FORT WAYNE SENATE AGENDA
MONDAY
FEBRUARY 13, 2012
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of January 9, 2012
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
   a. Purdue University – P. Dragnev
   b. Indiana University – S. Davis
5. Report of the Presiding Officer – R. Barrett
6. Committee reports requiring action
   a. Nominations and Elections Committee (Senate Reference No. 11-16) – A. Merz
   b. Educational Policy Committee (Senate Document 11-13) – J. Toole
   c. Educational Policy Committee (Senate Document 11-14) – J. Toole
   d. Executive Committee (Senate Document SD 11-15) – K. Pollock
7. Question Time (Senate Reference No. 11-17)
8. New business
9. Committee reports "for information only"
10. The general good and welfare of the University
11. Adjournment*

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

Approving	Non Voting	Absent
R. Barrett	A. Downs	A. Ushenko
M. Codispoti		
S. Davis		
Marcia Dixson		
Peter Dragnev		
Kathy Pollock, Chair		

Attachments:

"Slate for the Election of the Presiding Officer" (SR No. 11-16)
"Academic Calendar 2014-2015" (SD 11-13)
"Revision to Academic Calendar 2013-14" (SD 11-14)
"Support of Intercampus Faculty Council motion: 'Enhancing Purdue System Effectiveness and Efficiency with a Focus on the Regional Campuses'" (SD 11-15)
"Question Time – regarding Banner census processing" (SR No. 11-17)
"Enhancing Purdue System Effectiveness and Efficiency with a Focus on the Regional Campuses: An Issue Paper – Prepared by Audeen Fentiman, 1/26/2012 [draft]" (Attachment 1)

Senate Reference No. 11-16

MEMORANDUM

TO: Fort Wayne Senators

FROM: Nominations and Elections Committee
Suining Ding
Myeong Hwan Kim
Alice Merz, Chair
Zelimir Todorovic

DATE: January 23, 2012

SUBJ: Slate for the election of Presiding Officer of the Faculty

Four faculty members have been nominated to serve as Presiding Officer of the Senate/Faculty: Todor Cooklev (Engineering), Andrew Downs (Political Science), Marc Lipman (Mathematical Sciences), and Andres Montenegro (Visual Communication and Design). The election will be conducted at the Senate meeting on Monday, February 13.

jp

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: January 26, 2013

SUBJ: Academic Calendar for 2014-2015

DISPOSITION: To the presiding officer for implementation

RESOLVED, that the proposed academic calendar for 2014-2015 be adopted.

For Calendar Subcommittee:

Approving	Not Approving	Absent	Nonvoting
N. Adilov	None	J. Schrader	P. McLaughlin
G. Hickey			
J. Leatherman			
D. Lindquist			
J. O'Connell			
J. Ross			
C. Tennis			

For Educational Policy Committee:

Approving	Not Approving	Absent	Nonvoting
A. Argast	None	L. Hite	P. McLaughlin
R. Jensen			
D. Lindquist			
W. McKinney			
J. Toole			
Y. Zubovic			

ACADEMIC CALENDAR FOR 2014-2015

Fall Semester, 2014

Monday	25 August	Classes Begin
Friday	29 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	2 September	Classes Resume
Mon.-Tues.	13-14 October	Fall Recess
Wednesday	15 October	Classes Resume
Tuesday	25 November	Thanksgiving Recess Begins After Last Class
Monday	1 December	Classes Resume
Mon.-Sun.	15-21 December	Final Exam Week/Last Week of Classes

Winter Inter-session, 2014-2015

Monday	22 December	Classes Begin
Thurs.-Fri.	25-26 December	Classes Suspended (Christmas Holiday)
Monday	29 December	Classes Resume
Thursday	1 January	Classes Suspended (New Year's Day)
Friday	2 January	Classes Suspended (Presidents' Designated Holiday)
Monday	5 January	Classes Resume
Sunday	11 January	Last Day of Classes

Spring Semester, 2015

Monday	12 January	Classes Begin
Monday	19 January	Martin Luther King Jr. Holiday
Mon.-Sun.	9-15 March	Spring Break Recess
Monday	16 March	Classes Resume
Friday	3 April	Classes Suspended at 4:30 p.m.
Monday	6 April	Classes Resume
Mon.-Sun	4-10 May	Final Exam Week/ Last Week of Classes
Wednesday	13 May	Tentative Date of Commencement

Summer Semester, 2015

Monday	11 May	Summer Semester Begins
Monday	18 May	Summer Session I: Classes Begin
Friday	22 May	Memorial Day Recess Begins at 4:30 p.m.
Tuesday	26 May	Classes Resume
Friday	26 June	Summer Session I: Classes End at 4:30 p.m.
Monday	29 June	Summer Session II: Classes Begin
Fri.-Sun.	3-5 July	Independence Day Holiday and Weekend Recess
Monday	6 July	Classes Resume
Friday	7 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	23 August	Summer Semester Ends

