

Minutes of the
Fourth Regular Meeting of the First Senate
Purdue University Fort Wayne
December 10, 2018
12:00 P.M., KT G46

Agenda

1. Call to order
2. Approval of the minutes of November 12
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – A. Schwab
 - b. IFC Representative – J. Nowak
5. Report of the Presiding Officer – J. Clegg
6. Special business of the day
 - a. Vandalism of Women’s Studies materials (Senate Reference No. 18-30) – A. Livschiz, R. Wiegmann, and E. Norman
7. Committee reports requiring action
 - a. Educational Policy Committee (Senate Document SD 18-5) – D. Kaiser
8. Question Time
 - a. (Senate Reference No. 18-18) – B. Buldt
 - b. (Senate Reference No. 18-19) – B. Buldt
 - c. (Senate Reference No. 18-21) – A. Livschiz
 - d. (Senate Reference No. 18-24) – B. Buldt
 - e. (Senate Reference No. 18-25) – A. Livschiz
9. New business
 - a. Executive Committee (Senate Document SD 18-6) – K. Pollock
 - b. Executive Committee (Senate Document SD 18-7) – K. Pollock
 - c. (Senate Document SD 18-8) – A. Livschiz
10. Committee reports “for information only”
 - a. Graduate Subcommittee (Senate Reference No. 18-27) – S. Johnson
11. The general good and welfare of the University
12. Adjournment*

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

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

Attachments:

“Vandalism of Women’s Studies Materials” (SR No. 18-30)
 “Academic Calendar for 2021-2022” (SD 18-5)
 “Question Time – re: Central Administration and Branding” (SR No. 18-18)
 “Question Time – re: Administrator and Coach Salaries” (SR No. 18-19)
 “Question Time – re: Chancellor Elsenbaumer Offer Letter Metrics” (SR No. 18-21)
 “Question Time – re: Access to Purdue Fort Wayne Courses on Blackboard” (SR No. 18-24)
 “Question Time – re: Advising Restructuring Plan Status” (SR No. 18-25)
 “Purdue Fort Wayne Representative to the Purdue West Lafayette Faculty Senate” (SD 18-6)
 “Purdue Fort Wayne Representative to the IU Fort Wayne Faculty Council” (SD 18-7)
 “Resolution on Campus Climate” (SD 18-8)
 “Health Communication Certificate” (SD No. 18-27)

Senate Members Present:

T. Bassett, P. Bingi, M. Bookout, B. Buldt, M. Cain, D. Chen, K. Dehr, Y. Deng, S. Ding, C. Drummond, B. Dupen, C. Elsby, R. Elsenbaumer, K. Fineran, M. Gruys, J. Hill-Lauer, D. Holland, M. Jordan, D. Kaiser, J. Kaufeld, B. Kim, S. King, C. Lee, E. Link, A. Livschiz, L. Lolkus, A. Macklin, A. Nasr, Z. Nazarov, E. Norman, J. Nowak, M. Parker, G. Petruska, K. Pollock, R. Rayburn, B. Redman, P. Reese, N. Reimer, G. Schmidt, A. Schwab, S. Stevenson, R. Sutter, R. Vandell, N. Virtue, K. White, M. Wolf, N. Younis

Senate Members Absent:

J. Burg, D. Cochran, M. Johnson, L. Kuznar, D. Linn, A. Marshall, J. O’Connell, A. Ushenko, D. Wesse, M. Zoghi

Guests Present:

J. Badia, N. Borbieva, S. Carr, M. Dixon, C. Hine, M. Kearl, B. Kingsbury, D. Smith, C. Springer, R. Wiegmann

Acta

1. Call to order: J. Clegg called the meeting to order at 12:00 p.m.
2. Approval of the minutes of November 12: The minutes were approved as distributed.
3. Acceptance of the agenda:
 K. Pollock moved to accept the agenda.
 Agenda approved by voice vote.
4. Reports of the Speakers of the Faculties:
 - a. Deputy Presiding Officer:

A. Schwab: Welcome to the last meeting of the Fort Wayne Senate for 2018 Calendar Year.

As has been reported by local media and in Purdue's missives to all its campuses, the Purdue Board of Trustees, in its meeting last Friday, approved the effort to purchase the property to the South and East of our main campus, a property that used to be home to Brown Mackie. This represents an opportunity for our campus, and one that is planned to be paid for through philanthropy and other "external sources." I look forward to watching this process unfold.

At that same meeting, the entity of Purdue Online was officially established by the Board of Trustees. The communication about this entity sent out on Friday may demonstrate a shift in focus that belies previous statements made about the relationship between Purdue Global and the rest of the Purdue system. The press release on Friday included statements that, "The skills and experience of faculty and staff at all of Purdue's campuses, particularly Purdue Global, will be tapped as new courses are developed and existing courses across the Purdue system are merged and streamlined where necessary," that a key goal of Purdue Online will be to "match learners of all types with programs across the Purdue system," and that "staff currently dedicated to performing online education-related duties at the WL, FW, and NW campuses" will become part of Purdue Online. These statements raise many concerns for me, not least of which is the apparent reassignment of staff from the administrative structure of PFW to that of Purdue Online. But for me, the most pressing concern in our current precarious position regarding enrollments: despite many assurances to the contrary, this seems to put Purdue Global in direct competition with PFW (and the other campuses) for students. It also suggests that there will be a merging of courses between Purdue Global and other campuses, which would undermine an additional oft-repeated claim: that Purdue Global and the rest of the Purdue system are serving different student populations and that courses will not transfer across the divide between Purdue Global and the rest of the Purdue System.

I should note that if the concerns I've just raised turn out to be substantiated, I would attribute this shift to the business model under which the Purdue System is currently being managed than I would any malicious intent of any particular actor, particularly here at PFW. Under a model in which the public responsibilities of a university are paid only lip service, if that, while the incentives, aims, and actions of the system focus primarily, if not solely on, market share, enrollments, and degrees, the system will look more and more like a diploma mill than a university and will favor those parts of the system that best fill that role.

In other news, Jeff Malanson had planned to be here today to mention a few things about the Strategic Planning Process during General Good and Welfare, but he is home with a sick kiddo. Instead, he's asked for the following announcement:

"Very few senators have RSVP'd, and if any group on campus should be taking an active interest in strategic planning, it should be the Senate.

People can find the link to RSVP in the most recent edition of Inside PFW (and in the email I sent to the Senate last week). The agenda for the session was also linked in Inside PFW as well. If anyone has any questions about January 11, or any other aspect of the strategic planning process, I would be more than happy to answer them.

Thank you for your help in promoting this incredibly important university event."

I should end by noting that I have a final that begins at 1 PM today. So I will be leaving at 12:50.

b. IFC Representative:

J. Nowak: I attended our last Inter-campus Faculty Council meeting in West Lafayette, as well as sat in on Senate because we are still seeking someone to be our representative on the Faculty Senate in West Lafayette. Of direct pertinence to us was the discussion of the online learning management system(s), Blackboard Learn/Ultra, Canvas, and Purdue Global which uses Brightspace. Our next LMS stands to replace our current instance of Blackboard Learn.

Just so you are aware, it seems that Canvas is rising to the top of the list on our campus. As explained to me, every campus should be able to use their own independent learning management system. If you have any concerns or issues with Canvas, Blackboard "Ultra" or Brightspace then now would be a good time to start to raise those concerns, as this is a discussion that is going to be remedying itself in the relatively near future. We did recently renew our contract with Blackboard Learn, but our current instance of Blackboard Learn is, as was explained to me, basically going to stop being serviced about a year from now as it is being replaced by Blackboard Learn Ultra.

(Please see the links below for more information).

Blackboard Learn review:

<https://www.pcmag.com/feature/354489/blackboard-learn-lms>

What is Bb Ultra:

https://help.blackboard.com/Learn/Instructor/Getting_Started/What_Is_Ultra

Instructure Canvas review:

<https://www.pcmag.com/feature/347674/instructure-canvas-lms>

DL2 Brightspace review:

<https://www.pcmag.com/feature/346896/d2l-brightspace-lms>

5. Report of the Presiding Officer:

J. Clegg: For the sake of time, and because they said everything I was going to say, I forego my comments so we can move on with the agenda.

6. Special business of the day:

- a. Vandalism of Women’s Studies materials (Senate Reference No. 18-30) – A. Livschiz

(Please see attached PowerPoint).

Here is what Janet Badia and her WOST students found when they came to class on November 13. (Please see slides 2-9 of the attached PowerPoint).

I want to draw your attention to the violent nature of this attack (sharp knife, stabs strong enough to make a deep mark in the corkboard).

All but one of the attacked images were images of women of color.

The violently vandalized posters were left up on the bulletin board in the classroom, and multiple classes with students and faculty sat by them, not noticing or reporting what happened.

On the day that I got an email from Kathy Pollock that I would have 5 minutes to speak about this at the December senate meeting, I also found out that there was another round of vandalism—this time not with a sharp knife, but “only” with a pin to the eyes of the images of women of color. (Please see slides 10-12 of the attached PowerPoint).

