

Minutes of the
Third Regular Meeting of the Second Senate
Purdue University Fort Wayne
November 11 and 18, 2019
12:00 P.M., KT G46

Agenda

1. Call to order
2. Approval of the minutes of October 14 and October 28
3. Acceptance of the agenda – J. Toole
4. Reports of the Speakers of the Faculties
 - a. IFC Representative – J. Nowak
 - b. Deputy Presiding Officer – J. Toole
5. Report of the Presiding Officer – A. Nasr
6. Special business of the day
7. Unfinished business
 - a. (Senate Document SD 19-5) – L. Lin
8. Committee reports requiring action
 - a. Executive Committee (Senate Document SD 19-8) – J. Toole
9. Question time
 - a. (Senate Reference No. 19-18) – A. Livschiz
 - b. (Senate Reference No. 19-19) – A. Livschiz
 - c. (Senate Reference No. 19-20) – A. Livschiz
 - d. (Senate Reference No. 19-23) – A. Livschiz
 - e. (Senate Reference No. 19-24) – A. Livschiz
 - f. (Senate Reference No. 19-25) – C. Erickson
10. New business
11. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 19-21) – V. Maloney
 - b. Curriculum Review Subcommittee (Senate Reference No. 19-22) – V. Maloney
 - c. Executive Committee (Senate Reference No. 19-26) – J. Toole
12. The general good and welfare of the University
13. Adjournment*

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

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

Attachments:

“Diversity at PFW” (SD 19-5)
 “University Strategic Plan” (SD 19-8)
 “Question Time – re: Financial Data” (SR No. 19-18)
 “Question Time – re: Retention Rate” (SR No. 19-19)
 “Question Time – re: Restructuring Savings (SR No. 19-20)
 “Question Time – re: PFW External Consults” (SR No. 19-23)
 “Question Time – re: Website Difficulties” (SR No. 19-24)
 “Question Time – re: Early Retirement” (SR No. 19-25)
 “Physics Proposal” (SR No. 19-21)
 “Department of Art and Design Proposal” (SR No. 19-22)
 “Report on Designated Items” (SR No. 19-26)

Session I
 (November 11, 2019)

Senate Members Present:

J. Badia, A. Bales, S. Betz, Z. Bi, S. Carr, D. Cochran, A. Coronado, H. Di, S. Ding, J. Egger, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, J. Hersberger, M. Johnson, M. Jordan, D. Kaiser, C. Lee, L. Lin, A. Livschiz, A. Marshall, J. Nowak, H. Odden, K. Pollock, S. Randall, G. Schmidt, R. Sutter, J. Toole, R. Vandell, L. Vartanian, N. Virtue, D. Wesse, K. White, N. Younis

Senate Members Absent:

J. Burg, K. Creager, J. Creek, K. Dehr, Y. Deng, C. Drummond, C. Elsby, J. Khamalah, J. Lewis, L. Lolkus, A. Macklin, J. Mbuba, A. Mohammadpour, J. O’Connell, M. Parker, G. Petruska, N. Reimer, M. Ridgeway, S. Rumsey, S. Stevenson, R. Stone, A. Ushenko, E. Win, M. Wolf, M. Zoghi

Guests Present:

S. Buttes, R. Clark, S. Davis, A. Dircksen, M. Dixson, C. Erickson, M. Frye, C. Hine, J. Malanson, V. Maloney, D. Smith, T. Swim

Acta

1. Call to order: A. Nasr called the meeting to order at 12:00 p.m.
2. Approval of the minutes of October 14 and October 28: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Toole moved to accept the agenda.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

a. IFC Representative:

J. Nowak: Hello Everyone,

I hope and trust your semester is going well as we near the opportunity to see snow greet us for the first time this Fall semester.

First, I'd like to mention and congratulate Shannon Bischoff, Mary Encabo and their team for hosting what was truly an amazing event here on the Purdue Fort Wayne Campus – The International Year of Indigenous Languages 2019: Perspectives Conference from October 30-November 2nd. People from all over the world graced our campus with a wealth of knowledge and the presentations and ongoing dialog stretched attendees' understandings and perspectives in rich meaningful ways. The event was truly something special.

Earlier today you should have received an email from Jeff Malanson, Director of Strategic Planning and Implementation, with a web link asking you to complete an anonymous campus climate survey to help inform the work being undertaken in support of our aspiration to Embrace Diversity, Equity, and Inclusion. The questionnaire will take approximately 15 minutes to complete. Your unique perspective and experience is valued and you are encouraged to provide honest feedback as this information is vital to cultivating a climate that empowers each member of our campus community.

Preliminary congratulations are due Dr. Kerrie Fineran, Dr. Brett Wilkinson and the rest of the Counselor Education Program's faculty and staff as the site visit team for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) recently recommended initial accreditation to the program. While we await final board approval in January, we also appreciate and recognize their work and effort spent to acquire this external validation of yet another quality academic program here at our University.

Please don't forget to remind your faculty and staff that the Open Enrollment for 2020 benefits ends at 6 p.m. tomorrow - Tuesday, November 12. In particular, employees who enrolled before November 8th are being asked to review their summary report carefully as an issue with the BenefitFocus tool affected some employee responses to the tobacco usage and working spouse survey responses.

Carl Drummond, Vice Chancellor for Academic Affairs and Enrollment Management, shared that as of the completion of the second week of priority registration, a total of 3,529 students have registered for 38,196 credit hours (+8.3% headcount, +2.0% credit hours). Graduate student headcount is up +14.1% and credit hours are up +11.8%. As we now enter sophomore registration week it is important to continue efforts from all areas to reach out to unregistered students. Every effort, individual contact, and extra call or text is greatly appreciated as these actions will have a significant impact in helping our students stay on track to achieve success in their academic pursuits and future career goals.

Thank you

b. Deputy Presiding Officer:

J. Toole: I would like to echo what Jeff just said. Congratulations to Shannon Bischoff and Mary Encabo. What a fabulous conference that was. It was great for the university. I also want to make a special point here that it was also great for some of our students who are particularly invested in the United Nations and in languages. Shannon and Mary made special efforts to include some of those students in the conference, and that made a big difference in their lives.

I would also like everybody to know that we are going to be soliciting nominations for the election of the at-large member of the CTV ad hoc committee that was approved last month, so be on the lookout for that.

Thank you.

5. Report of the Presiding Officer:

A. Nasr: I don't really have a report, but I do have a couple of comments. It is not my intention to take more time, but two things. I am very happy, as Jeff stated, regarding the enrollments and regarding registration with how well it is going. I am a bit hopeful that maybe we won't cancel classes in the spring. Anecdotally, I just received a couple of emails from students that are graduating in the spring, but they can't find courses that satisfy that. I can't help but reflect that. I am sure I am not the only one on campus.

The other thing that I wanted to talk about is about us as a Senate and what is it that we are doing here. I wanted to reiterate that we are best functional and more efficient when we are actually producing resolutions. I understand that it is very important to have an open communication with questions and having answers to those questions. There are very valid and important concerns. However, we are best effective if we pass resolutions or if we work on resolutions and move forward as a body.

One thing that I also wanted to say is that we have speaking privileges for Jeff Malanson, Vince Maloney, and Chris Erickson, who is our representative to West Lafayette.

6. Special business of the day:

7. Unfinished business:

a. (Senate Document SD 19-5) – L. Lin

Motion to call the question.

Motion to call the question passed on a voice vote.

Resolution failed on a voice vote.

8. Committee reports requiring action:

a. Executive Committee (Senate Document SD 19-8) – J. Toole

J. Toole moved to approve Senate Document SD 19-8 (University Strategic Plan).

L. Vartanian moved to amend Senate Document SD 19-8 (University Strategic Plan) by replacing the word “version” with the word “spirit.”

Motion to call the amendment.

Motion to call the amendment passed on a voice vote.

Motion to amend passed on a voice vote.

The meeting is suspended at 1:15 until noon, Monday, October 28, 2019.

Session II
(November 18)

Acta

Senate Members Present:

J. Badia, S. Betz, Z. Bi, S. Carr, D. Cochran, A. Coronado, J. Creek, K. Dehr, H. Di, S. Ding, J. Egger, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, J. Hersberger, M. Jordan, D. Kaiser, C. Lee, L. Lin, A. Livschiz, A. Marshall, J. Mbuba, J. Nowak, M. Parker, K. Pollock, S. Randall, N. Reimer, M. Ridgeway, G. Schmidt, R. Sutter, J. Toole, N. Virtue, D. Wesse, M. Wolf

Senate Members Absent:

A. Bales, J. Burg, K. Creager, Y. Deng, C. Drummond, C. Elsby, M. Johnson, J. Khamalah, J. Lewis, L. Lolkus, A. Macklin, A. Mohammadpour, J. O’Connell, H. Odden, G. Petruska, S. Rumsey, S. Stevenson, R. Stone, A. Ushenko, R. Vandell, L. Vartanian, K. White, E. Win, N. Younis, M. Zoghi

Guests Present:

K. Burtnette, S. Buttes, F. Combs, M. Frye, J. Malanson, V. Maloney, D. Smith, T. Swim

A. Nasr reconvened the meeting at 12:00 p.m. on November 18, 2019.

- a. Executive Committee (Senate Document SD 19-8) – J. Toole

J. Toole moved to amend Senate Document SD 19-8 (University Strategic Plan) with the language:

; and

BE IT FURTHER RESOLVED, That nothing contained in this resolution or in the Strategic Plan be understood to reduce or impair the powers of the Fort Wayne Senate; and

BE IT FURTHER RESOLVED, That subsequent to the passage of this resolution the Fort Wayne Senate will retain and exercise its full authority as outlined in the Constitution of the Faculty to address any matter within the Strategic Plan that falls within the rightful powers and responsibilities of the Voting Faculty.

