

Minutes of the
Seventh Regular Meeting of the Thirty-Seventh Senate
Indiana University-Purdue University Fort Wayne
March 12, 2018
12:00 P.M., KT G46

Agenda

1. Call to order
2. Approval of the minutes of February 12
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Purdue University – A. Schwab
 - b. Indiana University – A. Downs
5. Report of the Presiding Officer – J. Malanson
6. Committee reports requiring action
 - a. Executive Committee (Senate Document SD 17-20) – K. Pollock
 - b. Executive Committee (Senate Document SD 17-21) – K. Pollock
 - c. Executive Committee (Senate Document SD 17-22) – K. Pollock
7. Question Time
 - a. (Senate Reference No. 17-22) – A. Downs, J. Malanson, A. Schwab
 - b. (Senate Reference No. 17-23) – K. Pollock
8. New business
 - a. (Senate Document SD 17-23) – A. Argast
9. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 17-21) – S. Baddam
10. The general good and welfare of the University
11. Adjournment*

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

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

Attachments:

“Athletics Goals and Measures” (SD 17-20)

“IPFW Representatives in the Purdue University Senate” (SD 17-21)

“Administration and Senate Membership” (SD 17-22)

“Personnel Changes” (SR No. 17-22)

“Caps on Classes” (SR No. 17-23)

“Chancellor Elsenbaumer’s Salary” (SD 17-23)

“Proposals for B.S. in Music with a Major in Popular Music, B.S. in Music with a Major in Music Industry, and B.S. in Music with a Concentration in Outside Field” (SR No. 17-21)

Senate Members Present:

A. Argast, A. Benito, P. Bingi, S. Bischoff, B. Boatright, A. Boehm, J. Burg, M. Cain, D. Chen, D. Cochran, K. Dehr, Y. Deng, S. Ding, A. Downs, C. Drummond, B. Fife, G. Hickey, D. Kaiser, B. Kim, S. King, L. Kuznar, S. LaVere, J. Leatherman, E. Link, H. Luo, J. Marshall, L. McAllister, D. Miller, P. Nachappa, Z. Nazarov, J. Nowak, A. Obergfell, J. O’Connell, K. Pollock, M., Qasim, P. Reese, B. Salmon, G. Schmidt, A. Schwab, S. Stevenson, A. Ushenko, L. Vartanian, G. Wang, D. Wesse, M. Wolf, L. Wright-Bower, N. Younis

Senate Members Absent:

A. Bales, B. Buldt, S. Carr, R. Elsenbaumer, M. Gruys, D. Holland, M. Jordan, A. Kreager, A. Macklin, E. Norman, G. Petruska, B. Redman, N. Reimer, S. Rumsey, R. Sutter, B. Valliere, R. Vandell, M. Zoghi

Guests Present:

J. Clegg, C. Elsbey, B. Kingsbury

Acta

1. Call to order: J. Malanson called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 12: The minutes were approved as distributed.
3. Acceptance of the agenda:

K. Pollock moved to accept the agenda.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

- a. Purdue University:

A. Schwab: Welcome back from Spring Break. I am sure you are as excited to be back as I am. I am looking forward to next year in working with the new Presiding Officer and Speaker, Jens Clegg and Jeff Nowak.

As you are all probably aware, the HLC approved the realignment a couple of weeks ago. This means that there will be a focused evaluation in six months,

and then we will be up for affirmation and reaccreditation in 2020. The administration has put together a reaccreditation team accordingly and Charlene Elsby has been elected to represent the faculty on that team. There is an expectation that the reaccreditation team will also be involved in the working of the next strategic plan. So, there should be some overlap there.

You may also be aware that the HLC also approved Purdue University Global, or as I like to call it, PUG. This is connected in some ways to a recent move by Purdue-West Lafayette to begin an LMS evaluation. You should have received an email from Presiding Officer Malanson this morning about that. One of the things that this LMS evaluation will undoubtedly look at is the Kaplan resources for online courses that can be purchased. The Kaplan resources will not be Blackboard. It is not a Blackboard system. So, this has a couple of implications that we should be attentive to as we move forward in this LMS evaluation. (1) Will it make it so that there are more online courses being offered through Purdue-West Lafayette that will no longer need to be offered here because students can get credit there if we are all on the same system? (2) How will we transition existing courses? This could be a lot of work if we are moving to an entirely different online platform that is not Blackboard and we have all of our courses on Blackboard. So, a couple of practical recommendations that you might consider as this process moves forward. One is thinking about the amount of face-to-face requirements that your curriculum requires. And two is thinking about keeping all of your course documents that you normally put onto Blackboard in an offline platform because if Blackboard goes away you will need to have access to them.

b. Indiana University:

A. Downs: I hope your Spring Break was all you wanted it to be.

On March 7th, the Association of American Colleges and Universities (AAC&U) sent an e-mail about a daily radio segment produced by AAC&U and WAMC. The segment is called *The Academic Minute*. It features faculty from around the world talking about the work they are doing and how that work contributes to addressing problems and serving the public good. We have been asked to let them know about the work we are doing. Please consider submitting some of your work to David Hopper at dhopper@wamc.org. It will be nice to see the faculty of IPFW recognized for the good work we are doing.

Related to this request, please consider contributing to our state and local media as they work to inform the public. I know that some people are apprehensive about doing interviews. There are concerns that the reporters will try to catch you in a mistake, misrepresent what you have said, or that you do not know the issue being discussed well enough to be considered an

expert. Please remember why the media is coming to you. They think you know something that will help inform the public, not because they want to catch you in a mistake or to hear a dissertation. I am confident that we have a great deal of expertise available on this campus that can help the public understand what is going on in the world around them.

There also may be apprehension about how things will look and sound. I speak from experience when I say what matters is what you say, not how you look or sound. Accept who you are and if the content is good, the look and the sound matters a whole lot less.

A committee of faculty from IUFW will be reviewing a constitution and bylaws next week. I am happy to report that the committee has drafted these documents with an eye toward how they will work cooperatively with PFW. They hope to have the drafts voted on by IUFW faculty before the end of the semester.

Good luck with the remaining month and a half of the semester.

To view this email as a web page, go [here](#)



Association of American Colleges & Universities

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Seeking Submissions for *The Academic Minute*



AAC&U President Lynn Pasquerella is host of the radio segment [The Academic Minute](#), produced by WAMC Northeast Public Radio in partnership with AAC&U. *The Academic Minute* features faculty and researchers from colleges and universities around the world discussing what's new in the academy and the ways in which academic research contributes to serving the public good. In addition to being broadcast widely on radio stations around the country, each segment is posted daily on [Inside Higher Ed](#) and across *The Academic Minute's* and AAC&U's social media portals.

The Academic Minute is seeking individual submissions for upcoming segments on any topic, and campuses are also encouraged to submit ideas for "weekly takeovers" featuring five

separate research segments from a single institution. Recent weekly takeovers featured research from Whitworth University, Cornell College, Lafayette College, and Purdue University (upcoming).

Please send submissions to David Hopper at dhopper@wamc.org, and be sure to tune in daily to *The Academic Minute*. Thank you for considering this opportunity for public engagement.

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Association of American Colleges & Universities
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5. Report of the Presiding Officer:

J. Malanson: I was in Florida over the break, so I had a wonderful break, Abe and Andy. As a result, my remarks are not laid out as nicely as they normally are, so please excuse me if I am searching for words at different points.

First, a couple of housekeeping matters. Senate Reference No. 17-23, regarding courses in the IU-Fort Wayne sections. Cheryl Hine, who submitted her answer to the Senate last week, was going to be here today to answer questions about that document, but she has the flu. And then the other people from the Registrar's office who might have been able to answer that question were not available on short notice to be here for this. So, if people have questions they can direct them either directly to Cheryl or to the Executive Committee and then we can ask Cheryl those specific questions at the next meeting.

Second, just so everyone is all on the same page. On the committee reports for information only, the Curriculum Review Subcommittee document. Those are the new music programs that have been highly touted for music technology, related to the new agreement we have reached with Sweetwater. So, for those who have been concerned that those programs have not come through the Senate for approval, they have been following the correct processes. The cart was just put before the horse in announcing the agreement with Sweetwater to host these programs even though the programs had not actually been approved yet. They are following the appropriate steps.

So, for the actual remarks for today. One of the themes of the Senate this year, whether you are aware of it or not, has been the idea of accountability. This is actually something that we have been talking about on campus a lot over the past few years. One of the things that USAP was attempting to do, especially in its second year, was to introduce the

idea of accountability. We are going to create metrics by which we can judge each unit on campus. I don't want to get into a long discussion of USAP, but USAP did a good job of introducing rigorous metrics to assess academic departments, and did a less good job in introducing metrics to assess the administration and anything that was not an academic department.

So, one of the things that the Senate has been interested in trying to do, or at least one of the things that I have been interested in trying to do during my tenure as Presiding Officer, is trying to increase accountability beyond the academic departments. Our annual reporting for departments this year took the USAP metrics and brought them a step forward as the viability metrics that Vice-Chancellor Drummond circulated at the beginning of last year. We still don't see much public discussion of the accountability of the administrative side of the house. The Athletics Working Group was supposed to be a step toward introducing accountability, but it failed to produce those metrics, which we have talked about several times over the course of this year. The Report on Administrative Staffing and Budgeting that the faculty leaders put together at the end of the semester relied heavily on the idea of introducing some significant accountability for the administration in terms of how they assess and understand the role that everyone plays on the administrative side of the house. We got some initially positive feedback from the administration, but have not heard anything since then about if anything is going on with that. And then today we have had multiple discussions in here about the Athletics Working Group and about athletics metrics. We have devoted most of our January meeting to talking about athletics.

We have got another document here today to introduce accountability into athletics in terms of a clear statement about what the goals of athletics are and how they are going to assess whether or not we are achieving those goals. I think accountability can be a really good thing, especially in a difficult budget environment. It is important that we think about accountability in two ways; making sure that we are holding each other accountable if we are using our resources in the best manner possible and if we are doing the things we are supposed to be doing. But, I think it is also important to think about accountability as clear goals to help us understand how we should judge something. For example, we are introducing significant new resources to create a school of music or to create a new program or create a partnership with Sweetwater. As far as I know, and I have asked Vice-Chancellor Drummond and I have asked Chancellor Elsenbaumer, this question. There isn't a clear goal in mind for what we expect for the program goals for music technology or the School of Music for them to say whether or not they were successful with the resources we have given them. Have they done the most they possibly can with the resources? They have no goal, which means: (1) How do we know we can fairly judge if they haven't been successful? (2) How do we know when we can congratulate them on the successes they have achieved? Accountability isn't just about punishing people. Accountability is knowing if it is the right time to say "they have actually done better than we wanted them to, and they have been more successful than we hoped they would be." We are not doing any of that at this point on the academic or non-academic side of the house. And I think we will all be in a much better place if we can really embrace both aspects of what we mean by accountability here, especially if it is

forced upon one side of the house, we need to make sure we are emphasizing it on all sides of the house.

I got here in the fall of 2010 and pretty much since I have got here the constant number one complaint that we have needed to work on is retention. We have had retention problems since the moment I got here. We continue to have retention problems obviously. Our most pressing retention problem is keeping students from the first year to the second year, but we have retention problems across the board. This past year the administration has started to do more things. Carl has given me a long list several times now of the different things the administration has done to try to address retention, but the point Vice-Chancellor Drummond made is that there are minimal things we can do given the student population that we serve and given the broader concerns. The number one most important thing that we need to do that we haven't done is to take meaningful steps as faculty to try to address our own ways we can contribute to retention and continue to improve retention in our classroom. To be clear, I am not saying that individual faculty haven't done things to try to address this problem, but as faculty we haven't engaged in a conversation about this. Unlike a lot of the problems we face, like enrollment, which admissions is going to be the one that drives enrollments, retention is a faculty problem. Retention is an advising problem. The things we do in our classrooms have a direct impact on how students perform and whether or not students stay. To be clear, I am not saying anyone in here is doing a bad job or that anyone in here is doing the wrong thing. I am saying that we have never stopped as a faculty to try to talk about these things. We have never tried to develop plans as a faculty for how we are going to work together to try to improve retention. This is especially the case for faculty who teach first year courses. First year courses that have thirty, forty, fifty percent DFW rates. What are we going to do to improve those pass rates? What are we going to do to lower the dropout rate? What are we going to do to try to fix these things? I don't know what the solution is. This is a huge problem. I don't think this is a problem that the Senate can just pass some documents saying "do this" can solve. I think this is a problem that we need to start talking more about in our departments. That we need to start talking more about in our colleges. But, we need to start thinking about how we as a faculty can more meaningfully address the retention problem. What can we do to solve these things?

On a lighter note, a couple of weeks ago I sent an email out to campus reminding you to sign up for the breakfasts and lunches for the Chancellor. Most of the March meetings are full or are pretty close to full. The Chancellor added some new dates in April. So, you can sign up to have breakfast or lunch with him, and one of the dates is actually over at the Holiday Inn somewhere. This is a very good opportunity for the faculty to get to know Ron a little bit better. He hasn't necessarily been on campus a ton, in his first one hundred days at least, because he has been off in the community trying to repair the relationship with the community, which is desperately needed. But, it is also a good opportunity for him to hear from each of us, including (1) What are our concerns about the future of IPFW/PFW? (2) What are the things that we as individual faculty are working on? (3) What ideas do we have to make this place better? He is new here and all of this is new to him, so he needs to hear from us about what our concerns are and where we would like to see this place go.

Finally, you should have all received an email from me this morning about the LMS executive steering committee taking place at Purdue. We need to elect a faculty senator to participate in that work. Unfortunately, we have to do that fairly quickly, and plus, Nominations and Elections is overwhelmed and overworked right now with trying to get the committees and subcommittees election process moving forward. So, I told you today that I would answer any questions for you and then we would solicit nominations. So, first, are there questions about the LMS steering committee?

M. Wolf: When the chancellor spoke with the College of Arts and Sciences we had a question about the effect of this kind of policy if we switch to PUG and he said we have the ability to say no. So, how much is that true?

A. Schwab: So, there are two prongs here. PUG is separate from the LMS question. PUG is Kaplan University, and that is being run as it has always been run. It uses Kaplan's resources. So then, Kaplan has these resources that are also available to set up online resources for courses. What is happening now that this has been approved is that in that time there was an email saying we are now going to evaluate what we are using for online courses. So, we are going to start this steering committee right now. What is going to happen after that, in terms of what the options are and in terms of what we use, I don't know. That is part of what I think this LMS steering committee is supposed to be deciding, as I understand it. Is that accurate?

C. Drummond: The LMS group has a purpose of determining if the various campuses, including formerly Kaplan University, now Purdue Global, should come together into a single instance of the LMS. Some of you old timers may remember when we were on a single instance with West Lafayette when they would occasionally turn it off and on, which was not a good thing. So, that is the first question. Should we all collectively or with Purdue Global also, have a single instance of an LMS? And then secondly, what should that LMS be? And it would impact all classes, not just online. So, that was the main point I wanted to make. Would this be an LMS or everything just as we currently use ours for both online and face-to-face?

M. Wolf: Can we have ACITAS look at this? I mean they might be the perfect body.

J. Malanson: The representative can work with ACITAS if they so choose.

M. Wolf: I would prefer ACITAS. I mean, I was on ACITAS when we went independent. I would love to remain independent. I know it is \$1.5 million, but any independence at this point is better.

J. Malanson: And I am sure that will come up at length because the idea is that we are going to have representatives from IT on this and we are going to have representatives that are familiar with Blackboard on this. And so, all of those perspectives will be represented on the steering committee. Other questions about the LMS committee?

C. Drummond: In keeping with everything else that we are doing, this has a little bit of a hurry up and wait aspect to it. So, we need to find out how many representatives we can have on this group. We are invited to send one name, and we are suggesting that because there are seven or so people from Lafayette, including the students, faculty, and two representatives from the provost office, that maybe it would be good if we had more than one. And so that is part of the effort that we are trying to do. We need to respond to whom at least our number one person is. But, this is not going to be a rapid process. They have set aside a timeline of eighteen months to undertake a review. So, don't expect that we are going to have to make a change tomorrow if we are going to have to make a change at all.