As disturbing as this attack has been, these attacks are not isolated incidents but part of a continuous and escalating campaign of vandalism, intimidation and harassment against the Women’s Studies Program in general (its very existence and visibility on this campus), but also personally against the Women’s Studies Program director, Janet Badia, against Women’s Studies students, and Women’s Studies staff and faculty.

And while we have to acknowledge the broader political and cultural landscape of our country where we see misogyny and racism on a triumphant and often unchecked march, we also have to note the circumstances that are specific to our campus that have contributed to both the continuity and escalation of these attacks on Women's Studies.

In particular, I would like to note a couple of factors:

--the attacks are not always taken as seriously as they should be. (For many years, until fairly recently, the police response to violently defaced posters and harassing messages had been some variation of "you are asking for it with your provocative posters.")

--the incidents are not publicized, therefore making it appear that the administration does not care about these attacks and that there will be no consequences for making these attacks.

Finally the attacks escalated in frequency and tone during Fall 2016, emboldened by the closure of WOST as an independent program based not on metrics but a personal vendetta by the previous chancellor. The increased visibility of WOST through the protests by WOST students who were fighting for their program brought out some pretty vile and horrifying attacks both on campus and in social media, directed against the students. (Please see slides 13-20 of the attached PowerPoint). *(Note: the faces of the students were blurred by the presenter. The faces were visible in the social media posts with the vile comments.)*

In addition to the "usual" vile and violent misogyny permeating these attacks, there was also the "this is a useless major that is costing the university too much money" narrative woven into the attacks, a narrative that was perpetuated by the previous administration's decisions and that had no foundation in facts.

It was only in response to these attacks in Fall 2016 and an ensuing senate resolution, that a camera was installed near the WOST office in the basement of LA. Unfortunately, it was a camera that did not have a range of motion, and the door to the WOST office and Dr. Badia's office, remain to this day outside the range of the camera.

The camera did have at least one successful "catch." Last spring, after WOST flyers (please see slides 21-22 of the attached PowerPoint) were being torn down repeatedly, due to Dr. Badia's own investigation, she was able to identify the student responsible for the attacks.

The student was "dealt with" by the Dean of Students office. WOST was never notified of his punishment, if any, but this is a letter of "apology" he wrote to Janet Badia, that was deemed appropriate and genuine by the Dean of Students. (Please see slide 23 of the attached PowerPoint).

I don't want to minimize what Dr. Badia faces and the toll this has on her both personally but also professionally (think about how much time all of this takes!), but let's talk about a group that the administration actually professes to care about—students.

Fundamentally, there is a lack of understanding about the damage this is doing to our students. I wish it was possible to show the students' reactions to the posters on the boards when they saw them and later their sense of relief when Dr. Badia asked if it would be okay if they locked ourselves in from now on once class started. It's clear that the administration does not understand ways in which this is terrorizing, in part because they are probably not as immersed reading the news about incel and racist violence the way WOST students would be.

There was no public statement made by the administration, condemning the attacks and encouraging people to report it when they see it. How many people saw the cut up fliers (or the swastika) before they were removed/reported? That the admin fails to do either of these things seems to signal that they don't understand the nature of the offense. It's not simply inconvenient because WOST has to rehang fliers; it shouldn't be treated simply as the destruction of property, either. These acts are intimidating and they interfere with our colleagues' work life and our students' right to a learning environment free of harassment and intimidation. This last incident is especially disturbing and underscores how it's meant to be intimidating: if someone just wanted to destroy the posters, they could have ripped them down. But they left them there. Whoever did it wanted people to see the destruction of the women's faces. It was meant to terrorize.

We must do better.

This is why I am going to introduce a resolution under New Business that helps us start the process of making things better.

R. Elsenbaumer: Do we have any knowledge about who might be doing this and where this is coming from? Is it one perpetrator or a group of people?

J. Clegg: We are going to turn this over to the question time part of this.

A. Livschiz: Dr. Badia has done her own investigation, so she knows about this.

J. Clegg: The format we will be following is that everyone gets two questions on the issue. Sergeant Rick Wiegmann is here to answer questions about this. Did you want to give us an update about where we are at first?

R. Wiegmann: I don't have any major updates. Unfortunately, Chief Potts could not make it to this meeting today. I do know that one of the things that the police department does do is regular walks throughout the buildings. We have regular contacts with departments. I am in charge of Kettler, Neff, and ET. One of the things

that we see on the law enforcement side is that we are not getting immediate calls. So, we have to figure out the time frame. One of the things on the police officer side is that when we hear about things a week or two later then it is hard for us to investigate it if it is that old, and to find out who did it. Unfortunately with the camera system, I know they are reevaluating where the cameras are being placed and what is going on. I don't know a whole lot about that. I know for Chief Potts one time is too much to have this done. But, it is still an ongoing investigation, as far as I know.

E. Norman: I know that they were looking at inconspicuous cameras to place in that classroom. This room is heavily used across different classes. There is talk about potentially locking the classroom. But, if we want information out there about different classes to advertise then if someone does something to it on a board for others not to be able to see it. For that classroom, I think we are going to have an easier opportunity. When we do get a violation we do follow through with the student on the code of conduct, and we do hold them accountable. I am appreciative of the apology that was put on the screen. We don't always know the means of motivation or if they have thought things through. So, our process is an opportunity to get at that.

A. Livschiz: I just want to clarify. That letter of apology was an example of something to not be believed under any normal circumstances that it was an actual genuine apology. To me, that is part of the problem. If that counts as an apology then the situation is not being taken serious.

A. Nasr: So what action has been taken with that particular student if the direction was to write an apology? Was that it?

E. Norman: No. There were other things as well. If we are going to disclose what the sanctions are to the person that made the complaint, the only way I can legally do that is if there was a physical altercation.

A. Nasr: Why not? I am sorry.

E. Norman: It is FERPA.

M. Wolf: I will sort of reiterate the fact that this wasn't just a classroom, this was classroom used by Women's Studies. This was a targeted action. There is a secondary component to this.

N. Virtue: Getting back to sanctions and what kind of sanctions. Before your tenure as dean of students, I had a student scream at me about being a "fucking feminist bitch." I reported this to the dean of students and they allowed me to make a suggestion that at a minimum the student get anger management, and I was told from the dean of students, I don't know if this was considered a violation of FERPA or not, that the student was going to get anger management. I was given information about what took place. I understand that you can't talk about this, but can you talk in general about what sort of hate related violations of the student conduct, what types

of sanctions are possible, and have you been giving thought to the idea of maybe coming down a little bit harder on these kinds of actions since they seem to be escalating.

E. Norman: Sure. We have a continuum of sanctioning opportunities varying from “don’t do it again” to “you are out of the institution.” We take each situation with what is being presented. We have had a couple of different acts and there is a variety of different sanctioning. Anger management is certainly one of them. Counseling. Apology. Community service. Out of the institution. It all depends. But, yes, we would look at that as an elevated incident in sanctioning.

M. Cain: I want to go back to what Ann said about the letter. When I read that letter, what I understand is that the student is not really apologizing, but saying it is a disagreement just because they got caught. That is not a criticism of you because hindsight is 20/20, but now that we are seeing these other kinds of attacks it seems that this is intimidation. It was not just a disagreement. I think that is something you need to be aware of when you look at these incidents. It might seem that at the time this was an adequate apology, but it really isn’t because it is missing the whole point that this is intimidation.

J. Badia: So, if I could, I would just like to underscore one point here. Ann touched on this really well, but this is an issue of campus climate. I think that on a lot of campuses when stuff like this happens there is a swift immediate response, a public statement by the administration that this type of thing will not be tolerated. What concerns me is the reluctance to see these as biased incidents. It doesn’t have to be a crime or an act of vandalism to be a bias incident. I just want to underscore that because I think the fact that, Eric, you mentioned that Neff 133 is a highly used classroom. The sheer number of people who sat in that classroom from Monday morning until my students arrived on Tuesday morning and saw that, and didn’t think to reach out to me, as director of Women’s Studies, or to you, or to campus police, or to Carl, or to anybody, is so deeply disturbing to me. It suggests that people here do not see what impact a campus climate where bias incidents are overlooked and ignored has on us who suffer the harassment.

A. Nasr: As an educational institution, how do we allow for students to walk away without understanding that this is something not acceptable beyond the confines of a campus? Right? We are missing a great opportunity here. Instead of pointing this out, first of all, to your point, this is normalizing the attitude that it is perfectly okay to blind a woman’s eye, a woman of a particular minority. When we kind of suggest that it is okay and acceptable, and for lack of any other reason, maybe people just didn’t care. If they didn’t care, it means that it is not on their radar. So, this needs to be on people’s radar. This needs to be an educational opportunity for the perpetrators, while they are just thinking of it as a pinhole in a poster. There is something a lot deeper than this in real world situations beyond campus. Beyond campus this has a significant impact on their livelihoods. If there is anything that we should consider, it

is basically the welfare of the students beyond this campus, and our role as a university.