Senate Document SD 11-14

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: January 26, 2012

SUBJ: Academic Calendar for 2013-2014

DISPOSITION: To the presiding officer for implementation

WHEREAS, Senate Reference Document 00-11 states that each IPFW regular fall semester should be 16 weeks long, including the one-week final examination period; and

WHEREAS, the 2013-2014 academic calendar passed by the Senate in SD 10-07 provided for a fall 2013 regular semester that was only 15 weeks long, including the one-week final examination period;

BE IT RESOLVED, that the academic calendar for 2013-2014 be revised as follows:

For Calendar Subcommittee:

Approving	Not Approving	Absent	Nonvoting
N. Adilov	None	J. Schrader	P. McLaughlin
G. Hickey			
J. Leatherman			
D. Lindquist			
J. O'Connell			
J. Ross			
C. Tennis			

For Educational Policy Committee:

Approving	Not Approving	Absent	Nonvoting
A. Argast	None	L. Hite	P. McLaughlin
R. Jensen			
D. Lindquist			
W. McKinney			
J. Toole			
Y. Zubovic			

ACADEMIC CALENDAR FOR 2013-2014

Fall Semester, 2013

Monday	26 August	Classes Begin
Friday	30 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	3 September	Classes Resume
Mon.-Tues.	14 – 15 October	Fall Recess
Wednesday	16 October	Classes Resume
Tuesday	26 November	Thanksgiving Recess Begins After Last Class
Monday	2 December	Classes Resume
Mon.-Sun.	~~9-15~~ **16-22** December	Final Exam Week/Last Week of Classes

Winter Inter-session, 2013-2014

Monday	~~16~~ **23** December	Classes Begin
Wed.-Thurs	25-26 December	Classes Suspended (Christmas Holiday)
Friday	27 December	Classes Suspended (Presidents' Designated Holiday)
Monday	30 December	Classes Resume
Wednesday	1 January	Classes Suspended (New Year's Day Holiday)
Thursday	2 January	Classes Resume
Sunday	12 January	Last Day of Classes

Spring Semester, 2014

Monday	13 January	Classes Begin
Monday	20 January	Martin Luther King Jr. Holiday
Mon.-Sun.	10-16	March Spring Recess
Monday	17 March	Classes Resume
Friday	18 April	Classes Suspended at 4:30 p.m.
Monday	21 April	Classes Resume
Mon.-Sun	5-11 May	Final Exam Week/ Last Week of Classes
Wednesday	14 May	Tentative Date of Commencement

Summer Semester, 2014

Monday	12 May	Summer Semester Begins
Monday	19 May	Summer Session I: Classes Begin
Friday	23 May	Memorial Day Recess Begins at 4:30 p.m.
Tuesday	27 May	Classes Resume
Friday	27 June	Summer Session I: Classes End at 4:30 p.m.
Monday	30 June	Summer Session II: Classes Begin
Friday	4 July	Independence Day Holiday
Sat.-Sun.	5-6 July	Classes Suspended
Monday	7 July	Classes Resume
Friday	8 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	24 August	Summer Semester Ends

THE SENATE
260-481-4160 • FAX: 260-481-6880

To: President Córdova
Provost Sands
Chancellor Dworkin
Chancellor Wartell
Chancellor Keon

From: The IPFW Senate
Robert A. Barrett
Presiding Officer

Subject: Support of IFC motion about: "Enhancing Purdue System Effectiveness and Efficiency with a Focus on the Regional Campuses"

Date: February 13. 2012

The IPFW Senate supports the provisions of the Intercampus Faculty Council (IFC) motion of January 27, 2012 (as shown below). Faculty on the Regional campuses should be consulted.

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§ Whereas the Intercampus Faculty Council (IFC) is responsible for coordination of legislative and policy making actions of the various faculty governing bodies of the Purdue University System:

§ Whereas there has been no collaboration with or input from any of the Senates (Faculty Governing Bodies) or with the IFC:

§ Whereas the Senates and the IFC share the same goal of fostering a system-wide culture:

* Be it resolved that no decisions be made concerning the Issue Paper, “Enhancing Purdue System Effectiveness and Efficiency with a Focus on the Regional Campuses” until the Senates (Faculty Governing Bodies) and the IFC have been thoroughly consulted and their ideas and inputs incorporated into these plans.

Senate Reference No. 11-17

Question Time

Understanding that work had to be done on the IPFW computer system (Banner census processing), could it have been performed over the Christmas break rather than one week into the semester? Many students and faculty were planning on using their time off on Martin Luther King, Jr. Day to get caught up and/or somewhat ahead.

While it did not impact me directly I have had complaints.

