

Minutes of the
Third Regular Meeting of the Third Senate
Purdue University Fort Wayne
November 9 and 16, 2020
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of November 9 and November 16
3. Acceptance of the agenda – B. Buldt
4. Reports of the Speakers of the Faculties
 - a. IFC Representative – P. Dragnev
 - b. Deputy Presiding Officer – N. Younis
5. Report of the Presiding Officer – J. Toole
6. Special business of the day
 - a. Athletics Report (Senate Reference No. 20-9) (Senate Reference No. 20-16) – R. Elsenbaumer
 - b. Executive Committee (Senate Reference No. 20-14) – B. Buldt
7. Unfinished business
8. Committee reports requiring action
 - a. Educational Policy Committee (Senate Document SD 20-11) – S. Hanke
 - b. Educational Policy Committee (Senate Document SD 20-12) – S. Hanke
 - c. Graduate Subcommittee (Senate Document SD 20-13) – K. Fineran
 - d. Honors Program Council (Senate Document SD 20-14) – A. Marshall
 - e. Nominations and Elections Committee (Senate Document SD 20-15) – S. Ding
9. New business
 - a. Educational Policy Committee (Senate Document SD 20-16) – S. Hanke
10. Question time
 - a. (Senate Reference No. 20-5) – S. Betz
 - b. (Senate Reference No. 20-12) – A. Livschiz
 - c. (Senate Reference No. 20-13) – A. Livschiz
11. Committee reports “for information only”
 - a. Graduate Subcommittee (Senate Reference No. 20-8) – K. Fineran
 - b. Curriculum Review Subcommittee (Senate Reference No. 20-10) – C. Lawton
 - c. Curriculum Review Subcommittee (Senate Reference No. 20-11) – C. Lawton
 - d. Executive Committee (Senate Reference No. 20-15) – B. Buldt

12. The general good and welfare of the University

13. Adjournment*

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

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

Attachments:

“Chancellor’s Annual Report to the Faculty Senate on Intercollegiate Athletics” (SR No. 20-9)
 “Annual Athletics Report” (SR No. 20-16)
 “Response to the Charge to Examine and Report on Restructuring of College of Professional Studies – Preliminary Report” (SR No. 20-14)
 “Academic Calendar for 2023-2024” (SD 20-11)
 “Requirements for Certificates” (SD 20-12)
 “Bylaw Change – Composition of Graduate Subcommittee” (SD 20-13)
 “Instating Honors Pin Policy” (SD 20-14)
 “Approval of Filling in of a Vacancy in the Senate Nominations and Elections Committee” (SD 20-15)
 “Change to Pass/Not Pass Status for Fall 2020 Semester” (SD 20-16)
 “Question Time – re: Technology Problems” (SR No. 20-5)
 “Question Time – re: LTL Payments” (SR No. 20-12)
 “Question Time – re: DEI Search” (SR No. 20-13)
 “Graduate Certificate in School Administration” (SR No. 20-8)
 “Early Childhood Education Minor” (SR No. 20-10)
 “Bachelor of Science in Criminal Justice” (SR No. 20-11)
 “Fall 2020 COVID-19 Impact Survey” (SR No. 20-15)

Senate Members Present:

J. Badia, D. Bauer, A. Benito, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, S. Carr, B. Chen, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, P. Dragnev, C. Drummond, P. Eber, J. Egger, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, P. Jing, M. Jordan, D. Kaiser, C. Lawton, C. Lee, J. Lewis, A. Livschiz, A. Marshall, J. Mbuba, A. Mills, A. Mohammadpour, J. O’Connell, M. Parker, M. Ridgeway, G. Schmidt, H. Strevel, R. Stone, T. Swim, S. Wight, L. Whalen, M. Wolf, N. Younis, M. Zoghi

Senate Members Absent:

B. Elahi, D. Holland, M. Johnson, L. Lolkus, S. Randall, A. Smiley, A. Ushenko, D. West

Guests Present:

N. Borbieva, K. Burtnette, J. Clegg, F. Combs, S. Davis, A. Dircksen, M. Dixon, C. Fox, C. Gurgur, J. Hersberger, C. Kuznar, S. LeBlanc, J. Malanson, C. Marcuccilli, C. Springer, N. Virtue, A. Williams

Acta

1. Call to order: J. Toole called the meeting to order at 12:00 p.m.
2. Approval of the minutes of November 9 and November 16: The minutes were approved as distributed.
3. Acceptance of the agenda:

B. Buldt moved to accept the agenda.

S. Hanke moved to amend the agenda by placing New business before Question time.

Motion to amend the agenda passed by voice vote.

S. Carr moved to amend the agenda by placing Senate Reference No. 20-14 under Committee reports requiring action.

Amendment withdrawn.

S. Carr moved to amend the agenda by placing Senate Reference No. 20-14 below the Athletics Report under Special business of the day.

Motion to amend the agenda passed by poll vote.

S. Carr moved unanimous consent of the agenda.

Agenda approved unanimously by voice vote.

4. Reports of the Speakers of the Faculties:

- a. IFC Representative:

P. Dragnev: IFC will be meeting next semester. We are quite busy with managing the COVID pandemic. In this regard, I want to emphasize that PFW continues to maintain vigilance. I just cranked the numbers for Allen County. PFW has half the number of cases per capita compared to the pandemic that is around us. I want to ask Senators to take back to their departments and faculty the message of emphasizing further how it is important to stay vigilant and take all of the precautions, so that we can maintain our handling of the pandemic so far, which is well. Thank you.

- b. Deputy Presiding Officer:

N. Younis: Good afternoon colleagues,

Lately, there was a lot of discussion on campus about advising.

Just as we know that a “one size fits all” educational approach is not effective within the classroom, a “one size fits all” approach for advising is equally problematic.

Student needs differ across the wide range of university programs and change as students progress through their degree.

The faculty and staff at PFW have worked hard to develop personalized departmental or college level advising structures that fit the needs of the students they serve.

While there is always room to grow and improve, it is a disservice to students, faculty, and staff to throw out all that we’ve worked for in order to force a cookie cutter approach to work.

Of the U.S. News top 10 universities, none of them use a centralized advising system for all students. They all recognize that students in different programs have different educational needs, and students developing relationships with mentors and advisors within their field of study is essential to success.

If a department determines their students are best served through an advising office on campus that is great, but if a department or college has worked to create an effective, strong advising program they should be trusted to continue to make the best choices for their students’ success.

In the spirit of shared governance and senate document SD 16-26, a gentle reminder about senate document SD 19-29 in which academic advising is considered.

Thank you.

Happy Monday.

5. Report of the Presiding Officer:

J. Toole: Hello everyone. I have two things to discuss concerning items on the For Information Only portion of the agenda, although one of those has since moved.

Let me still say what I was going to say about SR 20-14. SR 20-14, which we will discuss under Special Business of the Day now, is the Response to the Charge to Examine and Report on Restructuring the College of Professional Studies. The Executive Committee asked the Curriculum Review Subcommittee and the Graduate Subcommittee to examine and report on whether and in what ways the Administration is following SD 19-24, passed by the Senate last year, in carrying out a reorganization of the College of

Professional Studies. SD 19-24 outlines the shared governance procedures that the Administration is supposed to follow in reorganizing academic programs. I'd like to commend both subcommittees for working so quickly and so well on our request, and I'd like to thank them for that work. I hope that all Senators will read through their report and will encourage their faculty constituents to read it as well.

The second item is SR 20-15, the results of a survey conducted by Student Government to gauge student opinion on the instructional changes that they have had to deal with during this extraordinary and very difficult semester. For faculty, the report does not make for easy reading. Students are quite dissatisfied with hybrid instruction and even more dissatisfied with online-only courses. Twenty-five percent of respondents characterized themselves as being moderately dissatisfied or very dissatisfied with mixed-modality instruction, and a full 37% of respondents characterized themselves as being moderately dissatisfied or very dissatisfied with fully online classes. This is a real problem, one that we need to address in every way we can.

To put this into context, I'd like first to emphasize how much I appreciate all the incredible work that faculty have put into their teaching this semester. As a faculty member, one reason the student survey was so hard to read was that so many of us already have been pushing ourselves to the limit this year to do everything we can to make a tremendously difficult semester work for our students. To hear that students are so dissatisfied after all the work that so many of us have already done is utterly disheartening. I doubt that any college or university in this country that has the level of resources that we have has been able to do any better in teaching students during this truly challenging time.

But we are, of course, teachers, and we care deeply about the welfare of our students. And we also, of course, have a collective need as an institution to keep enrollments for the spring semester as strong as they can possibly be. To state the obvious, students who are dissatisfied with fall semester instruction are a lot less likely to enroll for spring semester courses. And given the financial challenges that Covid has thrown at us, keeping our enrollments up is essential.

So I'd ask us all to take a close look at the report and to do all that we can, based on what we learn there, to make the adjustments that we need to make in order to help our students succeed in our courses. I know that deans are being asked to have their colleges engage in discussion about this document and that chairs are asked to do the same in their departments. For its part, the Executive Committee is working to ensure that a document is produced in short order containing guidance for faculty on how we can most easily and with greatest effect make changes designed to improve the situation that students are facing in their in-person, mixed-modality, and virtual classrooms. And I hope that all Senators will encourage the faculty whom they represent in Senate to read the survey report now, as well as the guidance document when it is released, and to thoughtfully consider what actions they might be able to take on an individual level.

This concludes my Presiding Officer remarks.

6. Special business of the day:

- a. Athletics Report (Senate Reference No. 20-9) (Senate Reference No. 20-16) – R. Elsenbaumer

Please see attached PowerPoint.

S. Carr: Chancellor, thank you for your report. I did have a question about the expenses associated with leaving the Summit League and entering the Horizon League. I was wondering if you could go over those, and if you could talk about where the money to pay for both the exit and entrance into the Horizon League is going to come. I would be especially interested to know if it is going to come from savings that occur within the Athletics budget or if it is going to be a one-time expense that is covered from outside the Athletics budget.

R. Elsenbaumer: That is a very good question. In anticipation for many many years we will hopefully be able to transition from the Summit League to the Horizon League. Development, along with Athletics, has been working very hard to try to find external sources, and they have done a great job, by the way, to cover those expenses, because we knew they were coming. Just to put things into perspective, the Summit League required a \$1 million exit fee. We tried to mitigate that as best we could. I will explain that in a little bit.

The Horizon League required \$1.2 million as an entrance fee. The Horizon League, I want to let you know, was incredibly generous with us in that. We didn't even ask for this, but, they, on their own, offered to us to split that payment over four years. So, in fact, we are not going to be paying \$1.2 million. We did not pay \$1.2 million for the entrance fee, but rather it is \$300 thousand per year, for the next four years. That is important, because development and our Athletics program now have much more time to assemble the remaining dollars that we need in order to meet those obligations. We have quite a bit of time. That is a good thing, because that money will come from external sources.

The second part is, of the \$2.2 million, we have close to \$2 million of that in play. So, we have a little bit more to go, but fortunately we have some time in order to get the remaining amount of money for those exit and entrance fees. Lutheran Health has been very generous to us as well. They have pledged some funds for us over multiple years, and as you pointed out Steve, very appropriately, some of those revenues that would come into the Athletics program are being used for the entrance fees into the Horizon League over time. The long story short here is that we are being diligent to make sure that external sources are the sources being used for the exit and entrance fees. We are basically almost there, and we have a very small amount yet to finalize the pledges to cover on those expenses. We have already made our first round of

expenses and we still have money left in the bank to help us with the next round at the end of July of next fiscal year. I hope that puts it into perspective.

S. Carr: Thank you very very much.

J. Badia: Currently, in one of my classes, I have twenty percent of my students who can't afford their textbook for the class. One of those students doesn't have her textbooks in a single class at this stage. I have a question about this issue of the student credit fee from Athletics.

First, I just want to say that I think we need to be careful about minimizing the impact of that number. While it might seem low, minimizing the impact of the number, given that it adds up over a fifteen or eighteen credit course load, but also when you have such a large population of students who can't even afford their textbooks, that student fee for Athletics is literally taking money out of students' pockets that they could be using for things like textbooks and things that they actually need to succeed in classes in college. I was wondering if you could explain to me, when you make the comparison to the fees that our students pay for Athletics at other schools, is that an apples to apples comparison? In other words, are those other schools actually generating their revenue from Athletics through a fee structure or is it through tuition dollars?

R. Elsenbaumer: I have experience at one other institution, clearly. It is a Division I school. It is a relatively large school now. It wasn't that big at one time. The student fee at that institution is very much higher than here, and it is all supported by students. Students actually made the decision that that is what they wanted to do, and that is what they wanted to support.

I understand your point, and it is a very very good point. When we have students that cannot afford books and other educational materials then that does become a consideration. We have proposed one avenue that could have helped all students get books on the very first day of class no matter what, as putting it as part of their tuition expense, and having most of that be covered by scholarships or Pell grants. I think there are other avenues, fortunately, for us to be able to address the student needs issues, and especially under these current COVID circumstances. There are avenues for students to get help for what they might need. I think we need to look at the entire picture. We also need to find other ways of helping our students. We have incredible donors. Our donors and supports, when they understand the financial challenges that our students are faced with, you would be surprised at how quickly they step up and help. This COVID situation was a very good example. We said our students needed help, and it wasn't long before we had \$100,000 in donations to help our students.

This is a very good point, and I think if we had a little bit more data on being able to identify how many students are really having difficulty, and if we can quantify that in some way then I think we can really get some significant help from our donors, along with the help that they are giving us for Athletics programs. They are obviously

giving us lots of money for our Athletics programs, so here is another need that our institution has. You could say that it is even a greater need for our donors to address. I think we should work on that. I think it is a very good point.

M. Parker: I just wanted to make the point that Athletics is just one portion of the student fees. We have got money going to Student Affairs, and we are not criticizing Student Affairs for handing out t-shirts during welcome week or having events where they hand out blankets or cups. That is just part of the student experience. I think we have to keep in mind that Athletics is part of the student experience. While everyone may not partake in that student experience, not everyone partakes of the Theatre or the Omnibus Lecture Series, but that is part of the university experience. There are multiple avenues to enjoy events on the campus. You do not have to participate in all of them. I think that our Athletics Department, for as little as they really cost in relative terms, are doing a really great job. I think that we have had some really good and successful sports teams. It also brings notoriety to our university. We have a player right now that is in the NBA. Every time he plays, it shows that PFW was the school that he went to. That is going to drive a lot of recognition to our university. I think that the Horizon League, especially being more in the Midwest, is going to help again drive students toward investigating and coming to our university.

N. Younis: Before I ask my question, would you please take us to the fourth slide about the winning percentage? If I am reading this correctly, is PFW concerned about the dismal and low winning percentages?

