

Minutes of the  
First Regular Meeting of the Second Senate  
Purdue University Fort Wayne  
September 9 and 16, 2019  
12:00 P.M., KT G46

Agenda

1. Call to order
2. Approval of the minutes of April 8 and April 15
3. Acceptance of the agenda – K. Pollock
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 (Senate Reference No. 19-1) – A. Nasr
6. Special business of the day
  - a. Memorial Resolution (Senate Reference No. 19-2) – S. Rumsey
  - b. Memorial Resolution (Senate Reference No. 19-8) – S. Carr
  - c. Presentation on Robert’s Rules
  - d. Strategic Planning Update (Senate Reference No. 19-9) – J. Malanson
  - e. Annual Report on the Budget (Senate Reference No. 19-10) – D. Wesse
7. Committee reports requiring action
8. Question Time
  - a. (Senate Reference No. 19-3) – S. Carr
  - b. (Senate Reference No. 19-4) – A. Nasr
  - c. (Senate Reference No. 19-5) – A. Livschiz
  - d. (Senate Reference No. 19-6) – A. Livschiz
  - e. (Senate Reference No. 19-7) – L. Lin
9. New business
  - a. (Senate Document SD 19-1) – S. Carr
10. Committee reports “for information only”
11. The general good and welfare of the University
12. Adjournment\*

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

---

Presiding Officer: A. Nasr

Parliamentarian: C. Ortsey  
 Sergeant-at-arms: G. Steffen  
 Assistant: J. Bacon

Attachments:

“Report on Senate Documents” (SR No. 19-1)  
 “Memorial Resolution-Avon Crismore” (SR No. 19-2)  
 “Memorial Resolution-Irwin Mallin” (SR No. 19-8)  
 “Question Time – re: VCAA Recommendations for Reappointment and P&T” (SR No. 19-3)  
 “Question Time – re: Closing of College TV” (SR No. 19-4)  
 “Question Time – re: Cancellation of College Access Television (CTV)” (SR No. 19-5)  
 “Question Time – re: High Level Searches” (SR No. 19-6)  
 “Question Time – re: Diversity” (SR No. 19-7)  
 “Changes to Academic Programs and Structures” (SD 19-1)  
 “Strategic Planning Process Update” (SR No. 19-9)  
 “Annual Report on the Budget” (SR No. 19-10)

Session I  
 (September 9, 2019)

Senate Members Present:

J. Badia, S. Betz, J. Burg, S. Carr, D. Cochran, A. Coronado, K. Creager, J. Creek, K. Dehr, Y. Deng, H. Di, S. Ding, C. Drummond, J. Egger, C. Elsby, R. Elsenbaumer, R. Friedman, M. Gruys, J. Hersberger, M. Johnson, M. Jordan, D. Kaiser, J. Khamalah, C. Lee, J. Lewis, A. Livschiz, L. Lolkus, A. Marshall, J. Mbuba, A. Mohammadpour, J. Nowak, H. Odden, M. Parker, K. Pollock, S. Randall, N. Reimer, M. Ridgeway, S. Rumsey, G. Schmidt, S. Stevenson, R. Sutter, J. Toole, R. Vandell, L. Vartanian, N. Virtue, D. Wesse, K. White, M. Wolf, N. Younis

Senate Members Absent:

A. Bales, Z. Bi, K. Fineran, L. Lin, A. Macklin, J. O’Connell, G. Petruska, R. Stone, A. Ushenko, E. Win, M. Zoghi

Guests Present:

S. Alderman, A. Benito, C. Boulrisse, N. Borbieva, L. Bure, K. Burtnette, S. Buttes, L. Clark, R. Clark, J. Daniel, J. Flores, T. Gasnarez, K. Hartley, J. Hill-Lauer, C. Hine, D. Hoile, M. Kelsey, C. Kracher, C. Kuznar, B. Lohmuller, E. Merritt, S. Roberts, D. Smith, C. Springer, S. Troemel, L. Wark

Acta

1. Call to order: A. Nasr called the meeting to order at 12:00 p.m.
2. Approval of the minutes of April 8 and April 15: 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. IFC Representative:

J. Nowak: Good Afternoon and Welcome Back!

This year holds promise to be a significantly good one with a strong freshman enrollment once again for Purdue University Fort Wayne. Our decision, acceptance, and movement to join the Horizon League next year and compete with the likes of Cleveland State, Northern Kentucky, and IUPUI should help us build stronger rivalries with schools closer to home and lead to our student athletes being present for class on campus more often. In addition, regional name recognition combined with strategic recruitment efforts for more out of state students to join our ranks in Fort Wayne is likely going to be positive outcome.

The search for a replacement for Blackboard has been finalized and Adam Dirksen, Director of CELT, and others from ITS and CELT will no doubt be sharing updates as we progress towards a full migration to the D2L Brightspace LMS platform.

We also experienced a year in which we received both a “recognition or dividend” payment and a base merit pay increase. After several years without salary increases the efforts in this regard by our Chancellor and Administrators that coincide with the hard work and efforts on the part of our faculty and staff are certainly appreciated.

Yet, while there is much reason to be optimistic, there are some challenges and adversity we must face together as well. Today we will be hearing concerns raised related to the sudden closing of College Access TV over the summer. While not an academic unit, College Access TV had an academic component and longstanding ties as a valued partner working together with many academic departments, faculty and students for the educational and social betterment of our University. The lack of input sought by the administration of our faculty challenges our right to demand more transparency and partnership in shared governance in all areas where curriculum and academic programming are concerned.

Perhaps the greatest challenge before us at this time is student retention. We have seen substantial and positive growth in recent years in our ability to take our juniors and seniors and see them through to a timely graduation. While

something to tout, along with our strong freshman enrollment, we need to work together and seek to retain a larger percentage of our incoming students. I look forward to future discussions on strategies for how we may improve retention and student success. I hope that you will join me in reaching out to our faculty and instructors as we seek pedagogical interventions to help our students, many of whom are first generation college students, successfully navigate their way to a degree from Purdue University Fort Wayne.

While perennially seeking ways of improving our campus climate, we need to remain cognizant that we are not alone in serving great students on this campus. Together with the Indiana University Fort Wayne faculty, our hallways are traversed by students who partake in many of our general education and some upper level courses while seeking a degree from Indiana University. With that reality in mind, I attended another IU Faculty Council meeting on Friday. Their leadership requested that I share the following with you:

- IUFW faculty are holding a student call out session to invite IUFW students to join the IUFW Student Governance Organization (SGO). Students who are interested in participating in the SGO will elect a Student President who will be encouraged to attend IUFW Faculty Council and Assembly meeting as an affiliate member.
- IUFW Faculty Council will soon have a webpage that will include relevant council information such as their Constitution, Bylaws, officers and voting members, committees' descriptions and members, meeting agendas and minutes, and annual report, etc. A webpage for the IUFW Staff Council is currently available.
- An IUFW Faculty Council Assembly Open Forum will be held on Nov. 22nd. IUFW Faculty are encouraged to address questions and present suggestions at the open forum.

Our Indiana University colleagues and students shared they are appreciative of our efforts to join with them to work together to make the Fort Wayne campus a premiere destination for all our current and future students, graduates, and alumni.

Thank you

b. Deputy Presiding Officer:

J. Toole: Thank you. I will keep my remarks short. I am honored to serve as a faculty leader and subscribe to do my very best this year, and next year as well. I served from 2002 to 2012 on the Senate, so it has been a while since I have been on it, but it is good to be back. I believe strongly in shared

governance. This is a difficult time for universities like ours, and I will do my best to help faculty and the administration work together as we face upcoming challenges, and, I hope, upcoming opportunities. I hope that we can move forward in a spirit of mutual respect for one other and for the institution and processes of shared governance. Please get in touch with the faculty leaders if you need us to help, and certainly get in touch to share your views on university affairs and faculty's role in those affairs.

5. Report of the Presiding Officer (Senate Reference No. 19-1):

A. Nasr: Thank you for being here today. I have the honor and privilege to be the Presiding Officer of this year's Senate. I really don't have much to say in terms of my position here except for that we are going through some major challenges.

Allow me to introduce myself; first of all, my name is Assem Nasr. I am from the Department of Communication. My reason for throwing my name in to be elected as Presiding Officer is kind of selfish. Selfish for the reason that I found myself coming to this campus feeling demoralized and feeling kind of heavy. We have had very tough conversations before, and we still will have tough conversations.

The thing is, with Rachel Hile not being the Presiding Officer, as my predecessor, this kind of really exacerbated the situation, for me at least. I am speaking from a personal perspective. So, I come here before you, and I thank you for allowing me this position, and I realize that I may not have the extensive experience that people before me had in this position, but I will do my best to keep this as an open conversation. I will do my best to serve you. My main priority, selfishly, not that I can singlehandedly do it, is for me to make this campus better and for me to come to campus and enjoy my day wholeheartedly. Pretty much, like what you want to do. Pretty much, like what you aim to have as your stake in this notion.

So, thank you for being here. Thank you for your voice. I will always serve the Senate. I am an advocate for your voice, but I also ask that we understand that we have great differences. That we are moving forward and the only way to move forward is to acknowledge these differences, and work with these differences. Let these differences be our strength. We are a university, and I find it so inspiring that I work among people like you. That I work with the students that we all work with. So, our benefit is not just to our departments, to our units, to my own discipline. The benefits go for the community at large.

I will now step down from my soapbox. I know we have a lot of things to do, but I ask for transparency, I ask for clarity, I ask for respect, and I ask for understanding.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 19-2) – S. Rumsey

S. Rumsey read the memorial resolution for Avon Crismore. A moment of silence was observed.

b. Memorial Resolution (Senate Reference No. 19-8) – S. Carr

S. Carr read the memorial resolution for Irwin Mallin. A moment of silence was observed.

c. Presentation of Robert's Rules – C. Ortsey

Please see attached PowerPoint.

M. Wolf: On that point four of suspension, is that one on one or carte blanche? Can we move at this meeting for the rest of the year or is this specific to each meeting?

C. Ortsey: It goes to the end of the meeting and then you would have to approve it for the next meeting. The body as a whole can suspend many rules, but not all of them.

D. Kaiser: Just for some clarity. We are generally not supposed to speak more than twice, but it is not like you are saying asking for questions and clarification is not really speaking?

C. Ortsey: Correct. That is not speaking.

D. Kaiser: So you are not allowed to give five speeches.

C. Ortsey: Not on the same topic.

D. Kaiser: But you can ask questions.

C. Ortsey: Right. Absolutely. It has to be on the substance of the motion. Making a motion on a vote does not count as speaking. It is only talking on the substance.

d. Strategic Planning Update (Senate Reference No. 19-9) – J. Malanson

Please see attached PowerPoint.

N. Virtue: Will we be allowed to choose the aspiration that we get to work on?

J. Malanson: No, because if we let people choose as they are coming in then we can't guarantee a representative sample across the university. What is going to happen is that we are going to pre-assign people to tables and at the beginning of the event we will have one person in each quadrant pull out of a hat what aspiration that quadrant will work on. So we are not pre-assigning the aspiration for each quadrant. We are just pre-assigning people to tables.

N. Virtue: I think that is going to replicate some of the problems that took place at the last Strategic Planning event, where, in my opinion, people that are most qualified to speak to a specific topic or area were dispersed in a way that made the process almost meaningless to me.

J. Malanson: The steering committee talked a lot about this and how to balance it. First, the goal is to make sure we have a representative sample in each area. So, we want a mix of faculty, staff, and students from across the university weighing in on each aspiration. Second, someone who is an expert in student success, we certainly want to hear their voice on student success, which is why we had those individual activities so that everyone could have that voice. But, someone who is not in student success, their opinion matters just as much on diversity, inclusion, community engagement, and quality of place. We want to make sure that we are hearing from people who are experts in different areas, but it is important that we have that diverse set of feedback.

N. Virtue: Thank you, but I respectfully disagree with that.

S. Carr: So, on the day of a planning session, will there be opportunity for Q&A?

J. Malanson: With regard to what?

S. Carr: If there is any discussion about what is happening that day.

J. Malanson: If there is some time at the end, we could potentially do some Q&A. We do not have that currently built-in to the plan. We want to make sure we are giving people as much time as possible to engage in discussion, but if we finish early, we could have some time for it.

A. Nasr: One of the challenges that I saw at our table was that we sometimes didn't quite have the same understanding of what a word is. I guess there was a lot of that simply because one was a buzzword and the other was not. What kind of method would you propose we do for that to make sure we clarify?

J. Malanson: The strategic plan has been in public circulation since a version of it was distributed in late March-early April. The finalized plan has been out since mid-April. I will be sending the consolidated plan out again tomorrow, along with the rsvp. If people have questions about the definitions of things they can ask those questions ahead of time. Finally, in the room with us will be most members of the aspiration planning team. So, if legitimate questions do come up about what something was intended to mean then we have the experts in the room. I am not going to engage in any pre-discussion about that might be controversial, but there will be opportunities to get their interpretation of these things.

D. Kaiser: Are you saying that with these aspirations there is somehow going to be a narrowing down of the strategic plan from this process? How does that happen? What is the criteria of if something is going to be left in or not?

J. Malanson: That is to be determined by the people in the room on Friday.

D. Kaiser: But they are all working on different things.

J. Malanson: Each quadrant will be working on a different aspiration, so the goal will be to have different people in the room talking about the activities we set up to help them develop a more informed understanding about the activities and aspirations. This will help them make more informed decisions about which ones we should be moving forward with in the next five years, but then also it will be giving each individual an opportunity to express their opinions and share their expertise on which activities across the whole plan they think are the most important.

D. Kaiser: I am not trying to be a pain in the ass. I am trying to understand who decides then on what is going to be implemented.

J. Malanson: So, anyone that came on January 11, we used software to allow the room to provide live real time information to the room as people were engaging in discussion and coming to determinations. You could see in the room where the room was as all of these conversations in the room were happening at these tables. We are going to be doing something similar on Friday so that we can see the room in real time where each table is at on what they think is most important. Ultimately, the room on Friday will make a series of recommendations to the university leadership team on what that final twenty or so should be. If there is consensus in the room on here are the twenty-seven that we should think about moving forward with then that leadership team, which has representation from the chancellor, vice-chancellors, academic deans, and faculty leaders (Assem, Jamie, and Jeff), they will then kind of narrow that down a little further.

G. Schmidt: So we had ninety-two strategic activities and we got that down to forty, and now it is going down to around twenty. From a feasibility perspective, I understand that that seems to make sense, but what about the concerns that people have of some things getting dropped? Is there a way to bring those people in? Is there something that can happen? Or have we already been dropped down to that?

J. Malanson: Like I said, the way the teams did the work is that in areas where there was duplication across different parts of the plan it was easy enough to eliminate certain things. Another thing that happened is that a lot of that stuff that is no longer in the top forty has been resituated to be an action item under the activities that remain. So if you were really attached to a particular strategic activity and don't see it in that top forty then more likely than not it is going to be an action item underneath something that still remains. So, nothing has gone away. Nothing is off the table for



activities. It is just that the teams made decisions that we need to label the activity that is going to move forward, but we can have action items underneath it.

G. Schmidt: Another question I have on strategic initiatives is how is this going to be tied to funding or other feasibility? Because if we pick the twenty most expensive choices, is that actually reasonable to put forward? How exactly does that work?

J. Malanson: The first activity that we are going to do is an actually ranking of the activities within the aspirations on impact and achieving that aspiration, as well as which ones are the most difficult to implement. So, under difficulty might be time, resources, money, and other things. Part of that conversation then becomes that if we said that these five are going to be super difficult to implement and these five are going to be a lot easier to implement then which mix of those should we move forward. Now it could be that the room says that the five most difficult will also have the most impact and so we should move forward with those.

e. Annual Report on the Budget (Senate Reference No. 19-10) – D. Wesse

Please see attached PowerPoint.

J. Hersberger: First, I apologize if this is obvious to others, but do the revenue sources include money from IU for general education courses?

D. Wesse: We do subtract that IU revenue out.

J. Hersberger: Is it in the other section of that pie chart?

D. Wesse: We didn't break it down in the pie chart.

S. Troemel: Does that reflect the loss from the city of Fort Wayne for closing down Cable TV?

D. Wesse: This is from before June 30.

7. Committee reports requiring action: There were no committee reports requiring action.

8. Question Time:

a. (Senate Reference No. 19-3) – S. Carr

1. For the 2018-19 academic year, how many favorable recommendations at the lower levels for candidates, either for reappointment or for promotion and/or tenure, did the Vice Chancellor for Academic Affairs then overturn on the basis of reasons other than candidate performance?

2. When the University dismisses or fails to reappoint a faculty member for reasons other than cause, does that faculty member have access to review procedures consistent with those outlined in AAUP's Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments (attached)?