Stan Davis
Indiana University Speaker

DRAFT

Enhancing Purdue System Effectiveness and Efficiency With a Focus on the Regional Campuses

An Issue Paper

Prepared by Audeen Fentiman

January 26, 2012

Introduction

The Purdue University System, consisting of the main campus and three regional campuses, is a complex organization expected to serve many constituencies. This paper focuses on enhancing the Purdue System's ability to serve the state of Indiana and especially the areas surrounding the regional campuses. In its Reaching Higher document, the Indiana Commission for Higher Education (the Commission) called for awarding an additional 10,000 bachelor's degrees in Indiana each year through 2025. Increasing the percentage of adults with a college education is considered to be essential if the state is to remain economically competitive. As a major university system in Indiana, Purdue is committed to contributing to this effort. Regional campuses increase access to Purdue. Presently, 27,448 undergraduate students attend Purdue regional campuses, and 30,776 attend the West Lafayette campus. Hence, the regional campuses account for about half of the total undergraduate population in the Purdue System. As Attachment 1 shows, the demographics of the regional campuses differ substantially from the West Lafayette campus; this increases the diversity of the Purdue System in many respects. Students at the regional campuses are mostly from the local areas and tend to remain there after graduation, continuing to contribute to the state and regional economies.

At the present time, the Purdue System is not producing bachelor's degrees on the regional campuses as efficiently as it might. The Commission is particularly concerned about the low number of regional campus students who complete degrees – approximately 25% of the students finish a bachelor's degree in 6 years. (See Attachment 2) That is about the same completion rate as IU's regional campuses but lower than the completion rates reported for the Purdue regional campuses' aspirational peers. While the percentage of students finishing a degree in a specific time is probably not the best measure of success at the regional campuses where many of the students are enrolled part-time, there is little doubt that the completion rate could be improved. Administrators at the regional campuses have identified many ways to do so including more effective collaboration with two-year institutions, fewer barriers to credit transfer within the Purdue System, more streamlined administrative processes within the System, and more effective use of system resources.

The remainder of this paper outlines the issues that need to be addressed by the Purdue University System to improve System performance. It describes actions required to address those issues effectively and presents options for enhancing the current Purdue System administrative structure to carry out those actions.

Issues to Be Addressed

Issues that need to be addressed if the regional campuses within the Purdue System are to make an increased contribution to Indiana's economic wellbeing have been clearly identified. The Commission has outlined its expectations of both the regional campuses and Purdue's central administration. Students and prospective students, their parents, and members of the communities in which regional campuses are located have expectations of the institutions. While the regional campuses are already working to fulfill those expectations, more remains to be done. In numerous conversations faculty and administrators on all four campuses have described many issues that must be addressed in order for the Purdue System to support more effectively the goals of the regional campuses.

The Commission lists five expectations of the regional campuses:

1. Improved completion rates for degrees that provide high quality academic credentials,
2. Accessibility and affordability,
3. Coordination with two-year institutions,
4. Synergy with the main and other regional campuses, and
5. Support for regional economic development.

In its Policy on Regional Campus Roles and Missions, the Commission encourages the "central university administrations... to develop accountability measures for the Regional Campuses" and notes that "Regional Campuses should be held responsible and accountable for their achievement."

Students, potential students, and residents of the areas surrounding the regional campuses have high expectations of those campuses, many of which are similar to the expectations of the Commission. They want education at the regional campuses to be accessible and affordable. Students and their parents expect the campuses to have a strong commitment to student success, including a well-defined process for transfer of credit between 2-year and 4-year campuses and among 4-year campuses. Students and employers demand quality degree programs that serve students' and employers' needs. Finally, the communities appreciate the regional campuses' heavy involvement in all aspects of community life – economic, cultural, social, and of course, educational.

Administrators on all four Purdue System campuses have identified several barriers to cooperation. These are issues that must be addressed if the System is to operate more effectively. One of the key issues administrators have defined is the need to develop a "system" culture in which each campus is recognized as a valuable partner in the Purdue System and all campuses are committed to contributing to the success of the entire system. A number of administrative functions, from academic program development to capital planning, proposal submissions and advancement, need to be conducted in a more collaborative manner. Other indicators of a "system" culture would be policies that are clearly labeled as applying to the entire system or to specific campuses and system-wide professional development opportunities for faculty and staff.

Actions Required to Address the Issues

The Purdue System will be more effective if it takes coordinated actions to address the issues and expectations described above. Some of those actions are outlined in this section.

The four campuses need to work together to develop a shared vision for the regional campuses, articulate clear goals for the regional campuses, establish metrics by which to assess progress toward those goals, and define accountability mechanisms. Individual but coordinated plans to implement the shared vision on each campus must be developed, taking into account differences in regional demographics, economics, and so on. Incorporated into the implementation plans will be specific plans for sharing resources across the Purdue System. Some examples of shared resources include on-line courses offered at one campus but available to all, cooperative development of courses offered on multiple campuses making credit transfer easier, a joint facilities planning effort, and collaborative research proposals that include basic and applied components with applications specifically tailored to the regional campus' economic needs.