G. Schmidt: What degree do students and faculty know what to do in a situation like this? Is it a question of do they not care or that someone else is supposed to report this? Is it that they think someone else already saw this and did something? I think that is some of the issues for having a public announcement. We have this with terrorism. "If you see something, say something." I don't know the degree to which students felt that it was their responsibility to say anything. I would argue that this is something they should probably know and bring up. But, I do think that it would make sense for an announcement to say that if people see these things that are inappropriate then they should report it and say something because if police are there days later then how are they going to figure anything out. People need to be told that this is occurring. They need to be informed about the right procedures to take.

E. Norman: Exactly. It would help more to double down on that and to make sure things get reported in a timely manner.

M. Cain: First of all, I want to thank Ann for bringing this to the Senate's attention because not only with this kind of harassment, but many of us who have dealt with students who are unstable and commit potentially violent acts, we tend to suffer in silence. We kind of just have to individually go through the system and the rest of us don't know what each of us is going through. That is one part of it, but also I think that for this particular, when we are talking about biased incidents, harassment, and violence, it would be really important to see leadership condemning these kinds of acts in a very public way. Not only on campus, but also off campus. One example is that at Columbia Teachers College in New York there was vandalism as well. The response by the administration was swift and very decisive about condemning this act against a Jewish professor. It was very gratifying to see that kind of response in a very public way. It was in the national news. So, I would like to see leadership take that kind of response to these kinds of incidents. I think that, as Assem was saying, it is a teaching moment for our students.

D. Kaiser: One thing that I keep hearing is that we don't hear about these things until after a few days. I suppose that is true, but we know this has been going on for a while. There has been quite some time since the first incident. It doesn't seem like it would be that hard to have someone go by this area several times a day to just look and fix up the campus. It seems like someone needs to do that. It is not that hard to walk past there.

R. Wiegmann: Some days we are down to two officers. With everything that we have going on around campus, sometimes it is hard for us. I make it a point every week that I am in my three buildings to walk every floor and talk to secretaries and people. Part of it also is the mindset. We have professors and students, but we also have the service people that clean rooms. It is a mindset that we change the campus to say that people should report things so I can start to narrow down the suspects about who

would be in that building at that time. That is some stuff that we can do. I know my officer walks his buildings once a week. I could also suggest walking more often. Sometimes it gets a little bit harder to do this, as busy as we are. But, we can definitely walk more.

J. Clegg: I think part of his point is that this is an area of concern, so it could be higher on the priority list.

J. Badia: I just wanted to add one other thing, which is that the chancellor started off by asking who we think might be responsible. I would just underscore that in my opinion this is not one person. This is a broad range of people who are anti-LGBTQ stuff. They are anti-feminism. They are anti-women. They are anti-people of color. If you could see the full range of things that get taped to my door, I think it would be obvious that this is not one person. It is not simply a couple of people. I think that it is a wide range of people who are generally angry about social justice, period. It makes it challenging to discover who it could be and to predict what might become a target. But, I just wanted to underscore that, which I think is why more visible responses are necessary because you can't simply catch somebody and then it is going to stop. We discovered that. We caught somebody. The camera did exactly what the camera was designed to do. But, it didn't stop it.

B. Buldt: I believe that our administration should take very public and decisive steps on this. We as a Senate, I don't know what will be in the resolution, could also encourage our colleagues to raise this topic at the beginning of a class period as a teaching or education opportunity. We could raise awareness by teaching some sort of empathy. What I am trying to say is that I believe we should not just pin this on the administration. I believe we should make it a point to have shared concern among all faculty that if these things happen then we all take it to the classroom and try to educate our students.

A. Livschiz: I have a draft of a resolution that I am going to pass around, and I think it addresses a lot of the things that have been said.

Senator: So, we have a heavily used classroom. Have we talked to the faculty that use that classroom and ask them to look at the bulletin board?

E. Norman: I have some of our statements, like our civility statement. Those statements are good documents, but have not been brought out in a while. It might be a good time to make a statement of who we are as an institution.

R. Sutter: As an institution, I would agree we have a civility statement. But, we are about promoting civility, and unless this is something that is absolutely promoted from the top-down then the atmosphere is going to persist. We need to much more actively promote civil engagement and make our students realize that this is what our institution is about, civility, civil society, and civil engagement.

M. Wolf: To these generalized points, I would like to point out the irony of questioning this degree. As we have seen, this is having a cumulative effect on these students. These are sometimes presented as individual or discreet events, but they are having a cumulative effect on a group of students on this campus that began multiple years ago. This is not a small matter. It is about educating students, but it is also about protecting students and faculty. It is go time. This has been years. These students have to look at themselves on Facebook. This is enough. It is go time.

M. Parker: Several years ago, there were projectors that were stolen out of classrooms and it seemed that there was an email that went out to all students acknowledging that this happened. The email asked if they had any information. I think probably 99% of the student population is oblivious that this is even going on. I didn't know this because it is not in my building. But, if some email would go out to the whole population that this event occurred and asking if anyone has information then it might bring awareness to the general population. It doesn't cost any money to send out an email. It is a quick and cost effective approach in the meantime until something better comes along.

J. Clegg: You have had two already.

A. Nasr: Just one more?

J. Clegg: No one is objecting, so really quick.

A. Nasr: I disagree with...

A. Livschiz: What!

A. Nasr: I yield. Go for it.

J. Clegg: Okay. So, that ends the discussion. Sergeant Wiegmann, thank you for being here.

7. Committee reports requiring action:

- a. Educational Policy Committee (Senate Document SD 18-5) – D. Kaiser

K. Pollock moved to approve Senate Document SD 18-5 (Academic Calendar for 2021-2022).

Motion to approve passed on a voice vote.

8. Question Time:

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

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

K. Pollock: Motion to table question until the January agenda.

Motion to table the question until the January meeting passed on a voice vote.

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

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

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

K. Pollock: Motion to table question until the January agenda.

Motion to table the question until the January meeting passed on a voice vote.

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

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

K. Pollock: Motion to table question until the January agenda.

Motion to table the question until the January meeting passed on a voice vote.

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

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

K. Pollock: Motion to table question until the January agenda.

Motion to table the question until the January meeting passed on a voice vote.

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

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

K. Pollock: Motion to table question until the January agenda.

Motion to table the question until the January meeting passed on a voice vote.

9. New business:

a. Executive Committee (Senate Document SD 18-6) – K. Pollock

K. Pollock moved to approve Senate Document SD 18-6 (Purdue Fort Wayne Representative to the Purdue West Lafayette Faculty Senate).

Motion to approve passed on a voice vote.

b. Executive Committee (Senate Document SD 18-7) – K. Pollock

K. Pollock moved to approve Senate Document SD 18-7 (Purdue Fort Wayne Representative to the IU Fort Wayne Faculty Council).

Motion to approve passed on a voice vote.

c. (Senate Document SD 18-8) – A. Livschiz

A. Livschiz moved to approve Senate Document SD 18-8 (Resolution on Campus Climate).

B. Buldt moved to amend SD 18-8 by adding a point number nine stating that the “Senate would like to encourage faculty to discuss these incidents in their classrooms.”

A. Schwab moved to amend SD 18-8 so that the new amendment would be under a separate “be it further resolved.”

Motion to approve amendment creating a “be it further resolved” passed on a voice vote.

A. Livschiz moved to change the amended language to include “curricular and co-curricular.”

Motion to approve amendment adding “curricular and co-curricular” passed on a voice vote.

Motion to approve amendment stating “Senate would like to encourage curricular and co-curricular faculty to discuss these incidents in their classrooms” passed on a voice vote.

A. Livschiz moved to amend SD 18-8 by adding the language “...and reported back to the Senate by the April senate meeting” in the first “be it resolved.”

Motion to approve amendment passed on a voice vote.

Motion to approve amended document SD 18-8 passed on a voice vote.

10. Committee reports “for information only”:

a. Graduate Subcommittee (Senate Reference No. 18-27) – S. Johnson

Senate Reference No. 18-27 (Health Communication Certificate) was presented for information only.

11. The general good and welfare of the University: There was no general good and welfare of the University.
12. Adjournment: The meeting adjourned at 12:52 p.m.

