

Minutes of the
Second Regular Meeting of the Twenty-Ninth Senate
Indiana University-Purdue University Fort Wayne
October 19, 2009
12:00 P.M., Kettler G46

Agenda

1. Call to order
2. Approval of the minutes of September 14, 2009
3. Acceptance of the agenda – B. Abbott
4. Reports of the Speakers of the Faculties
 - a. Indiana University – M. Nusbaumer
 - b. Purdue University – R. Barrett
5. Report of the Presiding Officer – S. Davis
6. Special business of the day – Memorial Resolution (Senate Reference No. 09-5) – B. Abbott
7. Committee reports requiring action
 - Educational Policy Committee (Senate Document SD 09-1) – B. Abbott
8. Question Time (Senate Reference No. 09-6)
9. New business
10. Committee reports “for information only”
 - Graduate Subcommittee (Senate Reference No. 09-7) – J. Garrison
11. The general good and welfare of the University
12. Adjournment*

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

Presiding Officer: S. Davis
Parliamentarian: A. Downs
Sergeant-at-Arms: G. Steffen
Secretary: J. Petersen

Attachments:

- “Proposed Amendments to the IPFW Academic Regulations and Procedures: Approval of Faculty-Initiated Withdrawal Policy” (SD 09-1, amended)
- “Proposed Amendments to the IPFW Academic Regulations and Procedures: Approval of Faculty-Initiated Withdrawal Policy” (SD 09-1, as amended, failed)

Senate Members Present:

B. Abbott, N. Adilov, A. Argast, S. Ashur, R. Barrett, S. Batagiannis, S. Beckman, W. Branson, J. Burg, C. Crisler, J. Dalby, Y. Deng, S. Dhawale, P. Dragnev, R. Elaver, E. Foley, J. Garrison, J. Grant, R. Gregory, R. Hile, L. Hite, P. Iadicola, R. Jensen, K. Leonard, A. Livschiz, H. Luo, G. McClellan, W. McKinney, D. Moore, G. Mourad, C. Nicholson, M. Nusbaumer, K. Pollock, D. Redett, J. Tankel, C. Thompson, J. Toole, A. Ushenko, W. Utesch, G. Wang (PHYS), G. Wang (ENGR), M. Wartell, R. Weiner, M. Wolf

Senate Members Absent:

C. Drummond, J. Jackson, D. Liu, D. Miller, J. Mohammed, D. Mueller, P. Ng, M. Ridgeway, J. Summers, Z. Todorovic, G. Volland, L. Wark

Faculty Members Present: D. Townsend

Visitors Present: J. Dahl, M. Franke, K. Smith, K. Soderland (*Journal Gazette*)

Acta

1. Call to order: S. Davis called the meeting to order at 12:01 p.m.
2. Approval of the minutes of September 14, 2009: The minutes were approved as distributed.
3. Acceptance of the agenda:

B. Abbott moved to approve the agenda as distributed.

The agenda was approved as distributed.
4. Reports of the Speakers of the Faculties:
 - a. Indiana University:

M. Nusbaumer: A couple of weeks ago I distributed to the Indiana University faculty a copy of the AAUP Bloomington chapter's newsletter. It reported a situation where a promotion case in Bloomington was supported through the system all the way up to the president, and the president reversed the decision. I have three concerns that were outlined in that newsletter: 1) President McRobbie is starting to take a more active role in the promotion and tenure process than his predecessors, 2) According to the newsletter, he was concerned and made the decision because he did not think the standards were high enough, and 3) It was reported that he did that because he had no other way to communicate these concerns to the faculty. In response to that, he has every right to take a more active role in terms of the structure and procedures of Indiana University if he so chooses. With regard to desiring higher standards for those of us on this campus, he has never raised issues with our cases or our general standards. This is not necessarily directed at us.