R. Elsenbaumer: Yes and no, Nash. Everybody wants to have a winning team. You want to go to the Final Four and all of that. Yes, we do, because it brings significant notoriety to our campus. We are absolutely concerned with the win-loss column, but we are perhaps more concerned with the student experience. Our Athletics program is for student athletes or students. We want to make sure that they have a great student experience and get a great education, but at the same time, have a great athletics experience, especially in a Division I conference and Division I program. That is really very attractive. That is helping us to bring great students to our campus. Yes, they do compare. Women's Volleyball and Men's Volleyball have been doing relatively well. Those are very high percentage spectator sports for us as well. Men's Basketball has traditionally done well over a few seasons. Those are highly visible for us. You don't have to be the best in everything, but what we are looking for is some great seasons for some of our sports, and hopefully to be competitive and get us into that category of recognition. It takes time. It is commensurate with the amount of investment that we are making also in our sports program. If you look at the investment versus the return, and if you are looking at what our students are getting out of this, in terms of life experiences, we are not in a bad spot. Could we be better? Sure. We could be better. But, if you want to be better then we would have to pay for higher performing students to be very competitive, with tremendously large scholarships. We would also need to be very competitive with very high coach salaries too. We choose not to do that. We choose to provide a great experience for great students.

A. Livschiz: I realize that this is a ritual. Every year we go through this and raise concerns, and nothing actually ever comes out of it. But, it is just so frustrating. I think part of the frustration for many faculty is the completely different way in which the administration talks about Athletics and the expenses associated with it compared with Academic Affairs and the expenses associated with that. The fee is only \$8.92 per credit, but if a student gets 120 credits then that is \$1,070. If a student is taking out loans for that then that is a debt that they incur for the privilege of having Athletics on campus, which statistically speaking, they will never actually go to. In these presentations, there has never been any evidence presented that any of our Athletics fees have ever actually contributed to anything that significantly generates revenue in the long run, not counting the dramatic blip of that one very special game against IU. I have no doubt that everyone in Athletics works really hard. Nobody questions that. I also have no doubt that the student athletes have a great experience, but their great experience comes literally at the expense of other students on this campus. Last Senate meeting there were references to not having money and that we need to right size when it comes to the academic side. There is just a completely different conversation. There is talk about “well, it is relatively insignificant,” and “well, we will see how things are in a couple of years.” Nobody ever talks like that about the academics side, it is just athletics. To compare funding t-shirts to funding athletics, I am sorry, but at least a t-shirt and a blanket serves a purpose. Whether a student is there or not, that student can have a t-shirt and a blanket. But, the games that exist with most students never having attended them, I just don’t see how that actually enhances the experience of the vast majority of students, even though they are paying for it.

R. Elsenbaumer: Our student athletes are students. There is over two hundred and fifty of them and they are extremely high performing individuals on our campus. Think about what our campus would look like if those students weren’t here. Significant revenue and significant GPA. They do offer our institution some value. I think Michelle Parker put that into perspective very well. I want to thank her for her comments. We do look at this holistically. It is not just a this for that. These are students. We are offering that student experience just like we offer for other students on our campus that are not student athletes.

The meeting is suspended at 1:15 until noon, Monday, November 16, 2020.

Session II
(November 16)

Acta

Senate Members Present:

J. Badia, D. Bauer, A. Benito, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, S. Carr, B. Chen, Z. Chen, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, P. Dragnev, C.

Drummond, P. Eber, J. Egger, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, D. Holland, P. Jing, M. Johnson, M. Jordan, C. Lawton, C. Lee, J. Lewis, A. Livschiz, L. Lolkus, A. Marshall, J. Mbuba, A. Mohammadpour, M. Parker, G. Schmidt, H. Strevel, T. Swim, L. Whalen, S. Wight, N. Younis, Y. Zhang, M. Zoghi

Senate Members Absent:

D. Kaiser, A. Mills, J. O'Connell, S. Randall, M. Ridgeway, A. Smiley, R. Stone, A. Ushenko, D. West, M. Wolf

Guests Present:

M. Ball, J. Cashdollar, F. Combs, T. Cooklev, S. Davis, A. Dircksen, M. Dixon, C. Fox, M. Frye, C. Gurgur, C. Hall, J. Hersberger, S. LeBlanc, J. Malanson, C. Marcuccilli, C. Springer

J. Toole reconvened the meeting at 12:00 p.m. on November 16, 2020.

b. Executive Committee (Senate Reference No. 20-14) – B. Buldt

B. Buldt: I want to introduce the document, so hopefully this will bring back memories. The background was that the Executive Committee was informed about plans for dismantling or dissolving the College of Professional Studies. During these rumors, no mention was made about shared governance, as outlined in Senate documents. So, the Executive Committee tasked the chairs of both the Curriculum Subcommittee, at both the graduate and undergraduate level, with looking into this, because this falls under their purview. I want to emphasize that this is a preliminary report. It is preliminary because not all stakeholders have been included to the report. Based on this report, the verdict, or the preliminary verdict, is very clear that proper procedures have not been followed. Those are outlined in Senate Document 19-24, which requires a written proposal that passes through various hoops of checks and balances and approvals, and this has not been done. Thank you.

S. Carr: I think maybe Bernd partially answered my question, but I am just curious, who are the other stakeholders that need to weigh in to make this a final report? My second question is, when will Senate see a final report so that we can have a full discussion of it on the Senate floor?

B. Buldt: The original charge that was sent out by the Executive Committee requests that both committees and subcommittees gather information from all stakeholders that would require faculty, students, and administration. So far, the information of the report is based on the AAUP statement and what they investigated, and communications by the previous dean. We have no evidence of how students are feeling about it. How faculty feel about it is indirect via the AAUP report. There is no mention of how our senior administration perceives these things. This is why I said it is preliminary. The expectation is that we have the full report for the December meeting. Thank you.

A. Livschiz: When I was preparing for last week's meeting, when I got to this document, it was kind of troubling. So far, the preliminary evidence suggests that proper procedures are not being followed. I appreciate knowing that this is not the final report, and I appreciate knowing that we are going to have another discussion on the final report in December. I guess what horrifies me about all this is that it appears as if procedures weren't followed, but I don't see how any of this is going to be undone. The decision was made to dissolve a college. A decision was made to rearrange departments like chess pieces on a board. We have a situation where people in different departments are trying to figure out where their new academic homes are going to be. At least they don't need to do it individually; they can do it as departments. It just seems like this fits into the pattern where we have seen that proper procedures are not being followed by administration. In the end, we are all just going to say, "Well, that was unfair, and it sucks to be them." We are then going to move on, because I don't see how the damage of this can be undone or what processes we have to report this if this was done improperly, unfairly, or incorrectly. That is the part that I find so troubling. It is people's professional and personal lives, and it is just decided in this ridiculous arbitrary way. It just seems very troubling.

From what I remember the School of Education was separate, and then a college was created and everyone was rearranged. Now, everyone is rearranged again. Academic disciplines are not just arbitrary that they can be rearranged in whatever configuration is convenient for somebody at any given moment in time. It is just very very troubling to me. The irreversibility of this is just also very troubling to me, both intellectually, but also on a purely human level, as far as the people that are affected by these changes.

S. Carr: This is a very quick question, and hopefully there will be a very quick answer. I am just wondering, at what point did administration approach faculty leadership in the Senate to discuss this restructuring plan?

J. Toole: I am part of faculty leadership, so I think I can answer this, but my memory may not serve me all that well. Peter or Nash, please jump in. My recollection is that probably no earlier than September.

P. Dragnev: Correct. Yes, that was in September. Early in September, when we met for the first Senate meeting. I think at that time there was a discussion already that had occurred with the faculty of the college, if my recollection serves me well. But, this is the first time when we all learned about it.

B. Bernd: Maybe if one of those who made the decision, maybe one of the vice chancellors or the chancellor would want to speak to the issue.

J. Toole: Is there anyone who would like to speak to the issue from the administration? If not, we can move on. We have other speakers.

S. Carr: I will be quick. I just wanted to point out that the Senate document actually lists Dean James Beard. I am not sure if that was an error.

J. Toole: Yes. We have caught the error and the Executive Committee considers that to be a scrivener's error that will be changed. Thank you for bringing it up and we apologize for that error.

S. Carr: Thank you.

J. Badia: Do I follow correctly that we are going to have this conversation and that we have this document, and we had this giant restructuring of our college structures and we are going to have no open conversation and presentation by the administration about any of this? I take it by the fact that nobody wants to speak here and now about it. But, are we ever going to have any discussion or choose to ask any questions about it in Senate?

S. Buttes: The main question that I have about this is how the Senate documents are being taken into account when decisions like this are being made. When an approach is being made and when an idea comes forward, is there a sort of going back and looking at Senate documents when these discussions took place within administration? This is a preliminary report, but as a point of information, how much are Senate documents an active part of conversation?

J. Toole: Thank you, Steve. I will say that as Presiding Officer, but also a member of the Executive Committee, that we acted on this as quickly as we could. We charged our subcommittees and we presented the report in the "for information only" section. We will have the final report next month. Of course, anyone is free to submit questions or documents for the December meeting, or to get in touch with the Executive Committee.

M. Cain: I guess I just have a comment. What kind of planning went into this restructuring? What we have is this announcement of the college breaking up, and then we have departments that are just scrambling for a place to find a home, especially in light of the fact that the College of Arts and Sciences is splitting up. So, there is already a lot of change involved. I know that the College of Liberal Arts is already putting plans in place, and these departments are coming in and saying that they don't really see a place to fit. I am just really puzzled about what kind of planning went into this. It seems like they are just blowing it up and then hoping the pieces fall some place and that they will find a home. But, this is very hard on department that can't find a home. Thanks.

7. Unfinished business: There was no unfinished business.
8. Committee reports requiring action:
 - a. Educational Policy Committee (Senate Document SD 20-11) – S. Hanke

S. Hanke moved to approve Senate Document SD 20-11 (Academic Calendar for 2023-2024).

Resolution passed on a voice vote.

b. Educational Policy Committee (Senate Document SD 20-12) – S. Hanke

S. Hanke moved to approve Senate Document SD 20-12 (Requirements for Certificates).

S. Carr moved to amend by adding “undergraduate” in the “BE IT RESOLVED clause.”

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

c. Graduate Subcommittee (Senate Document SD 20-13) – K. Fineran

K. Fineran moved to approve Senate Document SD 20-13 (Bylaw Change – Composition of Graduate Subcommittee).

Resolution passed on a voice vote.

d. Honors Program Council (Senate Document SD 20-14) – A. Marshall

A. Marshall moved to approve Senate Document SD 20-14 (Instating Honors Pin Policy).

Resolution passed on a voice vote.

e. Nominations and Elections Committee (Senate Document SD 20-15) – S. Ding

S. Ding moved to approve Senate Document SD 20-15 (Approval of Filling in of a Vacancy in the Senate Nominations and Elections Committee).

S. Carr moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

9. New business:

a. Educational Policy Committee (Senate Document SD 20-16) – S. Hanke

S. Hanke moved to approve Senate Document SD 20-16 (Change to Pass/Not Pass Status for Fall 2020 Semester).

K. Fineran moved to amend the second “BE IT RESOLVED” by adding “or any grade that is designated as passing by the student’s department” and deleting “that specific a grade of C- or above.”

Motion to amend passed on a poll vote.

S. Carr moved to amend the final paragraph by adding “BE IT FURTHER RESOLVED, that the following be kept in mind.”

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

10. Question time:

a. (Senate Reference No. 20-5) – S. Betz

Given the increasing reliance on technology to ensure students are able to attend class remotely and the fact that technology can have failures, such as webex being down, delays in kaltura video postings, campus wifi not working, etc., it would be beneficial for instructors to be informed about those technical problems as soon as possible. Is it possible for IT to post a “status page” listing the various technologies, any known problems, suggested work-arounds during the down times, and anticipated fix times? And/or can there be a listserv for instructors to subscribe to if they would like to receive timely notifications regarding such technology problems?

S. Betz: In the interest of time, I will not read it, but maybe just a request for an update at the next meeting. The question was about having a more centralized system for notifying faculty and students when there are technical difficulties on campus. I see they set up a “What’s Up” page, but for the past few weeks, every time I or people I know have checked it when things have not been working, it says everything is working fine, even when we have received emails saying that things are down. Maybe if we could just get an update as to what the status is of using this page in the moment of difficulties. Also, one person emailed me off to the side saying that they weren’t sure that the “What’s Up” page was the best option for students. For example, if there was something like down Wi-Fi then that should be a widespread email that goes out so that students know about it.

R. Elsenbaumer: Information Technology Services currently sends emails out to all faculty and staff when there are technology issues on campus. They also send emails out to all students when there are technology issues that impact them. When possible, these messages include information on the specific nature of the issue and the

anticipated timeline for resolution. Follow-up messaging is sent when additional information is available and when the issue has been resolved. These emails are sent from the IT Services Help Desk email account.

Information Technology Services used to have a “What’s Up” page dedicated to providing current information on the status of all campus technologies, but it was retired due to the product platform no longer being available and general lack of use. A replacement “What’s Up” technology status website has been launched and can be viewed at www.pfw.edu/whatsup.

In relationship to the recent question, yes, the technology page “What’s Up,” when you look at it then it looks like everything is working. I think that what the concern is right now is that the “What’s Up” page is obviously not quick enough to really give you up to date or up to the minute information. It looks like the email messaging might be the quickest and fastest way of informing the campus regarding technology issues.

M. Parker: I do have a comment. I did call the help desk earlier this semester when we were having issues with kaltura, and that was not being communicated to the students that there were issues going on and they were raising the level of anxiety of not knowing what is going on. I called again when we were having Wi-Fi issues and I asked at that point in time “why are we not communicating these big items to the campus as a whole?” The help desk responded to me that “Marketing and Communications has told us not to send out mass emails due to the COVID situation.” That really struck me as kind of odd that Marketing and Communications would be dictating what kind of information is coming out of IT services, and I didn’t know if anyone could elaborate on that.

R. Elsenbaumer: I am not aware of that. I do know that IT services does put out email regarding technology issues, so I am not sure about that conflicting information. We will certainly look into it. Not aware of it, but we can look into it. We do need to inform the campus when we have issues, and the students. I am fully on board with being able to keep people up to date and informed. We will have to look into that one.

S. Carr: I think I just wanted to suggest that this might be a good opportunity for ITS to work with one of the Senate committees, either URPC or another committee, to come up with a unified message and strategy. I just checked the “What’s Up” page and it looks like it was last updated two weeks ago. I think there needs to be a clear and ongoing maintenance of that page, and maybe some kind of discussion about what a reasonable communications strategy beyond that page might be. For example, anytime the page gets updated then maybe an email could automatically go out to the campus or to affected parties, rather than sort of doing it the other way with sending out emails first and then maybe the page gets updated eventually. That is what I would recommend. I don’t know how folks would feel about getting Senate involved, but it seems like, especially given that the situation has sort of moved from nuisance inconsistencies to something that is much more critical now that many people are now

not on campus and in some ways need to rely on internet technologies to work consistently.

S. Betz: I was just going to say that last week, on November 11, there was an internet outage on campus and we received a message later in the day when it had been resolved, but not one earlier in the day when it was happening. If we could start getting messages out when problems happen then I think that would be very appreciated.

