches left today we would have to hire a replacement, and we would probably have to hire them at an even higher salary then we are currently paying. That is the reality. The more turnover there is the more out of whack it is going to look then what might have been otherwise.

N. Younis: You are exactly right. To target head coaches to come we have to give them a good salary, but at the same time, in three years I want to see a national championship or a conference championship. That is how a university works.

R. Sutter: Just an observation. Bernd Buldt's question is before the merit increases for faculty and staff. This does not include those hired after. I think this is where the discrepancy exists.

R. Elsenbaumer: We have experienced here considerable salary compression, and most of that happens when we are not sustaining our resources over a long period of time. It took five years, six years, seven years for us to get into this situation. It is going to take several years to get out. That is why I am saying there are two significant components to the plan. It has to have both components. There has to be sustainable merit pools over a sustained period of time. That is a strategy. That is the reality that we face right now, and that is the plan that we are trying to work through to help us get there.

K. Dehr: When the merit pay went out in November, did the LTLs receive any money as well?

R. Elsenbaumer: Were they full time?

K. Dehr: No.

R. Elsenbaumer: Then they did not.

K. Dehr: It was only for full time. Isn't it about time that we recognize LTLs as contributing faculty because they are the face of this university that most of our freshmen are being taught by. They need whatever help we can give them, and not just a handout. We need to recognize them as contributing faculty members to this campus.

D. Kaiser: I guess what just kind of dawned on me is that there seems to be a lot of rules and regulations for merit. Is there a process for merit increases?

R. Elsenbaumer: Yes. There is a process that we all go through. We are going to talk about my metrics in a few minutes and I will tell you about my process. Yes, there is a process.

A. Ushenko: Just two quick questions. First of all, I can't quite understand how administration and faculty are different because from my understanding upper level administrators are also faculty.

R. Elsenbaumer: Typically they are. But, they are not all evaluated that way.

A. Ushenko: So, are they evaluated?

R. Elsenbaumer: We are all subject to evaluation.

A. Ushenko: But, they are not evaluated as faculty.

R. Elsenbaumer: Some of the positions are. I think as department chairs they are.

A. Ushenko: Department chairs are not really administrators. They couldn't be, otherwise you would have to have a faculty liaison person to the department chair. It wouldn't make any sense. It occurs to me that what makes the reputation of a university is faculty and alumni success. It is very important. Human Resources is terribly important, but what I am hearing is that because of special merit or something there are compensations that are not part of the regular merit process. I guess I was wondering if any other department received a special non-merit benefit. Maybe the value of it should be evaluated, to a certain extent. After all, I have never heard anyone speak highly of a university because of their great Human Resources department. It doesn't seem to me that Human Resources is on the same level as faculty when it comes to crucial importance for the university.

G. Petruska: I am not speaking out for myself this time, but for the sake of my colleagues. This should be handled like social security payments. I think that would be a fair way to handle faculty and staff value. We should consider a monthly payment.

N. Virtue: I just wanted to follow up on what Karol and Janet said about the situation with LTLs on campus, and I realize that salary is one thing. There is whole range of

other things on campus that effect LTLs and I wonder if they don't fall in the category of the magic wand kind of thing. For example, LTLs don't get parking spaces. LTLs don't even get free flu shots on campus, as I understand it. As late as mid-December, over the semester break, I was in negotiation with the Dean of Arts and Sciences and the Vice Chancellor for Academic Affairs about the status of a course in our department that if canceled was going to affect an LTL, and so she was planning on that money. To cancel a course up until mid-December and bump an LTL out of a course that late in the semester is just really unfair to someone that makes about $2,000 a course, and who is essentially doing the university a favor. And there are other things, right? But, these are things that we can probably immediately change to support LTLs. Just giving LTLs an A parking ticket would be huge. It probably wouldn't cost that much money, and it is something that could be done fairly easily.

B. Kim: We have many things to resolve. But, we don't expect that we can solve it all at one time, especially things that associated with the budget related issues. So, the upper admin offices set priority of issues to solve the urgency. Providing custodian service is one of the urgent needs considering the amount of budget needed and importance. Faculty offices and hallways are filled with dust balls. When we are exposed to this kind of environment in the long run, this will bring a negative impact to health and safety of students and faculty. The second item is that the staff salary needs to be adjusted. Considering the amount of tasks they need to do and current market demands, their salary should be more competitive compared to other institutions in FW.

c. (Senate Reference No. 18-21) – A. Livschiz

At the October senate meeting Senate Reference Document 18-15 provided a salary offer letter from Mitch Daniels to our now-chancellor Elsenbaumer. In the letter, there is a reference to $40,000, contingent on performance according to mutually agreed upon metrics. What are the metrics?

A. Livschiz: The reason I submitted this question is because there were rumors circulating in the past about secret protocols where the previous chancellor was getting bonuses if she cut programs. So, seeing that Senate Document a couple of months ago is what prompted my question. Again, the awkwardness of counting other people's money, but I think it would be really nice to know what you are being evaluated on so that we can triumphantly march together toward some goal.

R. Elsenbaumer: Well, I have it right here.

As you know, I report to President Mitch Daniels, who evaluates my performance annually. The $40,000 is based on mutually agreed-upon areas of improvement including, but not limited to, enrollment, financial stability of the institution, academic and fiscal efficiencies, community engagement, fundraising, student success, strategic planning, and more. (See the attachment for some specific areas for

performance improvement and well-being of our institution that have been identified for the 2018-19 fiscal year.) (Please see Senate Reference No. 18-34)

Performance payments are common for chief executives and others in higher education. They help set the bar high for expectations and deliverables, help provide incentives for innovation and advancement, and help ensure that highly qualified and talented individuals can be recruited and retained in leadership positions.

I will make sure that you all get a copy of this. It is a public document, and I do believe it is submitted publicly as well. So, you will have this document for the minutes. This is what President Daniels will look at for my evaluation. These are the points that I put into my annual evaluation that I provide.

A. Ushenko: If a faculty member won a Noble prize, would they get a $40,000 increase?

R. Elsenbaumer: They probably would be having a lot of folks coming after them. They probably would have some compensation. I am sure. Retention compensation would probably be provided to them.

A. Ushenko: Thank you.

R. Sutter: Just a comment. I appreciate that you provided this for us.

R. Elsenbaumer: These performance metrics are all about us. They are for the improvement of the university

d. (Senate Reference No. 18-24) – B. Buldt

We learned that on the morning of October 3rd, VCCA Drummond informed PO Jens Clegg, among others, about the request, made by Trent Klingerman (Purdue WL, Office of Legal Counsel), to grant access to all Purdue FW courses on BBL. We also learned that Jens Clegg sought further information from the VCAA via e-mail. In the spirit of shared governance, I was wondering (1) was there ever a meeting with faculty representatives before October 3rd to inform faculty and brainstorm ideas how to go about these plans; and if not, why not? (2) Was there an emergency meeting called on October 3rd, or shortly thereafter, with faculty representatives and/or faculty, who have expertise in the area, to discuss options and identify what the best response would be in light of obvious concerns about a request whose legality seemed doubtful but greatly affect faculty.

C. Drummond: 1) There was not a meeting with faculty representatives prior to October 3rd. Faculty leadership was notified of the situation at 8:50 am on October 3rd. My memory of those events is that I verbally discussed the ongoing conversation between Purdue Online and DCS regarding access earlier in the week. Prior to the Klingerman email of October 2nd, I believed we were in a process of

understanding the request and responding in a thoughtful and appropriate way. Executive Vice President McCartney took the issue to the Office of the General Council which resulted in the Klingerman email. In that I felt we were attempting to cooperate with the request from Purdue Global in a way that was in keeping with our past practice of not accessing Blackboard content, the content of the email was unexpected. Perhaps I should have recognized earlier the apparent urgency, in which case I would have notified faculty leadership earlier and more fully.

2) No. Bluntly, there were no options other than to comply with the request. There were several issues that created this situation. 1) PFW classes are on a different instance of blackboard than those of PWL and PNW. As such the Purdue Online instructional designer changed with the task of reviewing the syllabi and delivery methodology of courses of interest to the corporate client could not access the courses without the granting of special access. 2) Here we have had a long standing practice of only accessing faculty course content under extraordinary circumstances and so the request created challenges that Karen Van Gorder and I were in the process of trying to resolve satisfactorily when the email from Klingerman was received. 3) In order to access the 9 courses of interest, it was necessary to provide the instructional designer with administrative access to all of the blackboard system. Crafting a unique set of permissions for this specific request was not practicable given the structure of blackboard and the time constraints.

Finally, Purdue Online is a system serving organizational structure located on the West Lafayette campus that is run by EVP McCartney. The request for access had to do with the needs of Purdue Online corporate client. I have no reason to believe the request had anything to do with Purdue Global (formally Kaplan University). Access was provided as part of a one-time event for a specific purpose, not as part of broader survey or audit of PFW courses. Any suggestion to the contrary is wholly unsupported by my understanding of the past and current situation.

G. Schmidt: So, a couple of questions here. One, so the faculty of the nine courses here, none of them were told that this was happening? Also, was it clear what this was used for? Was it used by the client? This is a bit concerning.

C. Drummond: Sure. So, as I said, we were in the process of conversations with Purdue Online about how to do this operationally, and we had conversations with the instructors of those classes. All of which were used. So, the purpose, if you will, the action of this was Purdue Online undertook a process of review of online courses across the entire Purdue Online system. That is, here are all of the classes that are in the Purdue Online system, might anyone be interested in them beyond those that are currently enrolled in them? So, this catalog was created of currently offered online classes. What the instructional designer was trying to determine was did the content of the class seem to be aligned with what it looked like from the outside by the title? That is from the syllabi did the content that is being delivered in that course in any way align with the needs of this potential partner? I don't know what company it was. Let's say it was Kaplan. Maybe it was Kaplan, and they had some specific courses

that they were interested in and they wanted to know if Purdue provided them. The first step was for the instructional designer to look at if there is a match. Or is the title inaccurate with what we were thinking. Then the second thing was is the delivery mechanism of that course structured in a way that would be appealing to a corporate client? What an undergraduate student might enjoy or put up with as a course might be different than what a corporate client trying to provide a course of instruction to many dozens or hundreds of employees might have to deal with. So, is the setup of the class conducive to the need of the client? Those were some of the questions that were asked. The instructors of those classes were informed and none of them objected. But, we never got any further than that. Apparently, none of the courses met the set of criteria, and so no deal was struck and no transfer of content occurred. If we had gotten to that point than there would have been a conversation about how that would occur. Is the course going to be forwarded to that client directly? Will the instructor be asked to make some modifications? What would the compensation look like for the faculty? But, we never got to that part of the process.

A. Livschiz: So, it was just those nine classes and those nine instructors that were notified ahead of time before this action was taken? But, as collateral damage everyone's courses got accessed?

C. Drummond: Right. Because we couldn't partition those nine courses separately from this individual's ability to have access to the full Blackboard system it was important to notify everyone that had an online course on Blackboard that semester that this had occurred. Unfortunately, the message that was sent didn't have enough detail in it.

A. Livschiz: It seems like that on one hand we should be grateful and relieved or sad that our courses were not of interest to Kaplan. I feel like it just sets a really bad precedent that we are supposed to assume that it was just for looking. If all this person wanted to do was look and it was just nine classes then why is it easier to give blanket access to everything instead of just asking nine people to send in their syllabi? We are asked to assume good intention on the part of people doing this, but they behave in a way that defies the logic of a person behaving with good intentions, especially since they notified us after the fact so that there is no time to do anything about it whatsoever even if we wanted to. Right? "Oh by the way, this is already a done deal." In fact, the first emails we got asked if anyone had any concerns, but the latter emails said everything is fine, everything is fine, everything is fine. We are getting mixed messages here and the precedent for future action, along with the idea that the Purdue lawyer said it is fine. Well, my understanding is that Purdue has no scenario definition of what is okay and what is not okay to take from faculty. So, this idea that we have to do it just makes me deeply uncomfortable because I am not sure what the next thing that we are going to have to do is, and then we are going to be told after the fact that it is totally fine. How much more that is totally fine are we going to accept until it turns out that it is not fine?

C. Drummond: I didn't think it was totally fine, but I resisted it up until the point that I got a notice that said it will happen. The reality of that is, I can't speak to other university contracts, but for clarity, the contract that we all signed says that the university system has an equal share of ownership of the content of our classes. So, this is my simple non-lawyer way of saying that we and the university equally own the content. That means that if we leave the university we can take our course content with us and deliver it at some other place. Equally, if we were to leave the university and the university decided that it wanted to then it could utilize that content. It could also utilize that content in other contractual relationships for educational purposes. Former Deputy Presiding Schwab and I had a long conversation about what is an educational purpose. I share your concerns. The reality is that is part of the contract we signed. If we don't like that then I think we have to think about what it might look like to try to retroactively negotiate it. I wouldn't hold my breath on that.