Development of a "system" culture on all of the Purdue campuses is a high priority action since it will make the other actions much easier to carry out. Throughout the system, the value and strengths of each campus must be recognized and appreciated. Faculty, staff, and administrators on all campuses must embrace shared responsibility for the success of the other campuses. Prior to issuing each policy, procedure or decision, full consideration must be given to its impact on all the campuses. Administrative and support groups on all campuses must work to minimize barriers to cooperation among campuses and maximize student success across the system.

Actions outlined in this section, particularly building a "system" culture, cannot be carried out successfully with a piecemeal, part-time effort. They require continuing and focused attention. The next section of this report discusses some options for enhancing the administrative structure of the Purdue System to assure the required attention to these issues and actions.

Options for Enhancing the Administrative Structure

Over the past 18 months, the author has studied organizational structures of several university systems, interviewed many administrators on all four Purdue campuses, attended Commission meetings, and talked with Commissioner Lubbers. It was clear that within every university system there are tensions that cannot be completely resolved. They include (a) each campus' desire for autonomy vs the need for the campuses to operate as a system, (b) faculty/staff/administrator's desire for respect as professionals vs very different missions of the campuses and correspondingly different skill sets/job priorities of employees, and (c) accountability for results vs externally imposed constraints that significantly impact results. A university system's structure should help administrators manage and minimize these tensions along with meeting the many demands placed on the system and its member campuses. Four options for a Purdue University System administrative structure have emerged. Those options are presented in this section, along with advantages and disadvantages of each.

1. Leave the System as is

   Advantages

   - No additional personnel or costs

   Disadvantages

   - No formal accountability mechanism
   - Performance not likely to change substantially

2. Add responsibility for regional campuses to a current senior administrator's portfolio
   a. Senior administrator works with regional campuses to define a shared vision, goals for the regional campuses, metrics used to determine progress toward the goals, and accountability mechanisms
   b. Additional staff person devotes full time to facilitating coordination between the main campus and each regional campus
   c. Chancellors continue to report directly to President on strategy and vision

   Advantages

   - A senior administrator gives continuing high priority to ensuring that the Commission's expectations of both the regional campuses and the central administration are addressed
   - Day-to-day attention given to coordination of administrative functions between each regional campus and West Lafayette
   - President and Chancellors can focus on strategy and vision

Disadvantages

- New staff person required
- Regional campus Chancellors view this option as inserting a new layer of administration with potential for creating additional barriers

3. Create senior administrator position with responsibility for regional campuses
    a. Administrator works with regional campuses to define a shared vision, goals for the regional campuses, metrics used to determine progress toward the goals, and accountability mechanisms
    b. Administrator and his or her staff monitor progress, prepare reports
    c. Administrator and staff facilitate coordination among the regional campuses, between the regional campuses and West Lafayette and associated organizations such as Statewide Technology, and between regional campuses and two-year institutions
    d. Administrator and staff work with the regional campuses to define and fund programs with the goal of transforming Purdue's regional campuses and the Purdue System into models other systems may emulate
    e. Chancellors continue to report directly to President on strategy and vision

    Advantages

    - A senior administrator gives continuing high priority to ensuring that the expectations of both the regional campuses and the central administration are addressed
    - Day-to-day attention given to coordination of administrative functions among Purdue campuses and between Purdue campuses and other educational institutions in Indiana
    - President and Chancellors can focus on strategy and vision

    Disadvantages

    - New senior level administrator required
    - Regional campus Chancellors view this option as inserting a new layer of administration with potential for creating additional barriers

4. Restructure the Purdue System
    a. Have a Chancellor at each of the four campuses and a President for the entire system
    b. Appoint members of the Board of Trustees as representatives of specific campuses

Advantages

- All campuses have more or less equal opportunity to present their points of view as system wide decisions are made

Disadvantages

- Multiple policies, regulations, and perhaps laws, would need to be changed
- Cost of implementation is very high

Benchmarks

It may be helpful to see how other university systems consisting of a flagship research university and a number of regional campuses are structured. Attachment 3 is a table of Big Ten public universities listed with their regional campuses and information on the reporting lines for the leaders of those regional campuses. The approximate size of each regional campus is indicated.