Joshua S. Bacon
Secretary of the Faculty

Senate Reference No. 18-30

SENATE

10 December 2018

Targeted Bias Incident
in Neff Hall WOST Classroom
13 November 2018

reading expressively · practice fluency · automaticity

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Spring 2019

WOST 30100
Transnational Perspectives on Gender, Sex & Power

Approved by COAS for the Cultural Studies (Non-Western Culture) requirement and General Education Capstone

03I - CRN 24511 - Online - Womack

DOP: 10-17-18



WOST 22500
Gender Sexuality & Pop Culture

01 - CRN 24572 - TR 1:30-2:45pm - Staff
02 - CRN 24573 - MW 4:30-5:45pm - Aulhe
03I - CRN 24508 - Online - Beringer

Fulfills Gen Ed Area B6 Humanistic Ways of Knowing

art by pixelwolfie



Thankfulness

CONVERSATIONS

0pm

226

CAMPUS MINISTRY




Spring 2019

WOST 30100
Beyond the Harem: Women in the Middle East & North Africa

Approved by COAS for the Cultural Studies (Non-Western Culture) requirement and General Education Capstone

01 - CRN 25054 - MW 1:30-2:45pm - Mannor
02I - CRN 24510 - online - Mannor

Product of gen & non-Western Culture

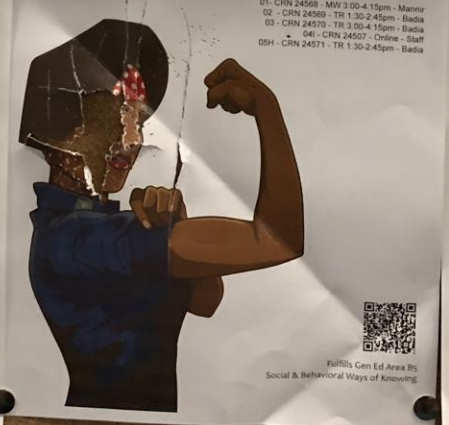


Spring 2019

WOST 21000
Introduction to Women's and Gender Studies

01 - CRN 24508 - MW 3:00-4:15pm - Mannor
02 - CRN 24509 - TR 1:30-2:45pm - Badia
03 - CRN 24570 - TR 3:00-4:15pm - Badia
04I - CRN 24507 - Online - Staff
05H - CRN 24571 - TR 1:30-2:45pm - Badia

Fulfills Gen Ed Area B5 Social & Behavioral Ways of Knowing



Spring 2019

WOST 24000
Feminist Perspectives on Reproductive Justice

02 - CRN 25053 - TR 12:00-1:15pm - Badia

Fulfills Gen Ed Area B7: Interdisciplinary and Creative Ways of Knowing

MAKE AMERICA GREAT AGAIN

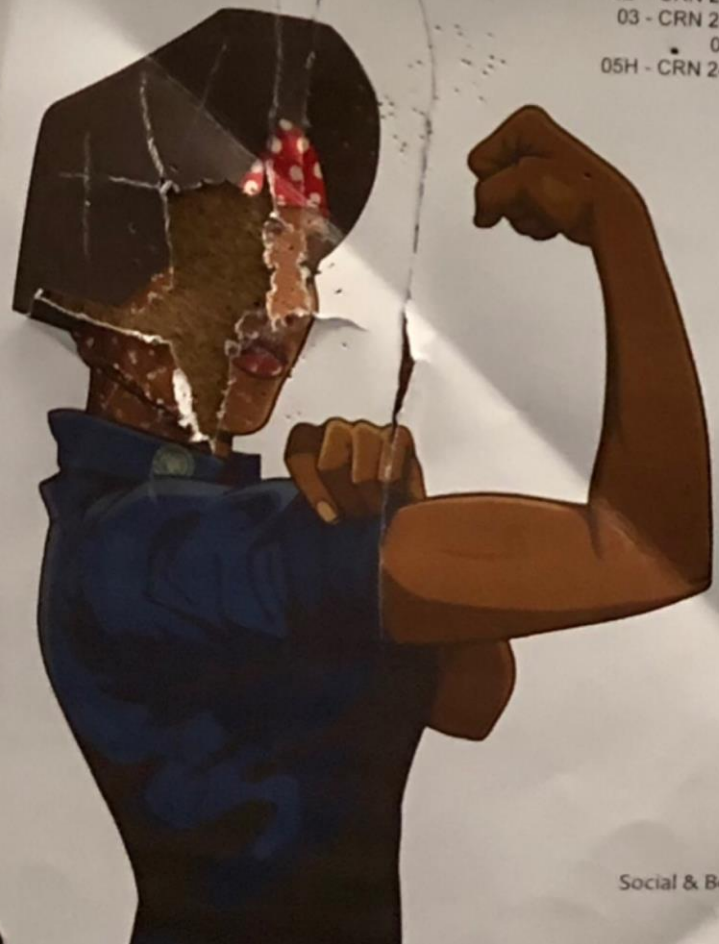


30100

Spring 2019

WOST 21000 Introduction to Women's and Gender Studies

- 01 - CRN 24568 - MW 3:00-4:15pm - Mannir
- 02 - CRN 24569 - TR 1:30-2:45pm - Badia
- 03 - CRN 24570 - TR 3:00-4:15pm - Badia
- 04I - CRN 24507 - Online - Staff
- 05H - CRN 24571 - TR 1:30-2:45pm - Badia



DOP: 10-17-18



tural Studies



Fulfills Gen Ed Area B5
Social & Behavioral Ways of Knowing

Spring 2019

WOST 22500 Gender Sexuality & Pop Culture

01 - CRN 24572 - TR 1:30-2:45pm - Staff
02 - CRN 24573 - MW 4:30-5:45pm - Ashe
031 - CRN 24508 - Online - Beringer

Fulfills Gen Ed Area B6
Humanistic Ways of Knowing



DOP: 10-17-



DOP 10-29-18
art by pixelwolfie

by Campus Ministry

30100
**Transnational
Perspectives
on Gender, Sex
& Power**

03I - CRN 24511 - Online - Wornack

Spring 20

Approved by COAS for the Cultural S
(Non-Western Culture) requiremen
General Education Cap



DOP: 10-17.



2019

WOST 20100



Spring 2019

MAKE
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WOST 24000
**Feminist Perspectives on
Reproductive Justice**

DOP: 10-17-18

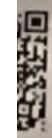


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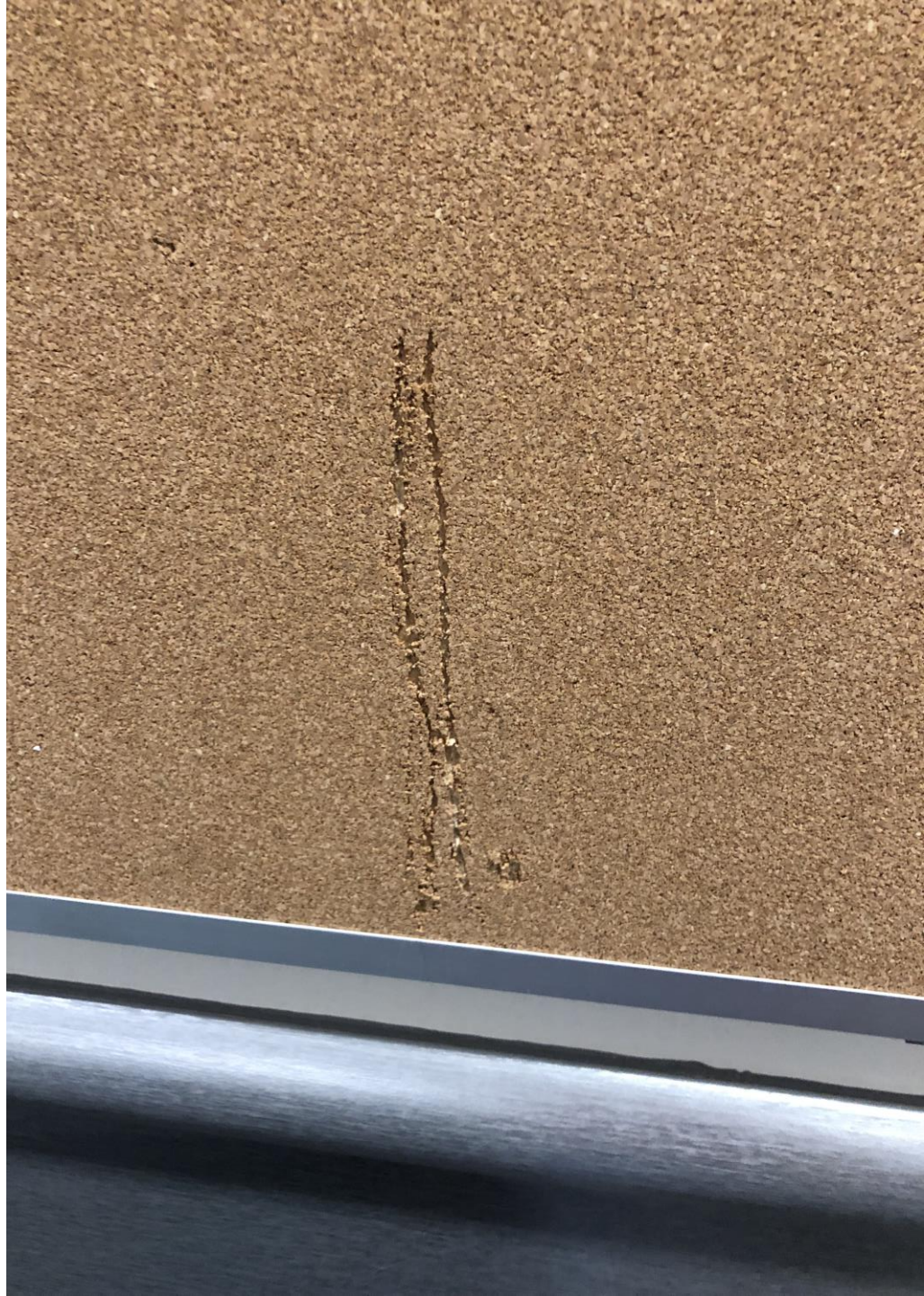
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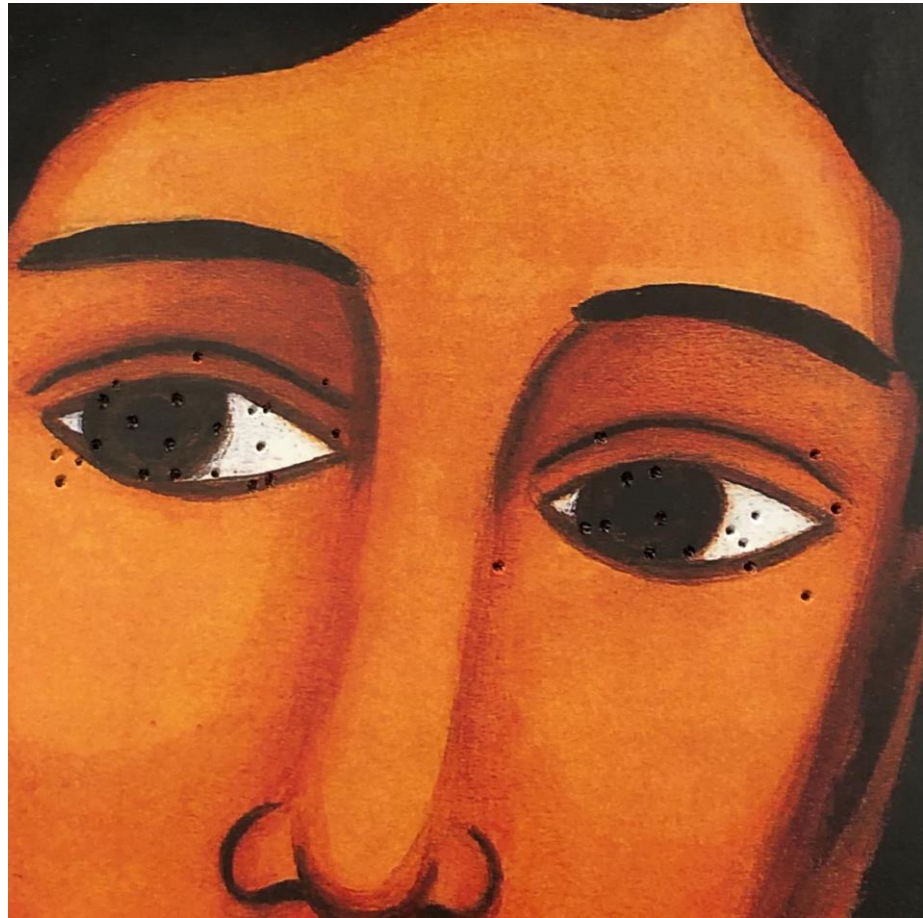