J. O'Connell: I think perhaps we need to do a PR run or something because I too didn't know it was nine. There are faculty members who ardently believe that Purdue Global has assets of all of our online material. I have had personal friends of mine who really still are outraged by the thought that Purdue Global was given access to all of our online stuff and can use it as they see fit. If that is not the case, which, quite frankly, I thought it was too until just now, that should be clarified. We have a lot of faculty who thought their online material was turned over to Purdue Global and is being used as assets. So, I think that the fact that you just said that it was determined that the not useful would not be used is not in the faculty thought system. I think perhaps some clarification should be sent to faculty.

C. Drummond: Not only did that not occur, our courses and the way they are structured would not allow it to occur.

J. O'Connell: I think that communicated to the faculty by you or someone else would be helpful.

C. Drummond: I tried to in October.

J. Clegg: Our time has expired. We are going to have to recess until January 28.

The meeting recessed at 1:15 until noon, Monday, January 28, 2019.

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Session II
(January 28, 2019)

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e. (Senate Reference No. 18-25) – A. Livschiz

The week before Fall Break VC Drummond announced there would be a big change in the way that academic advising would be handled on this campus. The proposal that was made public, among many other things, aimed to remove faculty from direct student advising until the students were "developmentally ready to benefit from that

relationship" i.e. relationship with faculty in their major). The response to the initial wave of opposition was to depict those criticizing this "well-considered" proposal as just trying to defend their "silos." No public announcements about the fate of this proposal have been made since October 12. What is the current status of the advising restructuring plan?

C. Drummond: A student's transition from high school to college is much more than choosing coursework, meeting professors and peers, buying books, and learning how to get to the classroom. Rather, it is an intricate, turbulent, and often very difficult season of life. The functional aspects of navigating a new environment have proven to be common retention pitfalls. University lingo, financial aid, time management, resilience, and social integration are all well researched threats to student success. These elements, to name a few, can be profound barriers to student learning, focus, and attention inside of the classroom. Certainly the students we serve are not immune from these challenges.

Retention and student success require a team. Ideally a highly-collaborative and integrated team of peers, student success coaches, faculty members, and primary role advisors all work seamlessly to transition a student from enrollment deposit through the first three semesters. Institutions across the country began implementing structures based on this integrated student success concept over a decade ago. Immediate increases in retention and long-term gains in graduation rate have resulted.

Such a relational and support structure shifts the way students are transitioned to the university. It requires both generalists and specialists working in full collaboration to positively impact retention and student success throughout the student's undergraduate experience. By engaging students immediately it is possible to minimize excessive credit hour completion, reduce the risk of loss of financial aid, decrease the amount of student debt, and dramatically improve student success. It solidifies the required foundation for success, reduces barriers to classroom engagement, and provides students in every major – as well as the significant percentages who change their major in the first and second semesters – with an integrated student support experience.

It is our goal to significantly improve student success at PFW by implementing the holistic, multi-connected, structure described above. As I said at the advising retreat last semester, it is not about doing one thing OR the other, it is about doing this thing AND that thing, and as many things as we can to connect students to resources and support services. There is no desire to displace or replace the role of the faculty or the role of embedded primary role advisors. Again, I made that clear at the retreat.

Specific milestones and processes that were followed:

Academic Deans have provided critical input to the reconceptualization of the initial draft of the support structure after discussing the College and School personnel.

Deans and Student Success personnel met with Chairs in order to communicate the intake model and further develop integrative relationships to assist students throughout their university transition. Utilizing this feedback the intake form continues to be a living document and faculty have until February 1st to submit specific major base questions for inclusion in the final version before it is populated into our CRN slate and released to students who have submitted their enrollment deposit.

Two of the three enrollment services counselor positions have been hired. Directors of Advising and Student Success from each college were part of those interviews and provided important feedback to inform the selection. The remaining position will be reposted as an internal search to secure the candidate.

Directors of Advising and Student Success in each College are serving on a team to formulate, develop, and inform all critical junctions of the intake process for incoming students beginning Fall 2019. They meet weekly to discuss all aspects of the intake and orientation process.

So far, over eighty applications have been received for our peer and student success coaches, who will serve as integral connectors, mentors, orientation leaders, and a support system for our first year students next year.

Application are due on Friday, so please encourage stand out students to apply.

Finally, I recommend interested individuals stay in touch with her or his Chair, Dean, and Director of Advising/Student Success for ongoing updates.

A. Livschiz: Thank you for answering this. Obviously, this question was submitted back in November and the answer is only being given now. I know you had to rewrite it and I know that there have been some developments since then. So, one of the things that concerns me, for example, is that in the proposed model that we were given, that we were not asked to provide feedback on, is that the departments are no longer going to have immediate access to incoming students whose high school GPAs are below 3.5. Based on the handout that was given out at the COAS Advising Committee meeting, for the history department for example, if that was applied last year, out of our twenty-five incoming freshmen we would have only had access to three. The rest would be not with us. This is something that I find very troubling because you made such an emphasis on that this is not an either/or, but that this is a collaborative thing. We don't want to not have access to our students. One of the selling points is that they are able to have access to faculty from the very beginning and not later on, and not at some unspecified later date. Furthermore, we are very concerned that allocation of resources for departments is tied to retention and recruitment. So, we are now responsible for recruitment and retention. Yet, we are not going to be given access to these students and therefore if the retention is being done by somebody else then the consequences of that are ultimately going to be borne by us. So, why can't we have those students?

C. Drummond: So, Krissy has speaking privileges, but I will start the answer. I am in complete agreement. We need the integration of faculty from the beginning with Student Success and with multiple points of contact. It is not our intention to pull them away from you and not allow you to speak with them. That is not our goal. I think that at the heart of the issue is the question regarding who is mechanically going to enter the classes in the orientation and registration period, not about the interactions, and opportunities for interactions, that faculty have with students throughout the orientation process and throughout the academic year. No one is going to take your students from you. The point of question has been, as far as I understand it, is "who is technically entering their course registration process?"

K. Creager: Agreed. I think the other piece I would add is that we made it very clear on the schedules of orientation that there will be two to two and a half hours with the college department however your college chooses to divide that time of orientation. So, two pronged. For instance, in COAS, Ron could talk for ten minutes, and then they go immediately, every single student, regardless of high school GPA, to the academic department for whatever conversation you want to have.

A. Livschiz: Are you talking about A&R or NSO?

K. Creager: They are together now. It is one day. There is no A&R and NSO. It is a one day experience for all students. So, regardless, you have that time before any advising or registration begins. How you want to structure that is completely and totally up to you and your department and college. One of the things that we had multiple conversations with the directors of advising is around the notion of the intentional use of primary and secondary advisors in the system, and to be able to tell students immediately how to use both of those people the right way, and who and where to go to get support. All of those things will then be purposefully put into the system and discussed.

C. Drummond: And if I understand the changes in the timeline correctly, there will be more time available for the colleges and departments.

K. Creager: That is correct. And students always retain their major. So, regardless of whom their primary or secondary advisor is in the system, they retain their major when they apply.

B. Buldt: Do you allow a question on behalf of an absent Senator?

J. Clegg: Just ask the question.

B. Buldt: So, the background is that a lot of colleagues in Mathematics are concerned because we have a highly successful major in actuarial sciences with a really high success rate and this relies on close mentoring from the get go. Faculty members should get involved in student advising as early as possible so that students can get

clear guidance from the academic path that they will pursue. The most accurate and effective source of information is from faculty members, and the connection between faculty members and students turns out very beneficially for the students' future careers. For example, in our actuarial sciences program we always give students clear ideas about the requirements, courses, exams, internships, etc. early in the first year so that they can make educated decisions in the program if that is what they really want to do. We help students establish the connection with local insurance companies by organizing events, such as visiting local insurance companies, inviting actuaries to campus to meet students, etc. Getting faculty members in the advising process early will help students to get more customized attention. Faculty-student ratio is about one to six rather than maybe one to a few hundred.

C. Drummond: I think that is fantastic. That is exactly what we want to have happen. As outstanding as that technical and professional advising is it may not be well informed about the details of financial aid. It may not be well informed about other aspects of the student's academic career. So, we want to provide an opportunity for all students, particularly those that we know are more at risk. Those that have high school GPAs below 3.5 will have access to these additional coaching and support services. Not displacing and not saying that you can't take them to meet the insurance people. We want you to do all of those things from day zero. But, we also want to provide a secondary point of contact about other aspects of being a college student.

M. Parker: I understand that faculty are still going to be involved and important. I guess the only concern that I really have is that we are introducing more and more people into the structure and I kind of look at it like when I meet with these freshmen students they kind of in-print on you as you being the kind of person that they know they can go to. Now we are introducing more and more people into the situation where there is now another fuzzy area about who they would go to. That is the part that I am most concerned about.

K. Creager: Absolutely. I couldn't agree with you more. One of the areas that we have not done a good job at is really helping students understand exactly what that means. So, because of that wrap around support there are going to be moments when a faculty member is not available and that student needs something right now. They then always know that secondary person is there. That does not mean that if someone else is listed as the primary advisor with a student then they cannot talk to you. There is nothing that says a student can't come talk to you because you are not listed as the primary person. Again, illustrating that notion of the full wrap around. But, agreed, that is a concern that we will absolutely address in making sure we paint that picture for the student.

M. Cain: Can you say more about how 3.5 was determined to be the line? It seems a little high.

C. Drummond: It is actually low compared to our analysis of student success. Students that come to us with a high school GPA of 3.6 or above are highly

successful. Once you get below that threshold, they start to fall off very rapidly. So, what we have done is pick a number that is a little below that because of low volume issues. We are going to start with 3.5 and adjust that as time goes on. Remember that any student, irrespective of high school GPA, has access to these services. It is just that we are going to purposefully connect the ones that are in this lower area.

M. Cain: Success meaning?

C. Drummond: Retention.

J. Burg: I just want to speak out in support of this concept. The concerns that are being raised, I certainly had the first time I was introduced to this. Particularly for my education students, which have probably the most technical pathway and zero electives throughout their career here. But, I will say that the moment that we interacted with Krissy and Corrie and when the answers came forward we saw this as more collaborative. Also, as we moved in the past couple years toward a college with a Student Success Center model, we realized that we don't have the capacity to do as much as we want to. So, we now see this as really a partnership where that extra capacity is particularly helpful for students that need more contact. We can now offer that.

A. Livschiz: I would like to deeply express my concerns about this. On one hand, it is great that students have multiple people who care about them. If students don't feel that way without this structure then that is a very sad indictment of how we do things up until now. But, the reality of our students is that they are not going to go and make multiple appointments. They are not going to go to this person for this question and then set up another appointment with another person to answer another question, and on and on. We are lucky that they just come once and then we can lock them into a room and not let them out until we are done talking about the things we need to talk about. So, I am very worried, especially with the example that was given, that faculty are not knowledgeable about all aspects of retention. With all due respect, I don't know who is knowledgeable on this campus about all aspects of financial aid. The difference is that when a student comes to me with financial aid problems, I know that I should not be advising them and I immediately try to contact somebody who actually knows what is going on there. There have been multiple students where we have to unravel advice that was given to them and misunderstandings and so on. Thank god they have an outside person who is going to do that because faculty advisors are not supremely confident that they know everything. They are more likely to go and get somebody who is an expert to try to help them. So, I am very worried about this and the primary-secondary. Are faculty primary or are faculty secondary in this particular setup? Whose name shows up? If a student comes into myipfw and clicks advisor then who does it go to? Does it go to the faculty or does it go to somebody else? If it doesn't immediately go to the faculty advisor then this is a system that is going to be deeply problematic and it is going to have profound consequences for many departments and their ability to retain students, for which we

in turn are going to be punished repeatedly and chastised over and over again. So, who is going to be primary? Us? Faculty or whoever?

K. Creager: We just began the conversation, sorry, I am going to point to Marietta because she was the one in the room representing your college, as well as with the deans about where those should be and what that looks like. I will give you an example, take a student with a 3.5 that is majoring in history and knows they want to be in history, maybe that is you are primary and Marietta is secondary. That will be completely up to your department and your college to determine.

A. Livschiz: So, in this flexible system, each department is going to be able to say how they want this set up?

K. Creager: Correct. Obviously, within reason of those pieces. For instance, I don't know why you would want a faculty member as primary and secondary. You would want a primary role advisor because again the purpose being that every student, regardless of high school GPA, interacts with a primary role advisor at some point in time in that system early. The same with faculty. There is no desire or need to do one or the other. So, in that instance it might be you and Marietta. In the instance of a student with below a 3.5 GPA, again using Corrie as an example, maybe it is a Corrie and a Marietta or maybe it is a Corrie and a you. That is up to your department and your load. So, whatever of that structure makes sense and puts that wrap around service together is really what we are looking for.