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

9. Question time:

- a. (Senate Reference No. 19-18) – A. Livschiz

At the September senate meeting, VC Wesse made a presentation with financial data, and I had a few follow up questions

1. There was a reference to “unavoidable expenses”—what does that include?
2. I was confused by the source of funding for the purchase of South Campus, due to presence of terms like “anticipated donations.” How much did it cost? How much came from outside donations?
3. How is the maintenance of South Campus integrated into the university budget? Will additional positions be created in Physical Plant to deal with mowing/snow removal/trash removal? Will new janitorial positions be created to deal with the cleaning of the interior of the buildings? What impact is this going to have on the possibility of adding janitorial positions to the main campus, so we can move away

from giant trash bins and signs referencing fruit flies in our campus buildings? What is the overall expected annual increase in university expenses due to the addition of South Campus?

4. How will scheduling of courses be handled with the 2 campuses? Will there be safeguards in place to make sure students can't sign up for classes that will require them to go from South Campus to Main Campus in 10 minutes?

R. Elsenbaumer: Following are responses to these questions.

1. *There was a reference to "unavoidable expenses"—what does that include?*

- Employee Benefits - 35% of Salary Expense
- Employee tuition Remissions
- Debt Obligations
- Fuel
- Utilities
- Insurance

2. *I was confused by the source of funding for the purchase of South Campus, due to presence of terms like "anticipated donations."*

When the building on the South Campus became a possibility for Purdue Fort Wayne, we recognized that institutional funds would not be a viable source to fund this unexpected purchase. We committed to finding outside sources of funds (donations, gifts, etc.) to support the purchase, \$3.85 million. We are committed to this approach, and expressed this to the Purdue System and the Board of Trustees when they approved the purchase. We are well on the way to satisfying this commitment. To date, A combined donation of \$2.8 million was received from donors to support the recent purchase of the Park 3000 building, which will now be known as the Richard T. Doermer School of Business building. Additional funds are being raised by the Office of Development through a coordinated effort with other campus groups who are slated to be located in the building. We are confident the remaining outstanding funds will be forthcoming.

3. *How is the maintenance of South Campus integrated into the university budget?*

Reallocations were made within the Facilities operating budget.

Will additional positions be created in Physical Plant to deal with mowing/snow removal/trash removed?

Yes, one Groundskeeper.

Will new janitorial positions be created to deal with the cleaning of the interior of the buildings?

Yes, two Custodians and one Maintenance person

What impact is this going to have on the possibility of adding janitorial positions to the main campus, so we can move away from giant trash bins and signs referencing fruit flies in our campus building?

No impact is anticipated in the current staffing on the main campus.

What is the overall expected annual increase in university expenses due to the addition of South Campus?

Zero impact to the university operating budget due to reallocating existing Facilities Management funds.

It should be noted that there is a current tenant company (Maxim Health Care) located on our South Campus. The annual rent revenue from this tenant totals \$108,000. This tenant is the local office of Maxim Health Care. This is a national company that provides healthcare services for in-home and respite care, as well as staffing of healthcare professionals for local hospitals, nursing agencies, and health offices.

4. How will scheduling of courses be handled with the 2 campuses? Will there be safeguards in place to make sure students can't sign up for classes that will require them to go from South Campus to Main Campus in 10 minutes?

The School of business is very aware of the potential issues surrounding class scheduling and this is under their control. Regarding the need to go back and forth between South Campus and Main campus, Academic Affairs, the Dean, the Registrar and Advising and others are working together over the next few months to address this including staggering class times, etc. Additionally, facilities is considering including a shuttle bus.

A. Livschiz: Thank you so much. Last year, when a similar question came up, I believe that Vice Chancellor Wesse said that there was an attempt to look into adding more custodial positions, and possibly addressing the pay for the custodial positions. You mentioned that there is no impact as a result of this, so no impact as in there will be no new custodians or no impact that this is still something that is being discussing?

R. Elsenbaumer: There is no impact on the budget. The custodial budget. The reallocations that were made to account for the building. With the recent budget cuts that we have taken this year, obviously the lion's share of those cuts, come out of facilities. It strains their budget even more. So, yes, we are not going to be adding any new positions, but we are using the extra revenue from the other building to offset the costs.

J. Hersberger: A quick follow up, if I may. Are there any funds from Academic Affairs that are being used in the renovation of the south campus?

R. Elsenbaumer: The renovation of...

J. Hersberger: The south campus.

R. Elsenbaumer: The south campus. So, my understanding is that, yes, there are some one time funds being used to supplement the funds that have been put aside for the School of Business. The School of Business is also setting aside funds for the renovation of their space.

M. Gruys: Both Academic Affairs and Business are setting aside funding.

R. Elsenbaumer: I have to give the School of Business considerable credit in this regard. They have stepped up and offered to engage with a variety of donors that they are well aware of, and have been encouraging their school and faculty. Offering the services to do that broadens our net considerably. It never hurts to have more funding for our academic programs.

S. Carr: Last year, the University Budget Committee recommended adding three custodial staff and then six more over the next two years for a total of nine. Given the resources available, is the university still committed to pursuing that recommendation as far as adding additional staff?

R. Elsenbaumer: Let me make a comment on that. Once we find a way to restore about a million dollars then I would say why not. Absolutely, we should work at re-staffing our service organization on this campus.

A. Livschiz: Just one last clarification. The idea that things are bought by the university with anticipated donations, is that normal standard practice? It is not just for this special situation? Other entities on campus can also have a proposal to do something that costs money right now if they can present a reasonable proposal that can bring in anticipated donations to cover the expenses?

R. Elsenbaumer: Yes. Institutions do this frequently. That is why institutions have reserves with the budget. You typically need, almost required by HLC and others, to have reserves at the institution running for at least five or six months. Those reserves are sitting there for a purpose. Every once in a while it is a pool of money that institutions quite often borrow from. Small amounts. You can't go in there and say I want a third of it, but you can take a very small piece of it and use it generally for some opportunities that come along. Like the Park 3000 building. Totally unplanned. Totally unanticipated. However, it is definitely something we don't want to pass up. These opportunities don't come along very often, so when they do we see how we can take care of it in a short period of time with a promise. It is like borrowing from yourself or borrowing from your 501 plan or IRA. You pay yourself back over time. You needed it because of some emergency. So, yes. It can be done. Absolutely, but it has to be with a purpose. Clearly, you cannot just go in and do it. It has to be cleared

all the way through the Purdue system, and then it has to be approved by the Board of Trustees as well because we are digging into the reserves, even though it is a small amount. Those are protected. It has to be approved by the governor as well.

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

Our retention rate is a stated area of weakness for us as a university and a target for improvement.

1. When comparing our retention rate to other institutions, I have never seen admission criteria included in the data as a possible variable. How do our admission requirements compare to those of our “peer” institutions? How do our admission requirements compare to Georgia State University? [In this context, I use the word peer as a catch all term that includes whatever universities show up in the tables that we are shown, for example, the tables shown at the September 13 Prioritization meeting.]
2. Have there been any changes in the criteria for “conditional students” at PFW in recent years?
3. What is the retention rate for conditional admits compared to non-conditional admits?
4. Do other “peer” institutions continue to admit students until after classes start at their institutions? Has any effort been made to see if there is any correlation between retention and the time the student was admitted to the institution? In Fall 2018, there were students being admitted and enrolling for classes as late as Friday of the first week of the semester. What percentage of those students were retained by Spring 2019?

R. Elsenbaumer: Attached are spreadsheets that include data to address questions number 1, 3, and 4.

1.

On the first worksheet, labeled ‘Q1’, this describes Georgia State University (GSU) direct from high school admission criteria. GSU’s admission is broadly the same as our own in that they consider two quantitative factors and completion of a college-preparation curriculum for undergraduate admission. Listed are GSU’s quantitative minimum test scores for your reference. Also, compared are GSU’s 25th percentile and 75th percentile test scores to Purdue FW test scores. GSU’s first-time student SAT and ACT scores are roughly the same as Purdue FW. In contrast, GSU’s direct from high school GPAs (91.8% of students have 3.0 HS GPA or above) are consistently higher than our direct from high school student population (62.5% of students have 3.0 GPA or above).

Georgia State University Direct from High School Admissions Requirements				
Two Quantitative Factors: High School GPA and SAT (minimum 480 Evidence-Based Reading and Writing and 440 Math) or ACT scores (minimum 17 English and 17 Math)				
Completions of College-Prep Curriculum				
I do not see a minimum high school GPA posted on their website.				
Fall 2018 Test Score Comparison Between Georgia State University and Purdue Fort Wayne				
	Georgia State University		Purdue Fort Wayne	
	25th Percentile	75th Percentile	25th Percentile	75th Percentile
SAT Evidence-Based Reading and Writing	500	590	490	590
SAT Math	490	600	480	590
ACT Composite	21	26	18	25
ACT Math	19	26	17	26
ACT English	20	26	16	24
Fall 2018 High School GPA Comparison Between Georgia State University and Purdue Fort Wayne				
	Georgia State University	Purdue Fort Wayne		
Percent who had GPA of 3.75 and higher	27.2%	15.4%		
Percent who had GPA between 3.50 and 3.74	25.9%	16.2%		
Percent who had GPA between 3.25 and 3.49	21.5%	14.2%		
Percent who had GPA between 3.00 and 3.24	17.3%	16.7%		
Percent who had GPA between 2.50 and 2.99	7.8%	24.0%		
Percent who had GPA between 2.0 and 2.49	0.4%	11.9%		
Percent who had GPA between 1.0 and 1.99	0.0%	1.7%		
Percent who had GPA below 1.0	0.0%	0.0%		
Source:				
Common Data Set For Georgia State University and Purdue Fort Wayne				

A. Livschiz: Just to make it clear, when I asked this question my point was not to say that we have different populations so we don't need to do anything. I think it is obviously very important for us to look at this particular issue. The concern that I have is that Georgia State is constantly used as a model, and I think the fact that they don't have exactly the same student body that we do, if you look at the bottom of that table, they perhaps have a slightly different mission than we do, right?