Second Targeted Bias Incident
in Neff Hall Classroom
27 November 2018

ck



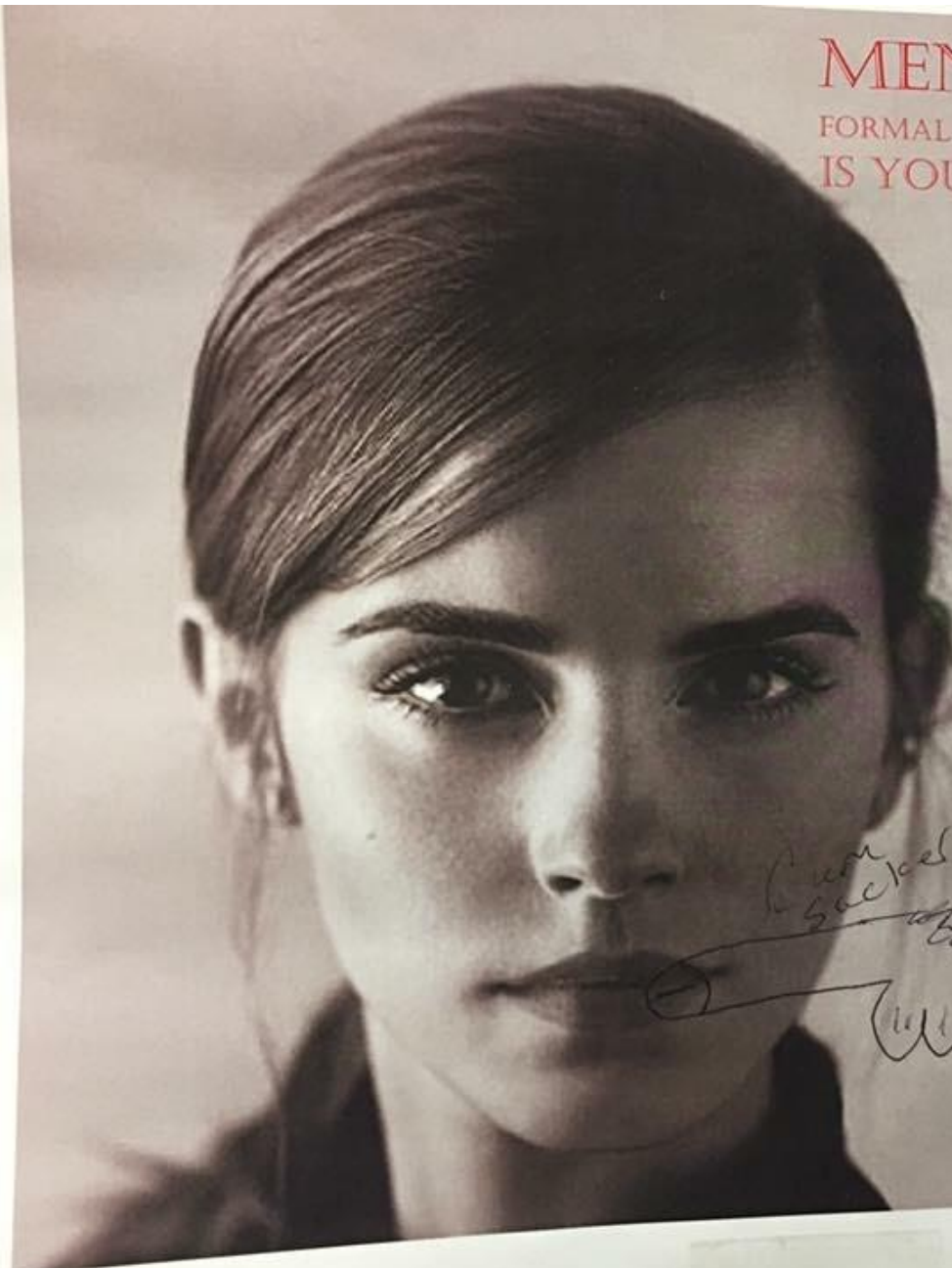
DOP: 11



Humar



Vandalism of Director's Office Door and
Online Harassment
During Fall 2016
(A Small Sample)



MEN, I WOULD LIKE . . . TO EXTEND YOUR FORMAL INVITATION. GENDER EQUALITY IS YOUR ISSUE, TOO. . . .

We don't often talk about men being imprisoned by gender stereotypes, but I can see that they are, and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive . . . to be strong. It is time that we all perceive gender on a spectrum, instead of two sets of opposing ideals. If we stop defining each other by what we are not, and start defining ourselves by who we are, we can all be freer

I want men to take up this mantle so that their daughters, sisters, and mothers can be free from prejudice, but also so that their sons have permission to be vulnerable and human too, reclaim those parts of themselves they abandoned, and in doing so, be a more true and complete version of themselves. --Emma Watson

Emma Watson
Liberal Arts Building
35F

YOU CAN START HERE:



No smart phone?
Visit the Liberal Arts Building 35F for more info.

Tweet



IPFWFeminismSucks @IPFWFeminismSUX

Let's get this party started yeah, let's get it started yeah! #LetUsLearn #TakeBackIPFW #FeminismSucks #OperationIPFWFeminismTroll



Verizon 5:55 PM 21%



 AnonymousFWIN @AnonymousFWIN

Anonymous

Tweets Media Likes

★ Pinned Tweet

 AnonymousFWIN @AnonymousFWIN · 3d

Flash Party at the Women's Department at IPFW on the 15th! Bring food and your best disguise! Anonymous costumes+++ #USAP #Anonymous



I'm thinking tonight is another good night for some ice cream and adopting more cats!

I had so many of my CUCK's Cum inside me last night that i have to cross my legs or it might all spill out, I'm hoping that [redacted] eats me out!

Let US Learn!
Absolutely nothing useful to a productive and logical career path that actually benefits humanity!

Do you ever get that disturbing feeling in your gut and start to question every decision you ever made... Oh well i better get back to the gentlemen's club so i can pay for this worthless degree.