C. Drummond: In some cases, we worked out arrangements with programs that are not GPA specific. So, there is some flexibility.

M. Gruys: I also want to speak in support of this. We have a very different model than a lot of other units in that we are giving all professional academic advising. Our faculty are very used to having not being taken away from the process and doing the career advising, such as what one will do if they major in finance and what kind of career they will do. I think that if you are doing that and calling these other offices then you are only able to do that if you have a load that is going to allow you to do that. I think there are a lot of faculty at this university that have a much bigger load of students that aren't able to do that. If you are acknowledging that you are not a financial aid expert, I don't even think our professional academic advisors would say that they are. They are sending them to another office, and that is really what these advisors and coaches are going to be doing. I don't think it is actually difficult for students to understand that they have these coaches for certain things, and where we don't have first year seminars they can help to implement having those. So, it is additional services. We have said that a few times, but I think that is how we view it in business. These are additional things that our students are not getting right now. I am sure others are doing a wonderful job and students are getting that, but I think at this institution there are a lot of them that are not. So, if you guys take it over right away then there is no loss to your students. There is just an additional person. I know our advisor said that there is stack of people on the desk and they know who could

use another phone call for a follow up if there was time. They just don't have the time. This person would allow them to be able to have just another support system. That is how I feel.

B. Kim: I am also in general support of this. The reasoning is that every department has a different number of students. For some departments with a lot of students, this puts a heavy burden on faculty. We are not experts on financial aid. If we implement this new policy it can be helpful.

B. Buldt: I have the obvious concerns. I believe national data, if this is set up right, speak in favor of it. What I, as a faculty, would find extremely helpful would be a hotline that I can immediately call if I see that a student is falling behind. Maybe it is just my class. Maybe the student is struggling. If, for example, I see that a student has not attended class for two or three class periods then I could call a hotline and ask for them to follow up with the student to see what is going on. These advisors could make phone calls, text, or email. Whatever is necessary to find out what is going on.

C. Drummond: That is a brilliant idea and we are working on it. Last semester, during the second evening period, we did a very small pilot with classes that started and ran just for the evenings. These were primarily online and primarily serving students that already had some difficulty in the earlier part of the semester of dropping class and adding an additional class late in the game. But we had eight or nine sections that participated and we received forty-seven or forty-nine referrals over that period of time. This semester we are expanding the pilot with all COM 114 sections. What we have to figure out is what are the kinds of responses that we are getting? What are the pathways of service that we need to make sure are functional? Because if we set up a system and you call and there is no obvious outcome then you are not going to call a second time. What is our capacity to respond to these? If I have a hundred in the second week then how do we respond to that? We are starting to build some of these structures. It turns out that this has always been present as part of the behavioral care team form that you could fill out. You go through and there are pages about if the person is dangerous or what have you. There was an academic page, but it was never used for that purpose. We are building that kind of academic care team hotline response whether it is a web form or phone or whatever. So far we have done web forms. So, yes, we are working on that. We want to implement that more fully for academic year 19-20.

M. Parker: I think this approach is good and we have done something similar in ETCS for freshmen advising to provide that structure around it. But, another layer below that is, obviously, you said the faculty is primary or secondary. But, not all faculty are good advisors. We really thought about, I don't know how to say it, approving faculty to be advisors, as opposed to just saying that everybody is an advisor and figuring out those that are really good advisors. I have seen some students really get some crappy information from faculty advisors because they are just bad faculty advisors. Some students hit the lottery of getting a good faculty advisor and

other students don't. I know it is an underlying layer of this whole thing, but it is kind of baseless.

C. Drummond: What we have not done is to fire people from advising. I think I am going to leave that as a local decision. We do have a series of professional development committees for faculty and primary role advisors that have some built-in expectations. These are the minimum expectations for the knowledge of the spectrum of things that come up in advising. That is a sort of curriculum that is available for people for review and to brush up on things.

G. Schmidt: I think this system sounds like it could certainly be helpful. One of the things that we get a lot of in our department is that students have no idea who their advisor is or they want to talk to some other faculty member. They want to find an advisor for five minutes at 7:00 PM. I get a little worried when we think that students are going to know who the different advisors are. I am worried if they will even know they have one. They should know it. I am not besmirching any way the way that we have done it. But, does this system help with some of that aspect? I am sure that even once we have this we will get calls that someone needs an advisor today and they won't know who their advisor is. I think to some degree, in the system, we need to make a judgement about which advisor they should talk to because a faculty person may not be the right one for that student. So, how are we going to help and inform them when they call the department confused? Should they talk to faculty? Should they talk to Krissy?

K. Creager: Start from the beginning and go backwards. I agree. We have referred to A&R as the McDonald's of orientation. It has been a drive through method. What we know from researching and looking at the way orientation programs are moving, they are going back to where they were fifteen to twenty years ago, which was extremely intensive, very hands-on, very early, and extended orientation. You will see that all over the place, meaning into the first eight weeks and into the first sixteen. Sometimes beyond and into a sophomore year experience. So, the course, the first year seminar for those that don't already have one, will have a lot of that. Put yourself back to where you were as a first year student. You don't know what your name is when you are here for orientation. It is scary. Your ability to digest everything that people are trying to throw at you is tough. You are not developmentally ready to do so. Pulling that out, the first time they need to register during priority registration for spring, hopefully one of the intentions is to be that bridge at that point.

Back to your first question about how we are going to help. We have never intentionally spent time at orientation talking about how to identify and use different advisors. We have said in general sessions, and colleges have said in college sessions, pull up your myPurdueFortWayne and you will see it there. There is our information. So, we will have them do it on their mobile devices. We will have them login to their app and see that. This should be a lot more hands-on and hopefully we will be able to paint that picture. In terms of who does someone talk to when they call, that is where all of us are going to have to work seamlessly together to make that decision. Yes, a

secretary needs to be able to say what exactly they are looking for, to be able to know if that is Marietta, Corrie, or Ann. We all will need to do that, but I think if that wrap around team is utilized appropriately then it will work.

J. Clegg: I am sorry, Ann. You have already had two questions.

A. Livschiz: It is for information.

J. Clegg: Go ahead.

A. Livschiz: I just want to go on record as saying that I am so sick of the dichotomy that somehow faculty advisors consist of good faculty advisors and bad faculty advisors, but all professional advisors are great at their job. This is something that I have heard over and over again. There are really crappy professional advisors, some are no longer here. Faculty don't get fired for being bad advisors, but at least faculty have other responsibilities, and they have that somewhat as an excuse. Not a good excuse, but somewhat of an excuse. Every time that I hear it I just get really offended because I think it is profoundly insulting to the faculty who are doing their best. They do not have infinite time, but when a student shows up on their doorstep they have to learn to become an expert on what that student needs because sending the student to the sixth person is just not going to get it done.

My second point for information is that I didn't say anything in November when you announced that people could only speak twice in the Senate. But, since this interpretation of Robert's Rules breaks with all past IPFW Senate tradition, no other presiding officer and no other parliamentarian, that I am aware, has ever interpreted Robert's Rules this way, can you please explain why you have chosen to break with tradition and why you have chosen to interpret this rule in this particular way?

J. Clegg: I will not answer that question at this point in time. We can take that up later if you would like.

A. Livschiz: But I would like it answered because I have a question. This is a question that I have been waiting for an answer to since November.

J. Clegg: I am sorry. We are going to move on.

f. (Senate Reference No. 18-28) – K. Pollock, Executive Committee

There are a number of questions about the classifications of secretarial, clerical, and administrative professional positions in academic departments in the new job family structure. The Executive Committee requests a report documenting the current classifications for all non-faculty employees in academic departments and their proposed classifications in the new job family structure.

The pay bands in the new job family structure already have been used to determine which employees are paid outside the pay bands for their classifications. In spite of this, the pay bands have not been released. The Executive Committee requests the pay bands be provided to the Executive Committee.

The Executive Committee requests this information be provided in time for the January senate meeting.

C. Springer: We provided a list of those positions by academic department.

J. Clegg: That has not been given to us yet.

C. Springer: It has not?

J. Clegg: No. You can give it to us and we can provide it as part of the minutes.

C. Springer: Okay. We provided a list of all of the classifications by academic department and that list will be available to the full Senate if they desire to have that. I believe the other part of this question is the pay bands. There is an assumption that the pay bands have been finalized and there is a request to have a copy of it. But, those bands are not finalized and so they are not available to the Senate. So, that is the answer to that question. (Please see Senate Reference No. 18-35)

K. Pollock: Does West Lafayette have pay bands established?

C. Springer: The pay bands that are referenced here would be for the entire system, so West Lafayette, Northwest, and Purdue Fort Wayne. When those are finalized they would cover all three campuses.

K. Pollock: So nobody has them?

C. Springer: They are not finalized.

A. Livschiz: Thankfully, I don't have anybody directly reporting to me, so I am not responsible for anyone's classification personally, but I have heard some really horrible things about the way the classification is taking place. I have heard that there are people on this campus whose jobs have been classified as people who cannot work without supervision, which is plainly an insulting category, and that a lot of people fell into this category that if they stop working without supervision then we are all going to be in really bad shape. I am very concerned about the impact that this process is having on people with how insulting it is, and then people who have been wrongly classified, because this process was so badly done, are then at the mercy of their supervisors to get them reclassified. If a supervisor is in an interim position and is too busy to do their job then it jeopardizes their ability to be able to be properly reclassified. What is happening is that as a result of the reclassifications is that for a long time people on this campus have not been getting raises and so there has been

symbolic recognition from some people in the adjustments to their job titles. Sometimes a symbolic adjustment to a job title was supposed to be substitution for actual substantial raises. Now, that symbolic recognition is being erased because it no longer falls into these categories. As a result, any promise of a possible raise in the future is also disappearing because they have been classified down. I am just very worried because I feel like this is so fundamentally unfair to so many people, in particular, to support staff on this campus who haven't seen raises, and now everything they have accomplished in the past years is being erased as a result of these very blanket classifications. It doesn't seem like anybody actually looked up what people are currently doing and just went back to the original job descriptions. All of that is not being taken into account except for a petition lobbying effort. The results of which are not known yet. So, it is not clear. I have heard rumors that nobody is going to get reclassified and that this is all just an exercise in futility. Again, rumors, right? But it just seems like this is so fundamentally unjust and unfair to so many people on this campus.

C. Springer: Okay. So let me address one point at a time. You talked about the language. We agree with you. The language was developed at a ten thousand foot level. When we had an S1, which is where your level four positions, across the entire system mind you, all went into that category. That language was put in place and we have asked West Lafayette to take a look at that language so that it wouldn't have the effect that it has had with the way you interpret it when you say under supervision or that type of language. That is under review. That language needs to be changed to take out some of the language suggesting that people are entry-level because S1 is not intended to be an entry-level position. Remember it started with four different pay levels for clerical, five, four, three, and two. We at the university stopped using level two and three. Most people went into level four and then this new process has that coming back to S1. I think the interpretation is definitely around the fact that we went from level three, four, and five, to level S1 and S2. I think people assume that was meant to be somehow entry level, but it was not. I have done a couple of these processes in my career and I agree that we probably started with one step that should have occurred, that I have always done in reclassifications, and that is starting with a fresh slate of data. A profile given to every single employee at the university campus. Have them start off by building that job profile so that we have an idea of the current job responsibilities for those employees. That didn't happen in this case. West Lafayette's team of experts that went through all of these positions were given the job descriptions that we had on hand. For some of these positions there were comparisons to similar positions in West Lafayette or similar positions at Northwest. So, there was a little more than just the job descriptions to determine where the positions were placed. So, yes, I do think that language should have been done differently and we are addressing that, and certainly the process of having the review done by the supervisor, it didn't start with this process. Job family is just a structural foundation for how we really need to organize the jobs in our system. Any manager at any time has the opportunity to look at a job. They could look at a job last year. They could look at a job tomorrow. This process of determining right now that you need to go back and evaluate your employee's position, that is up to the supervisor. We have

asked the managers to take a very close look at that request when an employee comes forward and says that they need their job reevaluated. If they choose to evaluate that job then we will take a look at it. We got one hundred and sixty of them sent to us in HR. We are going to look at all one hundred and sixty of them. When that process is done we will still look at jobs. It doesn't start with the job family. This is something that we have always done.

The other part about the raises is a whole other conversation. This job family process is not intended to address the fact that the university has had some financial challenges over the past five or six years and because of those challenges that they were unable to provide merit increases for employees. There is a sense that perhaps some of the one hundred and sixty reviews that we are getting are trying to rectify that process. That will not happen through this process. We will not rectify our past situations that we have had on our campus when we couldn't get merits, but I do want to say that the administration are very committed to going back down that path of making sure there are merit increases given to our employees. This past year we wanted to make sure there was a $12,000 stipend that every employee got across campus. I have been in some budget conversations where we put proposals on the table to make sure merit increases would continue as we move forward. All of that is contingent on the financial health of the university and we all have a place and a stake in that game. Enrollment has to go up and stabilize and then our financial situation has to stabilize, but as long as it does then I think this administration will continue to provide merit increases. That is a priority that we have.