J. Malanson: Any other questions? Seeing none, do I have anyone willing to nominate themselves to serve on this steering committee? (Jeff Nowak raises hand). Jeff. Anyone else?

L. Kuznar: I am not nominating myself. But, do we have to nominate someone right now? I have someone in mind that is ideal.

J. Malanson: We can't send our list of proposed people to West Lafayette and say we should have this people on here until we actually name a faculty person through some sort of elective process. So, we need to get a person.

L. Kuznar: Okay.

M. Cain: Does it need to be a senator?

J. Malanson: The decision to model what Purdue-West Lafayette did then yes it needs to be a senator. It also creates easier lines of reporting if the person is in the Senate. Any other nominees? It is important work to serve your university well. Okay.

6. Committee reports requiring action:

a. Executive Committee (Senate Document SD 17-20) – K. Pollock

K. Pollock moved to approve Senate Document SD 17-20 (Athletics Goals and Measures).

A. Downs moved to amend SD 17-20 to insert a second BE IT FURTHER RESOLVED line to read, "That the Chancellor shall report the goals and measures to the Senate in April 2018 or September 2018 at the latest."

Motion to approve amendment passed on a voice vote.

Motion to approve amended document SD 17-20 passed on a voice vote.

b. Executive Committee (Senate Document SD 17-21) – K. Pollock

K. Pollock moved to approve Senate Document SD 17-21 (IPFW Representatives in the Purdue University Senate).

Motion to approve passed on a voice vote.

- c. Executive Committee (Senate Document SD 17-22) – K. Pollock

K. Pollock moved to approve Senate Document SD 17-22 (Personnel Changes).

A. Argast moved to amend SD 17-22 by removing the strike through on the old letter c, which states “The chief academic officer of PFW,” and then subsequently reordering the lettering so that the new letter c becomes letter d.

Motion to approve amendment passed on a voice vote.

Motion to approve amended document SD 17-22 passed on a voice vote.

7. Question Time:

- a. (Senate Reference No. 17-22) – A. Downs, J. Malanson, A. Schwab

A list has been circulating detailing changes in personnel, job titles, and compensation for some administrative staff. The transition from IPFW to PFW and IUFW has necessitated changes and brought about confusion. Faculty and staff need to understand the changes in order to function within the organization (e.g. We need to know who to contact in HR when we have questions about benefits and who to contact in Marketing if we want to develop recruitment material.). Faculty and staff also need to understand the fiscal impact of these changes given IPFW’s current budgetary situation, PFW’s long-term financial uncertainties, and the projection of ongoing enrollment declines. The concerns here are not who may be receiving a raise, but rather are about functionality and financial impact. Can the administration please address the following questions?

1. What are the current organization charts for administrative and student support departments?
2. What was the rationale for these changes in terms of function? How were changes in salary determined (e.g. salary survey was used) and if there are additional changes in salaries expected as part of the reorganization, how will they be determined?
3. What is the effect of these changes on the budget (broken down by department and overall)? If there are increases in department budgets, what is the source of that revenue (e.g. offsetting decreases in other departments)?
4. What impact will the Human Capital Management project, specifically the Job Family Structure and Job Classification System, have on the pay of current IPFW

employees? How much of that has happened with the changes that have been made already?

D. Wesse: (Please see attachment to Senate Reference No. 17-22 for the answer).

A. Argast: So, I am kind of a simple person and spreadsheets are complicated. Maybe you are going to have to explain this to me because maybe I don't understand this right. I am looking at the spreadsheets on Sum of FM Salary Costs + Other Costs and I noticed that Faculty Salaries going from 2018 to 2019 seem to show a loss of \$3.79 million. So, I assume that means that the faculty budget is nearly \$4 million less for fiscal year 2019 than it was for fiscal year 2018. On the same spreadsheet, I see a category called Mgmt/Admin/Prof Salaries, which I assume is administrative salaries and they seem to show an increase of almost \$290,000. Am I reading this correctly?

D. Wesse: A significant number of faculty will be moving to IU effective with the new fiscal year. So, that would account for the majority of the loss in the faculty cell.

J. Malanson: That is the loss of Nursing, Dental Education, and Medical Imaging salaries coming out of the budget.

A. Argast: Is there a way to break out the change in the Faculty Salary line so that it is IU Nursing, etc. neutral? So that we can actually gauge how much the faculty salary has been altered.

D. Wesse: Sure. I would be happy to supply that.

A. Argast: And the same is true for management. The management professional salaries, which I guess is administrators, has there been an associated loss in administrators? Because all of those faculty are now over in IU and all that worry is in IU, has there been a commensurate decrease in administrative compensation as a consequence?

D. Wesse: A minimal amount of administrators moved to IU, and there is some staff, but no. Only one administrator.

A. Argast: So, the IU move of Nursing and other organizations is resulting in an increase in the administrator-faculty ratio on the Purdue side?

D. Wesse: Well, because there are fewer faculty.

A. Argast: Yeah. Why isn't there a commensurate decrease in administrative overhead if the Purdue side has gotten substantially smaller?

D. Wesse: Well, essentially, we are doing that currently.

J. Malanson: Annie, one thing to keep in mind is that this is a weird structure in terms of that we no longer employ those faculty and staff, but we are still responsible for providing all of the services to those faculty and staff and all of their students. So, even though our actual number of employees and students has shrunk we are still providing services to the same number of people that we provide services to today. I am not saying your point is invalid, but it is not the same as if we all just left and became an independent entity with no connection to us anymore.

A. Argast: Fair enough. I will be looking for that Purdue break out.

A. Downs: I would also like to point out that what the senator has brought up is one of the criticisms of the realignment to begin with. That we would be duplicating administrative overhead or basically provisions of service to the same people.

M. Wolf: I still think it is a good point though. On the administrative side there is a 16% increase for the budget next year and not including one time. I mean, is this really due to merit? The 16%. Or title changes? What is driving this substantial increase?

D. Wesse: As Jeff indicated, in terms of the overall budget, we have made every attempt to keep ourselves whole. Essentially, we are charging the IU students the same fees. The attempt is really to keep our budget whole as part of this process. Essentially, we have the same number of students on our campus.

J. Malanson: This question is asked in the first place because a list has been circulated showing an increase in salaries for a variety of administrators.

D. Wesse: Yeah. I would be happy to meet individually with others to go over that.

J. Malanson: The questions we have asked specifically indicated that we didn't want a break down on individual salaries because the point of this was not to suggest that individuals didn't merit the increases they received based upon the reclassifications and the reorganizations that people in HR and Student Affairs had gone through. But also we don't know how much money the new Chancellor makes compared to our previous Chancellor, which would be not an insignificant chunk of that increase.

M. Wolf: No one would question merit increases and the services that we get from the professionals. No one would question that. I am questioning the 16% increase, which is a substantial increase and doesn't include the one time \$354,000, which I don't know what that is for. And I don't want to micromanage. I don't want to point to anybody. That is not my intention. But, it is a significant increase. A substantial increase when the academic affairs side had all of our stuff swept last year. It is a legitimate question, I think. You guys made a report about administrative overhead before this, right? How would this change the complexion of that report? I don't know if there is a professional characterization of when you have a \$65 million

budget and a little over half of it is faculty salaries. I don't know. Is there a professional organization that would show a demonstration of health in that?

D. Wesse: There is certainly a benchmark.

M. Wolf: Are we in the benchmark range of health?

D. Wesse: Yes.

A. Ushenko: This is naïve, but why are we providing services for faculty and students that no longer belong to us.

J. Malanson: That is the "wisdom" of the LSA Working Group and the lawyers for Purdue and IU. We are also getting paid significant amounts of money to do that as well, which is essentially keeping our budget whole even though we are losing 1,000 students. So, there are economic reasons to do it as well, but the overall structure is the "wisdom" of Purdue and IU.

A. Downs: Since the administrative bloat report has come up a couple of times I want to remind people that this body asked the administration to take a look at itself and is still expecting some sort of thorough response from the administration. This question in some respects is a follow up to that. Once the report is responded to then these questions would become less important. But, in the end, there are services that have to be provided, and what the report suggested was that we might be in-balance and out-of-balance in a number of places. The administration was asked to take a look at that and then explain back to us why the structures that exist do exist and what might be done in the future.

J. Malanson: To pick up on Andy, the list that came out, and then this question that I got asked, just reinforces the need for administration to provide clarity and accountability for what happens on the administrative side.

S. Bischoff: In the spirit of naïve question asking, I think this is a question of clarification. Was there a freeze in salary increases after USAP? And, if so, who authorized the 16% salary increase on the administrative side? Who is responsible for authorizing those salary increases?

J. Malanson: What is unclear from the numbers we have right now is how much of this is from salary increases for people who are current employees and how much is from new employees. For example, we now have a Vice-Chancellor for Communication that didn't exist previously. My understanding is that a chunk of that salary was our Director of Communication and that position got elevated to the Vice-Chancellor of Communication position. So, the increase in that salary is new. We have a new Chancellor that had to negotiate a salary that is presumably higher than our previous Chancellor.

S. Bischoff: So, then while we were reorganizing the academic unit we were also reorganizing the administrative unit, and it seems that we were increasing it. We were possibly increasing the number of positions and certainly increasing the salaries.

J. Malanson: I honestly don't know about the positions.

S. Bischoff: You can just see the website. There has been a slew of position changes.

G. Wang: I might be wrong, but I am not sure I fully understand this chart because it shows the change from fiscal year 2019 to fiscal year 2018 and under the management and administrative salaries 2018 shows \$17,903,646, but then the number for recurring is actually smaller, so am I wrong in adding up these numbers?

J. Malanson: The change from fiscal year 2019 to fiscal year 2018 isn't the change from 2018 to recurring 2019 it is the change from 2018 to 2019, which was the colored bar. So, that total from 2019 is recurring and one-time. And actually if you look at the recurring 2018 to recurring 2019 it goes down. The difference is that there is a large one-time. The one-time for 2019 is \$354,164. But, the recurring cost is going down from this year to next year. It is the one-time piece that has gone up that is causing the overall number to go up. So, we need clarification on that.

L. Vartanian: The question I wanted to ask is bit more conceptual in terms of the questions that have already been asked and the answers given. It sounds like there is an assumption for the extent to which we are going to provide services for the students who really aren't ours anymore due to the restructuring and so forth. The extra work involved in that is primarily felt by the administrative and professional side of the house. I am wondering, first of all, if that is an accurate perception of what is being said. And, if so, is that really true? My understanding is that one of the things that has to happen is two sets of Gen Eds, and when that happens departments that have to run say a Gen Ed intro course for IU students versus one for Purdue students. That is going to impact their ability to offer other sorts of courses that might drive down their enrollments and their majors.

J. Malanson: It is going to impact anyone that has contact with IU faculty, staff, and students. It is not going to impact every faculty member equally. So, if your faculty doesn't teach Gen Ed courses that are delivered to those students then you are not going to notice it necessarily. But, if you do teach those students then you will notice it.

A. Obergfell: The students are not going to be in IU only sections and Purdue only sections. They are all mixed sections at this point. That was a decision that was made. So, the classroom people should have the same students that they were having over time. The reporting difference, I believe, is going to be how the grades are transferred for the students who happen to be IU students transferring over to the IU information system. That is my understanding. Carl, is that correct?

C. Drummond: Yes. But, Prof. Vartanian raises an important point and the short answer is that the General Education requirements of the IU-Fort Wayne students are happily IU's problem. They have agreed that they will take our classes. We may at some point want to have a conversation about how they will assess student learning in those General Education experiences. But, the notion that the faculty would be asked to assess student learning against two different Gen Ed programs will not be supported by this campus. I am sure it would be far too complicated, and so they sort of have to take it that the General Education experience is robust and we are somewhat advantaged by the Common Learning Outcomes that the state has. But, in terms of IUPUI demonstrating to the Higher Learning Commission that the Fort Wayne students are meeting their IUPUI General Education outcomes is ultimately IUPUI's problem. We will work with them, but the notion that you would ask faculty to assess a sub-population of students in a different way seems unfeasible. It is hard enough to get a good assessment in our current system.

A. Argast: We discovered a few months ago that we were paying for two chancellors. I was dismayed. I don't want this opportunity to pass without expressing some dismay at the fact that we don't know the salary, and it has not been released at this public institution, of our current Chancellor, especially at a time of fiscal constraints. I don't have the ability to pass a motion or write a document here, but I would if I could. I can only ask that the Chancellor in reading these minutes would freely tell us what it is before we sick the Journal Gazette on him. And I hope somebody gets that message to the Journal Gazette. It is ridiculous that we don't know his salary. Give me a break.

J. Malanson: Annie, New Business is next.

A.Argast: Can I do that?

J. Malanson: Sure.

A.Argast: Let's do it!

J. Malanson: In New Business.

L. Wright-Bower: As chair of Gen Ed, I am sitting here thinking, are our Gen Ed instructors only going to have to assess the learning of the Purdue-Fort Wayne students?

J. Malanson: No.

L. Wright-Bower: Because that is what it sounded like. That we are not really responsible for measuring the learning that is going to occur for the IU-Fort Wayne students because that is IU's problem. And while we are at it I just wanted to add that the IU-Fort Wayne students, as far as I understand, are not going to be given the

opportunity to use music courses for their IUPUI Gen Ed. Being a person that is strongly supportive of those kinds of classes for human beings that makes me crazy.

M. Wolf: On the Professional, Legal & Consulting column that is one-time. I know that is transition costs. I was just wondering, how much are the consulting fees and enrollment management? How much is the consulting component?

D. Wesse: That is primarily branding.

b. (Senate Reference No. 17-23) – K. Pollock

As an accommodation for the re-alignment, many classes scheduled for Fall 2018 have the caps to their classes split between PFW and IUFW students. For these classes, it appears that 10 spots have been reserved for IUFW students.

Faculty can find the two separate caps through my.ipfw.edu. PFW students, however, will only see the cap for PFW students. So, a class with a full cap of 30, will appear on the online class schedule for PFW students as having a cap of 20. I do not know how this appears to IUFW students when they search for classes.

What is the process for handling these bifurcated classes during student registration?

Specifically, what will happen when PFW or IUFW segments of the same class reach their limit but the limit on the other segment has not been reached?

What will happen to “waitlisted” students when/if the caps are changed?

How should faculty respond to requests for increases to enrollment caps from PFW or IUFW students when the other segment of the class is not yet full?

C. Hine: (Please see attachment to Senate Reference No. 17-23 for the answer).

A. Schwab: One thing that is not captured in the response, and I want to put this in the minutes so maybe the Registrar can deal with it, is how faculty are supposed to deal with a student who comes to them and says “can you increase the cap?” Because even when I had just one cap for thirty I would get students who in the third week of registration ask if I could add them to thirty-one. Well, am I supposed to just add them to the twenty on the Purdue-Fort Wayne side or am I supposed to contact the Registrar’s office? We need a process for that because that is going to happen maybe in the first week of enrollment. So, we need an answer for that process as well, which does not seem to be encapsulated in the answer that we already have. Maybe she should come back for the next meeting.

J. Malanson: The other thing that prompted this question, and it was not ultimately asked in the question, is that there wasn’t uniform communication of any of the existence of this new system to the faculty. The last thing that faculty, as far as I

know, were told is that everything was just melded together and that there was one class that everyone could just register free fall for. And then for this, Abe looked one day and saw that the cap was twenty and that there was two sections. That will not only effect faculty teaching those courses, but also anyone that is involved with advising a student on what to do, not knowing if class caps can change, how this is going to work, or anything else. It is a breakdown in communication.

A. Schwab: And then the question is, how is this communicated to students? I would be happy to do that. But, chaos.

K. Dehr: The secretarial staff are also feeling this. They have a tremendous amount of pressure and stress, and they don't know either.