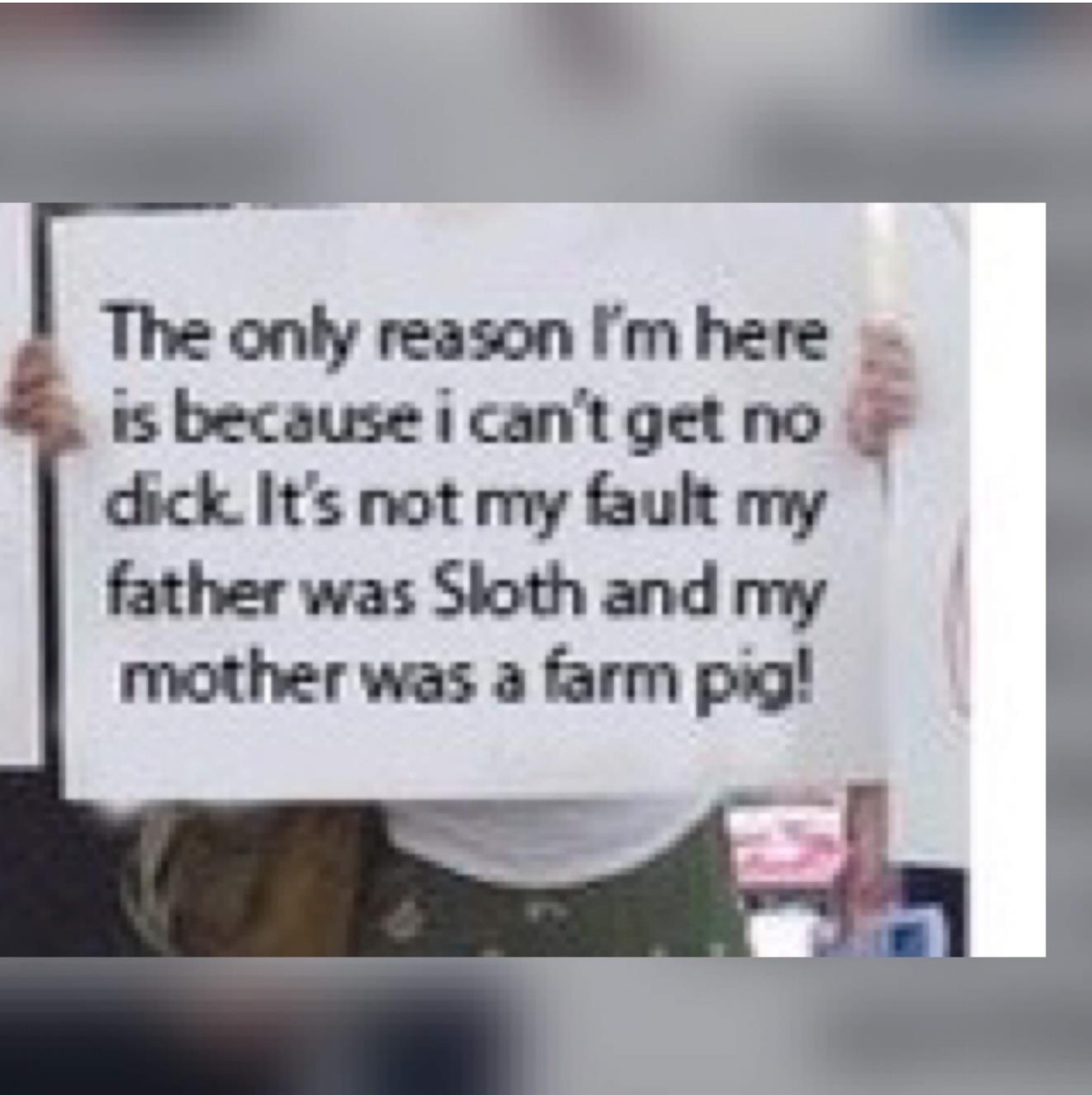
The only reason I'm here is because i can't get no dick. It's not my fault my father was Sloth and my mother was a farm pig!

Let US Learn!
Absolutely nothing
useful to a produc-
tive and logical
career path that
actually benefits
humanity!

Do you ever get that
disturbing feeling in your
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back to the gentlemen's
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I'm thinking
tonight is another
good night for
some ice cream
and adopting
more cats!

I had so many of my
CUCK's Cum inside me
last night that i have to
cross my legs or it
might all spill out, I'm
hoping that [REDACTED]
[REDACTED] eats me out!

A person is holding a white sign with black text. The sign reads: "The only reason I'm here is because i can't get no dick. It's not my fault my father was Sloth and my mother was a farm pig!". The person is wearing a white t-shirt and green pants. The background is blurred.

The only reason I'm here
is because i can't get no
dick. It's not my fault my
father was Sloth and my
mother was a farm pig!

Recurring Harassment of WOST Program Office
(basement of LA)
April-May 2018

FALL 2018

WOST 30100
Religion & Gender Justice:
Global Perspectives

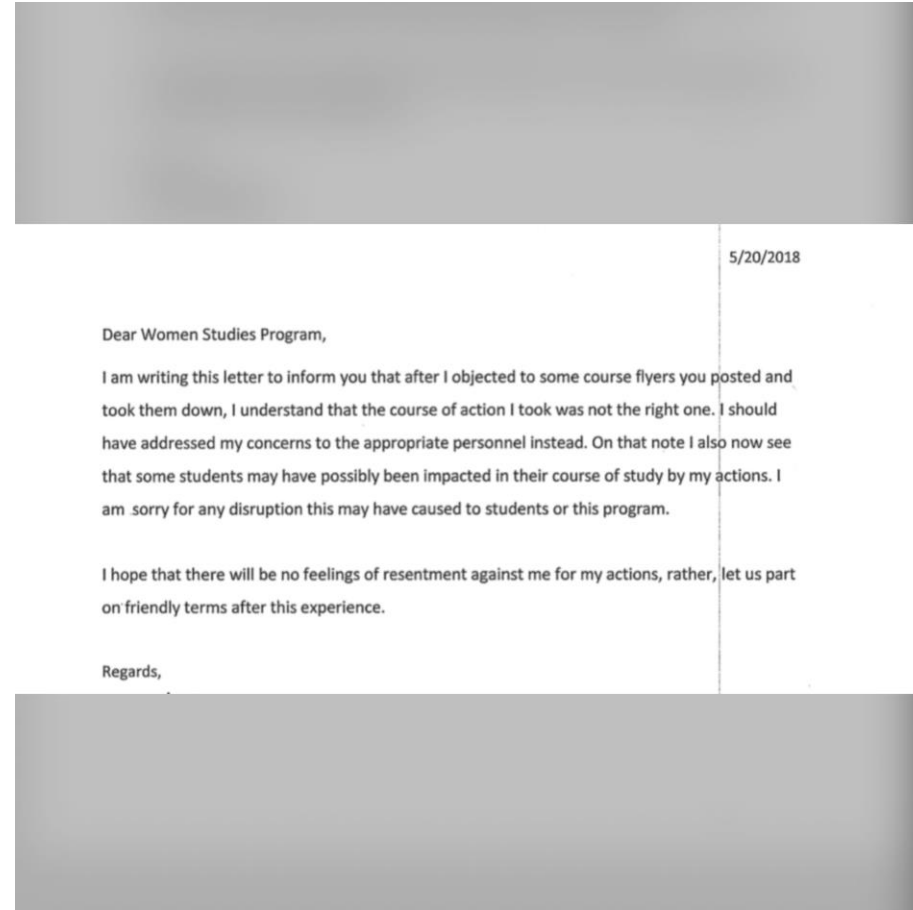


Section 06I | CRN: 14236
Online
Dr. Anika Tillard-Stafford

Fulfills Gen Ed Capstone and COAS Non-Western
Culture Requirements.



Apology deemed acceptable by the university for Spring 2018 harassment:

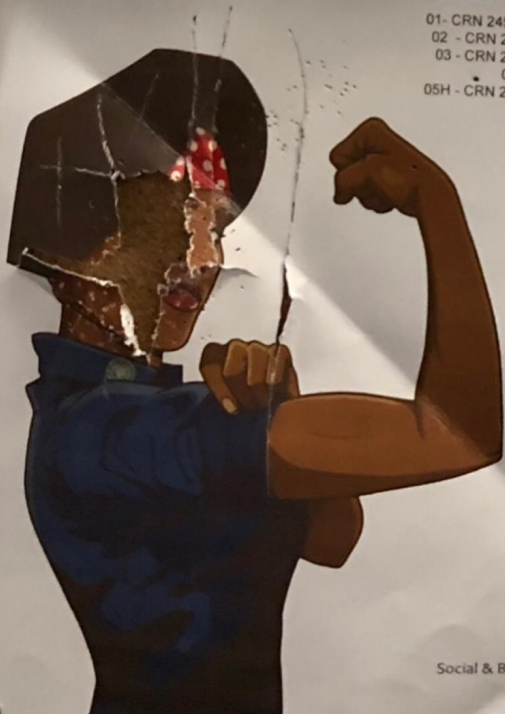


30100

Spring 2019

WOST 21000 Introduction to Women's and Gender Studies

- 01 - CRN 24568 - MW 3:00-4:15pm - Mannir
- 02 - CRN 24569 - TR 1:30-2:45pm - Badia
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- 05H - CRN 24571 - TR 1:30-2:45pm - Badia