Most troubling, however, is that he has no way to have these communications with the faculty; and in that sense, I would like to take this opportunity to provide President McRobbie with an open invitation to meet with this body, or any other representative body of the faculty on this campus, to discuss whatever concerns he may have.

b. Purdue University:

R. Barrett: I had my opportunity for the year to make a presentation to the Board of Trustees, and I worked with Stan Davis and Mike Nusbaumer trying to get good ideas and good information together. Jack Dahl helped me out on some of the details.

I did note for them that we are back in 14th place again, but that is not bad. What happens is that all of these new students that we brought in lowers the average per student that we are getting on the campus, and that just drops us down in the rankings again. I did note it for them.

If you will remember, last time I talked about my emphasis on new faculty. I used the example that, in a couple of years, we could have 3000 more students than we had last year; and, if they all took one course and we put 30 students in the classroom, that turns out to be about 100 classes. The real issue is, and I pointed it out to the Board of Trustees, our average student takes 10.48 credit hours (or 3+ classes), and when you put that into the mix, that is a lot of classes that we may have to teach in a few years that we did not teach a year ago. I talked about the need for increasing the full-time faculty. I did point out to them that we are not like them. We do not have graduate programs and graduate assistants everywhere. We have to go out in the marketplace and compete for limited term lecturers. I think they got the idea that that is an issue here.

I did point out and emphasize that we are the 5th-largest university in the state of Indiana, and I talked about a lot of our scholarly activity of which they may not have been aware we were doing with only 383 faculty. I also got the opportunity to point out that we started out immediately with the Lilly Foundation's \$4.5 million, and that led me to talk about regional leadership and economic development. Then I did emphasize that we are looking forward to merit increases again. I am assuming Senator Nusbaumer will keep pounding on that issue, and if we could support that, that would be a good thing to do.

Two things I wanted to point out. You may have seen the ABC special on "Signals" down at Purdue; and if you have not, I have one I will send down in each row for you to look at. It is what the faculty are using with Blackboard to give students the following information: green light, you are doing fine in this course; yellow light, you are not doing really well; and if you get a red stop light, you are probably flunking the course. The provost made a big emphasis about "Signals"; and he did not say it, but down at the bottom of one of his PowerPoint slides it said: "and expand to all regional campuses." If I understood correctly from the chancellor on the way home, the software to do this is really expensive software. We may be asked to pick this up. I thought you ought to see what is going on.

As a matter of interest, the Purdue Senate reported that their new big emphasis item for this year is core curriculum.

Thank you.

5. Report of the Presiding Officer – S. Davis:

S. Davis: You should have the Senate Committee listings in your mailboxes. Look them over and make sure they look correct to you.

6. Special business of the day – Memorial Resolution (Senate Reference No. 09-5) – B. Abbott:

B. Abbott read the memorial resolution for Dennis Cannon. A moment of silence was observed.

7. Committee reports requiring action:

Educational Policy Committee (Senate Document SD 09-1) – B. Abbott:

Senate Document SD 09-1 (Proposed Amendments to the IPFW Academic Regulations and Procedures: Approval of Faculty-Initiated Withdrawal Policy) was resubmitted for more discussion and for a vote on this amendment to the Academic Regulations.

P. Iadicola moved to amend SD 09-1 with the attached document (please see attachment to the minutes). Seconded.

Motion to amend SD 09-1 passed on a voice vote.

Motion to approve Senate Document SD 09-1, as amended, failed on a voice vote.

8. Question Time: (Senate Reference No. 09-3)

Q: Each year faculty members receive performance evaluation forms for the Chancellor and the Vice Chancellor for Academic Affairs (VCAA) but not for the Associate Vice Chancellors in Academic Affairs. Individuals appointed in those positions are given responsibilities that require interaction with many faculty members and administrators but currently faculty are not given an opportunity to evaluate their performance. (1) What is the reason behind this? (2) Will you be willing to implement an evaluation process for the Associate VCAs?