S. Carr: I would like to move this question down because I know a number of people are here because of interest in CTV and there are a number of questions that address that. Out of courtesy of visitors that came here for that I will move this below the CTV questions.

Motion to move SR No. 19-3 below the CTV questions on the agenda passed on a voice vote.

b. (Senate Reference No. 19-4) – A. Nasr

In June 2019, my department chair announced to faculty that the university has decided to shut down College TV (CTV) within days of the announcement. Such a move comes as a complete surprise: an action that the administration has taken without involving the affected parties such as departments, faculty, and students, and without appropriately weighing the consequences of CTV's closure or the value that it added to students, programs, and the campus. Could I kindly ask for a response to the following questions?

1. What informed this decision?

2. According to SD 15-16:

"[...] be it resolved that: The President, the Provost, the Board of Trustees, Chancellors, and the rest of the Purdue administration develop and announce all major changes that affect scholarship, teaching, and organization of Purdue while the University Senate and the regional campus Faculty Senates are in session."

a. How is making the decision and completing the shut-down of CTV reflect the above statement from SD 15-16?

b. How does this comply with the administration's commitment to shared governance?

3. How does the administration regard the Senate? What meaning or role does the Senate body have if its resolutions such as SD 15-16 do not bear any significance on how decisions are made?

M. Wolf: Can I make a motion that the presiding officer and DPO is empowered to suspend the second comment rule on the fly?

C. Ortsey: For the comments?

M. Wolf: Yes.

C. Ortsey: It will require unanimous consent to allow that to happen.

M. Wolf: So moved.

C. Ortsey: I hear no objections.

Motion to suspend second comment rule passed on a voice vote.

R. Elsenbaumer: Good afternoon, and thank you for letting me respond to this question. Before I do respond to the question, I would like to make a comment that these answers have been reviewed and approved by the leadership team of our vice chancellors. They have collectively put this information together for me to provide to you.

1. The decision to suspend College TV and rethink its management and operation in light of its intended purpose and mission, was based on a number of variables:
  - a. The operation, and its technology platform, are not a strategic priority for the evolving strategic plan for the Office of Communications and Marketing. Resources are being strategically redirected to much higher impact outlets such as web, digital, social media, earned media, and print in order to more adequately and appropriately promote Purdue Fort Wayne's students, faculty, and staff, as well as to fully support the university's emerging strategic plan.
  - b. Within the Marketing and Communications administrative unit, the cable-access operation was not a strategic initiative and in today's world, serves no discernable or demonstrable communications or marketing purpose. As an educational TV cable-access channel, it was not intended to do so. If it has any perceived value as an academic enterprise, then it was clearly misplaced within the Marketing and Communications administrative operations.
  - c. Purdue Fort Wayne is one of four universities that had access to the Educational TV cable access channel. The vast bulk, burden, and expense of production and programming was absorbed by Purdue Fort Wayne; an unequitable financial and operational situation.
  - d. The audience for cable television has significantly declined in recent years as more and more people have turned to streamed programming, social media, YouTube, and other web sites for entertainment, news, and educational information. Additionally, there is a supposition that the cable-access channel had viewers; no data was ever presented to support that the cable-access operation had any external viewers.
  - e. Today's GenZ students and prospective students engage only minimally with cable television—especially cable access—and instead get most of their news and information on their mobile devices from the web and social media.

- f. There is no data to support that there was an external audience or engagement for College TV.
  - g. Much of the programming on College TV was outdated or irrelevant to a higher education setting.
  - h. The university has an excellent relationship with the PBS station that is housed on the university's campus. We will continue to devote time and energy toward building stronger linkages with PBS-39. This has come at their repeated requests.
  - i. It should be noted that in the almost three months since the operation was suspended there has not been even one call, email, or social media post that we have received from a community viewer.
2. Regarding SD 15-16:
- a. The decision to suspend the College TV operation was an administrative decision that does not fall within the purview of SD 15-16. Leaders of administrative units that report up to the Chancellor are charged with managing their staffing, operations, and programs in a strategic, responsible, and cost-effective manner that advances the university and contributes to its success.
  - b. Shared governance is sometimes interpreted as shared management, which is neither feasible nor productive. It is the responsibility of Vice Chancellors of administrative units to lead and manage those units in a manner that embraces sound business practices, promotes good stewardship, advances the institution in meaningful and accountable ways, and inspires innovative thinking.
3. The administration certainly has respect and regard for the Faculty Senate. The Faculty Senate has a responsibility and obligation to ensure that the university sets policies and practices that develop and deliver outstanding academic programs that create a remarkable student experience, that contribute to student retention, and that ensure student success after graduation. It should be noted that the cable-access operation was housed and managed in an administrative unit of the university. It was not an academic program, nor was it housed in an academic unit of the university.

Now, having said all of that from an administrator's view point, I fully respect that there is another side of this equation that might present a real opportunity for those who feel passionate about the original mission and vision of an educational TV channel. If it is viewed as an academic operation, then it belongs in the academic enterprise. In that regard, I praise those faculty members in our Communications Department who are working in partnership with the other academic institutions, and the city to re-envision the educational purpose of College TV. I have seen draft agreements prepared by this consortium and I am

encouraged they are on the right track to pursue a true academic mission and public educational purpose.

Thank you.

J. Toole: Is there any discussion?

A. Nasr: Yes. I just want to note that Bernie, Michelle, and Scott all have speaking privileges.

M. Parker: What are the numbers impacted by this decision?

R. Elsenbaumer: I don't have those numbers with me, but they were systemic. Let me ask if Josh could please give us that question and I will get an answer for you. A very specific answer.

(Answer provided at September 16 meeting). The College TV operation total expense last year was \$528,000, included Communications and Marketing funding of \$318,000 and grant funding from the City of Fort Wayne totaling approximately \$210,000. As a snapshot, in a typical week from last Spring, the breakdown of programming included only 26 percent devoted to educational content – either lectures or presentations. The balance of programming included 33 percent devoted to entertainment, sports, and Continuing Studies, and 41 percent devoted to a NASA feed.

J. Hersberger: I will just say that I am happy that Communication Department faculty and other faculty are involved in an effort to reinvent this. My question is that to me it seems like an odd thing to shut it down in the summer and then say “you guys can go reinvent it if you wish.” I am wondering what the process was that led to this.

R. Elsenbaumer: Sure. I am happy to answer that question, and it may not be sufficient. We will happily provide additional information. This is not an action that was taken instantaneously. In fact, it was something that I reviewed when I first came here. When Jerry came on board, I asked him to review College TV for over a year; about fourteen months. He did give me an update and a decision on what we were going to do with that operation. That decision was timed to impact next year's budget. That is not everything that went into that decision, but that is part of where we were in that process.

J. Hersberger: I appreciate that response. But, was there any discussion with the larger community, meaning the faculty and the students, about this in those fourteen months?

R. Elsenbaumer: We will come back and give you an answer to that. Josh, I will have to consult and give an answer.

(Answer provided at September 16 meeting) When the Office of Communications and Marketing was established last year, all elements of the new standalone unit were up for review. Input regarding Communications and Marketing, including usage and perceptions of College TV, was elicited from a few deans, vice chancellors, and faculty members, mostly including in the Department of Communications and the Division of Continuing Studies, both of whom were involved in the College TV studios and programming, as well as supervision of students.

J. Toole: I am treating that as a follow up to Jim's first question.

A. Livschiz: I have two comments and an actual question.

I appreciate that it was the chancellor giving this speech because, of course, he is the smiling public face of our institution. But, I hope that everybody that was listening to it heard that one of the things inserted into that statement was a profound insult to everybody on this campus who has worked really hard to provide programming that was then used for ICT, and, of course, to all the people who work there who made that possible. To refer to TV as outdated as a medium and to then suggest that everything that was on CTV was irrelevant and outdated is just so insulting, right? It is so profoundly insulting. I don't want to make this personal because I am one of the faculty that is involved in providing content, but even if I wasn't, Jesus Christ, that is insulting.

The other quick thing is that you talk a lot about how well thought out this is and how what an important measure this was for financial reasons and yet when asked, "How much money did you save?" "Oh, a lot." But, you don't have the specific numbers. This is actually related to the statement about respecting us as a body. Was it really unpredictable that somebody here today, given the fact that there are two very detailed questions about CTV submitted for this, that nobody would actually ask a question about the financial impact? The fact that you don't have an answer to this really raises questions about how well thought out this actually is, right? So, the nature of the process and this idea that it is carefully reviewed for fourteen months, I would love to know what actually went into the reviewing of this process. Was it just quiet observation? It appears that so many of the issues that have been raised since the closure have come as a complete surprise, but then are said to be totally reasonable. To then invoke the strategic plan, when I thought we have not finalized the strategic plan, as a way to imply that CTV is violating our strategic vision, how is that actually possible if we haven't voted on what our strategic vision is? It is not only CTV, but just more broadly, it symbolizes the flaunting of so many of the things that are supposed to be important about our institution and the way that our institution functions.

So the actual question is what was the nature of the review? What happened in those fourteen months? Was CTV aware that they were being reviewed? Were they being told about areas in which they needed to improve? Were they given metrics of some sort that they were supposed to measure up to in those fourteen months so that the

decision could be made to fire them a week before raises would be given to everybody else on campus?

R. Elsenbaumer: I will apologize for saying irrelevant. I did not mean it that way, but I do apologize.

A. Livschiz: All of the vice chancellors approved that statement. You said earlier that all of the leadership team carefully drafted and approved that statement. That is not an accident. I do not believe for a moment that that remark was an accident. Words have meaning.

N. Virtue: So you are not going to answer any of these questions? You are just going to record them and answer them later? That seems unusual, but I will ask my question. Other people are addressing the why of this decision, and you have addressed that in your comments. I am particularly interested in the comment that you made about shared governance not being shared management, and your elaboration on that distinction sounded very business-like to me. You said that from a management perspective the first thing that you mentioned was a sound business practice. You are entitled to use the kind of language that you use. However, I want to get at the fact that there were human beings involved that serve this community for many many years, and many years longer than you yourself or the people that made this decision have here. We are bombarded lately with comments about how we are this campus. The analogy that we are a family is used to describe the community that we are working in. Yet, people were locked out of their offices. This is how people had to learn that they were losing their jobs after years and years of service. There are obviously other issues that people are addressing here, but, could you, right now, right here, please address the question, how would you feel, Ron, if you were locked out of your office and if that was how you heard that you were losing your job? When I found out the French program was eliminated on campus it was at Senate. No one has ever made contact with me personally to officially say "I realize that that might have been unpleasant and difficult to hear it publicly in a public setting." If we are a family, my family doesn't lock me out of my bedroom, right? If we are a family, how would that make you feel, Ron, and how would you justify it?

R. Elsenbaumer: It certainly would not make me feel good, but please understand that we do not take these actions ourselves. Our Human Resources Department is always involved.

N. Virtue: So they told you to lock people out of their offices as a way of telling them that they are losing their positions?

R. Elsenbaumer: No. I don't know about locking people out of their offices. I don't know about that.

S. Troemel: In fairness...

J. Toole: Hold on. You have to be recognized by the chair. We are very close to 1:15. I think we have one minute left. I will allow the one comment and a response.

S. Troemel: In all fairness, a lot of things have been put out by myself on AAUP trying to be objective and remaining that way. The way it played out was around noon on June 24 we got an email that said there will be a meeting at 2:45. It wasn't said mandatory, but it was critical, and, long story short, that we had to be there. At 2:45 the three of us were sat down and we were told that our services were no longer required, the station was being shut down, and we were no longer to come onto campus for anything work related. We could that day go to our office and take what we wanted or needed or what have you. Anything after that first day would have to be coordinated through Vice Chancellor Lewis's office or department. So, were we locked out of offices? It is kind of a gray area, but I would have to lean on no. Day one we could go in there. I recognize that we are pressed for time. There is a whole bunch of other fallacies in there that should really be addressed because you can't stand there and say we are losing viewership because cable access is going down and cable subscribers are going down when there is no way to measure it. It is a tautology. You sit there and say that you don't know how many people are viewing it, but then say because cable TV is losing customers then you must be losing viewership. That doesn't follow. It doesn't track.

R. Elsenbaumer: No, I think it does track. Other stations clearly manage and track viewership.

S. Troemel: There is no way to do it, sir. You can't do it.

R. Elsenbaumer: Yes, you can.

S. Troemel: My father was in the cable industry for fifteen years. There is no way.

R. Elsenbaumer: What does common TV use?

S. Troemel: They use the Nielsen reports.

R. Elsenbaumer: There you go. So, there are ways to track it.

S. Troemel: Right, but this university wouldn't pay for us to go on the Nielsen. We are on YouTube and we have three hundred viewers in less than six months. We were going on Facebook. We were going to go live, but the Communications Marketing Department dragged their feet on getting us a website.

J. Toole: Okay. We are going to need to suspend the meeting.

The meeting is suspended at 1:15 until noon, Monday, September 16, 2019.



Session II  
(September 16)

Acta

Senate Members Present:

J. Badia, A. Bales, S. Betz, Z. Bi, J. Burg, S. Carr, D. Cochran, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, C. Drummond, J. Egger, C. Elsbey, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, J. Hersberger, M. Jordan, D. Kaiser, J. Khamalah, C. Lee, J. Lewis, A. Livschiz, A. Marshall, J. Mbuba, A. Mohammadpour, J. Nowak, H. Odden, M. Parker, K. Pollock, S. Randall, N. Reimer, S. Stevenson, R. Sutter, J. Toole, L. Vartanian, N. Virtue, M. Wolf, N. Younis

Senate Members Absent:

J. Creek, M. Johnson, L. Lin, L. Lolkus, A. Macklin, J. O'Connell, G. Petruska, M. Ridgeway, S. Rumsey, G. Schmidt, R. Stone, A. Ushenko, R. Vandell, D. Wesse, K. White, E. Win, M. Zoghi

Guests Present:

A. Benito, C. Boulrisse, K. Burtnette, S. Buttes, L. Clark, R. Clark, S. Davis, M. Frye, J. Heller, M. Helmsing, D. Hoile, M. Kelsey, C. Kracher, B. Lohmuller, C. Randall, D. Smith, C. Springer, T. Swim, S. Troemel

J. Toole reconvened the meeting at 12:00 p.m. on September 16, 2019.

b. (Senate Reference No. 19-4) – A. Nasr

In June 2019, my department chair announced to faculty that the university has decided to shut down College TV (CTV) within days of the announcement. Such a move comes as a complete surprise: an action that the administration has taken without involving the affected parties such as departments, faculty, and students, and without appropriately weighing the consequences of CTV's closure or the value that it added to students, programs, and the campus. Could I kindly ask for a response to the following questions?

1. What informed this decision?

2. According to SD 15-16:

“[...] be it resolved that: The President, the Provost, the Board of Trustees, Chancellors, and the rest of the Purdue administration develop and announce all major changes that affect scholarship, teaching, and organization of Purdue while the University Senate and the regional campus Faculty Senates are in session.”

a. How is making the decision and completing the shut-down of CTV reflect the above statement from SD 15-16?

b. How does this comply with the administration's commitment to shared governance?

3. How does the administration regard the Senate? What meaning or role does the Senate body have if its resolutions such as SD 15-16 do not bear any significance on how decisions are made?

J. Toole: Since this is a question from the presiding officer, I will be continuing as chair. A few opening comments.

First, I would like to remind the body that we did move question 8.a. to after the two questions on CTV, 8.b. and 8.c.

Also, at last week's session, Mike Wolf made a motion that was approved by the body to suspend the two question rule at the discretion of the chair. I would like to make one thing clear that I didn't last week, which is that this motion only applies to the meeting's formal business. That is old business and new business. It does not apply to question time since Fort Wayne Senate's question time has historically not been subject to Robert's Rules more specific debate procedures. His motion to suspend the two question rule only applies to the new business portion of today's meeting since we have no old business. So, there is no question limit at the moment.

I would also like to remind the body that while the specific debate procedures of Robert's Rules do not apply to question time, in the meeting in general other Robert's Rules principles always apply. So, I would like to remind the body that you can only speak if recognized by the chair. Also, debate must always go through the chair. So, please address other people than the chair indirectly by using the third person. There should also be no back and forth conversations. If you would like to make a subsequent point then please raise your hand and wait to be recognized by the chair.

J. Badia: Point of order. So the guests don't have to stand, can we open a couple of seats. Last week we had a ton of people standing and we have all these empty seats.

C. Ortsey: There is no reason to deny the comfort of the guests. That is up to the body, but the guests must remain separate from the Senators.