It seems that in a lot of conversations about retention, at least the ones that I have heard, the problem with retention is primarily placed on the shoulders of faculty as not retaining students, and advising broadly because advising is bad, therefore students are not being retained. Obviously, faculty have an important role to play in retention, and advising can always stand to be improved, but it seems that we are not talking about some of these other issues, in particular, the question of admissions. This is where the other parts of this question pertain to this. It seems that the most common narrative we have on this campus is that admissions is doing a great job at bringing students in and faculty are doing a terrible job retaining those students. I would like to push back on that narrative so that we can think in a more nuanced way about who exactly is being brought in and what exactly can be done to retain those students.

I think our mission is very important. It is important to me personally. The idea of us being an institution that is accessible to almost everyone is a very important part of our mission, but I feel like something has to give. Either we truly are open to everyone and accept the consequences or we change our admissions criteria and

tweak some things a little bit. Should we be accepting students in the first week of the semester? Is anybody actually looking to see whether students that are admitted during the Friday of the first week are still there by the time of the midterm filing, let alone by the end of the semester? At that point, again, it is just a huge triumph for admissions. The blame gets placed elsewhere.

What I would like is, again, that the context of the discussion about retention is for us to have a more nuanced conversation about it, and to adjust that particular narrative. I don't know what is going on with the admissions side of things. If they are doing a great job and that is all we know, but it would be nice to know whether there is any discussions about possible tweaks to our admissions criteria or of any updates. This doesn't just create problems for faculty, it creates huge problems for the financial aid office because these students also tend to not get their financial aid in a timely manner because it takes time for that all to come across. It creates problems for them and contributes to their ability to function in school. The push to increase our admissions numbers I feel like is in direct contradiction to meaningful retention work that can be done by faculty in classrooms.

R. Elsenbaumer: All of these points are important points. I think there are several comments here that need to be addressed. Retention is a very complicated issue. It is not only one parameter or two. It is a whole collection of different parameters and activities that an institution needs to be engaged in before you start seeing improvement. All of those issues that were brought up are critical issues that need to be addressed when we are looking at retention and improvement in retention. Yes, we are looking at all of those activities and hopefully will start to have an opportunity to start addressing those in the next part of the answer to this question. They are important and they do point to some very clear opportunities for us to do things a little differently. If each one of these things we do is incrementally added and we do enough of them then we will get to actually seeing some benefit.

So, let me go to question number two, and this really is about admissions.

2. To address question number 2:

Conditional Students are those with a 2.0 – 2.5 GPA. More recently, there have been students admitted with a slightly lower GPA, but competitive test scores correlated to GPA have been used to ensure “ability to benefit” measures needed to surpass minimum GPA requirements.

There have been students transferring to Purdue University Fort Wayne with GPAs that are at or just below the minimum. For such students (under 30 hours), we review their high school records. Again, we have utilized the institution's general threshold for freshmen students, which is “less than 30 hours.”

Those students are then admitted based on their high school record as opposed to their performance at a given school. These same students are interviewed, and their files

are documented to show evidence of their a) awareness; b) reasons for transfer; and c) understanding of the expectation for 2.5 GPA or better here at Purdue University Fort Wayne.

The rationale behind these admissions includes adjustment issues, financial challenges, illness, etc.

Other students are denied admission to Purdue Fort Wayne and are referred to Ivy Tech.

Before we go to part three, I wanted to make a comment about what we are doing in admissions, and that is that we recognize that those students that have a GPA between 2.0 and 2.5 are the conditionally admitted students and typically they do not do well. We have looked at this a little more closely and see that students with a GPA of about 2.3 or higher actually do fairly well, but 2.3 or below are the students that struggle the most in terms of retention. Those of you that have been involved in our recruitment sessions and admissions sessions recognize that we have changed our philosophy and approach. We have been building relationships with Ivy Tech across the street, and we have actually made significant progress with them. We are now specifically looking at the cohort of incoming students direct out of high schools that have GPAs between 2.0 and 2.3, and we have a relationship with Ivy Tech that will allow these students to be a student of record at Ivy Tech and not Purdue Fort Wayne. Yet, through collaborative efforts, we allow those students to take twelve credit hours or more across the two institutions and still get their financial aid and Pell grants. That is where this significant collaboration and cooperation that the federal government recognizes as full time students, and not part time at two different schools. I have to tell you, Ivy Tech has been very collaborative with us. I think this will help significantly as we move a cohort of students from our first time full time students statistics, and I think it will help overall, again, incrementally with our retention efforts as well. That really addresses the admitting conditional students. This is a good experiment. I think that the data shows that this will actually help us.

A. Livschiz: How long has this experiment been going on?

R. Elsenbaumer: It just started.

A. Livschiz: So there is a plan to track all of it?

R. Elsenbaumer: Yes.

A. Livschiz: I totally understand the mathematical statistics that the state uses for funding. I am just worried about the impact that this is going to have on the students because often students come to us from Ivy Tech having taken lower level classes and they are not capable of doing the work in upper level classes. Again, I just really hope that this is something that is going to be monitored because this may not be a path toward a bachelor's degree at all. This is especially true for math, foreign language,

and some other areas in which there are not the same kinds of sequences. I am just worried that if they take all of their lower level general education classes at Ivy Tech they may build their GPA, but they are still not actually prepared to do well on our campus.

R. Elsenbaumer: That might be the case. That could very well be the case, but our approach is to give them a chance. Let's show them that there is a path for them to get help at both institutions, and use the resources at both institutions. If they aren't successful then that is on them to a certain extent, but they are not part of our statistics, which is looking at how we are performing as an institution. It is not penalizing us. Let's change the way that people look at us.

D. Kaiser: I guess I am just trying to further understand this. Do we keep track of retention by their performance coming in? Do we have percentages of attrition in some of those categories?

R. Elsenbaumer: I haven't looked at the data here, but I looked at data previously. Students across all of the academic performance categories perform a little bit differently. It depends on the institution. Those with GPAs between 4.0 and 3.96 or .95, those individuals have very low retention rates. They applied to better schools and other sorts of things. I am not so sure that happens too much here, but it does in other places. They are looking for a better institution. Clearly those in the murky middle, the 3.0 students and 2.25, those are students that also generally do not have very good retention rates. They are pretty low. Below 2.5 and retention rates do drop off significantly. I think that is what you see from this graph. The retention rates are pretty low for conditional admits vs regular admits, but even regular admits have a very low percentage rate. It is still a problem. This is where Georgia State was as well. Many other institutions had this issue years ago.

M. Parker: Has there been any kind of way of looking at why we don't retain people? The reason I ask this is because there are things that no matter how good advising, how good of faculty, and how good of programs we have, life gets in the way. Or in some degree programs, they can get a job without a degree, and they were going to come back and get their degree at some point, but we don't see them again. When I have a student come into my office, his girlfriend is pregnant, and his parents kicked him out of the house, school is not the most important thing. This has nothing to do with how good of a faculty member or how good advising we have. Is there a way that we can try to look into some other reasons or reaching out to these people and ask if it was that they were dismissed or was it something else that got in the way? I think there is some disconnect as far as those numbers and lumping everyone into that.

R. Elsenbaumer: This is an issue that has been looked at in multiple dimensions by multiple institutions. Quite honestly, I have spent quite a bit of time as well on this issue. I will tell you that there is not one thing that you can identify that is a major perimeter by itself that will identify that all these students that have this certain issue

will automatically disappear. It is really a combination of a whole lot of issues. Let me just tell you what some of them are. One of them is definitely life issues. Girlfriend and boyfriend problems. You just explained it. Or being in an accident and fighting with an insurance company. Financial issues are a substantial part of it, but not the same type of financial issues. It is not just student aid. It is also other issues. Parents are sick and they can't work, so now others are needed to help support the family. Or if a spouse loses a job, and others have to go to work.

There are also all sorts of other things. One of them, surprisingly, it turns out that students typically do not get help when they are close to graduation. So, a student might have ninety hours completed or a hundred hours completed, but they can't go that last mile. They can't get a class that they need. A class isn't offered this semester. They might have to wait another year, and then maybe they are gone. This is a huge problem. Some also have run out of their financial aid, especially students that are transfer students. They no longer have any financial means of getting past the twenty to thirty remaining credit hours. They can't get a class. Life issues come up that prevent them from getting where they need to be.

Some institutions, and I will say that UT-Austin was pretty good at this, coming up with something called the graduation help desk. The graduation help desk is for students that can't graduate within the next semester or next two semesters. Students can call this help desk and their job is to get students across the finish line in some way, shape, or form. They started having some real success with that. We are looking into that. What emergency funds do we have? What about from donors? There is a whole opportunity for donors out there to really make a difference. We could give a student with ninety or one hundred credits enough money to get them through the last semester. So, there isn't one issue. There is a whole bunch of issues. You have to have a portfolio of opportunities and start addressing those.

M. Wolf: I just want to address the hit job done on this university. The study that showed how much we sucked with all their numbers. In reality, when you look behind it we just don't match up peer wise with anybody. There are a couple of big issues. Childcare is one, but the biggest issue is that our students work double as much as any of our peers in the state. So, to your point, that is a structural issue that we have never solved. It has been in our data for thirty years. We also have students that work full time. Thirty hours a week was the average amount. It is hard to be a full time student and work that many hours.

R. Elsenbaumer: That is exactly right. It is a major problem for retention and graduation. It is pervasive. The number of hours that students are working off campus, how can you possibly carry a full time load of fifteen credits while you are working forty hours a week? Many institutions, like our own, have taken the approach to try to make classes more convenient by having online class sequences. That is a help, but it still does not give students the opportunity across all degree programs. It is complicated. That is where advising really helps. Advising, life coaching, and academic advising all wrapped into one because students that are

working don't care how they hear the message. We are working with our donors to help with that scenario. That is what defines our students here in Fort Wayne. So many of our students are working. Until we find an opportunity to help them financially, they are going to be in that situation. We will impact those numbers. We will impact those numbers. We know we will, but they are not going to be that full ten to fifteen percent impact until we start finding solutions.