Shree Dhawale
Department of Biology

W. McKinney: 1) The first part of the question is pretty straightforward. Back in 1998, the Senate approved Senate Document SD 97-23. There it describes a process for evaluating all academic administrators above the level of chair, and it specifically says that this is to be done by “all faculty in the unit or units for which the academic administrator is responsible.” The associate vice chancellors for academic affairs are not responsible for any academic units. With reference to Senate Document SD 97-23, that is the reason why that is not done.

2) I am certainly open to the discussion. I think that becomes an opportunity for Senate conversation if the Senate wishes to take it up. One thing that I would mention is that, if you look at that upward feedback process, the questions are tailored differently for each level. For example, the dean upward feedback form is different from mine, which is different from the chancellor’s, because we have different responsibilities based on what we do within the university. Certainly, if the Senate wants to take something like that up, I would not be

opposed to it, in fact I would certainly welcome that kind of a conversation. I have had conversations with the associate vice chancellors. I do not think there is a single one that a) does not get some sort of informal evaluation from me, and b) would not welcome that kind of feedback. Right now, we have no official way of doing so because of the way SD 97-23 is written. It is for those who are responsible for academic units and, while they have wide-ranging responsibilities, none of them is for an academic unit.

B. Abbott: I would also point out that any evaluation that is being done would have to be done by people who are familiar with the work that the person being evaluated is performing, which is not necessarily everyone.

W. McKinney: That is right. I think the idea was responsibility for a particular academic unit because only the people in that unit know what the person is responsible for and vice versa.

M. Nusbaumer: Do you have, in terms of upward feedback, the reason why yours is different from the deans. Is it because their job descriptions in the upward feedback are tailored to their job description? Do you have clear and concise job descriptions for the associate vice chancellors?

W. McKinney: Each of the associate vice chancellors has a specific portfolio of responsibilities. There is some fluidity to it year to year, but for the most part they are pretty static. Any conversation surrounding upward feedback for these individuals would have to take those portfolios of responsibility into account.

A. Ushenko: I did not fabricate the question, so I cannot second guess the motive, but this question has been raised with my colleagues informally many times. I think what has concerned people is the fear of a conflict of interest. Somebody has a voice as an administrator and has a voice within a department of the faculty member. I do not know if that is the motivation behind the question.

9. New business: There was no new business.

10. Committee reports “for information only”:

Graduate Subcommittee (Senate Reference No. 09-7): J. Garrison:

Senate Reference No. 09-7 (Request for Revision of Existing Concentration: Changing the name of the nursing graduate program concentration from “Nursing Administrator” to “Nurse Executive” was presented for information only.

11. The general good and welfare of the University:

J. Grant: This is a follow-up to Professor Nusbaumer’s statement about President McRobbie. I understood it also in that statement to say that our own chancellor now does not get to tell the faculty member of his decision until after the president has signed off on it. That seemed very odd to me as the chancellor is obviously the chief academic officer on this campus.

M. Nusbaumer: This issue of President McRobbie demanding to see the cases and make a decision before any kind of central (including the chancellor's) response to the faculty candidate actually was put in place two years ago. Chancellor Wartell actually, last year, abided by this system, but it was not a problem because the president literally turned it around in one day. There was really no delay in the process. I do not know if we had fewer cases last year or if the president will be able to turn this around as quickly. So far it has not been a problem.

K. Leonard: I understand from some reports that the president of Indiana University had overturned his own decision or was mandated to have done so. Do you have any information about that?

M. Nusbaumer: No. The only time he could do that would be a mandate by the Board of Trustees, and that would be generally unprecedented.

K. Leonard: I had understood he had overturned it.

S. Davis: Wasn't there where new information came forward where he relented on that decision?

K. Leonard: That is what I heard.

M. Nusbaumer: It may have been. I am not clear exactly where that is at this point.

S. Davis: That is the way I interpreted it.

W. McKinney: I have something that I have been asked about on a couple of occasions to address to this body; and I am more than happy to do this because this, I think, clearly falls under not only good, but present and future, welfare of this institution. We have been very fortunate, due to some wonderfully smart fiscal management of this institution, and in a large part to you and your colleagues' very hard work, where we have the kind of enrollment increase that we have had over the last couple of years. We have to respond by investing in the future of the university.