J. Toole: All right. The floor is open to any points the Senators would like to make.

C. Elsby: Did anyone ever look at how much money this saves?

R. Elsenbaumer: I am sorry. I didn't hear the question.

C. Elsby: Last week someone asked you how much money this saves.

R. Elsenbaumer: Yes, I have two follow up questions to answer. I will respond to them.

J. Toole: It is also true that we have another question on the subject.

A. Livschiz: So there were two questions that he said he was going to look up. Is this the time that he answers them? Or do they have to be asked again formally?

R. Elsenbaumer: I have the answers to the two questions that were asked. Josh gave them to me.

J. Toole: Would you like to provide the answers to those now?

R. Elsenbaumer: Sure. So, to pick up where we left off last week, there were two questions that were asked and I asked if you could get those two questions to Josh and then Josh would give me the questions and I would provide answers.

So the first is “what are the numbers impacted by this decision?” Here meaning the financial numbers.

Here are the numbers that we have. The College TV operation total expense last year was \$528,000, included Communications and Marketing funding of \$318,000 and grant funding from the City of Fort Wayne totaling approximately \$210,000. As a snapshot, in a typical week from last Spring, the breakdown of programming included only 26 percent devoted to educational content – either lectures or presentations. The balance of programming included 33 percent devoted to entertainment, sports, and Continuing Studies, and 41 percent devoted to a NASA feed.

The second question that was asked is “was there any discussion with the larger community, meaning the faculty and the students, about this in those fourteen months?”

The response: When the Office of Communications and Marketing was established last year, all elements of the new standalone unit were up for review. Input regarding Communications and Marketing, including usage and perceptions of College TV, was elicited from a few deans, vice chancellors, and faculty members, mostly including in the Department of Communications and the Division of Continuing Studies, both of whom were involved in the College TV studios and programming, as well as supervision of students.

A. Livschiz: So all the money that was saved from this, where is this money going now? Who does this money belong to?

R. Elsenbaumer: The money is in the budget for Communications and Marketing. A meeting last week was about how the emphasis would be shifted away from College TV in marketing and communications to other venues to market.

J. Badia: So a question about a study of the expenditures. I think in 2015 we had a study of our athletic program. One of the things that was central to the argument about revenue generation was that any time, at that time IPFW, branded events were on TV then we were gaining free marketing. That seemed to be a widely accepted

piece of the argument for athletics. I know the assumption was that people aren't watching TV and therefore come to the conclusion that there is no marketing dollars being generated, right? But, that argument didn't fly with athletics. So, in other words, we recognize that people do apparently watch TV when it is athletics and therefore whatever is generated through that market is factored into the budget of that department. That was the argument. I am curious about how that is accounted for in this case. 26% of the programming had educational content. Presumably, every time, say the Women's Studies Program had an event televised on TV, it would be the same. That we were generating branding and marketing. That argument was being made to me by people in communications over the years as to why we should do more to get things put onto CTV. So I am just curious, how much consideration was given to that argument as it was to athletics?

R. Elsenbaumer: So I made a general comment here certainly about watching sports and sports being part of our branding. Typically, if you look at that branding effort on TV, that is exactly what folks, for example on the Summit League and the Horizon, are looking for in terms of our sports branding. It also brings recognition. It is very effective obviously with cable access. Obviously, our viewership would be very different. With respect to Women's Studies, yes, any content that we can provide that shows that we are doing things that are instructional and have merit to our public community. Typically, what we try to do and what I said last time in my response is about shifting away from cable TV to other things like streaming video or YouTube or other types of things that anybody can access anytime. This would be much more effective and accessible by the viewing public.

J. Toole: I would like to suggest as chair that perhaps we move on to the next question. The next question is also related to CTV.

N. Younis: Can I ask a question?

J. Toole: Please.

N. Younis: It is just a question about the subject, but if it is closed then we can move on.

J. Toole: What I was suggesting is that we move to the next question and if you have a question concerning CTV then you could ask it then, but if you would like to ask it now then you can. No? Okay. Let's move on then.

c. (Senate Reference No. 19-5) – A. Livschiz

At the end of June this year, four employees of College Access Television (CTV) at PFW were abruptly terminated, and the station was closed. The news came as a shock not only to the dedicated staff of CTV, who were summarily locked out of their offices, but also to those faculty who had learned of the closure, which was not, and has yet to be, formally announced on campus. In addition, long-standing community

stakeholders (including Allen County Public Library, City of Fort Wayne, University of St. Francis, among others) were also shocked and dismayed at this turn of events.

We ask Vice Chancellor Lewis and Chancellor Elsenbaumer to address the following questions:

1. Given that the elimination of the station directly impacts academic programming and promotion, most especially in those colleges and departments that have, for decades, relied upon CTV heavily as part of their community outreach and promotion, why were these units not consulted prior to this decision? What data was this decision based upon?
2. Vice Chancellor Lewis has made it known that Communications and Marketing has no intention of restoring CTV. He has stated that CTV cannot fulfill the marketing strategy he envisions. Why is CTV understood as primarily a marketing vehicle and not the rich community outreach that PFW's mission embraces?
3. Why was a plan not arranged for how to fill what amounts to an enormous gap in how academic units can continue programming, promotion, and outreach? How, then, can academic units be expected to fill this significant gap?
4. Concerned faculty have been invited to develop a business plan, one that would seek funding from outside the university and be self-supporting, for a new approach to CTV. Why, then, is Academic Affairs expected to cover the resources needed (especially in terms of personnel) to promote the university and perform community outreach? Isn't that the job of Communications and Marketing? Why would C and M expect to benefit from the efforts of Academic Affairs without providing the necessary resources?
5. Finally, how does Vice Chancellor Lewis intend to mend the relationships with PFW's collaborators? CTV and academic units have, for decades, enjoyed a mutually beneficial, albeit imperfect, engagement with these other institutions. Perhaps Vice Chancellor Lewis should consider forming an advisory board with faculty whose work has been directly impacted by this abrupt shift in direction so that future decisions might be better informed?

A. Livschiz: There are a couple of things that I wanted to say to introduce this.

First, I want to give credit to Mary Ann Cain, who is actually the one who wrote the text of this question. She is on sabbatical, but she does a great job and I have the honor to submit her question under my name.

The only other thing that I would say about this is that I know that some of the issues that Mary Ann's question raises are similar to what was raised in 19-4, even though they were both introduced as separate questions. But, in particular, there were a

couple of things that were raised in the first question that I continue to find troubling and I hope that we have a chance to discuss it in the context of the second question.

There are two particular issues here. First, I am still troubled by the question of who was consulted. This summer, Rachel Hile, who was still then presiding officer, sent an email out asking if anybody was consulted. I do not remember a single person actually writing in and saying that they were involved in that decision. At least the emails over the summer made it clear that this decision was made by Jerry Lewis, and Jerry Lewis alone. So, again, I talked to a lot of other faculty who were very actively involved with CTV. I still have yet to find anybody outside of Jerry's unit that were consulted in the matter, and I am still curious about what this fourteen-month in depth investigation was actually like. In particular, I am interested in whether the members of CTV were aware that they were being investigated and whether they had opportunities to discuss any of the results of the investigation in any kind of meaningful way.

The second thing that came up in the answer to the first question was that the chancellor said that not a single person had contacted him complaining about the closure. I would like to point again to the emails that were circulated this summer, and they came from Andy Downs. So, as a man, presumably, his actually got read. There were also specific examples of community members that contacted Andy about the closure. Just because they didn't reach out to the chancellor directly doesn't mean that there weren't community members and community organizations that had a lot of concerns about this particular closure. This information was, in fact, brought to the attention of the chancellor and vice chancellors and a number of other people as well.

Just to clarify about what I said in that Andy is a man. I know a number of women, including me, who presented an email with questions about CTV and are still waiting. I sent mine on June 24. I am still waiting for a response to the concerns that I raised about it. I mean I have opportunities here in the Senate, but it is the middle of September. But, there are other issues in play here as well.

A. Nasr: So, you introduced everything and thank you for that. What is the question that you would like answered?

A. Livschiz: The question itself is listed. But, in particular, I would like attention to the fourteen-month process of investigation and what that entailed with the community relationship. I think that Mary Ann phrases it beautifully, but I just particularly wanted us to focus on those issues. I know there are other people in the room who are better qualified to answer the question about the mechanics and so on, and perhaps they will ask follow up questions.

R. Elsenbaumer: So the response is:

1. The reliance on the cable-access operation was predicated on the assumption that the programming was viewed and valued by the community. The management of the

operation was never able to produce any data that supported this. Four full-time staff members were devoted to producing limited programming for which there was no documentation that an external audience existed. A substantial portion of the programming consisted of dated lectures, old movies, student recruitment ads from other area universities, and rebroadcasts of programs.

2. When cable access channels were created around 40 years ago, they were never envisioned as marketing tools. They were established as a public service. The faculty of Purdue Fort Wayne (and/or faculty members at the other three universities designated by the city under the charter) now have an opportunity to re-envision cable access as the educational public service they wish to provide. If this is an activity deemed worthwhile, it should be driven by faculty who control the curriculum, creative faculty activities, student mentoring, and service.

3. If cable access is deemed to be an essential element of educational public service and educational outreach, faculty members should champion the cause and lead it. It is not a good practice for an administrative unit to engage in this educational activity on behalf of faculty members and academic units.

4. Academic Affairs is not expected to cover the operational costs of Marketing and General Institutional Promotion. However, Academic Affairs is expected to manage the expenses of faculty activities including creation of educational content, creative activities, scholarship and faculty service. Any business plan developed by faculty members for running a cable-access educational academic missioned operation should identify, and be based on, the acquisition of resources to cover costs of operation, as is done with research, scholarship and creative faculty activities (through grants, private donations, corporate sponsors, partnerships, contributions from other universities, and the like.).

5. The Office of Communications and Marketing will continue to actively and aggressively highlight faculty, department, college, and student accomplishments to mass audiences through more contemporary platforms that include external earned media outlets, the university's web site, social media, print, and other digital forms that are far more impactful for this purpose than a cable-access TV venue. Purdue Fort Wayne shouldered the full administrative responsibility and the full expense for operating a cable access station without financial support from the other three higher education institutions. This was not an equitable or sustainable scenario. Purdue Fort Wayne will continue to build and nourish relationships with these universities, as well as with the City of Fort Wayne, in ways that are meaningful, productive, cost effective, and mutually beneficial. Faculty members are encouraged to take the initiative to do the same. There are no plans for Communications and Marketing to create a faculty advisory board.

N. Younis: How many curriculum has this closing affected? How many students' education has been affected by this?

R. Elsenbaumer: One thing that has been absolutely paramount in this decision is that no students have been involved and no programming has been affected. In fact, over the summer, their activities continued and they were actively engaged and had access to all of the equipment that they needed.

J. Badia: I have to say that I am still processing what was said for this answer. I am struck by what the chancellor articulated because it seems like a radical reimagining of a philosophy in the relationship between the administration and the faculty on this campus. I always understood our primary mission to be education and that the administrative structures surrounding us were in the service of that mission. Faculty are central to that mission. I am struck by the siloing that is in that rhetoric and that if there is something related to education that we want to do as faculty then we are now scrambling for our own pools of money, as if there are not funds on this campus serving our missions.

The second thing I would like to say is that this presumes that each department and college is sitting on pools of discretionary money that they can just spend at will, and we don't have that. In fact, it seems like a move toward tightening any discretionary money, right? The idea that we are going to somehow scramble to find funds that seem to flow freely to other units on campus but academic affairs seems like a disingenuous solution.

R. Elsenbaumer: Was there a question?

A. Nasr: It is a comment. Would you like to respond to that?

R. Elsenbaumer: The only comment that I would have on that is that there is a substantial amount of funding that comes with College TV. \$210,000 from the city. The intention of that \$210,000 that was provided was to cover all of the expenses. We unfortunately continued to provide money on top of that, which was not shared by the other universities. So, the question remains now with that \$210,000 to support that activity then a faculty unit that has resources available to it to be able to undertake that activity.

You also made a comment about educational activities. If you look around the country, it is very important and instructive to recognize that educational activities generally reside within the academic enterprise of the institution, and not in some administrative unit. Go out and search the websites. Go look for other universities that have cable access television and you will find from your search that there are very few institutions today that have cable access anymore. Most of the ones that I have known have closed them down. My previous institution did in 2007. It was no longer effective. But, if you do look at those institutions you will find that all cable access television is under the academic umbrella in media and communications. Departments within the academic enterprise. I have not found one yet that is outside of that umbrella, even Arizona State University in the Cronkite School of



Communications and Broadcast Journalism. But, not all universities have broadcast journalism programs in them.

N. Virtue: I want to go back to the question about to what extent the employees of CTV were aware that they were being observed, and it is related to things that you said, Ron, just now in your formal comments. So on one hand you are saying that CTV was never envisioned as a marketing tool, but you are also saying that other universities don't have cable access anymore, and so it seems that there is an agenda here, right? An agenda to act like other universities and to restructure CTV in a way that you think is appropriate. On the other hand, you are saying...

A. Nasr: Sorry, please address the questions to me.

N. Virtue: Sorry, I forget about that.

So on the other hand, it appears that the chancellor is saying that a formal and participatory review took place over fourteen months, but we haven't gotten any specifics about what that involves. I would be interested in hearing from people at CTV and what their experience about that review was, if it was meaningful or if it was just perfunctory to create a result that was already decided based on the vision that this chancellor has for cable TV.

S. Troemel: Through the chair, the answer to the question is simply "what review?" We weren't consulted the whole time the vice chancellor has been here. There was one meeting when the four of us sat down with him. Now the director of the department obviously had more meetings, but the three staff members had no clue anything was going on until we got that email saying to be at this meeting at 2:45 on Monday to have your head chopped off, respectfully.

N. Virtue: So I would appreciate a little more forthrightness. It sounds like it is in the chancellor's purview to make the decisions he is making, but then why not be straightforward about all this.

A. Livschiz: Whoever wants to say that this had no student impact is either misinformed or is choosing to misinform us here. This did in fact impact students, who then had to scramble if they were counting on not just the hours of work, but also that particular experience that they had been working toward. A lot of academic plans revolve around CTV. I am personally aware of a number of students, and I cannot possibly be aware of all the students, who are affected.

The question about full responsibility and expense, I feel like we are overlooking the fact that in addition to the responsibility of the expense, this was an opportunity. An opportunity for students and for people at PFW to accomplish certain things. To say that this was purely an expense, again, is disrespectful to the people involved.

The last thing is about the transition. Let's accept the premise that CTV shouldn't have been in marketing and should have been in academic affairs. It is not their fault that we got an extra vice chancellor and as a result of that administrative unit that maybe didn't exist back when CTV was first established. Why wouldn't it make more sense to have a discussion before shutting it down and treating horribly the individuals affected? Wouldn't it have made much more sense to have a conversation about a transition before the whole thing is destroyed and the money is still available? Now that the money is gone, except for the city, and that money, I don't think they are ever going to give that money back to PFW given that they found out in the morning that they should shut off the signal in the evening and that was the extent of what they knew about it. I think that certain bridges have been burned, possibly permanently. Just the process itself, and how it was handled so problematically, and there is still no official announcement. There has never been an official announcement from the university saying, "hey, by the way, this thing no longer exists, and if you ever worked with them during the academic year, maybe you should make other plans." There is just such a golf between statements that are being made and the actual reality of what happened to people. It is just profoundly disturbing to me, and, again, the only question is "is the chancellor being misinformed about everything that is going on?" Or are you choosing to push forward with this party line that has no bearing on the actual lived experiences of the people affected?

A. Nasr: Forgive me. Are you putting a comment for the record?

A. Livschiz: I mean why wasn't it? Doesn't it make sense that it is easier to transition than to destroy? Why choose to destroy? Incidentally, since I take it that HR is here today, and since the process of firing members of CTV was guided by their suggestions for how to do it, and, in particular, how to do it in a cruel way, don't we have rules in place for people to get regular evaluations before they are actually fired? Were those rules followed? It just seems like the more answers we get, the more problems seem to come up, and, obviously, the goal here is just to move through this, and the chancellor is going to suffer for a while as we ask these annoying questions. But, eventually this will get swept under the rug, and we are going to triumphantly move on and then it is going to happen to someone else on this campus.

A. Nasr: Thank you.

R. Elsenbaumer: I just want to make sure that everyone understands that this was not an action that was taken relative to anyone's performance. I believe that all of those individuals are professionals and that they have important skill sets. The action was taken because the activity of College TV and the program did not strategically fit inside Communications and Marketing, and Communications and Marketing decided that it no longer wanted to be the steward of that particular operation. I also feel strongly that the operation fits better under an academic umbrella, and I do believe that there are individuals in which this offers an opportunity. Our chair of Communication has in fact shared with us a well thought-out proposal, and has engaged with us on that proposal. The other thing is that I want to make sure you

understand that student mentoring and student supervision really is the purview of the faculty.