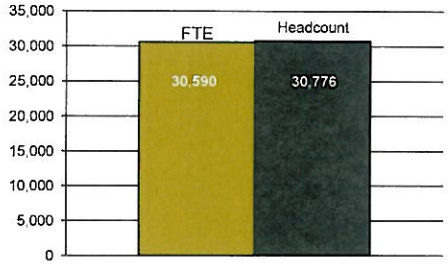
Attachment 1

Purdue University

Fall 2011 Undergraduate Profile by Campus

WEST LAFAYETTE

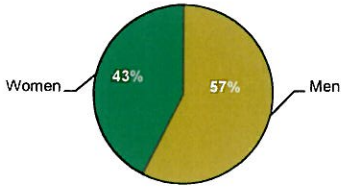
Enrollment
Headcount and FTE [1]



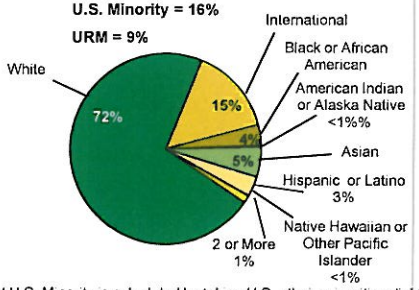
[1]Full-time equivalent enrollment is calculated by dividing total credit hours by 15 for undergraduate students

Gender

Total Number = 30,776

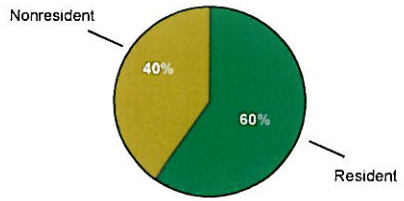


Race/Ethnicity[2]

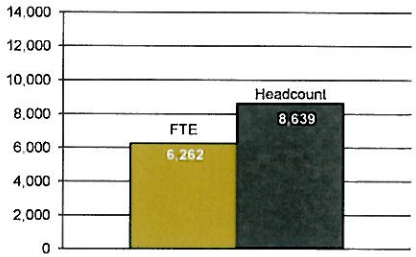


[2]Percent U.S. Minority is calculated by taking U.S. ethnic minorities divided by total U.S. domestic students

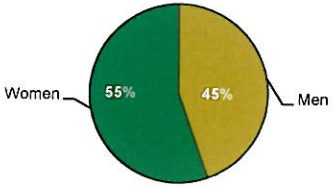
Residency

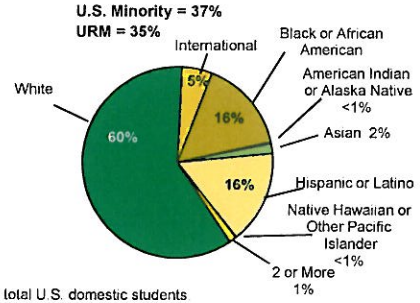


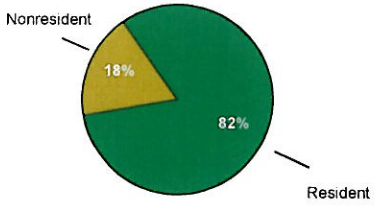
CALUMET



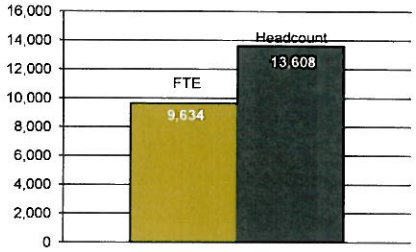
Total Number = 8,639







IPFW



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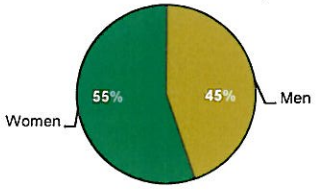
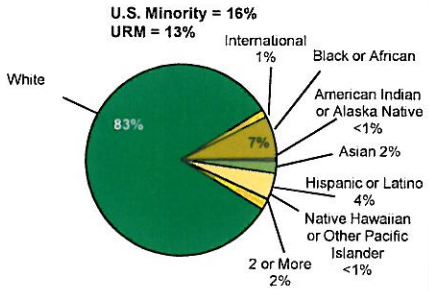
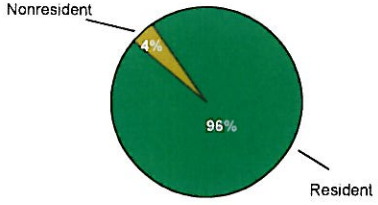
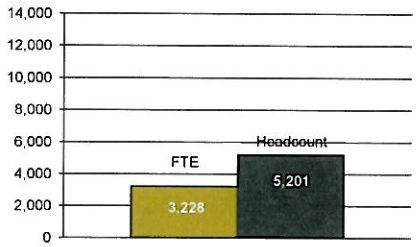