J. Malanson: Anything else on this? Do people think it would be genuinely worthwhile to ask Cheryl to come back in April to answer some questions on this? Yes? Then we will put this question and answer on the April agenda as well, assuming the Executive Committee approves it.

A. Schwab: In the meantime, if you have concerns based on the answer here or not then you can send it to me and I can stockpile concerns that haven't been addressed here. So, we can have a resource for asking questions.

J. Malanson: You heard Abe. If you have questions or concerns about anything expressed here today.

C. Drummond: So, as you are formulating questions and concerns, it would be most helpful to get them in before the beginning of priority registration, Monday, March 26.

8. New business:

a. (Senate Document SD 17-23) – A. Argast

A. Argast moved to approve Senate Document SD 17-23 (Chancellor Elsenbaumer's Salary).

L. Kuznar moved to amend SD 17-23 by changing "salary" to "base salary, as well as all potential bonuses and allowances."

Motion to approve amendment passed on a voice vote.

Motion to approve SD 17-23 as amended passed on a voice vote.

9. Committee reports "for information only":

a. Curriculum Review Subcommittee (Senate Reference No. 17-21) – S. Baddam

Senate Reference No. 17-19 (Proposals for B.S. in Music with a Major in Popular Music, B.S. in Music with a Major in Music Industry, and B.S. in Music with a Concentration in Outside Field) was presented for information only.

10. The general good and welfare of the University:

A. Downs: I would like to complement Wylie and Nash on their wonderful attire today. Their look is very nice. The vest is an underrated apparel and I want to thank you both for wearing it well today.

L. Wright-Bower: I just want you to know that I like your vest, Jeff.

S. LaVere: The Tenth Annual History Undergraduate Conference is on March 31, starting at 8:15 am. We have several great panels throughout the day and look out for invitations being sent out for that. Lunch is free with a pre-registration.

J. Malanson: The Tenth Annual History Undergraduate Conference. That is a good achievement.

C. Drummond: Sunday is Spring Campus Visit Day. We are anticipating a large number of perspective students and parents. Everybody that is participating on the academic side, thank you.

11. Adjournment: The meeting adjourned at 1:03 p.m.

Joshua S. Bacon
Secretary of the Faculty

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
Executive Committee

DATE: 1 March 2018

SUBJ: Athletics Goals and Measures

WHEREAS, [Senate Document SD 16-17](#) approved “the formation of the Athletics Working Group,” which was charged with answering three questions:

- (1) Is there a role for intercollegiate athletics at IPFW?
- (2) If so, what is that role, and what does IPFW get for its participation in intercollegiate athletics (or, put another way, how would IPFW measure success)?
- (3) If there is a role, what is the acceptable level of investment in intercollegiate athletics necessary to fulfill this role? Given the role and level of acceptable investment, what form should Athletics take (e.g., NCAA DI, DII, or DIII, or NAIA)?; and

WHEREAS, [Senate Document SD 17-2](#) determined that the “Athletics Working Group did not propose measures to fully address question 2,” and charged the Student Affairs Committee (SAC) and the University Resources Policy Committee (URPC) to “formally evaluate the Athletics Working Group report and to develop specific measures in response to question 2; specifically, SAC shall develop measures related to student performance, and URPC shall develop measures related to financial performance”; and

WHEREAS, SAC and URPC encountered difficulty developing specific measures when the goals of participating in NCAA Division I Athletics remain undefined; and

WHEREAS, The Senate, at its [January 2018 meeting](#), engaged in a wide-ranging discussion of the goals for participating in NCAA Division I Athletics and how IPFW/PFW can measure whether the institution is achieving those goals; and

WHEREAS, The January Athletics discussion produced a variety of good ideas related to goals for participating in NCAA Division I Athletics, and demonstrated widespread support for the need to develop more sophisticated measures that can be used to assess IPFW/PFW’s success at achieving those goals; and

WHEREAS, The January Athletics discussion proposed goals and measures that moved far beyond the original charge given to SAC and URPC; and

WHEREAS, The Senate Executive Committee worked with SAC and URPC to produce a set of potential goals derived from the January Athletics discussion, but determined that it was not possible to produce specific measures based upon the content of that discussion;

BE IT RESOLVED, That the Senate submits these goals (see attached) to Chancellor Elsenbaumer for consideration in the development of official goals and measures for Athletics; and

BE IT FURTHER RESOLVED, That the Senate requests that the Chancellor establish a process through which he will utilize the input the Senate is providing in this document to formally develop goals for IPFW/PFW's ongoing participation in NCAA Division I Athletics and accompanying measures to assess IPFW/PFW's success at achieving those goals, and that he will (1) inform the Senate of what that process is and (2) report on the goals and measures produced; and

BE IT FURTHER RESOLVED, That the Chancellor shall report the goals and measure to the Senate in April 2018 or September 2018 at the latest; and

BE IT FURTHER RESOLVED, That the Senate requests that the report on goals and measures include a clear description and explanation of the process and/or formula that will be used to determine the annual Athletics budget; and

BE IT FURTHER RESOLVED, That the Chancellor, the Athletics Program, the Mastodon Athletics Advisory Subcommittee, the Faculty Athletics Representative, or some other person or body as deemed appropriate shall report to the Senate each March on the Athletics goals and measures and on any changes to the Athletics funding process and/or formula.

Potential goals/concepts to consider when identifying goals for IPFW/PFW's participation in NCAA Division I Athletics

- Increase student engagement with Athletics.
- Develop and implement strategies for increasing student, faculty, staff, and community engagement with campus community life, including performances, shows, events, and exhibitions sponsored by academic programs; Athletics events; student group events; etc.
- Develop more sophisticated measures for assessing the impact and effectiveness of Athletics fundraising, as well as the impact of Athletics fundraising on the Athletics budget and the institutional budget.
- Develop more sophisticated measures for assessing the less tangible benefits of participating in NCAA Division I Athletics, including brand awareness, student recruitment and retention, publicity, student-athletes as ambassadors to the community, etc.
- Perform an analysis of peer institutions to determine what goals for participation and measures of success similar universities with NCAA Division I Athletics programs have established.
- Periodically perform a cost-benefit analysis to determine what measurable benefits IPFW/PFW derives from its participation in NCAA Division I Athletics relative to the monetary investment that is annually made in the program. Assessed benefits should include impacts on student enrollment, retention, and engagement; growth in Athletics and institutional fundraising; growth in Athletics-generated revenues from ticket and merchandise sales; growth in IPFW/PFW brand awareness; and improvement in community engagement; among others.
- Define how IPFW/PFW's students who do not participate in NCAA Division I Athletics benefit from university having a Division I program and interacting with student-athletes, and develop strategies for leveraging and expanding those benefits.
- Integrate the goals for IPFW/PFW's participation in NCAA Division I Athletics with institutional goals related to student experience, student success, financial accountability, community engagement, etc.
- Determine what resources and strategies Athletics uses to promote the academic success of student-athletes, and determine the feasibility of supporting non-student-athletes in similar ways.
- Determine if there are different sports or other activities that Athletics could be engaging in that would be more fully supported by the campus and community, help to contain cost increases over time, more fully support the strategic plan, etc.
- Develop a plan to meaningfully demonstrate the value of NCAA Division I Athletics to Purdue University Fort Wayne after realignment; does realignment represent an opportunity to meaningfully change the community's relationship with the Mastodon Athletics program?
- Integrate Athletics into the strategic planning process in ways that reflect an ongoing expectation that the university will leverage Athletics for the benefit of the entire university.

Notes from January Senate Athletics Discussion

Taken by Presiding Officer Jeffrey Malanson

Guiding Questions:

1. What are IPFW's goals for participating in NCAA Division I Athletics?
 2. How should IPFW measure its success at achieving these goals?
- What we do when Athletics does and does not meet measures?
 - Increase student engagement with Athletics
 - Development of campus ethos, campus community life
 - Donors—testing donor support of Division I Athletics—does stakeholder desire for IPFW to have DI actually lead to financial support?
 - How do other institutions answer these questions? Peer institutions' priorities?
 - Audience-building practices across the university
 - Cost-benefit analysis, peer comparison
 - Does Athletics impact enrollment, retention?
 - Quality of students—student-athletes tend to be leaders, tend to be strong students—how do other students benefit from presence of Athletics on campus
 - Guiding Question 1 in relation to the university's other goals
 - Goals for participating in Summit League, or another league—does the Summit League enable IPFW/PFW to best leverage its Athletics program?
 - Quest for spikes in enrollment based on exposure to Athletics?
 - Find more tangible ways of measuring what is hard to measure (e.g., Athletics as a student draw)
 - Engagement across campus
 - Student Athletes as ambassadors to the community—how do we turn this into goals and metrics?
 - Get more students to engage with community like student-athletes do
 - Successful athletics program—enhance institutional profile, encourage private giving, increase quantity and quality of student applicants
 - “Win, baby, win”
 - Athletics as contributing to healthy mind, healthy body
 - Measure impact that our Division I program has on non-student athletes
 - Reduce student fee support
 - University brand exposure through Athletics program
 - Academic and student support systems available and utilized by students and student-athletes—what can other programs learn from Athletics?
 - What kinds of Athletics activities would be most supported on our campus?
 - Division I Athletics at IPFW vs. PFW—value of Athletics after realignment?
 - Resources vs. strategies in terms of student and academic support—attention on students, how can we devote that to rest of institution?—institutional effort
 - How can we change campus culture, change culture of faculty related to Athletics?
 - What did we set out as our goals for DI at the outset?
 - Do we still get good DI Athletes even if we're not DI?
 - Building community—incentivize students and faculty to attend campus events
 - Integrate Athletics into the strategic plan

- Academic literature does not find evidence of DI helping some of the issues we are hoping that it can help (e.g., student recruitment and retention)
- Guiding Question 2—relative to measuring success in other programs—scale and scalability
- Excellent students who are not athletes—but not always in the same kind of immersive environment athletes experience
- Vision for community life and ethos in which Athletics is one piece

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
Executive Committee

DATE: 1 March 2018

SUBJ: IPFW Representatives in the Purdue University Senate

WHEREAS, The [Bylaws of the Purdue University Senate](#) define the membership of the Senate to include “Three members elected by and representing the faculties of the regional campuses, one each from Purdue Northwest, Purdue Fort Wayne and Indiana University Purdue University Indianapolis” (section 2.00.b.4.); and

WHEREAS, Fort Wayne [Senate Document SD 90-15](#) endorsed a resolution “That the Fort Wayne Senate not choose a representative to fill the seat allocated to the Fort Wayne Faculty on the [Purdue University at West Lafayette] University Senate; and

WHEREAS, [Senate Document SD 03-15](#) (subsequently clarified by [Senate Document SD 12-23](#)) rescinded SD 90-15 and called for an “election to select a member of the Purdue Voting Faculty, elected by the Purdue Voting Faculty, to serve a three-year term to the [Purdue] University Senate,” that “this [seat] continue to be filled in the future,” and that “the representative report to the Fort Wayne Senate on a regular basis; and

WHEREAS, The IPFW Representative in the Purdue University Senate is an increasingly important position given that IPFW will be more fully integrated into the Purdue University System after realignment; and

WHEREAS, The qualifications, obligations, and process of election for permanent representatives of the faculty operating in a shared governance system should be defined in the constitution or bylaws of that system;

BE IT RESOLVED, That the Bylaws of the Senate as amended in [Senate Document SD 17-7](#), to become effective on July 1, 2018, shall be further amended to insert the following section, with subsequent sections renumbered as necessary:

7. PFW REPRESENTATIVE IN THE PURDUE UNIVERSITY SENATE

7.1. Qualifications

7.1.1. The PFW Representative in the Purdue University Senate (hereinafter referred to as the “Purdue Senator”) shall be a tenured member of the Voting Faculty.

7.1.2. The Purdue Senator’s teaching schedule must allow for attendance at the monthly meetings of the Purdue University Senate.

7.2. Term of Office and Method of Election

7.2.1. The Purdue Senator shall be elected by the Voting Faculty to a three-year term. Elections shall be conducted prior to February 1, with the term of office to commence with the fall Senate following election. The Purdue Senator may not serve more than two consecutive terms.

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

7.3. Responsibilities

7.3.1. The Purdue Senator shall represent the faculty of PFW in the Purdue University Senate. In doing so, the Purdue Senator should:

7.3.1.1. Disseminate information about the deliberations and activities of the Purdue University Senate to the PFW faculty;

7.3.1.2. Take steps to understand the views of PFW faculty on these deliberations and activities;

7.3.1.3. Present the views of PFW faculty to the Purdue University Senate.

7.3.2. The Purdue Senator shall also represent the PFW faculty on the Intercampus Faculty Council (IFC). The Purdue Senator will serve on IFC in conjunction with a Speaker of the Faculty.

7.3.3. The Purdue Senator shall annually report to the Fort Wayne Senate on the deliberations and activities of the Purdue University Senate. The Purdue Senator may also report to the Senate, or seek guidance from the Faculty Leaders, Executive Committee, or the full Senate, at any point during the academic year as circumstances warrant.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
Executive Committee

DATE: 1 March 2018

SUBJ: Administration and Senate Membership

WHEREAS, The Constitution of the Faculty of Purdue University Fort Wayne as amended in [Senate Document SD 17-7](#) and subsequently ratified by the faculty, to become effective on July 1, 2018, establishes that the President of Purdue University, the chief administrative officer of PFW, the chief academic officer of PFW, the chief financial officer of PFW, and the chief officer in charge of student affairs at PFW shall be voting members of the Senate; and

WHEREAS, The position of Vice Chancellor for Advancement was established in 2013-14 but was never added to the Senate membership; and

WHEREAS, The position of Vice Chancellor for Communications has recently been established and has not been added to the Senate membership; and

WHEREAS, There is a desire to have the upper administration of the university actively participate in the shared governance of the university, primarily through engagement with the faculty in the Fort Wayne Senate and its committees and subcommittees; and

WHEREAS, The changing composition of the upper administration requires periodic amendment of the membership section of the Constitution, changes to which have important impacts on the balance between administration and faculty in the Senate membership;

BE IT RESOLVED, That Article III.A.1. of the Constitution of the Faculty of Purdue University Fort Wayne shall be amended as follows (insertions are underlined, deletions are ~~struck through~~):

A. Membership

1. **Composition.** The Senate shall be composed of
 - a. The President of Purdue University (ex officio, non-voting);
 - b. The chief administrator of PFW (ex officio, non-voting);
 - c. The chief academic officer of PFW;

- d. The chief officers in charge of each of the major administrative areas at PFW (ex officio, non-voting);
- ~~d. The chief financial officer of PFW;~~
- ~~e. The chief officer in charge of student affairs at PFW;~~
- e. The chief academic officer of each major unit;
- f. Additional members of the Faculty selected according to procedures in this Article;
- g. The elected representative of the continuing lecturers at PFW.

BE IT FURTHER RESOLVED, That the Senate Secretary, in consultation with the Senate Executive Committee, shall annually update Senate membership lists to include the chief officers in charge of each of the major administrative areas at PFW.

BE IT FURTHER RESOLVED, That under the current administrative structure, the chief officers in charge of the major administrative areas that would be ex officio, non-voting members of the Senate under the amended Article III.A.1.c. would be the chief academic officer, chief financial officer, chief officer in charge of student affairs, chief officer in charge of advancement, and chief officer in charge of communications.

Question (March 1, 2018)

A list has been circulating detailing changes in personnel, job titles, and compensation for some administrative staff. The transition from IPFW to PFW and IUFW has necessitated changes and brought about confusion. Faculty and staff need to understand the changes in order to function within the organization (e.g. We need to know who to contact in HR when we have questions about benefits and who to contact in Marketing if we want to develop recruitment material.). Faculty and staff also need to understand the fiscal impact of these changes given IPFW's current budgetary situation, PFW's long-term financial uncertainties, and the projection of ongoing enrollment declines. The concerns here are not who may be receiving a raise, but rather are about functionality and financial impact. Can the administration please address the following questions?