J. Hersberger: I have three short questions. During the fourteen months, did we ever ask any other institutions that were involved in College Access TV to contribute any funds? A statement was made about current coursework as well. That was current. It was not obsolete. It is my recollection that current courses used this and that has stopped because there was equipment that was needed to be repaired and there were no funds to repair the equipment. If I am wrong about that then I apologize. Lastly, was there any consideration for simply shipping the budget to the Department of Communication before shutting it down?

R. Elsenbaumer: I can't answer all of your questions given all the specific information that you are asking. I don't have all that right now at my fingertips. But, the intent was not to shift the funds to the academic unit, other than the funds that were actually provided by the cable access program because those were the funds provided to run that operation.

M. Parker: I just have a comment for the record. This is not a black or white issue. The decision has been made, but I think going forward we need to be very open about the opportunities that exist. Internet distribution is free. I mean it doesn't have a lot of equipment cost. I broadcast my lectures via the internet. I don't have a lot of cable space. We have things like YouTube. We may get some more of those speakers like the Women's Studies speakers that have a larger outreach if we use more of that approach. So, I think this is an opportunity. The events are unfortunate, but I think there are also some possibilities here for some real good things to come.

L. Vartanian: I recall last Monday the chancellor emphasizing the word "suspend" in terms of his decision to suspend the activities or operations of CTV, which I take as an indication that perhaps this decision could be revisited, reevaluated, or reimaged. It seems quite clear based on the comments of the Senators that maybe there are unintended or unanticipated reactions to what has been done. Are we spinning our wheels here in terms of advocating and arguing for something that is not going to be done? Or is there a possibility of looking at this now with a more comprehensive light, more voices, and more information?

R. Elsenbaumer: I don't want to speak for others, but I would direct you to the chair of the Communication Department, who is strategically re-envisioning cable access television with two other institutions' academic units. They are looking at other opportunities for the functioning of that. There is quite a bit of discussion and already a formal agreement draft.

A. Nasr: Just an interjection in here from Michelle.

M. Kelsey: I am Michelle Kelsey and I am the chair of the Department of Communication. The question about broadcasting, and having other venues to

broadcast on, like YouTube, and that sort of stuff, I think makes a good deal of sense. The question is who is going to shoot those events? That is effectively eliminated for this campus for these events, right? I know that there are alternatives suggested, like PBS 39 covering some of our events, but I don't know the extent to which they are willing to cover all of our events or in the same way. I think as an addendum to that conversation, which is more important to me, is that our students in the Department of Communication rely on the technology that is made available by the grant funding that is affiliated with CTV. The \$200,000 that we get from CTV was primarily invested in the station itself, like how the salaries were compensated through the university. For us, that meant that our journalism students, our media production students, and all of the students who are learning how to do broadcasting that takes your content to the television don't have the same access to that technology anymore. We have been able to maintain some access to that. I think there are some work-study students who are keeping our students ability to check items out at a significantly reduced availability, and there is some technology down there that is no longer usable because it hasn't been maintained since the closure. Even if we had consistent access or available access, our students can't use some of the technology available because of the closure itself. I will say that the plan that was developed was not developed by me exclusively. It has been in combination with Alix Watson and Art Herbig. The proposal pays one person to run the station, but that comes out of the grant money, right? So at least a large portion of the \$200,000 would no longer go to the technology or anything like that. It would go to maintaining someone to keep the station running. That proposal is tentative. It requires administration here and administration at the other institutions and universities to agree to up the proposal, and I don't know the likelihood of the other institutions being able to give us money or the kinds of tangible items of that agreement beyond the \$200,000 that it would require. I am hopeful that we can work out an agreement, but it is in no way a certainty or a possibility, and even if we are able to get that agreement, it significantly changes the face of CTV for our campus. So, it doesn't mean that we will have immediate and available access to shoot all of our events still, right? We would either have to rely on student workers primarily to be able to do that because we wouldn't have the same budget or ability to pay the kind of people to do that kind of shooting. I think that is great for our students, but that is also a full time job for students who are also students and still in the process of learning some of the techniques necessary to do that kind of broadcasting.

Thank you. That is all I will say for now, but I am happy to answer any questions.

A. Nasr: Thank you.

S. Carr: I want to make sure that what doesn't get lost in this discussion is the importance and significance of the distinct mission of public access. That mission is different from YouTube and other social media platforms. The reason that I think it is important to be mindful of public access in this country is because in terms of our university there are some costs that go beyond simply dollar amounts. I want to just briefly identify the costs to this university and this university's image, as far as our

commitment to the values and principles of public access, which preserve the rights of citizens in the community to have access to information that they can use. I think that is different from saying that one can post something on social media or on the internet. There are some values and principles that I, as a faculty member, would really regret seeing my university shirk away from. I am sorry for being so long winded, but I would like to ask, and this is an open question, if there were a Senate resolution to form an ad hoc committee to look into reinstating the presence of College TV on this campus would, (1) the work of that committee end up interfering with ongoing efforts to resort College TV, and (2) if that committee did pursue its work then would the administration, including Communication and Marketing and above, pledge to cooperate fully and in good faith, working with any faculty led effort that would restore CTV's presence on campus, which may include the additional funds necessary to make that happen?

A. Nasr: So, two questions. One is addressed to those involved in CTV directly, and the other is to the chancellor. Any takers on the first question?

M. Kelsey: The plan that we have a draft of I think emerged because we can't take back the decision that was made. When the station was turned off the access to PFW was also turned off. It goes back to city council, and city council has to approve a new draft of a relationship between a university and the CTV grant money. So, this isn't a decision that the university can just take back. What would be helpful would be a way to have conversations about generating more resources on campus if possible.

S. Carr: Quick follow up. So, would a Senate ad hoc committee be in concert with that action?

M. Kelsey: I don't think there is anything keeping them from being in concert.

A. Nasr: Would you repeat the second question?

S. Carr: Sure. The second question asks that if there were a Senate ad hoc committee for some reconstitution of CTV then would the administration be willing to pledge to cooperate fully and in good faith to work with such a faculty led effort in getting CTV back on the air, including the possibility of providing some additional funds?

R. Elsenbaumer: Conversations were had with Michelle last week and the proposal that was drafted was very good. Yes, it would require us to go down to city hall and make an effort to get a new contract. I explained to Michelle that I am willing to do that. I am also willing to ask for additional resources that were the same amount of money that was provided for the cable access that we received. We could try to get the city to give us more money, but again that would be something I would be willing to pursue. So, the answer is yes. It is a very good approach. I would just ask for faculty to be creative and come up with a really good plan that we can support.

A. Nasr: Thank you. I am just a little cognizant of time. It is 12:50 now, so we only have 25 minutes.

A. Livschiz: I just wanted to say something very very short, and I will direct it to you. As someone who has worked with CTV, the comments about just using YouTube seem to show no recognition for the people that worked at CTV. It is not as simple as just putting it on the internet. There is a huge difference between that and the work that is produced by CTV for the campus panels and everything that we did with that. I just want it on the record that this was a tremendous service that they did. They provided value added for the money that the university spent on it, and it was not the worst money that this university has spent. I think moving forward that it is profoundly unfair because they were the only ones that academic units could go to and ask to have their events promoted. This doesn't need to be answered.

A. Nasr: Thank you for your comment.

a. (Senate Reference No. 19-3) – S. Carr

1. For the 2018-19 academic year, how many favorable recommendations at the lower levels for candidates, either for reappointment or for promotion and/or tenure, did the Vice Chancellor for Academic Affairs then overturn on the basis of reasons other than candidate performance?

2. When the University dismisses or fails to reappoint a faculty member for reasons other than cause, does that faculty member have access to review procedures consistent with those outlined in AAUP's Statement on Procedural Standards in the Renewal or Nonrenewable of Faculty Appointments (attached)?

R. Elsenbaumer:

1. During the 2018-2019 academic year, the Academic Units and academic administrators all followed the procedures outlined in SD 14-36 for all cases for promotion and/or tenure and all reappointment reviews. Being the individual at the end of the process for our campus, I did not observe or identify any gaps or inconsistencies with the established university procedures or policies. Reviews at every level take into consideration those parameters and elements of evaluation deemed relevant and appropriate at that level. No recommendation at any level "overturns" recommendations from lower levels. Those recommendations stand in the evaluation process. Indeed, not all recommendations at every level are consistent, or need to be consistent. The process is designed that way on purpose.

All recommendations from all levels of review are provided to the Chancellor, who then considers all information available, including recommendations from lower levels, and any additional relevant information the Chancellor may deem appropriate from an institutional perspective.

With that clarification, during the 2018-2019 academic year the Vice Chancellor for Academic Affairs made two recommendations for promotion and/or tenure that differed from recommendation(s) made at lower levels as well as three recommendations for reappointment that differed from recommendation(s) at lower levels. Of those, one recommendation was largely based on institutional issues and was not intended to reflect on a candidate's academic performance. This was made in accordance with the paragraph that spans the end of the left column and the beginning of the first column of text on page 96 of the AAUP "Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments" attached to this question, which reads:

*In many situations, of course, a decision not to reappoint will not reflect adversely upon the faculty member. An institution may, for example, find it necessary for financial or other reasons to restrict its offerings in a given department. The acquisition of tenure may depend not only upon satisfactory performance but also upon a long-term opening. Nonrenewal in these cases does not suggest a serious adverse judgement. In these situations, providing a statement of reasons, either written or oral, should pose no difficulty, and such a statement may in fact assist the faculty member in searching for a new position.*

2. During 2018-2019 all cases considered for promotion and/or tenure and for reappointment adhered strictly to SD 14-36, specifically items 2 ("Candidates may respond in writing to recommendations at all levels.") and 6.9 ("If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of a promotion and tenure committee at the same level must be sought.") The procedures described in SD 14-36 were constructed to reflect the best practices described in the AAUP Statement, and as such all faculty were reviewed in ways that are consistent with the AAUP Statement.

The policies and procedures on our campus are the guiding principles for our processes. When a requested action appears to fall outside of those addressed in our policies, then a ruling on the appropriateness of that action might be better directed to Purdue's Office of Legal Counsel.

C. Elsby: This is me. We are talking about my non-reappointment, and it happened three months after I started my tenure case. The sudden criteria is need. Institutional need. As you all know, my department was closed in 2016, and since then my reappointment has been contingent on need. This statement has been inserted into my reappointment documents, and I have never agreed with it.

Given that the Philosophy Department enrollments have not declined since my department was closed, and given that I have increased our minor enrollments from 13 to 37 since our department closed, and given that we have two continuing lecturers who were reappointed, as well as three limited term lecturers who teach regularly

three classes per term, for a total of 17 classes per term taught by contingent faculty, would it be true to say that the chancellor prefers contingent faculty to tenure-track?

R. Elsenbaumer: I am not going to comment on any individual personnel issue at this open forum.

N. Virtue: I would just like to add, in addressing the issue of need, that I am from an eliminated program. The program was suspended in 2016. We were told that we would not be allowed to teach under enrolled courses as part of the minor, and very recently that decision has been reversed, and funds have now been given to French and German to allow for lower enrolled courses to be taught in that area. So, there has been a sort of contradictory movement on the part of academic affairs. We have arguably less need in French and German than Philosophy has. Enrollments are much much higher in Philosophy than they are in French and German, yet we have been given resources this year to promote those minors. There is a real inherent inconsistency in the definition of need, at least in terms of the actions being taken by academic affairs. It would be useful, perhaps, for that to be addressed publicly here. Why is there that inconsistency? Why in the case of Philosophy is Charlene not reappointed because of need, and yet resources are now being given to less needful programs?

R. Elsenbaumer: I can't speak to that directly, but I would ask the question, were the resources given to you so that you can continue the teach out process for the students that were in those programs, and have to continue through in order to graduate? It would be perfectly reasonable for students that are still here and are going through the teach out process will be fewer and fewer each year, and that those upper division classes would be smaller. That is my interpretation. I don't know that as a fact.

N. Virtue: These are post-teach out resources. We have now officially taught out the French major and these resources are subsequent to the teach out and do not affect any teach out students. These are the new students that are in the minor. So, that is not relevant.

A. Livschiz: I would also like to note that when the restructuring happened, one of the excuses, excuse me, explanations, that was offered was that it was going to be fine because Philosophy courses would continue to be offered and our students would continue to have opportunities to take those courses. It seems that making sure an extra faculty member doesn't become tenured, and then students are guaranteed to have Philosophy classes, seems to be an interesting way of fulfilling that promise.

J. Badia: I have a broad abstract question. Has the citation of criteria for need ever been given for non-reappointment?

R. Elsenbaumer: Yes, but not here in Fort Wayne. I have reviewed at institutions at the level of provost over 400 cases for promotion and tenure, and over 500 cases of



annual renewal. It is rare, but it does happen. I have done it five times for different purposes and need is one of the criteria for which we review. I don't know about here.

J. Badia: So the criteria for determining need is what exactly?

R. Elsenbaumer: Need can be based on a variety of criteria. It can be what the institution is looking at five to ten years down the road. What will the institution need? What will be the growth pattern? In particular, the cases that I have looked at, whether or not a graduate program would be emerging within seven years. Those are the kinds of things that we look at institutionally from a long-term perspective. It is not just what is happening tomorrow, but in the next three years, or even fifteen years down the road.

C. Elsby: Regarding Steve's second question, so it does say that I will be entitled to a faculty review in the case of a non-reappointment. The P&T committee evaluate my case and one of their key conclusions was that they were not equipped to evaluate the need criteria. I might therefore argue that given that non-reappointment was made on need another faculty review might be required. Is that the institution's attitude also?

R. Elsenbaumer: Is that provided for in our policies?

A. Nasr: The answer is we need to check our policies.

R. Elsenbaumer: That is the answer I gave. If it is outside the course of our current policies then I am not the person to make that determination.

S. Carr: Just to provide some additional context to this discussion, I think it is important to say that faculty are ones who are primarily responsible for determining both program need and faculty status. I think that what we are facing now is fall out from the problem that began in 2016 when the decision to close Philosophy and other academic programs was an administrative decision and not a faculty decision. When we cite passages from the AAUP statement as the standard, I think it is important to recognize that those standards are assuming that any prior decisions involving closing programs were faculty led decisions, and that the administration needs to collaborate and cooperate with faculty in coming to decisions about reappointment and promotion and tenure. I also just wanted to read another passage on page 98 of the procedural standards to provide some additional context. It is on the first column and about midway through the first full paragraph.

“The conscientious judgment of the candidate's departmental colleagues must prevail if the invaluable tradition of departmental autonomy in professional judgments is to prevail. The term “adequate consideration” refers essentially to procedural rather than to substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation by the department over the import of the evidence in light of the relevant standards? Were irrelevant and improper standards

excluded from consideration? Was the decision a bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard “adequate consideration.”

A. Nasr: A response? You don't have to respond.

R. Elsenbaumer: It is a complicated question. All I will say is that the first part of that is generally not always followed. The institution is able to make decisions based on institutional issues.

S. Carr: I just want to say that I did check with AAUP, and I do understand that administration is entitled once in a while to make decisions about program need. However, it comes with a caveat, which is that decisions about program need cannot be used for wholesale litigation about faculty positions in faculty programs. I think that it is important to recognize that from an AAUP standpoint.

Real quick second point. While there are different groups and different things at different times, I want to point out that the AAUP statement on shared governance makes clear that the best way for dealing with these complicated issues is through greater collaboration and cooperation amongst all parts of the university. If that collaboration and cooperation is not there then we are going to be facing some very turbulent times.

R. Elsenbaumer: I didn't understand the question.

A. Nasr: Care to clarify? I would rather we move on, and this is on the record, so we can have a follow up later on.

S. Carr: Absolutely.

A. Nasr: Okay. On that note, I want to say that first of all, this is a very important conversation. The conversations we have had are very important. I very much appreciate the passion and the investment that each of the contributors and members have put into it. I am concerned, as well as the Executive Committee, I don't want to speak on your behalf, about the efficiency of this body and what is it that we are doing. I am not with the intent of changing question time or what have you at this point, but I am kind of wondering and pleading with you all, members of the Senate, how should we proceed forward? If we are dedicating most of our time to making questions then we are not making motions, and questions are not necessarily, as a couple of you brought up in conversations, I am not going to name people, are not conducive to moving forward and putting our effort in a positive and constructive way that develops the university forward and moving forward. So, I want to plead with you first if you have any ideas to do that then I am asking you to contact me personally, and you can find me online. Assem Nasr is my name, so please email me with your suggestions or how you would like to take this forward. We will be in discussion and I will bring this forward. My intention is for this to be a collective

decision for how we conduct the Senate. It is very vital and incredibly important to have Senate meetings and reach resolutions.