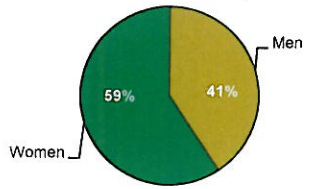


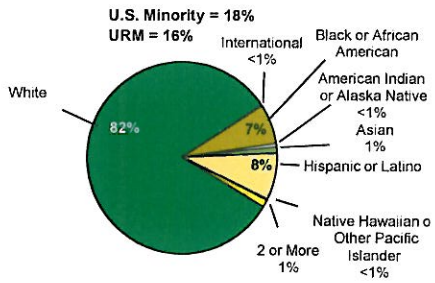


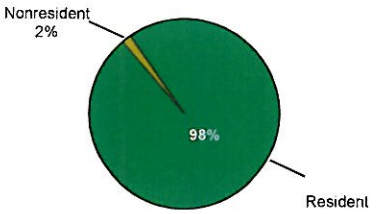
NORTH CENTRAL



Total Number = 5,201







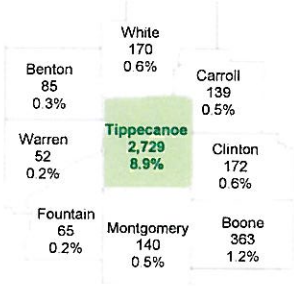
Purdue University

Fall 2011 Undergraduate Profile by Campus

WEST LAFAYETTE

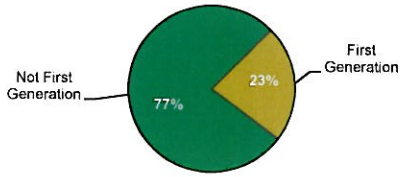
Enrollment by Surrounding Counties

Total = 12.7%



First Generation

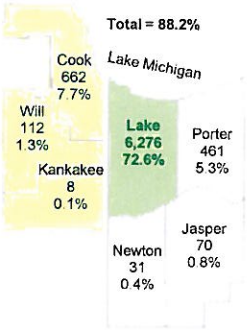
Total Undergraduates = 30,776



Source: Admissions Application answers

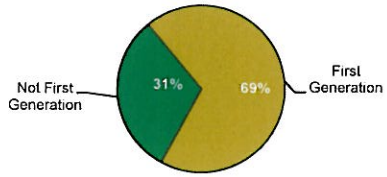
CALUMET

Total = 88.2%



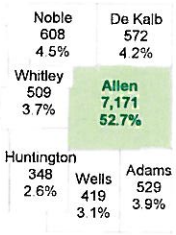
Yellow shaded counties are in Illinois

Total Undergraduates = 8,639



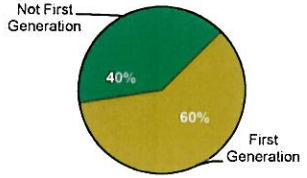
IPFW

Total = 74.6%



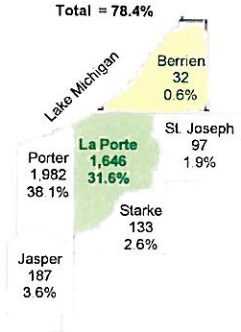
Counts for Ohio counties not available

Total Undergraduates = 13,608



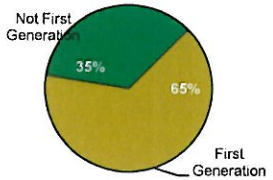
NORTH CENTRAL

Total = 78.4%



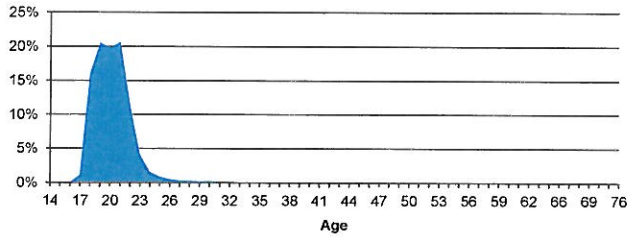
Yellow shaded county is in Michigan

Total Undergraduates = 5,201

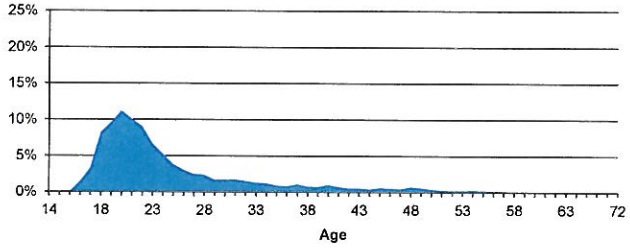


Age Distribution

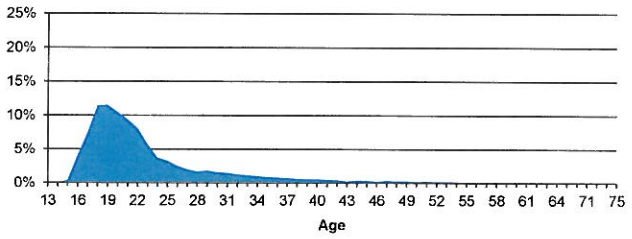