DOP: 10-17-18



tural Studies



Fulfills Gen Ed Area B5
Social & Behavioral Ways of Knowing

Spring 2019

WOST 22500 Gender Sexuality & Pop Culture

01 - CRN 24572 - TR 1:30-2:45pm - Staff
02 - CRN 24573 - MW 4:30-5:45pm - Ashe
031 - CRN 24508 - Online - Beringer

Fulfills Gen Ed Area B6
Humanistic Ways of Knowing



DOP: 10-17



Do? 10-29-18
art by pixelwoffie

30100
**Transnational
Perspectives
on Gender, Sex
& Power**

031 - CRN 24511 - Online - Womack

Spring 20

Approved by COAS for the Cultural Studies
(Non-Western Culture) requirement
General Education Cap



DOP-10-17



2019

WOST 20100



Spring 2019

MAKE
AMERICA
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WOST 24000
**Feminist Perspectives on
Reproductive Justice**

DOP: 10-17-18



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Fulfills Gen Ed Area R7

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MEMORANDUM

TO: Fort Wayne Senate

From: Daren Kaiser, Chair Educational Policy Committee

Subject: Academic Calendar for 2021-2022

Date: 11/2/2018

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2021-2022,

BE IT RESOLVED, that the Senate approve the academic calendar for 2021-2022.

ACADEMIC CALENDAR FOR 2021-2022

Fall Semester, 2021

Monday	23 August	Classes Begin
Friday	3 September	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	7 September	Classes Resume
Mon.-Tues.	18-19 October	Fall Recess
Wednesday	20 October	Classes Resume
Tuesday	23 November	Thanksgiving Recess Begins After Last Class
Monday	29 November	Classes Resume
Mon.-Sun.	13-19 December	Final Exam Week/Last Week of Classes

Winter Inter-session, 2021-2022

Monday	20 December	Classes Begin
Thurs.-Fri.	23-24 December	Classes Suspended (Holiday Break)
Monday	27 December	Classes Resume
Thursday	30 December	Classes Suspended (Presidents' Designated Holiday)
Friday	31 December	Classes Suspended (New Year Holiday)
Monday	3 January	Classes Resume
Sunday	9 January	Last Day of Classes

Spring Semester, 2022

Monday	10 January	Classes Begin
Monday	17 January	Martin Luther King Jr. Holiday
Mon.-Sun.	7-13 March	Spring Recess
Monday	14 March	Classes Resume
Friday	15 April	Classes Suspended at 4:30 p.m.
Monday	18 April	Classes Resume
Mon.-Sun	2-8 May	Final Exam Week/ Last Week of Classes
Wednesday	11 May	Tentative Date of Commencement

Summer Semester, 2022

Monday	9 May	Summer Semester Begins
Monday	16 May	Summer Session I: Classes Begin
Friday	27 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	31 May	Classes Resume
Friday	24 June	Summer Session I: Classes End at 4:30 p.m.
Monday	27 June	Summer Session II: Classes Begin
Friday	1 July	Classes Suspended at 4:30 p.m. (Independence Day Weekend Recess)
Monday	4 July	Independence Day Holiday Observed
Tuesday	5 July	Classes Resume
Friday	5 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	21 August	Summer Semester Ends

Question Time

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

B. Buldt

Question Time

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

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

B. Buldt

	2012	2017	increase	%
VC's				
VCAA	128,725	202,490	73,765	57%
VCAA-A	129,183	164,081	34,898	27%
VCFA	185,924	191,991	6,067	3%
VCSA	123,951	147,468 (2016)	23,517	19%
				26.5%
Deans				
BUS	168,729	223,497	54,768	32%
COAS	148,168	169,014	20,846	14%
EPP	95,447	145,604	50,157	53%
ETCS	173,887	200,578	28,691	16%
HSS	120,306	141,335	21,029	17%
VPA	107,956	142,422	34,466	32%
Helmke	105,508 (base)	120,358	14,850	14%
DCS	101,480	116,732	15,252	15%
DoStudents	95,658	144,220	48,562	51%
Dir PP	124,265	150,613 (2016)	26,348	21%
				26.5%
Head Coaches				
	571,051	894,568	323,517	57%
Faculty				
BUS	119,558	131,799	12,241	10%
COAS	63,398	66,776	3,387	5%
EPP	92,862	97,752	4,890	5%
ETCS	118,711	125,263	6,552	6%
HSS	57,332	59,718	2,386	4%
VPA	62,241	64,845	2,604	4%
				5.5%

Sources

2012 and 2017 Salaries:

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

Athletics:

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

Question Time

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

A. Livschiz

Question Time

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

B. Buldt

Question Time

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

A. Livschiz

MEMORANDUM

TO: Fort Wayne Senate
FROM: Executive Committee
DATE: November 28, 2018
SUBJ: Purdue Fort Wayne Representative to the Purdue West Lafayette Faculty Senate

WHEREAS, The Fort Wayne Senate Bylaws state:

“7.2.2. In the event that the Purdue Senator vacates the position before the completion of a term, the Fort Wayne Senate shall elect a member of the Senate to serve for the remainder of the academic year. An election shall be conducted to identify a permanent replacement to complete any remaining years in the term.”

WHEREAS, The Purdue Senator resigned on September 10, 2018.

WHEREAS, No member of the Fort Wayne Senate has been nominated to fill the role after several calls for nominations.

BE IT RESOLVED, That the call for nominations for the Purdue Senator be extended to any tenured member of the Voting Faculty of Purdue Fort Wayne.

BE IT FURTHER RESOLVED, That the Executive Committee select the Purdue Senator among the nominees.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Executive Committee
DATE: November 28, 2018
SUBJ: Purdue Fort Wayne Representative to the IU Fort Wayne Faculty Council

WHEREAS, on November 26, the IU Fort Wayne Faculty Council requested “a representative from the Purdue [Fort Wayne] Senate to attend and participate in the Faculty Council as a non-voting member.”

WHEREAS, this representative will be responsible for communicating with the IU Fort Wayne Faculty Council and the Fort Wayne Senate and its Committees.

BE IT RESOLVED, That this responsibility should be shared by the Faculty Leaders.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Ann Livschiz
DATE: 10 December 2018
SUBJ: Resolution on Campus Climate

WHEREAS, the Women's Studies Program at PFW has been subject to continuous and escalating attacks on our campus; and

WHEREAS, bias attacks like these create hostile working and learning environments; and

WHEREAS, the current safety precautions and administration's responses are insufficient; and

WHEREAS, the current policies that deal with individuals carrying out acts of harassment and vandalism against Women's Studies' presence on this campus create an appearance that these acts do not warrant serious punishments; and

WHEREAS, Women's Studies faculty, staff, and students are not provided with "a safe and secure campus environment in which the educational mission of the University can be realized free of crime," a stated goal of the PFW Police Department; therefore,

BE IT RESOLVED, That the following measures be taken and reported back to the Senate by the April senate meeting:

1. Additional cameras need to be installed in the frequently targeted areas. (The areas will be identified by the police in consultation with the Director of the Women's Studies Program. For security reasons, possible camera locations will not be listed in this document.) Funds will be allocated by the university for the purchase of the necessary equipment.
2. Additional security measures will be developed for WOST classrooms. (These measures can include but are not limited to locks on doors.) The police will work with the Director of the Women's Studies Program. Funds will be allocated by the university for the purchase of the necessary equipment.
3. Members of the relevant campus organizations responsible for investigating and dealing with the perpetrators of such attacks will be required to attend a training workshop, dealing in particular with proper treatment of victims (e.g. "you are asking for attacks with posters that you make" is not an appropriate response) and institutionalized sexism.

The Director of Women's Studies or her designee will be consulted on and have final approval over the workshop that will be selected for this purpose.

4. Appropriate campus entities will revisit their current policies to make sure that the university's commitment to a safe campus is actually supported by the kinds of punishments in place for those committing violence and vandalism on campus.
5. The university administration will make public statements against acts of vandalism and violence on this campus, when Women's Studies or any other campus organization is the victim of attacks motivated by misogyny, racism, or other types of hatred.
6. The university administration will consider re-running the "See something, say something" campaign again to ensure that hateful attacks are reported in a timely manner.
7. The university administration will revisit the possibility of moving Women's Studies away from its current location (in the corner of the basement farthest from the Liberal Arts Building's entrances) to a location with more traffic.
8. The university administration will allocate resources to individuals and groups on campus who want to develop meaningful programming dealing with combatting hate.

BE IT FURTHER RESOLVED, That the following measures be taken:

9. Senate would like to encourage curricular and co-curricular faculty to discuss these incidents in their classrooms.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair
Graduate Subcommittee

DATE: October 18, 2018

SUBJ: Health Communication Certificate

The Graduate Subcommittee approved on October 18, 2018 via email the attached document regarding a Health Communication Certificate.