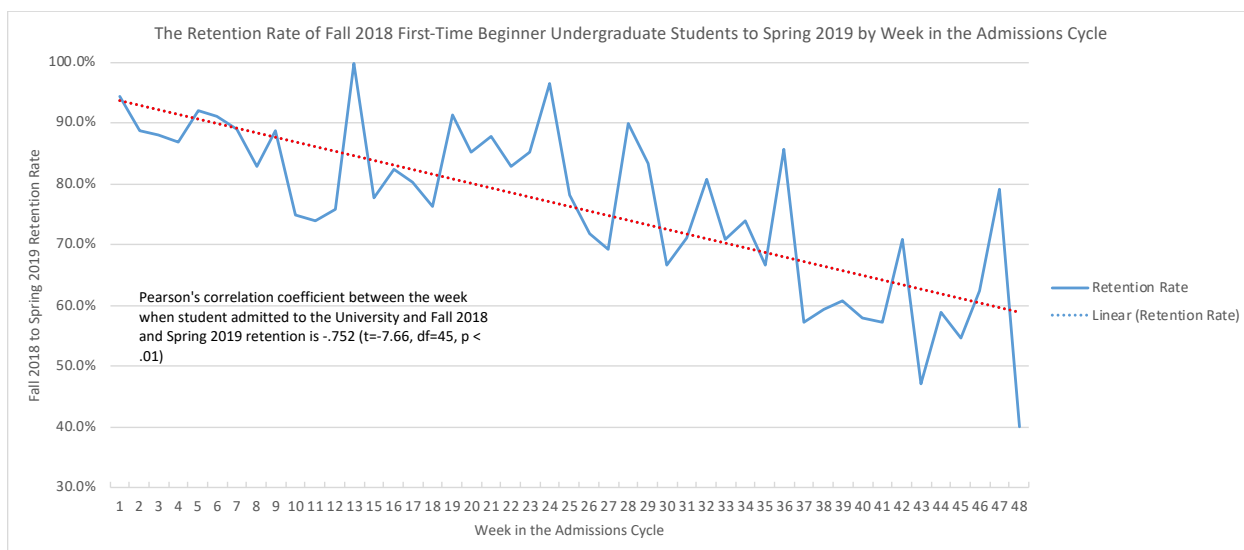
3.

The second worksheet, labeled 'Q3', shows fall-to-fall retention of first-time, full-time students by conditional admit versus regular admit student status from fall 2016 to fall 2019. This table shows the percentage of students who enrolled in the fall who were retained to the subsequent fall (e.g., Fall 2016 -> Fall 2017 means a student started in fall 2016 and retained to fall 2017). As you can see, regularly admitted students are retained between 1.5 to 2 times the rate as conditionally admitted students and conditionally admitted students' retention rate has declined by 11.9% from Fall 2016 to Fall 2018.

Question: What is the fall-to-fall retention rate of first-time, full-time, beginner conditional admits compared to first-time, full-time, beginner regular admitted student population?				
	Fall 2016 -> Fall 2017	Fall 2017 -> Fall 2018	Fall 2018 -> Fall 2019	
Conditional Admits	39.3%	33.3%	27.4%	11.9%
Regular Admits	61.2%	62.7%	60.8%	
Note:				
Fall 2016 and Fall 2017 retention rates exclude health science students since these programs transitioned to IUFW.				

4. What is the retention rate of Fall 2018 beginner students to Spring 2019 by the week they were admitted?

The third, and final worksheet, labeled 'Q4', shows a chart of the Fall 2018 to Spring 2019 retention rate for first-time undergraduate students by week in the admission cycle. The x-axis of the chart shows the week in the admissions cycle and the y-axis shows the retention rate. To highlight the trend, there is overlaid a linear regression to show the highly negative correlation between retention rates and week in the admission cycle. Simply stated, students admitted later in the cycle, hence closer to the start of school, have lower retention rates. The Pearson's correlation coefficient between student's admit week, and fall-to-spring retention rate is $-.752$, and this correlation is significant at a $p < .01$.



Additionally, regarding question number 4:

Over a number of years, we have allowed students to be admitted up through the first week of classes. Any student admitted after such time can only be admitted with the expressed permission of the faculty member teaching the class.

In a number of cases, such students are often offered (shown) more scholarship up front at another institution. When the bill arrives, their out-of-pocket costs are well beyond their ability to pay. In other words, Purdue Fort Wayne's actual costs are more favorable for a student, as opposed to an institution offering two-to-three times as much in scholarship (aid) support but still having an overall tuition/fees cost that is three-to-four times in actual cost to the student.

This reality causes students to transfer to Purdue Fort Wayne or to act late in the cycle. Our Enrollment Management team works with students on a case-by-case basis. This has been a standard practice for more than a decade.

For each of the past two years, this traffic has greatly decreased. The number of referrals to Ivy Tech have increased.

R. Elsenbaumer: I have absolutely no idea why the curve on the chart looks like this. I think this is pretty unusual. It is not perhaps unusual to think a little bit down here as the last minute students, but even then their our students that are retained. I don't understand this graph. We start the graph at early admissions.

A. Livschiz: I feel like knowing the cycle might start to help us understand the direction of the graph.

R. Elsenbaumer: Well this has to be sometime in the fall, right? Forty-eight weeks.

D. Kaiser: To me this seems like something that happens anecdotally to how we arrange our classes.

R. Elsenbaumer: This is surprising to see a relationship. I really don't understand this curve. I really don't. Let me make a comment about the other part of this though and admitting students at the last minute. I have a lot of experience with admitting students at the last minute. It is not unusual to admit students right up to and including census day. Sometimes it is international students that took so long to come here because of visa issues, but it is also regular students. The last ten days or so, we still admit quite a bit of students. That happens at a number of institutions. Not just here.

S. Betz: I was just going to say, looking at this, perhaps the big variation in the data could be because some areas have very few people that enroll, so that data could be skewed by one or two people those weeks. It might be important to dig into the data a little deeper. I think your point about international students and other characteristics and how that might lead to better retention is definitely true. Looking at this as one factor of a multivariable model of understanding which students are successful can help us from a students' perspective and not taking someone last minute who is likely not to succeed. Like you said, they are going to burn their financial aid and not finish classes, and then later on in life if they decide they do want to be a student then they are not going to have that opportunity. So, it is not just our numbers, but also looking out for the student long term, but that might take multiple variables at the same time.

R. Elsenbaumer: That is probably true. Again, I would think that those last minute students might also be less prepared. Those are the students that we will work with Ivy Tech on. Working with our partner across the street, they could be helping us, and helping students succeed.

D. Kaiser: I just want to say another thing about the graph. Another way of thinking about it is if you divided that in thirds it would be pretty flat. You would have an upper third flat line at around 85%, a middle third flat line at around the upper 70s, and then the last third would be down to about 60%.

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

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

R. Elsenbaumer: (A more thorough answer will be provided to this question at the December Senate meeting).

A. Livschiz: Just to be clear, so this is actually a reproduction of what was previously shown? Okay, so this is not how much was actually saved. This is how much was anticipated to be saved. These numbers have not been updated to reflect the reality of what actually happened.

I remember this being shown to us in 2016 and at the time, I couldn't ask my question, so I will ask it now. Since this is anticipated, it says right there, German Associate Professor savings \$8,000. There was no LTL teaching German during that time. I know that this is just a small amount, but just to give you an example of these anticipated savings, it says that there is \$16,000 saved from German, but there was nobody actually doing that, right? This is just something that I know for a fact from just looking at that. I am really curious, if we look at Philosophy, for example, it says two CLs in Philosophy. I believe both of those CLs are in the History Department now. I don't want to out those two people, but presumably people in Kettler know that they still exist and still get paid, while teaching lots and lots of classes. So, again, the issue here is that the anticipated savings was actually lies at the time that they were presented in the fall of 2016, and they don't appear to have been updated since then. My question comes back to, so what were the actual savings? Not what we anticipated based on fake numbers that didn't exist, but what was actually saved as a result of all of this restructuring?

R. Elsenbaumer: This is all I know.

A. Livschiz: I understand. This is why it would have been nice to have Carl here because he is the one that presented this data to us at the time, so he should really be here answering questions about this data and why we haven't updated this. All the bragging about how much we saved, but we still haven't updated the anticipated savings to actual savings. The fact that you are surprised that it is so much, yes, it is surprising that it is so much because it is not that amount at all or anywhere even close to that.

R. Elsenbaumer: While this is perhaps anticipated savings, the unfortunate component of program elimination isn't just the people that were identified on this list. It has the unfortunate consequence of so many other people being impacted by this that they chose to leave the university, which I suspect happened. I don't know those folks, but from my own experience when things like this happen there are lots of ripple effects. Some choose to move on when they might not have otherwise chosen to move on. While some of these numbers may not be totally correct, there are some collateral issues that added to some other losses in here as well. I don't know what those were, but I certainly would have anticipated that some people would want to leave.

A. Livschiz: Can we get an updated table that has the actual data on it? Why are we still using one created in 2016?

N. Virtue: I was going to add to that. As someone from ILCS who is very aware of the money that has been spent subsequent to the eliminations to retrain me to teach a language that because of subsequent decisions I never needed to actually learn, so that was over \$40,000. I can also say that the numbers on that chart were inflated for French as well. It would be really helpful, I understand ripple effects, but I think an updated chart, including any expenses related to the program eliminations would be a more honest representation of where we are at.

R. Elsenbaumer: I remember when I first came and there were discussions about our budget and trying to look at where we were the last several years. I remember seeing some charts that specifically outlined how many positions were actually lost. I can't say if that was all because of these programs, but I do remember that approximately 83 faculty positions were lost in recently years and that only 34 were replaced. It was a substantial number of faculty. It was just about the budget though and why the budget had gone down so vastly. Over a four or five year period there are very few companies that could survive a 25% budget cut in that short of a time. That was a pretty substantial hit that this institution took. But, your point is well taken and we will dig into this.

A. Nasr: I think this is a very important question and the dialogue is extraordinarily important, I don't want to take that away, I am just wondering if it is a wise idea to postpone the discussion on this and the other questions until our December 9 meeting. Okay. Good.