N. Virtue: Thank you for being here to address this. I am on the outside of all of this, so forgive me. I am not as familiar with the details of how these things get decided, but at the last Senate meeting we talked about a double standard an how that sometimes is applied. I just wanted to say that, to me, this is kind of bewildering how decisions get made. On one hand, it seems that there was an attempt within Human Resources to align Purdue Fort Wayne salaries with those of Purdue West Lafayette and in that situation the default was to adjust upward so the staff in Human Resources all got raises. When it comes to this latest decision, it seems like the default was to downgrade. Again, I don't know what the details are. There is a perception issue here that the alignment with salaries to make positions comparable to West Lafayette is being done in some areas beneficially to certain parts of the university and then being used to harm, frankly, other parts and other people who are more vulnerable. Could you maybe address that? Is that a false perception? Is there something that could explain that?

C. Springer: That would definitely be a false perception that there is any suggestion that there is inequity or that there is some sort of biases at this university. That is never what Human Resources is all about. I wasn't at the last Senate meeting so I apologize that I don't have the context to what you might be referring back to. But, when it comes to positions on the campus, any supervisor can look at a job to decide if the job needs to be updated and they can send that information to Human Resources for the evaluation of that job. That has never changed, even with job family coming

on board. We expect that going forward supervisors will continue to do that exercise with their employees. In regard to the positions at HR, those jobs were in the pipeline before I came on board here. In the pipeline meaning that the previous HR director had proposed those positions into the review process and at that time they were partly implemented. Partly implemented meaning that the financial situation of the university did not allow for the position level that was assigned to those positions to be fully implemented. As a result of that, the folks that are in those positions didn't get their full increases. When I came on board the first thing that I heard about was how these jobs had been evaluated and had gotten to a certain level and the increases were not fully implemented because we just did not have the funds for that. So, I addressed that with Dr. Wesse and he made the full implementation of the pay changes for those HR positions. It is not ever our intention to try to align our positions with West Lafayette or our positions with Northwest. These are three different markets in terms of positions and such. West Lafayette is going to have positions that are always going to pay more than the positions at Northwest or Fort Wayne because of the scope of the duties that they have there. When we have tried to look at comparable positions, we most often will be looking at the Northwest campus as opposed to the West Lafayette campus.

N. Virtue: I thought that we were told that Human Resources received pay increases to make them more in line with West Lafayette.

C. Springer: I don't know where that information came from, but I will tell you that this is what happened. Those jobs were already in the pipeline to be evaluated when I came here, and never are we going to be trying to make the pay of a person here at Fort Wayne the same as the pay of someone at West Lafayette or Northwest. Those are three different places and it just doesn't work that way. So, yes, I think there is some misinformation misleading the campus.

M. Gruys: Two points. The first point is that HR would be aware of the classification of jobs, which may be one of the reasons why those jobs were looked at. I would say that across the university we probably need some more training of supervisors in terms of what happens if the job changes. So, that is just one suggestion. Number two is that you mentioned not having merit pay for a number of years. What has happened, and I know particularly in our unit is that we have about a thousand students and we have 3.3 staff right now total FTE for that whole group. That is 35 faculty and a thousand students, mostly because we lost two faculty to the early retirement. What has happened is that people took on whole other people's jobs, and when you look at the classifications and you say if the position is S1 or S2, and you say that they don't train anyone else or supervise anyone else. No. We have this department secretary who is now the secretary for two different departments, but that isn't going to address her level. Yeah, we need the classification in job family, but then we need a staff utilization analysis across the university to look at FTE of staff per faculty member and FTE of staff per number of students in an area, knowing that we won't have the equivalence, but equity. So, the idea of what the benchmark is. What should we have across the campus? We are not looking at the quantity of work.

We are just saying to take on someone else's job. Every single person in this room knows of people who are doing more than one person's job or more than two people's jobs in certain instances.

C. Springer: I believe a lot of that occurred when the university had gone through some ERIPs, cost-cutting measures, and so forth.

M. Gruys: Yeah. They didn't get replaced.

C. Springer: That is a valid reason for looking at a position, When you want to look at the combining of the roles and see how you might have expanded that person's responsibilities and in some instances it might mean that the salary has gone up. In some instances, it might mean that you need to stop doing some work that is not necessary in that position by improving the systems that the person uses to do their job. Staff utilization is something we can take a look at. When a position is changed at a university, the policy might say that a person gets 15% of an additional increase for their pay. We don't consider those pay raises. I know sometimes that we might assume it is a pay raise for the person, but it is not a merit increase for that employee because merit increases are something that are done across the whole university and not just for one person.

G. Schmidt: There is discussion here about people in HR being paid more when they took on extra duties. What happened here is that HR resolved the situation for the people in HR only, as opposed to all of the other areas on campus that are having similar issues. There is very much a perceptual fairness issue of equity. In HR it is going to get resolved, but elsewhere it will not be done so. I think that is the problem with the job family structure. Let me say first that job family is a rationale way of setting jobs and what we need to deal with, but it has been a whole bunch of crap all over the place. The problem is that the job families that were announced were the only thing that workers got, along with a rating that said they need to be 100% supervised. For S1, I think it says that they have "minimal impact," and that they don't communicate with anyone outside of their department, and probably only with other people in the same role. I don't know who the hell only talks to people in their same role at a modern university. All secretaries, all S1s, are talking all over the place to find out what is going on in the bureaucratic system. If they are not talking to anybody then nothing is happening. So, all that was said, in my understanding, is something that said that their jobs didn't matter and in the future this might even be connected with compensation. For me that is a very troublesome setup for trying to bring in some change. And things like the pay bands, I have heard that we are going to get them by date one, date two, date three, and it keeps moving back and back. I have a furious secretary and she knows a number of other furious people in ETCS where they like their jobs and they like the help they have, but they just keep getting things from HR that piss them off and has no impact. They got the job family thing that says they don't matter and then we have to put in to HR an appeal that says that even though everyone in a similar job to them got an S1, we want them to be something better than that. It is an insulting level for them, and therefore they should

get a higher level than other people doing a similar job so they are not insulted like everyone else who has the same job title as them. I just think we need a revamp of that system for it to matter because on some degree we are competing with each other. I have to prove that my S1 is somehow doing more than everybody else's S1s so she should get more. I don't think that is a good way to deal with a systemic problem. That is what my issue is.

C. Springer: Thank you, Gordon. So, all of the positions that were in the pipeline, like the HR positions, all got reviewed at the point in between the freeze on reviewing jobs. At some point, West Lafayette advised us that we shouldn't be changing positions in the system because this process was close to being implemented. So, we didn't just do it for HR jobs. That probably happened back in 2017 when I first joined in. But, since then there have been hundreds of jobs that are new jobs that have gone through our system, so that wasn't just the HR jobs. This is a review process. The job structure system is a system that is complete. It is done. We have the infrastructure that we needed for it. It is done. What we are asking managers to do is to review those jobs where they may not agree with the alignment, and to talk with their employees as to why they feel like the alignment is inaccurate. Most jobs, if you are going to move up a level, it is going to have to change a substantial part of the job to become something different. That is how that process works. It is really important when looking at those positions that this is the main thing you are looking at. What this campus doesn't understand, because we haven't talked about it, but I am going to share a little bit of it, is that we are looking more systemically at the secretarial classification. There are some things that HR has already been initiating before job family came out that we hope to roll out by the end of this academic year. We are looking at the compression issues where wages have been held down for other reasons then job family and we want to correct that for the secretarial group. Just recently, also, not every secretarial classification submitted a review, but we are going to look at every single S1 and S2. So, with the changes we are going to make to some S1s, just to make sure, we are going to look at all of the positions because it is necessary. There is some systemic concerns with the clerical classifications at our university so we are intending to make those corrections more broadly to affect everyone. The compression changes that we are looking at are intended to uncompress these wages that are sort of stuck in the first quartile of a potential pay band. We want to make sure that people's jobs are accounted for properly in terms of pay. The other thing we are going to do is look at all of the positions and not just those that were submitted.

K. Dehr: As a Continuing Lecturer, we are listed as instructional staff, as are LTLs. So when I look at the language concerning non-faculty employees, we have been advocating forever for Purdue to have us classified as faculty because it says we are not faculty and we do not have voting privileges, and we realize that in fact we do. I am not sure if this has anything to do with this, but I just wanted to make it clear that LTLs and Continuing Lecturers are considered non-faculty and are considered staff by Purdue University. If HR is looking at reclassifying positions, would this not be an excellent time to reclassify Continuing Lecturers and LTLs? I just hope everyone

understands that. That we are listed as staff and not faculty. We have been trying to push Purdue. So far, it has fallen on deaf ears. I don't know where this falls in here, but we are so frustrated about that. We are teachers, but Purdue is considering us staff.

C. Springer: I appreciate that, but I am not sure I have an answer.

K. Dehr: I know.

C. Springer: I do believe that there is a distinction between regular faculty members versus those that may have assignments that are based on the fluctuation of the university.

A. Livschiz: I wish we saw the data that was supposed to be shared with us. One other thing that I think is worth looking at is the inequalities between support staff in Administrative Affairs versus support staff in Academic Affairs. I have been here for over ten years and one of the interesting things that I have noticed is that you have people who back in the day started as administrative assistants on the Student Affairs side who have been consistently moving up. However, on the Academic Affairs side people who are administrative assistants remain administrative assistants, and they may now have been downgraded to administrative assistants who cannot be left unsupervised. I think that it might be nice to see what opportunities for upward mobility are available to staff on the Academic Affairs side versus on the Student Affairs side. Just to be clear, I am not trying to suggest that Student Affairs people are getting paid too much. I am trying to suggest that the side on academic affairs is not being paid enough. There just does not seem to be as many opportunities for them. Since we are looking at all of this, and I think it is a great idea that you are going to look at all the S1s and not just those that got a letter of support for them, that maybe this is another thing to look at. This could be an opportunity for us to look at LTLs, who are officially considered staff. We could take something that started off as crap and actually do something good with it, for the better of so many people on this campus.

The last thing, I will be very quick about this, but this whole thing about the HR raises, just so you know, every time this subject has come up we have gotten a different explanation for it. So, I think it is clearly a perception problem. We have heard so many versions of why it happened and how it happened. This perception problem is very bad for morale. It would be nice to have explanations for things that are clear and honest because that makes it easier. Again, especially when things happen that make perfect sense, but they happen against the backdrop of freezes for everyone else. The appearance of impropriety is very powerful and the best way to combat it is, well, not to do improper things, but also to be honest about things that are happening.

C. Springer: Yeah. If there are ever those kinds of questions that you have, I am here. You can come ask me. I am not a decision maker in that regard, but I can tell you

how it happened. I am not sure of all the information that you got prior to now or if this is the same information and it was presented differently. I don't know. But, I am telling you that that is exactly what happened in that regard.

Career pathing is important for all positions. There will be less steps in some areas than in other areas. Obviously, in the student affairs areas, that is much more aligned to administration. They have a variety of jobs that people can pursue. But, anyone who is pursuing those jobs are making themselves qualified. I don't want to take anything away from someone who is trying to go on to a higher position. We want to encourage that. But, the reality might be that when you look at Academic Affairs you might find that the career paths are limited. You may be in this position, or a faculty member, chair, or dean. Those are the career paths that are available there. One of things that will be available to all employees is what they call career development. Within Success Factors, you will able to, as an employee, go out there and find a career that you are interested in and you will be able to map for yourselves what it would take for you to move into these other careers. It may mean moving out of Academic Affairs to another position because that is where the majority of these types of jobs are. But, you will have the system tool available to do some career development planning. That is another feature that will be available to employees.

B. Kim: I think this is a morale issue. I hear more unfavorable announcements than favorable announcements. If we have hope and dreams, we can deal with it. But, if we don't have any hope and dreams then it is very discouraging. The faculty have a procedure to be promoted and get recognition. If we have a procedure of how people can go from a level 4 to a level 5 then it could give people hope for things to get better. We need to have clear guidelines on how they can be promoted. Can HR look in to that?

C. Springer: Yeah. I am hoping to fix some of those issues with the positions that are S1s and S2s to make sure that we can clearly delineate which positions are going to be S3 versus S2 and S1. I would hope to see the bell curve more in the S2 range because we have positions at the university that support the academic departments. They might require a greater scope in responsibilities then what we have been able to assign positions up until this point. The S4s became the bottom of the hiring for most positions at the university, and a lot of that caused some compression with salaries for those people that are coming in. I am hoping to fix some of that so we can delineate between S3, S2, and S1. I believe that we are going to end up with more S3s, S2s, and S1s. That may be how it turns out. I am not really sure, but we are going to look at all positions so that we make sure we get these positions aligned properly.

