PURDUE UNIVERSITY® FORT WAYNE

Focused Visit Report*

Prepared for:

The Higher Learning Commission

September 10, 2018 Focused Visit

*Note: The Focused Visit Report embeds the Table of Contents as Bookmarks in ".pdf" to optimize viewing. The bookmarks serve as the Table of Contents and are active links to specific sections in the document. When viewing, please open the bookmark pane.

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Criterion 3, Core Competency 3C:

3C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3C1. Purdue University Fort Wayne (PFW) assures the number and quality of faculty are sufficient to fulfill all classroom and non-classroom roles including oversight of curriculum and expectations for student performance through multiple policies and processes. The Purdue University Senate drafted and approved SD 10-14 (Appendix A) defining full time workload fully aware of the time demands to carry out all classroom and non-classroom roles including curricular oversight, expectations for student performance, and involvement in the assessment of student learning.

The standard faculty load for tenure and tenure track faculty as stated in SD 10-14 is twelve semester credit hours. The standard load for full time continuing lecturers is 12 semester credit hours. Tenure-track faculty receive the equivalent of one lecture course release (three credit hours) per semester for research. Tenured faculty, subject to departmental approval, above the assistant level may elect either the equivalent of a three-lecture course load per semester with the expectation of a research program or the equivalent of a four-lecture course load. Institutional Research provides a faculty workload report each semester in part to support decision making on instructional staffing. The twelve credit hour per semester load is consistent with common practice for comprehensive regional universities. The expectations for faculty with a reduced load for research is consistent with both the teaching focused mission of the institution and common practice at public regional comprehensive universities.

While the number of students per section varies across programs consistent with demand, the average enrollment per section, as illustrated by the Fill Rate in Table 1, is below capacity.

Table 1: Census Enrollment Per Section					
Semester	Sections Offered	Census Enrollment	Enrollment per Section	Seat Capacity	Fill Rate
Fall 16	2540	39597	15.59	55891	70.8%
Spring 17	2452	34866	14.22	51454	67.8%
Fall 17	2479	36935	14.90	53748	68.7%
Spring 18	2274	32277	14.19	46210	69.8%

The total number of faculty across ranks over multiple semesters is consistent with relatively flat enrollment and supports the claim of sufficient continuity as illustrated in Table 2.

Table 2: Faculty Headcounts By Semester					
Semester	Tenured	TT	CL	Clinical	LTL
Fall 16	231	69	61	31	313
Spring 17	219	68	58	30	476
Fall 17	225	56	60	30	317
Spring 18	218	56	62	31	271

Faculty workload is consistent and sufficient as illustrated in Table 3. The Credit Hour/FTE column is consistent with enrollment patterns over the period.

Table 3: FTE Faculty Workload Detail				
Semester	Enrollment/ Instructional FTE	Enrollment/ Total FTE	Credit Hour/ Instructional FTE	Credit Hour/ Total FTE
Fall 16	89	70	239	189
Spring 17	86	65	231	175
Fall 17	87	68	232	183
Spring 18	86	65	231	175

Current instructional capacity exceeds our current enrollment levels and sufficient instructional capacity is available for modest growth as evidenced by Tables 1, 2, and 3.

Program/Department Academic Chairs are responsible for course scheduling and ensuring adequate faculty to fulfill classroom and non-classroom activities. Institutional Dashboards provide Chairs support for planning based on prior history. Institutional Dashboards at the department level provide department chairs information needed to monitor course fill rates and establish max class size per section to ensure appropriate class size grounded on the alignment of learning environment and learning strategies.

The Annual Academic Department Review process requires departments, programs, and units to demonstrate continuous quality improvement. OAA Memo 16-2 (Appendix B) and OAA Memo 16-3 (Appendix C) describe the requirements for the annual and seven year program review requirements. The process requires all Academic Units to submit an annual report consisting of the Annual Departmental Report and the Annual Assessment Report. The viability metric sections of the Annual Departmental Report provide census data allowing academic units to evaluate the sufficiency of staffing. Departmental Profile information embedded in the Annual Departmental Report Template serves as baseline data for the revised Annual Departmental Report. Departmental Chairs analyze the data in the Template to evaluate the Department, including adequate staffing, as part of the Departmental Annual Report. Consistent with strategic priorities of the university, the Annual Departmental Report analysis of enrollment and retention metrics informs staffing needs for the department.

3C2. Purdue Fort Wayne ensures all faculty are qualified and reviews qualifications upon application, offer, acceptance, and contract renewal. The Associate Vice Chancellor for Teaching and Learning provides oversight of and guidance for the Colleges and Departments as it relates to faculty qualifications. The Director of Assessment and Accreditation provides consultation to the Associate Vice Chancellor on qualification issues related to HLC Accreditation.

The default standard for all instructors is a terminal degree, or a degree at least one level higher than the degree for which a course being taught can be counted. Instructors teaching in graduate programs at Purdue Fort Wayne are required to hold the terminal degree as determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations. Undergraduate Faculty are required to hold a terminal degree in the discipline, or a Master's Degree with 18 graduate credit hours in the discipline, or meet the tested experience threshold stated in SD 15-15 (Appendix D). SD 15-15 requires academic units qualifying a faculty member utilizing tested experience to develop clear standards consistent with HLC policy to determine qualification by tested experience and defines guidelines for applying tested experience qualification. Faculty qualifications for Dual Credit instructors are stated, consistent with HLC's June 2015 policy clarification to Assumed Practice B.2. Dual credit faculty are required to hold a master's degree or higher in the discipline or subfield in which they teach. Dual credit faculty with a master's degree in a discipline or subfield other than what they teach are required to demonstrate completion of 18 graduate hours in the discipline or subfield taught. OAA 18-4 (Appendix F) consolidates and clarifies the institutional policies on faculty qualifications and aligns institutional policies to HLC requirements.

The Faculty Affairs Committee is responsible for "standards of appointment" as defined in SD 15-22 (Appendix E), Section 5.3.2.2. (Bylaws of the Fort Wayne Senate). OAA 15-4 (Appendix G) defines processes and requirements for soliciting candidates for faculty positions. The policy requires a review of official transcripts prior to interview to provide initial qualification of the candidate. The CV and official transcripts provide documentation of qualifications for faculty selected for hire. The Dean and Chairs of each respective College are responsible for continuing

qualification of faculty. Faculty records documenting qualification for Tenured and Tenure Track Faculty (T/TL), Clinical Faculty (CF), and Continuing Lecturer (CL) are centrally stored in the VCAA Office. Faculty records for Limited Term Lecturers (LTL's) and Dual Credit Instructors are stored in the Academic Department. Qualification records include a current vitae and official transcripts.

Departments review faculty qualification annually as part of the annual review process. OAA Memorandum 03-1 (Appendix H) established guidelines for selecting, appointing, and reviewing Continuing Lecturers (CL's). "The PFW Policy to meet Higher Learning Commission Qualifications for Other (Limited Term Lecturer and Continuing Lecturer) Instructors" (Appendix I) required CL's and LTL's fully qualified by HLC Standards by Fall Semester, 2017.

Credentialing requirements for limited-term lecturers (LTL's) are the same as for continuing lecturers. Because limited term lecturers are hired to teach specific courses, departments are required to review and document credentials for limited-term lecturers upon hire and assignment of each course. The Office of Academic Affairs provides a reporting Template for documenting credentials for limited term lecturers (Appendix J).

The Collegiate Connection Department Representative for departments offering dual-credit courses verifies candidate credentials prior to approval of the candidate to teach dual-credit courses as part of completing the pre-hire checklist (Appendix K). The academic department maintains records attesting to each dual-credit instructor's credentials.

To ensure compliance with HLC's June 2015 policy clarification to Assumed Practice B.2 while also complying with the Indiana policy priority of encouraging dual-credit courses to increase college completion and decrease time to degree, the Indiana Commission proposed submitting an extension request to HLC for bringing state dual-credit courses into compliance to state higher education institutions. The Fort Wayne Senate passed SD 16-2 acknowledging and supporting the Commission's request and joined the application for extension in August 2016 (Appendix L).

ICHE requested the extension from HLC for dual-credit instructor compliance with the HLC policy clarification. The Higher Learning Commission granted the extension for complying with HLC Policy Assumed Practice B.2, and approved the statewide plan for transitioning dual-credit instructors to meet the new compliance standard in December 2016 (Appendix M).

To comply with the terms of the extension, PFW implemented a policy on Dual Credit instructors (Appendix I). The policy requires dual credit instructors to make sufficient progress toward being fully qualified. PFW is implementing the new requirements on a schedule to ensure all dual credit instructors meet the revised standards by September 1, 2022 as allowed by the extension of time to meet compliance granted by HLC. The Indiana Commission for Higher Education and all public Indiana Higher Education Institutions are coordinating efforts to bring dual enrollment into compliance as it relates to faculty qualifications for all public institutions in Indiana. To ensure present and ongoing compliance, PFW implemented procedures and processes for monitoring the qualifications of dual-credit instructors during and following the extension period. In addition, PFW documents the process through requiring academic

departments to report dual-credit instructor qualifications guided by the Dual Credit High School Teachers Credentials Reporting Template (Appendix N).

The Purdue University Graduate School approves all graduate faculty serving Purdue Fort Wayne graduate programs. Purdue Fort Wayne Graduate Faculty are initially qualified through the completion and review by Purdue University Graduate School of Graduate School Form 24 (Appendix O).

3C3. Purdue Fort Wayne evaluates instructors regularly consistent with clearly stated policies and procedures. The College Deans are responsible for the annual review of all faculty and instructors in their Colleges as specified. The "Guidelines for Reappointment Review" (OAA 04-3. Revised Sept 12, 2016) provides a year-by-year reappointment checklist to guide faculty and Deans in the reappointment review for probationary faculty as they progress through the tenure process (Appendix P).

OAA Memo 03-1 (Appendix Q) established guidelines for the selection, appointment, and review of Continuing Lectures. It requires academic departments to develop specific evaluation criteria for Continuing Lecturers (CL's). CL's submit reports of activities annually and department chairs evaluate CL's using the same annual reappointment schedule and deadlines used for probationary tenure-track faculty. The Departmental Chair performs annual reviews for tenured faculty. The Chair provides a written review and recommendations to the faculty member.

Purdue Fort Wayne Department Chairs review Graduate Faculty annually and The Graduate School of Purdue University reviews Purdue Fort Wayne Graduate Faculty every three years.

3C4. The Annual Review Process at each College assures that instructors are current in their disciplines and adept in their teaching roles. Student Evaluations at the end of each course evaluate student perceptions of teaching quality. The Annual Assessment Process evaluates the quality of the learning environment as measured by student achievement of stated student learning outcomes at the course level.

The institution supports professional development of faculty through multiple offices and initiatives for all classifications of faculty and at all levels of their ongoing professional development. The Office of Academic Affairs allocates faculty development funds for all Colleges and Departments by type of appointment:

1. $1,500 per regular Tenured or Tenure Track (T/TT) Faculty

2. $1,250 per Clinical, Research or non-T/TT faculty

3. $750 per Continuing Lecturer (OAA 18-1)

The Institution provides teaching support through the Center for the Enhancement of Learning and Teaching which offers workshops, a Fall and Spring Teaching Conference, Faculty Learning Communities, training and help in implementing the use of educational technologies, and additional programs focused on enhancing online and face to face teaching and learning environments.

The Alliance for Teaching Enrichment supports faculty committed to student success, quality instruction, and advancing the academic mission of the university. This faculty driven initiative provides avenues for professional peer support and development related to our teaching mission. The Alliance annually hosts the Teaching Alliance Showcase providing broad dissemination of best teaching practices to the larger faculty community.

The Associate Vice Chancellor for Teaching and Learning facilitates the New Faculty Institute annually. The Institute is a one-year program and the foundation for faculty professional development at PFW. New Faculty Institute orients and provides support for faculty in areas crucial to the success of students, faculty, and the institution. Typical training topics include understanding PFW students, implementing high impact practices to promote student learning, assessing student learning, advising students to increase student success, and PFW resources to support scholarly activity and publication. The New Faculty Institute begins with a full day workshop held at the beginning of the Fall Semester and continues with monthly workshops conducted throughout the academic year.

The Office of Sponsored Programs provides support and developmental opportunities for faculty engaged in or seeking opportunities to engage in sponsored research.

The Institute for Research, Scholarship, and Creative Endeavors provides support mechanisms including funding and training to faculty and students for research, scholarly activities, and creative endeavors. This faculty driven initiative provides seed funding through small grants for travel and research and creative activity support.

The Office of Continuing Studies facilitates orientation and department led training for dual-credit instructors. Academic Department Dual Credit Coordinators work directly with dual-credit instructors to align courses delivered in high schools with PFW courses. Dual-credit instructors attend a training workshop prior to delivering courses credited for PFW credit.

3C5 Instructors provide office hours to assist students, assist with academic advising, and provide other support as appropriate. The College Dean and Departmental Chair are responsible for ensuring instructors are available for student support. Practices across colleges and academic departments vary; however, all departments require faculty communicate office hours publically. Typically, faculty post hours physically in the office, on the syllabus, and/or on the internet. Faculty regularly provide academic advising, learning support, and career guidance. On average, departments require full-time faculty members reserve three to five hours per week for student consultation outside of the classroom.

3C6. Staff members providing support to students are qualified, appropriately trained, and supported in their professional development. Academic Affairs and Student Affairs provide mutually supportive student support services. Academic Affairs support services units include the Centers for Academic Success and Achievement (CASA) and the Student Success and Transitions (SST) unit. SST assists students through a wide array of services to support student academic success including support for students on academic probation or at risk of academic probation including online workshops, an Academic Student Success Course, and UNIV 101.

CASA provides tutoring services for students. Student tutors are required to have completed at least one semester, have a minimum 3.0 GPA, and earned a course of "B" or higher in the course he or she will tutor. Staff supervisors and experienced tutors provide in-house training for new tutors. Tutors meet regularly with supervisors and peer co-workers to discuss tutoring practices and share best practices.

SST supports students through a wide range of support services and programs that help them as they enter the university, move to their academic departments, and work toward accomplishing their academic goals. SST qualifies applicants and upon hire reviews performance through 30, 60, and 90 day assessments. SST employees are required to meet or exceed benchmark performance level at each interval. SST sponsors quarterly breakfasts for advisors from across campus focused on continuous improvement of advising services to students. Professional staff are encouraged to and supported in attending national NODA, NACADA, and NASPA conferences. SST staff participate in ongoing training through webinars on topics relevant to the unit's mission (e.g. Transfer credit articulation best practices, supporting students on probation, etc.). The Director of SST regularly sits in on academic advising appointments to evaluate advisor performance and provide summative and formative feedback. All staff members participate in multiple internal audits annually to ensure proper procedures and ongoing training necessary for Federal and State compliance.