Motion to resume with Senate Reference No. 19-20 on December 9.

Motion passed on a voice vote.

d. (Senate Reference No. 19-23) – A. Livschiz

How much has PFW spent on external consults in 2017-2018, 2018-2019, and anticipated for 2019-2020. How does this compare to previous administrations? Where does the money for consultants come from? How are consultant firms selected? How is the decision made whether we need to hire an external consultant, rather than relying on internal resources and expertise? If there is such a necessity to use external consultants, is there any effort made to hire local consultants both to help support the local economy and to save on transportation costs/reduce environmental impact?

Motion to move Senate Reference No. 19-23 to the December agenda.

Motion passed on a voice vote.

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

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

Motion to move Senate Reference No. 19-24 to the December agenda.

Motion passed on a voice vote.

f. (Senate Reference No. 19-25) – C. Erickson

Could the administration please explain why certain faculty members across campus are being targeted for early retirement? How many faculty are on this list and what does the administration hope to accomplish? To what extent did the administration think about the impact of suggesting early retirement to faculty who are still happily engaged in their teaching, research, and service? Moreover, is it not the case that departments, and not the administration, should determine what kinds of faculty lines are needed?

Motion to move Senate Reference No. 19-25 to the December agenda.

Motion passed on a voice vote.

10. New business: There was no new business.

11. Committee reports “for information only”:

a. Curriculum Review Subcommittee (Senate Reference No. 19-21) – V. Maloney

Senate Reference No. 19-21 (Physics Proposal) was presented for information only.

b. Curriculum Review Subcommittee (Senate Reference No. 19-22) – V. Maloney

Senate Reference No. 19-22 (Department of Art and Design Proposal) was presented for information only.

c. Executive Committee (Senate Reference No. 19-26) – J. Toole

Senate Reference No. 19-26 (Report on Designated Items) was presented for information only.

12. The general good and welfare of the University:

A. Livschiz: At the beginning of the Senate meeting last week there were a number of people who commented on the Indigenous Languages conference, with credit going to Shannon and Mary. I just wanted to add that there was a tremendous amount of work done by women faculty and staff who did not get any of the credit for all of the work that they have done. So on the record I want to say Connie Kracher, Sara Sandman, Jayla Heller, Suzanne Rumsey, Susan Alderman, Kathryn Hopkins, and Tina Gasanarez were the people that made the conference possible and it would be nice to have their efforts acknowledged for making that the success that it was.

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

Joshua S. Bacon
Assistant to the Faculty

Failed, 11/11/2019

To: Faculty Senate
From: Lidan Lin
Date: September 21, 2019
Re: Diversity at PFW

Whereas Purdue University puts paramount emphasis on the link between academic leadership and diversity by making the job title of its chief academic officer as “Provost and Vice President of Academic Affairs and Diversity;”

Whereas Purdue West Lafayette named an Associate Provost for Diversity and Inclusion in June 2019 (<https://www.purdue.edu/newsroom/purduetoday/releases/2019/Q2/carolyn-johnson-namedassociate-vice-provost-for-diversity-and-inclusion.html>);

Whereas Purdue University policies and PFW Strategic Plan 2020 clearly puts matters of diversity center stage;

Whereas PFW, like many US higher institutions, has a diverse/global employee and student population;

Whereas PFW used to have an Associate Vice Chancellor for Diversity;

Whereas matters of a bullying campus culture have been the topics of recent faculty conversations;

Whereas institutional equity is not just an ideal, but an ideal that requires the University’s collective consciousness and actions to realize it;

Be it resolved that:

PFW faculty Senate, in collaboration with University leadership team, considers following suit by reconceiving of the chief academic officer position by adding the diversity component as part of the position, like that of West Lafayette, followed by a national/international search;

PFW faculty Senate, in collaboration with University leadership team, considers restoring the position of Associate Vice Chancellor for Diversity and Inclusion to lead the University in areas related to diversity, equity, and inclusion, followed by a national/international search;

Chancellor’s Diversity Council takes a more active role in fostering a safe, supportive, and civil campus culture and in hosting campus-wide diversity events such as Diversity Showcase, Diversity and Inclusion Institute/Workshop/Conference etc.;

The Senate, on its own initiatives or in collaboration with University leadership team, launches a campus-wide diversity-awareness campaign to educate the public on matters related to academic leadership, civility in campus culture, and diversity.

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: J. Toole
Executive Committee

DATE: November 1, 2019

SUBJ: University Strategic Plan

WHEREAS, The Constitution of the Faculty of Purdue University Fort Wayne gives the Voting Faculty the powers enumerated in its Section VI(A); and

WHEREAS, SD 18-11, Resolution to Re-Establish PFW Senate Right to Advisement in the Development of the University Strategic Plan, established that the Purdue Fort Wayne Senate should “have adequate opportunity to consider, weigh in, make recommendations, and vote on a final version of the plan before its implementation”; and

WHEREAS, It is therefore the right of the Senate either to approve or disapprove of the Strategic Plan,

BE IT RESOLVED, That the Senate, having provided input on and recommendations to the Strategic Plan through discussion occurring at the November 2019 Senate meeting, approve the spirit of the University Strategic Plan that has been presented to it at that meeting; and

BE IT FURTHER RESOLVED, That nothing contained in this resolution or in the Strategic Plan be understood to reduce or impair the powers of the Fort Wayne Senate; and

BE IT FURTHER RESOLVED, That subsequent to the passage of this resolution the Fort Wayne Senate will retain and exercise its full authority as outlined in the Constitution of the Faculty to address any matter within the Strategic Plan that falls within the rightful powers and responsibilities of the Voting Faculty.

Purdue University Fort Wayne—Strategic Plan

November 4, 2019

Who We Are	We are Purdue University Fort Wayne, northeast Indiana’s comprehensive metropolitan public university.
Our Mission	We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.
Our Core Values	Students First Excellence Innovation Diversity and Inclusion Engagement ¹
Our Vision	Empower every person, every day, to improve our world.

We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be—as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world.

Our Aspirations	Champion Student Success Enhance Quality of Place Embrace Diversity, Equity, and Inclusion Promote Engagement with our Communities
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Champion Student Success

We will prepare students for academic, personal, and professional success. Through an enriching and supportive environment, students will be exposed to new thoughts and ideas, promoting confidence and maximizing their potential.

Objective 1: Improve student learning.

Strategic Activity

- 1.1. Increase the use of active learning strategies and [High-Impact Practices](#) in high-enrolling and gateway courses and in online and hybrid courses.

Objective 2: Increase student retention.

Strategic Activities

- 2.1. Revise our General Education program to create a more consistent and supportive experience for first-year students.
- 2.2. Develop sustainable financial aid and assistance programs that make attending college a financially viable option, emphasize need, and strategically support students at all stages of their academic careers.

1. A list of expected behaviors to support our core values can be found on page 5.

Objective 3: Build and integrate more robust academic advising into students' educational experience.

Strategic Activities

- 3.1. Develop a university advising model informed by the assessment of current advising practices, benchmarking of successful institutions, and advising best practices.
- 3.2. Invest in the technology necessary to support data-informed advising and interventions.

Enhance Quality of Place

We will make Purdue University Fort Wayne an employer and university of choice—a place where all students, staff, and faculty feel valued and empowered. We will create pride in our campus, which will foster our growth and advance our reputation.

Objective 1: Attract and retain high-quality students, staff, and faculty.

Strategic Activities

- 1.1. Strengthen our reputation for the quality of student experience and career preparedness, leading to growth in undergraduate and graduate student enrollment.
- 1.2. Increase support for faculty research, scholarship, and creative endeavor and staff professional development to help all employees achieve their maximum potential.

Objective 2: Leverage our grounds, facilities, and services to support our students, staff, and faculty.

Strategic Activities

- 2.1. Invest in the physical and technological infrastructure necessary to facilitate excellence in teaching and learning; student engagement; and research, scholarship, and creative endeavor.
- 2.2. Expand resources and raise awareness of mental health and other health services on campus, including training faculty to be better equipped to identify and refer students to available resources.

Objective 3: Offer programming that centers Purdue University Fort Wayne as a cultural destination for northeast Indiana.

Strategic Activities

- 3.1. Increase participation by, and expand the diversity of, student, staff, faculty, alumni, and community audiences in Purdue University Fort Wayne's arts, athletics, intellectual, cultural, and outreach programming.
- 3.2. Create opportunities for relationship and community building among students, staff, and faculty from across the university.

Embrace Diversity, Equity, and Inclusion

We will have an open and accepting university, one that welcomes all people, from anywhere in the world, regardless of where they are on life's path. We will create an atmosphere that values diversity of thought, experience, identity, ability, and culture, thus building an educational environment that inspires fresh perspectives and global awareness, while also addressing barriers to equal access and opportunity for all.

Objective 1: Cultivate an affirming campus climate that embraces a culture of mutual understanding, equity, and respect.

Strategic Activities

- 1.1. Conduct a campus climate survey and use the results to drive activities that develop cultural competency and an appreciation for diversity in all its forms.

- 1.2. Create a support structure, including a leadership position, support staff, and requisite funding, to promote and advance diversity, equity, and inclusion (DEI) initiatives across campus and in each unit.
- 1.3. Develop and implement an institutional DEI plan and unit-level DEI plans initiated by units.

Objective 2: Pursue internationalization of the student educational experience.

Strategic Activity

- 2.1. Assess current curriculum to ensure diverse offerings with international content and focus and incentivize teaching and programming that includes diversity, equity, and inclusion.

Objective 3: Develop university recruitment, retention, and graduation initiatives to improve diversity and inclusion on campus and reduce the achievement gap for diverse populations.

Strategic Activity

- 3.1. Develop recruitment, retention, and graduation initiatives designed to support underrepresented and diverse populations.

Promote Engagement with our Communities

We will actively pursue community engagement through partnerships, structures, policies, and programs that support sharing and reciprocity with regional, state, national, and global constituents, and that emphasize the creation, integration, transfer, and application of knowledge for the benefit of everyone.