1. What are the current organization charts for administrative and student support departments?
2. What was the rationale for these changes in terms of function? How were changes in salary determined (e.g. salary survey was used) and if there are additional changes in salaries expected as part of the reorganization, how will they be determined?
3. What is the effect of these changes on the budget (broken down by department and overall)? If there are increases in department budgets, what is the source of that revenue (e.g. offsetting decreases in other departments)?
4. What impact will the Human Capital Management project, specifically the Job Family Structure and Job Classification System, have on the pay of current IPFW employees? How much of that has happened with the changes that have been made already?

Andrew Downs, Jeffrey Malanson, Abe Schwab

Vice Chancellor David Wesse's Responses to Senate Reference No. 17-22

1. What are the current organization charts for administrative and student support departments?
Current organizational charts are attached. These will hopefully be further updated by the end of the year.

2. What was the rationale for these changes in terms of function? How were changes in salary determined (e.g. salary survey was used) and if there are additional changes in salaries expected as part of the reorganization, how will they be determined?

The need to address budget and enrollment decline, and realignment and reengineering, formed the rationale for many of the organizational changes that have occurred in recent years. These changes are reflected in the attached organizational charts. Each needed change requires its own unique response.

3. What is the effect of these changes on the budget (broken down by department and overall)? If there are increases in department budgets, what is the source of that revenue (e.g. offsetting decreases in other departments)?

The balanced Operating Budget we prepared for Fiscal Year 2018-2019 is attached. The FY 2018-2019 budget narrative is also attached.

4. What impact will the Human Capital Management project, specifically the Job Family Structure and Job Classification System, have on the pay of current IPFW employees? How much of that has happened with the changes that have been made already?

Purdue University began a reengineering project last year that will streamline, simplify, organize and automate the way we do business. This transformation contains many ongoing projects such as Enterprise Asset Management (EAM), Human Capital Management (HCM), General Ledger (Finance), Reporting and Technology.

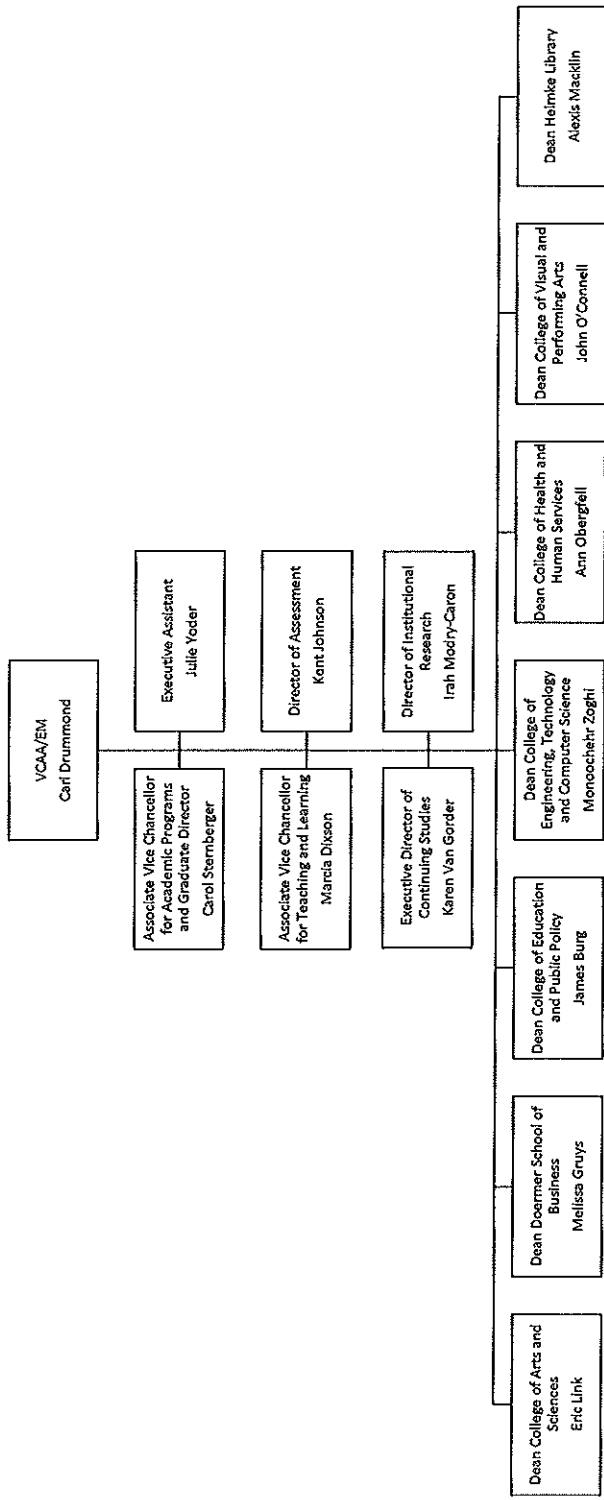
Human Capital Management is a complete human capital management solution. Employee Central is considered the core HR system of record that combines HR transactions, processes and data with mobile functionality. Our Fort Wayne HR is working with West Lafayette on working through a complete recruit-to-retire solution, and will include payroll processes. Other processes and functionality being mapped, include:

- **Recruiting**
- **Onboarding**
- **Learning**
- **Performance and Goals**
- **Compensation**
- **Succession and Development**

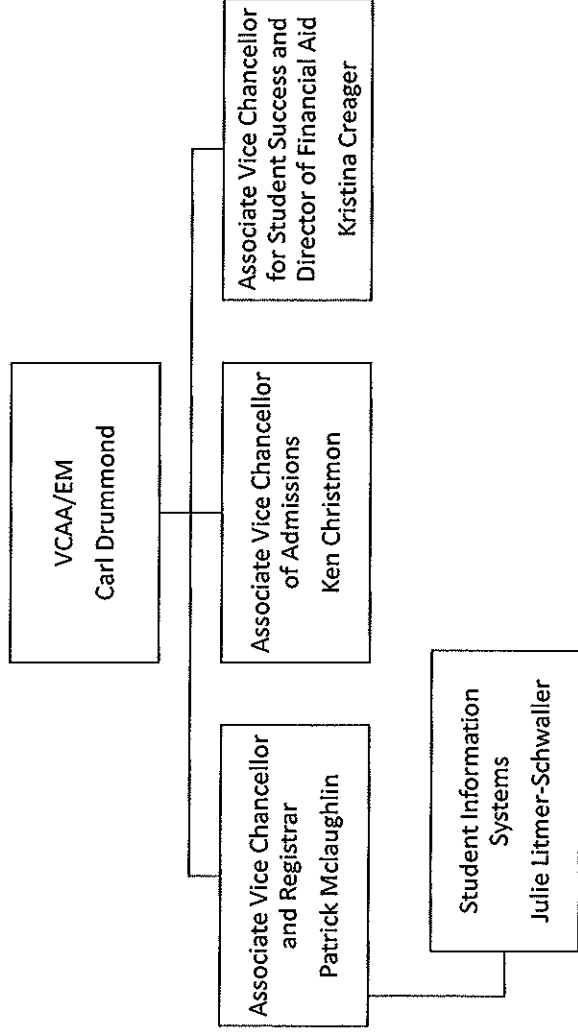
A related project also underway is the Job Family Structure component of the HCM strategy. A new job family structure and job classification system will be implemented and job classifications and job titles will change (excluding faculty).

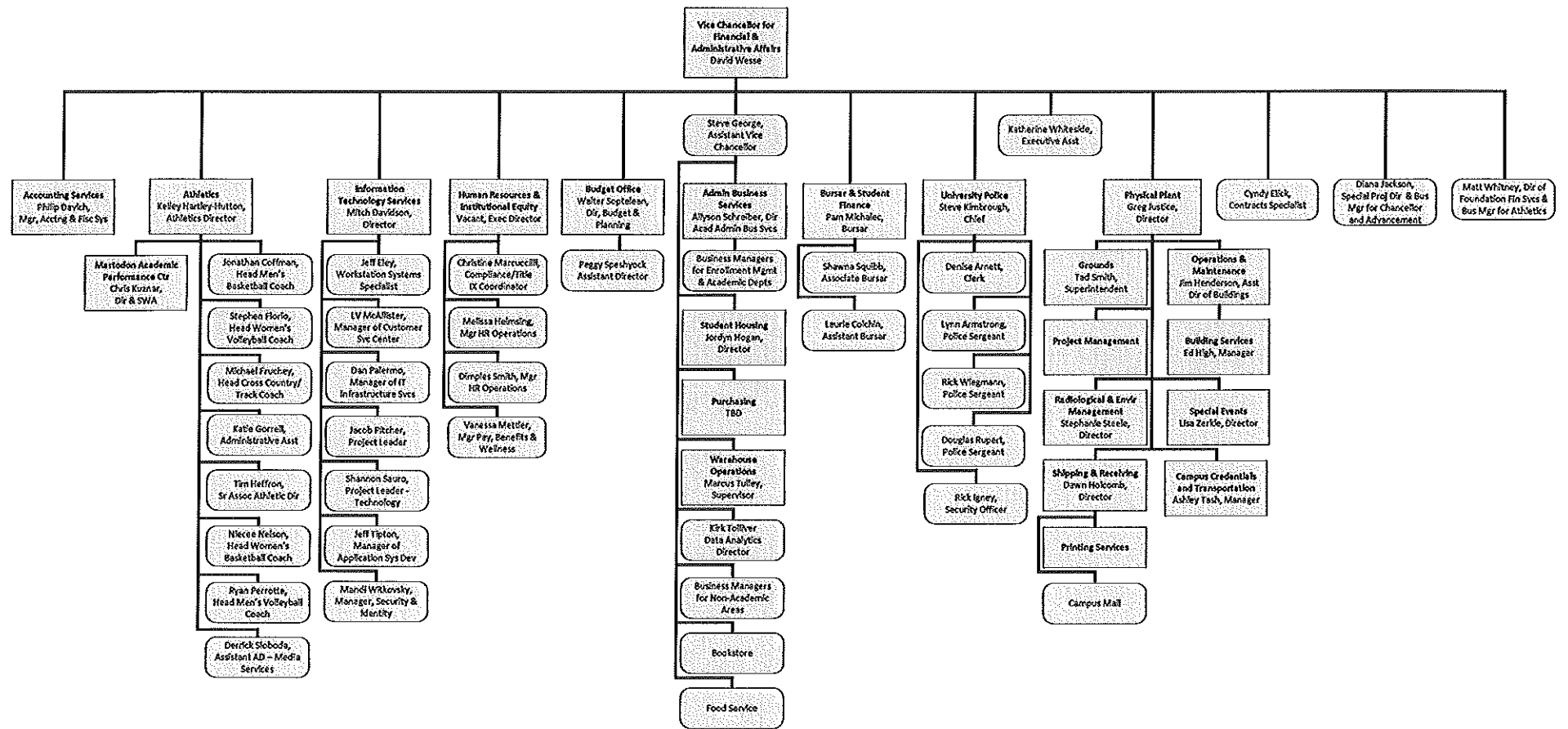
The implementation of the Human Capital Management project (HCM) had been slated for implementation in April 2018. Now it has been delayed by West Lafayette until January 2019. The full impact of HCM is not known at this time.