The committee finds that the proposed concentration requires no Senate review.

Shannon Johnson
Chair, Graduate Subcommittee
Walter E. Helmke Library

Approving:

David S. Cochran
Shannon Johnson
Tanya Soule
Brett Wilkinson
Chao Chen

Not Approving:

Hank Strevel

Abstain:

IPFW
Request for a New Credit Certificate Program

Campus: Purdue Fort Wayne

Proposed Title of Certificate Program: Health Communication

Projected Date of Implementation: Fall 2019

TYPE OF CERTIFICATE: (check one)

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

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

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

I. Why is this certificate needed? (Rationale)

A 2018 article in the Journal Gazette reported that between 2005 and 2015 the health industry in Allen County grew 30%, with 30,000 new employees working in the field (Blackman). While most think of doctors, nurses, surgeons, and pharmacists when thinking of health care related jobs, the industry is filled with patient advocates, health researchers, administrators, medical interpreters, etc., all jobs not requiring a degree in medicine.

Makary and Daniel (2016) found that the third leading cause of death in the United States is medical error. This definition may be vast, but their research pinpointed that systematic issues, such as when a patient is transferred from one specialty to another specialty, can cause a breakdown in communication, resulting in the death of the patient. JeriSue Petri (2018) shared that a majority of the medical errors occurring are a result of ineffective communication.

Can you imagine a doctor approaching you in the waiting room only to say “we weren’t told the patient was on blood-thinners, so he bled out on the table resulting in his death?” The health care system failed the patient and the patient’s family.

Another reason there is a breakdown in communication within the health care industry is based on the paradigm one uses to approach the field. Medical students may approach medicine as a science while therapists and care takers see health care as healing, which they see as an art; finally, there are those who approach healthcare as a business, worrying about the facilities bottom line. In these cases, the patient is the same but people taking care of the patient are coming from different perspectives. Individuals trained in health communication will be able to combine the perspectives to explain the patient their health needs, their health plan, and how to be able to afford and receive care.

To help address the systematic breakdown in communication as well as to be able to advocate for patients who can't advocate for themselves or even to teach doctors how to communicate with their patients, an interdisciplinary certificate in health communication is needed. Furthermore, with the arrival of IU Health to Northeast Indiana and the continuing expansions of the Lutheran Medical System and Parkview Hospital, the time is ripe in Fort Wayne, and for Purdue Fort Wayne, to implement this certificate.

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

Students can pursue a certificate in health communication by completing courses that fulfill the following tracks. (A sample list of courses based on tracks follows the application).

Tracks for all students include:

- Public Health
- Family
- Organizations
- Health Campaigns

Degree seeking students will be able to count courses towards certain majors towards the certificate program. For example, a masters in professional communication student can have 9 hours towards the certificate count towards their plan of study for successful completion of the program.

Curriculum will focus on the appreciative inquiry model set forth by the School of Nursing at the University of Virginia. Appreciative inquiry challenges students and professionals to "approaching challenging, high-stakes environments by encouraging positive energy, dialogue, inquiry and reflection to promote change, rather than by issuing mandates. We begin our conversations with a single, deceptively simple question: What do we look like when we're at our best?" (Accessed March 9, 2018). By centering curriculum around the appreciative inquiry, professors and students will be able to address the question "how can we change knowledge into behavior?"

Course work will include presentations, research, case studies, and reflection exercises. In a conversation with Petri, she said that the reflection strategy is where the transformation in health communication is taking place.

All students must complete and pass a thesis or project.

III. What are the admission requirements?

To be admitted to the certificate program, students must be accepted as a graduate, or non-degree seeking student at PFW. The certificate can be used as a post-bachelor's certificate or a supplemental certificate to one's graduate education.

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

Student outcomes are based on the Interprofessional Education Collaborative core competencies of practice from 2016.

By the time students complete the certificate, they will be able to:

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values.
 2. Use the knowledge of one's own role to aid medical professionals in appropriately assessing and addressing the health care needs of patients and promoting and advancing the health of populations.
 3. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
 4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.
- V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Learning outcomes will be assessed through two means.

First, to complete the program, students will have to demonstrate that they meet and exceed the outcomes by participating and passing a health scenario. The student will be assessed by 1/3 of the interdisciplinary health communication certificate committee and two outside representatives.

Based on student scores during the scenario, curriculum will be reviewed to strengthen curriculum towards a competency that has an 80% or below passing rate. An independent committee of health communication certificate faculty will assess the scores and make recommendations to the committee regarding strengths and weaknesses in the curriculum.

Second, surveys will be sent out every five years to graduates of the program. These surveys will assess if the certificate curriculum prepared them for their current position, has had an impact of patient/provider care, and assisted in bridging the gap between communication theory and health care.

- VI. Describe student population to be served.

The certificate will be opened to all graduate students interested in pursuing a job in the health field. Students must in be good standing to be eligible for the certificate program.

The certificate will also be opened to the general public. Interested individuals should apply to PFW as a non-degree seeking student.

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

This certificate will complement the department of communication, the College of Arts and Sciences, as well as PFW missions.

First, the certificate complements the department's mission by demonstrating how the "interdisciplinary nature reflects the complexity of a world facing challenges." The health field is in a state of flux as patients demand better communication from providers and how the make-up of patients is influencing communication. Furthermore, Fort Wayne is in a vortex of health epidemics (flu, opioids addiction, and IMR). By offering this certificate, the department will be equipping students with the knowledge and skills to help design campaigns, research solutions to health epidemics, and present information in an engaging manner.

Second, the certificate will complement the College of Arts and Sciences mission. The college wants to offer their students a diverse liberal arts education. This certificate will offer current and potential students with knowledge from various fields (Public Policy and OLS to begin) in how they approach and study health increasing a student's breadth of knowledge. The certificate will also showcase how COAS students can communicate effectively and develop solutions to current and future problems.

Finally, the certificate will promote the university's mission. PFW wants to be known as the hub in Northeast Indiana for cultural, intellectual, and economic global competitiveness. Offering a certificate will attract potential students as this certificate will provide them with the skills and knowledge to work with various communities within Indiana, the Midwest, or countries around the world. Having a certificate in health communication would also help and support the growth of the health care industry in our region. We will be able to keep a lot of our alumni local as they continue to work towards making Northeast Indiana a healthier environment.

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

Because the nature of the certificate is interdisciplinary, many degree granting programs across the university will be impacted by the certificate offering. Programs in the College of Arts and Sciences as well as the College of Education and Public Policy and College of Engineering, Technology, and Computer Science have programs that currently, or in the past, have offered courses that will enhance the program.

One goal of the certificate program is to offer additional tracks as the certificate program grows. One track will incorporate more informatic based courses as the area of Health and Informatics continues to grow and flourish in the field of communication.

The College of Education and Public Policy could see their public policy program and some of the education courses benefitting from this certificate. Master of Counseling students may find the skills and knowledge from the certificate program to be beneficial when seeking positions within the counseling field.

The College of Engineering, Technology, and Computer Science should also benefit from the program. This impact may be seen more in the Organizational Leadership program, as courses such as Health Safety and Security will be more in demand.

At some point, I would like to work with the Office of International Affairs to set-up a summer exchange program where I (or someone else) can lead a group of students in studying health issues in other countries. This program will expose students to the diversity of how countries/doctors approach health as well as how health problems are communicated to the general public. The Department of Public Health at Purdue West Lafayette started an exchange program last year and I propose using this program as a model for a future PFW program.

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

Based on this proposal, at some point high-tech televisions and computers may be needed in order to stay abreast of and keep up with new health care technology as well as compliment and support a health informatics program.

I propose the Department of Communication house the certificate program, so no new advisor or chair will be needed. However, as the demand for the certificate grows, a faculty line in Public Relations will be needed so that a health campaigns track can be offered and so that a health communication minor can be offered for undergraduates.

- X. A Liaison Library Memo
See document at end

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

As I (Sarah Symonds LeBlanc) have researched and met with members of the community, the reception of the health communication certificate idea has been warmly accepted. JeriSue Petri, Chair for the Council on Professional and Faculty Development, member of the Association for Hospital Medical Education, and alumna of IPFW, says that Fort Wayne, much less other areas of the country, needs this program. With successful implementation and growth of the program, we could possibly present the program as a model for other universities at national conferences, such as for the Association for Hospital Medical Education.

But on a local level, Fort Wayne is the hot seat of health epidemics. This could be where the high demand of trained health communicators could flourish. The Pre-Natal and Infant Health Network is working on decreasing the infant mortality rate. The Opioid Task Force is investigating ways to fight the opioid and heroine epidemic. The Children's Health Initiative Program is working to implement programs on early childhood and pre-K access, focusing on issues such as toxic stress, poverty and children, social determinants, importance of early childhood development, and advocacy. All these programs and crises can use trained communicators to assist in their efforts.

This program could strengthen partnerships between major health providers such as PFW and Parkview, Lutheran, and IU Health. It will also build and strengthen relationships with the Allen County Department of Health, many non-profits, and educational programs such as the Fort Wayne Medical Education Program.

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