R. Elsenbaumer: I think these are very helpful pieces of information to know about. I like Steve's comment about trying to find acceptable and standardized ways of being able to communicate in ways that all of us feel on campus that are useful and informational. So, I appreciate, and certainly would like to be a part of, learning more about what the campus, and especially our faculty, feels is an important process for us to adopt in order to be able to provide timely information and in what fashion would it be desired to have that information. I think collectively, absolutely, work together so that we can find ways of coming to consensus on a very useful approach. I welcome that. Please keep me in the loop. I would like to be a part of that.

B. Buldt: I just want to support what Steven Carr said, that we should get the Academic Computing and Information Technology Advisory Subcommittee involved, not just to get an official Senate body involved, but also because I believe that it became clear this affects many different people who have different needs and have different perspectives on it. This is why I think it should be based on a broader basis, with many people participating in the discussion. Thank you.

A. Livschiz: I just wanted to go back to the first thing that Stacy said, that she is hoping that there will be an update at the next Senate meeting about this. Some of the questions that were raised, including the one by Michelle about rules about what can and can't be sent out were raised and there was no answer to it. Do we need to have a formal document that asks that the administration gives us an update on this in December or will the update just happen on its own?

R. Elsenbaumer: Why don't we just keep this question open.

b. (Senate Reference No. 20-12) – A. Livschiz

Earlier in the semester, there was discussion about the possibility of additional payments to LTLs to compensate them for additional unpaid work they did to prepare for teaching under Covid-conditions and begin to address the fact that PFW LTLs are paid significantly less than the national average. Can we please have an update from the administration on the status of these payments?

Question tabled until December meeting.

c. (Senate Reference No. 20-13) – A. Livschiz

Can we have an update on the status of the DEI search? If the search is continuing, when will members of the university community receive invitations for open forums with the prospective candidates?

Question tabled until December meeting.

11. Committee reports “for information only”:

a. Graduate Subcommittee (Senate Reference No. 20-8) – K. Fineran

Senate Reference No. 20-8 (Graduate Certificate in School Administration) was presented for information only.

b. Curriculum Review Subcommittee (Senate Reference No. 20-10) – C. Lawton

Senate Reference No. 20-10 (Early Childhood Education Minor) was presented for information only.

c. Curriculum Review Subcommittee (Senate Reference No. 20-11) – C. Lawton

Senate Reference No. 20-11 (Bachelor of Science in Criminal Justice) was presented for information only.

d. Executive Committee (Senate Reference No. 20-15) – B. Buldt

Senate Reference No. 20-15 (Fall 2020 COVID-19 Impact Survey) was presented for information only.

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

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

Joshua S. Bacon
Assistant to the Faculty

In response to SD 17-20, which calls for the establishment of goals and measures for athletics, it was discovered in the Faculty Senate archives that such measures and a method for reporting on such measures already exists in the form of SD 03-19. This document calls for an annual report by the Chancellor with set criteria and measures. The document calls for a report and presentation before the Faculty Senate each fall. Some of the measures called for are no longer relevant. If the Faculty Senate wishes to amend SD 03-19 to change or add other metrics, it may do so following the established faculty governance system. What follows is the report for academic year 2018-2019. This report contains a best-faith effort at addressing each metric and request. The intention of the Office of the Chancellor is to issue this report and present it to the Faculty Senate each fall.

Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics

2018-2019

As requested in SD 03-19 following is the Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics for the academic year 2018-2019.

Metrics:

1. Percentage and dollar amount of athletic scholarships funded from PFW administered scholarship funds.

Percentage of Athletic Scholarships compared to total scholarship funds: 21.6%

Dollar amount of Athletic Scholarships: \$2,340,010

Total University Aid: \$10,814,456.64

2. Percentage and dollar amount of athletic scholarships funded from the Chancellor's Merit Scholarship Fund.

This metric is now irrelevant as this type of scholarship has been eliminated. Academic Aid is awarded unrelated of Athletic Aid and therefore is not funding Athletic Aid.

3. Fees per credit hour used in support of intercollegiate athletics.

A student fee of \$8.92 per credit hour is used in support of athletics.

4. Percentage of total athletic budget funded by student fees.

Student fees fund 14.7% of total expenses.

5. Total dollar amount of costs of coaching staff and support personnel allocated to the general fund.

No coaching staff and support personnel costs are allocated to the general fund. Each fiscal year, a general fund subsidy is transferred to Athletics that, along with other sources of revenue, is used to pay Athletics expenses.

6. Surplus or deficit in annual athletic budget as shown on the EADA report.

Deficit of \$830,921

7. Number of “major infractions” assessed by the NCAA in the past ten years.

The university has had one major violation in the last ten years. It was self-reported to the NCAA and was reviewed through the cooperative summary disposition process, with the infractions decision occurring on November 24, 2015. The university was given two years of probation and monitoring for the infraction. The probationary period was completed successfully, and the university has no current major infractions. For this year’s report we have included information on Secondary infractions as well. Secondary infractions are isolated and limited in nature and often inadvertent. Institutions are obligated to monitor their athletics programs and are required to report even the smallest of infractions. At Purdue Fort Wayne, we emphasize and cultivate a culture of self-reporting as we are committed to operating in a manner consistent with the letter and spirit of NCAA, Horizon League, MIVA and institutional rules and regulations. The NCAA considers an institution’s track record of self-reporting as a potential mitigating factor when deciding sanctions. Institutions that report no secondary infractions are scrutinized heavily. In 2018-19, we submitted 11 secondary infractions: one related to complimentary tickets, three related to social media, one related to official visits, one related to extra benefits, three related to practice activities, and two related to recruiting materials. As is common practice with secondary infractions, additional rules education was conducted as a result of these violations. When appropriate and required, a reduction in practice hours or recruiting opportunities, deletion of social media posts, and repayment of the value of the impermissible benefit to a charity also occurred.

8. Win/Loss records in the various sports offered.

1. As of July 19, 2020:

	Baseball			MBB		WBB		MSOC			WSOC			MVB		WVB		Softball			Department			Pct.
	W	L	T	W	L	W	L	W	L	T	W	L	T	W	L	W	L	T	W	L	T			
2019-20	5	10	0	14	19	5	24	3	15	0	4	10	4	10	7	18	15	3	21	0	62	121	4	0.342245989
2018-19	7	45	0	18	15	7	22	10	8	1	4	12	3	17	12	18	14	10	39	0	91	167	4	0.354961832
2017-18	11	37	0	18	15	4	24	5	9	4	1	17	0	18	11	12	19	19	35	0	88	167	4	0.347490347
2016-17	9	43	0	20	13	5	24	9	9	0	3	14	2	5	23	13	18	12	36	0	76	180	2	0.298449612

9. Graduation Rates for the 6-year cohort period for student-athletes, with a comparison to the institution’s graduation rate.

IPEDS Graduation Rate Surveys	<u>Athletes</u>	<u>All Students</u>
2012-2012 Cohort	56%	38%
4-class average thru 2012	58%	28%

10. Student-Athlete GPA for the most recent fall and spring semesters.

	<u>Student-Athletes</u>	<u>Student Body</u>
Fall 2018 GPA	3.22	2.72
Spring 2019 GPA	3.21	2.79

11. Attendance at athletic events.

Average single game attendance during season

Women's Basketball: 589

Men's Basketball: 1,109

Women's Volleyball: 304

Men's Volleyball: 448

Note: Attendance records are not kept for other sports and admission is free.

12. Gate receipts.

Total Ticket Revenue (four indoor sports)

2014-15: \$86,062

2015-16: \$91,323

2016-17: \$260,937 (Includes \$170,644.75 from Nov. 11, 2016 Indiana game tickets)

2017-18: \$93,929

2018-19: \$91,691

13. EADA comparable institution data, including gender-equity measures. The comparable institutions were selected based on their demographic, financial, and athletic similarity to PFW.

1. EADA – Comparable Institutional Data – all for 2018-19

	Purdue Fort Wayne	Cleveland State	Northern Kentucky	Oakland	Wright State
FT UG Male Enrollment	2678	4433	3604	5330	3982
FT UG Female Enrollment	2991	4837	4871	7280	4365
FT UG Total Enrolment	5669	9270	8475	12610	8347
Total Male Participation	112	189	127	198	121
Total Female Participation	133	207	156	250	157
Total Participation	245	396	283	448	278
Total Operating Expenses Men's Teams	\$ 1,075,255	\$ 1,476,239	\$ 1,107,599	\$ 990,118	\$ 1,208,185
Total Operating Expenses Women's Teams	\$ 786,714	\$ 982,800	\$ 898,974	\$ 921,526	\$ 697,378
Total Revenues Men's Teams	\$ 3,503,320	\$ 4,734,915	\$ 4,688,992	\$ 4,572,854	\$ 5,459,592
Total Revenues Women's Teams	\$ 3,115,603	\$ 4,475,056	\$ 4,641,989	\$ 5,097,510	\$ 4,017,111
Total Revenues not allocated by sport	\$ 5,391,735	\$ 4,190,973	\$ 3,464,370	\$ 4,316,364	\$ 2,893,676
Total Expenses	\$ 12,010,658	\$ 13,400,944	\$ 12,795,351	\$ 13,986,728	\$ 12,370,379
Men's Team Head Coaches	6/50%	8/47%	6/46%	7/44%	6/50%
Women's Team Head Coaches	6/50%	9/53%	7/54%	9/56%	6/50%
Men's Teams Assistant Coaches	13/43%	14/47%	15/48%	20/44%	13/52%
Women's Teams Assistant Coaches	17/57%	16/53%	16/52%	25/56%	12/48%
Men's Teams Athletically Related Student Aid	\$ 1,183,722	\$ 1,611,294	\$ 1,096,427	\$ 1,621,417	\$ 1,277,007
Women's Teams Athletically Related Student Aid	\$ 1,137,834	\$ 2,122,588	\$ 1,922,221	\$ 2,510,419	\$ 1,593,263
Men's Teams Recruiting Expenses	\$ 101,505	\$ 136,781	\$ 122,731	\$ 32,826	\$ 97,942
Women's Teams Recruiting Expenses	\$ 85,911	\$ 124,996	\$ 83,146	\$ 59,159	\$ 97,377
Men's Average Annual Institutional Salary per Head Coach Position	\$ 63,495	\$ 89,203	\$ 104,159	\$ 89,737	\$ 122,055
Men's Number of Head Coaching Positions used to Calculate the Average Salary	6	8	6	7	6
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$ 63,495	\$ 104,189	\$ 138,879	\$ 115,047	\$ 158,171
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	6	6.85	4.5	5.46	4.63
Women's Average Annual Institutional Salary per Head Coach Position	\$ 60,129	\$ 55,638	\$ 62,485	\$ 64,161	\$ 67,405
Women's Number of Head Coaching Positions used to Calculate the Average Salary	6	9	7	9	6
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$ 60,129	\$ 63,789	\$ 79,526	\$ 77,406	\$ 75,313
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	6	7.85	5.5	7.46	5.37
Men's Average Annual Institutional Salary per Assistant Coaching Position	\$ 31,056	\$ 44,952	\$ 40,177	\$ 32,622.00	\$ 58,762
Men's Number of Assistant Coaching Positions Used to Calculate the Average Salary	9	11	10	14	8
Men's Average Annual Institutional Salary Pper Full-time equivalent (FTE)	\$ 34,086	\$ 52,050	\$ 58,228	\$ 66,190.00	\$ 70,904
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	8.2	9.5	6.9	6.9	6.63
Women's Average Annual Institutional Salary per Assistant Coaching Position	\$ 30,205	\$ 31,474	\$ 28,710	\$ 24,279.00	\$ 44,587
Women's Number of Assistant Coaching Positions Used to Calculate the Average Salary	11	13	12	16	8
Women's Average Annual Institutional Salary Pper Full-time equivalent (FTE)	\$ 32,574	\$ 35,579	\$ 40,295	\$ 46,526.00	\$ 48,398
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	10.2	11.5	8.55	8.35	7.37

Part II. NCAA Financial Audit Report - Review of findings
2017-18 Audit (most recent available)

The audit found no exceptions to compliance with NCAA Financial Audit Guidelines.

The report also included the following statistics:

Total revenues	\$11,660,624
Total expenses	\$12,491,545
Net revenue	(\$830,921)

Part III. Athletics Certification Self-Study Report (2004, completed every 10 years). The NCAA ceased its Athletic Certification process in in April of 2011.

NOVEMBER 2020

Annual Athletics Report 2018-19

PURDUE
UNIVERSITY®
FORT WAYNE

Annual Report Metrics

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Annual Report Metrics

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One in the last ten years (November 2015); details are in the full report.

Annual Report Metrics

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4-class average thru 2012	58%	28%

Annual Report Metrics

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Note: Attendance records are not kept for other sports and admission is free.

Annual Report Metrics

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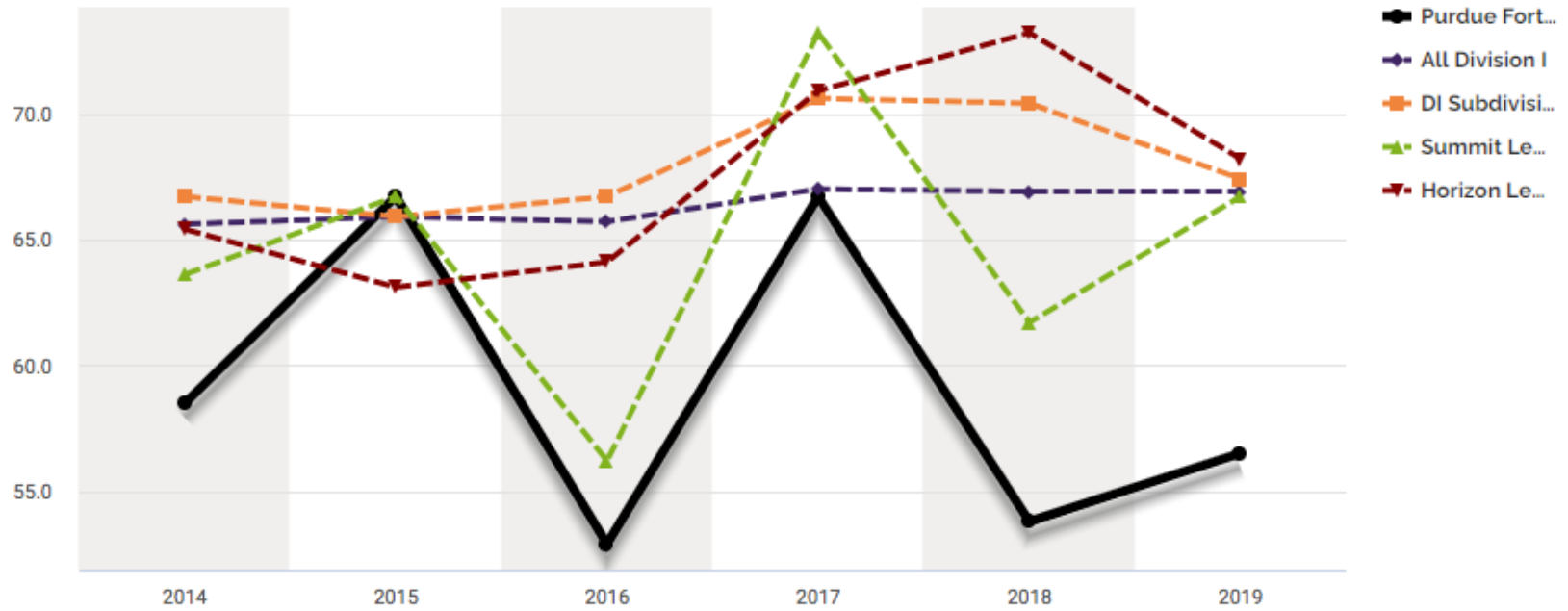
2018-19 \$91,691

13. EADA comparable institution data, including gender-equity measures.

Complete data is available in the full report.