Academic Affairs



Enrollment Management

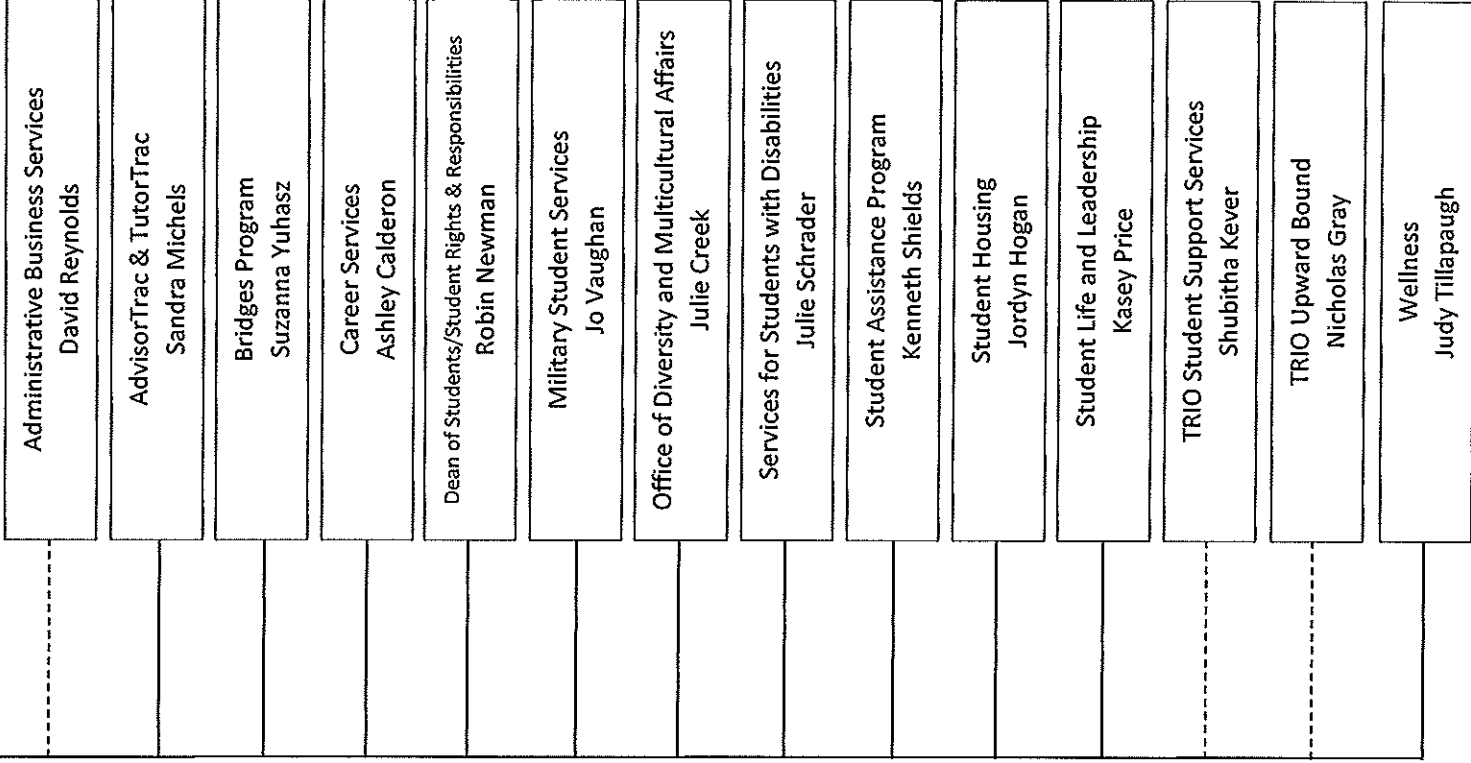


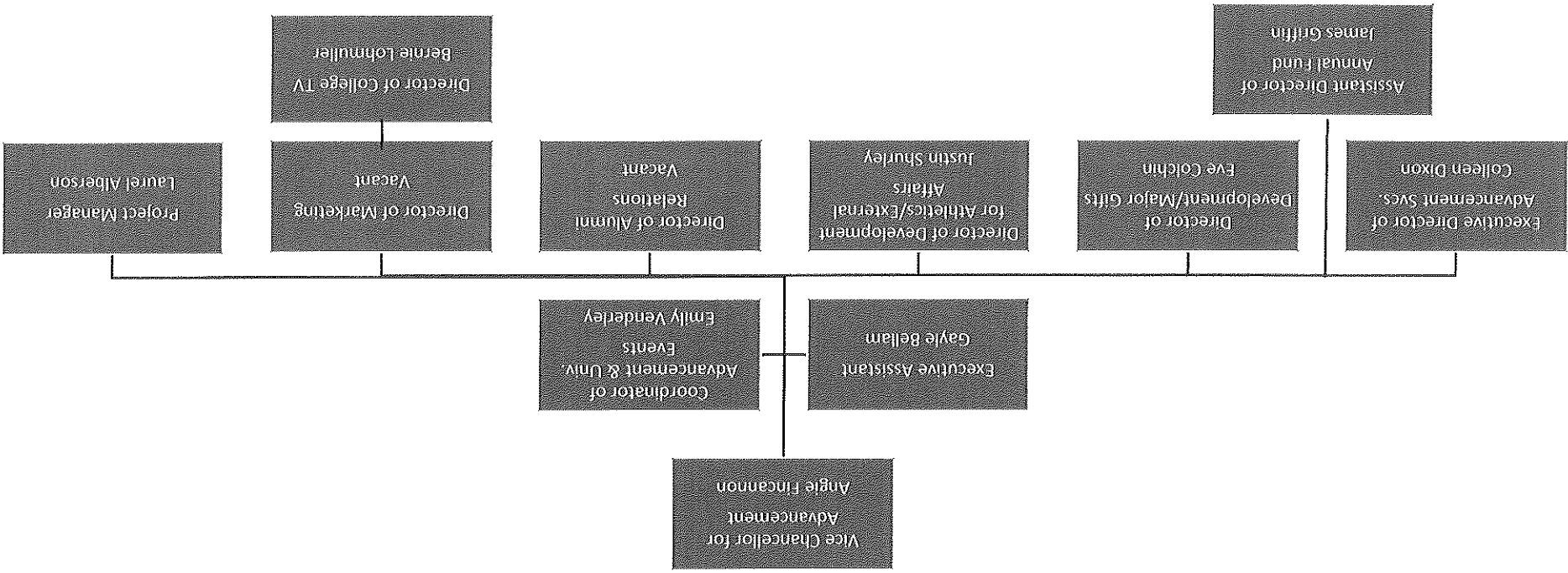


Business Manager Assignments												
Christina Egbert - School of Visual & Performing Arts - Library - VCAA ancillary departments - CASA - Testing Services	Steve George - Administrative Business Services - Student Housing - Warehouse Operations - VCAA Admin	Justin Hull - Post Award Manager - Sponsored Programs - OACS - Engagement	Diana Jackson - Vice Chancellor of Advancement - Chancellor - NCAA Compliance	Dave Reynolds - Student Affairs - Bursar - HR/OIE - Purchasing	Alyson Schreiber - Director Academic Bus Svcs - College of Arts & Sciences - VCAA Admin	Susan Laist - Division of Continuing Studies	Mary Anne Staffey - Information Technology Svcs	Peggy Speshyock - Admissions - Financial Aid - Registrar - Student Information Systems - Student Success & Transition	Tina Webber - Doerner School of Business - College of Education & Public Policy	Vacant - School of ETCS - College of Health & Human Services	Matt Whitney - Dir Foundation Fin Svcs - Athletics	Joe McKenna - Physical Plant - University Police

Chief Student Affairs Officer & Dean of Students
Eric Norman

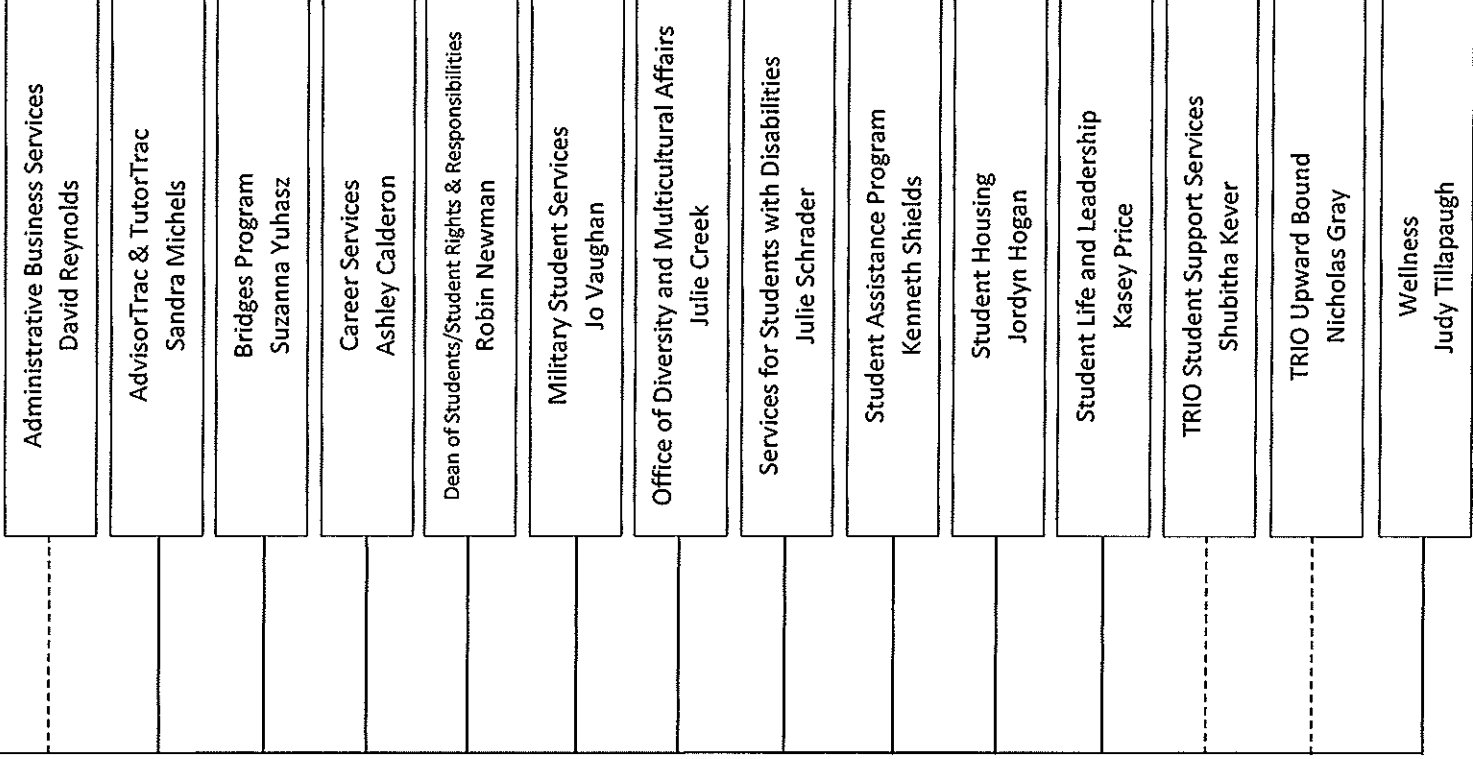
Administrative Assistant
Laural Dailey





Chief Student Affairs Officer & Dean of Students
Eric Norman

Administrative Assistant
Laural Dailey



Campus	FORT WAYNE									
SOFA Fund Group	Operating									
Sum of FM Salary Costs + Other Costs			Budget Year							
Category 1	Category 2	Category 3	2018	Change FY 19 to FY 18	Recurring 2019	One-Time 2019	Total 2019	FY 19 Budget Target	Variance from FY 19 Budget Target	Notes for One-Time Events
Revenue	Appropriations		(47,520,303)	720,755	(46,799,548)	0	(46,799,548)	(46,799,547)	(1)	
	Gifts		(1,401,195)	(228,583)	(1,629,778)	0	(1,629,778)	(1,881,562)	251,784	
	Grants & Contracts	Grants & Contracts - SPS	(478,550)	152,525	(326,025)	0	(326,025)	(527,704)	201,679	
		Grants & Contracts - Student Aid	(12,436,883)	(651,105)	(13,087,988)	0	(13,087,988)	(13,087,988)	0	
	Grants & Contracts Total		(12,915,433)	(498,580)	(13,414,013)	0	(13,414,013)	(13,615,692)	201,679	
	Investment Income & Di	Endowment Income Distribution	(2,806,178)	171,275	(2,634,903)	0	(2,634,903)	(2,692,822)	57,919	
		Investment Earnings	(458,607)	(19,776)	(478,383)	0	(478,383)	(458,607)	(19,776)	
		PIPC Income Distribution	(1,304,973)	22,415	(1,282,558)	0	(1,282,558)	(1,282,558)	(0)	
	Investment Income & Distributions Total		(4,569,758)	173,914	(4,395,844)	0	(4,395,844)	(4,433,987)	38,143	
	Other Non Operating Revenue		(53,000)	(1,936,160)	(1,989,160)	0	(1,989,160)	(576,643)	(1,412,517)	
	Other Operating Revenue		(2,016,967)	1,943,488	(73,479)	0	(73,479)	(2,563,571)	2,490,092	
	Recovery	F&A Recovery	(242,628)	73,792	(168,836)	0	(168,836)	(200,692)	31,856	
		Overhead Recovery	(20,000)	20,000	0	0	0	0	0	
		Student Aid Recovery	(12,297,007)	491,880	(11,805,127)	0	(11,805,127)		(11,805,127)	
		Subsidy Recovery	(6,521,170)	6,011,530	(509,640)	0	(509,640)	(14,765)	(494,875)	
	Recovery Total		(19,080,805)	6,597,202	(12,483,603)	0	(12,483,603)	(215,457)	(12,268,146)	
	Recurring Allocations		0		(60,000)	0	(60,000)			
	Sales & Services	Recreational & Sports Income	(1,109,975)	(68,803)	(1,178,778)	0	(1,178,778)	(1,355,174)	176,396	
		Room & Board	(6,289,107)	(55,565)	(6,344,672)	0	(6,344,672)	(5,872,750)	(471,922)	
		Sales & Services - External	(5,277,113)	(900,502)	(6,177,615)	0	(6,177,615)	(5,715,555)	(462,060)	
		Sales & Services - Internal	(979,370)	(45,807)	(1,025,177)	0	(1,025,177)	(452,906)	(572,271)	
	Sales & Services Total		(13,655,565)	(1,070,677)	(14,726,242)	0	(14,726,242)	(13,396,385)	(1,329,857)	
	Tuition & Fees		(70,075,771)	5,049,449	(62,157,762)	(2,868,560)	(65,026,322)	(64,580,422)	(445,900)	IU Transition
Revenue Total			(171,288,797)	10,690,808	(157,729,429)	(2,868,560)	(160,597,989)	(148,063,267)	(12,474,722)	

Sum of FM Salary Costs + Other Costs			Budget Year							
Category 1	Category 2	Category 3	2018	Change FY 19 to FY 18	Recurring 2019	One-Time 2019	Total 2019	FY 19 Budget Target	Variance from FY 19 Budget Target	Notes for One-Time Events
Expenses	S&W	Clerical Salaries	3,488,979	(267,912)	3,101,995	119,072	3,221,067	3,460,378	(239,311)	Merit & IU Transition
		Faculty Salaries	36,500,431	(3,792,972)	31,254,463	1,452,996	32,707,459	34,410,366	(1,702,907)	Merit & Visiting Faculty
		Graduate Salaries	1,000,330	6,169	1,006,499	0	1,006,499	930,535	75,964	
		Mgmt/Admin/Prof Salaries	17,903,646	287,782	17,837,264	354,164	18,191,428	18,798,179	(606,751)	Merit
		Other Compensation	1,300	(1,000)	300	0	300	122,852	(122,552)	
		Overtime Salaries	229,633	(7,092)	222,541	0	222,541	213,806	8,735	
		Service Salaries	4,195,044	(65,385)	4,050,771	78,888	4,129,659	3,885,164	244,495	Merit
		Student Salaries	2,061,667	(149,053)	1,912,614	0	1,912,614	2,381,636	(469,022)	
		Temporary Salaries	762,553	24,588	787,141	0	787,141	924,555	(137,414)	
		S&W Total	66,143,583	(3,964,875)	60,173,588	2,005,120	62,178,708	65,127,472	(2,948,764)	
	Fringes	Fee Remissions - Central	370,000	(50,000)	320,000	0	320,000	370,000	(50,000)	
		Fee Remissions - Department	600,000	(100,000)	500,000	0	500,000	621,411	(121,411)	
		Fringe Benefits - Department	20,976,145	(470,578)	20,075,567	430,000	20,505,567	21,200,084	(694,517)	Merit & ERIP
		Fringes Total	21,946,145	(620,578)	20,895,567	430,000	21,325,567	22,191,495	(865,928)	
	Overhead	Overhead Costs	1,828,950	16,179	1,845,129	0	1,845,129	2,115,202	(270,073)	
		Recharge Subsidy Costs - S&E	0	509,640	509,640	0	509,640	14,765	494,875	
		Overhead Total	8,350,120	(5,995,351)	2,354,769	0	2,354,769	2,129,967	224,802	
	Supplies & Services	Dues, Subscriptions & Memberships	387,515	4,431	391,946	0	391,946	438,829	(46,883)	
		Energy & Utilities	4,750,502	(341,790)	4,408,712	0	4,408,712	3,638,844	769,868	
		Information Technology	5,096,326	1,399,722	6,496,048	0	6,496,048	4,768,354	1,727,694	
		Merchandise for Resale	200,256	31,456	231,712	0	231,712	190,613	41,099	
		Other Expenses	2,634,280	320,293	2,954,573	0	2,954,573	2,231,821	722,752	IU Transition
		Professional, Legal & Consulting	1,973,999	2,950,121	1,430,810	3,493,310	4,924,120	3,466,519	1,457,601	IU Transition & Enrollment Mgt
		Real Estate Leases	8,428	(7,307)	1,121	0	1,121	81,134	(80,013)	
		Rentals, Repairs & Maintenance	2,666,132	(565,162)	2,100,970	0	2,100,970	3,016,418	(915,448)	
		Supplies, Services & Minor Equipment	8,601,872	(1,782,114)	5,989,758	830,000	6,819,758	7,054,676	(234,918)	IU Transition
		Taxes & Insurance	348,635	12,449	361,084	0	361,084	379,070	(17,986)	
		Travel & Entertainment	3,211,029	(96,127)	3,114,902	0	3,114,902	3,587,454	(472,552)	
		Supplies & Services Total	29,878,974	1,925,972	27,481,636	4,323,310	31,804,946	28,853,732	2,951,214	
	Capital	Equipment	580,500	(524,148)	56,352	0	56,352	762,593	(706,241)	
		Other Capitalized Expense	(24,000)	24,000	0	0	0	0	0	
		Capital Total	556,500	(500,148)	56,352	0	56,352	762,593	(706,241)	
	Financing Expenses	Interest Expense & Fees	0	5,000	5,000	0	5,000	3,642	1,358	
		Financing Expenses Total	0	5,000	5,000	0	5,000	3,642	1,358	
	Scholarships, Fellowships	Student Aid - Agency	12,297,007	(491,880)	11,805,127	0	11,805,127		11,805,127	
		Student Schlrshps, Fellowships & Award	21,091,429	(364,269)	20,727,160	0	20,727,160	20,727,160	(0)	
		Scholarships, Fellowships & Awards Total	33,388,436	(856,149)	32,532,287	0	32,532,287	20,727,160	11,805,127	
	Expenses Total		160,263,758	(10,006,129)	143,499,199	6,758,430	150,257,629	139,796,061	10,461,568	
	Transfers	Transfers-Debt	10,737,229	(439,266)	10,297,963	0	10,297,963	10,297,963	0	
		Transfers-Debt Total	10,737,229	(439,266)	10,297,963	0	10,297,963	10,297,963	0	
		Transfers-Other	(182,116)	214,731	32,615	0	32,615	0	32,615	
		Transfers-Other Total	(182,116)	214,731	32,615	0	32,615	0	32,615	
		Transfers-R&R	2,284,500	(2,284,500)	0	0	0	0	0	Only using state appropriations for R&
		Transfers-R&R Total	2,284,500	(2,284,500)	0	0	0	0	0	
		Transfers-Utility Infrastructure	72,820	(72,820)	0	0	0	0	0	
		Transfers-Utility Infrastructure Total	72,820	(72,820)	0	0	0	0	0	
		Transfers Total	12,912,433	(2,581,855)	10,330,578	0	10,330,578	10,297,963	32,615	
	Grand Total		1,887,394	(1,897,176)	(3,899,652)	3,889,870	(9,782)	2,030,757	(2,040,539)	

Narrative
FY 2018-2019
IPFW

1. Information significant for IPFW.
 - A. One Time Merit of 2% totals \$1.08M.
 - B. One Time Transition Costs total \$1.49M.
 - C. Recurring Transition Related Costs total \$490k.
 - D. Final One-Time ERIP Medical Payment totaling \$350k.
 - E. Health Sciences first year post transition payment to IU for upper division Health Sciences courses total \$2.87M.
 - F. No current year funds from the General Fund budgeted for R&R.