The Office of Financial Aid encourages and supports attendance at regional and national conferences including NASFAA, IFSAA, NCAA, etc. to ensure professional staff are aware of trends and changes in regulations related to financial aid. They regularly and frequently participate in ICHE training sessions. Financial Aid Leadership regularly monitors email exchanges between Financial Aid Advisors and Students to assure compliance with Federal Policy and improve the quality of student correspondence.

PFW ensure students can access quality advising. Colleges and Academic Departments have primary responsibility for advising students who have declared a major. Across the colleges, a combination of professional staff advisors and faculty are available to students. Each academic unit providing advisors is responsible for training. The Academic Advising Council supports advising activities across the campus. In addition, advising council works to ensure all advisors are provided the information and training needed to ensure student success.

The Student Affairs leadership team including the Dean of Students and Associate Provost of Student Life hold terminal degrees in higher education. Their responsibilities include hiring, training, and supporting student affairs staff.

Offices across the student affairs division serve students representing the diversity of our student body including offices focused on serving students with disabilities, veterans, international students, and underrepresented students. Within Student Affairs, the majority of full-time, professional staff are qualified with master's degrees in student affairs or a related field (counseling, leadership, OLS, etc.). Student Affairs Staff engage in many professional development activities throughout the year, including: guest speakers for various topics during staff meetings, participation in a full-staff retreat in the summer months, affiliation and

conference attendance in professional organizations related to area of specialty, and reading on national topics and trends.

Criterion 4, Core Competency 4A:

4A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

Argument:

4A1. The Purdue University Fort Wayne Campus demonstrates responsibility for the quality of educational programs through the Comprehensive Program Review Process. The Office of the Vice Chancellor for Academic Affairs modified the Program Review Process in 2016. The purpose of the modification was to better align program review with strategic priorities of the university following the University Strategic Alignment Process.

The Annual Department/Program Assessment Report, Departmental Annual Report, and Departmental Profile provide the foundational documents for the Comprehensive Program Review. The addition of enrollment metrics to the Annual Departmental Report including demand, retention, and graduation metrics formally links program review and budget processes.

 In 2017, a set of Institutional Dashboards replaced the Departmental Profiles Report. Institutional Research populates items formerly included in the Departmental Profile in the

Departmental Annual Report Template for Departments to use in completing the Departmental Annual Report.

The Comprehensive Program Review is a peer-reviewed self-study of the department or program. All academic programs conduct a Comprehensive Program Review on a seven-year cycle. Professionally accredited programs have the option of conducting their Comprehensive Program Review concurrent with their reaffirmation of accreditation cycle. Professionally accredited programs also have the option of submitting their reaffirmation of accreditation documentation with their Annual Assessment and Program Review Reports, appended to meet the Comprehensive Program Review Requirements. In addition, professionally accredited programs opting to use the documentation from their professional accreditation process are required to supplement the material to address any areas of the Comprehensive Program Review not covered in their reaccreditation documentation.

The Guidelines for Program Review (SD 16-2, Appendix B) describe the purpose and scope, content, process and timeline for the comprehensive review. The Framework for Program Review (SD 16-3, Appendix C) outlines the report framework and defines the report elements. Departments analyze the source documents (Departmental Annual Reports, Annual Assessment Reports, and Departmental Profile) to prepare the self-study outlined in SD 16-3.

The Office of Institutional Research and Office of Assessment and Accreditation designed a template (Appendix R) for completing the Departmental Annual Report. The template organizes the Departmental Annual Report in five sections:

1. Unit Goals/Progress/Accomplishments: focus on department/program accomplishments

2. Program Viability and Enrollment Management including viability metrics, departmental enrollment management plan, and departmental performance toward meeting enrollment management goals.

3. Faculty, Student and Staff Accomplishments focused on individual accomplishments providing evidence of advancing or enhancing program quality

4. Alumni Accomplishments, and

5. Resource Allocation Recommendations

The Office of Institutional Research pre-populates enrollment management performance in Section 2 of the template and distributes the template to Academic Units. These sections align with and evaluate progress toward goals and outcomes defined in the Strategic Plan and Action Plan 41. The Annual Program Review describes the department or program's enrollment, departmental goal and outcome alignment with the strategic plan, resource alignment with departmental goals and outcomes, enrollment and retention reports aligned with the academic program metrics developed as part of the USAP process, and departmental/faculty/student achievements for the period. The Dean reviews all Annual Program Reviews for the College and prepares a College Level Report. The Vice Chancellor for Academic Affairs reviews all Annual

Program Reviews and provides feedback to the Deans. All Annual Program Review documents are available electronically for review on-site.

The Annual Assessment Process provides for systemic reporting of assessment activity. The Annual Assessment Report is the foundation for the process. As part of the assessment process, departments include and map programmatic outcomes to institutional level outcomes stated in the baccalaureate framework. Additionally, the institution participates in NSSE as an institutional assessment of student learning at the institutional level.

The Annual Report Template organizes the report in five sections:

1. Programmatic Student Learning Outcomes

2. Curricular Map for Program and Program to Baccalaureate Framework Map

3. Departmental Assessment Plan

4. Assessment Results (including reassessment of student learning based changes made from prior assessment period(s))

5. Conclusions, Next Steps, and Communication Plan

College Level Assessment Committees collect and evaluate departmental assessment reports for their respective college using a rubric developed by the University Assessment Council (Appendix S). The College Level Committees evaluates the departmental reports, provides feedback to the departments, and summarizes the reports to prepare the College Annual Assessment Report (Appendix T). The Colleges forward the College Annual Report to the University Assessment Council for review and feedback. The University Assessment Council reviews the reports guided by the College Level Assessment Rubrics (Appendix U) and provides evaluative reports to the Colleges.

4A2 The Purdue University Fort Wayne Campus evaluates all credits it transcripts in accordance with SD 85-18 (Appendix V) to ensure that awarded credits reflect college level work at the appropriate level. Semester Credit Hours are the unit of measure for the completion of college level work. The Fort Wayne Campus follows Purdue University Guidelines for Credits (Appendix W). The number of credit hours awarded quantitatively reflect outcomes expected, mode of instruction, time spent in class, and expected work conducted outside of class. The guidelines define credit hours for non-laboratory class instruction, laboratory class instruction, independent study, and distance education representing the learning modalities offered by the institution. The types of credit awarded include regular credit, thesis credit, equivalent credit, and continuing education units. The Credit Hour Guidelines provide definitions of each type of credit awarded.

4A3 Purdue Fort Wayne assures the quality of credits it accepts at transfer. Institutional policy requires an official transcript of prior work from a regionally accredited institution and limits accepted transfer credits to student work that earned a C- or better. The statewide transfer library, institutionally negotiated articulation agreements, and in cases where no arrangement exists

individual evaluations of courses by the transfer office, assure that awarded credits are of high quality and align to PFW programs.

4A4 The Purdue University Fort Wayne campus maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.

Faculty and University Administrators share authority for the curriculum jointly consistent with shared governance principles. Remonstrance processes at the course and program level assure quality curricula. The remonstrance process includes rigorous review by faculty and administration at multiple institutional levels in a shared governance model and assures the quality, rigor, and need for new courses and/or programs. The remonstrance process for courses (Appendix X) and programs (Appendix Y) describe the process. The process requires faculty review at multiple stages for approval.

Academic units determine prerequisite courses consistent with the progression of their curriculum and monitor the effectiveness of the curriculum through the Annual Program Review and the Annual Assessment Report discussed in 4A1.

Dual credit courses are required to meet the same standards and rigor as courses offered at the university. The student learning outcomes and levels of achievement expected of students are equal to those offered on the Fort Wayne Campus. The student learning outcomes for the courses are required to parallel the outcomes of the equivalent courses delivered on the Fort Wayne Campus. The Division of Continuing Studies in coordination with sponsoring academic units provide oversight, training, and support. The Division of Continuing Studies requires and reviews assessment reports for all dual credit courses to ensure the level of learning and rigor are equivalent to Fort Wayne Campus courses. The sponsoring PFW academic department reviews course level assessment for dual enrollment courses as part of their annual assessment report process.

The Fort Wayne Campus is working with ICHE to bring instructors teaching dual credit courses in compliance with HLC requirements.   HLC approved an extension through September 21, 2022 (Appendix M) for institutions to meet the requirements for compliance as it relates to dual credit instructors. The institution and the state have developed a plan to ensure faculty are qualified. During this period, The Purdue Campus will continue to progress toward bringing all dual credit instructors into compliance.

Consistent with instructor requirements for the Fort Wayne Campus, dual credit instructor qualifications for teaching dual credit courses are the same as those for instructors on campus including a minimum of 18 credit hours at the graduate level or above in the discipline and a degree at least one level higher than the level of the course offered. The Division of Continuing Studies provides oversight for all dual credit courses including descriptions and syllabi for courses, assessment of student learning consistent with the requirements for all university courses and faculty qualifications.

4A5 The Fort Wayne Campus encourages all academic programs to pursue specialized accreditation if available. Table 4 lists Accredited Programs.

Table 4: Fort Wayne Campus Accredited Programs	
Agency	**Program(s)**
ABET/Computing Accreditation Commission (CAC)	B.S.-Computer Science
ABET/Engineering Accreditation Commission (EAC)	B.S.C.E. B.S.Cp.E. B.S.E.E. B.S.M.E.
Accredited by the Engineering Technology Accreditation Commission of ABET (ETAC)	A.S.-ARET A.S.-CET A.S.-EET A.S.-IET A.S.-MET
Accredited by the Engineering Technology Accreditation Commission of ABET (ETAC)	B.S.-CNET B.S.-CPET B.S.-EET B.S.-IET B.S.-MET
Association to Advance Collegiate Schools of Business (AACSB)	B.S. in Business Master of Business Administration
American Chemical Society	B.S. in Chemistry
American Music Therapy Association (AMTA, formerly NAMT)	B.S. in Music Therapy
NCATE, Council for the Accreditation of Educator Preparation (CAEP) and Indiana Department of Education/Division of Professional Standards	B.S. in Education M.S. in Education
National Alliance of Concurrent Enrollment Partnerships (NACEP)	School-based Programs
National Association of Schools of Art and Design (NASAD)	B.A. in Art B.A. in Art Education B.S. in Interior Design B.F.A. in Art (Ceramics, Drawing, Metalsmithing, Painting, Printmaking, Sculpture) B.F.A. in Visual Communication and Design (Graphic Design, Imaging and Photography, Modeling and Animation)

Table 4 (cont.): Fort Wayne Campus Accredited Programs	
Agency	Program
National Association of Schools of Music (NASM)	Certificate in Piano Pedagogy B.S. in Music and an Outside Field B.M. B.M.E. B.S. in Music Therapy
National Association of Schools of Theatre (NAST)	B.A. in Theatre

4A6 The Fort Wayne campus evaluates the success of its graduates following graduation. Career Services administers The First Destination Survey annually. The Survey identifies the initial pathways of students after graduation including employer, graduate school intent, graduate school application, graduate school acceptance, relationship of first job or graduate school to completed major, and multiple other dimensions. The reports are available on the Career Services Website (https://www.pfw.edu/offices/career/resources/).

Purdue Fort Wayne participates in the Purdue Gallop Poll to evaluate graduate success. "The Gallup-Purdue Index measures the most important outcomes of higher education — Great Jobs, Great Lives — and provides higher education leaders with productive insights for meaningful performance improvements" (http://www.purdue.edu/newsroom/gallup/). The Fort Wayne campus results for 2017 are included as Appendix Z.   Finally, Colleges and Academic Departments/Programs evaluate graduate success through personal correspondence and formal studies including surveys, focus groups, and directed interviews as part of the Comprehensive Program Review Process.

Purdue University Fort Wayne - Focused Visit Materials

Faculty/Staff Handbook:

https://www.purdue.edu/faculty_staff_handbook/

Student Handbook:

(Note - The following link is to the 2017-18 Handbook. The 2018-19 Handbook is scheduled for publication in August. A link to the new handbook will be submitted at that time).

https://www.pfw.edu/handbook/

Undergraduate Catalog (2018-19)

http://catalog.pfw.edu/

Graduate Catalog (2018-19)

http://catalog.pfw.edu/index.php

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Appendix A: SD 10-14

TO: Fort Wayne Senate

FROM: Faculty Affairs Committee
        Peter Dragnev, Chair

DATE: 16 February 2011

SUBJ: Amends SD 97-8: Faculty Workloads and Evaluation (Supersedes SD 87-32 [Faculty
        Workload, Evaluation and Reward] and SD 93-9 [Faculty Roles, Workloads, and
        Rewards])

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, the Fort Wayne Senate in Senate Document SD 10-6 directed the Faculty Affairs
    Committee to "review all Senate Documents that relate to promotion and tenure,
    reappointments, and Option 1/2 status and assure that the documents are internally
    consistent and apply fairly to all IPFW faculty";

BE IT RESOLVED, that the Senate approve the attached amendment to SD 97-8 Faculty
    Workloads and Evaluation policy.

FACULTY WORKLOADS AND EVALUATION

IPFW shall practice the following policy on faculty workloads and evaluation:

WORKLOADS
1. The standard faculty workload at IPFW is twelve semester credit hours. At the time of their initial appointment, unless otherwise provided in writing, tenure-track faculty with the rank of instructor will teach the equivalent of four lecture courses each semester, and tenure-track faculty with the rank of assistant professor or above will teach the equivalent of three lecture courses each semester and will receive the equivalent of one lecture course of released time for research.*

2. Either after the award of tenure and promotion, or at least five years after the award of tenure, faculty at the rank of Assistant Professor or above may choose one of the following:

   a) The equivalent* of three (3) lecture courses each semester and execution of a research program.

   b) The equivalent* of four (4) lecture courses each semester.

3. Other adjustments in the workload of individual faculty may be made from time to time after consultation between the department chair and the faculty member and with the approval of other appropriate administrators. Overload teaching with or without pay, extraordinary service assignments within or outside the university, student advising beyond what is normal or expected, or research which places great demands upon the faculty member are examples of conditions which may justify such adjustments.

4. Faculty may change their workload as described in 2. above by notifying chairs and deans before the next semester's schedule is finalized. Faculty may initiate discussions with the department chair regarding the adjustments described in 3. above at any time, but adjustments approved shall not be implemented until this can be done without serious inconvenience to the department. Faculty not yet eligible to make these choices shall continue to be responsible for their current workload.