NCAA Metrics

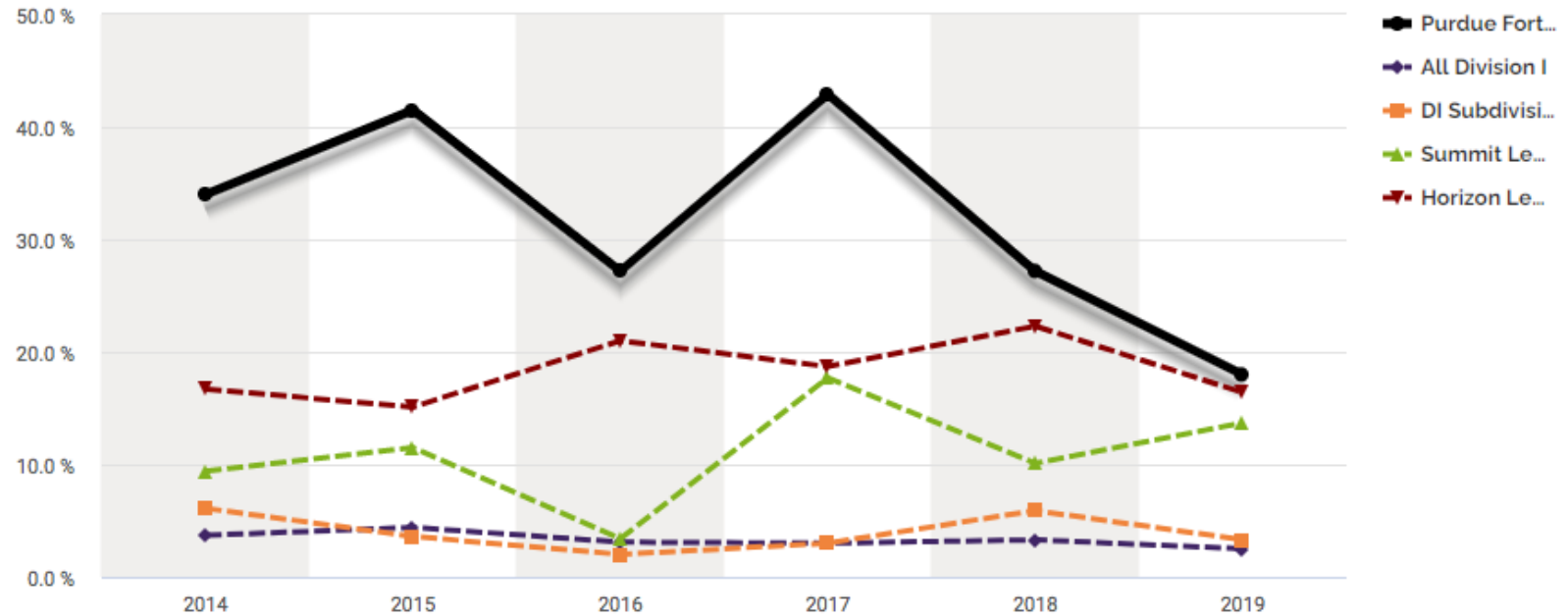
Single Year Federal Graduation Rate



PERCENTILE RANK IN DIVISION I	>	29%	53%	12%	48%	12%	14%
		2014	2015	2016	2017	2018	2019

NCAA Metrics

Federal Graduation Rate Difference

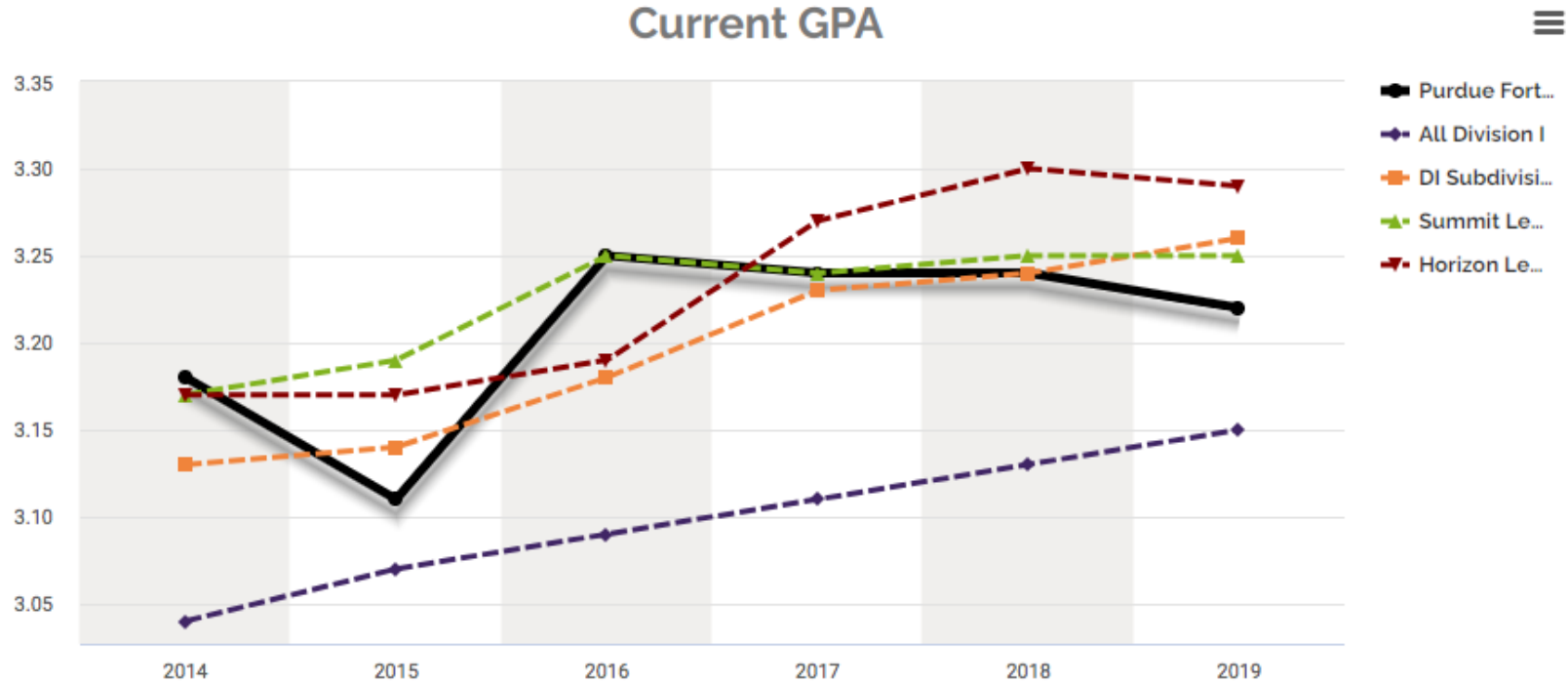


PERCENTILE RANK IN DIVISION I > 99% 99% 97% 100% 94% 84%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Current GPA

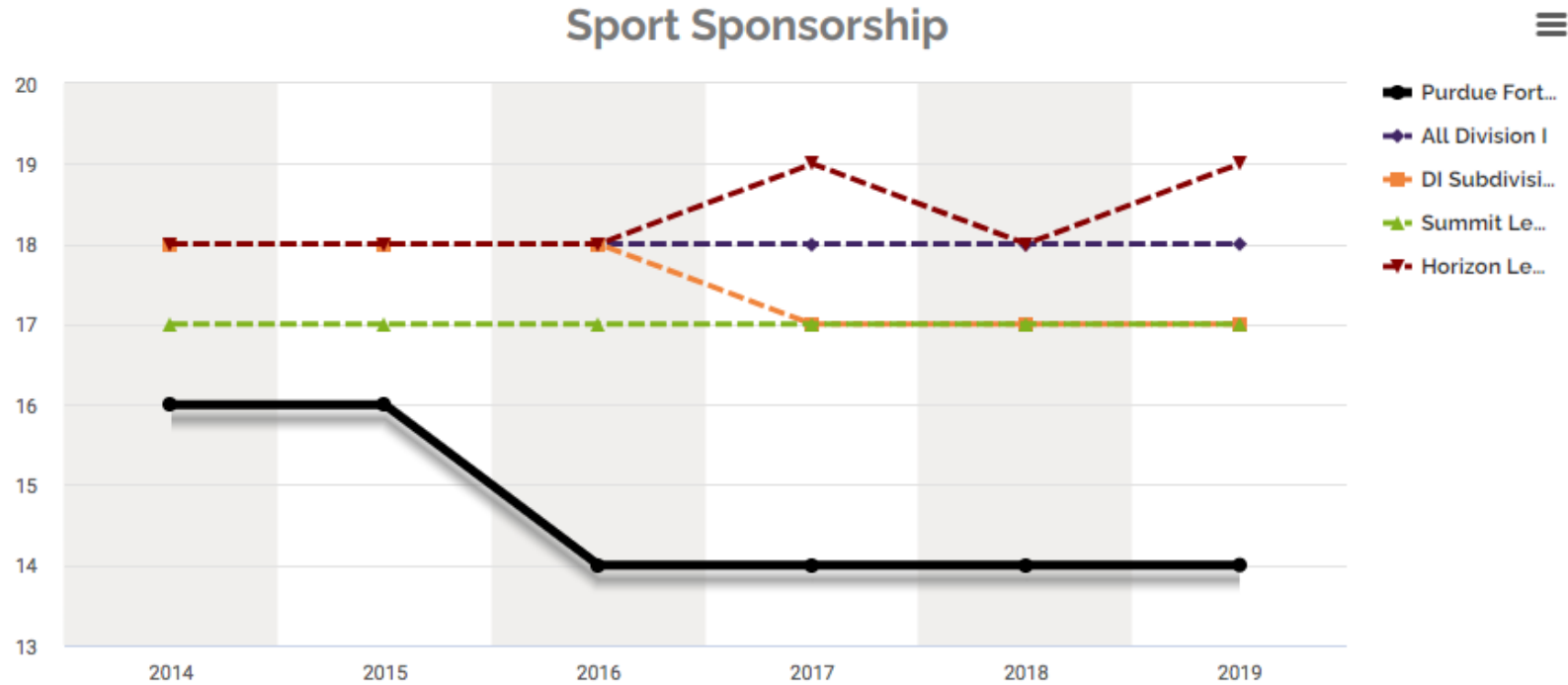


PERCENTILE RANK IN DIVISION I

84% 63% 88% 82% 78% 67%

2014 2015 2016 2017 2018 2019

NCAA Metrics



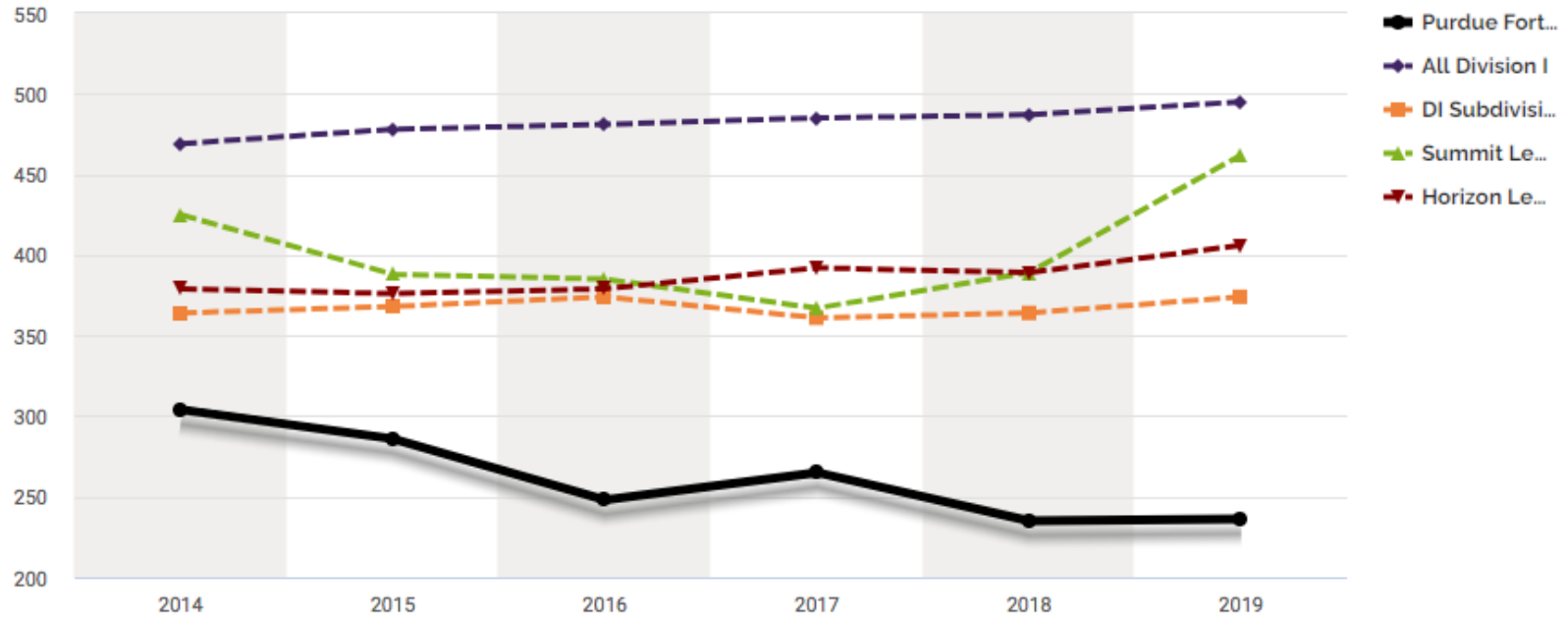
PERCENTILE RANK IN DIVISION I

21% 21% 2% 2% 2% 2%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Student-Athletes