2. Significant fiscal or budgetary concerns
 - A. Uncertainty in Fall 18 enrollment due current FY 18 enrollment trend and the pending July 1, 2018 campus realignment.
 - B. Uncertainties of campus realignment may inhibit progress in meeting University and Advancement Fundraising Goals.

3. Uniqueness in salary policy administration
 - A. Salary Policy institutes a One Time 2% Merit Payment to eligible benefited faculty and staff to be paid in January 2019.

4. Discuss your planned budget reductions (i.e. budget reductions the Major Area would be implementing, after July 1st, for budgetary reasons, etc.)
 - A. Hiring Freeze on Open Positions implemented if needed to offset financial income loss due to a decline in budgeted enrollment.
 - B. Possible rescission of the 2% Merit Payment if enrollment or financial expectations not met.

5. Explain overall Surplus/Deficits (including the impact of one-time activity, major drivers, and plan for the future)
 - A. All Funds Final Budget reflects a combined surplus for FY19 of \$10k.
 - B. All Funds Final Budget surplus is reduced by General Funds costs of:
 - a. Visiting Faculty Costs of \$950k paid with current year funds. In prior years, carry forward funds were used to cover these costs.
 - b. ERIP Medical Payment of \$350k paid with current year funds. In prior years, carry forward funds were used to cover these costs.
 - c. One Time Transition Costs of \$1.49M.
 - d. One Time Merit Payment of \$1.08M.
 - C. Major drivers for FY18
 - a. Resources used in preparation for the campus transition dated July 1, 2018.
 - b. New Recurring Expenses as a result of the campus transition dated July 1, 2018.
 - c. Uncertainty of enrollment due to past trends in enrollment and the campus transition.
 - D. Plans for the future include:
 - a. Monitoring of the internal and external factors affecting both the current and future financial well-being and stability of the university.
 - b. Adding new programs, such as the new Music Technology Program, to broaden the scope of offerings by the university.

Question (March 1, 2018)

As an accommodation for the re-alignment, many classes scheduled for Fall 2018 have the caps to their classes split between PFW and IUFW students. For these classes, it appears that 10 spots have been reserved for IUFW students.

Faculty can find the two separate caps through my.ipfw.edu. PFW students, however, will only see the cap for PFW students. So, a class with a full cap of 30, will appear on the online class schedule for PFW students as having a cap of 20. I do not know how this appears to IUFW students when they search for classes.

What is the process for handling these bifurcated classes during student registration?

Specifically, what will happen when PFW or IUFW segments of the same class reach their limit but the limit on the other segment has not been reached?

What will happen to “waitlisted” students when/if the caps are changed?

How should faculty respond to requests for increases to enrollment caps from PFW or IUFW students when the other segment of the class is not yet full?

Faculty Senate Executive Committee

Associate Vice Chancellor and Registrar Cheryl Hine's Responses to Senate Reference Number 17-23

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In order to quickly establish sections for the purpose of testing data interfaces, an arbitrary enrollment maximum of 10 was set for all IUFW sections. This maximum is not meant to be maintained. The Registrar's Office has created a report detailing the number of health science majors who enrolled in analogous class sections in Fall 2016 and Fall 2017. Based upon this data, the goal is to adjust current maximum enrollments on each crosslisted section to realistic numbers before priority registration begins on March 26.

To provide an example, HIST 10501 is being offered to IUFW students T,TH at noon for Fall 2018 semester. The Registrar report has captured the enrollment in HIST H105 by health science majors offered in the same time slots for the past two fall semesters.

Kari Smith is the newly hired PFW *Associate Registrar - IU Registration Liaison*. Kari will be sharing with each PFW department its historical class section information and proposing to each department new PFW and IUFW maximum enrollments based upon the two-year look-back at historical demand. Kari will also be sharing information with IU so that the IU student information system (PeopleSoft) is adjusted to offer the maximum enrollment on any IUFW section as has been set in the PFW Banner system for that IUFW section.

Given these business changes, reviewing the online PFW schedule of classes will clearly not inform departments accurately of enrollment status. The IUFW sections are not listed. To assist departments with an easy means of reviewing crosslisted sections, a Cognos report has been requested and is in the queue to be created. Additionally, capturing the number of waitlisted students in both PFW and IU systems will provide data for consideration when structuring upcoming enrollment cycles.

PFW students will, of course, be registering via the PFW Banner system. PFW students will only be able to see maximums and class section enrollment for PFW class sections. IUFW students will register for coursework in IU's student information system, where those students will be able to view maximums for only IUFW sections.

Middle to late May is the slated time for IUFW students to begin registering in the IU system. The first IUFW student enrollment data is slated to load to PFW Banner toward the end of May, after PFW priority registration is complete. PFW is seeking to be a fair-minded partner to IUFW. As such, the IUFW and PFW established class section maximums will be maintained until the IUFW students have time to register. The appropriate allowance time frame for IUFW student registration is yet to be collaboratively determined.

What is the process for handling these bifurcated classes during student registration? Specifically, what will happen when PFW or IUFW segments of the same class reach their limit but the limit on the other segment has not been reached? What will happen to “waitlisted” students when/if the caps are changed? How should faculty respond to requests for increases to enrollment caps from PFW or IUFW students when the other segment of the class is not yet full?

After setting realistic maximum enrollments for the crosslisted class sections, the intention is to maintain those maximums until the IUFW students have had time to register. Maximum enrollments in crosslisted sections will be monitored by PFW Registrar’s Office and IU with a frequency to be collaboratively determined. After the appropriate allowance time frame for IUFW student registration has passed, PFW faculty, advisors and staff can submit requests to increase section enrollment to Kari Smith in the PFW Registrar’s office. Requests will not be accepted from students. To handle requests that faculty or other departmental staff may receive, departments are encouraged to consider developing a departmental process for deciding how requests will be considered and who will be authorized to submit a request. The PFW and IU Registrar Office procedures for receiving and responding to these requests are still being developed.

When there are changes to crosslisted section maximums, the PFW Registrar’s office will adjust PFW Banner system by updating the maximum enrollment on both the PFW and IUFW sections, maintaining compliance with fire code and pedagogical need. When PFW changes the maximums on crosslisted PFW and IUFW sections, IU will also update the maximum enrollment in its student information system for the IUFW section. The process and procedures for requesting and changing maximum enrollments are still being developed.

PFW waitlisting will continue to function in the same manner. If the maximum enrollment of a PFW class section increases, the PFW student(s) at the top of the waitlist queue will be sent an email informing them of a 24-hour window in which to register for the class, else the class will be offered to the next student on the PFW waitlist. IU will be waitlisting students in the IU student information system for the IUFW sections.

The following is Cheryl Hine’s concept of what will occur using an imaginary example. COM 11400 section number 01 (PFW) is crosslisted with COM 11400 section number 38 (IUFW). The Communications Department has indicated that the maximum enrollment for the overall class is capped at 26. Based upon historical demand, the PFW Registrar’s Office proposes a max of 24 for PFW section 01 and a max of 2 for IUFW section 38. Let’s say the 24/2 maximum enrollment split seems reasonable to all parties. The updates to section maximums will be made to the PFW Banner system before the end of March. Coincidentally IU will be informed of the section max enrollment for their offering and will change the max on that IUFW section to 2 in the IU system.

PFW students register. The class section reaches its maximum of 24. And three additional students are now waitlisted. The maximum enrollments of 24 and 2 are maintained until such time as IUFW students are given the opportunity to register. Let’s say a reasonable time has passed for IUFW students to register and there is only one IUFW student

registered for COM 11400 section 38. Kari and her IU counterpart will review the data. Let's assume they agree the one open seat on the IUFW section should be transferred to the PFW section. The PFW Registrar's Office makes the adjustment in the PFW system to each crosslisted section such that the PFW section then has a max of 25 and the IUFW section has a max of one. The top student on section 01's waitlist will be automatically emailed a notification that s/he has 24 hours to register for that section, else registration will be offered to the second student on section 01's waitlist. Once again, the process and procedures for requesting and changing maximum enrollments are in development, but this imaginary example should be fairly typical.

Cheryl Hine expects unplanned circumstances and differing points of view to surface during this first year of adopting new business processes for the realignment. From the perspective of the PFW Registrar's Office these occurrences will be handled as judiciously and inclusively as possible. With the addition of Kari, the PFW Registrar's Office now has the ability to communicate more effectively with PFW departments.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Anne Argast
Arts and Sciences At-Large Senator

DATE: 12 March 2018

SUBJ: Chancellor Elsenbaumer's Salary

WHEREAS, Times are fiscally tough; and

WHEREAS, Faculty and staff have been lately asked to sacrifice reasonable salary increments;
and

WHEREAS, IPFW is a public university with a transparent to the public budget, including lists
of faculty and staff salaries;

BE IT RESOLVED, The IPFW Faculty Senate request the Chancellor publicly reveal his current
base salary, as well as all potential bonuses and allowances.

TO: Fort Wayne Senate

FROM: Swathi Baddam,
Chair, Curriculum Review Subcommittee

DATE: February 22, 2018

SUBJECT: Proposals for
B.S in Music with a Major in Popular Music
B.S. in Music with a Major in Music Industry
B.S. in Music with a Concentration in Outside Field

The Curriculum Review Subcommittee voted on __Feb 14, 2018____ to review the attached proposal for _Department of Music_.

The committee approved the above proposals unanimously and therefore find that it requires no Senate review.

Approved	Opposed	Abstention	Absent
S. Baddam			
C. Duncan			
V. Maloney			
A. Montenegro			
S. Skekloff			
J. Smith			
K. White			
M. Yamada			
J. Yoo			

Request for a New Major or Concentration

- I. Name of proposed major, or concentration: **Major in Popular Music with Concentrations in: 1) Recording/Production and 2) Songwriting/Performance**
- II. Title of degree to be conferred: **Bachelor of Science in Music with a Major in Popular Music**
- III. Field of study, department, and college involved: **Popular Music, Department of Music, College of Visual and Performing Arts**
- IV. Objectives of the proposed major or concentration:

This new major will offer a music major program emphasizing musical study in popular music fundamentals with concentrations in Recording/Production and Songwriting/Performance. This new area of study is part of the creation of the PFW School of Music to meet the demands of future students in the region. It will also maximize a strong new partnership with Sweetwater, a large popular music industry in Fort Wayne. This new major will feature classes and lab experiences in the new proposed Sweetwater facility and will also include instruction by some of their music professionals. Coursework will prepare students for a variety of careers in the creation, performance and production of popular music by fostering a rich understanding of the historical, theoretical and sociological influences of these styles. New approaches to music analysis, performance technique and ensemble collaboration will be central to added new courses that will complement the classical and jazz curriculum already in place in the department. Additionally, musically sensitive and musically aware students will learn effective ways to market themselves and others in the current entertainment market environment in order to sustain their career.

- V. Proposed Date of Initiation: **Fall, 2018**
- VI. Describe the relationship of the proposed major or concentration to the mission of the campus or the department
 - **The ability to offer this major in Popular Music Studies aligns with the institutional goals of moving towards “national recognition” and also providing the opportunity to appreciate, study, and work with music in a diversity of music styles, genres, traditions, and points of view.**
 - **This major will function as a *signature program* in that it will be unique in the region and state, and would be a rare program throughout the country. With this program (along with the other proposed major and concentration) the PFW Department of Music will serve as an *intellectual, cultural, and economic hub* for popular music study within a rapidly growing music epicenter in Fort Wayne, IN.**
 - **The BS in Music with a major in Popular Music is a broad-based yet also professionally oriented curriculum designed to develop a student’s artistic discipline within the wide field of popular music. Central to this proposed major is intensive music study, which is then further realized through the creation, performance and production delivered via media technology. Collaboration with our current regional partners, especially Sweetwater, is**

an essential aspect of the new major. This closely aligns with the mission of the College of Visual and Performing Arts as it cultivates creativity and enhances artistic and scholarly collaborations.

- This new major also aligns with many of the goals outlined in the *Plan 2020: The 2014-2020 IPFW Strategic Plan* (see Appendix 1), in particular:
 - **Goal 1.B *Increase Student Engagement***
An integral part of this major is aligned with individual student learning experiences with applied instructors and music professionals fostering internships, practica, and service-learning components.
 - **Goal 1.C *Increase Interdisciplinary Programs***
The study of popular music is interdisciplinary by nature, as it expresses and influences other arts, technology, sociology and commerce.
 - **Goal 1.E *Develop Signature Programs***
This major will be unique in the region and state, and one of a very few in the country. The proliferation of traditional and non-traditional media has created a high demand for excellent musical content, especially in the area of popular music. The creation and production of this content will be central to the major.
 - **Goal 2 *Promote the Creation, Integration, and Application of Knowledge***
Music is by its nature a creative application of knowledge, and requires the integration of diverse skill sets. In popular music, a substantial amount of the end product, in both recording and live performance requires production using current technologies and practices as compared to classical music presentation. The application of knowledge in this major requires a unique skillset that will be developed in its coursework.

VII. Describe any relationship to existing programs within the campus

This major will include several currently taught courses and also offer a new core of popular music training wholly different from classical music training. It will provide better focus and depth for students who wish to pursue the recording and production of popular styles or the music creation and performance of them. It will also develop focused practices required for popular music creation, production and performance in new courses that are not currently offered.

VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations

The majority of music courses in this new major will be housed in a new facility on the campus of Sweetwater and be the centerpiece of new, more intense collaboration between Purdue Fort Wayne and this industry leader in commercial music.

Songwriters and performers will join recording and live sound production engineers in presenting popular music programs throughout the region in a variety of schools and for profit venues. These collaborations will offer lab training in the profession and will include internships as well.

Future collaborations with other entities are forthcoming once the program has the facility to host guests and offer partners in recording and producing music. Among these will be a jazz band recording initiative along with regional high school ensembles, their students and teachers.

IX. Describe the need for the major or concentration

The institution is currently turning away students who have popular musical skills and experience and want this type of major area of study. These potential students do not prefer to enter a program that focuses mainly on classical style as is the case in current degrees at IPFW and in the region. With the advent of technology, many prospective students already are songwriting using easily obtained software and are eager to progress their skills in creating popular music and also achieving professional levels of sound design using complex programs such as Pro Tools. Similar majors at other institutions in Nashville, Miami, New York and other cities have seen a large increase in enrollment once majors with similar focuses were offered.