EVALUATION

Annual evaluation criteria for faculty with the research reduction shall include the expectation of teaching and service effectiveness as well as demonstrable pursuit of an active research program. Teaching, service and progress in research shall be reflected in annual evaluation commentary and salary increments. Criteria for teaching, research and service effectiveness shall be established by departments in consultation with deans. These department criteria shall be available to all faculty in the department.** Criteria shall be filed with OAA for information and evaluation shall be based on those criteria. Other expectations for faculty shall be clearly articulated so that 1) faculty know what is expected of them and how evaluation will take place and 2) others involved in evaluation understand the process and their roles in it.

Annual evaluation criteria for faculty without the research reduction shall include the expectation of teaching and service effectiveness but not pursuit of an active research program. Teaching and service effectiveness shall be defined and evaluated as described above. Department chairs and/or department committees will evaluate the service contribution of faculty as defined in appropriate university documents, except that faculty with time excused from teaching and research for service will be evaluated on the basis of their assigned service activities.

In accordance with other university documents where evaluation of teaching, research, and service is described, faculty shall, for promotion, be expected to show appropriate performance in all areas. This document shall not be interpreted as changing criteria for promotion and tenure, nor as affecting the expectation that all faculty will maintain currency in their respective fields.

Nothing in this document precludes the promotion of any faculty member to associate or full professor.

Each faculty member shall be treated equitably regarding salary and annual increments. Increments should be based upon the relative value of the professional activity to the department's program and the quality of the individual's performance of assigned professional responsibilities. Promotions, leaves and/or sabbaticals shall not prevent an individual from receiving merit consideration for work accomplished during a review period.

REVIEW
This policy shall be reviewed as necessary or upon request from the administration or the Senate.

*Equivalencies shall be defined by each department in consultation with the appropriate dean and consistent with university policy. Research is understood to mean all forms of scholarly activity and creative endeavor, including pedagogical and applied research.

**In schools without departments, these criteria would be school criteria.

Appendix B: SD 10-14

Guidelines for Review of Academic Programs

In Senate Document SD 93-26, the IPFW Faculty Senate made the Office of Academic Affairs (OAA) responsible for the review of each academic unit (i.e., college, school, division or department) on a recurring schedule. OAA is to develop general guidelines for a process in which the administration, faculty, and staff of each academic unit are to be actively involved in the "organization, conduct, and analysis of the review." To conclude the process, OAA is to provide feedback to the unit under review and make an annual report on the review process to the Faculty Senate.

This document revises and supersedes OAA Memorandum 12-1 "Guidelines for Review of Academic Programs" in light of subsequent review process experience.

Operating Principles. The review process is based on the following operating principles:

Purpose & Scope

1. The purpose of the review is the enhancement of academic program quality and institutional accountability. An informed assessment of the program provides a basis for planned change.
2. Programmatic review will be undertaken at the departmental level. For all other degrees, certificates, minors, and concentrations that are not housed within a specific department, the appropriate administrator (dean or VCAA) will consult with the principal faculty and staff members to determine how the programmatic review will be assigned and undertaken.

Content

1. The associated document entitled "Framework for Program Review" provides guidance on information to include in the departmental self-study.
2. The self-study report culminates in an analysis of program strengths and weaknesses and recommendations for future improvements. A schedule of improvement activities including milestones and resources needed should be included. The self-study report must be accessible to readers outside the discipline.

Process

1. Departments are reviewed on a seven-year cycle, unless aligned with a discipline-specific accreditation schedule. The cycle will be circulated by the Director of Assessment (DOA). To avoid the overlapping efforts of program review and accreditation, departments with accredited programs will consult with the VCAA and the Dean as to the nature and the frequency of their self-study.
2. The OAA provides support for the review, including a planning workshop for program review committee members, and contributes to the cost of external reviewers. OAA staff can also assist the department by providing access to in-house consultants, reviewing preliminary drafts of the self-study report or providing other assistance as needed.
3. The program review is based on a self-study report prepared by the department faculty and staff.
4. The self-study primarily will be based on the Departmental Profile provided by Institutional Research, and the annual departmental assessment report, and the annual departmental report. For departments and programs completing their program review prior to Academic Year 2023-24, the 2014-15 and 2015-16 USAP Reports will serve as the first two annual reports. The department will submit the self-study to the dean or his/her designee for comments and feedback. Departments will be given a time frame to make revisions based on the feedback provided, and submit a revised self-study to the dean or his/her designee.

5. The department will submit the self-study to the dean or his/her designee for comments and feedback. Departments will be given a time frame to make revisions based on the feedback provided, and submit a revised self-study to the dean or his/her designee.
6. A peer review team comprised of at least two individuals, all external to the university, will be appointed by the dean after consultation with the department chair and the OAA.
7. The peer review team, after being sent the revised self-study, will conduct its review which includes an on-site visit. The team also will submit a report to the department which subsequently will be included as an appendix in the final self-study report.
8. The department will prepare a final self-study report after consideration of the feedback from the peer review team. The report is then submitted to the dean and the VCAA.
9. The department will meet with the dean and the VCAA to discuss the findings and the plan of action. The results of the meeting will be documented by the dean and/or VCAA and sent to the department chair.
10. A suggested timeline for the program review is presented at the end of this document.

Outcomes

1. The departmental plans will be taken into consideration as part of the annual planning and budgeting processes at the school/college/campus levels. Deans will have responsibility for tracking the process of implementing the recommendations.
2. The department will describe progress of their action plan as part of the annual reporting process.

Time Line

January: The process is initiated by the Director of Assessment, confirmed by VCAA & dean February - March: Office of Academic Affairs provides planning workshop

March–April: Department commences self-study by collecting and organizing relevant documents.

April-December: Department conducts self-study and documents findings in a draft self-study report

November: Peer review members are identified and contacted. December: Department submits the draft self-study report to dean.

January: Dean or his/her designee reads self-study and forwards comments to department.

February: Department revises the draft report and addresses all comments. The final self-study report is submitted to the dean.

Early March: External peer review team visits campus to review self-study report. Early April: Peer review team submits their report to the department.

May: Department submits final self-study report to the dean and VCAA.

Early September: Department meets with dean and VCAA. Late September: Documentation is provided to the department.

Carl N. Drummond
Vice Chancellor for Academic Affairs

Appendix C: OAA 16-3

Framework for Program Review

Three reports (annual departmental reports, annual assessment reports, and the institutional profile) should be carefully analyzed and reflection provided. Feedback received from the annual departmental report and assessment reports should be referenced in your report. The program review document (excluding appendices) should not exceed 25 pages.

Program Context: Provide information that will help in understanding the program. Potential topics include:
- History of the program
- Program demand/niches (e.g., industry/community need, service courses, Gen Ed offerings)
- Accreditations & licensures
- Curriculum (e.g., professional standards, advisory boards, disciplinary trends)
- Major program changes since last review

Departmental Profile: Using reports provided by Institutional Research, review the following information and trends:
- number of degrees awarded
- credit hours generated
- number of majors and faculty
- resources/budget
- recruitment and retention rates
- graduation rates
- Analyze the trends and the impact: how do these align with national and/or regional trends?

Strategic Direction: Using the departmental USAP report(s), reflect on and answer the following questions:
1. How have your goals aligned and supported the mission of the department, college/school, and university?
2. How have they aligned with the strategic direction of the department, college/school, and university?
3. What goals have been achieved? (Provide evidence (e.g., metrics used) to support your conclusions.)
4. Have you received additional resources to assist in accomplishing unit goals? If so, how have these resources been used/allocated? What impact did they have on reaching your goals?
5. What needs have you identified that have not been met? How has that influenced your program?

Student Learning: Using the annual assessment report(s), reflect on and answer the following questions:
1. What are your program's learning outcomes?
2. Are the program learning outcomes aligned with discipline practices and with the Baccalaureate Framework?
3. Are program learning outcomes current, relevant, and measurable?
4. Are the assessment data adequate? Are they aligned with the learning outcomes? Provide specific examples.

5. What has been learned from an examination of the data? Provide specific examples.
6. Describe how your assessment data are being used to improve student learning and achievement.
7. Based on your assessment findings, what additional resources/facilities (departmental or campus) are needed to improve learning?

Faculty: Using appropriate departmental reports, address the following:
1. Assess all faculty (all ranks and Limited Term Lecturers) in terms of qualifications: teaching; research, scholarship and creative endeavor; and service/engagement. How does this staffing impact the delivery of the program?
2. Assess department, college/school, and campus-level support for all faculty development (e.g., mentoring, promotion and tenure criteria and processes, governance issues).

Students and Alumni: Highlight significant student and alumni accomplishments.

Other comments: Please discuss any other topics not adequately covered in the sections listed above (e.g., support to other academic units, staffing, diversity initiatives, outreach activities).

Year Improvement Plan
Based on this review, please provide a 5-year improvement/maintenance plan. Include in your plan: strengths, areas needing improvement, challenges/concerns, and recommendations/plans of action (include resources needed).

APPENDICES
The following items should be included as appendices of the review along with any other pertinent materials.
- Unit assessment reports of student learning and feedback on these reports (from the time of the last program review to the present)
- Institutional Research (IR) data (the most recent profile)
- Unit annual reports (from the time of the last program review to the present) The unit annual report shall consist of:
- Unit Goals/Progress/Accomplishments
- Program Viability and Enrollment Management metrics, discussion, and planning
- Faculty, student and staff significant accomplishments in the areas of
  - Scholarship and creative endeavor
  - Teaching and learning
  - Service
  - Above to include items not included in USAP goals
- Alumni information such as
  - Survey information
  - Career accomplishments
  - Employment
  - Professional and graduate school enrollment
- Resource allocation recommendations

Once completed, the following should also be included:
- Peer review team's report

_____
Carl N. Drummond
Vice Chancellor for Academic Affairs

Appendix D: SD 15-15

MEMORANDUM

To: Fort Wayne Senate
From: Cigdem Z. Gurgur, Chair
     Faculty Affairs Committee
Date: January 4, 2016
Subject: Process for Determining Tested Experience in Hiring Faculty

Disposition: To the Presiding Officer for implementation

WHEREAS, the Higher Learning Commission states that "The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution." (HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice, October, 2015);

WHEREAS, the Faculty Affairs Committee is responsible for "standards of appointment" (SD 81-10 Bylaws of the Senate);

BE IT RESOLVED, that documentation for hiring faculty deemed qualified via "tested experience" include how that tested experience was determined;

BE IT FURTHER RESOLVED, that tested experience qualifications include (but are not limited to) actual tests (i.e., licensing exams, board exams, certifications, CPA, etc.), other public forms for "testing" (i.e., public recognition via exhibits, publications, patents, awards), and/or industry/discipline specific tested experience (i.e., years of successful experience in the industry);

BE IT FURTHER RESOLVED, that departments utilizing tested experience in hiring qualified faculty develop clear standards, consistent with HLC policy, for determining "a minimum threshold of experience and a system of evaluation which could include the skill sets, types of certifications or additional credentials, and experiences that would meet tested experience requirements for specific disciplines and programs" (HLC Guidelines, Determining Qualified Faculty through HLC's Criteria or Accreditation and Assume Practice, October, 2015) and that these standards be applied consistently during the hiring process, and included in the faculty member's documentation accompanying request to make an offer.

Appendix E: SD 15-22

MEMORANDUM

TO: Fort Wayne Senate

FROM: Andrew Downs, Chair
               Ad hoc committee created by SD 14-34

DATE: March 2, 2016

SUBJ: Bylaws of Fort Wayne Senate

WHEREAS, SD 14-34 was passed by the Senate April 20, 2014; and

WHEREAS, the ad hoc committee reviewed the Bylaws of the Fort Wayne Senate; and

WHEREAS, the ad hoc committee invited comments on the proposed changes to the Bylaws
       of the Fort Wayne Senate;

BE IT RESOLVED, that the Fort Wayne Senate approve the Bylaws of the Fort Wayne Senate,
       which is superseding Senate Document SD 81-10.

BYLAWS OF THE SENATE

1. RULES OF ORDER

1.1. Except as otherwise provided herein**,** *Robert's Rules of Order*, *Newly Revised* shall govern the conduct of meetings of the Senate, assemblies and convocations of the Faculty, and proceedings of committees and subcommittees established by the Senate or by Senate committees.

1.2. In these bylaws, the words "Major Unit" shall mean "college, school, or division or the library."

2. MEETINGS OF THE SENATE

2.1. Scheduling

2.1.1. **Regular meetings** of the Senate shall be held on the second Monday of each month, September through April, except that the date of a regular meeting may be moved by not more than one week in either direction by action of the Executive Committee announced at least one week in advance of the actual date of the meeting. The beginning and ending of Senate meetings shall conform to the pattern for the scheduling of classes. If the agenda for a regular meeting is not exhausted during this session, the meeting will continue for a second session, at the same time one class week thence. The Senate shall not schedule regular meetings for more than two such sessions in any month.

2.1.2. **Special meetings** of the Senate shall be held upon petition by twenty percent of the Faculty, by forty percent of the Senate, or by action of the Executive Committee. Meetings which are the result of petition shall be scheduled in a timely manner, but in no case shall they be scheduled for later than one week after receipt of the petition by the chairperson of the Executive Committee. Special meetings, whether the result of petition or decision of the Executive Committee, require written notice to the membership at least forty-eight hours in advance of the meeting, and only those resolutions circulated with the agenda distributed with the meeting notice may be considered.

2.2. Attendance

2.2.1. Except as provided herein, meetings of the Senate will be open to all Faculty members, as observers, and to other persons invited to attend by the Executive Committee. Representatives of the press will normally be invited to be present. At any meeting, the Senate may, by a majority vote of the Senators present, exclude all observers. Certain observers may be permitted to return, at the request of the Presiding Officer approved by a majority vote of the Senators present, or by a majority vote of the Senators present.

2.3. Quorum

2.3.1. A majority of the Senate membership shall constitute a quorum.

2.4. Order of business: The order of business at each regular meeting of the Senate shall be as follows:

2.4.1. Call to order

2.4.2. Approval of the minutes of the previous meeting(s)

2.4.3. Acceptance of the agenda

2.4.4. Reports of the Speakers of the Faculties. The Speaker of the Indiana University Faculty will report first in odd-numbered calendar years; the Speaker of the Purdue University Faculty will report first in even-numbered calendar years.