PERCENTILE RANK IN DIVISION I



9%

2014

5%

2015

3%

2016

3%

2017

1%

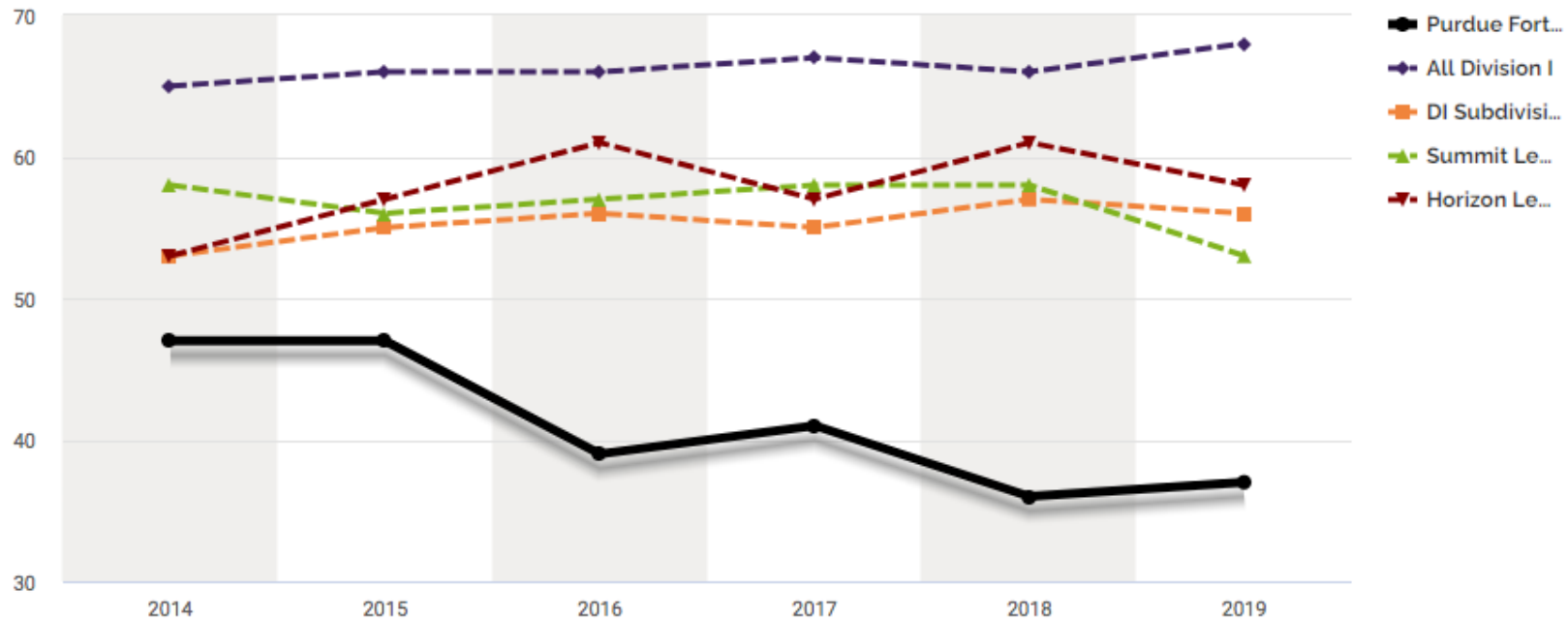
2018

1%

2019

NCAA Metrics

Coaches



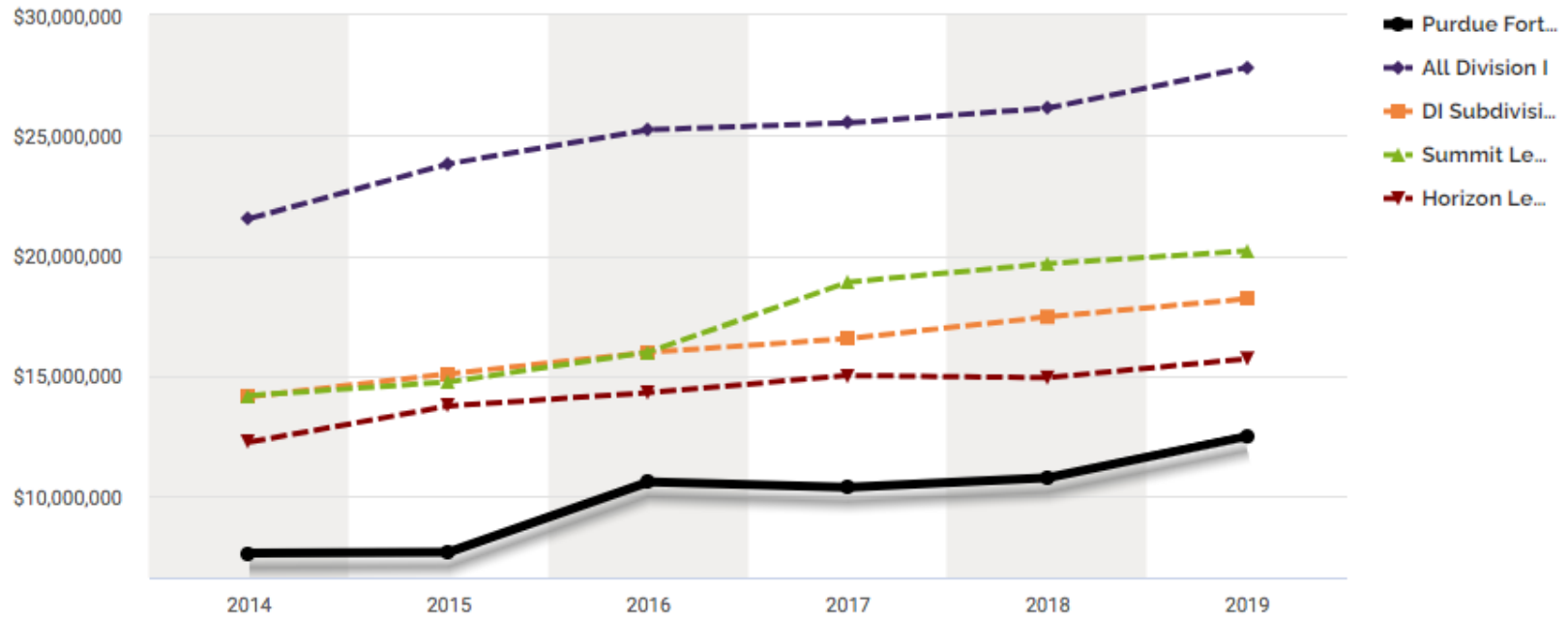
PERCENTILE RANK IN DIVISION I

11% 12% 3% 4% 1% 1%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Total Athletics Expenses



PERCENTILE RANK IN DIVISION I



4%

2014

4%

2015

7%

2016

6%

2017

6%

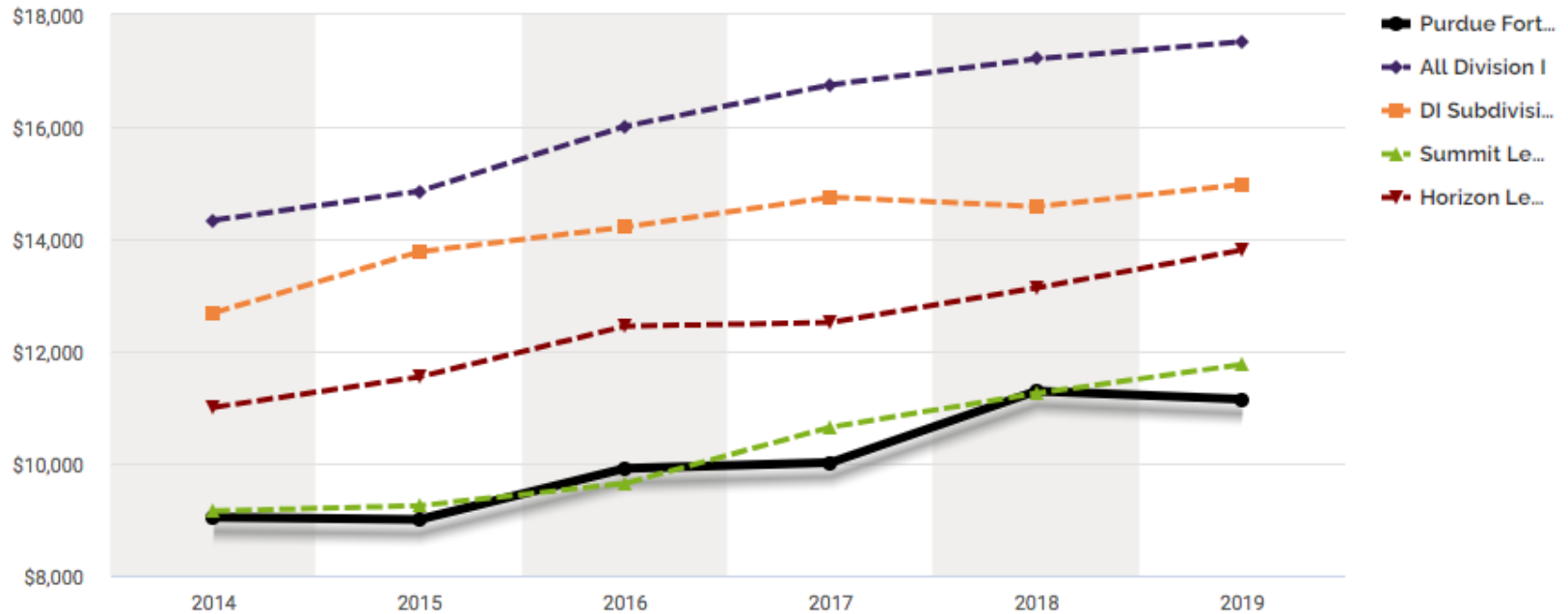
2018

8%

2019

NCAA Metrics

Athletic Aid Per Student-Athlete



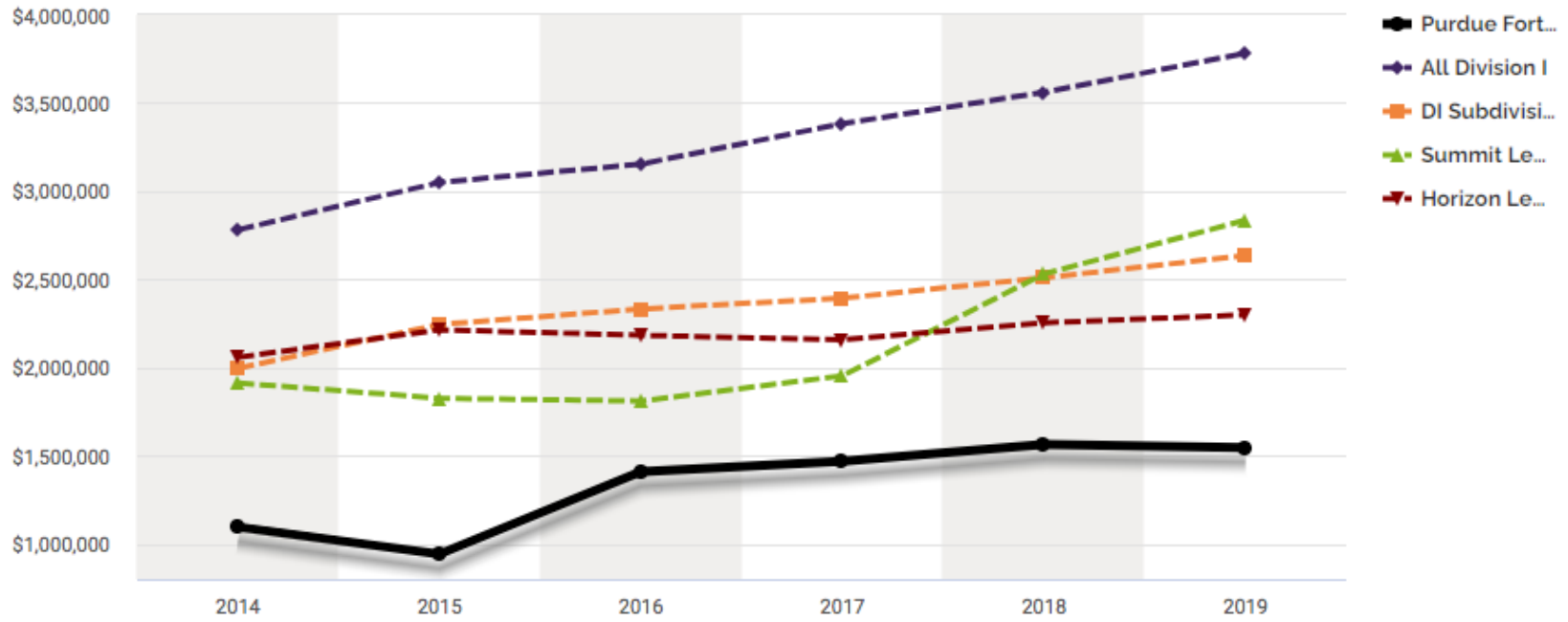
PERCENTILE RANK IN DIVISION I

15% 13% 15% 14% 18% 15%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Administrative Staff Compensation

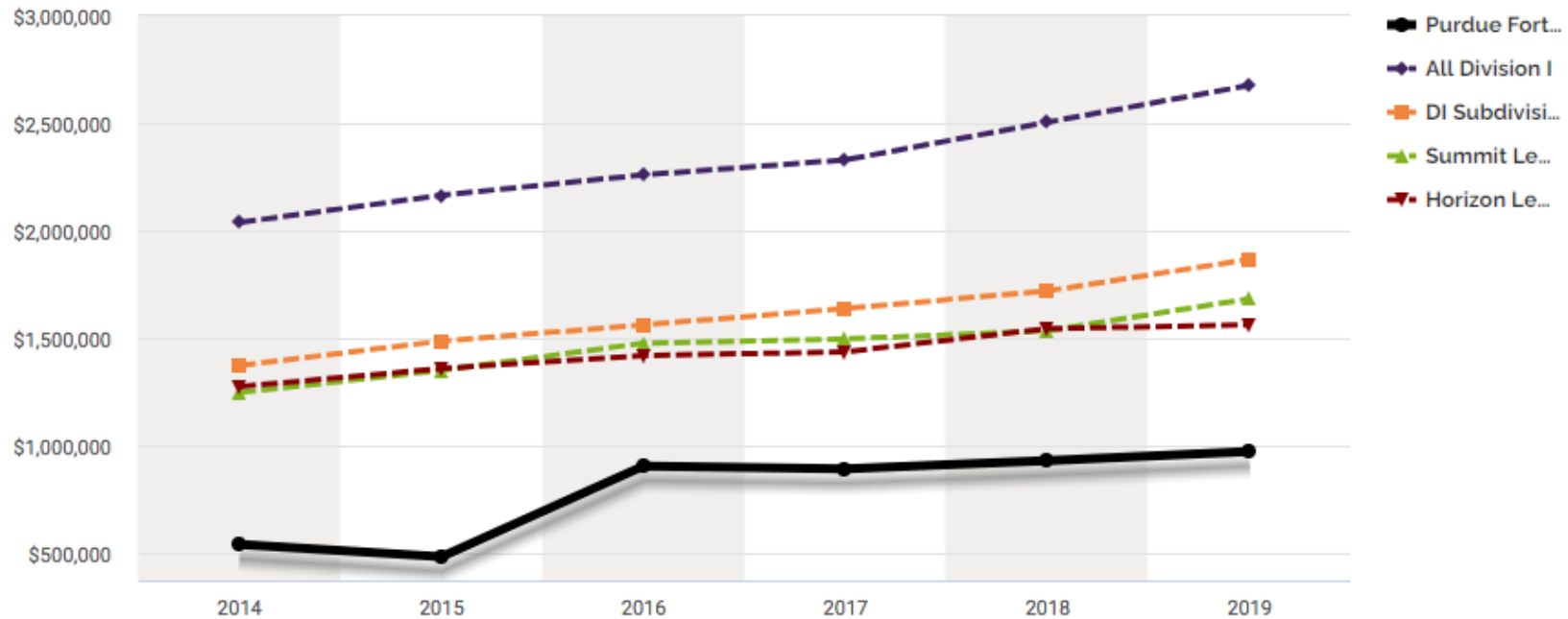


PERCENTILE RANK IN DIVISION I > 9% 4% 12% 12% 13% 11%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Head Coaches Compensation