How we are doing that in part, this year, is new faculty positions. I felt that this is as good a time as any to address new faculty positions. Our office, in consultation with the academic deans, has authorized 11 new faculty positions. Most of them are advertised right now and, if not all of them, they will be in the next couple of weeks. We have new faculty positions in the following areas: Art History, Biology, Communication, Consumer and Family Sciences, English, Music Technology, Philosophy, Psychology, Public and Environmental Affairs, Visual Communication and Design, and Organizational Leadership and Supervision. Those are new positions. That is not to mention all of the replacement positions that have been authorized, which at last count, probably amount to 14 or 15. If you do that math, we are going to be doing a lot of tenure-track searches this year. That is a significant investment in the long-term health of the university for the next 30 or more years, which is enormously exciting.

When I realized that we had this opportunity, I approached the deans and asked them to come up with a prioritized list from each of their units based on the following criteria: 1) taking into account enrollment in those areas, not only majors enrollment but also overall

credit hour productivity and service to general education; and 2) I asked them to take into account accreditation issues and areas for potential growth. The deans did a wonderful job, and I have no reason to believe the deans made those decisions in any way other than in consultation with departments and department chairpersons. We were in a position of being able to have the discussions over what to add rather than what most universities are currently doing right now, which is having discussions over what to cut. In large part, that is thanks to you and thanks to Walt Branson and his folks in terms of what they do in terms of fiscal management. It is also thanks to George McClellan and his folks and what they do to retain students. It is absolutely a group effort. I get to be Santa Claus and deliver the good news, which is fun.

We are also in the process right now of deciding what to do with the \$300,000+ dollars of new equipment money, which I should announce to the deans and chairs by the end of the day tomorrow. If anybody has any questions about how these decisions were made, I will be more than happy to address those.

P. Iadicola: Given the significant growth this past year, which I believe is around 10 percent, how did you decide on 11 new positions? Is there a way of looking at this beyond the individual demands of departments and look at it in terms of, if we increase at a particular rate, therefore we can expect that there will be so many new positions created?

W. McKinney: I think this was kind of a prudent fiscal management approach. I do not think that anybody wants to make the assumption that we are going to continue to see this kind of 10 percent growth on an annual basis.

When you are talking about reallocating recurring money, you have to be asking what we can sustain. As the chancellor and Walt Branson have pointed out, we have stimulus money keeping us even this year and next year, with respect to the state appropriation. Who knows what will happen after that? We need to be smart about it, rather than say we are just going to increase overall 10 percent. It is a question of what do we have right now, what do we need to respond to strategic growth areas, and what can we do that is in the long-term financial health of the institution?

We have 11 positions this year. I do not know what next year will hold. I would like to see us be able to spend some more money on infrastructure. With some of the new positions; i.e., a biologist or psychologist, you are looking at potential lab increases and lab upgrades. We have to find offices for these people. We have to manage the growth. This does not mean we will not see additional positions down the road. I cannot predict that, but I will not rule it out.

C. Thompson: In how many cases did you overturn the priorities that the deans submitted?

W. McKinney: I will give you an estimate here. I authorized 11 positions, and I believe I received 16 requests for new positions. The deans and chairs worked very hard on this. These decisions are not easy because every single request was good.