A. Livschiz: I was actually going to make a motion to move my question to the October agenda.

A. Nasr: Actually, I wanted to ask because can we have a meeting next Monday? Should we make a motion?

S. Carr: I would like to move that we meet next Monday.

R. Friedman: There is an Arts and Sciences Convocation next Monday.

K. Pollock: I would like to make a motion that we accept the written answers for Senate Reference No. 19-6 and Senate Reference No. 19-7 with follow up questions that could be submitted in the minutes, and that we table Senate Document 19-1 for next month.

Motion to accept written answers for Senate Reference No. 19-6 and Senate Reference No. 19-7 with follow up questions that could be submitted in the minutes and to table Senate Document 19-1 for next month passed on a voice vote.

d. (Senate Reference No. 19-6) – A. Livschiz

2019-20 academic year saw a number of high level searches conducted—some necessary replacements and some brand new positions. These searches were all conducted in differently problematic ways, such that it is a miracle that PFW was not sued for discrimination by the applicants.

Is there a policy that governs how high level searches should be conducted, any ethical and procedural guidelines that are enforced?

Given our alleged budget issues (necessitating emails from VCAA threatening to fire professional advisors if we don't harass our unregistered students like overeager telemarketers), how is the creation of brand new high level administrative positions justified? Where does the money for these positions come from and at the expense of what?

K. Pollock: I would like to make a motion that we accept the written answers for Senate Reference No. 19-6 and Senate Reference No. 19-7 with follow up questions that could be submitted in the minutes, and that we table Senate Document 19-1 for next month.

Motion to accept written answers for Senate Reference No. 19-6 with follow up questions that could be submitted in the minutes passed on a voice vote.

R. Elsenbaumer: (Written response) This was a generally phrased question, so the answer is general, yet overarching.

Purdue Fort Wayne continues to develop a strong and talented leadership team following the realignment that occurred last summer. Many very capable senior leaders have remained in their positions or have been promoted, while other positions have been filled or created to address strategic needs and/or urgent priorities.

All searches at Purdue Fort Wayne, high-level or otherwise, are conducted in accordance with applicable Purdue University policies, as well as all applicable state and federal laws. More importantly, they are conducted in the spirit of transparency and consensus, and managed by our Human Resources Department.

Searches for senior leaders are conducted by search committees that include a diverse group of stakeholders. The search committees are expected to take very seriously their responsibility to identify qualified and diverse applicant pools and to advance forward the best-possible candidates. In order to ensure the most qualified and talented applicant pool possible, the university has a responsibility to all candidates to ensure confidentiality to the extent possible during a highly visible search.

Regarding the last point in your question, we are very proud of the fact that we were able to hire 43 new faculty members this year who joined the university this fall. This included 22 tenured or tenure track faculty. All of these searches were conducted by adhering to university policies and practices on hiring.

e. (Senate Reference No. 19-7) – L. Lin

Questions for the chief academic officer:

1 Diversity is critically important and seen closely linked to academic leadership at Purdue University, which can be seen, as an example, from the job title of its chief academic officer: Provost and Vice President of Academic Affairs and Diversity. Although your job title does not have the word “diversity” in it, it is understood on this campus and beyond that diversity and inclusion are imperative and vital in academic leadership. It is perceived that you show a tendency toward preventing certain qualified international/minority faculty with diversity background from assuming leadership/executive positions while you show favoritism for others. Although these cases were usually handled tactically; still traces of bias and exclusion are quite visible. Specific examples of this kind are available upon request.

Where do we see your leadership in valuing diversity and inclusion in academic leadership?

2 As you know, Purdue University’s policies and equal employment laws require equal treatment of all employees. PFW Strategic Plan 2020 also puts ample emphasis

on such core values as institutional “equity and fairness . . . celebrate differences of culture and background.”

How do you plan to address your bias problems so that all faculty are treated equally and fairly in all aspects of professional affairs, including, but are not limited to, appointments of leadership positions, administrative or academic? Institutional equity is not just words on paper or an ideal; rather, it has absolute binding power on all employees.

3 There are many diversity events held on PFW campus such as Diversity Showcase, Global Student Celebration, international forums, events to celebrate ethnic minority groups, and events organized by minority and international faculty and students. Senior and other administrators I know of usually come to these events. My impression is that you were not seen at these events when I attended these events.

Why do you not show up at least some of these diversity events? Where do we see your leadership and support role in these diversity areas?

I would like the answers to be written and be kept on file by the Senate secretary so that senators can request a copy later on.

Thank you!

K. Pollock: I would like to make a motion that we accept the written answers for Senate Reference No. 19-6 and Senate Reference No. 19-7 with follow up questions that could be submitted in the minutes, and that we table Senate Document 19-1 for next month.

Motion to accept written answers for Senate Reference No. 19-7 with follow up questions that could be submitted in the minutes passed on a voice vote.

C. Drummond: (Written response). Mr. Presiding Officer:

I respectfully decline to respond to Senate Reference 19-7. I categorically reject as false and baseless the premise upon which it is based.

R. Elsenbaumer: (Written response). Diversity, Equity and Inclusion is a major aspirational pillar in our emerging Strategic Plan. As such, embracing diversity in all dimensions on our campus is everyone’s responsibility, but the example must be set from its the leadership team. While I do not think it would be appropriate to address any of the specifics outlined in this question directed at any one individual, I would ask instead for some constructive suggestions on how we, as a leadership team, and me in particular, can do a better job of showing our support and leadership around embracing Diversity, Equity and Inclusion in all that we do. This includes attending key events such as Diversity Showcase, Global Student Celebration, international

forums, events to celebrate ethnic minority groups, and events organized by minority and international faculty and students, and the like.

This is my responsibility, and perhaps with your help, I can address this as an area for improvement.

Thank you.

9. New business:

a. (Senate Document SD 19-1) – S. Carr

K. Pollock: I would like to make a motion that we accept the written answers for Senate Reference No. 19-6 and Senate Reference No. 19-7 with follow up questions that could be submitted in the minutes, and that we table Senate Document 19-1 for next month.

Motion to table Senate Document 19-1 for next month passed on a voice vote.

10. Committee reports “for information only”: There were no committee reports “for information only.”

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

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

Joshua S. Bacon  
Assistant to the Faculty

## Senate Reference No. 19-1

TO: The Senate

FROM: Assem Nasr, Presiding Officer  
Fort Wayne Senate

DATE: August 30, 2019

SUBJ: Report on Senate Documents

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

- SD 18-1 “Approval of replacement member of the Executive Committee” – Approved and implemented, 9/10/18
- SD 18-2 “Approval of replacement members of the Honors Program Council and Faculty Affairs Committee” – Approved and implemented, 10/8/18
- SD 18-3 “Resolution Urging Fort Wayne Senate to Join AAUP in Opposing Purdue Global Practices” – Approved, 10/22/18
- SD 18-4 “Campus Promotion and Tenure Subcommittee Membership” – Failed, 10/22/18
- SD 18-5 “Academic Calendar for 2021-2022” – Approved and implemented, 12/10/18
- SD 18-6 “Purdue Fort Wayne Representative to the Purdue West Lafayette Faculty Senate” – Approved and implemented, 12/10/18
- SD 18-7 “Purdue Fort Wayne Representative to the IU Fort Wayne Faculty Council” – Approved and implemented, 12/10/2018
- SD 18-8 “Resolution on Campus Climate” – Approved, 12/10/18
- SD 18-9 “Faculty Senate Subcommittee Review of Learning Management Systems” – Approved, 2/11/19
- SD 18-10 “Resolution on Robert’s Rules Interpretation” – Approved, 2/11/19
- SD 18-11 “Resolution to Re-establish PFW Senate Right of Advisement in the Development of the University Strategic Plan” – Approved, 3/11/19

- SD 18-12 “Disclosure of Pay Scales for Staff” – Approved, 3/11/19
- SD 18-13 “Purdue Online” – Approved, 4/8/19
- SD 18-14 “Orderly Process for Course Cancellations Based on Enrollment Minimums” – Approved, 4/8/19
- SD 18-15 “Guiding Principles of Promotion for Clinical Faculty at PFW” – Approved, 4/8/18
- SD 18-16 “Amendment to SD 06-14, Sabbatical Leaves” – Approved, 4/8/19
- SD 18-17 “Senate Deliberations” – Approved, 4/8/19



In Memoriam

Dr. Avon Crismore, professor emerita in English, passed away on April 30<sup>th</sup> at the age of 89. A faculty member in the Department of English and Linguistics at IPFW since 1985, Avon retired in 2013 after a distinguished teaching and scholarly career. Avon's teaching career began in 1969 in the high school setting, her love of teaching and her engagement with her students demonstrated by a commitment to international students and minority students. Following her 16-year tenure at Northern Wells Community School in Ossian, Avon began her doctoral studies at the University of Illinois in 1980, a program of study she completed in 1984. Focusing on reading studies and writing program administration for a pedagogically-informed teaching curriculum, Avon began her university career at IPFW in 1985. During her time at IPFW, Avon also taught in Malaysia in 1995, teaching introductory writing and literature courses to students in an ESL-environment. An active scholar throughout her career, Avon published a broad array of studies dealing with metadiscourse and the international classroom. In her honor, the department created a student award in her honor, the Avon Crismore Award, which the department bestows each year to returning adult students who excel in the field of composition and rhetoric. The department was richly blessed by her passion for teaching and her commitment to global instruction.

In Memoriam  
Irwin Mallin  
June 20, 1962-May 6, 2019

Irwin Mallin, Associate Professor of Communication, passed away Monday, May 6<sup>th</sup>, 2019. Irwin earned his Ph.D. from Indiana University in 2001, after earning a B.S. (1984), M.A. (1995), and J.D. (1987) from Syracuse University in New York. Irwin first came to IPFW in 1999 as a Future Faculty Teaching Fellow, and was hired in 2002 to the position in the Department of Communication. Irwin played a central role in advising both in the department and campus wide. He was recognized as Featured Faculty for Service Excellent in Spring 2019 for his career's work in revising the advising practices of faculty campus wide. Irwin was profoundly invested in the success of our students, faculty and staff.

Irwin's commitment to education is tangible in his family history. Though he held his family stories close to his chest, there was no mistaking his expressed and deeply held love for his father, Zurick, and his uncle, Towia, co-owners of a tailor shop in Syracuse, New York. Zurick and Towia were born in Mlawa, Poland and survived most of the Nazi violence and occupation in the Warsaw Ghetto. They eventually become prisoners of the Auschwitz Concentration and Death Camp. Before liberation, both were transferred to some of Auschwitz's most brutal labor sub-camps where they experienced considerable violence. They both managed symptoms of PTSD for the remainder of their lives. These experiences did not prevent them from providing Irwin with a rich childhood.

Irwin was born to Zurick and Evelyn Esther Mallin. Zurick and Evelyn met when he visited the United States after being relocated to Israel post-liberation. They married, had Irwin, and visited Israel with some regularity. After his father and uncle naturalized and opened their tailor shop the thread of their story thins a bit. But there is no doubt that their stories and experiences included Irwin's pursuit of higher education. While going through Irwin's belongings we found some curious pages of notebook paper with hand-written civics questions—"How many American colonies were there?" "What year was Constitution signed?". When we asked Irwin about these papers, Irwin shared that his father and uncle were learning and practicing English and Civics for their naturalization. Irwin kept them because they signified something important about power and freedom found in education. Irwin often cited the ability to help people change their lives as the reason he wanted to be a professor.

Certainly, being a lawyer would have been a more lucrative professional trajectory, but Irwin insisted that he could simply help more people in more ways in higher education.

Irwin certainly made good on his promise to make a big difference in people's lives. His colleagues found piles of thank you cards in his office, snuck into boxes, used as bookmarks, displayed on bookshelves; the gratitude of at least two generations of faculty, students, staff filled the office. Card after card expressed appreciation for helping the student or faculty member overcome a significant hurdle. Often the hurdles were material—Irwin advocated for resources, made a donation, extended a paper deadline, or otherwise cleared a barrier to a persons success. Many more were thank yous for Irwin's simple, yet profound belief in them—he was their

cheerleader, their mentor, their source of support, their point of information. The thank yous were for small things and big life changing things. Most noted Irwin's enduring belief in them—his aggressive optimism, his insistence on “keeping hope alive”, and the belief that we can all do better.

There is no doubt the Department of Communication and PFW as an institution is richer for having had Irwin call this place his home. Irwin's generous spirit lives on in the considerable donations his estate will make to both local and national organizations whose goals are to help curb hunger, aid students in emergencies, and otherwise work to make the lives of people better.

# Parliamentary Procedure & *Robert's Rules of Order*

---

14 SEPTEMBER 2015

JEFF MALANSON, SENATE PARLIAMENTARIAN

AMENDED: 9 SEPTEMBER 2019

CRAIG ORTSEY, SENATE PARLIAMENTARIAN



# Purpose of the Rules

---

These rules help to maintain order, insure fairness, and accomplish good legislative work

“These rules are based on a regard for the rights:

- Of the majority,
- Of the minority, especially a strong minority—greater than one third,
- Of individual members,
- Of absentees, and
- Of all these together.”

*Robert's Rules of Order: Newly Revised 11<sup>th</sup> edition*

# Important Concepts: Procedure

---

1. Discussion of an item for action cannot take place until there is a motion on the floor regarding the item
2. Discussion should be limited to the item that is on the floor and the motion that is up for a vote
3. All comments should be directed to the presiding officer, not fellow Senators
4. All those with speaking privileges should be allowed to speak on the substance of the motion once before anyone with speaking privileges can speak for a second and final time

# Ranking of Motions

Order of making motions	Common motions	Order of voting on motions
Motions are made from bottom to top	Fix the time to which to adjourn	Motions are voted from top to bottom
	Adjourn	
	Recess	
	Raise a question of privilege	
	Call for the orders of the day	
	Lay on the table	
	Previous question	
	Limit or extend limits of debate	
	Postpone to a certain time	
	Refer to a committee	
	Amend	
	Postpone indefinitely	
	Main motion	

# Important Concepts: Best Practices

---

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered



# Important Concepts: Best Practices

---

October 2015

Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
				1	2 Docs. to Josh	3
4	5	6	7	8	9	10
11	12 <i>Columbus Day</i>	13	14	15	16	17
18	19 <b><u>Senate!</u></b>	20	21	22	23	24

# Important Concepts: Best Practices

---

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered
2. Senators should carefully review the Senate agenda and its attached documents before each meeting

# Order of Business/Agenda (Source: Senate Bylaws 2.4)

---

1. Call to order
2. Approval of the minutes
3. Acceptance of the agenda
4. Speakers of the Faculty reports
5. Presiding Officer report
6. Special business
7. Unfinished (old) business
8. Committee reports requiring action
9. Question time
10. New business
11. Committee reports  
“for information only”
12. Good and welfare
13. Adjournment

# Important Concepts: Best Practices

---

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered
2. Senators should carefully review the Senate agenda and its attached documents before each meeting
3. It at all possible, amendments should be written out ahead of time

# Questions?

---

SEPTEMBER 9, 2019

# Senate Reference No. 19-9

## Strategic Planning Update: Fort Wayne Senate

---

**JEFF MALANSON**  
Director of Strategic Planning and  
Implementation

**PURDUE**  
UNIVERSITY®  
**FORT WAYNE**

# Overview

- Strategic planning timeline and Senate evaluation of the strategic plan
- Prioritization Event on September 13