R. Hile: This is a comment that will turn into a very brief yes or no question. It builds upon Melissa's comment about the way things have changed with the ratio of full time staff and student numbers. There has been a lot of nonstrategic shuffling in those areas and you said that the staff utilization reports are a good idea. For fun, yesterday, Dr. Malanson, I was rereading the Report on Administrative Staffing and Budgeting. I was trying to piece together whatever happened with that because it appears that

what happened was that there was an expectation that it would be discussed further at the December 2017 meeting, but then it was in December at about 12:59 when panicked students knocked on the door and there was no discussion of this. The next month, Senate moved on to other things. My impression of that report was that it was responding to some analysis put forth by Peter Dragnev arguing that the number of administrators relative to faculty had increased astronomically over twenty years or so. The report, prepared by Jeff and his faculty leader colleagues, said that the analysis assumes that in the past things made sense. Things have never made sense. This is something that we have come to accept over the past five years. Financially things have never made sense at this institution. That is a different conversation. One critique that I would level at the synchronic analysis that my colleagues prepared is that it assumes that things make sense elsewhere too, so their comparison was to peer institutions and they found that that astronomical increase of administrative positions relative to faculty and relative to students was just the way things are. But, one could just as easily say that things don't make sense anywhere. Things happen and we don't really know why. One thing that I think leads to the yes or no question is that they made recommendations at the end. One recommendation is that there should be a far-reaching analysis of the actual performance of IPFW's administrative units. Those units might be over delivering relative to our peers. Overstaffed units might be under delivering. In carrying out the next stage of analysis, it is essential that the administration consider not just relative size and investment, but also how well our current administrative units perform the duties that IPFW expects of them. This seems like a very valuable recommendation. I never heard anything about it being done. Did the administration follow through on this very carefully prepared and time-consuming report that the faculty leaders submitted in December of 2017?

C. Springer: Is that an evaluation of staff?

R. Hile: It is not an evaluation. It is an assessment of rightsizing, essentially, for various units all across campus. We have had a lot of work on rightsizing of academic units, but not so much across the entire campus. I don't think that would have been in your purview. I am looking more at you, I guess. The chancellor.

R. Elsenbaumer: The answer is no. We have not done that. We have taken the report that we received and we understand the analysis that was done, but I would leave that up to others to engage in that process. I wouldn't even know how to begin to do this.

R. Hile: No. It would be very difficult to begin with.

R. Elsenbaumer: If Faculty Senate wanted to take that on as a project then I would encourage you to do so.

R. Hile: Can I make a follow-up comment?

J. Clegg: Just one.

R. Hile: Just one as my second question. I am just quoting the report here. The argument was that this next step in the process must be carried out by the administration rather than by the faculty leaders. I guess Jeff does not have speaking privileges so he can't answer, but it takes a very high level ability to make things happen in order to analyze all units on campus. I don't think the process would be as effective if it were not initiated by the administration.

N. Younis: The thrust of the problem that we have is the job description. It seems to me that we changed the job description at halftime, and then we only let one team know about the changes. I am not involved in this process, but when one team knows and the other doesn't know then it causes a lot of problems. If you don't believe me then ask the New Orleans Saints. Going back to the question, when we have administrative assistants, the first thing we do is submit a request, but that request will not be processed unless we specify the job description. We base the specifications on what the unit needs, but different units need different things. So, one size doesn't fit all that. This is what we know from the job description, and then Human Resources asks us to evaluate the staff. When we evaluate the staff, we do so with the job description of when they were hired. But, this system, do we still have to have a job description to submit? Or do we just say S1, S2, or what have you?

C. Springer: This process has a review form. You are right that there were some job descriptions, because of the number of job postings that we did have available to us, that we did send over to West Lafayette. For this review process, we didn't ask for job descriptions.

N. Younis: But, for me as a supervisor, when I evaluate an administrative assistant or technical staff, I go back to the job description.

C. Springer: Yeah. We get that from HR. We get what we have on file for your position.

N. Younis: The problem is if someone is now an S1 then the administrative assistant will ask if they still have to do things. The job description could say they are an S1 now, so they don't have to do certain things anymore. These are the facts.

C. Springer: The career stream information that has the language in it that we are all talking about here is not a job description. The career stream is a guide that we use 10,000 foot level high to look at a category of positions. It is not the job description. A person should not be reviewing what they do against that career stream. That is not their job description. Their job description would be something in which you would actually be able to list out the responsibilities by what percentage of time a person spends doing those responsibilities. Then we can evaluate that in determining what the position is. Any job description is going to have a language on it, whether it is directly said or not, about any responsibilities that are determined by the department or supervisor. So, that someone could come and say that the career stream guide says they are not doing something anymore so they shouldn't do the work is not the way it

should work. The job description is about what the person does, and that is used to evaluate, not the career stream guide. The career stream guide is really too far high for us to evaluate that. It is not there to evaluate.

9. New business: There was no new business.

10. Committee reports "for information only":

   a. Curriculum Review Subcommittee (Senate Reference No. 18-29) – C. Lawton

   Senate Reference No. 18-29 (Actuarial Science Minor and Behavior Analysis & Techniques Certificate) was presented for information only.

11. The general good and welfare of the University: There was no general good and welfare of the University.

12. Adjournment: The meeting adjourned at 1:15 p.m.

Joshua S. Bacon
Assistant to the Faculty

Question Time

In the spirit of the message that "transparency, honesty, and open dialogue will continue to serve us well" I was wondering (1) when exactly our Central Administration (henceforth, "CA") learned about the proposed changes to the text of our diplomas; (2) what were the reasons that—as of October 2nd,, when our students were already protesting—CA was still discussing the issue without having yet reached a conclusion; (3) why it therefore seems that it was effectively left to our students to defend and fight for our brand—a brand for whose development we purchased outside consulting and hired a full-time professional to market.

B. Buldt

Question Time

During the tenure of former Chancellor Carwein (i.e., 2012–2017), salaries for C-level administrators (vice-chancellors, deans, directors of Continuing Studies and Physical Plant) rose by an average of 26.5%, and salaries of head coaches increased even by 57%. During the same time period salaries for faculty increased by an average of 4.5% (1.5% on average in 2012, 2015, and 2016); or, in a cases of extraordinary performance all three times, by at most 9% since merit pay was capped at 3%. A spot check (based on a non-representative sample that includes one randomly chosen faculty member from each college) confirms that salary increases for faculty fall between 4% and 10%. In the spirit of "transparency, honesty, and open dialogue," I was wondering (1) whether what amounts to roughly a 20% discrepancy in merit pay between CA and faculty (and even double that for athletics and faculty) is a cause for major concern for Chancellor Elsenbaumer; and if so, (2) whether he has plans for addressing this discrepancy; and if so, (3) what these plans are.

While strictly speaking not being part of the question, I include a separate document which tabulates the numbers that gave raise to Question 3. If so requested, I can disclose the names of those faculty whose salaries were used for the spot check.

B. Buldt

	2012	**2017**	**increase**	**%**	
VC's					
VCAA	128,725	202,490	73,765	57%	
VCAA-A	129,183	164,081	34.898	27%	
VCFA	185,924	191,991	6,067	3%	
VCSA	123,951	147,468 (2016)	23,517	19%	
					26.5%
Deans					
BUS	168,729	223,497	54,768	32%	
COAS	148,168	169,014	20,846	14%	
EPP	95,447	145,604	50,157	53%	
ETCS	173,887	200,578	28,691	16%	
HSS	120,306	141,335	21,029	17%	
VPA	107,956	142,422	34,466	32%	
Helmke	105,508 (base)	120,358	14,850	14%	
DCS	101,480	116,732	15,252	15%	
DoStudents	95,658	144,220	48,562	51%	
Dir PP	124,265	150,613 (2016)	26,348	21%	
					26.5%
Head Coaches					
	571,051	894.568	323,517	57%	
Faculty					
BUS	119,558	131,799	12,241	10%	
COAS	63,398	66,776	3,387	5%	
EPP	92,862	97,752	4,890	5%	
ETCS	118,711	125,263	6,552	6%	
HSS	57,332	59,718	2,386	4%	
VPA	62,241	64,845	2,604	4%	
					5.5%

Sources

2012 and 2017 Salaries:

http://new.pfw.edu/microsites/university-archives/administrative-archives/
Athletics:

Chancellor Elsenbaumer's Athletics Report; Senate Reference No. 18-8

Question Time

At the October senate meeting Senate Reference Document 18-15 provided a salary offer letter from Mitch Daniels to our now-chancellor Elsenbaumer. In the letter, there is a reference to $40,000, contingent on performance according to mutually agreed upon metrics. What are the metrics?

A. Livschiz

Question Time

We learned that on the morning of October 3rd, VCCA Drummond informed PO Jens Clegg, among others, about the request, made by Trent Klingerman (Purdue WL, Office of Legal Counsel), to grant access to all Purdue FW courses on BBL. We also learned that Jens Clegg sought further information from the VCAA via e-mail. In the spirit of shared governance, I was wondering (1) was there ever a meeting with faculty representatives before October 3rd to inform faculty and brainstorm ideas how to go about these plans; and if not, why not? (2) Was there an emergency meeting called on October 3rd, or shortly thereafter, with faculty representatives and/or faculty, who have expertise in the area, to discuss options and identify what the best response would be in light of obvious concerns about a request whose legality seemed doubtful but greatly affect faculty.

B. Buldt

Question Time

The week before Fall Break VC Drummond announced there would be a big change in the way that academic advising would be handled on this campus. The proposal that was made public, among many other things, aimed to remove faculty from direct student advising until the students were "developmentally ready to benefit from that relationship" i.e. relationship with faculty in their major). The response to the initial wave of opposition was to depict those criticizing this "well-considered" proposal as just trying to defend their "silos." No public announcements about the fate of this proposal have been made since October 12. What is the current status of the advising restructuring plan?

A. Livschiz

Question Time

There are a number of questions about the classifications of secretarial, clerical, and administrative professional positions in academic departments in the new job family structure. The Executive Committee requests a report documenting the current classifications for all non-faculty employees in academic departments and their proposed classifications in the new job family structure.

The pay bands in the new job family structure already have been used to determine which employees are paid outside the pay bands for their classifications. In spite of this, the pay bands have not been released. The Executive Committee requests the pay bands be provided to the Executive Committee.

The Executive Committee requests this information be provided in time for the January senate meeting.

K. Pollock
Executive Committee

TO: Kathy Pollock, Chair, Senate Executive Committee

FROM: Carol Lawton, Chair, Curriculum Review Subcommittee *Carol A. Lawton*

DATE: December 3, 2018

SUBJECT: Proposals for Actuarial Science Minor and Behavior Analysis & Techniques Certificate

Curriculum Review Subcommittee members support the proposal from the Department of Mathematical Sciences for a Minor in Actuarial Science. Members also support the proposal from the Department of Psychology for a Certificate in Behavior Analysis and Techniques. We find that the proposals (attached) require no Senate review.

<u>Approving</u>
Swathi Baddam
Seth Green
Carol Lawton
Vincent Maloney
Sue Skekloff
Jin Soung Yoo
Julia Smith
Kate White

PFW
Request for a New Minor

Proposed Title of Minor: ____*Minor in Actuarial Science*_____

Department Offering the Minor: _____*Mathematical Sciences*_____

Projected Date of Implementation: _____*Fall 2019*_____

I.   Why is this minor needed? (Rationale)
       With the launch of BS in Actuarial Science program at PFW in Fall 2017 there is significant interest from Business School Departments and their students.

II.   List the major topics and curriculum of the minor.
       - *Two Calculus Course sequence (MA 165/166 or MA 229/230);*
       - *Coursework leading to two actuarial exams;*
       - *Coursework required for one Validation by Educational Experience;*
       - *Grade of C- or higher for all courses required in the minor;*
       - *GPA of 2.3 or higher in all courses included in your minor;*
       - *No more than one grade as low as C- will be accepted in this minor.*

III.   What are the admission requirements?
       Submit Application for Minor with the Department of Mathematical Sciences.

IV.   Describe student population to be served.
       Students in various business, engineering, math, or sciences programs.

V.   How does this minor complement the campus or departmental mission?
       Allows students in other programs to pursue course work in actuarial sciences.

VI.   Describe any relationship to existing programs within the university.
       Since 2017 the department delivers BS in Actuarial Sciences.

VII.   List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.). *****
       No additional personnel is required, some additional library resources.

VIII. A Liaison Library Memo

IX.   Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).
       Allows accounting/economics majors to gain actuarial sciences knowledge applicable to careers in the insurance industry, extends support for strong local insurance industry.