2.4.5. Report of the Presiding Officer

2.4.6. Special business for the day, including memorial resolutions

2.4.7. Unfinished business

2.4.8. Committee reports requiring action

2.4.9. Question time. At this time the university administration will respond to written questions submitted in advance through the Executive Committee**.**

2.4.10. New business. No formal business may be conducted, nor action taken on any motion or resolution, after the close of new business.

2.4.11. Committee reports "for information only"

2.4.12. The general good and welfare of the university

2.4.13. Adjournment

2.5. Speaking privileges

2.5.1. Members. Senators shall obtain the floor by raising a hand to seek recognition.

2.5.2. Nonmembers. Upon request prior to a meeting, Voting Faculty, continuing lecturers, or a member of the administration may be invited by the Executive Committee to participate without vote in the meeting, subject, however, to the exercise by the Executive Committee of its responsibility for taking varied points of view into account and for the efficient management of the Senate's time. On its own initiative, the Executive Committee may invite any nonmember to participate in the discussion of matters of particular interest to the observer. The Secretary shall ensure that all observers are seated apart from Senators.

2.5.3. Affiliates. Affiliates identified below will be permitted to participate, without vote, in Senate meetings.

2.5.3.1. Faculties which are resident on the Fort Wayne campus but which include no members of the Voting Faculty shall be accorded representation by Senate affiliates. Each such faculty shall select annually one of its number to serve as Senate affiliate.

2.5.3.2. Students shall be accorded representation by an affiliate who shall be the President of the Student Government or that person's designee.

2.6. Alternates and proxy voting. Neither alternates for members nor proxy voting shall be permitted. A member who will be absent from a meeting may present views in a letter to the Presiding Officer or request that the Executive Committee invite a person named by the member to speak on a particular issue.

2.7. Roll-call votes. Upon request of 20% of the Senators present and voting by a show of hands, a roll-call vote shall be taken on the pending motion, and the minutes shall record the names of those voting aye, nay, and present.

2.8. Affiliations of elected representative of the continuing lecturers

    2.8.1. The elected representative of the continuing lecturers shall be considered a member of the academic department to which the most service is assigned, the Major Unit to which that academic department is assigned, and the university affiliated with the assigned department's academic mission. If the representative of the continuing lecturers serves in more than one unit, the representative shall be counted as a member of the unit to which the most service is assigned; an elected representative of the continuing lecturers who serves equally in two or more units shall inform the chief academic officer, prior to the annual certification, of the unit in which the representative wishes to be counted.

    2.8.2. As stated in the Constitution (VII. A. 4) the elected representative of the continuing lecturers does not count toward an academic unit's apportionment.

    2.8.3. The elected representative of the continuing lecturers shall be eligible to serve on all Senate committees and subcommittees, but may not vote on issues regarding promotion and tenure in the Senate and/or in committee.

3. CONVOCATIONS

3.1. At convocations of the Faculty, twenty percent of the Voting Faculty shall constitute a quorum.

4. AGENDA AND MINUTES

4.1. The Secretary shall distribute agendas and minutes of all Senate meetings and convocations to all members of the Faculty. Agendas of regular meetings and convocations shall be distributed one week in advance.

5. SENATE COMMITTEES AND SUBCOMMITTEES

5.1. General provisions

    5.1.1. To aid in its functioning, the Senate may establish three types of committees: service committees, which shall be standing committees charged with assisting in the routine operations of the Senate; policy committees, which shall be standing committees charged with advising the Senate on substantive matters; and ad-hoc committees, which shall be established by the Senate for special purposes. Service and policy committees in addition to those provided herein must be established by amendment of these bylaws; ad-hoc committees may be established by Senate legislation.

    5.1.2. No one may serve on more than four Senate committees and/or subcommittees in a given academic year.

5.1.3. All committee and subcommittee terms shall be staggered.

5.1.4. Except as otherwise provided in these bylaws, Senate committees shall be composed of Senators and Voting Faculty; Senators must comprise at least 2/3 of the voting membership of any committee. Committees shall report to and be subject to review by the Senate; shall select their own chairs at the first meeting of each academic year, this meeting to be convened by the committee member designated by the Senate Secretary to do so and by a date set by the Executive Committee; and shall keep minutes available to all members of the Faculty.

    5.1.4.1. Senate committees shall have their members appointed or elected by the preferential voting system in April, with terms to commence one week before the beginning of regular fall classes following election. The terms of Senators shall continue for the remainder of the Senator's elected term. The terms of Voting Faculty who are not Senators shall be for three years except as otherwise provided in these Bylaws. In the event that a committee member who is not a Senator should subsequently be elected to the Senate, their term on the committee shall come to an end. If the new Senator wishes to serve on the committee, they must be elected in April or appointed to fill a vacancy. Senate committees shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in sections 5.1.2. and 5.1.4.

5.1.5. Except as otherwise provided in these bylaws, Senate subcommittees shall be composed of Voting Faculty and continuing lecturers, who need not be members of the establishing committee or of the Senate; Voting Faculty must comprise at least 2/3 of the voting membership of any subcommittee. Subcommittees shall report to and be subject to review by the Senate and by the relevant Senate committee; shall select their own chairs at the first meeting of each academic year, this meeting to be convened by the subcommittee member designated by the Senate Secretary to do so and by a date set by the Executive Committee; and shall keep minutes available to all members of the Faculty.

    5.1.5.1. Senate subcommittees shall have their members appointed or elected by the preferential voting system in April, with terms to commence one week before the beginning of regular fall classes following election. Except as otherwise provided in these Bylaws, the terms shall be three years. Senate subcommittees shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in sections 5.1.2. and 5.1.5.

5.1.6. Senate committees and subcommittees shall provide to the Secretary, for attachment to the agenda of the last regular meeting of each academic year, a brief report on committee activities and actions during the year. Committees and subcommittees shall also report to the Senate at the Senate's request, as requested by the Executive Committee, or on their own initiative, and may give information concerning their activities to the campus administration, to any Faculty unit, or to

any Fort Wayne campus committee, subcommittee, or council. If any committee or subcommittee report requires amendment of these bylaws to become effective, then the report shall incorporate a proposal for such amendment. Such proposals shall be submitted to the Executive Committee in order to ensure that they are placed in the proper form.

5.2. Service committees

5.2.1. Executive Committee

5.2.1.1.   Membership: The Executive Committee shall have the membership established in the Constitution.

5.2.1.2.   Responsibilities: The Executive Committee shall have the responsibilities established in the Constitution. In carrying out those responsibilities, the Executive Committee shall:

5.2.1.2.1.   Receive proposals for consideration by the Senate from any member of the Voting Faculty and continuing lecturers. The Executive Committee shall either place any such proposal on the agenda for the next Senate meeting, or, if that agenda is full, on the agenda for the following Senate meeting; or may send the proposal to a Senate committee or subcommittee. If the latter course is followed, the text of the proposal, and its immediate disposition, shall be distributed "for information only" with the agenda of the next Senate meeting; and the ultimate disposition of the proposal shall consist of a report on the proposal from that committee or subcommittee, to the Senate.

5.2.1.2.2.   Receive written questions, for response by the campus administration, from any member of the Voting Faculty and continuing lecturers. The Executive Committee shall ensure that these questions are routed to the appropriate university office, and shall place the text of each question on the agenda of the following meeting of the Senate or the next Faculty Assembly or Convocation, whichever is first.

5.2.1.2.3.   Review the attendance record of Senators. If a Senator is frequently absent, the Executive Committee shall, as appropriate, draw this to the attention of that Senator and the represented unit.

5.2.1.2.4.   Group multiple requests, for Senate approval for filling committee vacancies for the remainder of an academic year, into a single agenda item, subject to the right of the Senate to separate those items.

5.2.2. Nominations and Elections Committee

5.2.2.1.   Membership: The Nominations and Elections Committee shall consist of two Senators elected by the Senate in such manner that two major units shall be represented.

5.2.2.2. Responsibilities: The Nominations and Elections Committee shall, except as otherwise provided herein, nominate elective members for all Senate committees and subcommittees; nominate members, after consultation with the appropriate Senate committee, to administrators for their consideration for appointment to other committees; annually solicit from the Voting Faculty and continuing lecturers information concerning preferences and qualifications for committee assignments; and establish the procedure for, and conduct, such votes as are required among the Senators, the Voting Faculty, and the continuing lecturers. The Nominations and Elections Committee shall place at least two names in nomination for each vacancy on the Executive Committee.

5.3. Policy committees

5.3.1. Committees on Institutional Affairs: There shall be a Committee on Institutional Affairs for the faculty of each university.

5.3.1.1. Membership: The two Committees on Institutional Affairs shall have the membership established in the Constitution.

5.3.1.2. Responsibilities: The two Committees on Institutional Affairs shall have the responsibilities established in the Constitution.

5.3.1.3. Subject to the provisions of the *Indiana University Academic Handbook*, the **Indiana University Committee on Institutional Affairs** shall establish a Faculty Board of Review. The actions of this body shall not be subject to review by other faculty bodies. The Indiana University Committee on Institutional Affairs shall also be responsible for overseeing the election of the representative(s) who shall serve, along with the Speaker of the Indiana University Faculty, on the University Faculty Council.

5.3.1.3.1. **Faculty Board of Review**: The review function of the Indiana University Faculty shall be exercised by a Faculty Board of Review

5.3.1.3.1.1. Membership: The Senators of Indiana University affiliation shall select five tenured members of the Indiana University Faculty as the Board, and shall designate one of them as the presiding member. The members shall hold office from the first day of February for a term of one year, but they shall complete the review of any case which they have begun to consider. A member of the Board who is involved in a case before the Board, or is a member of a department from which a case arises, shall be disqualified from hearing or investigating the case. Members of the Board shall disqualify themselves from hearing or investigating a case whenever they believe they cannot render an impartial judgment. The Senators of Indiana University affiliation shall elect a temporary member to fill each vacancy created by disqualification; the temporary member shall serve during the particular case before the Board.

5.3.1.3.1.2.   Responsibilities: The Board shall hear cases concerning academic freedom, reappointment, third-year review, tenure, promotion, salary adjustment, and the nature or conditions of work. Any member of the Indiana University Faculty desiring a review of administrative action in these stated areas shall request in writing a hearing by the Board.

5.3.1.3.1.2.1. Procedures:

5.3.1.3.1.2.1.1.   In cases involving academic freedom, reappointment, or tenure, the Board shall fix a date for hearings and accord each party involved the rights to have counsel of choice, to present witnesses and other evidence, and to cross-examine opposing witnesses. Upon request of the Faculty member concerned, a closed hearing shall be held. Upon the evidence and arguments presented, the Board shall express its judgment and recommendation to the Chief Administrative Officer in a written report, a copy of which shall be mailed to the Faculty member concerned. Thirty days thereafter a confidential copy of the report shall be filed with the Secretary of the Faculty. The Chief Administrative Officer shall state in writing the university's final decision, with reasons therefor. This statement also shall be sent to the Faculty member concerned.

5.3.1.3.1.2.1.2.   In cases involving third-year review, promotion, salary, or the nature or conditions of work, the Board shall hear the Faculty member concerned and make such other investigation as it deems necessary or advisable in formulating its opinion and recommendation. This opinion and recommendation shall be forwarded in writing to the appropriate administrative official(s), and thirty days thereafter to the Faculty member concerned. The appropriate administrative official shall state a decision in writing, with reasons therefor. This statement shall also be sent to the Faculty member concerned.

5.3.1.3.1.2.1.3.   Public statements by either faculty members or by administrative officials about cases before the Board should be avoided. Any announcement of the final decision should include either the complete statement or a fair abridgment of the recommendation of the Board, if it has not previously been released.

5.3.1.4.   Subject to the provisions of the *Purdue University Faculty Handbook*, the **Purdue University Committee on Institutional Affairs** shall establish an Academic Personnel Grievance Board. The actions of this body shall not be subject to review by other faculty bodies. The Purdue University

Committee on Institutional Affairs shall inform the Speaker of the Purdue University Faculty and the Purdue Senator elected to the Purdue University Senate that they shall serve on the Purdue Intercampus Faculty Council. The term of such elected representative shall expire with that person's Senate term.

5.3.1.4.1. **Academic Personnel Grievance Board**. The Board shall fulfill the combined roles of the various Grievance Committees, as provided for in Purdue University Executive Memoranda.

5.3.1.4.1.1. Membership: The Board shall be composed of fifteen tenured members of the Voting Faculty of Purdue University at Fort Wayne, nominated and elected by that Faculty to staggered two-year terms. Ten members shall be regular members, and the remaining five shall be alternate members.

5.3.1.4.1.2. Grievance Committees. When it is necessary to compose a grievance committee, that committee shall be selected from the ten regular members of the Board according to the procedures and restrictions in Purdue University Executive Memoranda. If a need for additional members should arise in the formation of any grievance committee, they shall be selected from the five alternate members of the Board in the same way. If additional members still should be required, they shall be randomly selected from the other tenured members of the Voting Faculty of Purdue University at Fort Wayne.

5.3.1.4.1.3. Organization. Within two weeks of the beginning of each fall term, the Board shall meet to review its charge and to elect a chair and a secretary.

5.3.2. Faculty Affairs Committee

5.3.2.1. Membership: The Faculty Affairs Committee shall consist of the Chief Academic Officer of IPFW, who may send, when unable to attend committee meetings, a designee to serve as a nonvoting member, and six members of the Senate and Voting Faculty elected by the Senate in such manner that at least four of the major units shall be represented.

5.3.2.2. Responsibilities: The Faculty Affairs Committee shall be concerned with the responsibilities, rights, privileges, opportunities, and welfare of the Faculty, including tenured and tenure track faculty, clinical faculty, continuing lecturers, limited term lecturers, and visiting instructors, collectively and as individuals. Such items as third-year review, tenure, academic promotion, leaves of absence, orientation of new Faculty members, insurance and health program planning, academic responsibilities, standards of appointment, reappointment, and Faculty morale are topics which fall within the area of responsibility of the Committee. The Committee shall establish a Professional Development Subcommittee and a Promotion and Tenure Subcommittee.

5.3.2.2.1.   Professional Development Subcommittee

5.3.2.2.1.1.   Membership: The Professional Development Subcommittee shall consist of the Chief Academic Officer of IPFW, nonvoting, who may send, when unable to attend committee meetings, a designee to serve as a nonvoting member, and seven members of the Voting Faculty and continuing lecturers elected at large by the Voting Faculty subject to the restriction that no more than three shall come from the same Major Unit.

5.3.2.2.1.2.   Responsibilities: The Professional Development Subcommittee shall oversee and recommend policies and procedures relating to the professional development of the Faculty, including summer research grants and the like, teaching awards, international travel grants, and sabbatical leaves. Members of this Subcommittee shall be ineligible to submit a summer research grant proposal or sabbatical leave request during their term on the Subcommittee.