PERCENTILE RANK IN DIVISION I



1%

2014

0%

2015

5%

2016

4%

2017

4%

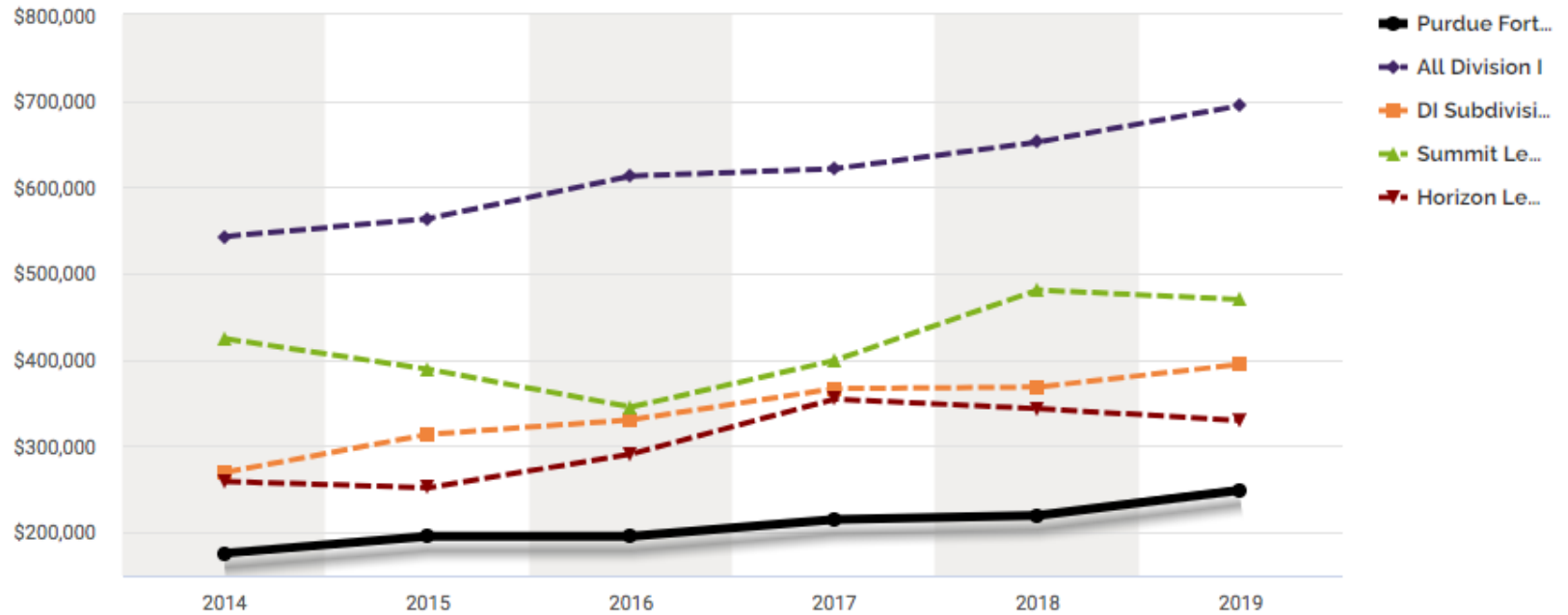
2018

4%

2019

NCAA Metrics

Game Expenses



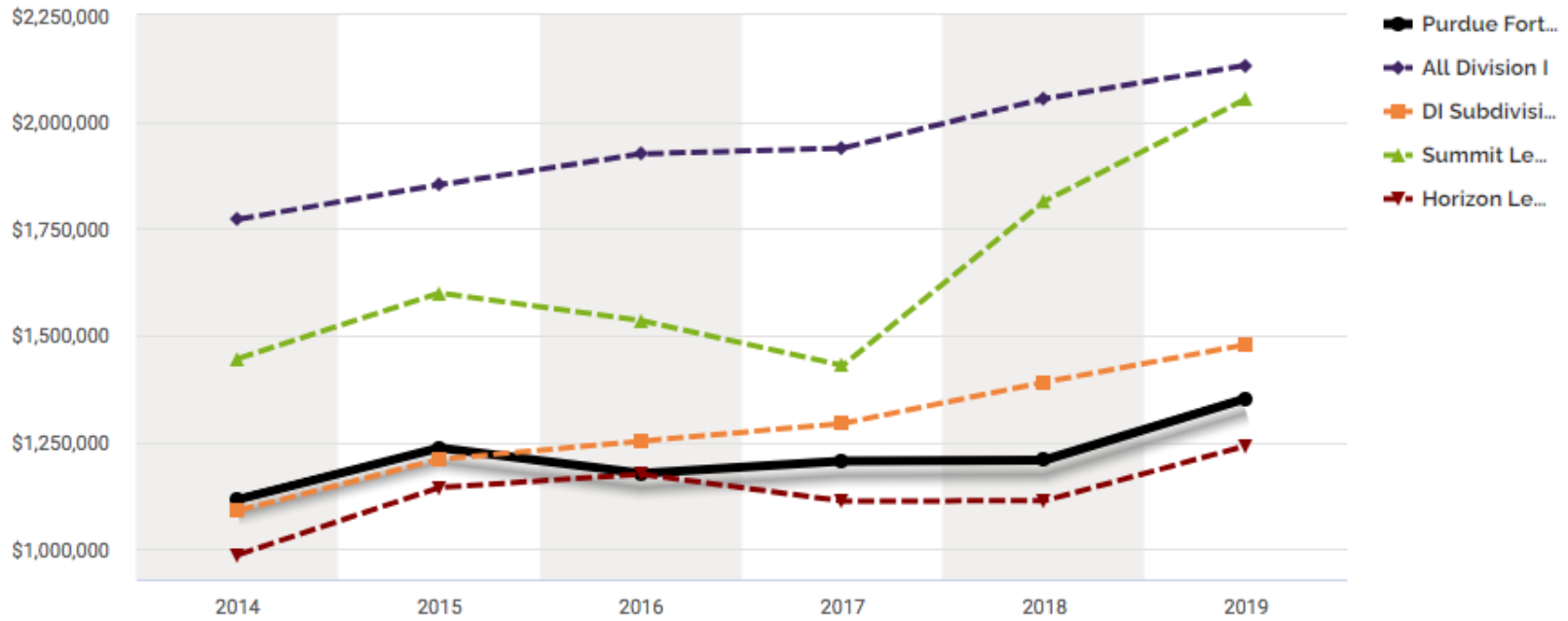
PERCENTILE RANK IN DIVISION I

10% 8% 8% 9% 8% 8%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Team Travel

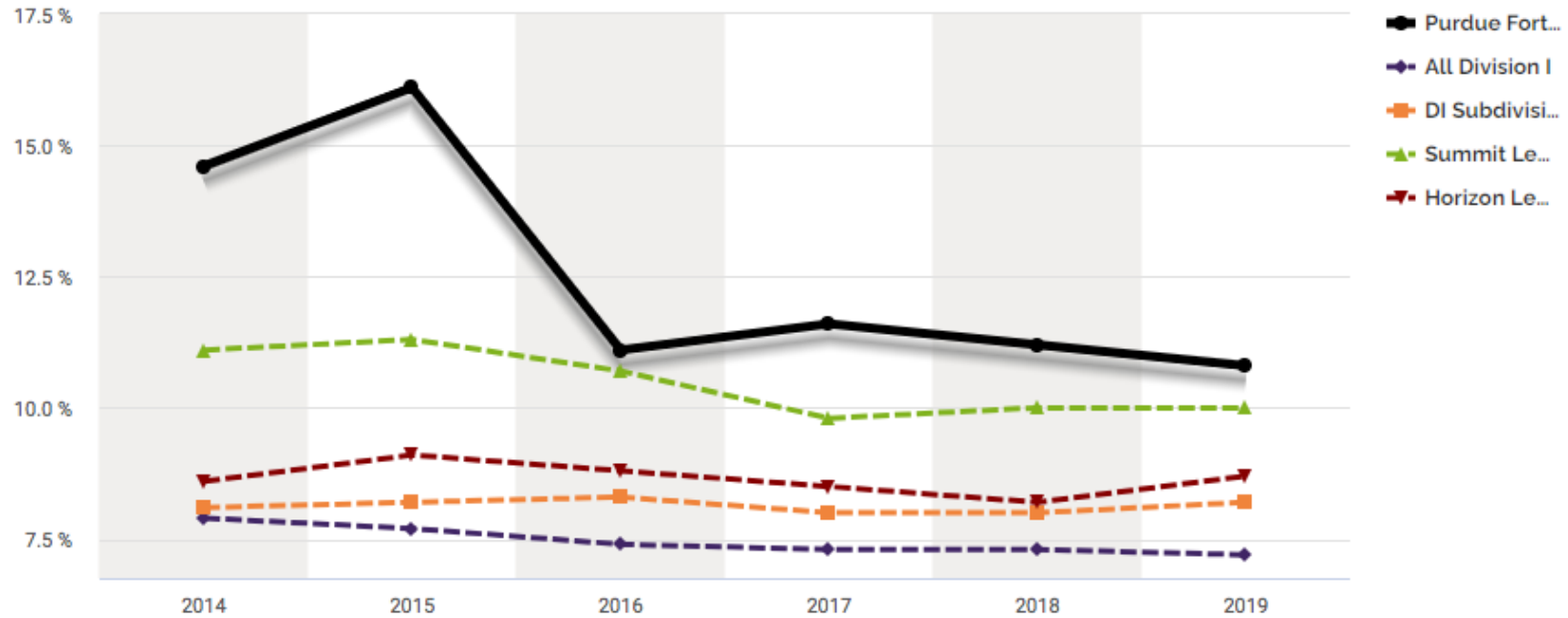


PERCENTILE RANK IN DIVISION I > 27% 27% 23% 23% 22% 24%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Team Travel as a % of Expenditures



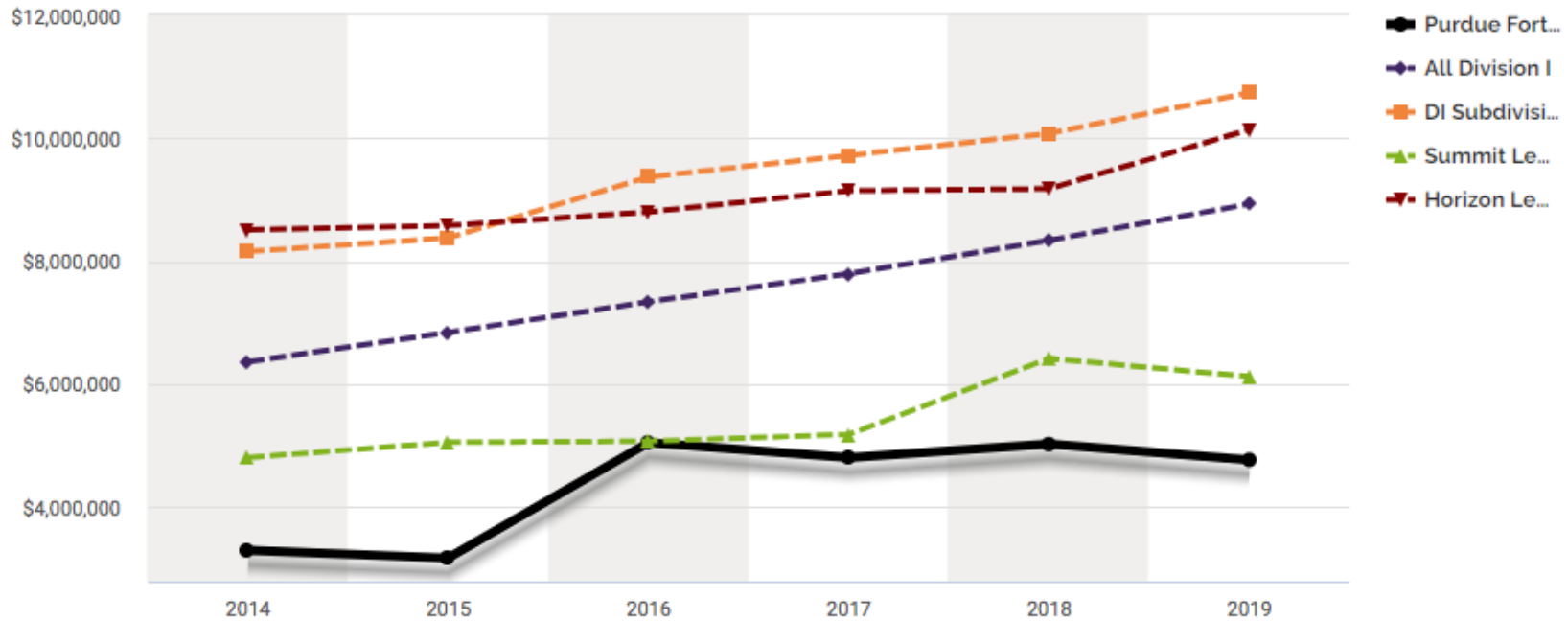
PERCENTILE RANK IN DIVISION I

98% 99% 89% 92% 91% 89%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Direct Institutional Support



PERCENTILE RANK IN DIVISION I

32% 30% 39% 37% 35% 32%

2014 2015 2016 2017 2018 2019

Questions?

To: Bernd Buldt, Chair
Executive Committee of the Fort Wayne Senate

From: Sarah S. LeBlanc, Chair of the Senate Curriculum Sub-Committee
Shannon Johnson, Chair of the Senate Graduate Curriculum Sub-Committee

Date: October 12, 2020

Subj: Response to the Charge to Examine and Report on Restructuring of College of Professional Studies

The Executive Committee of the Senate charged the Senate Committees of Curriculum and Graduate Curriculum to investigate the restructuring of the College of Professional Studies to determine if proper procedures are taking place. We took this task seriously and reached out to anonymous representatives from the Department of Criminal Justice and Public Policy, Human Services, and the School of Education. We also sought documents from PFW's AAUP Chapter. With this evidence on hand, we conclude that proper procedures, as outlined in Senate Document 19-24, section IV, letter B, are not being followed.

First, the initiation of the proposal to dissolve CPS appears to be a verbal directive initiated by the Chancellor to Dean James Burg. The directive was mentioned in an email we received from Dean Burg. He also stated that an email was sent to CPS faculty and staff. (A copy of the dean's email to us is available as Appendix A).

Second, no official proposal containing the required information of rationale, explanation, impacts on students, faculty, curriculum, and the units involved exists. Our anonymous sources confirmed that they never received a copy of the report. Dean Burg indicated those proposals would be forthcoming after approval of the college dissolution. Because no proposal exists, section IV letters C through H cannot be accomplished.