Objective 1: Establish an organizational structure that supports and encourages community engagement by students, staff, faculty, and alumni.

Strategic Activity

- 1.1. Restructure and expand the Office of Engagement as an active, results-oriented unit that provides a broad spectrum of support functions to the university, including research and scholarship, administrative support, project funds, and assessment.

Objective 2: Partner with organizations and the public at-large to provide value in the following domains:

Economic Development: Positively impact communities in northeast Indiana and beyond in developing vibrant economies by supporting our regional business community, resulting in the creation and retention of high-skill and high-wage jobs. The university plays a key role in business retention, attraction, and expansion efforts through applied research, technology development, and other economic engagements.

Human Capital Development and Social Mobility: Develop the human capital within northeast Indiana and the state of Indiana through the delivery of relevant degree and nondegree educational programs to build skill sets in target groups and contribute to lifelong learning opportunities. Promote social mobility through the delivery of educational programs and experiences that benefit the populations of our region.

Social, Cultural, and Civic Development: Positively impact the development of the communities in our region by strengthening democratic values, promoting civic responsibility, and supporting the goal of northeast Indiana becoming a place of choice to live for both current and prospective residents. The campus can provide a wide range of educational, cultural, and recreational programming, as well as international educational experiences for the community, allowing residents to appreciate social and cultural diversity in an interconnected world.

Health and Well-being: The campus makes significant contributions to the health and well-being of people in northeast Indiana and beyond through relevant applied research projects, educational programs, community service, and activities.

Environmental Sustainability: Positively impact the environment of the region, state, and beyond through responsible environmental stewardship, research, and educational programs.

Strategic Activities

- 2.1. Improve the coordination and support of existing and new community partnerships at each level of engagement:
 - *Presence: Showing up and being seen.*
 - *Connections: Knowing people in the community and people in the community knowing us.*
 - *Activity/Project/Event: Working with community partners to carry out activities, projects, and events.*
 - *Relationships: The culmination of the previous levels; results in ongoing collaboration and mutual benefit.*
- 2.2. Develop undergraduate and graduate programs that drive economic development, increase social mobility, and address community needs.
- 2.3. Increase community-campus collaborations, including hosting and operating more events open to the public.

Objective 3: Students, staff, and faculty engage with the community through curricular, cocurricular, and volunteer experiences designed to enrich the student experience and transform student learning.

Strategic Activity

- 3.1. Make community engagement a distinguishing attribute of the Purdue University Fort Wayne student experience.

Expected Behaviors to Support Our Core Values

Core Values	Expected Behaviors
Students First	<ul style="list-style-type: none"> • Consider all strategic decisions from the perspective of student impact. • Support programs and teaching pedagogies that advance student learning and success. • Foster a campus environment dedicated to the growth and well-being of the whole person. • Recruit and retain highly qualified faculty and staff with a commitment to students.
Excellence	<ul style="list-style-type: none"> • Achieve the highest standards of performance and outcomes in teaching, learning, research, service, and engagement. • Empower faculty, staff, and students to embrace bold thinking to pursue excellence. • Accept accountability for advancing toward excellence. • Promote a culture of continuous improvement in all we do.
Innovation	<ul style="list-style-type: none"> • Advance research, scholarship, and creative endeavor. • Value and encourage the pursuit of new ideas, entrepreneurial thinking, and interdisciplinary collaboration. • Pioneer innovations in teaching and student support that increase access, learning, and success. • Create diverse cultural, educational, and enrichment programming.
Diversity and Inclusion	<ul style="list-style-type: none"> • Recognize the value of diverse perspectives and backgrounds. • Create an environment that is welcoming, respectful, and inclusive of all, both within and beyond the classroom. • Foster multicultural experiences and global engagement. • Provide equal opportunities and services to all.
Engagement	<ul style="list-style-type: none"> • Promote a culture of student, staff, and faculty participation in university activities, events, and decision-making. • Anticipate and address internal- and external-stakeholder needs. • Pursue collaborations that respond to current and emerging issues and opportunities • Establish mutually beneficial partnerships between campus and communities.

Learn More

You can find more information about our strategic planning process, including data collected, draft documents, and feedback reports, at pfw.edu/strategic-plan.

Question Time

At the September senate meeting, VC Wesse made a presentation with financial data, and I had a few follow up questions

1. There was a reference to “unavoidable expenses”—what does that include?
2. I was confused by the source of funding for the purchase of South Campus, due to presence of terms like “anticipated donations.” How much did it cost? How much came from outside donations?
3. How is the maintenance of South Campus integrated into the university budget? Will additional positions be created in Physical Plant to deal with mowing/snow removal/trash removal? Will new janitorial positions be created to deal with the cleaning of the interior of the buildings? What impact is this going to have on the possibility of adding janitorial positions to the main campus, so we can move away from giant trash bins and signs referencing fruit flies in our campus buildings? What is the overall expected annual increase in university expenses due to the addition of South Campus?
4. How will scheduling of courses be handled with the 2 campuses? Will there be safeguards in place to make sure students can’t sign up for classes that will require them to go from South Campus to Main Campus in 10 minutes?

A. Livschiz

Question Time

Our retention rate is a stated area of weakness for us as a university and a target for improvement.

1. When comparing our retention rate to other institutions, I have never seen admission criteria included in the data as a possible variable. How do our admission requirements compare to those of our “peer” institutions? How do our admission requirements compare to Georgia State University? [In this context, I use the word peer as a catch all term that includes whatever universities show up in the tables that we are shown, for example, the tables shown at the September 13 Prioritization meeting.]
2. Have there been any changes in the criteria for “conditional students” at PFW in recent years?
3. What is the retention rate for conditional admits compared to non-conditional admits?
4. Do other “peer” institutions continue to admit students until after classes start at their institutions? Has any effort been made to see if there is any correlation between retention and the time the student was admitted to the institution? In Fall 2018, there were students being admitted and enrolling for classes as late as Friday of the first week of the semester. What percentage of those students were retained by Spring 2019?

A. Livschiz

Question Time

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

A. Livschiz

Question Time

How much has PFW spent on external consults in 2017-2018, 2018-2019, and anticipated for 2019-2020. How does this compare to previous administrations? Where does the money for consultants come from? How are consultant firms selected? How is the decision made whether we need to hire an external consultant, rather than relying on internal resources and expertise? If there is such a necessity to use external consultants, is there any effort made to hire local consultants both to help support the local economy and to save on transportation costs/reduce environmental impact?

A. Livschiz

Question Time

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

A. Livschiz

Question Time

Could the administration please explain why certain faculty members across campus are being targeted for early retirement? How many faculty are on this list and what does the administration hope to accomplish? To what extent did the administration think about the impact of suggesting early retirement to faculty who are still happily engaged in their teaching, research, and service? Moreover, is it not the case that departments, and not the administration, should determine what kinds of faculty lines are needed?

C. Erickson

TO: James Toole, Chair, Senate Executive Committee
FROM: Vincent Maloney, Chair, Curriculum Review Subcommittee *Vincent Maloney*
DATE: October 2, 2019
SUBJECT: Physics Proposal

The Curriculum Review Subcommittee supports the proposal from the Department of Physics for a Concentration in Astronomy with a Track in Astrophysics for the B.S. in Physics. We find that the proposal requires no Senate review.

Approving

Not Approving

Absent

Clare Cholewa
Seth Green
Teresa Hogg
Carol Lawton
Sarah LeBlanc
Haowen Luo
Vincent Maloney
Susan Skekloff
Jin Soung Yoo

Proposal for a B.S. in physics with Concentration in Astronomy with a track in Astrophysics.

Purdue University Fort Wayne

October 25, 2019 (update)

Mark F. Masters, Ph.D., Department of Physics

Introduction: Astronomy and Astrophysics are the endeavor to understand the universe. It involves both planetary science (EAPS) and also stellar science. Astronomy and Astrophysics endeavor to explain the origin of celestial objects and phenomena.

The intention of this proposal is to create a preliminary program that will evolve. At the moment we are intending to use courses from EAPS and ASTR as well as PHYS to build the program. We are intending to have an Astrophysics track within the concentration. The difference will largely be that the Astrophysics track will require spectroscopy and instrumentation classes in addition to the astronomy core classes.

An investigation of existing astronomy programs indicates that most of the courses are physics based in any astronomy degree. IU's B.S. in Astronomy and Astrophysics requires 5 astronomy classes. We are approaching astronomy from a slightly different perspective. We will use 3 low level conceptual astronomy courses, then an additional 3 upper level astronomy classes. However, we will have special sections or directed segments of core physics classes that are oriented towards astronomy.

The primary reason that we wish to offer an astronomy concentration is recruiting. Astronomy has much better gender and race diversity than does physics. We predict we can recruit between 5 and 10 new students a year by having an astronomy concentration.

1. Name of proposed new program

Bachelor of Science in Physics with a concentration in Astronomy and Astrophysics

2. Title of degree to be conferred

Bachelor of Science

3. Field of study, department, and school involved

Astronomy and Astrophysics/Physics, Department of Physics, College of Arts and Sciences

4. Objectives of the proposed concentration

There are several objectives for this concentration:

a. Primarily, we want to use the astronomy concentration as a recruiting opportunity. This can

significantly increase our diversity AND help with growing the physics program at a greater rate. Looking at the data from the American Institute of Physics and the newly released report on Women in Physics and Astronomy we find that women make up about 35% of Astronomy Bachelor's degrees. In physics the fraction is approximately 20%. Furthermore, our current recruiting indicates that more women come in with an interest in astronomy than physics. For example, prior to the split of IPFW, in 2016 we had 8 new incoming majors of these, half were women that were interested in astronomy. At PFW, the number of incoming physics students has increased to 18 for each of the last two years with about 1/3 of the students each year expressing interest in astronomy. This is without having any astronomy program. (<https://www.aip.org/statistics/reports/women-physics-and-astronomy-2019>)

b. If we create an astronomy program, we project that we can double this number at least (advertising actually works). These would be 6 students who would not be coming to Purdue Fort Wayne otherwise PER YEAR. Over 4 years this would be 24 new students at PFW with a revenue of \$194,000. This is more than the cost of faculty necessary for the program AND because they teach much more than just those few students – teaching in physics, and general astronomy they actually can make the university money. Remember that as a university we are down by 100+ students and that is considered significant.

c. Most of our graduates work in industry and are classified as “engineers.” Because this program is very similar to the physics program, we believe student outcomes will continue to be significant. This concentration should also open new graduate school opportunities for them as well.

c. Within physics, it is critical to provide students with more options than just simply physics as is recommended by the SPIN-UP report and our last program review. SPIN-UP was a National Science Foundation sponsored project that investigated qualities that make a successful, thriving physics department. (<http://www.aps.org/programs/education/undergrad/faculty/spinup/upload/SPIN-UP-Report.pdf>) In this project, it was found that having one or more concentrations is extremely beneficial to the physics program, helping to attract more majors.