5.3.2.2.2.   Promotion and Tenure Subcommittee

5.3.2.2.2.1.   Membership: The Promotion and Tenure Subcommittee shall have the membership established in Senate Document SD 14-36.

5.3.2.2.2.2.   Responsibilities: The Promotion and Tenure Subcommittee shall have the responsibilities, and follow the procedures established in Senate Document SD 14-36.

5.3.3. Educational Policy Committee

5.3.3.1.   Membership: The Educational Policy Committee shall consist of the Chief Academic Officer, who may send, when unable to attend committee meetings, a designee to serve as a nonvoting member, the Registrar (nonvoting), and six Senators and Voting Faculty elected by the Senate in such manner that at least four of the major units shall be represented.

5.3.3.2.   Responsibilities

5.3.3.2.1.   The Educational Policy Committee shall be concerned with, but is not limited to, the improvement of instruction, grades and grading, scholastic probation, dismissal for academic reasons and reinstatement, standards for admission, academic placement, the academic calendar, policies for scheduling classes, library and other learning-resource policies, honors programs, general education policies, general research policies, military training programs, general curriculum standards, coordination of Fort Wayne curricula with those of West Lafayette and/or Bloomington, general academic organization, interdepartmental and inter-institutional research and education programs, and continuing education programs.

5.3.3.2.2. In developing the academic calendar, the Educational Policy Committee shall:

    5.3.3.2.2.1. Study those regulations of the two universities which bear upon the Fort Wayne calendar.

    5.3.3.2.2.2. Develop and propose a formula for the establishment of an academic calendar, after considering starting dates, examination schedules, reading days, official holidays, vacations, and the number of weeks in the semester.

    5.3.3.2.2.3. Poll the Faculty and student body from time to time regarding preferences for an academic calendar.

    5.3.3.2.2.4. By January 1 of each year, develop, discuss, and evaluate the formula or specific dates for the academic-year calendar (and following summer) beginning in the fall of the calendar year two years thence (i.e., the academic year beginning approximately 2 1/2 years thence).

    5.3.3.2.2.5. By February 1 of each year, present to the Senate the above formulas or calendars.

    5.3.3.2.2.6. By March 1 of each year, present to the Senate for adoption the specific dates of the academic-year calendar (and following summer).

    5.3.3.2.2.7. A calendar shall be considered adopted when it has been accepted by the Senate. Once a calendar has been adopted, it may not be modified or rescinded except by 2/3 vote of the Senate.

5.3.3.2.3. The Educational Policy Committee shall establish seven subcommittees: a Continuing Education Advisory Subcommittee, a Grade Appeals Subcommittee, an Honors Program Council, an International Education Advisory Subcommittee, a Curriculum Review Subcommittee, a Graduate Subcommittee, a Campus Appeals Board, and a General Education Subcommittee.

    5.3.3.2.3.1. **Grade Appeals Subcommittee**

        5.3.3.2.3.1.1. Membership: The Grade Appeals Subcommittee shall consist of nine members elected from the Voting Faculty and continuing lecturers elected by the Senate in such manner that no more than two shall be from one Major Unit.

        5.3.3.2.3.1.2. Responsibilities: The Grade Appeals Subcommittee shall consider cases that come before it under the campus grade appeals policy. If a case is to be heard, a five-member panel drawn from the Subcommittee membership shall hear the appeal. The panel shall act for the Subcommittee and its decisions shall be final and not subject to review by other faculty bodies.

    5.3.3.2.3.2. **Honors Program Council**

        5.3.3.2.3.2.1. Membership: The Honors Program Council shall consist of:

5.3.3.2.3.3.1.1. Five Voting Faculty and continuing lecturers elected by the Senate in such manner that no more than one member may come from the same Major Unit.

5.3.3.2.3.3.1.2. Two members of the Honors Faculty, appointed by the Chief Academic Officer of IPFW to staggered three-year terms.

5.3.3.2.3.3.1.3. Two student members appointed by the Student Government, at least one of whom shall have successfully completed, or be enrolled in, at least one honors course, to one year terms. Student members shall participate and vote in all matters before the Council except questions of student admission, scholarships, retention, and satisfaction of program requirements.

5.3.3.2.3.3.1.4. The Chief Academic Officer of IPFW or a designee.

5.3.3.2.3.3.1.5. The Director of the Honors Program.

5.3.3.2.3.2.2. Responsibilities: The Honors Program Council shall carry out the functions described in Senate Document SD 04-4 and shall exercise the Faculty's authority with regard to academic matters related to the Honors Program.

5.3.3.2.3.3. **International Education Advisory Subcommittee**

5.3.3.2.3.4.1. Membership: The International Education Advisory Subcommittee shall consist of the director of the program, one student at or beyond the second-year level in International Education selected annually by Student Government upon the recommendation of the chief officer of the International Students Association or successor organization, a staff member in either the Center for Academic Support and Achievement or Student Success and Transition selected annually by the Chief Student Affairs Officer, and five Voting Faculty members or continuing lecturers elected by the Senate.

5.3.3.2.3.4.2. Responsibilities: The International Education Advisory Subcommittee shall be a liaison between the Faculty and the Director of International Education, advising the director on policies relating to Office of International Education and recommending policies and goals for Office of International Education to the Senate.

5.3.3.2.3.4. **Curriculum Review Subcommittee**

5.3.3.2.3.4.1. Membership: The Curriculum Review Subcommittee shall consist of:

5.3.3.2.3.4.1.1. The Chief Academic Officer of IPFW, who may send, when unable to attend committee meetings, a designee to serve as a nonvoting member

5.3.3.2.3.4.1.2. Three members from the College of Arts and Sciences, one each from the sciences, social sciences, and humanities; and one member from each of the other major units; elected by the Voting Faculty at large from among

the nominees elected by each major unit

5.3.3.2.3.4.1.3.   The Presiding Officer of the Senate shall request the Student Government to select two nonvoting student representatives. Student representatives shall serve for one year, with the term to commence one week before the beginning of regular fall classes.

5.3.3.2.3.4.2.   Responsibilities: The Curriculum Review Subcommittee shall advise the Senate concerning the exercise of the Faculty's right of review of the undergraduate curricula. Specifically, it shall:

5.3.3.2.3.4.2.1.   Examine and report on proposals for new academic programs prior to their approval by IPFW's Chief Academic Officer or, if such approval is not required, prior to final approval at the highest possible level of campus review. ("Academic programs" in this context shall mean any group of courses constituting a major, degree, degree option, concentration, certificate program, or similar entity.) During this examination, the Subcommittee shall evaluate:

5.3.3.2.3.4.2.1.1.   The rationale for the proposed program.

5.3.3.2.3.5.2.1.2.   The use of IPFW resources.

5.3.3.2.3.5.2.1.3.   The relationship among proposed and existing programs.

5.3.3.2.3.5.2.1.4.   Other effects on IPFW and on IPFW's constituencies of the proposed program.

5.3.3.2.3.5.2.1.5.   Upon the completion of this examination, the Subcommittee shall:

1. Report to the Senate "for information only" its finding that the new program requires no Senate review; or

2. Advise the Senate of its finding that the Senate should exercise its right of review.

5.3.3.2.3.4.2.2.   Upon a request from the Senate, an academic unit, or IPFW's Chief Academic Officer, examine and report on existing academic programs and new or proposed courses. Such examinations shall be requested only when significant questions of proper sponsorship or academic quality arise, or as part of an IPFW-wide effort to ensure the periodic review of academic programs by a body functioning above the department level. Upon the completion of this examination, the Subcommittee shall:

5.3.3.2.3.4.2.2.1.   Report to the Senate "for information only" its finding that no Senate review is appropriate; or

5.3.3.2.3.4.2.2.2.   Advise the Senate of its finding that the Senate should exercise its right of review.

5.3.3.2.3.5. **Graduate Subcommittee**

5.3.3.2.3.5.1. Membership: The Graduate Subcommittee shall consist of:

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

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

5.3.3.2.3.6.1.3. The Associate Vice Chancellor for Academic Programs, and the two Faculty members in charge of liaison with the graduate schools of Indiana University and Purdue University.

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

5.3.3.2.3.5.2. Responsibilities: In matters affecting graduate education at IPFW, and subject to the rules established by Indiana and Purdue universities and their graduate schools, the Subcommittee shall advise the Senate concerning planning and policy and exercise of the Faculty's right of review of the graduate curricula.

5.3.3.2.3.5.2.1. Planning and policy functions: To encourage and coordinate the development of graduate education at IPFW, the Subcommittee shall:

5.3.3.2.3.5.2.1.1. Foster program coordination among IPFW units and among IPFW and the graduate schools.

5.3.3.2.3.5.2.1.2. Evaluate and make recommendations concerning the need for new programs.

5.3.3.2.3.5.2.1.3. Advise on policies for admission procedures and standards.

5.3.3.2.3.5.2.1.4. Advise on policies for fellowships, assistantships, and other forms of financial assistance.

5.3.3.2.3.5.2.2. Review functions: To exercise the Faculty's right of review of the graduate curricula, the Subcommittee shall:

5.3.3.2.3.5.2.2.1. Examine and report on proposals for new graduate programs prior to the formal transmission of these documents to off-campus bodies charged with further review. During this examination, the Subcommittee shall evaluate:

1. The rationale for the proposed program.

2. The use of IPFW resources.

3. The relationship among proposed and existing programs.

4. Other effects on IPFW and on IPFW's constituencies of the proposed program.

5. Upon completion of this examination, the Subcommittee shall:

    a. Report to the Senate "for information only" its finding that the new program requires no Senate review; or

    b. Advise the Senate of its finding that the Senate should exercise its right of review.

5.3.3.2.3.5.2.2.2.   Upon a request from the Senate, an academic unit, a graduate school, or IPFW's Chief Academic Officer, examine and report on existing or proposed courses.

1. Such examinations shall be requested only when significant questions of proper sponsorship or academic quality arise.

2. Upon completion of this examination, the Subcommittee shall:
    a. Report to the initiator, and to the Senate "for information only," its finding that no Senate review is appropriate, or

    b. Advise the Senate of its finding that the Senate should exercise its right of review.

5.3.3.2.3.6.   **Campus Appeals Board**

5.3.3.2.3.6.1. Membership: The Campus Appeals Board shall consist of a total of six members, including three members and three alternates. In accordance with the IPFW Code of Student Rights, Responsibilities, and Conduct, the members shall be elected by the Senate from among the Voting Faculty and continuing lecturers. Faculty terms on this Board shall be for two years commencing one week before the beginning of regular fall classes following election; no Faculty member may serve more than two consecutive terms.

5.3.3.2.3.6.2. Responsibilities: The Campus Appeals Board shall not consider appeals that fall within the jurisdiction of the Grade Appeals Subcommittee.

5.3.3.2.3.7.   **General Education Subcommittee**

5.3.3.2.3.7.1. Membership: The General Education Subcommittee shall consist of the Chief Academic Officer or a designee and seven members of the Voting Faculty or continuing lecturers elected by the Senate in such manner that at least four of the major units shall be represented.

5.3.3.2.3.7.2. Responsibilities: Responsibility for administering the general education program shall reside with the Chief Academic Officer, assisted by the Subcommittee, which shall report to the Faculty through the Educational Policy Committee. Specifically, the Subcommittee shall:

5.3.3.2.3.7.2.1.   Recommend to the Senate all policies related to the campus general education program.

5.3.3.2.3.7.2.2.   Approve courses for incorporation in the areas of the general education program.

5.3.3.2.3.7.2.3.   Conduct an ongoing review of the goals and operations of the program, with biennial reports and recommendations to the Educational Policy Committee and the Chief Academic Officer as appropriate.

5.3.4. Student Affairs Committee

5.3.4.1.   Membership: The Student Affairs Committee shall consist of the Chief Student Affairs Officer, six Senators and Voting Faculty elected by the Senate in such manner that at least four of the major units shall be represented, and two students. The Presiding Officer of the Senate shall request the Student Government to select the student representatives. Student representatives shall serve for one year, with the term to commence one week before the beginning of regular fall classes.

5.3.4.2.   Responsibilities: The Student Affairs Committee shall be concerned with the general social, cultural, and practical welfare of all IPFW students. Specific non-classroom matters of concern shall include but not be limited to intramural and intercollegiate athletics, counseling, orientation of new students, scholarships, loans, conduct and discipline, health, living conditions, student political activities and organizations, student government actions and recommendations, extracurricular activities, provision of equal rights and opportunities, recruiting and placement policies, and other matters which would enhance the university environment of the student for learning and living. The Committee shall establish a Subcommittee on Athletics.

5.3.4.3.   **Subcommittee on Athletics**

5.3.4.3.1. Membership: The Subcommittee on Athletics shall consist of eight Voting Faculty and continuing lecturers elected by the Senate in such manner that at least four of the major units shall be represented; two students selected by the Student Government; the Faculty Representative (ex officio); the NCAA Compliance Coordinator (ex officio, nonvoting); one IPFW alumnus/alumna appointed ex officio

by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member; the senior women's athletic administrator; and the administrator of athletic programs (nonvoting). The Presiding Officer of the Senate shall annually request the Student Government to select the student representatives and the Administrative Council to select the administrative/professional staff representative. Student representatives shall serve staggered two-year terms with the terms to commence one week before the beginning of regular fall classes. The administrative/professional staff representative shall serve for one year. The ex-officio members may not chair the Subcommittee.

5.3.4.3.2. Responsibilities: The Subcommittee on Athletics shall:

5.3.4.3.2.1. Review and comment on the annual athletic budget, and supportive activities in the fall semester each year.

5.3.4.3.2.2. Monitor and advise regarding schedules for intercollegiate athletics.

5.3.4.3.2.3. Establish eligibility requirements for participation in intercollegiate athletics.

5.3.4.3.2.4. Approve intercollegiate sport additions or deletions.

5.3.4.3.2.5. Approve participation in post-season activities beyond conference tournaments.

5.3.4.3.2.6. Propose, for the approval of the Senate, membership in athletic conferences.

5.3.4.3.2.7. Advise the ex-officio members.

5.3.4.3.2.8. When requested by administrators, make personnel recommendations in the athletic area to the Chief Administrative Officer.

5.3.4.3.2.9. Serve on ad hoc compliance committees.

5.3.4.3.2.10. Make recommendations with respect to procedures and policies to assist in student-athlete academic success.

5.3.4.3.2.11. Participate and be consulted within university-wide discussions and decisions regarding the Athletic Department.