Finally, we reiterate the language prepared by AAUP Executive Board Members in their October 7, 2020 email (*Appendix B*). Initial survey results find most CPS faculty concerned about the dissolution or not supportive of the proposal. CPS's Governance Committee provided evidence that supports our claim that proper procedures are not being followed. From the results of an in-house CPS survey, they found:

- The decision was top-down and lacked faculty consultation
- There were no clear metrics and no clear data presented that drove the decision
- There was no rationale provided behind the decision
- There were no details on how to proceed moving forward
- The decision shows a lack of regard/respect toward departments of the College (i.e., outside the School of Education)

- There is concern over how Departments (being moved to other Colleges) will be received
- There is concern over the loss of collaboration that has emerged in the College of Professional Studies over the last couple of years
- Some of the Departments have been through changes for several years and now there is yet another restructure occurring – this becomes a distraction from the need to focus on enrollment growth and program quality.

We found that a virtual meeting was to have taken place on September 30 between the Chancellor and CPS; but as of this time we have no minutes of what was discussed.

Subject: RE: Dissolution of the CPS
Date: Tuesday, October 13, 2020 at 3:11:43 PM Eastern Daylight Time
From: James Burg
To: Shannon Johnson, Sarah Leblanc
Attachments: image001.jpg

No, no proposals yet, just the verbal directive from the chancellor to dissolve the college structure and create a freestanding education unit. I am hoping that by the end of the semester or early next semester, the units in CPS will have found new homes and proposals will come forward.

When we went through campus-wide restructuring three years ago, the faculty-led process determined that creating the CPS was the best post-IPFW solution to academic organization. Since then, the units in CPS have leaned into their identity as highly-applied, career-focused, community-engaged programs, which makes the fit with DBS and the future colleges of Science or Liberal Arts awkward at best.

My greatest concern is that either the department faculty are going to have to adopt college-level curriculum that they don't believe is right for their students, or the faculty of the new colleges will have to provide permanent exemptions that they don't believe is right for students in their college. At some level, faculty and their ability to establish curriculum they believe is right for their students, will lose. Given the nature of politics, I believe it will be the tyranny of the Big that will force CPS departments to assimilate into their cultures (although by enrollment, Human Services and Criminal Justice and Public Administration would be the fourth and fifth largest departments in COAS, right behind General Studies).

As of today, the chair of Hospitality and Tourism Management has had one conversations with the dean of DBS, but in this case, neither side wants the other to be identified with them, so keeping college-level and department-level requirements separate may be an option. The chancellor has publicly stated that Human Services might join with Education, which would be a soft landing for them if both sides can come to terms. That leaves CJP as the orphan, neither fitting in a traditional liberal arts college nor purist science-oriented college. The language requirements, while conceptually positive, could negatively impact enrollment and retention, as it would be the only program in its competitor pool with such requirements. A significant enrollment challenge for CJ is that you don't need a college degree to work in corrections or be a police officer, you just have to go through the public safety academy; therefore, college requirements that are not directly linked to the career are viewed by some students as a waste of money and academic roadblocks.

Conversations are just starting between my chairs and the COAS transition teams, so hopefully common ground can be found.

That may be more than you needed, but let me know if there are other questions. As the faculty had no say in the dissolution of the college, I am working hard at being transparent about the process and empowering the faculty to make decisions with the few options available to them.

Jim

From: Shannon Johnson <johnsons@pfw.edu>
Sent: Tuesday, October 13, 2020 1:03 PM
To: James Burg <burgj@pfw.edu>; Sarah Leblanc <leblancs@pfw.edu>
Subject: RE: Dissolution of the CPS

Has a proposal been made? According to the senate procedures [SD 19-24](#) our committees are supposed to

review any program reorganizations. The senate just sent us a request to review but we have not received any paperwork.

Shannon

Shannon Fay Johnson

Director of Library Academic Services

Liasion to Business, Human Services, Communication Disorders, Hospitality, Psychology, and Health Sciences

Walter E. Helmke Library

Purdue University Fort Wayne

2101 E. Coliseum Blvd

Fort Wayne, IN 46805

johnsons@pfw.edu

Cell: 1 (260) 267-6502

Skype Username: johnsons.ipfw

To make an appointment: <https://schedule.library.pfw.edu/appointments/Shannon>

From: James Burg <burgj@pfw.edu>

Sent: Tuesday, October 13, 2020 12:27 PM

To: Sarah Leblanc <leblancs@pfw.edu>; Shannon Johnson <johnsons@pfw.edu>

Subject: Dissolution of the CPS

Hi Sara and Shannon,

I understand that as chairs of the Senate sub-committees on curriculum you might have questions about the chancellor's directive to dissolve the College of Professional Studies. Please let me know what you might need and I would be glad to respond.

Jim

James Burg, Ph.D.

Dean, College of Professional Studies

Purdue University Fort Wayne

250 Neff Hall

burgj@pfw.edu

(260) 481-5406

PURDUE
UNIVERSITY.
FORT WAYNE

College of Professional Studies



Statement regarding the dissolution of the College of Professional Studies

10/7/20

Background information

On September 11, 2020, faculty in the Purdue Fort Wayne College of Professional Studies (CPS) (which includes the School of Education [SOE] and the departments of Criminal Justice, Human Services, and Hospitality and Tourism Management) were informed by Dean James Burg that the Chancellor had directed the Dean to dissolve the College by June 2021. The SOE would become a stand-alone unit and the other departments would be required to find homes in other colleges.

The rationale for restructuring, provided by the Chancellor and VCAA, was that the SOE has potential to grow, but the market for education degrees in our region is nearing saturation, so efforts to grow the School will require concerted investment and focus, and this can best be done if the SOE is a stand-alone unit.

The CPS College Governance Committee surveyed faculty members on their views of the restructuring and presented results in a College assembly on September 23, 2020. Fifty-nine percent of College faculty responded (n=22), with 4 supporting the change, 10 supporting the change but with concerns, and 8 not supporting the change. It should be noted that the SOE is the largest unit in the College comprising about two-thirds of the College's voting faculty.

At the assembly, a number of additional concerns were raised, including the lack of faculty input in the decision-making process, the lack of rigorous data in the justifications for the decision, the lack of guidance given to impacted departments other than the SOE, the reception these departments will receive in other colleges, and general fatigue among faculty who have experienced multiple restructurings in recent years. Additionally, some faculty in the SOE expressed concern about the expectations for enrollment growth the administration will hold; they wonder if, in a time of uncertainty, it will be easy to meet these raised expectations and if they do not, whether they could face additional restructurings.

Policy considerations

The Chapter understands that faculty leadership is now looking into whether campus policy has been violated to this point and how this restructuring can adhere to campus policy moving forward. Relevant policy documents include SD 19-1, which ends with the following resolutions:

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.

The Fort Wayne Senate bylaws give responsibility over restructuring to the Curriculum Review Committee as well as the Graduate Subcommittee. The following statement from the bylaws details the charge of the CRC:

5.3.3.2.3.4.2.2. Upon a request from the Senate, an academic unit, or PFW's Chief Academic Officer, examine and report on existing academic programs and new or proposed courses. Such examinations shall be requested only when one of the following circumstances occur. First, significant questions of proper sponsorship or academic quality arise. Second, there are administrative or faculty led initiatives to reorganize, merge, reduce, or eliminate academic programs or units. Third, there is a PFW-wide effort to ensure the periodic review of academic programs by a body functioning above the department level.

Purdue system policy gives oversight on restructuring to the Purdue-WL Academic Organization Subcommittee, giving it the following charge:

[to oversee] changes in academic organization having a significant impact on the intellectual atmosphere and functioning of the university on all of its campuses, e.g., elimination or consolidation of existing departments and schools; and the establishment of interdepartmental institutes and centers. In performance of this task the committee shall, where appropriate, work with officers of the administration, ad hoc committees and faculty involved in contemplated changes.

Finally, the AAUP "Statement on Recommended Institutional Regulations on Academic Freedom and Tenure" lays out standards and procedures for discontinuing academic structures. Because PFW has not declared financial exigency, the administration must demonstrate that educational reasons dictate the discontinuation of the academic structure in question:

- (1) The decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof. [Note: "Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance.]

The AAUP guidance also describes procedures that should be followed to ensure faculty in impacted programs find placement in other programs.

Where the chapter stands

The chapter notes that the administration has taken some steps to engage processes and institutions of shared governance. It notes the administration's cooperation with the CPS Governance Committee and its willingness to hear input from the Committee, including the Committee's survey findings regarding the views of College faculty. These steps are all consistent with AAUP guidelines.

Nevertheless, the chapter is concerned that past actions or future steps may be shown to have violated Purdue system policy, PFW policy, and the principles of shared governance. SD 19-1 requires that faculty-elected bodies retain primary control over any changes to the structure of educational units that could have curricular implications. While the administration might argue that structural changes, such as the elimination of a department or college, are not related to curriculum and thus are the purview of administration only, the reality is that such acts often have profound implications for curriculum. In the present case, the CPS Governance Committee's survey of College faculty found considerable concern among faculty in departments other than SOE who will now have to move to other colleges. The Chapter believes some of that concern is related to the potential impact these moves will have on these departments' curricula.

The chapter will continue to monitor this situation and solicit information from its members and supporters. It also recommends the following action:

- Moving forward, the PFW administration should adhere to the policies defined in SD 19-1 as it moves forward with the restructuring proposal, including working closely with faculty leadership and the Fort Wayne Senate.
- The Fort Wayne Senate Executive Committee should charge the Curriculum Review Committee and the Graduate Subcommittee with the task of examining and reporting on the restructuring proposal.
- Faculty leadership should contact the Chair of the Purdue Academic Organization Subcommittee to ensure that Purdue system policy is followed.
- The PFW administration should contact individual faculty in impacted departments officially and in writing to solicit their input on the restructuring proposal.
- Finally, and because this restructuring will have a direct impact on curriculum and instruction, the PFW administration and faculty leadership should take steps to ensure that faculty control over curriculum and instruction in impacted departments is preserved.

Approved by the membership of the PFW chapter of the AAUP. 10/5/20.

MEMORANDUM

From: Steven A. Hanke, Chair of the Educational Policy Committee

Subject: Academic Calendar for 2023-2024

Date: 09/28/2020

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2023-2024

BE IT RESOLVED, that the Senate approve the academic calendar for 2023-2024

ACADEMIC CALENDAR FOR 2023-2024

Fall Semester, 2023

Monday	21 August	Classes Begin
Friday	1 September	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	5 September	Classes Resume
Mon.-Tues.	16-17 October	Fall Recess
Wednesday	18 October	Classes Resume
Tuesday	21 November	Thanksgiving Recess Begins After Last Class
Monday	27 November	Classes Resume
Mon.-Sun.	11-17 December	Final Exam Week/Last Week of Classes

Spring Semester, 2024

Monday	8 January	Classes Begin
Monday	15 January	Martin Luther King Jr. Holiday
Mon.-Sun.	4-10 March	Spring Recess
Monday	11 March	Classes Resume
Friday	29 March	Classes Suspended at 4:30 p.m.
Monday	1 April	Classes Resume
Mon.-Sun	29 April-5 May	Final Exam Week/ Last Week of Classes
Wednesday	8 May	Tentative Date of Commencement

Summer Semester, 2024

Monday	6 May	Summer Semester Begins
Monday	13 May	Summer Session I: Classes Begin
Friday	24 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	28 May	Classes Resume
Friday	21 June	Summer Session I: Classes End at 4:30 p.m.
Monday	24 June	Summer Session II: Classes Begin
Wednesday	3 July	Classes Suspended at 4:30 p.m. (Independence Day Recess)
Thursday	4 July	Independence Day Holiday Observed
Friday	5 July	Classes Resume
Friday	2 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	25 August	Summer Semester Ends

MEMORANDUM

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 10/5/2020
SUBJ: Requirements for Certificates

WHEREAS, Current academic regulations do not specify requirements for awarding Certificates; and

WHEREAS, Academic regulations require a cumulative GPA of 2.00 or better for awarding of degrees; and

WHEREAS, Academic regulations have residence requirements for awarding of degrees; and

WHEREAS, The Educational Policy Committee supports the setting of minimal criteria for Academic Certificate programs;

BE IT RESOLVED, that each undergraduate Certificate program will be asked to specify, for existing and new Certificates: 1) a minimum GPA for courses in the certificate, 2) a minimum grade required in each course for the certificate, and 3) the number of credits in the certificate program that must be completed in Purdue residence to earn the certificate.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Shannon Johnson, Chair of the Graduate Subcommittee
DATE: 10/6/2020
SUBJ: Bylaw Change - Composition of Graduate Subcommittee

WHEREAS, Current Bylaws of the Senate stipulate that the Associate Vice Chancellor for Academic Programs serves on the Graduate Subcommittee; and

WHEREAS, The previous person to serve in this role was also the Director of Graduate Studies; and

WHEREAS, Now the Director of Graduate Studies is a separate position;

BE IT RESOLVED, That the Director of Graduate Studies be included as member of the Graduate Subcommittee; and

BE IT RESOLVED, That both the Associate Vice Chancellor for Academic Programs and the Director of Graduate Studies serve as nonvoting members.

5.3.3.2.3.5. Graduate Subcommittee

5.3.3.2.3.5.1. Membership: The Graduate Subcommittee shall consist of:

5.3.3.2.3.6.1.1. One elected representative from each Major Unit offering graduate programs, who will hold membership on the appropriate graduate faculty. Members will be elected by the Voting Faculty at large from among the nominees elected by each Major Unit represented on the Subcommittee

5.3.3.2.3.6.1.2. One representative from the library elected to a three-year term by the Voting Faculty from among nominees selected by the librarians.

5.3.3.2.3.6.1.3. The Associate Vice Chancellor for Academic Programs (**nonvoting member**), **Director Graduate Studies (nonvoting member)**, and the ~~two~~ Faculty members in charge of liaison with the graduate schools of ~~Indiana University and~~ Purdue University.

5.3.3.2.3.6.1.4. Two graduate students elected annually by the other members of the Subcommittee from among nominations submitted by departments or other units responsible for graduate degree programs.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Honors Program Council
DATE: October, 9 2020
SUBJ: Instating Honors Pin Policy

WHEREAS, The Honors Program has been annually awarding Honors pins to students for quite sometime;

WHEREAS, there is no current formal policy about Honors pin criteria;

BE IT RESOLVED, that the following be added to SD 04-4 as

E. Honors Pin Requirements

- a. Completion of 9 credit hours of Honors courses
- b. Honors Active Status

BE IT FURTHER RESOLVED, that the remainder of SD 04-4 be re-lettered to reflect this insertion.