West Lafayette



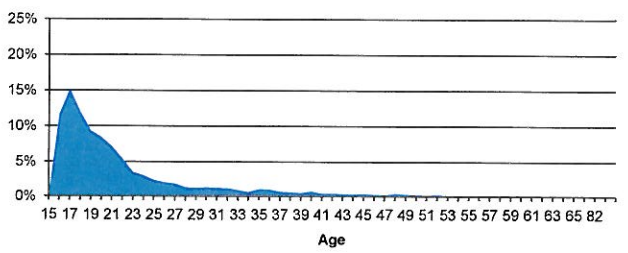
Calumet



IPFW



North Central



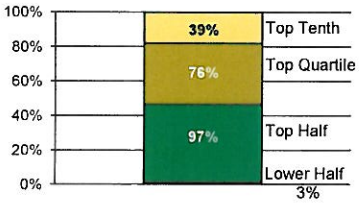
Purdue University

Fall 2011 Undergraduate Profile by Campus

WEST LAFAYETTE

SAT Scores of Freshmen (Critical Reading + Math)

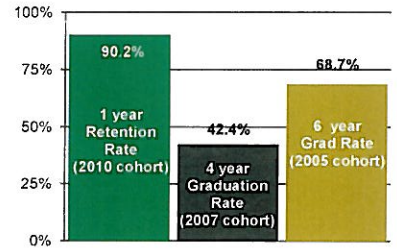
High School Rank of Freshmen



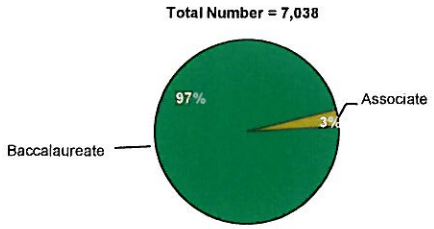
Average High School GPA

3.60

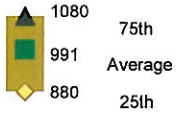
Retention and Graduation Rates

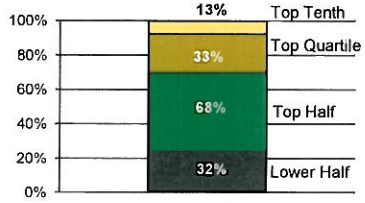


Degrees by Level 2010-11



CALUMET





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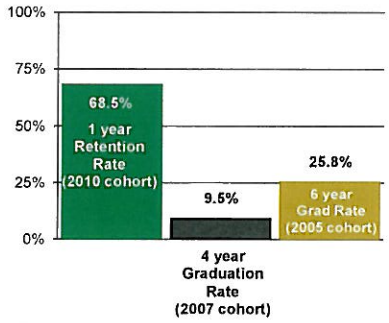
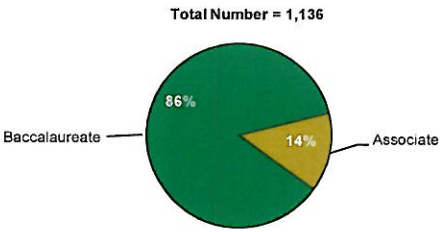
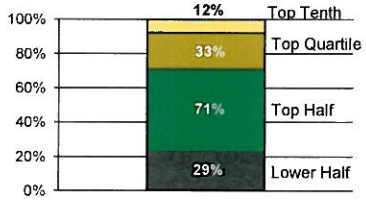
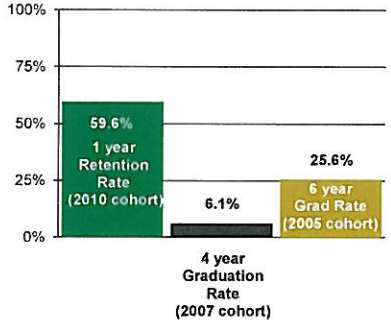


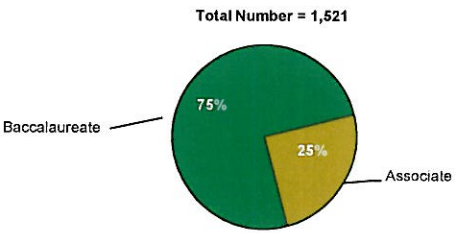


IPFW

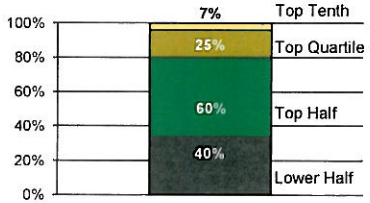


3.08

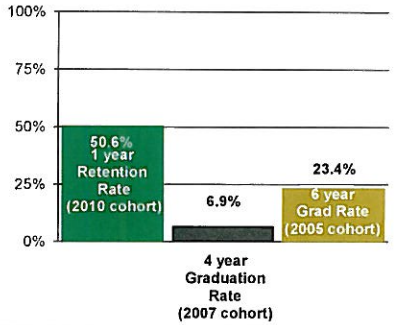


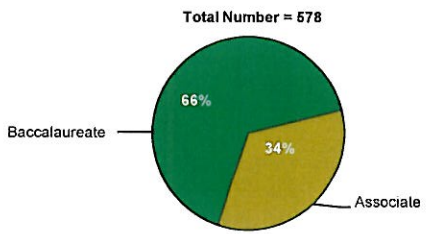


NORTH CENTRAL



2.94





Regional Campus Retention, Graduation Rates, and Degrees Conferred by Level

(for Academic Years 2006-07 through 2010-11)