5.3.5. University Resources Policy Committee

5.3.5.1. Membership: The University Resources Policy Committee shall consist of:

5.3.5.1.1. The Chief Financial Officer or designee.

5.3.5.1.2. The Chief Academic Officer or designee.

5.3.5.1.3. The chief officer in charge of space allocation (ex officio, nonvoting).

5.3.5.1.4. The chief officer in charge of campus planning (ex officio, nonvoting).

5.3.5.1.5. Ten Senators or Voting Faculty elected by the Senate in such manner that at least four of the major units shall be represented.

5.3.5.1.6. One clerical or service staff member.

5.3.5.1.7. One administrative/professional staff member.

5.3.5.1.8. One student.

5.3.5.1.9. The Presiding Officer of the Senate shall request the Clerical and Service Staff Advisory Committee to select the clerical or service staff representative, the Administrative Council to select the administrative/professional staff representative, and the Student Government to select the student representative. The clerical or service staff representative, the administrative/professional staff representative, and the student representative shall serve for one year, with their terms to commence one week before the beginning of regular fall classes.

5.3.5.2. Responsibilities:

5.3.5.2.1. The University Resources Policy Committee shall be concerned with, but not limited to:

5.3.5.2.1.1. Consideration of such matters as planning and optimal utilization of the physical facilities of the university, including buildings, the library, scientific and other equipment, and educational aids.

5.3.5.2.1.2. Staff needs, utilization and planning.

5.3.5.2.1.3. Interdepartmental and interinstitutional cooperation for improved facilities and staff utilization.

5.3.5.2.1.4. Nonacademic planning, including architecture, landscaping, parking, and traffic.

5.3.5.2.1.5. The University Resources Policy Committee shall delegate analysis of and recommendations for:

5.3.5.2.1.5.1. Present and evolving information technology needs in support of the mission of the university to an Academic Computing and Information Technology Advisory Subcommittee established by the University Resources Policy Committee.

5.3.5.2.1.5.2. Budgetary matters to the Budgetary Affairs Subcommittee established by the University Resources Policy Committee.

5.3.5.2.1.5.3. Revenue policy to the Revenue Subcommittee established by the University Resources Policy Committee.

5.3.5.2.1.5.4.   Policies and procedures for library collections, facilities, and operations to the Library Subcommittee.

5.3.5.2.1.5.5.   Advancement at IPFW to the University Advancement Advisory Subcommittee established by the University Resources Policy Committee.

5.3.5.2.1.6. **Academic Computing and Information Technology Advisory Subcommittee**

5.3.5.2.1.6.1.   Membership: The Academic Computing and Information Technology Advisory Subcommittee shall consist of:

5.3.5.2.1.6.1.1. The Director of the Center for the Enhancement of Teaching and Learning.

5.3.5.2.1.6.1.2. The Chief Information Officer or designee.

5.3.5.2.1.6.1.3. The Director of Continuing Studies.

5.3.5.2.1.6.1.4. The Dean of the Helmke Library.

5.3.5.2.1.6.1.5. The Chief Student Affairs Officer or designee.

5.3.5.2.1.6.1.6. One faculty member from each of the major units, elected by each unit.

5.3.5.2.1.6.2.   Responsibilities: The Academic Computing and Information Technology Advisory Subcommittee shall:

5.3.5.2.1.6.2.1. Advise the Senate, through the University Resources Policy Committee, on any and all matters which affect present and evolving information technology in support of the mission of the university.

5.3.5.2.1.6.2.2. Advise the Chief Academic Officer and the Information Technology Policy Committee on the matters listed in the above paragraph.

5.3.5.2.1.6.2.3. Serve as a forum for discussion and as an advocate for acquisition and use of information technology for the university.

5.3.5.2.1.6.2.4. Develop plans for the use, support, and evaluation of academic computing resources.

5.3.5.2.1.6.2.5. Advise Information Technology Services on how to communicate with faculty.

5.3.5.2.1.7. **Budgetary Affairs Subcommittee**

5.3.5.2.1.7.1.   Membership: The Budgetary Affairs Subcommittee shall consist of eight members of the Voting Faculty and continuing lecturers elected by the Senate, with no more than three from any one Major Unit, one clerical or service staff member, and one administrative/professional staff

member. The Presiding Officer of the Senate shall request the Clerical and Service Staff Advisory Committee to select the clerical or service staff representative and the Administrative Council to select the administrative/professional staff representative. The clerical or service staff representative and the administrative/professional staff representative shall serve for one year, with their terms to commence one week before the beginning of regular fall classes.

5.3.5.2.1.7.2. Responsibilities: The Budgetary Affairs Subcommittee is concerned with the IPFW budget. Specifically, the Budgetary Affairs Subcommittee shall:

5.3.5.2.1.7.2.1. Advise the administration and, through the University Resources Policy Committee, the Senate on budgetary matters pertaining to the needs of the campus.

5.3.5.2.1.7.2.2. Pay particular attention to the ways the budget and the budgetary process can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana.

5.3.5.2.1.7.2.3. Make recommendations on:

5.3.5.2.1.7.2.3.1. Annual campus operating budgets and legislative budget requests. Additionally, the Subcommittee may consider requests for advice on financial matters which affect the work of other Senate committees.

5.3.5.2.1.7.2.3.2. Financial needs of new programs and of new facilities proposed for the campus.

5.3.5.2.1.7.2.3.3. Work with the Revenue Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-XX.

5.3.5.2.1.8. **Revenue Subcommittee**

5.3.5.2.1.8.1. Membership: The Revenue Subcommittee shall consist of eight members of the Voting Faculty and continuing lecturers elected by the Senate, with no more than three from any one Major Unit, one clerical or service staff member, and one administrative/professional staff member. The Presiding Officer of the Senate shall request the Clerical and Service Staff Advisory Committee to select the clerical or service staff representative and the

Administrative Council to select the administrative/professional staff representative. The clerical or service staff representative and the administrative/professional staff representative shall serve for one year, with their terms to commence one week before the beginning of regular fall classes.

5.3.5.2.1.8.2. Responsibilities: The Revenue Subcommittee is concerned with sources of revenue for IPFW. Specifically, the Revenue Subcommittee shall:

5.3.5.2.1.8.2.1. Advise the administration and, through the University Resources Policy Committee, the Senate on revenue matters pertaining to the needs of the campus.

5.3.5.2.1.8.2.2. Pay particular attention to the trends in revenue and how this can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana.

5.3.5.2.1.8.2.3. Make annual recommendations on sources of revenue.

5.3.5.2.1.8.2.4. Work with the Budgetary Affairs Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-XX.

5.3.5.2.1.9. **Library Subcommittee**

5.3.5.2.1.9.1. Membership: The Library Subcommittee shall consist of the Dean of the Helmke Library and eight members of the Voting Faculty and continuing lecturers, with no more than three from any one Major Unit.

5.3.5.2.1.9.2. Responsibilities: The Library Subcommittee shall advise the Senate, through the University Resources Policy Committee, concerning policies and procedures for library collections, facilities, and operations.

5.3.5.2.1.10. University Advancement Advisory Subcommittee

5.3.5.2.1.10.1. Membership: The Subcommittee membership shall comprise four Ex Officio Members (Vice Chancellor of Advancement; Director of Alumni Relations; Executive Director of Marketing Communications; Director of Advancement Services) and ten faculty elected to staggered three-year terms by the Senate in such a manner that at least one representative from each of the four of the major academic units are represented if possible.

5.3.5.2.1.10.2. Responsibilities: The University Advancement Advisory Subcommittee shall:

5.3.5.2.1.10.2.1. Advise the Senate, through the University Resources Policy Committee, on any and all matters that affect advancement.

5.3.5.2.1.10.2.2. Advise the Chief Advancement Officer on matters of advancement.

5.3.5.2.1.10.2.3. Serve as a forum for discussion about advancement issues in general.

5.3.5.2.1.10.2.4. Consult on plans for all areas of advancement.

5.3.5.2.1.10.2.5. Make recommendations regarding major fund-raising efforts for the campus.

5.3.6. Subcommittee Task Force: In order to ensure the efficient and timely operation of the policy committees of the Senate, Voting Faculty and continuing lecturers shall be elected to the Subcommittee Task Force. The Subcommittee Task Force shall be called into service by the Executive Committee when a policy committee is not able to complete work that is deemed to be important and not already the responsibility of an existing subcommittee. Policy committees may request that the Executive Committee call the Subcommittee Task Force into service. The Executive Committee shall respond to requests from policy committees within two weeks. When the Subcommittee Task Force is called into service, the Executive Committee shall issue an enabling memo.

5.3.6.1. Membership: The Subcommittee Task Force shall consist of six Voting Faculty and continuing lecturers elected by the Senate in such manner that each Major Unit has one representative. Policy committees requesting that the Subcommittee Task Force be called into service shall recommend to the Executive Committee the administrators, clerical staff, administrative/professional staff, and student representatives it deems appropriate. The Executive Committee is responsible for inviting such members.

5.3.6.2. Responsibilities: The Subcommittee Task Force shall limit its activities and timeline to those detailed in the enabling memo from the Executive Committee.

5.4. Ad hoc committees

6. **OTHER COMMITTEES**

6.1. To assure that the Senate and the Faculty are informed of the activities, studies, and recommendations of any IPFW committee upon which members of the Voting Faculty and continuing lecturers serve by virtue of appointment thereto, certain reports shall be issued.

6.2. Definitions

6.2.1. A committee subject to these reporting procedures shall consist of a group of persons, at least one of whom is a member of the Voting Faculty or a continuing lecturer appointed to the committee by a university administrator; shall function above the Major Unit level; shall have been established to perform a task or group of tasks related to the powers and responsibilities of the Faculty; and shall not necessarily have the word "committee" in its name.

6.2.2. A report shall consist minimally of written notice to the Faculty that written information concerning a committee is available in a specified, accessible location. Such notice may be published separately, as part of a campus newsletter, or in any other appropriate form.

6.3. Procedures

6.3.1. Initial reports shall be written and caused to be distributed by the person establishing a new committee, within thirty days of the establishment of said committee. They shall contain the committee's name, membership, and full charge.

6.3.2. Progress reports shall be written and caused to be distributed by the chair of a committee, or a designee, in a timely fashion. They shall make known all significant committee activities, studies, and recommendations, and all changes in the name, membership, or charge of a committee. The disestablishment of a committee shall also be made known in a progress report.

7. RECALL OR EXPLUSION OF SENATORS

7.1. For excessive absence.

7.1.1. In the case of an elected Senator who is absent excessively, the Senate may petition the Senator's unit to recall the Senator and elect another. To pass a recall petition, the affirmative vote by secret written ballot of two-thirds of the Senators present at a regular meeting shall be required.

7.1.2. In the case of an ex-officio Senator who is absent excessively, the Senate may petition the Presiding Officer of the Faculty to reprove the offender.

7.2. For obstructing the Senate.

7.2.1. The Senate may unseat, by a two-thirds majority of its membership voting by secret written ballot, any member whose actions or behavior habitually obstructs normal parliamentary procedures. Any member so unseated shall be ineligible to be returned to the Senate during the academic year, and in the case of an elected Senator the unit shall elect a replacement for the remainder of the elected term.

8. ENABLEMENT

8.1. Upon acceptance of these bylaws, the Senate shall cause timely elections to be held for all committees, subcommittees, and boards named above. Initial terms on these bodies shall expire at the scheduled times.

9. AMENDMENTS TO THE BYLAWS

9.1. Amendments to the Bylaws of the Senate, consistent with the Constitution of the Faculty of Indiana University-Purdue University Fort Wayne, may be adopted by vote of two- thirds of those Senators present and voting at a regular meeting of the Senate, after the text of the proposed amendment has been distributed with the agenda for that meeting under the title "Amendment(s) to the Bylaws of the Senate." If the proposed amendment is approved by a simple majority of those voting, but not by two-thirds of those voting, it may then be adopted at the next regular meeting by vote of a simple majority of those present and voting.

COMMITTEE AND SUBCOMMITTEE INDEX

Appendix F: OAA Memorandum 18-4

Instructional Faculty Qualifications

Purdue University Fort Wayne Instructional Faculty include Tenure/Tenure Track Faculty (T/TT), Clinical Faculty (CF) Continuing Lecturers (CL), and Limited Term Lecturers (LTL). In addition, PFW is responsible to ensure high school teachers responsible for PFW Dual Credit Courses are qualified. PFW classifies Dual Credit Instructors as Adjunct Faculty.

Statements defining faculty qualifications presently reside in multiple documents. The purpose of this memorandum is to align, in a single document, statements defining minimum faculty qualifications for all classifications of instructional faculty at Purdue University Fort Wayne.

The default standard for all instructors is a terminal degree, or a degree at least one level higher than the degree for which a course being taught can be counted. Examples of the latter include a master's degree to teach a course that counts toward a bachelor's degree, or a doctoral degree to teach a course that counts toward a master's degree. Exceptions include cases where the norm in the discipline (e.g., J.D. holders teaching Ph.D. students in law-related fields or M.F.A. degree holders teaching Ph.D. students in the arts) or where the accreditation standards of the profession require otherwise.

Minimum Qualifications for Faculty Assigned an Undergraduate Teaching Role

The Higher Learning Commission (HLC) established minimum qualifying standards for all faculty assigned undergraduate teaching responsibilities. To comply with this standard, PFW established minimum requirements for all faculty.

The minimum expectation for faculty teaching undergraduate courses is completion of a master's degree or higher in the discipline or subfield in which the faculty member teaches. Faculty members holding a master's degree in a discipline or subfield other than that in which he or she is teaching must document completion of a minimum of 18 graduate credit hours in the discipline or subfield taught. In some cases, faculty who hold a Master's Degree outside of the specific discipline or subfield taught can be qualified through "tested experience" requirements established in SD 15-15.

Special Statement on Qualifying Dual Credit Instructors

On December 19, 2016, The Higher Learning Commission approved Theresa Lubbers, Commissioner of the Indiana Commission (ICHE) for Higher Education application to extend the time allotted to comply with HLC Policy Assumed Practice B.2.

PFW joined the application and developed a plan to document the qualification progress of dual-credit instructors. The extension to comply applies only to dual-credit instructors.