MEMORANDUM

TO: Executive Committee
FROM: Suining Ding, Chair
Senate Nominations and Elections Committee
DATE: October 16, 2020
SUBJECT: Approval of filling in of a vacancy in the Senate Nominations and Elections Committee

WHEREAS, The Bylaws of the Senate provide (5.1.4.1.) that “Senate committees shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in sections 5.1.2 and 5.1.4.”; and

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that “No one may serve on more than four Senate committees and/or subcommittees in a given academic year”; and

WHEREAS, There is one vacancy on the Senate Nominations and Elections Committee; and

WHEREAS, Stephen Buttes is a Senator and is not already serving on more than three Senate committees and/or subcommittees in the current academic year;

BE IT RESOLVED, That the Executive Committee requests that the Senate approve this appointment.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven Hanke, Chair of the Educational Policy Committee

DATE: 11/3/2020

SUBJ: Change to Pass/Not Pass status for Fall 2020 semester

WHEREAS, Current academic regulations state: “Prior to the end of the fourth week of an academic semester (or equivalent period during a summer session), you may add or remove the P/NP option for a course by obtaining the signature of the course instructor or an academic advisor next to the appropriate notation on the schedule-revision (drop/add) form, and by submitting the form for processing by the registrar’s office”; and

WHEREAS, we have previously extended the withdraw date and the audit date (SD 20-3 was passed on Sept 21, 2020); and

WHEREAS, students are still being challenged by COVID in a number of different ways and we desire to continue to assist them in a variety of ways; and

WHEREAS, Purdue University West Lafayette extended both the withdraw and P/NP options for students in response to students’ continued stress;

BE IT RESOLVED, that the date to change from a letter grade to a P/NP option for courses be extended until December 4, 2020; and

BE IT FURTHER RESOLVED, all Passing grades (i.e., C- or above) or any grade that is designated as passing by the student’s department will demonstrate meeting degree requirements; and

BE IT FURTHER RESOLVED, that the following be kept in mind: As with this change during Spring 2020, faculty will not “know ahead of time” if the student(s) have selected a P/NP option. Therefore, all faculty need to continue grading exams/projects to determine a “letter” grade. They also will need to enter that letter grade into Banner at the end of the semester. The system will then automatically “flip” this letter grade to a “P/NP” equivalent for the students who have selected this option. In addition, faculty should direct students to Financial Aid to determine if there will be any consequences for making this change.

Question Time

Given the increasing reliance on technology to ensure students are able to attend class remotely and the fact that technology can have failures, such as webex being down, delays in kaltura video postings, campus wifi not working, etc., it would be beneficial for instructors to be informed about those technical problems as soon as possible. Is it possible for IT to post a “status page” listing the various technologies, any known problems, suggested work-arounds during the down times, and anticipated fix times? And/or can there be a listserv for instructors to subscribe to if they would like to receive timely notifications regarding such technology problems?

S. Betz

Question Time

Earlier in the semester, there was discussion about the possibility of additional payments to LTLs to compensate them for additional unpaid work they did to prepare for teaching under Covid-conditions and begin to address the fact that PFW LTLs are paid significantly less than the national average. Can we please have an update from the administration on the status of these payments?

A. Livschiz

Question Time

Can we have an update on the status of the DEI search? If the search is continuing, when will members of the university community receive invitations for open forums with the prospective candidates?

A. Livschiz

MEMORANDUM

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair
Graduate Subcommittee

DATE: October 6th, 2020

SUBJ: Graduate Certificate in School Administration

The Graduate Subcommittee approved on September 1st, 2020 the attached documents regarding the Graduate Certificate in School Administration.

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

Shannon Johnson, MLS
Chair, Graduate Subcommittee
Walter E. Helmke Library

Approving:

Terri Swim
David Cochran
Kerrie Fineran
Hank Strevel
Chao Chen
Tanya Soule
Shannon Johnson

Not Approving:

Abstain:

Fall 2020 COVID-19 Impact Survey

Background

After receiving a number of anecdotal reports and complaints from their peers, the Student Government Executive Officers developed and distributed a survey to gauge the extent and impact of course modality changes from in-person to mixed-modality or fully online. The survey was sent by email to all currently enrolled undergraduate and graduate students at approximately 10am on September 24th, accompanied by a letter from Derrik West, the 2020-2021 Student Body President.

For the purposes of this report, final numbers were pulled at 4:03pm on Thursday, October 1st. At the time of this writing, 885 responses had been received, with 3 responses “in progress”. Not all respondents replied to all questions, so totals may vary by response.

Respondent Demographics

Undergraduate students responded at relatively similar rates across class standings, with freshman responding at the highest rates, followed by seniors. Graduate students made up only 6.47% of respondents, but also make up the smallest percentage of enrolled students. (See Table 1.1)

The distribution of responses across colleges approximately reflected the distribution of enrolled students, though the College of Arts and Sciences was over-represented and the Doermer School of Business was under-represented. (See Table 1.2)

The vast majority of respondents indicated that they were taking four or more courses this semester, with approximately two-thirds of students taking 5 or more classes. (See Table 1.3)

Extent of Course Modality Changes

Slightly more than two-thirds of respondents indicated that at least one of their courses had been switched to a mixed or fully-online modality after the start of the semester. Approximately half of respondents indicated that 3 or fewer of their classes had switched modality; while less than one-fifth of respondents indicated that 4 or more of their classes had switched modalities.

Approximately one-third indicated that none of their classes have changed modalities since the start of the semester, and the vast majority of respondents reported that they

were still attending at least one course in-person, with three-quarters reporting that they were attending between one and four classes in-person. (See Table 2.1)

By College

ETCS and Visual and Performing Arts had the highest percentages of students reporting that none of their classes had changed modality. The College of Visual and Performing Arts also had the highest percentage of students who indicated the 5 or more of their classes had changed modality.

The College of Arts and Sciences had the highest percentage of students reporting that one to two of their classes had changed modality, followed by the Richard T. Doermer School of Business. Professional Studies and the School of Business had the highest percentages of students indicating that between one and four of their classes had switched modalities. (See Table 2.15)

Satisfaction Ratings

Respondents were asked to rate their level of satisfaction with three types of course delivery: In-Person Only, Mix of In-Person and Online, and Online-Only. (See Table 2.2)

Respondents reported the highest levels of satisfaction with In-Person Only instruction, with just over two-thirds reporting that they were Moderately or Extremely Satisfied with the In-Person Only instruction they have received this semester.

Respondents were slightly less positive toward Mix of In-Person and Online, with about half reporting that they were Moderately or Extremely Satisfied, while about one quarter reported that they Moderately or Extremely Dissatisfied. Seniors reported the lowest levels of satisfaction with Mix of In-Person and Online, while juniors reported the highest. (See Table 2.4)

Respondents reported the lowest levels of satisfaction with Online Only instruction, with less than half of respondents said they were Moderately or Extremely Satisfied with the Online Only instruction they had received; and almost two-fifths indicating that they were Moderately or Extremely Dissatisfied with Online Only instruction. For Online-only instruction, satisfaction levels correlated with class standing, with freshmen reporting the lowest levels of satisfaction and Graduate students reported the highest. (See Table 2.5 and 2.55)

Satisfaction Ratings - Qualitative Responses

Respondents who selected “Extremely Dissatisfied” or “Moderately Dissatisfied” for Mix of In-Person and Online or Online Only were asked to describe what aspect(s) of the

instruction type they were dissatisfied with. A number of themes emerged from those responses:

1. Lack of reliable and/or stable access to the internet, especially in Student Housing
2. Perceived lack of familiarity/skill with online-teaching by faculty, such as:
 - a. Instructors using Brightspace incorrectly, inconsistently, or not at all
 - b. Disorganized or outdated course materials
 - c. Perception that professors are not actively teaching
 - i. Examples of faculty posting recorded lectures from previous years or not posting lectures at all; students reporting feeling that they are teaching themselves, etc.
 - d. Poor communication from faculty
 - i. Delayed responses to email, fewer opportunities to ask questions, etc.
3. General frustrations with online classes, including:
 - a. Feeling of being baited-and-switched (“Not what I signed up/paid for”)
 - b. Not feeling like they have the motivation/focus/skill to be successful in online classes
 - i. Specific to Mix of In-person and Online, confusion around when they are supposed to attend in-person vs online.
 - c. Perception that faculty are assigning higher workloads for online courses
 - d. Frustrations with both synchronous and asynchronous models
 - i. Synchronous: Class times moved from original schedule, conflicts with work schedules, etc.
 - ii. Asynchronous: Lack of connection with classmates/instructors

Other Feedback

Finally, students were asked if there was anything else they would like to add about their Fall 2020 academic experience. These responses were, as expected, far more varied, but a number of themes did emerge in addition to those that emerged from the satisfaction rating responses:

1. Students had mixed feedback about the University’s COVID-19 preparations and policies, which fell into the following broad categories:
 - a. University has done a good job/is doing its best
 - b. University has done a good job BUT compliance and enforcement are lacking
 - c. University has not done enough/preparations are ineffective
 - d. University has overreacted/COVID isn’t a big deal
2. Complaints about masks and social distancing
 - a. Frustration with having to wear masks/socially distance
 - b. Frustration that others are not wearing masks correctly (or at all) or socially distancing

- i. Related, feeling that faculty/staff are not adequately enforcing masks and social distancing
- 3. Mixed feedback about being back on campus vs being online-only
 - a. Some students were grateful for the opportunity to be in-person, while others expressing a desire for the semester to move 100% online, citing concerns about exposure to COVID-19.
- 4. General feelings of stress/frustration related to COVID-19

A full report of qualitative responses, with categories, is attached.

Appendix

Survey Questions:

1. Class Standing
 - a. Options: Freshman, Sophomore, Junior, Senior, Graduate
2. College
 - a. Options: Arts & Sciences; Engineering, Technology & Computer Science; Professional Studies; Visual & Performing Arts; Richard T. Doermer School of Business; Continuing Studies; Pathway Program
3. How many classes (not credit hours) are you currently enrolled in?
4. How many of those classes were offered as face-to-face/in-person at the beginning of the semester, but have since switched to partially or fully online?
5. How many classes are you currently attending in person?
6. How many hours per week do you estimate that you are currently on main campus (not Student Housing)?
7. How would you rate your satisfaction with the following instructional modes you have experienced this semester? (5-point scale from "Extremely Dissatisfied to Extremely Satisfied")
 - a. In-person Only
 - b. Mix of In-person and Online
 - c. Online Only
8. *If "Extremely Dissatisfied" OR "Moderately Dissatisfied" were selected for "Mix of In-Person and Online":* What aspect(s) of Mix of In-Person and Online Instruction are you dissatisfied with?
9. *If "Extremely Dissatisfied" OR "Moderately Dissatisfied" were selected for "Online Only":* What aspect(s) of Online Only Instruction are you dissatisfied with?
10. Do you have anything you would like to add about your Fall 2020 academic experience so far?

Table 1.1

Class Standing	% (N= 871)	Total
Freshman	28.47	248
Sophomore	20.78	181
Junior	19.86	173
Senior	24.57	214
Graduate	6.31	55

College	% (N = 850)	Total
Arts & Sciences	35.18	299
Engineering, Technology & Computer Science	23.06	196
Professional Studies	14.82	126
Visual & Performing Arts	9.76	83
Doermer School of Business	12.47	106
Continuing Studies	3.41	29
Pathways Program	1.29	11

Table 1.2**Table 1.3**

Number of Classes Taken	% (N=870)	Total
1	2.30	20
2	7.13	62
3	5.17	45
4	16.78	146
5	36.09	314
6+	32.53	283

Number of Classes Switched	% (N =859)	Total
0	31.55	271
1	19.56	168
2	16.07	138
3	15.02	129
4	10.24	88
5	4.77	41
6+	2.79	24

Table 2.1

Table 2.15

	0		1		2		3		4		5		6+	
College of Arts and Sciences (COAS)	31.44%	94	20.40%	61	16.05%	48	16.05%	48	9.03%	27	4.35%	13	2.68%	8
	36.45%				25.08%				7.02%					
College of Engineering, Technology & Computer Science (ETCS)	40.41%	78	23.32%	45	12.44%	24	8.81%	17	9.84%	19	3.11%	6	2.07%	4
	35.75%				18.65%				5.18%					
College of Professional Studies	22.40%	28	17.60%	22	17.60%	22	19.20%	24	12.80%	16	6.40%	8	4.00%	5
	35.20%				32.00%				10.40%					
College of Visual and Performing Arts	39.53%	34	10.47%	9	10.47%	9	13.95%	12	11.63%	10	10.47%	9	3.49%	3
	20.90%				25.58%				13.90%					
Richard T. Doermer School of Business	27.36%	29	21.70%	23	20.75%	22	16.98%	18	7.55%	8	2.83%	3	2.83%	3
	42.45%				24.52%				5.66%					
Continuing Studies	21.43%	6	17.86%	5	25.00%	7	17.86%	5	7.14%	2	7.14%	2	3.57%	1
Pathway Program	33.33%	4	16.67%	2	8.33%	1	16.67%	2	25.00%	3	0.00%	0	0.00%	0

Table 2.2

Number of Classes Still In-Person	% (N=865)	Total
0	9.36	81
1	15.26	132
2	21.39	185
3	20.00	173
4	18.61	161
5	9.94	86
6+	5.43	47

Table 2.3

	In-Person (n=778)	Mix (n=709)	Online-Only (n=769)
Extremely Dissatisfied	5.66% (44)	6.21% (44)	15.60% (120)
Moderately Dissatisfied	11.70% (91)	18.76% (133)	21.46% (165)
Neither Dissatisfied or Satisfied	14.40% (112)	25.11% (178)	19.12% (147)
Moderately Satisfied	39.33% (306)	35.68% (253)	23.67% (182)
Extremely Satisfied	28.92% (225)	14.25% (101)	20.16% (155)

Table 2.4

Mixed Modality	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
Freshman	29.55%	13	27.82%	37	35.39%	63	32.94%	83	27.72%	28
Sophomore	25.00%	11	21.05%	28	23.60%	42	21.83%	55	16.83%	17
Junior	20.45%	9	18.05%	24	16.85%	30	20.63%	52	22.77%	23
Senior	25.00%	11	27.07%	36	18.54%	33	22.22%	56	24.75%	25
Graduate	0.00%	0	6.02%	8	5.62%	10	2.38%	6	7.92%	8

Table 2.5

Online Only	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
Freshman	30.25%	36	35.15%	58	31.97%	47	28.02%	51	19.35%	30
Sophomore	31.93%	38	17.58%	29	19.73%	29	20.33%	37	16.77%	26
Junior	17.65%	21	20.61%	34	21.77%	32	23.08%	42	17.42%	27
Senior	17.65%	21	22.42%	37	23.13%	34	20.88%	38	36.13%	56
Graduate	2.52%	3	4.24%	7	3.40%	5	7.69%	14	10.32%	16

Table 2.55

Online Only	Extremely Dissatisfied		Moderately Dissatisfied		Neither Dissatisfied nor Satisfied		Moderately Satisfied		Extremely Satisfied	
Freshman	36		58		47		51		30	
	42.34%				21.17%		36.48%			
Sophomore	38		29		29		37		26	
	44.96%				19.46%		42.28%			
Junior	21		34		32		42		27	
	35.25%				20.51%		44.23%			
Senior	21		37		34		38		56	
	31.18%				18.27%		50.53%			
Graduate	3		7		5		14		16	
	22.22%				11.11%		66.67%			