   *The library resource questionnaire available at:
    http://www.ipfw.edu/offices/oaa/programs/curriculumdev.html

To: COAS Curriculum Committee
From: Department of Mathematical Sciences
Date: October 11, 2018
Subject: Minor in Actuarial Science

Background:
The Department of Mathematical Sciences has received inquiries regarding a Minor in Actuarial Science. We have modeled the proposed minor (found at the bottom of this page) on the actuarial science major. The current B.S. in Actuarial Sciences has coursework leading to three exams of the Society of Actuaries (FM, P, MFE) and three Validation by Educational Experience (VEE) topics (Economics, Accounting and Finance, and Statistics).

The courses leading to the three exams of Society of Actuaries currently include:
- Exam FM – MA 27300 Intro. to Financial Mathematics (3 cr., C: Calculus II, MA 166 or MA 230);
- Exam P – STAT 51600 Basic Probability Applications (3 cr., P: MA 261);
- Exam MFE – MA 49000 Models of Financial Economics (4 cr., P: MA 27300, BUS 30100).

The courses for the three required VEE topics include:
- VEE in Economics – ECON 20101 Intro. to Microeconomics (3 cr.) and ECON 20201 Intro. to Macroeconomics (3 cr.);
- VEE in Accounting and Finance – BUS 20100 Intro. to Financial Accounting (3 cr.) and BUS 30100 Financial Management (3 cr.);
- VEE in Mathematical Statistics – STAT 51700 Statistical Inference (3 cr.).

Proposal for Minor in Actuarial Science:
The Department of Mathematical Sciences recommends that the 2019-20 Undergraduate Bulletin reflect the following requirements for the Minor in Actuarial Science.

Program Requirements:
- You must complete a two Calculus Course sequence (MA 165/166 or MA 229/230);
- You must complete coursework leading to two actuarial exams;
- You must complete coursework required for one Validation by Educational Experience;
- You must earn a grade of C- or higher for all courses required in the minor;
- You must have a GPA of 2.3 or higher in all courses included in your minor;
- No more than one grade as low as C- will be accepted in this minor.

Samples:
A sample Actuarial Minor for Business:
MA 22900, MA 23000, MA 27300, MA 49000 – MFE, ECON 20101, ECON 20201

A sample Actuarial Minor for Engineering, Math, or Sciences:
MA 16500, MA 16600, MA 26100, MA 27300, STAT 51600, STAT 51700

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:

_____

Liaison Librarian Signature   *Date*

When developing a new degree program, major, certificate, minor, concentration, track, or specialization please review the questions below when developing your response to the library or additional resources sections. Please consult your liaison librarian for assistance.

Library Resources: Minor in Actuarial Science

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

- o Which databases/indexing sources will be used by the courses in this program? None.
- o What are the journals that will be used by students completing library research in this program? None. Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program? No.
- o Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program? No.
- o Is there an expectation for additional books to be purchased? Reference texts recommended by the Society of Actuaries for examination preparation. (List is attached.) What about DVD or audio/visual materials? None planned at this time. What is the estimated dollar amount needed yearly to support this program with new books and media materials? $800.
- o Will the new program use the Library's Document Delivery Services? No. Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS? None.
- o Who is the liaison librarian for this program? Shannon Johnson The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program? None.
- o Memo from Liaison Librarian regarding resources.
- o Is there an accrediting body that will be overseeing this program? No. What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services? None.

Preparation for Society of Actuaries Exams
Suggested Textbooks:

(FM) Exam:

Broverman, S.A., Mathematics of Investment and Credit (Seventh Edition), 2017, ACTEX Publications, ISBN 978-1-63588-221-6

Daniel, J.W., and Vaaler, L.J.F., Mathematical Interest Theory (Second Edition), 2009, The Mathematical Association of America, ISBN: 978-0883857540.

Kellison, S.G., The Theory of Interest (Third Edition), 2009, Irwin/McGraw-Hill, ISBN: 125921544X or 978-1259215445

Francis, J. and Ruckman, C., Interest Theory – Financial Mathematics and Deterministic Valuation; (Second Edition), 2018, ActuarialBrew, ISBN 978-0998160412 Chan, Wai-Sum, and Tse, Yiu-Kuen,

Financial Mathematics for Actuaries, Second Edition, 2018, World Scientific Publishing Company, ISBN: 978-9813224667 (hard cover) or 978-9813224674 (paperback).

Probability (P) Exam:

A First Course in Probability (Ninth Edition), 2012, by Ross, S.M., Pearson/Prentice Hall, ISBN: 978-0321794772

Mathematical Statistics with Applications (Seventh Edition), 2008, by Wackerly, D., Mendenhall III, W., Scheaffer, R., Thomson Brooks/Cole ISBN: 978-0495110811

Probability for Risk Management, (Second Edition), 2006, by Hassett, M. and Stewart, D., ACTEX, ISBN: 978-156698-2

Probability and Statistical Inference (Ninth Edition), 2014, by Hogg, R.V., Tanis, E.A., and D. Zimmerman, Prentice Hall, ISBN: 978-0321923271

Probability and Statistics with Applications: A Problem Solving Text, (Second Edition) 2015, by Asimow, L. and Maxwell, M., ACTEX, ISBN: 978-1-62542-472-3

Investments and Financial Markets (IFM) Exam:

Derivatives Markets (Third Edition), 2013, by McDonald, R.L., Pearson Education, ISBN: 978-0-32154-308-0

Corporate Finance (Fourth Edition), 2017, by Berk, J. and DeMarzo, P., Pearson, ISBN: 978-0-13408-327-8.

Statistics for Risk Modeling (SRM) Exam:

Regression Modeling with Actuarial and Financial Applications, Edward W. Frees, 2010, New York: Cambridge. ISBN: 978-0521135962.

An Introduction to Statistical Learning, with Applications in R, James, Witten, Hastie, Tibshirani, 2013, New York: Springer.

Predictive Analytics (PA) Exam:

Regression Modeling with Actuarial and Financial Applications, Edward W. Frees, 2010, New York: Cambridge. ISBN: 978-0521135962.

An Introduction to Statistical Learning, with Applications in R, James, Witten, Hastie, Tibshirani, 2013, New York: Springer.

R for Everyone, 2nd ed. Lander, 2017, Boston: Addison-Wesley, ISBN 978-0-13-454692-6.

Data Visualization: A Practical Introduction, Healy, 2018, Princeton University Press.

Long-Term Actuarial Mathematics (LTAM) Exam:

Actuarial Mathematics for Life Contingent Risks, 2nd Edition, 2013, Dickson, D., Hardy, M., Waters, H., Cambridge University Press, ISBN: 978-1-10704-407-4.

Short-Term Actuarial Mathematics (STAM) Exam:

Loss Models: From Data to Decisions, (Fourth Edition), 2012, by Klugman, S.A., Panjer, H.H. and Willmot, G.E., Wiley, ISBN: 978-1-118-31532-3

Additional Recommendations from our faculty:

The Elements of Statistical Learning: Data Mining, Inference, and Prediction (Springer Series in Statistics by Trevor Hastie, Robert Tibshirani , Jerome Friedman ISBN 978-0387952840

Introductory Statistics with R, by Peter Dalgaard
The Art of R Programming, by Norman Matloff
Linear Models with R, Second Edition, by Julian J. Faraway
R Cookbook, by Paul Teetor

Request for a New Credit Certificate Program

Campus: <u>Purdue University Fort Wayne</u>

Proposed Title of Certificate Program: <u>Behavior Analysis and Techniques</u>

Projected Date of Implementation: <u>Fall 2019</u>

TYPE OF CERTIFICATE: (check one)

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

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

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

I.   Why is this certificate needed? (Rationale)

This program will prepare students to sit for the Registered Behavior Technician (RBT) exam of the Behavior Analyst Certification Board. An RBT is a paraprofessional who works under supervision of a Board Certified Behavior Analyst to implement intervention or assessment plans for individuals with behavioral problems, such as children with autism. Our program will provide coursework on the topics covered on the RBT exam, as well as the hours of supervised fieldwork required to sit for the exam. Students who complete the program will have an advantage in obtaining jobs as behavior technicians because they will have the required hours of fieldwork that would otherwise need to be completed on the job. Job growth through 2026 for behavioral disorder and substance abuse counselors in Indiana is projected to be very strong (4 on a 5-point scale; http://www.hoosierdata.in.gov/FD/landing.aspx) and there are many autism and community mental health centers in our surrounding area that hire behavior technicians.

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

The curriculum of the certificate is intended to cover topics on the RBT exam and to provide the hours of fieldwork that are required to sit for the RBT exam.

PSY 12000-Elementary Psychology (3 cr)
PSY 23500-Child Development or PSY 36900-Lifespan Development (3 cr.; P PSY 12000)
PSY 31400-Learning (3 cr.; P PSY 12000)
PSY 35000-Abnormal Psychology (3 cr)
PSY 53200-Disorders of Childhood (3 cr.; P PSY 23500 or 36900, and PSY 35000)
PSY 39200-Issues and Fieldwork in Applied Behavior Analysis (3 cr). This class will introduce students to the field of Applied Behavior Analysis (ABA) and will examine how behavioral theory and the experimental analysis of behavior can be applied to

real-world issues. The course will cover measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice as they relate to the practice of Applied Behavior Analysis. Students also will complete a practicum experience at an area agency that offers ABA-based interventions to clients in the community.

III. What are the admission requirements?

Minimum GPA of 2.0.

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

- Acquisition of knowledge about human development, principles of behavior change, behavioral disorders, and ethical issues related to the field of behavior analysis.
- Application of behavioral intervention skills in a supervised setting where such services are provided.
- Preparation for employment as a behavior technician and to sit for the RBT exam.

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

- Scores on relevant portions of the Major Field Test in Psychology.
- Survey of supervisors of the field experience required in the program.
- Survey of graduates on employment attained after graduation.
- Pass rate on the RBT exam, if available.

Results from these measures will be reviewed every three years by the department, and used to improve the program as needed.

VI. Describe student population to be served.

Students most likely to be interested in this certificate program will be Purdue Fort Wayne students who are Psychology majors and minors, and Human Services majors.

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

This certificate is consistent with the department's mission to provide students with a strong foundation in the scientific understanding of human behavior and mental processes, and with preparation for careers related to the field. The certificate is also consistent with the campus mission and vision in providing access to "programs that drive the intellectual, social, economic, and cultural advancement of our students and our region" and being known for "graduates prepared to improve the quality of life in their communities as well as compete locally, regionally, and globally."

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

There are no related existing programs on campus. Purdue Global offers a B.S. in Psychology-Applied Behavior Analysis.

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

The library allows full-text access to relevant journals, including Behavior Analysis, Behavior Analysis Digest, Journal of Applied Behavior Analysis, Behavior Analysis in Practice, and Behavior Modification. Five additional books not currently in library holdings are being requested.

X.   A Liaison Library Memo

(memo will be attached).

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

The program will develop relationships with community agencies that serve as sites for the practicum experience in behavioral intervention services. These relationships are expected to facilitate job prospects for our graduates.

Library Resources for Behavior Analysis & Techniques Certificate Program, Psychology Department

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

1. Which databases/indexing sources will be used by the courses in this program?
   PsycInfo

2. What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?
   - Behavior Analysis
   - Behavior Analysis Digest
   - Journal of Applied Behavior Analysis
   - Behavior Analysis in Practice
   - Behavior Modification

3. Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?
   Bailey & Burch - Ethics for Applied Behavior Analysts - ISBN-13: 978-1138949201, ISBN-10: 9781138949201

   - Applied Behavior Analysis (3rd Edition)May 10, 2019 by John O. Cooper and Timothy E. Heron (available for pre-order now) ISBN-13: 978-0134752556 ISBN-10: 0134752554
   - Functional Assessment and Program Development for Problem Behavior: A Practical Handbook 3rd Edition by Robert E. O'Neill (Author), Richard W. Albin (Author), Keith Storey (Author), Robert H. Horner (Author), Jeffrey R. Sprague (Author) ISBN-13: 978-1285734828 ISBN-10: 9781285734828
   - Handbook of Applied Behavior Analysis by Wayne W. Fisher (Editor), Cathleen C. Piazza (Editor), Henry S. Roane (Editor) ISBN-13: 978-1462513383 ISBN-10: 9781462513383
   - Training Manual for Behavior Technicians Working with Individuals with Autism 1st Edition by Jonathan Tarbox (Author), Courtney Tarbox (Author) ISBN-13: 978-0128094082 ISBN-10: 0128094087

4. Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?
   - Applied Behavior Analysis by Edward P. Sarafino, ISBN: 9780470571521, 2012

5. Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?
   Yes; occasional journal articles.

6. Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?
   Liaison librarian: Sue Skekloff; helping students with literature searches.

7. Memo from Liaison Librarian regarding resources.

8. Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?
   No accrediting body overseeing the program.