C. Thompson: What I meant to ask is that, out of the 11, how many did you and the deans not agree on?

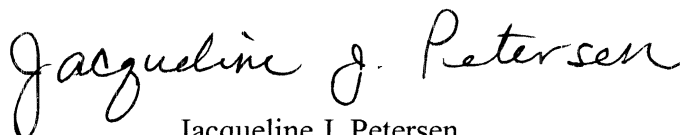
W. McKinney: None of them. One of the things I feel very strongly about is that the deans and chairs have a much better sense of what the needs are than I do. What I wanted to make clear to everyone was that there was going to be a very open and very clear sense of how these decisions were made. These were pretty hard data-driven decisions. I can assure you of this: I did not go to the chancellor, initially, and say that we need to be looking at expanding the faculty ranks until I made clear to him that this was how those decisions were going to be made. It was very much an open and collegial process.

M. Nusbaumer: I have a comment, and it is not directed at the local administration: While on the one hand I applaud increased funding for equipment and for new positions, it would be extremely demoralizing for this faculty to find expenditures in this area and then not provide increments for the faculty already here for this coming year.

W. McKinney: We are all waiting to hear from the Board of Trustees on this. Your point is well taken.

S. Davis: One of the things IPFW does not do a great job at is patting ourselves on the back when we do do something good and letting people know about it. I think we have, in the last couple of years, had a new wave of transparency here that has helped out, because most everything has been made public to everyone at some point.

12. The meeting adjourned at 12:50 p.m.

A handwritten signature in cursive script that reads "Jacqueline J. Petersen". The signature is written in black ink and is positioned above the printed name and title.

Jacqueline J. Petersen
Secretary of the Faculty

MEMORANDUM

TO: Fort Wayne Senate

FROM: Glenda Moss, Chair
Educational Policy Committee

DATE: 24 April 2009

SUBJ: Proposed Amendments to the IPFW Academic Regulations and Procedures: Approval of
Faculty-Initiated Withdrawal Policy

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, Students who miss more than 50% of their class meetings of a given section during the first four weeks of the fall or spring semesters or have the potential to fail because of not meeting the course requirements (i.e. not completing course assignments, not taking tests or quizzes); and

WHEREAS, faculty currently have no means of initiating withdrawal of students in obvious danger of failing to make satisfactory progress;

BE IT RESOLVED, that the Educational Policy Committee proposes a Faculty Initiated Withdrawal Policy, giving faculty authority to withdraw students.

Approving

B. Abbott
I. Hack
J. Jackson
G. Moss
P. Iadicola

Not Approving

Absent

A. Ushenko

Retention Initiative

Faculty-Initiated Withdrawal Policy

- Students ~~who miss more than 50% of their class meetings of a given section during the first four weeks of the fall or spring semesters or~~ have the potential to fail because of not meeting the course requirements (i.e. not completing course assignments, not taking tests or quizzes) may be withdrawn from that course. Undergraduate students may be withdrawn regardless of class level. This Faculty-Initiated Withdrawal Policy may be implemented in all undergraduate-level courses subject to the following provisions: If a faculty member chooses to use Faculty-Initiated Withdrawal Policy, the policy must be included in the course syllabus with specific language as to the policy. Students must be informed that withdrawal may have an impact on their Financial Aid awards and/or student visa status.
- When adopting the Faculty-Initiated Withdrawal Policy for a course, it is the course instructor's responsibility to document ~~attendance for the first four weeks or~~ failure to make satisfactory progress to justify the withdrawal. The course instructor initiates the withdrawal process and has the right to stop the process at any time.
- Prior to using the Faculty-Initiated Withdrawal Policy in a course, the instructor will notify the student at least one week before the withdrawal.
- Faculty-Initiated withdrawal will take place after the fee refund period up to the last scheduled class prior to finals. Students who are withdrawn from the course will not be eligible for a tuition refund.

The Registrar's Office will report each semester on the number of faculty-initiated withdrawals for each course.

Language to be included on the syllabus

Faculty-Initiated Withdrawal: A basic requirement of this course is that you will participate in class and conscientiously complete all course requirements. If you ~~miss more than half our class meetings within the first four weeks of the semester or~~ are not making satisfactory progress in fulfilling the course requirements, you may be withdrawn from this section. Withdrawal may have academic, financial, and financial aid implications. Withdrawal will take place after the refund period, and if you are withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the faculty-initiated withdrawal policy at any point during the semester, please contact me.