- **Recording and production professionals work in a variety of fields and for a variety of employers, including functioning as an entrepreneur/self-employed entity. The Indiana Department of Workforce Development predicts the following employment growth increases by the year 2024 with specific Occupational Title Codes directly and indirectly related to this degree program area:**
 - **Audio and Video Equipment Technicians (+16.1% to 1,026)**
 - **Entertainers and Performers (+7.7% to 11,282)**
 - **Media and Communications Workers (+1.9% to 11,722)**
 - **Musicians and Singers (+9.6% to 1,020)**
 - **Music Directors and Composers (+2.6% to 718)**
 - **Producers and Directors (+16.3% to 1,127)**
 - **Sound Engineering Technicians (+9.5% to 81)**
 - **Writers and Authors (+3.8% to 1,776)**

- **The U.S. Department of Labor's Bureau of Labor Statistics projects the following employment growth increases with specific Occupational Title Codes directly and indirectly related to this degree program field:**
 - **Art, Drama, and Music Teachers, Postsecondary (+12.0% to 137,200)**
 - **Audio and Video Equipment Technicians (+12.9% to 94,000)**
 - **Media and Communication Equipment Workers (+7.9% to 22,200)**
 - **Media and Communications Workers, All Other (+8.7% to 35,800)**

- **Music Directors and Composers (+6.1% to 79,400)**
- **Musicians and Singers (+6.6% to 183,800)**
- **Producers and Directors (+12.0% to 150,800)**
- **Public Relations Specialist (+9.0% to 283,000)**
- **Sound Engineering Technicians (+6.3% to 18,100)**
- **Web Developers (+13.1% to 184,200)**
- **Writers and Authors (+8.3% to 142,200)**

Additionally, Sweetwater is expanding and currently busing prospective students from Nashville and around the country in an attempt to meet its demand for employees with a thorough understanding of popular music styles and the equipment and processes surrounding them. Many other regional institutions seek professionals with a skill set in live sound production including churches, schools, sports venues, hotel conference rooms and many other environments.

- X. Describe the resources required over and above current levels to implement the proposed major or concentration*

The expansion of student enrollment will require a dedicated space for recording and producing popular music as is being developed on the Sweetwater campus. This new facility expands teaching and learning spaces beyond the current availability in the Rhinehart Music Center. Additionally, there will be a need to purchase instructional equipment for this new facility. \$2 million in funds for the use of the Sweetwater space and the purchase of equipment are already secured from the Indiana Legislature and also private fundraising. For the initial offering of the major, LTL instructors, many from Sweetwater, will meet the demand of new courses. As enrollment increases, CL positions, some full time, will be added to assist in both teaching and advising but also administration of the program.

- XI. A Liaison Library Memo

- XII. Proposed curriculum

PFW General Education Requirements (33 Total Credits)

Required within Category B4: Scientific Ways of Knowing
 PHYS 10500 Sound and Music (3 Credits)

Required within Category B6: Humanistic and Artistic Ways of Knowing
 MUSC 10500 Traditions in World Music (3 Credits)
 MUSC 10101 Music for the Listener (3 Credits)

Other PFW General Education Requirements (24 Credits)

Popular Music Core (24 Total Credits)

Required courses:

- MUSC 18101 Popular Music Theory, Analysis and Application I (3 Credits)
- MUSC 18102 Popular Music Theory, Analysis, and Application II (3 Credits)
- MUSC 28201 Popular Music Theory, Analysis, and Application III (3 Credits)
- MUSC 28202 Popular Music Theory, Analysis and Application IV (3 Credits)

MUSC 20700 Electronic Music I (3 Credits) *fees attached to this course must have BOT approval

MUSC 20800 Electronic Music II (3 Credits) * fees attached to this course must have BOT approval

- MUSC 18203 Survey of the Music Industry and Copyright (3 Credits)

MUSC 48401 Music Marketing, Promotion, and Entrepreneurship (3 Credits)

Perspectives in Music (9 Total Credits)

Electives - choose from:

- MUSC 20100 Music Literature I (2 Credits)
- MUSC 20103 History of Rock & Roll Music (3 Credits)
- MUSC 20200 Music Literature II (2 Credits)
- MUSC 28211 Perspectives in Music: (Variable Title) (3 Credits)
- MUSC 39300 History of Jazz (3 Credits)

Popular Music Performance Studies (28 Total Credits)

Applied Primary* (12 Credits)

Applied Secondary (2 Credits). Choose from:

- MUSC 10000 Guitar (2 Credits)
- MUSC 21100 Keyboard (2 Credits)
- MUSC 20102 Voice Class (2 Credits)

Ensemble (14 Credits)

Performance Class (8 semesters):

- MUSC 09500 Performance Class (0 Credits)

Media Production (6 Total Credits)

Required courses:

- AD 20301 Web Design I: Intro to Web Design (3 Credits)
- AD 20801 Video and Intermedia (3 Credits)

Concentration - Recording and Production (17 Total Credits)

Required courses:

MUSC 10300 Music Recording and Production I (3 Credits)) *fees attached to this course must have BOT approval

MUSC 20300 Music Recording and Production II (3 Credits) *fees attached to this course must have BOT approval

MUSC 20500 Music Recording and Production III (3 Credits) *fees attached to this course must have BOT approval

Electives - choose from:

MUSC 30400 Live Sound Reinforcement (3 Credits)) *fees attached to this course must have BOT approval

MUSC 31200 Arranging for Instrumental and Vocal Groups (2 Credits)

MUSC 38311 Music and Audio for Video (3 Credits)

MUSC 38312 Mixing and Mastering (3 Credits)) *fees attached to this course must have BOT approval

MUSC 28361 Music Publishing (3 Credits)

MUSC 28362 Legal Aspects of the Music Industry (3 Credits)

MUSC 38363 Concert and Event Production (3 Credits)

MUSC 38364 Music Products Merchandising (3 Credits)

MUSC 38365 Artist Management (3 Credits)

MUSC 30500 Practicum (1 – 4 Credits)

MUSC 30600 Special Topics: (Variable Topics) (1 – 4 Credits)

MUSC 48403 Independent Study (1 – 4 Credits)) *fees attached to this course must have BOT approval

MUSC 40400 Internship (1 – 4 Credits)

--- or ---

Concentration – Songwriting/Performance (17 Total Credits)

Required courses:

MUSC 28351 Songwriting I (3 Credits)
MUSC 28352 Songwriting II (3 Credits)
MUSC 31200 Arranging for Instrumental and Vocal Groups (2 Credits)

Electives - choose from:

MUSC 10300 Music Recording and Production I (3 Credits)
MUSC 20300 Music Recording and Production II (3 Credits)
MUSC 20500 Music Recording and Production III (3 Credits)
MUSC 38311 Music and Audio for Video (3 Credits)
MUSC 38312 Mixing and Mastering (3 Credits)
MUSC 28361 Music Publishing (3 Credits)
MUSC 28362 Legal Aspects of the Music Industry (3 Credits)
MUSC 38363 Concert and Event Production (3 Credits)
MUSC 38364 Music Products Merchandising (3 Credits)
MUSC 30500 Practicum (1 – 4 Credits) * fees attached to this course must have approval from

BOT

MUSC 30600 Special Topics: (Variable Topics) (1 – 4 Credits)
MUSC 48403 Independent Study (1 – 4 Credits)
MUSC 40400 Internship (1 – 4 Credits) * if course fees have not yet been approved for music,

you must start the process for BOT approval

Senior Seminar

Required course:

MUSC 48499 Senior Seminar (3 Credits)) *fees attached to this course must have BOT approval

120 Total Credit Hours

***Primary Applied can be from these possible instrument numbers:**

MUSC 10000, 10001, 10002, 10003, 10004, 11000, 11001, 11002, 11003, 12000, 12001, 12002, 13000, 13001, 13002, 14001, 14002, 14003, 15000, 15001, 20000, 20001, 20002, 20003, 20004, 20005, 21000, 21001, 21002, 22000, 22001, 22002, 23000, 23001, 23002, 24000, 24001, 24002, 25000, 25001, 30001, 30002, 30003, 30004, 30005, 30006, 30007, 31000, 31001, 31002, 32000, 32001, 32002, 33000, 33001, 33002, 34000, 34002, 34003, 35000, 35001, 40000, 40001, 40003, 40004, 41000, 41002, 41004, 42000, 42002, 42003, 43000, 43001, 43002, 44000, 44001, 44002, 45000, 45001.

Library Resource Questionnaire:

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

Lexis Nexis

Music Index

Music Online

What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

Journal of the Audio Engineering Society

Journal of Popular Music Studies

The Pacific Journal of Research into Contemporary Music and Popular Culture

Music Educator's Journal

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

No.

Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

It would be quite helpful if we offered a "group subscription service" (available to declared majors) for the following:

SheetMusicPlus (print music archive)

AppleMusic / Spotify (streaming facility)

iTunes (music downloads archive)

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

No.

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

Denise Buhr (buhrd@ipfw.edu) (260-481-5759)

Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

NASM – National Association of Schools of Music

Liaison Librarian Memo

Date: January 30, 2018

From: Denise Buhr

To: Carol Sternberger

Re: Major in Popular Music with Concentrations in: 1) Recording/Production and 2) Songwriting/Performance

Describe availability of library resources to support proposed new program:

Helmke Library subscribes to a variety of databases for music research and has access to 350+ online journals, approximately 1800 online books, and a continuously updated print book collection. The library also has print as well as online sources for sheet music and music scores. The library regularly purchases CDs and maintains an LP collection. The library is currently reviewing and pricing various subscription music resources, including those mentioned in the proposal. A wide variety of resources are also available for other subject areas pertinent to this degree, such as engineering and business.

Comments:

In my opinion, additional resources will be needed to support this program. In the past, collection development has focused on classical music and its performance. More resources, including databases, text-based materials, and media, on topics such as popular music, popular music performance and songwriting, and related music technology are likely to be needed. The three "group subscription service[s]" mentioned, if acquired, will have on-going, yearly costs, which will likely increase on a regular basis. These are not included in the library's current budget and may not be obtainable without additional funding. The library will also need to consider how students will access library resources and obtain assistance if "the majority of music courses in this new major will be housed in a new facility on the campus of Sweetwater."

Denise Buhr

1/30/2018

Liaison Librarian Signature

Date

Please email academic_program@ipfw.edu with questions about this form.
Send signed original to Carol Sterberger, Kettler Hall, Room 174

Request for a New Major or Concentration

- I. Name of proposed major, or concentration: **Major in Music Industry**
- II. Title of degree to be conferred: **Bachelor of Science in Music with a Major in Music Industry**
- III. Field of study, department, and college involved: **Music Industry, School of Music, College of Visual and Performing Arts**
- IV. Objectives of the proposed major or concentration:

Offer a major in music emphasizing the marketing and promotion of all facets of popular music. Emphasis areas include core studies to gain an historical understanding of popular music styles along with the technologies and practices involved as they are produced and sold. Business practices, copyright issues and many other elements of the popular music industry will be investigated. Students will gain professional level experience in the management of a university record label and also promotion and production of live music concerts in the region. This major will foster growth in enrollment as students have expressed a high level of interest in pursuing a major that combines popular music and business study.

- V. Proposed Date of Initiation: **Fall, 2018**
- VI. Describe the relationship of the proposed major or concentration to the mission of the campus or the department
 - **The ability to offer this major aligns with the institutional goals of moving towards *national recognition* and also providing the opportunity to appreciate, study, and work with music in a *diversity of music styles, genres, traditions, and points of view*.**
 - **This major will function as a *signature program* in that it will be unique in the region and state, and would also represent an innovative program on the national level. With this major, the PFW School of Music will enrich its position as an *intellectual, cultural, and economic hub* within a rapidly growing music epicenter in Fort Wayne serving a surrounding population of 400,000.**
 - **The BS in Music with a major in Music Industry features curriculum designed to develop a student's awareness of an artistic discipline within the wide field of popular music production and marketing. The *root* of the proposed program is in the field of the business of popular music, which is then further realized through music production and delivered via media technology. Collaboration with our current regional partners is also an essential aspect of the design. This clearly builds on partnerships in the College of Visual and Performing Arts that already includes companies in residence and other nonprofit and for profit enterprises.**

- **The proposed B.S in Music with a Major in Music Industry aligns with many of the goals outlined in the “Plan 2020: The 2014-2020 IPFW Strategic Plan” (see Appendix 1), in particular:**
 - **Goal 1.B *Increase Student Engagement***
An integral part of this major is aligned with individual student learning experience with instructors as well as fostering internships, practica, and service-learning components. The unique collaborations of student groups will also enrich engagement, as they will be responsible for a variety of productions and management situations.
 - **Goal 1.C *Increase Interdisciplinary Programs***
The major in Music Industry will investigate issues using methods and practices from a variety of disciplines including musicology, sociology, marketing and manufacturing. The merging of these investigative strategies will develop a unique skill set in creative problem solving that will serve students in the ever-changing professional marketplace.
 - **Goal 1.E *Develop Signature Programs***
This major would be unique in the nation, especially due to the partnership with Sweetwater, a world leader in the music industry. On site collaborations, internships and employment opportunities for students will characterize this very special learning environment. Other collaborations with the department of Art and Design at PFW, regional arts organizations, and community partners offer a rich tapestry of experiences for students in the major.
 - **Goal 2 *Promote the Creation, Integration, and Application of Knowledge***
The creation of a university record label and the management of real world music enterprises will provide important opportunities for students to apply the knowledge and skillset offered by the major. Creativity will be at the center, as students will develop problem-solving skills that synthesize new approaches to meet the unique challenges posed by the intersection of the art of popular music with capitalism, law, and other factors.

VII. Describe any relationship to existing programs within the campus

This major will include a study of the business of music industry that is wholly different from the focus on classical music training with the application of music technology in the current program. It will provide depth and breadth for students who wish to pursue a wide variety of career paths in music and related areas in the business and marketing world. This major will allow students without a strong background in musical performance to pursue a major that merges their commitment and love of music with practical understanding of the expansive world of the music industry. This major will also

explore the creation, marketing, promotion, protection, and distribution of popular music as well as its utilization of emerging advancements and business models.

VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations

The major in Music Industry will be housed in a new facility on the campus of Sweetwater and be the centerpiece of new, more intense collaboration between Purdue Fort Wayne and this industry leader in commercial music.

Future collaborations with other entities are forthcoming once the program has the facility to host guests and offer opportunities in recording and producing music. Among these will be the creation of a university record label that will offer students real life exposure to the business side of popular music while additionally providing a venue for the university community and local artists to produce and market their artistic creations.

IX. Describe the need for the major or concentration

Our institution currently cannot meet the demand for degrees combining a deep passion for popular music with business careers. Many of these students do not have classical music training and cannot enter our current programs that require a successful classical audition. Additionally, some skilled classically trained performers do not want to pursue a degree that is heavily involved in furthering classical performance but instead prefer to investigate styles of music that have developed since the 1950's outside the realm of the classical concert stage. For many decades there has been a growing interest in majors that investigate recent social changes and how they are expressed in the arts. This major will investigate these relationships that have been central to the lives of what is now three generations of the population. This degree will also assist musically sensitive and musically aware students to learn effective ways to present themselves and their work in the current entertainment market environment to build and sustain their career.

Popular music represents a very large industry with billions of dollars in sales. Within the businesses in this industry, there is a consistent need for professionals who have unique insight into the products and artists being marketed and sold. This major will equip graduates with this insight and the real world experience so often sought for these positions. Sweetwater, one of the largest businesses in the region and a true leader in the music products industry is so interested in such employees that they are busying potential candidates from Tennessee (and beyond) to interview for their expanding enterprise. This is just one of many regional needs for students with the skill set this major will offer.

- **Music Industry professionals also work in many fields and for a variety of employers, including functioning as an entrepreneur/self-employed entity. The Indiana Department of Workforce Development predicts the following employment growth increases by the year 2024 with specific Occupational Title Codes directly and indirectly related to this degree program area:**
 - **Audio and Video Equipment Technicians (+16.1% to 1,026)**

- **Entertainers and Performers (+7.7% to 11,282)**
 - **Media and Communications Workers (+1.9% to 11,722)**
 - **Musicians and Singers (+9.6% to 1,020)**
 - **Music Directors and Composers (+2.6% to 718)**
 - **Producers and Directors (+16.3% to 1,127)**
 - **Sound Engineering Technicians (+9.5% to 81)**
 - **Writers and Authors (+3.8% to 1,776)**
- **The U.S. Department of Labor’s Bureau of Labor Statistics projects the following employment growth increases with specific Occupational Title Codes directly and indirectly related to this major program field:**
- **Art, Drama, and Music Teachers, Postsecondary (+12.0% to 137,200)**
 - **Audio and Video Equipment Technicians (+12.9% to 94,000)**
 - **Media and Communication Equipment Workers (+7.9% to 22,200)**
 - **Media and Communications Workers, All Other (+8.7% to 35,800)**
 - **Music Directors and Composers (+6.1% to 79,400)**
 - **Musicians and Singers (+6.6% to 183,800)**
 - **Producers and Directors (+12.0% to 150,800)**
 - **Public Relations Specialist (+9.0% to 283,000)**
 - **Sound Engineering Technicians (+6.3% to 18,100)**
 - **Web Developers (+13.1% to 184,200)**
 - **Writers and Authors (+8.3% to 142,200)**

Additionally, many institutions seek professionals with a skill set in music promotion and marketing including artists, manufacturers, and sales. An understanding of the legal parameters of popular music is much needed by a variety of constituencies as well.