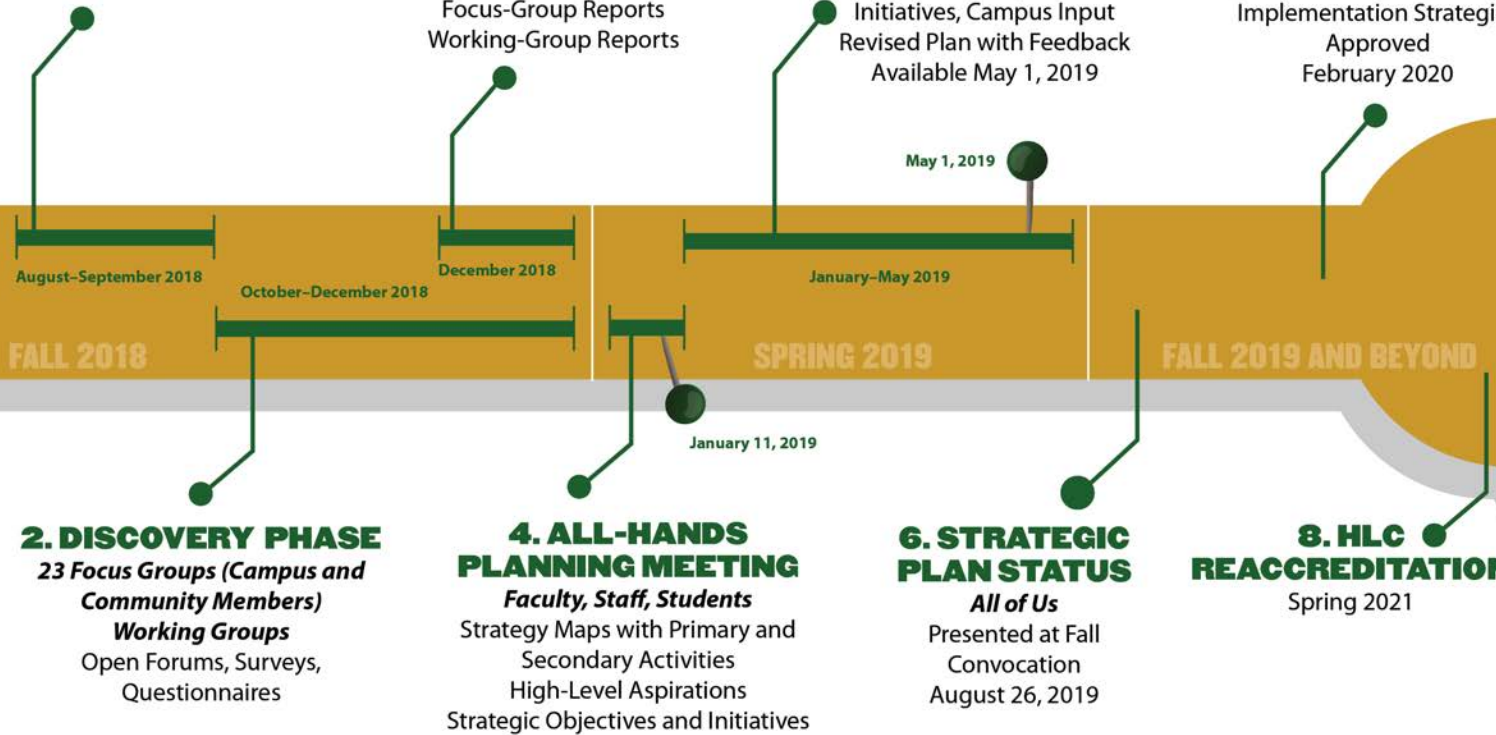
# STRATEGIC PLAN TIMELINE

**1. PREPLANNING**  
Steering Committee  
Leadership Team  
Strategic Focus Associates

**3. DISCOVERY REPORT**  
Steering Committee  
Strategic Focus Associates  
Key Takeaways from Discovery Data  
Focus-Group Reports  
Working-Group Reports

**5. STRATEGIC PLAN DEVELOPMENT**  
Faculty, Staff, Students  
Aspirations, Objectives,  
Initiatives, Campus Input  
Revised Plan with Feedback  
Available May 1, 2019

**7. FINAL STRATEGIC PLAN APPROVAL**  
President & Board of Trustees  
Final Strategic Plan and  
Implementation Strategies  
Approved  
February 2020



Learn more at:

[www.pfw.edu/strategic-plan](http://www.pfw.edu/strategic-plan)





# Key Milestones

- Prioritization Event (September 13)
- Measures and metrics are finalized (aiming for December)
- Board of Trustees vote on Strategic Plan (aiming for February)
  
- Vote?
- Annual update?
- Other ongoing involvement (beyond regular shared governance collaboration)?

# Prioritization Event

- Friday, September 13, 12:00-4:30 p.m.
  - Lunch and snacks
- All students, staff, and faculty invited and encouraged to attend
  - Outreach across the university
- RSVP at [www.pfw.edu/strategic-plan/be-engaged](http://www.pfw.edu/strategic-plan/be-engaged)
  - Deadline to RSVP is today

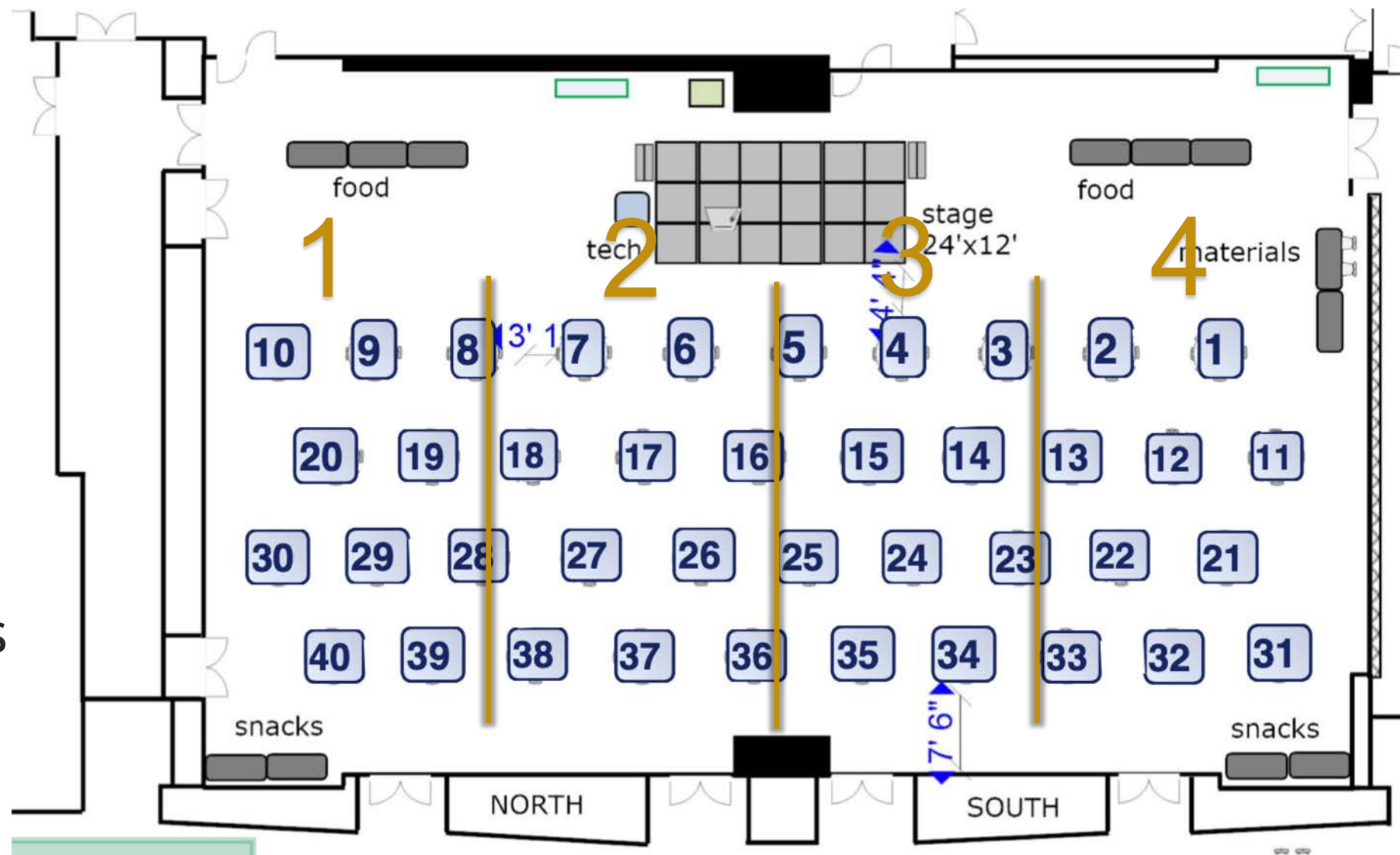
# Prioritization Event

- Strategic Plan released in April included 92 strategic activities
  - Impossible to meaningfully advance 92 activities in 5.5-years
- Goal at September 13 Prioritization Event is to get to a strategic plan of ~20 strategic activities and to identify those activities we should begin implementing in 2019-20 and 2020-21
- To make our work on September 13 more manageable, the Aspiration Planning Teams pre-prioritized on August 19 to get the plan down to 40 strategic activities

# Setup

Four quadrants,  
with activities  
focused on one  
aspiration

Individual activities  
focused on entire  
strategic plan



# QUESTIONS?

Learn more at:

[www.pfw.edu/strategic-plan](http://www.pfw.edu/strategic-plan)

**Strategic Plan  
Prioritization Event  
September 13  
12:00-4:30 p.m.**

Learn more at:

**[www.pfw.edu/strategic-plan/be-engaged](http://www.pfw.edu/strategic-plan/be-engaged)**

**PURDUE**  
UNIVERSITY  
**FORT WAYNE**

# Senate Reference

SEPTEMBER 2019

## No. 19-10

# FY2020 PLAN AND FINANCIAL REVIEW

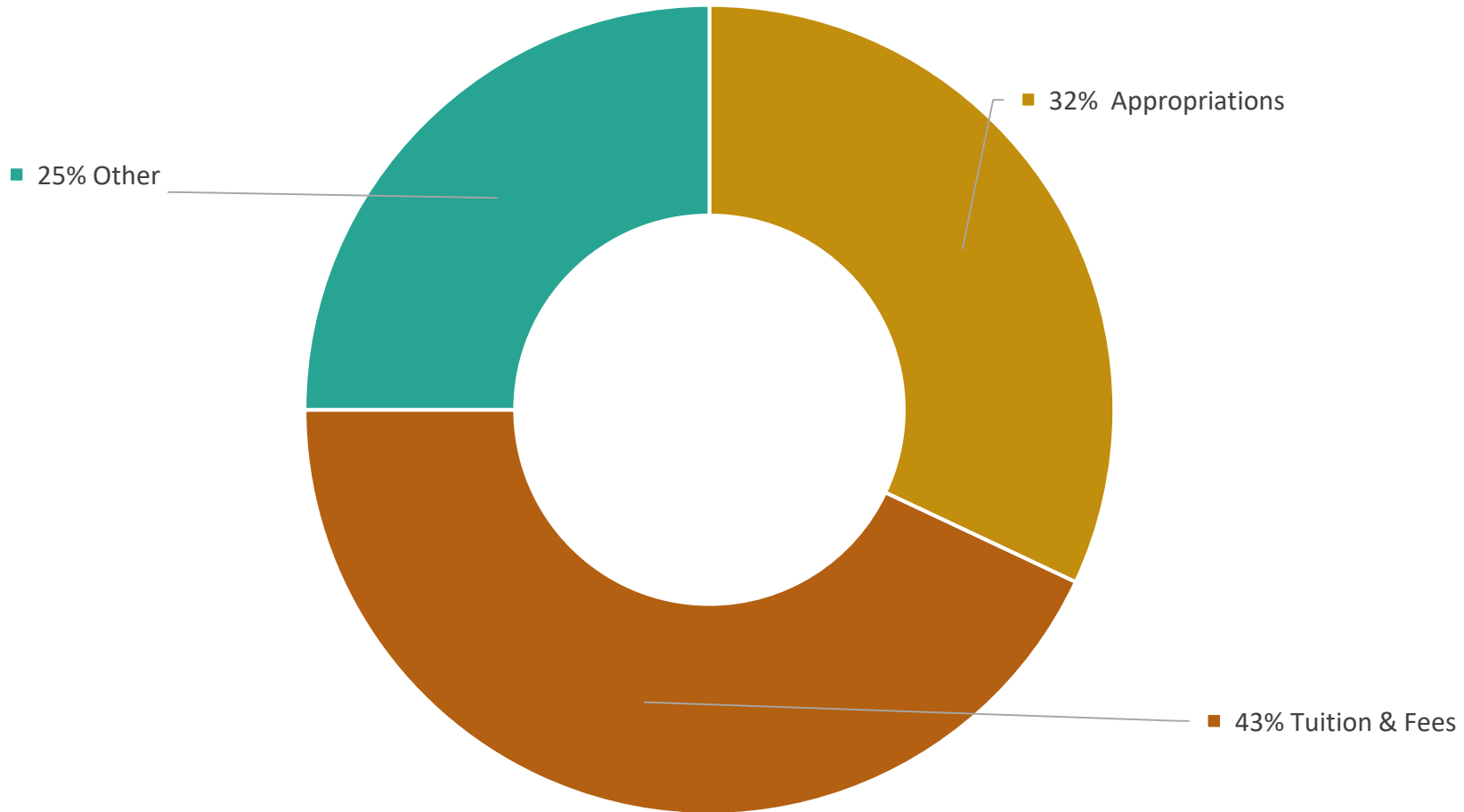
---

**DAVID WESSE**

Vice Chancellor Financial Affairs

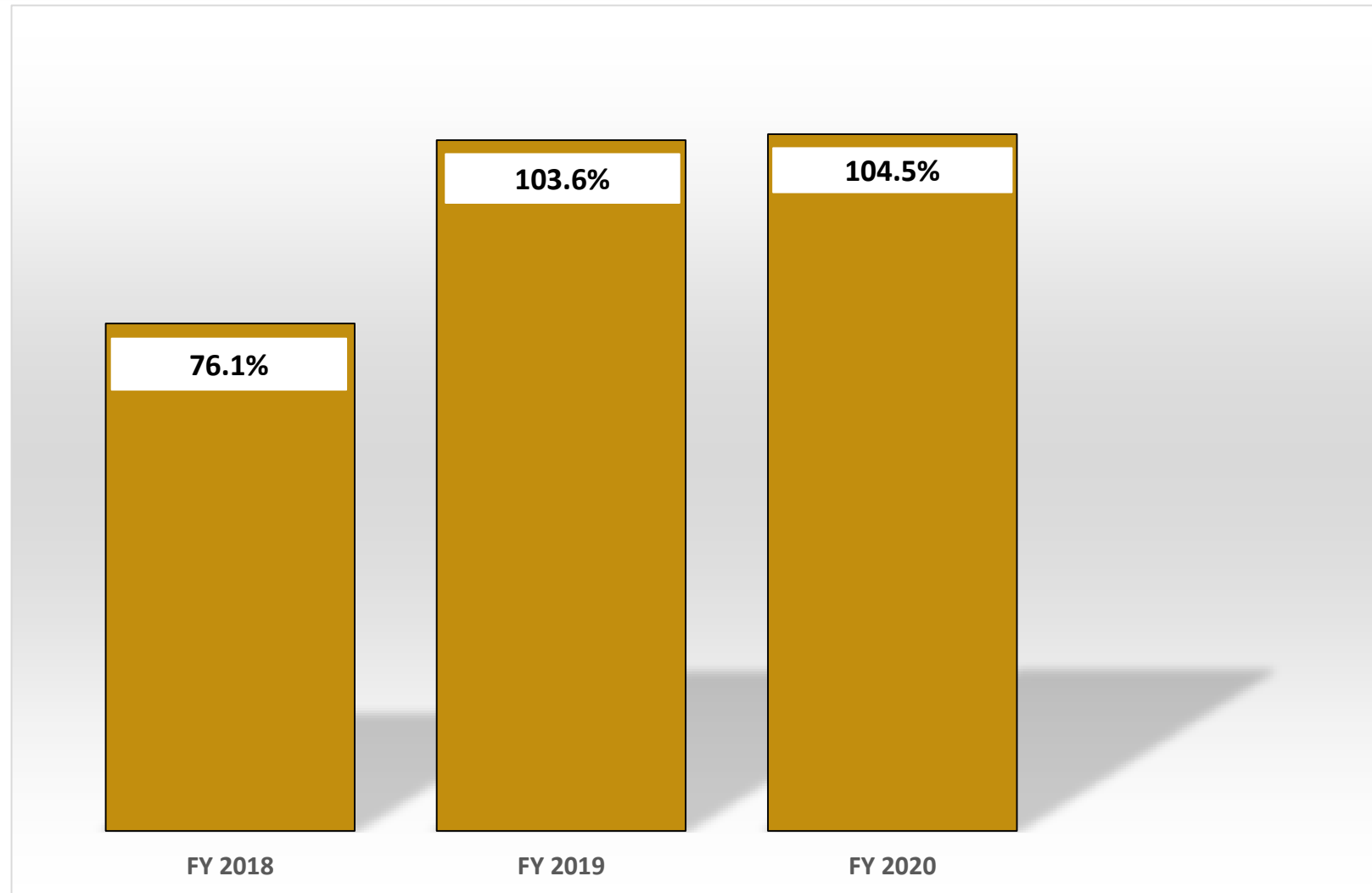
**PURDUE**  
UNIVERSITY®  
FORT WAYNE

# FY2020 Plan Funding by Source Percentage

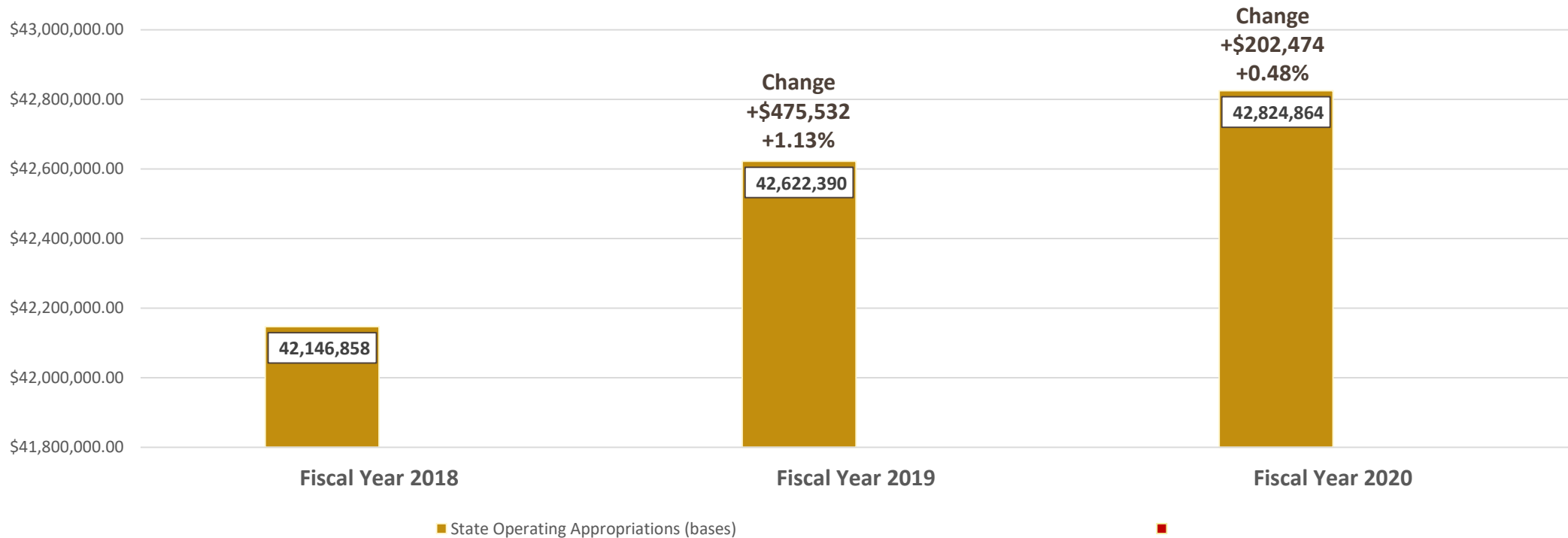




# Student Housing Occupancy

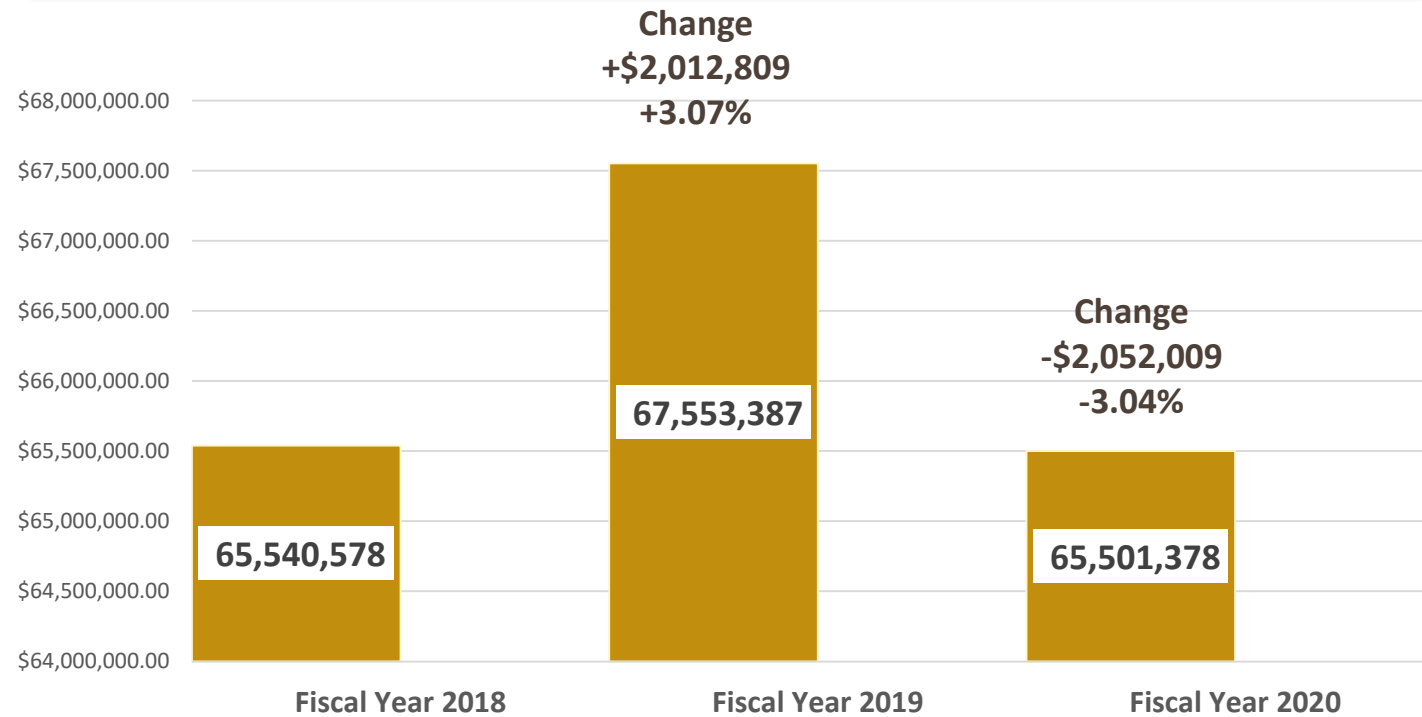


# Change in Purdue Fort Wayne State Appropriation Operating



- State Appropriation Operating Increased in FY20 by \$202,474

# Change in Purdue Fort Wayne Tuition & Fees (FY2020 Projected)



- Tuition & Fees Projected to Decline in FY2020

## Change in Purdue Fort Wayne Undergraduate Fee Rates

Undergraduate Tuition	FY2018 Credit Hours \$	FY2019 Credit Hours \$	FY2020 Credit Hours \$	Change in Percentage FY19-FY20
Resident	242.30	244.95	249.00	1.65%
Non-Resident	389.15	394.60	401.10	1.65%

## Change in Purdue Fort Wayne Graduate Fee Rates

Graduate Tuition	FY2018 Credit Hours \$	FY2019 Credit Hours \$	FY2020 Credit Hours \$	Change in Percentage FY19-FY20
Resident	306.95	310.55	315.68	1.65%
Non-Resident	432.70	438.75	446.00	1.65%

# Capital Construction During FY 2020

---

## 1. ETCS

- a. Classroom Renovation

## 2. Helmke Library

- a. Masonry Repairs
- b. Tornado Siren Replacement – Install new self-contained siren.

## 3. Kettler Hall

- a. Landscape Parking circle and construct new rain garden.
- b. Kettler Solar Pilot Project – Install 7Va solar array to offset ITS computer lab.

## 4. Life Science Resource Center

- a. HVAC Controls Renovation.

## 5. Neff Hall

- a. Neff HVAC Controls Renovation
- b. Neff Exterior Doors Replacement

# Capital Construction During FY 2020

---

## 6. Parking Garage 1

- a. Masonry Restoration, Phase 2

## 7. Printing/Warehouse (Environmental Resource Center)

- a. Rehab existing print service/shipping area into research lab.

## 8. Science Building

- a. Chemistry Safety Cabinet Replacement in several labs.

## 9. Wayfinding/Transition Change

- a. Phase 3 replacement of existing headers with logos

## 10. Grounds

- a. Multiple area sidewalk repair and replacement.
- b. Multiple area roadway resurfacing.

# Capital Construction During FY 2020

---

## 11. Gates Athletic Center

- a. MAP Center Renovation to accommodate new staff.
- b. Gates Gym floor re-surfacing.

## 12. Williams Theatre

- a. Roof Replacement.

## 13. Student Housing

- a. Building A – G, roof replacement.

## 145. South Campus

- a. Fiber Optics under Coliseum Blvd to connect to main campus network.
- b. Renovate for occupancy.



# Purdue Fort Wayne South Campus Doermer School of Business

---

Purchase Date July 2019

Purchase Price \$3.8M (Pledges 2.5M)

Square Footage 70,0000

Estimated occupancy slated for Fall AY 20-21

- Doermer School of Business
- Development
- Marketing & Communications
- Career Services

# Fiscal Year 2020 Plan

## Unavoidable Expenses

---

- Benefits - 35% of Salaries
- Fee Remission - \$820K
- Debt Obligations - \$10M
- Fuel, Utilities, and Insurance - \$3M and Insurance \$300K
- Repair & Rehabilitation – \$2.8M
- Administrative Overhead - \$2.2M

Question Time

1. For the 2018-19 academic year, how many favorable recommendations at the lower levels for candidates, either for reappointment or for promotion and/or tenure, did the Vice Chancellor for Academic Affairs then overturn on the basis of reasons other than candidate performance?
2. When the University dismisses or fails to reappoint a faculty member for reasons other than cause, does that faculty member have access to review procedures consistent with those outlined in AAUP's Statement on Procedural Standards in the Renewal or Nonrenewable of Faculty Appointments (attached)?

S. Carr

---

# Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments

The statement that follows, a revision of a statement originally adopted in 1971, was approved by the Association's Committee A on Academic Freedom and Tenure, adopted by the Association's Council in November 1989, and endorsed by the Seventy-Sixth Annual Meeting.

---

Except for special appointments clearly designated at the outset as involving only a brief association with the institution, all full-time faculty appointments are either with continuous tenure or probationary for tenure. Procedures bearing on the renewal or nonrenewal of probationary appointments are this statement's concern.

## **The Probationary Period: Standards and Criteria**

The 1940 *Statement of Principles on Academic Freedom and Tenure* prescribes that "during the probationary period a teacher should have the academic freedom that all other members of the faculty have." The Association's *Recommended Institutional Regulations on Academic Freedom and Tenure*<sup>1</sup> prescribe further that "all members of the faculty, whether tenured or not, are entitled to protection against illegal or unconstitutional discrimination by the institution, or discrimination on a basis not demonstrably related to the faculty member's professional performance. . . ." A number of the rights of nontenured faculty members provide support for their academic freedom and protection against improper discrimination. They cannot, for example, be dismissed before the end of a term appointment except for adequate cause that has been demonstrated through academic due process—a right they share with tenured members of the faculty. If they assert that they have been given notice of nonreappointment in violation of academic freedom or because of improper discrimination, they are entitled to an opportunity to establish their claim in accordance with Regulation 10 of the *Recommended Institutional Regulations*. They are entitled to timely notice of nonreappointment in accordance with the schedule prescribed in the statement on *Standards for Notice of Nonreappointment*.<sup>2</sup> Lacking the reinforcement of tenure, however, academic freedom and protection against improper

discrimination for probationary faculty members have depended primarily upon the understanding and support of their tenured colleagues, the administration, and professional organizations, especially the American Association of University Professors. In the *Statement on Government of Colleges and Universities*, the Association has asserted that "faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal." Collegial deliberation of the kind envisioned by the *Statement on Government* will minimize the risk of a violation of academic freedom, of improper discrimination, and of a decision that is arbitrary or based on inadequate consideration.

Frequently, young faculty members have had no training or experience in teaching, and their first major research endeavor may still be uncompleted at the time they start their careers as college teachers. Under these circumstances, it is particularly important that there be a probationary period—a maximum of seven years under the 1940 *Statement of Principles on Academic Freedom and Tenure*—before tenure is granted. Such a period gives probationary faculty members time to prove themselves, and their colleagues time to observe and evaluate them on the basis of their performance in the position rather than on the basis only of their education, training, and recommendations.

Good practice requires that the institution (department, college, or university) define its criteria for reappointment and tenure and its procedures for reaching decisions on these matters. The 1940 *Statement of Principles* prescribes that "the precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated."

Moreover, fairness to probationary faculty members prescribes that they be informed, early in their appointments, of the substantive and procedural standards that will be followed in determining whether or not their appointments will be renewed or tenure will be granted.

The Association accordingly recommends:

1. *Criteria and Notice of Standards*

Probationary faculty members should be advised, early in their appointment, of the substantive and procedural standards generally accepted in decisions affecting renewal and tenure. Any special standards adopted by their particular departments or schools should also be brought to their attention.

**The Probationary Period:  
Evaluation and Decision**

The relationship of the senior and junior faculty should be one of collegiality, even though nontenured faculty members know that in time they will be judged by their senior colleagues. Thus the procedures adopted for evaluation and possible notification of nonrenewal should not endanger this relationship where it exists, and should encourage it where it does not. Nontenured faculty members should have available to them the advice and assistance of their senior colleagues; and the ability of senior colleagues to make a sound decision on renewal or tenure will be enhanced if an opportunity is provided for a regular review of the candidate's qualifications. A conjunction of the roles in counseling and evaluation may be productive: for example, an evaluation, whether interim or at the time of final determination of renewal or tenure, should be presented in such a manner as to assist nontenured faculty members as they strive to improve their performance.

Any recommendation regarding renewal or tenure should be reached by an appropriate faculty group in accordance with procedures approved by the faculty. Because it is important to both the faculty member and the decision-making body that all significant information be considered, the candidate should be notified that a decision is to be made regarding renewal of appointment or the granting of tenure and should be afforded an opportunity to submit material that the candidate believes to be relevant to the decision.

The Association accordingly recommends:

2. a. *Periodic Review*

There should be provision for periodic review of a faculty member's situation during the probationary service.

b. *Opportunity to Submit Material*

Probationary faculty members should be advised of the time when decisions affecting renewal and tenure are ordinarily made, and they should be given the opportunity to submit material that they believe will be helpful to an adequate consideration of their circumstances.

Observance of the practices and procedures outlined above should minimize the likelihood of reasonable complaint if nontenured faculty members are given notice of nonreappointment. They will have been informed of the criteria and procedures for renewal and tenure; they will have been counseled by faculty colleagues; they will have been given an opportunity to have all material relevant to their evaluation considered; and they will have a timely decision representing the views of faculty colleagues.

**Notice of Reasons**

Since 1971 it has been the Association's position, reached after careful examination of advantages and disadvantages, that nontenured faculty members notified of nonreappointment should, upon request, receive a statement of the reasons for the decision. In reaching this position, the Association considered the needs both of the institution and of the individual faculty member.

A major responsibility of the institution is to recruit and retain the best-qualified faculty within its goals and means. In a matter of such fundamental importance, the institution, through the appropriate faculty agencies, must be accorded the widest latitude consistent with academic freedom, equal opportunity, and the standards of fairness. The Association recognized that the requirement of giving reasons could lead, however erroneously, to an expectation that the decision-making body must justify its decision. A notice of nonreappointment could thus become confused with dismissal for cause, and under these circumstances the decision-making body could become reluctant to reach adverse decisions that might culminate in grievance procedures. As a result there was some risk that the important distinction between tenure and probation would be eroded.

Weighed against these important institutional concerns, however, were the interests of the individual faculty members. They could be honestly unaware of the reasons for a negative decision, and the decision could be based on a judgment of shortcomings which they could easily remedy if informed of them. A decision not to renew an appointment could be based on erroneous information which the faculty member could

readily correct if informed of the basis for the decision. Again, the decision could be based on considerations of institutional policy or program development that have nothing to do with the faculty member's professional competence, and if not informed of the reasons, the faculty member could mistakenly assume that a judgment of inadequate performance has been made. In the face of a persistent refusal to supply the reasons, a faculty member may be more inclined to attribute improper motivations to the decision-making body or to conclude that its evaluation has been based upon inadequate consideration. If the faculty member wished to request a reconsideration of the decision, or a review by another body, ignorance of the reasons for the decision would create difficulties both in reaching a decision whether to initiate such a request and in presenting a case for reconsideration or review.

The Association's extensive experience with specific cases since 1971 has confirmed its conclusion that the reasons in support of the faculty member's right to be informed outweigh the countervailing risks. Every notice of nonreappointment, however, need not be accompanied by a written statement of the reasons for nonreappointment. It may not always be to the advantage of the faculty member to be informed of the reasons for nonreappointment, particularly in writing. The faculty member may be placed under obligation to divulge them to the appointing body of another institution if it inquired. Similarly, a written record is likely to become the basis for continuing responses by the faculty member's former institution to prospective appointing bodies.

At many institutions, moreover, the procedures of evaluation and decision may make it difficult, if not impossible, to compile a statement of reasons that precisely reflects the basis of the decision. When a number of faculty members participate in the decision, they may oppose a reappointment for a variety of reasons, few or none of which may represent a majority view. To include every reason, no matter how few have held it, in a written statement to the faculty member may misrepresent the general view and damage unnecessarily both the morale and the professional future of the faculty member.