5. Proposed date of initiation of the new program

Fall 2020

6. A statement describing the relationship of the proposed program to the mission and scope of the campus

Department Mission: The relevant part of the Department of Physics Mission Statement is “producing well prepared graduates who are confident in their abilities and understanding of physics,” and “Physics Majors will gain a strong working knowledge of basic science and physics.”

The proposed concentration is clearly within this mission.

College Mission: “...the college provides students with a breadth of knowledge about the global environment and fosters an appreciation and respect for diversity. The College of Arts and Sciences equips students to think critically, communicate effectively, and develop creative solutions to future challenges.”

This proposed concentration is directly related to the college mission statement, particularly breadth of knowledge and creative solutions to future challenges. It does so by providing a concentration that is of growing importance.

PFW Mission: “We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs ...”

The proposed concentration will be of high quality and provide a unique opportunity for students of Northeast Indiana. The PFW Physics Program has a unique approach to physics education which has made us the largest undergraduate only physics program in the state as measured by number of majors AND number of graduates.

7. A statement describing the relationship of the proposed program to already existing programs at the campus.

There are no Astronomy and Astrophysics programs at PFW. However, we have taught low level courses in Astronomy for a long time. Furthermore, we have had the minor, but minors are not good recruiting tools.

8. A statement describing the relationship of this program to similar programs in other regional and Indiana post-secondary educational institutions.

Ball State, IU, and Valparaiso are the only schools in Indiana that have astronomy programs. PUWL physics astrophysics listed under the applied physics option.

9. A statement describing cooperative endeavors explored and/or intended with other institutions particularly those located in the same geographic region.

PFW Physics with a concentration in Astronomy with a track in Astrophysics would be a good contribution for the region. Space science contributes significantly to the local economy (see Harris).

10. A statement indicating need for the concentration in terms of manpower supply and demand.

This concentration adds courses, specialization and focus to a physics degree which is inherently a general program. Looking at www.hoosierdata.in.gov, there is no astronomy/astrophysics category. Choosing Space Science and Physicist leads to some moderate demand predictions. However, the employment success of our graduates is a better measure.

Our majors consistently achieve 100% employment in good paying positions. Physics is very general. It is not a training program. However we prepare our students for work in industry (as well as graduate school if they so choose). The astronomy concentration is no different. The types of jobs they would pursue would be the same as those with physics degrees.

We have not had many minors in astronomy: of the two that graduated one is a systems engineer at Harris. The other is an astronomy educator. Minors are not a good measure of a program because minors really do not add much beyond some courses.

11. A statement describing resources over and above present levels required to initiate the program

The Astronomy and Astrophysics concentration consists of core physics courses in combination with astronomy classes. However, for this to succeed, we will need an **astronomer in a TT position**. A visitor cannot be used to build the program. **The astronomer will also teach physics courses (not just astronomy courses).**

Some context: The physics program (# majors) has grown by 300% in the last decade. A decade ago, we had 6 T/TT faculty. Now we have 5. As a department physics has been significantly under-resourced. While we are the largest undergraduate only program in the state, we are also the smallest number of faculty. As it stands, faculty are regularly on overloads. We have large groups of research students. The chair of the department has 18+ research students this semester not to mention teaching at least 4 hours beyond load.

We have a total teaching staff of 10. Two of these are visitors. One of the visitors (an astronomer) has been a visitor for the past 3 years. We have 3 continuing lecturers (one is a geophysicist). If you count VCAA Drummond, we have 6 T/TT faculty. **The request for a TT line for an astronomer is because we are under resourced and even if not an astronomer, we need two TT positions.**

Our most recent program review indicated that to continue our growth we need AT LEAST 3 positions: two TT and one CL. This has been communicated to the administration and they recognized the need.

As stated previously, the ability to attract new students to PFW is important and brings new revenue to the university.

12. Proposed Curriculum

The proposed curriculum starts with a physics core common to all specializations.

COAS Requirements: 14 credit hours.

Second semester writing	(3)
Foreign Language	(8)
Speaking	(3)

General Education: 21 credit hours

Core Physics courses: 20 credit hours

PHYS 15200 – Mechanics	(5)
PHYS 25100 – Heat, Electricity, Magnetism and Optics	(5)
PHYS 34200 – Modern Physics	(3)
PHYS 34300 – Modern Physics Laboratory	(1)
PHYS 44200 – Quantum Mechanics	(3)
PHYS 48001 – Senior Thesis I	(2)
PHYS 48002 – Senior Thesis II	(1)

Core Supplementary Courses: 16 credit hours

CHM 11500	(4)
MA 16500	(4)
MA 16600	(4)
MA 26100	(4)

Additional Physics Classes: 20 credit hours

PHYS 30500 – Mathematical Methods	(3)
PHYS 31000 – Intermediate mechanics	(3)
PHYS 31200 – Intermediate Electricity and Magnetism I	(3)
PHYS 32201 – Intermediate Optics for Astronomy (proposed)	(3)
PHYS 34501 – Optics Laboratory for Astronomy (proposed)	(1)
PHYS 32500 – Scientific Computing	(3)
PHYS 34600 – Advanced laboratory	(1)
PHYS 41800 – Statistical mechanics	(3)

Additional supporting classes: 4 credit hours

CHM 11600 Chemistry II	(4)
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Core Astronomy/Astrophysics Classes: 18 credit hours

ASTR 10000 – The Solar System	(3)
ASTR 10500 – Stellar Astronomy	(3)
PHYS 13500 – The Big Bang (currently the first 3 minutes)	(3)
ASTR 36400 – Stellar Astronomy	(3)
ASTR 37000 – Cosmology	(3)
ASTR 40100 – Astrophysics	(3)

Astrophysics Track

PHYS 36100 – Electronics for Scientists	(4)
PHYS 53600 – Instrumentation	(4)
PHYS 52400 – Spectroscopy	(4)

The laboratories (PHYS 343, 345 and 346 will also have investigations specific for Astronomy students that will provide synthesizing experiences).

Library Resources

A quick search of the e-journal list indicates more than 40 journals available.

TO: James Toole, Chair, Senate Executive Committee

FROM: Vincent Maloney, Chair, Curriculum Review Subcommittee *Vincent Maloney*

DATE: October 11, 2019

SUBJECT: Department of Art and Design Proposal

The Curriculum Review Subcommittee supports the proposal from the Department of Art and Design for a Concentration in Web Design and Programming for the Bachelor of Fine Arts. We find that the proposal requires no Senate review.

Approving

Not Approving

Absent

Clare Cholewa
Seth Green
Teresa Hogg
Carol Lawton
Sarah LeBlanc
Haowen Luo
Vincent Maloney
Susan Skekloff
Jin Soung Yoo

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 50% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

Request for a New Major or Concentration

- I. Name of proposed major, or concentration – Web Design and Programming
- II. Title of degree to be conferred – Bachelor of Fine Art with a Concentration in Web Design and Programming
- III. Field of study, department, and college involved – Web Design and Programming / College of Visual and Performing Arts / Department of Art and Design
- IV. Objectives of the proposed major or concentration –
 - Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work in the areas of Web Design and Programming.
 - Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
 - Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.
 - Knowledge of the processes for the development and coordination of Web Design and Programming strategies (for example, moodboards, sitemaps, wireframes, concept mapping, and the use of scenarios and personas).
 - Ability to analyze and synthesize relevant aspects of human interaction in various contexts (e.g., physical, cognitive, cultural, social, political, economic, etc.) and with respect to Web Design and Programming.
 - Understanding of what is useful, usable, effective, and desirable with respect to user/audience-centered digitally-based communication, objects, and environments.
 - Knowledge of history, theory, and criticism with respect to Web Design and Programming.
 - Ability to work in teams and to organize collaborations among people from different disciplines.

- Ability to use the above competencies in the creation and development of professional quality web design and programming productions.