The PFW Policy to Meet HLC qualifications for Dual Credit Instructors requires that dual credit faculty meet HLC qualifications by the start of Fall Semester 2022. Dual Credit Instructors providing instruction for courses credited by Purdue Fort Wayne in or after Fall 2017 who are not qualified by HLC standards are required to have a plan in place and progress toward full qualifications by Fall 2022. Academic Departments are responsible to monitor progress through completing the Dual-Credit High School Teachers Credentials Reporting Template. Effective in Fall 2022, Dual credit instructors who do not achieve full qualifications (defined as a Master's Degree and 18 Graduate Level Credits earned in the discipline or subfield taught) will not be eligible to deliver instruction for Purdue Fort Wayne nor will Purdue Fort Wayne transcript credits earned by Faculty failing to meet minimum qualification.

Dual Credit Instructors are required to document progress to meeting expectations. Departments are required to monitor instructor progress to meeting expectations annually using The Dual-Credit High School Teachers Credentialing Template. Failure to make adequate progress to meeting expectations disqualifies the instructor as a dual-credit instructor for Purdue Fort Wayne.

Minimum Qualifications for Faculty Assigned a Graduate Teaching Role

Instructors teaching in graduate programs at PFW are required to hold the terminal degree as determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.

Procedures for Reviewing and Documenting Faculty Qualifications

Tenure, Tenure Track Faculty, and Continuing Lecturers must provide a Vitae and Official Transcripts prior to their appointment. Limited Term Lectures must provide an official transcript and the Department complete and/or update the Limited Term Lecturer Credentialing Credit Template for each course taught by the Limited Term Lecturer.

Colleges are required to provide procedures for qualifying faculty and documentation of review policies for instructional faculty to the Office of Academic Affairs.

Carl N. Drummond
Vice Chancellor for Academic Affairs

Appendix G: OAA Memorandum 15-4

Faculty/Librarian Recruitment Checklist

This document is intended as a quick reference for the steps to be followed in completing a search and screen process for the hiring of faculty and librarians.

1. **Getting Ready to Search**
   - The department chair will coordinate the identification of a search and screen committee and committee chair in accordance with school/college guidelines.
   - The department chair will oversee the completion and submission of the appropriate hiring forms. Forms are available on the respective websites (HROIE, OAA, and Accounting Services.)

2. **Request to Recruit and Advertise the Position**
   Using reports provided by Institutional Research, review the following information and trends:
   - Form HREO-1 is completed by the search committee chair and/or department chair.
   - The department chair signs the completed HREO-1 and forwards it to the dean, along with:
     - an electronic copy of the proposed IPFW Faculty/Librarian Vacancy Web Posting and the ad copy,
     - a hard copy of the proposed print ads with Form 12 (Purchasing Requisition),
     - and a hard copy of the proposed print ads with Form 12 (Purchasing Requisition).
   - An ad **must be** placed in **The Chronicle** either print or online ad. For online ads, please printout of the full webpage listing of the ad, including the URL, date, etc., in combination with a receipt for payment of the ad, is perfect documentation of the advertisement.
   - The dean signs HREO-1 and forwards all documents to Julie Yoder for HROIE
   - The Associate Director of Compliance reviews and signs the forms and forwards them to the VCAA:
     - OAA assigns a Real Internal Order (RIO) number.
     - The VCAA approves the request, signs HREO-1 (if permission to recruit is denied, HREO-1 is routed back to HROIE or Held in OAA, depending on the reason).
     - The VCAA approves and signs the proposed ads and Purchasing Requisition for ads.
     - OAA posts the job vacancy announcement on the OAA web site (HR will link to this site) and HigherEdJobs.com for free.
     - Copies of the signed HREO-1 are emailed to all signatories.
   - The department chair informs the search committee of the approval to recruit and the department OIE goals from the signed form.

3. **Processing Applications**
   - A designee of the search committee sends acknowledgment letters/emails, including the Applicant Self-Identification survey address.
     - Acknowledgement letters/emails may also describe more details about, and expectations of, the position.
   - The search committee reviews applications to create a short list using a consistent criteria rubric modified for each search.
   - As part of the screening process, phone interviews are conducted with top candidates in order to determine whether to invite them for on-campus.
     - The committee develops and uses a consistent list of questions to ask each candidate during the initial phone interview.

- o The interviewing process for internal candidates should be the same as for external candidates.
- o The search committee should make calls/emails to external references at this time. Calls to persons not on the reference list may only be made after receiving the candidate's permission.

4. **Request to Interview**
   Forms EEOR-2a and EEOR-2b
   - **Three top candidates should be selected** for on-campus interviews (approval for less than three requires extraordinary circumstances). Additional candidates may be invited if there is no expense or if additional expense has been approved by the VCAA.
     - o Alternate candidates may be identified if there is an expectation that individuals in the top three may withdraw prior to the on-campus interview.
   - The search committee chair or department chair completes EEOR-2a (Request to Interview) and EEOR-2b (List of Applicants). This form is located on the OAA webpage.
     - o For EEOR-2b, provide a list of all applicants in alphabetical order by last name, and include reasons for inclusion/exclusion on the final list interview
     - o CV's of candidates selected for on-campus interviews are attached to EEOR-2a
     - o The department chair approves, signs and forwards EEOR-2a, with attachments and EEOR-2b, to the dean for signature and routing to HROIE
   - The Dean reviews, approves and forwards to Julie Yoder for HROIE
   - The Associate Director of Compliance reviews documents, contacts chair to verify information if necessary, signs EEOR-2a and forwards all documents to the VCAA for review and signature.
   - The VCAA signs.
   - ***EEOR-2a must have all signatures of approval before applicants can be contacted for on-campus interviews.***
   - A copy of the signed EEOR-2a is emailed to all signatories.

5. **On-Campus Interviews**
   Before the campus visit:
   - A designee of the search committee schedules the interviews
   - Official transcripts should be requested at this time
   - Form 17C (Request Approval for Reimbursement of Expenses for Prospective Employee Travel Interview Trips, available from Accounting Services at (ipfw.edu/offices/accounting/forms/index.html) is completed (if applicable) 10 days prior to travel and submitted to OAA.
     - o Faculty Records verifies the candidates listed has been approved for interview, signs and forwards to Travel
   - The search committee develops a list of questions based on the position qualifications rubric to ask the interview. See Attachment B for a listing of questions that may and may not be asked.

   During the campus visit:
   - Candidates meet with search committee, department chair, and others as appropriate (e.g., department staff, department faculty, students groups, dean, OSP, HR, etc.)
   - Candidates for positions appointed with tenure and/or appointed for chair or other administrative positions must meet with the VCAA during the interview visit.
   - Follow Hospitality Expenditure Policy guidelines (Accounting Services web site)

   After the campus visit:
   - The candidates' original itemized receipts for appropriate expenditures are submitted, with form DIV (Direct Invoice Voucher), to Accounting Services (use RIO number in order).
   - A separate DIV must be submitted to reimburse a host for a meal.

6. **Request to Extend Offer**
   Form EEOR-3
   - After consultation with the Search Committee (and others as appropriate), the department chair completes and signs form EEOR-3 and forwards it to the dean for approval and routing to Julie Yoder for HROIE.
   - The Associate Director of Compliance reviews information, signs, and forwards to VCAA.
   - The VCAA approves.

EEOR-3 must be approved by all signatories before an offer can be made.
- Concerns about legal status to work in the U.S. should be directed to Brian Mylrea (mylreab@ipfw.edu) **after** all approvals are obtained, and prior to making a verbal offer
- Tenure can be awarded only to candidates who are permanent residents of the U.S.
- Copies of the signed EEOR-3 are emailed to all signatories.
- Following verbal acceptance, a written offer letter and contract are prepared by OAA and the contract will be routed to the appropriate dean's office for signature. The executive assistant to the VCAA can help address any special circumstances or concerns.
- The VCAA signs.
- The offer letter packet is mailed by OAA to the candidate
- The candidate signs the offer letter and other documents and returns them to OAA by the identified deadline.
- OAA will prepare the position request and the PA and will send to the appropriate business manager for signature and then copies will be sent to the appropriate dean's assistant.
- The unit secretary forwards the dossier (*3* **original** reference letters, **official** transcripts, and **CV**) to OAA.

7. <u>**Hiring Report**</u>
EEOR-3 Bottom Section
- The department chair completes the bottom of EEOR-3
  - The form EEOR-3 is sent to Julie Yoder for HROIE
- A designee of the Search Committee informs all unsuccessful candidates that the position has been filled

8. <u>**Disposition of Search and Screen Materials**</u>
The department must retain (in the department files) all materials for a minimum of **three years**, including application materials from unsuccessful candidates, related notes, references, and correspondence, and one original publication in which the ad appeared.

Special Situations - Waiver of Full Search Process.
When a positon must be filled on short notice, the department chair, in collaboration with the dean, will decide whether a full search is appropriate or if the situation warrants a waiver of the full search process. If a waiver is desired, the department chair should submit form HREO-1 (Request to Recruit) to Christine Marcuccilli with: a memo requesting a waiver of the requirements for a full search and the name of individual the department recommends be hired (if known); the individual's CV; and Form EEOR-3 (Request to Extend Offer). The hiring process should proceed as follows:
- HREO-1, EEOR-3, candidate CV and waiver memo are forwarded to the Associate Director of Compliance for approval and transmittal to the VCAA. The VCAA approves. If the waiver is not approved the department chair will be notified by OAA or HROIE.
- Copies of the signed HREO-1 and EEOR-3 are emailed to all signatories and to HROIE.
- The steps for a written offer and contract are completed as in Step 7.
- The Hiring Report (EEOR-3) is completed as in Step 8.

NOTE: Waiver of the Search Process should only be used in the case of an urgent faculty/librarian opening due to exceptional circumstance (i.e. late resignation of a faculty member, etc.) and only after consultation with the dean and VCAA. The person hired will be hired as a Visiting faculty member only, with the expectation that a full search for the position will be initiated during the following academic year.

_____
Carl N. Drummond
Vice Chancellor for Academic Affairs

Appropriate and Inappropriate Interview Questions

Address
Appropriate: "How long have you lived in this area?"
Inappropriate: List of previous addresses; how long at each specific address.

Age
Appropriate: None
Inappropriate: Questions about age; requests for birth certificate.

Arrest Record
Appropriate: Indiana law permits questions on pending charges if related to job, i.e., security or sensitive jobs.
Inappropriate: Questions about pending charges for jobs other than those mentioned.

Convictions
Appropriate: None
Inappropriate: Questions about convictions unless the information bears on job performance.

Family
Appropriate: None
Inappropriate: Number and ages of children, child bearing/rearing queries.

Education
Appropriate: Inquiries about degree or equivalent experience.
Inappropriate: Questions about education that are not related to job performance.

Disability
Appropriate: May ask about applicant's ability to do job-related functions.
Inappropriate: Question (or series of questions) that is likely to solicit information about a disability.

Marital or Family Status
Appropriate: Whether applicant can meet work schedule or job requirements. Should be asked of both sexes.
Inappropriate: Any inquiry about marital status, children, pregnancy, or child care plans.

National Origin
Appropriate: May ask all applicants if legally authorized to work in this specific position.
Inappropriate: May not ask if a person is a U.S. citizen.

Personal Finances
Appropriate: None.
Inappropriate: Inquiries regarding credit record, owning a home, or garnishment record.

Political Affiliations
Appropriate: None.
Inappropriate: Inquiries about membership in a political party.

Organizations
Appropriate: Inquiries about professional organizations related to the position.
Inappropriate: Inquiries about professional organizations suggesting race, sex, religion, national origin, disability or sexual orientation.

Race, Color, or Sexual Orientation
Appropriate: None.
Inappropriate: Comments about complexion, color or skin, height, weight, or sexual orientation.

Religion
Appropriate: Describe the work schedule and ask whether applicant can work that schedule. Also, suggest that accommodations to schedule are possible.
Inappropriate: Inquiries about religious preferences, affiliations, or denominations.

Work Experience
Appropriate: Applicant's previous employment experience.
Inappropriate: Stereotypical inquiries regarding protected group members.

Appendix H: OAA Memorandum 03-1
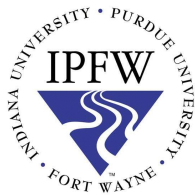
Office of Academic Affairs
Guidelines For The Selection, Appointment and
Review of Continuing Lecturers at IPFW

Purdue University Executive Memorandum C-48 created the position of "continuing lecturer" in February 1999.   A similar position of "lecturer" was created by Indiana University by action of the University Faculty Council as ratified by the Board of Trustees in May 2001. The following guidelines describe the implementation of the lecturer position at IPFW.

1. Continuing Lecturer (CL) is a category of academic staff hired by a department "to instruct a course or courses on an ongoing basis, and to perform other appropriate and necessary duties relating to the course or courses, their students, and the school's instructional program" (*Purdue Executive Memorandum No. C-48).* CL's appointed to IU-mission departments are classified into a similar "Lecturer" category in the IU system (*IU Academic Handbook,* p. 59) but are Purdue employees. The CL is a staff appointment, eligible for benefits (TIAA/CREF after three years), but not for tenure, promotion, or sabbatical leave.

2. CL positions must be at least at .5 FTE and are considered on a case-by-case basis in terms of program needs and available funding. CL positions are intended to meet ongoing instructional needs, often previously met by associate faculty.

3. Continuing lecturers are not intended to replace tenure-track faculty. Vacant tenure-track positions will be filled with ranked faculty and failed searches will be filled with visiting ranked faculty unless the department presents a very strong justification for conversion to a CL.

4. Appointments to a CL position will require a search following regular university procedures for faculty searches and hiring. The only exception that may be made to the search process is a situation in which a department (a) has been approved for a CL position, and (b) has only one associate faculty member who has taught satisfactorily at .5FTE or more for at least six consecutive semesters. In situations when several associate faculty meet the .5FTE/6 consecutive semesters criterion, an internal or external search must be conducted.

5. IPFW will observe a 10% CL FTE limit in the percentage of the total campus faculty FTE (defined as tenured, tenure-track, clinical, and CL appointments).

6. CL's are expected to have at least a master's degree, although commensurate professional experience may be considered.

7. Full-time CL's are assigned a 12-hour teaching load per semester. The teaching load may be modified to reflect other teaching-related responsibilities. CL's also have departmental service responsibilities appropriate to their teaching assignment and an expectation of continuing professional development. Departments are responsible for including CL's in appropriate committees and in professional development opportunities.

8. CL's are probationary in the first year of their appointment and their appointment can be terminated at the conclusion of either the fall or spring semester. After the first year, written notice "at least one academic semester before the Continuing Lecturer begins the final semester of employment" *(Purdue Executive Memorandum C-48)* is required if the appointment is to be ended, effectively requiring one year's notice of non-reappointment.