Retention and Graduation Rates of New First-Year Students

Calumet	Cohort Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
1-Year Retention Rates[1]	61.6%	62.7%	68.6%	69.2%	68.5%

	Cohort Year				
	2000-01	2001-02	2002-03	2003-04	2004-05
6-Year Graduation Rates	24.0%	22.8%	21.5%	28.7%	25.8%
Peer Average Rates	45.1%	44.4%	46.3%	46.4%	46.4%

Indiana-Purdue Fort Wayne	Cohort Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
1-Year Retention Rates[1]	59.1%	62.6%	62.5%	61.4%	59.6%

	Cohort Year				
	2000-01	2001-02	2002-03	2003-04	2004-05
6-Year Graduation Rates	24.8%	25.5%	24.0%	26.4%	25.2%
Peer Average Rates	36.6%	33.6%	33.3%	34.2%	35.3%

North Central	Cohort Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
1-Year Retention Rates[1]	52.9%	56.9%	54.4%	58.2%	50.6%

	Cohort Year				
	2000-01	2001-02	2002-03	2003-04	2004-05
6-Year Graduation Rates	20.5%	19.5%	20.5%	27.0%	23.4%
Peer Average Rates	37.4%	27.0%	28.4%	28.3%	28.1%

[1]First-time full-time degree-seeking students (IPEDS definition).

Degrees Conferred by Level

Calumet	2006-07	2007-08	2008-09	2009-10	2010-11
Associate	257	251	160	125	159
Baccalaureate	793	854	856	890	977
Total Undergraduate	1,050	1,105	1,016	1,015	1,136
Master's	224	273	284	264	330
Total Degrees	**1,274**	**1,378**	**1,300**	**1,279**	**1,466**

Indiana-Purdue Fort Wayne					
Associate	478	453	466	452	377
Baccalaureate	969	994	1,009	1,157	1,144
Total Undergraduate	1,447	1,447	1,475	1,609	1,521
Master's	199	192	207	225	243
Total Degrees	**1,646**	**1,639**	**1,682**	**1,834**	**1,764**

North Central					
Associate	238	183	190	228	196
Baccalaureate	325	319	322	318	382
Total Undergraduate	563	502	512	546	578
Master's	12	20	37	33	31
Total Degrees	**575**	**522**	**549**	**579**	**609**

Statewide Technology					
Associate	130	117	83	136	146
Baccalaureate	88	94	60	107	151
Total Undergraduate	218	211	143	243	297
Total Degrees	**218**	**211**	**143**	**243**	**297**

Source: Student Analytical Research, Office of Institutional Research, Calumet Institutional Research and Assessment, IPFW Institutional Research and Analysis, North Central Office of Institutional Research

Attachment 3

Big Ten Regional Campuses
Enrollment and Administrative Structure

State Flagship University	Regional Campuses	Enrollment (in thousands)	Chancellors Report to
Illinois University of Illinois	Urbana-Champaign	42K	System President
	Chicago	27K	
	Springfield	5K	
Indiana Indiana University	East	3K	Executive Vice President for University Regional Affairs, Planning and Policy
	Kokomo	3K	
	Northwest	6K	
	South Bend	5K	
	Southeast	7K	
Indiana Purdue	Calumet	10K	Flagship University President
	Fort Wayne	14K	
	North Central	5K	
Iowa			no system
Michigan University of Michigan	Dearborn	9K	Flagship Univeristy President
	Flint	8K	
Minnesota University of Minnesota	Crookston	2K	Senior Vice President for System Academic Administration
	Duluth	12K	
	Morris	2K	
	Rochester	1K	
Ohio Ohio State University	Lima	1K	Executive Vice President and Provost
	Mansfield	2K	
	Marion	2K	
	Newark	2K	
Pennsylvania Penn State University	19 Commonwealth Campuses	range from 600 - 4K	Vice President for Commonwealth Campuses - who reports to Executive Vice President/Provost
Wisconsin University of Wisconsin at Madison	13 4-year campuses each w/chancellor	3K - 14K*	System President
	13 2-year colleges	14K total	Chancellor for UW Colleges who reports to System President

* excluding Madison and Milwaukee campuses