In many situations, of course, a decision not to reappoint will not reflect adversely upon the faculty member. An institution may, for example, find it necessary for financial or other reasons to restrict its offerings in a given department. The acquisition of tenure may depend not only upon satisfactory performance but also upon a long-term opening. Nonrenewal in these cases does not suggest a serious adverse judgment. In these

situations, providing a statement of reasons, either written or oral, should pose no difficulty, and such a statement may in fact assist the faculty member in searching for a new position.

Should the faculty member, after weighing the considerations cited above, decide to request the reasons for the decision against reappointment, the reasons should be given. The faculty member also should have the opportunity to request a reconsideration by the decision-making body.

The Association accordingly recommends:

### 3. *Notice of Reasons*

In the event of a decision not to renew an appointment, the faculty member should be informed of the decision in writing, and, upon request, be advised of the reasons which contributed to that decision. The faculty member should also have the opportunity to request a reconsideration by the body or individual that made the decision.

### **Written Reasons**

Having been given orally the reasons that contributed to the decision against reappointment, the faculty member, to avoid misunderstanding, may request that they be confirmed in writing. The faculty member may wish to petition the appropriate faculty committee, in accordance with Regulation 10 of the Association's *Recommended Institutional Regulations*, to consider an allegation that the reasons given, or other reasons that were not stated, constitute a violation of academic freedom or improper discrimination. The faculty member may wish to petition a committee, in accordance with Regulation 16 of the *Recommended Institutional Regulations*, to consider a complaint that the decision resulted from inadequate consideration and was therefore unfair. The faculty member may believe that a written statement of reasons might be useful in pursuing a professional career.

If the department chair or other appropriate institutional officer to whom the request is made believes that confirming the oral statement in writing may be damaging to the faculty member on grounds such as those cited earlier in this statement, it would be desirable for that officer to explain the possible adverse consequences of confirming the oral statement in writing. If, in spite of this explanation, the faculty member continues to request a written statement, the request should be honored.

The Association accordingly recommends:

### 4. *Written Reasons*

If the faculty member expresses a desire to petition the grievance committee (such as is

described in Regulations 10 and 16 of the Association's *Recommended Institutional Regulations*), or any other appropriate committee, to use its good offices of inquiry, recommendation, and report, or if the request is made for any other reason satisfactory to the faculty member alone, the reasons given in explanation of the nonrenewal should be confirmed in writing.

### **Review Procedures: Allegations of Violation of Academic Freedom or of Discrimination**

The best safeguard against a proliferation of grievance petitions on a given campus is the observance of sound principles and procedures of academic freedom and tenure and of institutional government. Observance of the procedures recommended in this statement—procedures that would provide guidance to nontenured faculty members, help assure them of a fair professional evaluation, and enlighten them concerning the reasons contributing to key decisions of their colleagues—should contribute to the achievement of harmonious faculty relationships and the development of well-qualified faculties.

Even with the best practices and procedures, however, faculty members will at times think that they have been improperly or unjustly treated and may wish another faculty group to review a decision of the faculty body immediately involved. The Association believes that fairness to both the individual and the institution requires that the institution provide for such a review when it is requested. The possibility of a violation of academic freedom or of improper discrimination is of vital concern to the institution as a whole, and where either is alleged it is of cardinal importance to the faculty and the administration to determine whether substantial grounds for the allegation exist. The institution should also be concerned to see that decisions respecting reappointment are based upon adequate consideration, and provision should thus be made for a review of allegations by affected faculty members that the consideration has been inadequate.

Because of the broader significance of a violation of academic freedom or of improper discrimination, the Association believes that the procedures to be followed in these two kinds of complaints should be kept separate from a complaint over adequacy of consideration. Regulation 10 of the *Recommended Institutional Regulations* provides a specific procedure for the review of complaints of academic freedom violation or of discrimination.<sup>3</sup>

If a faculty member on probationary or other nontenured appointment alleges that a decision against reappointment was based significantly on considerations that violate (1) academic freedom or (2) governing policies on making appointments without prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation, the allegation will be given preliminary consideration by the [insert name of committee], which will seek to settle the matter by informal methods. The allegation will be accompanied by a statement that the faculty member agrees to the presentation, for the consideration of the faculty committee, of such reasons and evidence as the institution may allege in support of its decision. If the difficulty is unresolved at this stage, and if the committee so recommends, the matter will be heard in the manner set forth in Regulations 5 and 6, except that the faculty member making the complaint is responsible for stating the grounds upon which the allegations are based, and the burden of proof will rest upon the faculty member. If the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision against reappointment to come forward with evidence in support of their decision. Statistical evidence of improper discrimination may be used in establishing a prima facie case.

The Association accordingly recommends:

5. *Petition for Review Alleging an Academic Freedom Violation or Improper Discrimination*  
Insofar as the petition for review alleges a violation of academic freedom or improper discrimination, the functions of the committee that reviews the faculty member's petition should be the following:
  - a. to determine whether or not the notice of nonreappointment constitutes on its face a violation of academic freedom or improper discrimination;
  - b. to seek to settle the matter by informal methods;
  - c. if the matter remains unresolved, to decide whether or not the evidence submitted in support of the petition warrants a recommendation that a formal proceeding be conducted in accordance with Regulations 5 and 6 of the *Recommended Institutional Regulations*, with the burden of proof resting upon the complaining faculty member.

### **Review Procedures: Allegations of Inadequate Consideration**

Complaints of inadequate consideration are likely to relate to matters of professional judgment,

where the department or departmental agency should have primary authority. For this reason, the basic functions of the review committee should be to determine whether the appropriate faculty body gave adequate consideration to the faculty member's candidacy in reaching its decision and, if the review committee determines otherwise, to request reconsideration by that body.

It is easier to state what the standard "adequate consideration" does not mean than to specify in detail what it does. It does not mean that the review committee should substitute its own judgment for that of members of the department on the merits of whether the candidate should be reappointed or given tenure.<sup>4</sup> The conscientious judgment of the candidate's departmental colleagues must prevail if the invaluable tradition of departmental autonomy in professional judgments is to prevail. The term "adequate consideration" refers essentially to procedural rather than to substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation by the department over the import of the evidence in light of the relevant standards? Were irrelevant and improper standards excluded from consideration? Was the decision a bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard "adequate consideration."

If, in applying this standard, the review committee concludes that adequate consideration was not given, its appropriate response should be to recommend to the department that it assess the merits once again, this time remedying the inadequacies of its prior consideration.

An acceptable review procedure, representing one procedural system within which such judgments may be made, is outlined in Regulation 16 of the *Recommended Institutional Regulations*, as follows:

If any faculty member alleges cause for grievance in any matter not covered by the procedures described in the foregoing regulations, the faculty member may petition the elected faculty grievance committee [here name the committee] for redress. The petition will set forth in detail the nature of the grievance and will state against whom the grievance is directed. It will contain any factual or other data which the petitioner deems pertinent to the case. Statistical evidence of improper discrimination, including discrimination in salary, may be used in establishing a prima facie case. The committee will

decide whether or not the facts merit a detailed investigation; if the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision to come forward with evidence in support of their decision. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The committee may seek to bring about a settlement of the issue satisfactory to the parties. If in the opinion of the committee such a settlement is not possible or is not appropriate, the committee will report its findings and recommendations to the petitioner and to the appropriate administrative officer and faculty body, and the petitioner will, upon request, be provided an opportunity to present the grievance to them. The grievance committee will consist of three [or some other number] elected members of the faculty. No officer of administration will serve on the committee.

The Association accordingly recommends:

6. *Petition for Review Alleging Inadequate Consideration*

Insofar as the petition for review alleges inadequate consideration, the functions of the committee which reviews the faculty member's petition should be the following:

- a. to determine whether the decision was the result of adequate consideration, with the understanding that the review committee should not substitute its judgment on the merits for that of the body or individual that made the decision;
- b. to request reconsideration by the faculty body when the committee believes that adequate consideration was not given to the faculty member's qualifications (in such instances, the committee should indicate the respects in which it believes that consideration may have been inadequate); and
- c. to provide copies of its report and recommendation to the faculty member, the body or individual that made the decision, and the president or other appropriate administrative officer.

**Notes**

1. AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 85.

2. *Ibid.*, 99.

3. Faculties processing complaints under Regulations 10 and 16 may wish to secure the further advice of the Association's Washington office.

4. As used here, "department" may refer to any institutional body or individual responsible for making a recommendation or decision on reappointment.



Question Time

In June 2019, my department chair announced to faculty that the university has decided to shut down College TV (CTV) within days of the announcement. Such a move comes as a complete surprise: an action that the administration has taken without involving the affected parties such as departments, faculty, and students, and without appropriately weighing the consequences of CTV's closure or the value that it added to students, programs, and the campus. Could I kindly ask for a response to the following questions?

1. What informed this decision?
2. According to SD 15-16:

“[...] be it resolved that: The President, the Provost, the Board of Trustees, Chancellors, and the rest of the Purdue administration develop and announce all major changes that affect scholarship, teaching, and organization of Purdue while the University Senate and the regional campus Faculty Senates are in session.”

  - a. How is making the decision and completing the shut-down of CTV reflect the above statement from SD 15-16?
  - b. How does this comply with the administration's commitment to shared governance?
3. How does the administration regard the Senate? What meaning or role does the Senate body have if its resolutions such as SD 15-16 do not bear any significance on how decisions are made?

A. Nasr

Question Time

At the end of June this year, four employees of College Access Television (CTV) at PFW were abruptly terminated, and the station was closed. The news came as a shock not only to the dedicated staff of CTV, who were summarily locked out of their offices, but also to those faculty who had learned of the closure, which was not, and has yet to be, formally announced on campus. In addition, long-standing community stakeholders (including Allen County Public Library, City of Fort Wayne, University of St. Francis, among others) were also shocked and dismayed at this turn of events.

We ask Vice Chancellor Lewis and Chancellor Elsenbaumer to address the following questions:

1. Given that the elimination of the station directly impacts academic programming and promotion, most especially in those colleges and departments that have, for decades, relied upon CTV heavily as part of their community outreach and promotion, why were these units not consulted prior to this decision? What data was this decision based upon?
2. Vice Chancellor Lewis has made it known that Communications and Marketing has no intention of restoring CTV. He has stated that CTV cannot fulfill the marketing strategy he envisions. Why is CTV understood as primarily a marketing vehicle and not the rich community outreach that PFW's mission embraces?
3. Why was a plan not arranged for how to fill what amounts to an enormous gap in how academic units can continue programming, promotion, and outreach? How, then, can academic units be expected to fill this significant gap?
4. Concerned faculty have been invited to develop a business plan, one that would seek funding from outside the university and be self-supporting, for a new approach to CTV. Why, then, is Academic Affairs expected to cover the resources needed (especially in terms of personnel) to promote the university and perform community outreach? Isn't that the job of Communications and Marketing? Why would C and M expect to benefit from the efforts of Academic Affairs without providing the necessary resources?
5. Finally, how does Vice Chancellor Lewis intend to mend the relationships with PFW's collaborators? CTV and academic units have, for decades, enjoyed a mutually beneficial, albeit imperfect, engagement with these other institutions. Perhaps Vice Chancellor Lewis should consider forming an advisory board with faculty whose work has been directly impacted by this abrupt shift in direction so that future decisions might be better informed?

A. Livschiz

Question Time

2019-20 academic year saw a number of high level searches conducted—some necessary replacements and some brand new positions. These searches were all conducted in differently problematic ways, such that it is a miracle that PFW was not sued for discrimination by the applicants.

Is there a policy that governs how high level searches should be conducted, any ethical and procedural guidelines that are enforced?

Given our alleged budget issues (necessitating emails from VCAA threatening to fire professional advisors if we don't harass our unregistered students like overeager telemarketers), how is the creation of brand new high level administrative positions justified? Where does the money for these positions come from and at the expense of what?

A. Livschiz

Question Time

Questions for the chief academic officer:

1 Diversity is critically important and seen closely linked to academic leadership at Purdue University, which can be seen, as an example, from the job title of its chief academic officer: Provost and Vice President of Academic Affairs and Diversity. Although your job title does not have the word “diversity” in it, it is understood on this campus and beyond that diversity and inclusion are imperative and vital in academic leadership. It is perceived that you **show a tendency toward** preventing certain qualified international/minority faculty with diversity background from assuming leadership/executive positions while you show favoritism for others. Although these cases were usually handled tactically; still traces of bias and exclusion are quite visible. Specific examples of this kind are **available upon request**.

Where do we see your leadership in valuing diversity and inclusion in academic leadership?

2 As you know, Purdue University’s policies and equal employment laws require equal treatment of all employees. PFW Strategic Plan 2020 also puts ample emphasis on such core values as institutional “equity and fairness. . .celebrate differences of culture and background.”

How do you plan to address your bias problems so that all faculty are treated equally and fairly in all aspects of professional affairs, including, but are not limited to, appointments of leadership positions, administrative or academic? Institutional equity is not just words on paper or an ideal; rather, it has absolute binding power on all employees.

3 There are many diversity events held on PFW campus such as Diversity Showcase, Global Student Celebration, international forums, events to celebrate ethnic minority groups, and events organized by minority and international faculty and students. Senior and other administrators I know of usually come to these events. **My impression is that** you were not seen at these events **when I attended these events**.

Why do you not show up **at least some of** these diversity events? Where do we see your leadership and support role **in these diversity areas**?

I would like the answers to be written and be kept on file by the Senate secretary so that senators can request a copy later on.

Thank you!

L. Lin

**To:** Senate Executive Committee  
**From:** Steven Alan Carr, Voting Faculty  
**Date:** 23 August 2019  
**Re:** Changes to Academic Programs and Structures

WHEREAS, Senate Document SD 18-11 re-established the Fort Wayne Senate’s Right of Advisement in the Development of the University Strategic Plan (<https://www.pfw.edu/committees/senate/documents/documents/2018-19/SD18-11approved.pdf>), and;

WHEREAS, SD 13-21 Resolution to Establish IPFW Senate Right of Advisement in the Development of the University Strategic Plan (<https://www.pfw.edu/dotAsset/13b7f042-94ed-4e54-9f61-a934455e7e66.pdf>), SD 17-7 Realignment and the Senate: Amendments to Constitution and Bylaws (<https://www.pfw.edu/committees/senate/documents/documents/2017-18/SD17-7approved.pdf>), and the Constitution of the Faculty of Purdue University Fort Wayne (<https://www.pfw.edu/committees/senate/documents/documents/2017-18/Constitution.3.12.2018.pdf>) all establish the Voting Faculty’s “right to review and recommend changes... that would involve or potentially involve any changes to academic organization, determination and management of the budget, planning of physical facilities, increases and decreases in staff, and any other alterations bearing on the faculty’s right to protect the interests of Purdue,” and;

WHEREAS, the American Association of University Professors’ (AAUP) 1966 Statement on Shared Government of Colleges and Universities established that “the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction” (<https://www.aaup.org/report/statement-government-colleges-and-universities>), and;

WHEREAS, the AAUP’s 2013 The Role of the Faculty in Conditions of Financial Exigency stated that program closures are matters of curriculum, central to the educational missions of colleges and universities – missions over which the faculty should always have primary responsibility. Closures ordered by administrative fiat – even, or especially, when they are ordered by administrators who believe they have done due diligence in program review – are therefore inimical not only to the educational mission of colleges and universities but also to the social contract according to which faculty expertise, academic freedom, and tenure serve the public good (<https://www.aaup.org/file/FinancialExigency.pdf>), and;

WHEREAS, the AAUP’s 1966 Statement on Shared Government of Colleges and Universities also recognized that agencies for faculty participation in government “should exist for the presentation of the views of the whole faculty,” and consist of “faculty-elected” bodies, as opposed to faculty hand-selected by other bodies to participate in government of the institution;

BE IT RESOLVED, any proposals moving through shared governance structures resulting in changes to the curriculum - including program offerings, subject matter, methods, and modes of instruction - must go before faculty-elected bodies holding primary responsibility for the curriculum and existing for the presentation of the views of the whole faculty, and;

BE IT FURTHER RESOLVED, any changes to academic structure or organization that involve or potentially involve the faculty’s ability to deliver curriculum must go before faculty-elected bodies holding primary responsibility for the curriculum and existing for the presentation of the views of the whole faculty, and;

BE IT FURTHER RESOLVED, Voting Faculty, through faculty-elected bodies existing for the presentation of the views of the whole faculty, will retain primary responsibility and sole control over the curriculum “to review and approve” all changes to the curriculum, including program offerings, subject matter, and modes of instruction, and;

BE IT FURTHER RESOLVED, Voting Faculty, through faculty-elected bodies existing for the presentation of the views of the whole faculty, will retain primary responsibility and sole control over any changes to academic structure or organization resulting in any change or potential change to the curriculum, including program offerings, subject matter, and modes of instruction.