Liaison Librarian Memo

Date: October 24, 2018

From: Sue Skekloff

To: Carol Lawton

Re: Library Resources for Proposed Behavior Analysis & Techniques Certificate Program

Describe availability of library resources to support proposed new program:

The Library already subscribes to PsycInfo and the journals
listed on the checklist which will support the new program.
We certainly have the funds to purchase the six book
titles needed from our monograph budget. I see nothing on the checklist
which would prevent the library from supporting this program at its inception. New
subscriptions which may be needed in the future may
have to be funded by an increase in the library's budget.

Comments:

_____

Liaison Librarian Signature

Sue Skekloff, Associate Librarian

Date
October 24, 2018

Purdue University Fort Wayne
Chancellor Performance Metrics

Enrollment

New student attendance, headcount and/or credit hours earned, exclusive of high school dual enrollment

Fiscal Efficiencies

Average expenses/cost per student.
Average cost per degree.

Academic Program Efficiencies

Address under-enrolled programs as per enrollment/sustainability guidelines
Implement classroom efficiencies and reduce number of short sections taught
Restructure and implement new Career Services Center (Focus on regional needs, internships, co-ops, and emerging career opportunities)

Student Success

Freshman Retention rate
Over-all degree production rate (number of students graduated relative to enrollment four years earlier)
4-year graduation rate
6-year graduation rate

Athletics

Fundraising and reduction of financial reliance on institutional funds.

Fundraising

$ amount of gifts and donations
Number of Endowments (scholarships and faculty support)
Number of donors and donor contacts per year

Advisory Board

Identify specific projects for Community Engagement Board participation.

Strategic Planning

Initiate and engage campus, community, alumni, and Purdue System in crafting a Strategic Plan
Initiate and engage campus and key stakeholders in Campus Master Planning in alignment with Strategic Plan

Q.   There are a number of questions about the classifications of secretarial, clerical, and administrative professional positions in academic departments in the new job family structure. The Executive Committee requests <mark>a report documenting the current classifications for all non-faculty employees in academic departments and their proposed classifications in the new job family structure</mark>.

A. (See table below)

Department	Former Position Title	New "System" Job Title	Career Stream
Academic Affairs Adm	ViC Academic Affairs & Enroll Mgt	Vice Chancellor, Academic Affairs	E1
Library Admin	Circulation Manager	Library Services, Supervisor	M1
Financial Aid	Assistant Director, Business Operations	Financial Aid, Manager	M2
Academic Affairs Adm	Executive Assistant to the VCAA	Operations, Manager	M2
OACS	Director of OACS	Program Administration, Manager	M2
A&S Student Success	Director of Advising and Student Success	Academic Advising, Senior Manager	M3
Small Business Devel	Regional Director, NEISBDC	Business Partnerships, Senior Manager	M3
DCS Marketing	Director of Marketing	Communications, Senior Manager	M3
Continuing Studies	Director Online Learning & Credit Prog	Continuing Education, Senior Manager	M3
DCS Non-Credit Ops	Director of Training Outreach	Continuing Education, Senior Manager	M3
Financial Aid	Financial Aid Operations Director	Financial Aid, Senior Manager	M3
SIS Support Svcs	Student Info System Business Analyst	IT Business Analysis, Senior Manager	M3
International Educat	Director of International Education	Program Administration, Senior Manager	M3
Ofc of Sp Programs A	Director of Sponsored Programs	Sponsored Programs, Senior Manager	M3
College of Prof Std	Director of Student Success	Student Affairs, Senior Manager	M3
Doermer School of Bu	Director of Prof Development & Outreach	Student Affairs, Senior Manager	M3
DSBMS Student Adv Ce	Director of Student Success Center	Student Affairs, Senior Manager	M3
General Studies	Director of General Studies	Student Affairs, Senior Manager	M3
OACS	Director of Testing Services	Student Affairs, Senior Manager	M3
Student Success & Tr	Director Student Success & Transition	Student Affairs, Senior Manager	M3
TRIO Programs	Director of Student Support Services	Student Affairs, Senior Manager	M3
TRIO Programs	Project Director Upward Bound	Student Affairs, Senior Manager	M3
Academic Affairs Adm	Associate Vice Chancellor for Teaching & Learning	Program Administration, Senior Director	M6

Academic Affairs Adm	Associate Vice Chancellor Academic Programs/Director Graduate Studies	Program Administration, Senior Director	M6
Continuing Studies	Executive Director Continuing Studies	Program Administration, Senior Director	M6
Admissions Admin	Associate Vice Chancellor of Admissions	Student Affairs, Senior Director	M6
Registrar Admin	Associate Vice Chancellor and Registrar	Student Affairs, Senior Director	M6
Student Success & Tr	Interim Vice Chancellor for Student Affairs & Assoc VC Student Success & Dir Fin Aid	Student Affairs, Senior Director	M6
Library Admin	Business Assistant	Accounting Technician, Senior	OT (S3)
Academic Affairs Adm	Senior Administrative Assistant, Academic Events Coordinator & Support	Administrative Assistant, Senior	OT (S3)
CELT	Senior Administrative Assistant, Program Assistant	Administrative Assistant, Senior	OT (S3)
College of Prof Std	Senior Administrative Assistant to the Dean - CEPP	Administrative Assistant, Senior	OT (S3)
Doermer School of Bu	Administrative Assistant, Senior	Administrative Assistant, Senior	OT (S3)
Honor's Programs	Assistant Director-Honors	Administrative Assistant, Senior	OT (S3)
OACS	Senior Administrative Assistant, Program Assistant	Administrative Assistant, Senior	OT (S3)
Ofc of Sp Programs A	Senior Administrative Assistant, Program Assistant	Administrative Assistant, Senior	OT (S3)
Student Success & Tr	Senior Administrative Assistant, New Student Program Coordinator	Administrative Assistant, Senior	OT (S3)
Assessment Admin	Assessment Management System Admin.	Administrative Clerk, Senior	OT (S3)
Financial Aid	ESC Advisor	Administrative Clerk, Senior	OT (S3)
Registrar Admin	Transfer Services Specialist	Administrative Clerk, Senior	OT (S3)
Continuing Studies	Online Learning Technology Coordinator	IT Technician, Senior	OT (S3)
FW Computer Science	Application Software Developer	IT Technician, Senior	OT (S3)
Library Admin	Information Services Technician	IT Technician, Senior	OT (S3)
Library Admin	Digital Initiatives Assistant	Library Assistant, Senior	OT (S3)
Chemistry	Demonstration Assist - Stockroom Manager	Operations Clerk, Senior	OT (S3)
Financial Aid	Student Financial Services Assistant	Operations Clerk, Senior	OT (S3)
Financial Aid	Enrollment Services Center Coordinator	Operations Clerk, Senior	OT (S3)
Student Success & Tr	Student Support Specialist	Operations Clerk, Senior	OT (S3)
CRI	Research Assistant	Research Technician, Senior	OT (S3)
Arts & Sciences Admi	Lead Administrative Assistant, Arts and Sciences	Administrative Assistant, Lead	OT (S4)

A&S Student Success	Academic Advisor - Biology	Academic Advisor, Associate	P1
Student Success	Academic Advisor	Academic Advisor, Associate	P1
Student Success	Academic Advisor	Academic Advisor, Associate	P1
Student Success	Academic Advisor-ETCS	Academic Advisor, Associate	P1
Student Success & Tr	Enrollment Services Counselor	Academic Advisor, Associate	P1
Student Success & Tr	Enrollment Services Counselor	Academic Advisor, Associate	P1
Visual & Perf. Arts	Coordinator of Advising	Academic Advisor, Associate	P1
Admissions Admin	Admissions Counselor	Admissions Recruiter, Associate	P1
Small Business Devel	Business Advisor	Business Advisor, Associate	P1
SIS Support Svcs	Entry Lvl-Business Analyst- Degree Audit	IT Business Analyst, Associate	P1
SIS Support Svcs	Business Analyst - Reporting	IT Business Analyst, Associate	P1
SIS Support Svcs	Business Analyst - Web	IT Business Analyst, Associate	P1
Biology	Manager of Life Sci Support Service	Laboratory Operations Specialist, Associate	P1
Ceremonies Admin	CoordofAcademicCeremonies&Web Content	Operations Administrator, Associate	P1
TRIO Programs	Academic Coordinator	Student Affairs Administrator, Associate	P1
TRIO Programs	Academic Specialist-Recruitment Services	Student Affairs Administrator, Associate	P1
TRIO Programs	Academic Spec. Tutorial Services	Student Affairs Administrator, Associate	P1
A&S Student Success	Academic Advisor - Psychology	Academic Advisor	P2
College of Prof Std	Academic Advisor	Academic Advisor	P2
Doermer School of Bu	Academic Advisor	Academic Advisor	P2
General Studies	Academic Advisor	Academic Advisor	P2
General Studies	Academic Advisor	Academic Advisor	P2
Student Success & Tr	Coordinator for Collegiate Connection	Academic Advisor	P2
Student Success & Tr	Transfer&SpecialPopulationsCoordinator	Academic Advisor	P2
DCS Marketing	Senior Administrative Assistant, Web & Data Research Specialist	Marketing and Public Relations Administrator	P2
International Educat	Assistant Director for Int'l Admissions	Admissions Administrator	P2
Admissions Admin	Admissions Counselor	Admissions Recruiter	P2
Admissions Admin	Admissions Counselor	Admissions Recruiter	P2
Admissions Admin	Admissions Counselor	Admissions Recruiter	P2
Admissions Admin	Admissions Counselor	Admissions Recruiter	P2
Admissions Admin	Admissions Counselor	Admissions Recruiter	P2
Admissions Admin	Assistant Director of Admissions	Admissions Recruiter	P2
Financial Aid	AsstDirector,EnrollMgmt &UnivScholarship	Admissions Recruiter	P2
SIS Support Svcs	Banner SIS Programmer/Analyst	Application Developer	P2

Small Business Devel	Business Advisor	Business Advisor	P2
Small Business Devel	Business Advisor	Business Advisor	P2
International Educat	Asst Dir Int'l Student Services	Compliance Officer	P2
Continuing Studies	Asst Director Personal & Profession Dev	Continuing Education Administrator	P2
DCS Credit Ops	Assist Director,Online & Credit Programs	Continuing Education Administrator	P2
CELT	CELT Instructional Consultant/Designer	Curriculum Developer	P2
English & Linguistic	Coord of Comp, Comm and Foreign Language	Curriculum Developer	P2
Mathematics	Coord of Math & Science Tutoring	Curriculum Developer	P2
Institutional Resear	Research Analyst	Data Analyst	P2
Financial Aid	Assist Dir,Federal Work Study & Stu Emp	Financial Aid Administrator	P2
SIS Support Svcs	Business Analysts-Degree Audit	IT Business Analyst	P2
Accounting	Continuing Lecturer	Lecturer - Continuing	P2
Accounting	Continuing Lecturer	Lecturer - Continuing	P2
Anthro and Sociology	Continuing Lecturer Sociology	Lecturer - Continuing	P2
Anthro and Sociology	Continuing Lecturer	Lecturer - Continuing	P2
Biology	Continuing Lecturer Biology	Lecturer - Continuing	P2
Biology	Continuing Lecturer Biology	Lecturer - Continuing	P2
Comm Sci & Disorders	Continuing Lecturer	Lecturer - Continuing	P2
DSBMS Grad Bus. Ofc	Continuing Lecturer in Econ/MBA Director	Lecturer - Continuing	P2
Economics & Finance	Continuing Lecturer	Lecturer - Continuing	P2
English & Linguistic	Continuing Lecturer	Lecturer - Continuing	P2
English & Linguistic	Continuing Lecturer	Lecturer - Continuing	P2
English & Linguistic	Continuing Lecturer	Lecturer - Continuing	P2
English & Linguistic	Continuing Lecturer	Lecturer - Continuing	P2
Fine Arts/Vis. Comm	AssDirVD&InnovCtr/AstChairA&D/ConLect	Lecturer - Continuing	P2
Fine Arts/Vis. Comm	Continuing Lecturer	Lecturer - Continuing	P2
Fine Arts/Vis. Comm	Continuing Lecturer	Lecturer - Continuing	P2
Fine Arts/Vis. Comm	Continuing Lecturer	Lecturer - Continuing	P2
Fine Arts/Vis. Comm	Continuing Lecturer in Web Design	Lecturer - Continuing	P2
FW Communications	Continuing Lecturer	Lecturer - Continuing	P2
FW Communications	Continuing Lecturer	Lecturer - Continuing	P2
FW Communications	ContLectDigitalMedia/ConvergJrnls	Lecturer - Continuing	P2
FW Communications	Continuing Lecturer in COM & Dir of CELT	Lecturer - Continuing	P2
FW Computer Science	Continuing Lecturer	Lecturer - Continuing	P2
FW Computer Science	Continuing Lecturer	Lecturer - Continuing	P2
History	Cont Lect in Phil & Religious Studies	Lecturer - Continuing	P2
History	Continuing Lecturer History	Lecturer - Continuing	P2
History	Continuing Lecturer Philosophy	Lecturer - Continuing	P2
Hosp & Tour Mgmt	Continuing Lecturer	Lecturer - Continuing	P2
Intl Language & Cult	Continuing Lecturer in ILCS & Dir Honors	Lecturer - Continuing	P2
Intl Language & Cult	Continuing Lecturer	Lecturer - Continuing	P2
Intl Language & Cult	Continuing Lecturer	Lecturer - Continuing	P2
Intl Language & Cult	Continuing Lecturer - Spanish	Lecturer - Continuing	P2
Intl Language & Cult	Continuing Lecturer	Lecturer - Continuing	P2
Management & Marketi	Continuing Lecturer	Lecturer - Continuing	P2