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT FORT WAYNE
DOCUMENTATION OF FACULTY INITIATED WITHDRAW GRADE
DRAFT – 4/24/09

Reason for Faculty Initiated Withdraw (Documented by Instructor)

~~Absent from at least 50% of Class Meetings~~ Failure to make satisfactory progress

.....

STUDENT NAME: _____ I.D. # _____ - _____ - _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

STUDENT'S MAJOR _____ LAST DOCUMENTED DATE OF ATTENDANCE _____

Subject	Course #	Section #	Cr. hrs.	Course Title
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Semester/Session for which "W" grade assigned:

___ Fall ___ Spring ___ Summer I ___ Summer II 20 ___

.....

INSTRUCTOR'S NAME: _____ DEPT: _____

OFFICE: _____ TELEPHONE: _____

Instructor Signature: _____ Date: _____

.....

COPIES: White-Registrar **Yellow**-Instructor's Division/Department **Pink**-Student **Gold**-Instructor

Students who ~~miss more than 50% of their class meetings of a given section during the first four weeks of the fall or spring semesters or~~ fail to make satisfactory progress (i.e. not completing course assignments, not taking tests or quizzes) in meeting the course requirements may be withdrawn from that course. Undergraduate students may be withdrawn regardless of class level.

When adopting the Faculty-Initiated Withdrawal Policy for a course, it is the course instructor's responsibility to document ~~attendance for the first four weeks or~~ failure to make satisfactory progress to justify the withdrawal. The course instructor initiates the withdrawal process and has the right to stop the process at any time.

Faculty-Initiated withdrawal will take place after the fee refund period. Students who are withdrawn from the course will not be eligible for a tuition refund.

The **white and yellow copies** of this form must be sent to the Registrar's Office.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Glenda Moss, Chair
Educational Policy Committee

DATE: 24 April 2009

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Approval of Faculty-Initiated Withdrawal Policy

DISPOSITION: To the Presiding Officer for implementation

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WHEREAS, faculty currently have no means of initiating withdrawal of students in obvious danger of failing to make satisfactory progress;

BE IT RESOLVED, that the Educational Policy Committee proposes a Faculty Initiated Withdrawal Policy, giving faculty authority to withdraw students.

Approving

B. Abbott
I. Hack
J. Jackson
G. Moss
P. Iadicola

Not Approving

Absent

A. Ushenko

Retention Initiative

Faculty-Initiated Withdrawal Policy

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INDIANA UNIVERSITY-PURDUE UNIVERSITY AT FORT WAYNE
DOCUMENTATION OF FACULTY INITIATED WITHDRAW GRADE
DRAFT – 4/24/09

Reason for Faculty Initiated Withdraw (Documented by Instructor)

Failure to make satisfactory progress

.....
STUDENT NAME: _____ I.D. # _____ - _____ - _____
ADDRESS _____ CITY _____ STATE _____ ZIP _____
STUDENT'S MAJOR _____ LAST DOCUMENTED DATE OF ATTENDANCE _____

.....
Subject **Course #** **Section #** **Cr. hrs.** **Course Title**

Semester/Session for which "W" grade assigned:

___ Fall ___ Spring ___ Summer I ___ Summer II 20 ___

.....
INSTRUCTOR'S NAME: _____ DEPT: _____
OFFICE: _____ TELEPHONE: _____

Instructor Signature: _____ Date: _____
.....

COPIES: **White**-Registrar **Yellow**-Instructor's Division/Department **Pink**-Student **Gold**-Instructor

Students who fail to make satisfactory progress (i.e. not completing course assignments, not taking tests or quizzes) in meeting the course requirements may be withdrawn from that course. Undergraduate students may be withdrawn regardless of class level.

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