- X. Describe the resources required over and above current levels to implement the proposed major or concentration*

The expansion of student enrollment will require expanded teaching and learning spaces beyond the current availability in the Rhinehart Music Center. The new facility on the Sweetwater campus will meet these needed spaces. Additionally, there will be a need to purchase instructional equipment for this new facility. Funds for the use of the Sweetwater space and the purchase of equipment are already secured from the Indiana Legislature and also private fundraising in the amount of \$2 million.

Many of the business courses are currently offered in the Doermer School of Business and these faculty members will be augmented with LTL instructors from Sweetwater and other sources in the music industry. As the enrollment grows, CL positions will need to be added to assist in recruitment, advising and administration of the program.

- XI. A Liaison Library Memo

- XII. Proposed curriculum

Required within Category B4: Scientific Ways of Knowing
PHYS 10500 Sound and Music (3 Credits)

Required within Category B6: Humanistic and Artistic Ways of Knowing
MUSC 10500 Traditions in World Music (3 Credits)
MUSC 10101 Music for the Listener (3 Credits)

Other PFW General Education Requirements (24 Credits)

Business Studies (18 Total Credits)

Required courses:

BUS 20100 Principles of Financial Accounting (3 Credits)
BUS 20101 The Computer in Business (3 Credits)
ECON 20101 Introduction to Microeconomics (3 Credits)
BUS 30200 Management of Organizations and People (3 Credits)

Required elective - choose from:

BUS 20102 Marketing for the Small Business (3 Credits)
BUS 30101 Intro to Marketing Management (3 Credits)

Elective - choose from:

(Business Elective) (3 Credits)

Music Electives (24 Total Credits)

Choose from:

(MUSC Electives)

Music Performance

Performance Class (8 semesters)

MUSC 09500 Performance Class (0 Credits)

Music Industry (27 Total Credits)

Required courses:

MUSC 18203 Survey of the Music Industry and Copyright (3 Credits)
MUSC 28361 Music Publishing (3 Credits)
MUSC 28362 Legal Aspects of the Music Industry (3 Credits)
MUSC 48401 Music Marketing, Promotion, and Entrepreneurship (3 Credits)

Electives - choose from:

MUSC 20700 Electronic Music I (3 Credits)
MUSC 20800 Electronic Music II (3 Credits)
MUSC 38363 Concert and Event Production (3 Credits)
MUSC 38364 Music Products Merchandising (3 Credits)
MUSC 38365 Artist Management (3 Credits)
MUSC 30500 Practicum (1 – 4 Credits)
MUSC 30600 Special Topics: (Variable Topics) (1 – 4 Credits)
MUSC 48403 Independent Study (1 – 4 Credits)
MUSC 40400 Internship (1 – 4 Credits)

Perspectives in Music (9 Total Credits)

Electives - choose from:

MUSC 20100 Music Literature I (2 Credits)
MUSC 20103 History of Rock & Roll Music (3 Credits)
MUSC 20200 Music Literature II (2 Credits)
MUSC 28211 Perspectives in Music: (Variable Title) (3 Credits)
MUSC 39300 History of Jazz (3 Credits)

Media Production (6 Total Credits)

Required courses:

AD 20301 Web Design I: Intro to Web Design (3 Credits)
AD 20801 Video and Intermedia (3 Credits)

Senior Seminar

Required course:

MUSC 48499 Senior Seminar (3 Credits)

120 Total Credit Hours

Library Resource Questionnaire:

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

Lexis Nexis

Music Index

Music Online

What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

Journal of the Audio Engineering Society

Journal of Popular Music Studies

The Pacific Journal of Research into Contemporary Music and Popular Culture

Music Educator's Journal

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

No.

Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

It would be quite helpful if we offered a "group subscription service" (available to declared majors) for the following:

SheetMusicPlus (print music archive)

AppleMusic / Spotify (streaming facility)

iTunes (music downloads archive)

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

No.

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

Denise Buhr (buhrd@ipfw.edu) (260-481-5759)

Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

NASM – National Association of Schools of Music

Liaison Librarian Memo

Date: January 30, 2018

From: Denise Buhr

To: Carol Sternberger

Re: Major in Music Industry

Describe availability of library resources to support proposed new program:

Helmke Library subscribes to a variety of databases for music research and has access to 350+ online journals, approximately 1800 online books, and a continuously updated print book collection. The library also has print as well as online sources for sheet music and music scores. The library regularly purchases CDs and maintains an LP collection. The library is currently reviewing and pricing various subscription music resources, including those mentioned in the proposal. A wide variety of resources are also available for other subject areas pertinent to this degree, such as engineering and business.

Comments:

In my opinion, additional resources will be needed to support this program. In the past, collection development has focused on classical music and performance. More resources including databases, text-based materials, and media, on topics such as popular music, developments in music since the 1950s, and music technology are likely to be needed. The three "group subscription service[s]" mentioned, if acquired, will have on-going, yearly costs, which will likely increase on a regular basis. These are not included in the library's current budget and may not be obtainable without additional funding. The library will also need to consider how students will access library resources and obtain assistance if most of the courses for this degree are at the Sweetwater location.

Denise Buhr

1/30/2018

Liaison Librarian Signature

Date

Please email academic_program@ipfw.edu with questions about this form.
Send signed original to Carol Sterberger, Kettler Hall, Room 174

Request for a New Major or Concentration

- I. Name of proposed major, or concentration: **Music with a Concentration in an Outside Field**
- II. Title of degree to be conferred: **Bachelor of Science in Music with a Concentration in an Outside Field**
- III. Field of study, department, and college involved: **Music and related fields, Department of Music, College of Visual and Performing Arts**
- IV. Objectives of the proposed major or concentration:

The major offers a large core of classically oriented music instruction including music theory, aural skills, class piano, music history and literature along with applied performance training and ensemble participation. Outside fields are flexible and allow students the ability to devote 26-29 credit hours in another field of study that is designed by the Department of Music in collaboration with the home discipline of the outside field. Current active outside fields in the previous degree program include theatre, history and music technology. Outside field may include but not be limited to business, history, theater, or music technology. Students will meet with advisors when selecting the outside field.

- V. Proposed Date of Initiation: **Fall, 2018**
- VI. Describe the relationship of the proposed major or concentration to the mission of the campus or the department
 - **This concentration aligns with the institutional goals of moving towards *national recognition* and also providing the opportunity to appreciate, study, and work with music in *a diversity of music styles, genres, traditions, and points of view*. By offering the combination of music study with other fields, the major allows for unique interdisciplinary investigation and collaboration.**
 - **The BS in Music with a Concentration in an Outside Field is a broad-based yet also professionally oriented curriculum designed to develop a student's musical abilities along with a concentrated study in another discipline. In this way, the major prepares students for the myriad of new professions surrounding the arts in the future. The core of the proposed program is intensive classical music study that develops disciplined dedication, a base of musical ability and emphasizes creativity. Collaboration with our regional partners and our companies in residence is one area where this concentration can also help develop unique skill sets and students develop interdisciplinary projects. For these reasons, the major aligns well with the mission of the College of Visual and Performing Arts.**
 - **BS in Music with a Concentration in an Outside Field also aligns with many of the goals outlined in the "Plan 2020: The 2014-2020 IPFW Strategic Plan" (see Appendix 1), in particular:**

- **Goal 1.B *Increase Student Engagement***
An integral part of this concentration is aligned with individual student learning experiences with applied instructors, in ensembles and in a variety of musical collaborations. The outside field further invites unique engagement that combines music teaching and performance with activities in other disciplines.
- **Goal 1.C *Increase Interdisciplinary Programs***
This concentration is, in its design, very interdisciplinary, as it requires students to create a focused area of study to combine with music. The resulting experiences are rich, interdisciplinary discussions and projects that investigate using the lens of the musician along with the lens of the historian, businessperson, theatre professional and many other possibilities.
- **Goal 1.E *Develop Signature Programs***
This concentration is unique in its flexibility to offer a wide range of combinations between music and other disciplines. Having this field of study, larger than a minor, but still possible within the 120 credit hour degree model, allows students to craft, with the guidance of several professors, unique signature degrees to meet the unique challenges of the future.
- **Goal 2 *Promote the Creation, Integration, and Application of Knowledge***
Musical study is by its creative nature, an application of musical knowledge, and requires integration of diverse skill sets. This concentration fosters the synthesis of knowledge through solo and ensemble performance, in writing, and a host of collaborations using communication through written, verbal and musical performance.

VII. Describe any relationship to existing programs within the campus

Currently, approximately 35 students are taking the curriculum for the degree, BS in Music and An Outside Field, which is being phased out and the BS in Music was approved to replace it. The previous degree is approved by the National Association of Schools of Music and is a valued area of study within the Department of Music.

VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations

Students in this concentration are involved in endeavors with other majors in the music department, other departments on campus, and in the community. Many students have engaged in internships and study abroad opportunities to enrich their learning and cooperation. Faculty members who teach in this concentration also showcase rich collaborations in musical concerts, recordings, written and spoken presentations and publications.

IX. Describe the need for the major or concentration

The need for this concentration can be seen in the current enrollment that has remained healthy since its creation. In order to serve the region, the institution must offer students flexible degrees that foster interdisciplinary investigation with a strong focus on communication skills. This concentration fills that need and can be seen in its graduates that continue on to graduate school or into professions that seek creative problem solvers who are disciplined and team oriented. These are the skills that most employers seek and therefore, it is vital to offer majors that allow students the breadth to truly develop them in a meaningful way.

- X. Describe the resources required over and above current levels to implement the proposed major or concentration*

This major is already operating with current staffing and space adequate for success. There is no need seen for further investment except to meet enrollment growth.

XI. A Liaison Library Memo

XII. Proposed curriculum

PFW General Education Requirements (33 Total Credits)

Required within Category B4: Scientific Ways of Knowing
PHYS 10500 Sound and Music (3 Credits)

Required within Category B6: Humanistic and Artistic Ways of Knowing
MUSC 10500 Traditions in World Music (3 Credits)

Other PFW General Education Requirements (27 Credits)

Music Core (33 Total Credits)

Required courses:

MUSC 10901 Computer Skills for Musicians (2 Credits)
MUSC 11300 Music Theory I (3 Credits)
MUSC 11400 Music Theory II (3 Credits)
MUSC 11500 Sightsinging and Aural Perception I (1 Credit)
MUSC 11600 Sightsinging and Aural Perception II (1 Credit)
MUSC 20100 Music Literature I (2 Credits)
MUSC 20200 Music Literature II (2 Credits)
MUSC 21300 Music Theory III (3 Credits)
MUSC 21400 Music Theory IV (3 Credits)
MUSC 21500 Sightsinging and Aural Perception III (1 Credit)
MUSC 21601 Sightsinging and Aural Perception IV (1 Credit)
MUSC 31500 Analysis of Musical Form (3 credits)
MUSC 37000 Techniques for Conducting (2 Credits)
MUSC 40300 History of Music I (3 Credits)
MUSC 40401 History of Music II (3 Credits)

Performance Studies (25 – 28 Total Credits)

Performance Class (8 semesters)

MUSC 09500 Performance Class (0 Credits)

BS in Music with a Concentration in an Outside Field: Music Technology students who take MUSC 48404 Internship are only required to complete 7 semesters of MUSC 09500 Performance Class.

Applied Primary (includes recital): (14 – 16 Credits)

BS Outside Field: Music Technology students who take MUSC 40400 Internship must complete 7 semesters of applied study. All other BS Outside Field - Music Technology students must complete 8 semesters.

MUSC 29600 Applied Music Upper Divisional Jury Examination (0 Credits)
MUSC 30101 Recital Concentration (0 Credits)

Applied Secondary: (4 Credits)

Non Keyboard Applied Primaries take:

MUSC 11100 Class Piano I (1 - 2 Credits)
MUSC 12100 Class Piano II (1 - 2 Credits)
MUSC 13100 Class Piano III (1 - 2 Credits)
MUSC 14100 Class Piano IV (1 - 2 Credits)

Keyboard Applied Primaries take:

MUSC 21100 Keyboard Techniques (1 -2 Credits)

MUSC 29900 Piano Proficiency Examination (0 Credits)

Ensemble (7 – 8 Credits)

BS Outside Field: Music Technology students who enroll in MUSC 40400 Internship are only required to complete 7 semesters of major ensemble credit. All other students must complete 8 semesters of ensemble credit (See Music Department Ensemble Requirements)

Outside Field: Music Technology (29 Total Credits)

Choose from:

MUSC 18203 Survey of the Music Industry and Copyright (3 Credits)
MUSC 20700 Electronic Music I (3 Credits)
MUSC 20800 Electronic Music II (3 Credits)
MUSC 10300 Music Recording and Production I (3 Credits)
MUSC 20300 Music Recording and Production II (3 Credits)
MUSC 20500 Music Recording and Production III (3 Credits)
MUSC 38311 Music and Audio for Video (3 Credits)
MUSC 38312 Music Mixing and Mastering (3 Credits)
MUSC 30400 Live Sound Reinforcement (3 Credits)
MUSC 30500 Practicum (1 – 4 Credits)
MUSC 30600 Special Topics: (Variable Topics) (1 – 4 Credits)
MUSC 48403 Independent Study (1 – 4 Credits)
MUSC 40400 Internship (1 – 4 Credits)

Required Course:

MUSC 40500 Final Project in Music Technology (1 – 4 Credits)

All Other Outside Field: Credits 26-29

All other Outside Fields of study are required to complete a minimum of 26-29 credit hours to be determined by the advisor and the field home department.

120-3 Total Credit Hours

Library Resource Questionnaire:

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

Lexis Nexis

Music Index

Music Online

What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

Journal of the Audio Engineering Society

Journal of Popular Music Studies

The Pacific Journal of Research into Contemporary Music and Popular Culture

Music Educator's Journal

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

No.

Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

It would be quite helpful if we offered a "group subscription service" (available to declared majors) for the following:

SheetMusicPlus (print music archive)

AppleMusic / Spotify (streaming facility)

iTunes (music downloads archive)

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

No.

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

Denise Buhr (buhrd@ipfw.edu) (260-481-5759)

Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

NASM – National Association of Schools of Music

Liaison Librarian Memo

Date: January 30, 2018

From: Denise Buhr

To: Carol Sternberger

Re: Music with a Concentration in an Outside Field

Describe availability of library resources to support proposed new program:

Helmke Library subscribes to a variety of databases for music research and has access to 350+ online journals, approximately 1800 online books, and a continuously updated print book collection. The library also has print as well as online sources for sheet music and music scores. The library regularly purchases CDs and maintains an LP collection. The library is currently reviewing and pricing various subscription music resources, including those mentioned in the proposal. A wide variety of resources are also available for other subject areas that might be pertinent to this degree, such theatre, history, and business.

Comments:

It is my opinion that this degree can be supported with the resources currently available. The library continually adds to its holdings and will work with music faculty to ensure that the proper materials are selected. I do need to point out that the three "group subscription service[s]" mentioned, if acquired, will have on-going, yearly costs, which will likely increase on a regular basis. These are not included in the library's current budget and may not be obtainable without additional funding. I will have more information once we have heard from the vendors.

Denise Buhr

1/30/2018

Liaison Librarian Signature

Date