Management & Marketi	Continuing Lecturer	Lecturer - Continuing	P2
Management & Marketi	Continuing Lecturer Management & Market	Lecturer - Continuing	P2
Management & Marketi	Continuing Lecturer	Lecturer - Continuing	P2
Mathematics	Continuing Lecturer Mathematics	Lecturer - Continuing	P2
Mathematics	Continuing Lecturer	Lecturer - Continuing	P2
Mathematics	Professional Actuary in Res/Cont Lect	Lecturer - Continuing	P2
Mathematics	Continuing Lecturer	Lecturer - Continuing	P2
Mathematics	Continuing Lecturer	Lecturer - Continuing	P2
Music	Continuing Lecturer	Lecturer - Continuing	P2
Music	Continuing Lecturer Music	Lecturer - Continuing	P2
Music	Continuing Lecturer	Lecturer - Continuing	P2
Music	Continuing Lecturer	Lecturer - Continuing	P2
Music	Cont Lect & Dir Music Technology	Lecturer - Continuing	P2
Music	Continuing Lecturer	Lecturer - Continuing	P2
Music	Continuing Lecturer	Lecturer - Continuing	P2
Org Leadership/Supv	Continuing Lecturer	Lecturer - Continuing	P2
Org Leadership/Supv	Continuing Lecturer	Lecturer - Continuing	P2
Physics	Continuing Lecturer in Geosciences	Lecturer - Continuing	P2
Physics	Continuing Lecturer	Lecturer - Continuing	P2
Physics	Continuing Lecturer	Lecturer - Continuing	P2
Political Science	Continuing Lecturer	Lecturer - Continuing	P2
Psychology	Continuing Lecturer Psychology	Lecturer - Continuing	P2
Schl of Polytechnic	Continuing Lecturer	Lecturer - Continuing	P2
Schl of Polytechnic	Continuing Lecturer	Lecturer - Continuing	P2
Theatre	Continuing Lecturer	Lecturer - Continuing	P2
Visual & Perf. Arts	Marketing/Public Relations Specialist	Marketing and Public Relations Administrator	P2
DCS Marketing	Senior Graphic Designer	Multimedia Designer	P2
Continuing Studies	IPFW-Acelink Project Director	Program Administration Specialist	P2
Engagement Admin	University Engagement Project Manager	Program Administration Specialist	P2
International Educat	Assist Dir for International Programs	Program Administration Specialist	P2
Summit Scholars Prog	ChapSchlrsPrgDir&SumitSchlrsCompCord	Program Administration Specialist	P2
Tutoring Center	Tutoring Development Director	Program Administration Specialist	P2
Registrar Admin	Assistant Registrar- Student Services	Registrar Operations Administrator	P2
Registrar Admin	Assistant Registrar, Communications	Registrar Operations Administrator	P2
Registrar Admin	AssistantRegistrar-Course&RoomScheduling	Registrar Operations Administrator	P2
Ofc of Sp Programs A	Assistant Director of Sponsored Programs	Sponsored Funding Administrator	P2
General Studies	Director - Student Success Program	Student Affairs Administrator	P2
TRIO Programs	Asst. Director-Upward Bound	Student Affairs Administrator	P2

TRIO Programs	Assistant Director	Student Affairs Administrator	P2
A&S Student Success	Lead Academic Advisor	Academic Advisor, Senior	P3
College of Prof Std	Licensing and Student Teaching Director	Academic Advisor, Senior	P3
College of Prof Std	Senior Academic Advisor	Academic Advisor, Senior	P3
Human Services	Director of BHFSI/Adv Ret Spec	Academic Advisor, Senior	P3
Admissions Admin	Assistant Director, Academic Liaison & Community Engagement	Admissions Administrator, Senior	P3
Admissions Admin	Associate Director-Undergrad Admissions	Admissions Administrator, Senior	P3
DCS Credit Ops	Assoc Dir Online Learning & Cred Prog	Continuing Education Administrator, Senior	P3
College of Prof Std	Director of Assessment and Analytics	Data Analyst, Senior	P3
Institutional Resear	Senior Research Analyst	Data Scientist, Senior	P3
Financial Aid	Assistant Director, Financial Literacy & Student Loans	Financial Aid Administrator, Senior	P3
Schl of Polytechnic	Manager Support Services/Mechanical	Instruction Specialist, Senior	P3
CRI	Director Community Research Institute	Program Administration Specialist, Senior	P3
Outreach Prgrm	Director of Outreach Programs	Program Administration Specialist, Senior	P3
Psychology	Program Manager	Program Administration Specialist, Senior	P3
School of Education	Clinical Director	Program Administration Specialist, Senior	P3
Visual & Perf. Arts	Assistant to the Dean for Community Engagement	Program Administration Specialist, Senior	P3
Registrar Admin	Associate Registrar	Registrar Operations Administrator, Senior	P3
Registrar Admin	Associate Registrar	Registrar Operations Administrator, Senior	P3
Registrar Admin	AssociateRegistrar-IURegistrationsystLia	Registrar Operations Administrator, Senior	P3
Animal Research Clin	Supervisor of LSRC	Research Analyst, Senior	P3
Systems Engineering	AssocDirIPFWCESE	Research Associate, Senior - Engineering	P3
Systems Engineering	Senior Research Associate	Research Associate, Senior - Engineering	P3
Student Success & Tr	Assistant Director, Student Success Curriculum Assessment	Curriculum Developer, Lead	P4
Theatre	Costume Shop Supervisor	Multimedia Designer, Lead	P4
Theatre	Technical Director	Multimedia Designer, Lead	P4
Engagement Admin	Director of University Engagement	Program Administration Specialist, Principal	P5
Assessment Admin	Director of Assessment	Data Scientist, Senior Principal	P6
Institutional Resear	Director of Institutional Research	Data Scientist, Senior Principal	P6
Biology	Associate Administrative Assistant	Administrative Assistant, Associate	S1
College of Prof Std	Associate Administrative Assistant	Administrative Assistant, Associate	S1

English & Linguistic	Associate Administrative Assistant	Administrative Assistant, Associate	S1
Music	Associate Administrative Assistant	Administrative Assistant, Associate	S1
OACS	Associate Administrative Assistant	Administrative Assistant, Associate	S1
Continuing Studies	Clerk	Administrative Clerk, Associate	S1
Financial Aid	Clerk	Administrative Clerk, Associate	S1
Financial Aid	Clerk	Administrative Clerk, Associate	S1
Financial Aid	Enrollment Services Center Assistant	Administrative Clerk, Associate	S1
Registrar Admin	Clerk	Administrative Clerk, Associate	S1
Registrar Admin	Clerk	Administrative Clerk, Associate	S1
Library Admin	Library Clerk	Library Assistant, Associate	S1
Library Admin	Library Assistant	Library Assistant, Associate	S1
Library Admin	Information Assistant	Library Assistant, Associate	S1
Library Admin	Library Assistant	Library Assistant, Associate	S1
Library Admin	Library Assistant	Library Assistant, Associate	S1
Library Admin	Library Assistant	Library Assistant, Associate	S1
Library Admin	Library Clerk	Library Assistant, Associate	S1
Library Admin	Library Assistant	Library Assistant, Associate	S1
Biology	Laboratory Technician	Research Technician, Associate	S1
A&S Student Success	Administrative Assistant	Administrative Assistant	S2
Academic Affairs Adm	Administrative Assistant	Administrative Assistant	S2
Accounting	Administrative Assistant	Administrative Assistant	S2
Anthro and Sociology	Administrative Assistant	Administrative Assistant	S2
Arts & Sciences Admi	Administrative Assistant	Administrative Assistant	S2
Biology	Administrative Assistant	Administrative Assistant	S2
Chemistry	Administrative Assistant	Administrative Assistant	S2
Civil & Mech Engr	Administrative Assistant	Administrative Assistant	S2
College of Prof Std	Administrative Assistant	Administrative Assistant	S2
Comm Sci & Disorders	Administrative Assistant	Administrative Assistant	S2
DSBMS Grad Bus. Ofc	Administrative Assistant, MBA	Administrative Assistant	S2
Elect & Compu Engr	Administrative Assistant	Administrative Assistant	S2
English & Linguistic	Administrative Assistant	Administrative Assistant	S2
English & Linguistic	Administrative Assistant	Administrative Assistant	S2
ETCS Admin	Administrative Assistant	Administrative Assistant	S2
ETCS Admin	Administrative Assistant	Administrative Assistant	S2

Fine Arts/Vis. Comm	Administrative Assistant	Administrative Assistant	S2
FW Communications	Administrative Assistant	Administrative Assistant	S2
FW Computer Science	Administrative Assistant	Administrative Assistant	S2
General Studies	Administrative Assistant	Administrative Assistant	S2
History	Administrative Assistant	Administrative Assistant	S2
Hosp & Tour Mgmt	Administrative Assistant	Administrative Assistant	S2
Human Services	Administrative Assistant	Administrative Assistant	S2
International Educat	Administrative Assistant	Administrative Assistant	S2
Intl Language & Cult	Administrative Assistant	Administrative Assistant	S2
Management & Marketi	Administrative Assistant	Administrative Assistant	S2
Mathematics	Administrative Assistant	Administrative Assistant	S2
Mathematics	Administrative Assistant	Administrative Assistant	S2
Music	Administrative Assistant	Administrative Assistant	S2
OACS	Administrative Assistant	Administrative Assistant	S2
Ofc of Grad Studies	Administrative Assistant	Administrative Assistant	S2
Org Leadership	Administrative Assistant	Administrative Assistant	S2
Physics	Administrative Assistant	Administrative Assistant	S2
Political Science	Administrative Assistant	Administrative Assistant	S2
Psychology	Administrative Assistant	Administrative Assistant	S2
Psychology	Administrative Assistant	Administrative Assistant	S2
Public Policy	Administrative Assistant	Administrative Assistant	S2
Schl of Polytechnic	Administrative Assistant	Administrative Assistant	S2
School of Education	Administrative Assistant	Administrative Assistant	S2
Student Success & Tr	Administrative Assistant	Administrative Assistant	S2
Theatre	Administrative Assistant	Administrative Assistant	S2
TRIO Programs	Administrative Assistant	Administrative Assistant	S2
Visual & Perf. Arts	Administrative Assistant	Administrative Assistant	S2
A&S Student Success	Clerk	Administrative Clerk	S2
Academic Affairs Adm	Clerk	Administrative Clerk	S2
Admissions Admin	Administrative Clerk	Administrative Clerk	S2
Admissions Admin	Clerk	Administrative Clerk	S2
Admissions Admin	Clerk	Administrative Clerk	S2
Continuing Studies	System and Contract Assistant-Clerk V	Administrative Clerk	S2
Continuing Studies	Clerk	Administrative Clerk	S2
Continuing Studies	Clerk	Administrative Clerk	S2
Continuing Studies	Clerk - Program Support Coordinator	Administrative Clerk	S2
DCS Credit Ops	Clerk	Administrative Clerk	S2
Physics	Demonstration Assistant	Demonstration Assistant	S2
Visual & Perf. Arts	Computer Technician	IT Technician	S2
Library Admin	Library Assistant	Library Assistant	S2
Civil & Mech Engr	Civil Engineering Lab Technician	Research Technician	S2
Outreach Prgrm	Senior Administrative Assistant, ETCS Outreach & OL Program	Administrative Assistant, Senior	S3
Academic Affairs Adm	Faculty Appointment Specialist	Administrative Clerk, Senior	S3
Chemistry	Electronics Technician	Electronics Technician	SK2
Civil & Mech Engr	Machinist	Machinist	SK2
Schl of Polytechnic	Electronics Technician	Electronics Technician, Senior	SK3

Q.   The pay bands in the new job family structure already have been used to determine which employees are paid outside the pay bands for their classifications. In spite of this, the pay bands have not been released. The Executive Committee requests the <mark>pay bands be provided</mark> to the Executive Committee.

A. The pay bands have not been finalize, and are not available to be provided to the Executive Committee.