- V. Proposed Date of Initiation – January 2020
- VI. Describe the relationship of the proposed major or concentration to the mission of the campus or the department – This concentration supports and follows the core mission of the department to educate students and the community in Art and Design. The concentration simply expands upon that by introducing a program path that allows students to be creative in a new medium.
- VII. Describe any relationship to existing programs within the campus – This concentration shares the common core of all BA/BFA for the first two years. For the remaining two years, students have a required set of 9 courses that all BFA students are required to take and 11 courses that are specific to the concentration. This collaborative concentration requires courses from Art and Design and Information Systems that already exist. This new concentration simply puts these classes together in a new way that allows a focus to our students that was not available before. Three of these courses are electives based on currently two “tracks”: Front End/UXUI and Mobile Application Design. The Information Systems Technology courses in the proposed curriculum were selected in collaboration with IST and further elective potential is being discussed with Information Technology. The goal of this portion of the curriculum is to expose our art and design students to and become comfortable with the technological medium they will be working with and learn how to communicate and build relationships with students from ETCS and the School of Polytechnic.
- VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations – Working with local design agencies and development firms will be one of our biggest outreaches. We have already been approached by Sweetwater and Asher Agency for internship opportunities. We have also been in talks with businesses such as JH Specialty, Do It Best Corp, and Cirrus ABS on skill gaps that this concentration would cover. We would also like to work closely with Ivy Tech to develop a transfer option from a similar AS degree that is offered. Both departments involved (IS and VISC) are excited to potentially have an option for their students to move over here to PFW.
- IX. Describe the need for the major or concentration – Web Design and Programming serves three main objectives. The first is that it has been continuously asked for by the Industry. Companies (locally and abroad) are in desperate need of artists trained in at least basic computer science, especially in the realm of Internet Technologies. Front-End designers, as they are currently called, are in high demand, but current programs only teach either the coding side of things or the design side of things, leaving workers fundamentally handicapped in either. Examples of local companies that have discussed this with us include Sweetwater and Asher Agency. However, jobs for front-ends and UX/UI designers can be seen from Twitter, Apple, Microsoft, Google, Niantic Games, just to name a few. Even non-tech companies such as Ford Motor

Company and Quicken Loans are in need of these skills in-house. Second, this is a natural expansion and support of our current BA/BFA curriculum. All of the classes required already exist. This concentration is more of a way for our students to focus on this area specifically rather than pursue it as a hobby as they have done in the past. Lastly, this concentration is a perfect example of the potential for true interdisciplinary learning with a STEAM focus. It works right along with the College of Engineering, Technology, and Computer Science, nurturing a combination of classes that take advantage of the excellent curriculum that we have in both colleges. This creates a uniquely trained student ready to work in a rapid moving creative and technological world.

X. Describe the resources required over and above current levels to implement the proposed major or concentration – Courses and Space are a non-issue for this concentration since the classes already exist and can easily expand in the future. However, the only issue will be a successful coding environment for students. It would be beneficial to have a server space to allow for web technologies or access to software (like MAMP) on our current computers. A coder like Sublime Text or Coda 2 for Mac (since we are a Mac environment) would also be helpful. These items are not essential for the launch of the program and could be integrated at a later date.

XI. A Liaison Library Memo – Attached

XII. Proposed curriculum – Attached

* **The library resource questionnaire available at:**

<http://www.ipfw.edu/offices/oa/programs/programs.html>

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

Library Resources

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

- Which databases/indexing sources will be used by the courses in this program?

The current Art and Design offerings are more than sufficient for this degree at this time. What I foresee a need for is creating an interdisciplinary list of resources because the concentration will be pulling from other areas outside of Art and Design. I am working with Denise on this and it will be ongoing.

- 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?

Same as above, there is nothing new to add. Just a collection of needed items in one location.

- Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?

Not at this time.

- 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?

A small collection of books will be requested at the beginning, with one to two added per year.

- 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?

Not at this time.

- 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?

Denise Buhr is our liaison. The only foreseeable item I will be working with her on is the collection of resources into one location for students, and what my options are there.

- Memo from Liaison Librarian regarding resources.

Completed.

- 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?

NASAD – which is the same for many of the concentrations that reside in Art and Design.

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:

Liaison Librarian Signature

Date

From: CVPA Curriculum Committee

Seth Green, Assistant Professor of Ceramics, Samuel Savage, Associate Professor of Music, and Craig Humphrey, Associate Professor of Theatre

To: Art and Design Curriculum Committee

Subject: Art and Design (A & D) Web Design and Programing Concentration Proposal.

Date: March 28, 2019

After careful review and deliberation, the CVPA Curriculum Committee are in full support of the Web Design and Programming Concentration proposal. We do recommend that the faculty member who submitted the proposal take into consideration the attached revision requests, to make the proposal stronger, before sending the it forward to the next level.

The letter of support, from John Hrehov, Chair of A & D, provided clarity to the issue of the lone dissenting vote from the department committee and the reason why the original name of the concentration, which included the term “interactive media”, was changed to reflect the focus on web design.

We agree that the interdisciplinary collaboration between A & D and the Department of Computer Science to offer this concentration will properly train Front-End Designers, Internet Designers, and User Experience—User Interface specialists. The skills that students will gain with this concentration will make them more attractive to local, national, and international industries looking for this skill set.

Seth Green, Assistant Professor of Ceramics (Chair)

Samuel Savage, Associate Professor of Music

Craig Humphrey, Associate Professor of Theatre

Introduction

The packet before you is an agenda listing of important talking points for today as well as the tentative proposal of a 4-year plan for Web Design and Programming.

Research Background (A Summary of Sources)

- BFA Programs across the country
- Faculty of Purdue University Fort Wayne
- Job Listings in the Fort Wayne area
- Interviews with Local Businesses
- Responses from Former Students working in the Industry
- Current Landscape of the Industry derived from News, Personal Education, Industry Journals/Articles, Salary and Job Surveys

Concentration Objectives

- Create a curriculum plan that allows BFA students to fill gaps in the current design-oriented workforce
- Expand and support existing programs here at Purdue University Fort Wayne
- Nurture a growing relationship with College of Engineering, Technology, and Computer Science that supports a STEAM focus and promotes increased interdisciplinary learning

Strategic Planning

- Connection to strong ETCS college
- Strong Design-School Background
- Liberal Arts education friendly

Possible Career End-Goals

- Front-End Web-Developer/Designer
- User Experience/User Interface (UX/UI)
- Mobile Application Design

NASAD Notice

This concentrations follows the guidelines established by National Association of Schools of Art and Design as detailed in section IX.B., C. of the NASAD Handbook 2018-19.

Web Design and Programming - 4-Year Plan:

Freshman Fall - 15 Credits		CR	Freshman Spring - 15 Credits		CR
Gen Ed Category A - STAT 125	3		Gen Ed Category A - ENG W131	3	
AD 10202 Intro to 2D Design	3		AD 15200 Intro to 3D Design	3	
AD 12100 Drawing Fundamentals I	3		AD 22501 Painting Fundamentals	3	
AD 22301 Figure Drawing	3		AD 10502 Digital Imaging	3	
AD 11100 History of Art I	3		AD 11201 History of Art II	3	
Sophomore Fall - 15 Credits		CR	Sophomore Spring - 15 Credits		CR
Gen Ed Category A - COM 11400 or THTR 11400	3		Gen Ed Category B - Scientific	3	
AD 20201 Intro to Photography	3		AD 20301 Web Design I	3	
AD 3D Studio Elective	3		AD 3D Studio Elective	3	
AD 20502 Graphic Design I: Intro to GD	3		AD Studio Elective	3	
AD Art History Elective	3		ENG W233 Intermediate Expository Writing	3	
Junior Fall - 15 Credits		CR	Junior Spring - 15 Credits		CR
Gen Ed Category B - Scientific Ways of Knowing	3		Gen Ed Category B - Social/Behavioral	3	
AD 20101 History of Graphic Design	3		AD 47100 Web Design II	3	
AD 47200 User Interface and Experience	3		AD Studio Elective/CS or IST Elective (#1)	3	
AD 10401 Intro to Typography	3		AD 30301 Graphic Design II - Identity & Branding	3	
IST 16000 Foundation and Role of Information Systems	3		CS 29200 - Python for Non-Majors	3	
Senior Fall - 15 Credits		CR	Senior Spring - 15 Credits		CR
Gen Ed Category B - Interdisciplinary	3		Gen Ed Category C - Capstone	3	
Gen Ed Category B - Humanistic/Artistic	3		Gen Ed Category B - Elective	3	
AD Studio Elective/CS or IST Elective (#1)	3		AD 47300 Social Media Management Design	3	
AD Studio Elective/CS or IST Elective (#1)	3		AD 40701 Professional Practice Intern	3	
AD 49502 Thesis Seminar I	3		AD 49600 Thesis Seminar II - Exhibition	3	

Interdisciplinary Background

Collaboration with the structuring this concentration has primary been made with Dr. Adolfo Coronado who leads Information Systems Technology in the College of Engineering, Technology, and Computer Science. We are working toward a healthy and fruitful collaboration with classes and students. In particular, I am working to offer my Web courses online so that IST students will have access to them. We have also just recently also connected with Professor Michelle Parker who leads Information Technology in the School of Polytechnic to create a similar connection and allow elective opportunities for both sets of students. Classes that Web Design and Programming students can take from Information Technology is not yet reflected in this proposal.

1 - Interdisciplinary Web Design and Programming Studio Elective Options for Junior Year

Front-End, UX UI

- AD 30601 Illustration III: Vector
- IST 27000 Data and Information Management (Pre-req: IST 16000)
- IST 44000 Introduction to Human Computer Interaction (Pre-req: IST 16000, IST 27000)

Mobile Application Design

- AD 30601 Illustration III: Vector
- IST 14000 Introduction to Visual Programming
- IST 20300 Advanced Visual Programming (Pre-req: IST 14000)

Special Topic Ideas

- Javascript Frameworks
- Swift App Class
- New Class: History of Web Design

Table 2
Data for Question # 6
Projected Headcount and FTE Enrollment and Degrees Conferred
Date: 02/19/2019

Institution/Location: Purdue University Fort Wayne _____
 Program: Web Design and Programming

	<u>Year #1</u> <u>FY 2019</u>	<u>Year # 2</u> <u>FY2020</u>	<u>Year # 3</u> <u>FY 2021</u>	<u>Year # 4</u> <u>FY 2022</u>	<u>Year # 5</u> <u>FY 2023</u>
Enrollment Projections (Headcount)					
Full-Time	7	14	21	28	35
Part-Time	3	6	9	12	15
Total	10	20	30	40	50
Enrollment Projections (FTE)					
Full-Time	7	14	21	28	35
Part-Time	1.5	3	5	6	8
Total	8.5	17	25.5	34	42.5
Degree Completions Projection	0	0	6	6	18

CHE Code: 12-XX
 Campus Code: XXXX
 County: XXXX
 Degree Level: XXX
 CIP Code: Federal - 11.0801; State - 000000

To: The Senate

From: Executive Committee
Fort Wayne Senate

Date: November 1, 2019

Subj: Report on Designated Items

Below is an item that Executive Committee has charged another committee with acting upon. The Committee is distributing this for information only.

- EPC—Proposal for Elimination of USAP Recommendations 2.1 and 2.2