9. After the first year, CL's are reviewed and reappointed annually. Each department which has CL positions must develop specific evaluation criteria. CL's are expected to submit annual reports of their activities in keeping with departmental and school procedures. Chairs will use the same annual reappointment schedule and deadlines and the same departmental/school review procedures for CL's as for probationary tenure-track faculty. CL's are to be included in regular processes for determining merit increases, including any special merit opportunities established for that budget year.

10. Under Executive Memo C-48, voting rights and governance participation for CL's are determined by each campus, school, and department. CL's do not have voting rights in the IU University Faculty Council or the Purdue University Senate, although many do have voting rights at the department, school, or college levels.

11. Following C-48, CL's appointed to Purdue-mission departments are eligible to use the University's Grievance Procedures for Academic Personnel. Similarly, the IU Academic Handbook provides that CL's appointed to IU-mission departments may apply to the IU Board of Review.

Susan B. Hannah
Vice Chancellor for Academic Affairs

Appendix I: PFW Faculty Policy to Comply with HLC Clarification

IPFW Policy to meet Higher Learning Commission (HLC) qualifications for
Dual Credit Instructors

IPFW fully expects all of our instructors to be qualified according to HLC standards. Given that our understanding of those standards has changed in the last year, our expectations need to also adjust. Therefore, we expect that any dual credit instructors teaching for us will be fully qualified (see HLC Faculty Guidelines, March, 2016 for more information on these standards) by the HLC deadline. The Indiana Commission for Higher Education (ICHE) has requested and HLC has granted an extension for dual credit instructors in Indiana universities until Fall, 2022.

It is the desire of IPFW to maintain as many of our dual-credit partnerships as possible but we must meet the standards of our accrediting body. Given that, faculty who begin teaching for us in or after Fall, 2017, (who are not qualified by HLC standards), will need to have a plan in place and make progress (monitored by departments) towards being fully qualified by Fall, 2022. Faculty currently teaching for us will need to be qualified by Fall, 2022. Should instructors choose not to meet the HLC standards, it is expected that the extension time period will be used by high school administrators and liaisons to find qualified instructors to replace them and maintain a high quality, dual credit opportunity for students.

This policy outlines minimum requirements for dual credit instructors. Departments are free to adopt more rigorous requirements and/or timelines.

IPFW Policy to meet Higher Learning Commission (HLC) qualifications for
other (Limited Term Lecturer and Continuing Lecture) Instructors

Given that HLC has only provided the opportunity for extensions for dual credit instructors, all other instructors need to be fully qualified by HLC standards by Fall, 2017.

Appendix J: LTL Credential Verification Template

LTL Credentials Reporting Template

Semester: _____

College/ School	Department	LTL Name	Degrees						Tested Experience: Documentation based on articulated department process in personnel file	Notes
			Masters in Discipline of Course Content*	Doctorate (or other terminal degree) in discipline *		Masters or Doctorate not in discipline**	18 hours graduate credit in the discpline			
ETCS	Engineering									
		I. Robot	1							
		M. Man		1						
		G. Hal				1			25 yrs. Successful experience as Production Engineer	
		S. Sonny				1	1			
		H. Gates				1				
		B. Green	1							
		S. Guy				1			Passed certification exam for industry standard licensing	
Totals Earned Degrees			2	1		4	1			

Record "1" in highest degree earned ONLY.

*If the faculty member has a masters (teaching undergrads) or a doctorate (teaching undergrads/grads)

    in the discipline, no further information is required

**If the faculty member has a masters or doctorate not in the discipline,

    then other means of qualifying (or working toward qualification) of the faculty member are required (in order of preference):

    a) 18 hours of graduate credit in the discipline,

    b) plan of study in place to earn 18 hours of graduate credit in the discipline or

    c) tested experience (following established department procedures).　　　　Revision May 2018

If the faculty member does NOT have a masters or doctorate at all,

    then other means of qualifying (or working toward qualification) the faculty member are required:

    a) plan of study in place to earn Masters degree in the discpline or

    b) tested experience (following established department procedures).

Note: Faculty newly hired for Fall 2017 and after should only be hired if they are currently qualified, NOT working toward qualification.

Appendix K: Dual Credit Pre-Hire Checklist

DIVISION OF CONTINUING STUDIES

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE

Each Collegiate Connection Department Representative should use the following checklist to ensure that Collegiate Connection instructor candidates are aware of departmental expectations, protocol, and philosophy. The items on this checklist must be completed before an applicant is fully approved to offer a Collegiate Connection course through IPFW.

Name of Candidate: _____ *Course:* _____

- ☐ Candidate's credentials meet or exceed adjunct faculty status to teach this course.
- ☐ Department Representative has visited candidate's classroom for a pre-approval visit. Date of visit _____
- ☐ Role of Department Representative has been explained to candidate.
- ☐ Department Representative has reviewed with candidate the specific course objectives.
- ☐ Department Representative has reviewed with candidate any discipline-specific course philosophies and/or pedagogy for the course.
- ☐ Candidate has received requirements and expectations for the syllabus.
- ☐ Department Representative has approved the candidate's course syllabus and a copy of the syllabus had been sent to Division of Continuing Studies office.
- ☐ Department Representative has explained textbook considerations/requirements.
- ☐ Department Representative has reviewed required assignments assuring standards of achievement are the same as expected in on-campus sections.
- ☐ Candidate has been provided the course grading scale and understands the grading standards.
- ☐ Department Representative has reviewed required assessments and rigor of the assessments.

I agree that the above information has been conveyed by the Department Representative.

X_____

Department Representative Signature and D...

X_____

Instructor Candidate Signature and Date

Appendix L: Senate Document 16-2

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
                Executive Committee

DATE: August 24, 2016

SUBJ: ICHE Application to HLC for Extension Regarding Dual Credit Faculty Qualifications

WHEREAS, The Higher Learning Commission (HLC) issued a policy clarification to Assumed Practice B.2. regarding faculty qualifications in June 2015 stating that all "faculty teaching general education courses, or other non-occupational courses . . . [must] hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in that discipline or subfield in which they teach"[1]; and

WHEREAS, Many of IPFW's dual credit teachers do not meet the qualifications established in Assumed Practice B.2.; and

WHEREAS, The clarification of Assumed Practice B.2. is scheduled to go into effect on September 1, 2017; and

WHEREAS, HLC has developed an application process for "member institutions with dual credit programs to request extensions related to compliance of faculty qualifications in these programs with Assumed Practice B.2."[2]; and

WHEREAS, The Indiana Commission for Higher Education (ICHE) is asking Indiana colleges and universities to sign on to a joint application to HLC for a five-year extension "for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2."; and

WHEREAS, Signing on to the ICHE application to HLC for a five-year extension "in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline";

BE IT RESOLVED, That the Senate supports IPFW signing on to ICHE's application for an extension regarding dual credit faculty qualifications.

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[1] http://download.hlcommission.org/policy/updates/AdoptedPoliciesAssumedPractices_2015_06_POL.pdf
[2] https://www.hlcommission.org/Document-Library/determining-qualified-faculty.html

Appendix M: HLC Dual Credit Extension Letter

December 19, 2016

Theresa Lubbers, Commissioner
Indiana Commission for Higher Education
101 W. Ohio St. #300
Indianapolis, IN 46204

Dear Commissioner Lubbers,

Your institution recently submitted an application to HLC to extend the time allotted for compliance with HLC Policy Assumed Practice B.2, specifically in regard to qualifications for faculty providing dual credit instruction.

HLC has approved your request for an extension to come into compliance with the revised Assumed Practice until September 1, 2022. HLC will retain a copy of the plan and, during the next regularly-scheduled accreditation review that occurs **after** the extension date noted above, instruct the peer review team to verify that the plan has been completed.

> **Special Note:** *As HLC reviewed applications from institutions seeking extensions, it became clear that it was important to accommodate faculty who might be assigned to teach dual credit during the extension period, but who were not assigned to teach dual credit at the time of the application's submission and as a result, not referenced in the application. As such, the extension will include these faculty (if applicable), and the period granted to all institutions receiving an extension will be* **September 1, 2022** *(the maximum allowed), whether the full time period was originally requested or not. Institutions should ensure to develop and maintain a plan on file for each of these faculty members to come into compliance with HLC's faculty qualification expectations by the extension deadline.*

Please contact the institution's HLC staff liaison with any questions.

Sincerely,

Higher Learning Commission

Cc: Ken Sauer, Senior Associate Commissioner and Chief Academic Officer
        Sunil Ahuja, Vice President for Accreditation Relations
        Tom Bordenkircher, Vice President for Accreditation Relations
        Stephanie Brzuzy, Vice President for Accreditation Relations
        Barbara Johnson, Vice President for Accreditation Relations
        Jeffrey Rosen, Vice President for Accreditation Relations
        Linnea Stenson, Vice President for Accreditation Relations

        Ball State University
        Indiana State University
        Indiana University Bloomington
        Indiana University East
        Indiana University Kokomo
        Indiana University Northwest

Indiana University Purdue University Fort Wayne
Indiana University South Bend
Indiana University Southeast
Ivy Tech Community College of Indiana
Purdue University Northwest
Purdue University West Lafayette
University of Southern Indiana
Vincennes University
Ancilla College
Grace College
Huntington University
Indiana Tech
Oakland City University
Trine University
University of Evansville
University of Indianapolis

Appendix N: Dual Credit Credential Template

Dual-Credit High School Teachers Credentials Reporting Template

Semester: _____

College/ School	Department	H.S. Teacher	High School	School Corporation	Degrees						Tested Experience: Documentation based on articulated department process in personnel file	Notes
					Masters in Discipline of Course Content*	Doctorate (or other terminal degree) in discipline *		Masters or Doctorate not in discipline**	18 hours graduate credit in the discpline	Plan of study to earn 18 hours on file (Y/N) and number of hours earned		
Totals Earned Degrees					0	0		0	0			

Record "1" in highest degree earned ONLY.

*If the faculty member has a masters (teaching undergrads) or a doctorate (teaching undergrads/grads)
    in the discipline, no further information is required

**If the faculty member has a masters or doctorate not in the discipline,
    then other means of qualifying (or working toward qualification) of the faculty member are required (in order of preference):
    a) 18 hours of graduate credit in the discipline,
    b) plan of study in place to earn 18 hours of graduate credit in the discipline or
    c) tested experience (following established department procedures).   Revision May 2018

If the faculty member does NOT have a masters or doctorate at all,
    then other means of qualifying (or working toward qualification) the faculty member are required:
    a) plan of study in place to earn Masters degree in the discpline or
    b) tested experience (following established department procedures).

Appendix O: Purdue Graduate School Form 24

PURDUE UNIVERSITY GRADUATE SCHOOL
Graduate Faculty Appointment Request

Program (Dept.) _____ Program Code _____ Campus _____

<div style="text-align:right">(PUC, IPFW, IUPUI, PNC)</div>

Name _____

Last	First	Middle

Highest Degree:

   Ph.D.   Thesis Master's/M.F.A.   Non-Thesis Master's   Terminal Postbaccalaureate Professional Degree

Major Field of Study _____

Degree Granted by _____ Date Degree Granted _____

<div style="text-align:right">Month / Year</div>

Requested Appointment Level: _____

(R.1 - R.6, S.1 - S.10. See classification guidelines in Appendix M at the end of document)

☐ **Regular Appointment to the Graduate Faculty**

Date of Initial Purdue Appointment _____

<div style="text-align:center">Month/Year</div>

VOTING: Yes   Waiting   No

(Must have voting privileges, as defined by the University Senate for tenured or tenure-track faculty, to hold a Regular appointment)

TENURE: Tenured   Tenure Track/Waiting   No

TYPE: Regular   Associate Dean   Assistant Dean   Regular with Administrative Appointment   Research

LEVEL: Asst. Professor   Associate Professor   Professor   Institute/Center Director   Dept. Head   Dean

TERM: Academic Year   Fiscal Year

Previous experience in teaching, supervising, or mentoring graduate students:

Number of master's and/or doctoral students supervised, service on graduate committees, and/or graduate courses

taught: _____

_____

Examples of recent publications and research: _____

_____

Expected roles and responsibilities with this appointment: _____

_____

Date Graduate School Mentoring Workshop Attended: _____

(Prerequisite for faculty without previous experience teaching, supervising, or mentoring graduate students)

Campus Address _____

<div style="text-align:center">1</div>

☐ **Special Appointment to the Graduate Faculty**   (for nominees who do not meet the conditions for a Regular appointment)

Mailing Address_____

Special expertise **(s**kills or knowledge in particular areas): _____

_____

Current position and responsibilities and/or academic rank and affiliation: _____

_____

Expected roles and responsibilities with this appointment: _____

_____

Contact information for this Special appointment nominee (mailing address, phone, fax, e-mail, etc.):

_____

_____

Recommended by: Approved by:

_____   _____   _____
         Department Head   Date   Graduate Program Regional Campus Representative   Date

_____   _____   _____
         Academic Dean   Date   West Lafayette Graduate School Dean   Date

To Be Assigned by the Graduate School:

Appointment Level Approved: _____   Graduate Faculty Identifier   ___ ___ ___ ___ ___

Please forward this form to the Graduate School. An approved copy will be returned to the relevant department/campus.

2

GUIDELINES FOR SERVICE ON GRADUATE DEGREE COMMITTEES

Service on graduate degree committees is directly related to academic credentials, appointment and tenure status, and experience in research and graduate student mentoring. Graduate Faculty members at Purdue are divided into two major classifications, "Regular" and "Special". To be appointed as a "Regular", the individual must be a tenured or tenure track faculty member at Purdue University who has voting privileges. Exceptions are noted for members of Research Faculty * who have a formal affiliation with a graduate degree granting academic department at Purdue University and Emeritus Faculty * members at Purdue University who are actively engaged in research and graduate student mentoring. A "Special" appointment may be approved for an individual who does not meet the conditions required for "Regular" appointment, yet who can contribute special expertise to the work of graduate students.

LIST OF CLASSIFICATIONS OF GRADUATE FACULTY SERVING ON GRADUATE STUDENT COMMITTEES

GRADUATE FACULTY: REGULAR APPOINTMENT

R.1 Tenured and tenure-track faculty members with an appointment at Purdue University who hold a Ph.D. degree from an accredited institution and have been approved as a "Regular" member of the Graduate Faculty.

R.1 Tenured and tenure-track faculty members with an appointment at Purdue University who hold a terminal post-baccalaureate professional degree from an accredited institution, who have demonstrated experience in both research and student mentoring, and have been
approved as a "Regular" member of the Graduate Faculty.

*   R.2 Research Faculty members at Purdue University (defined by University Senate Document 04-4) who have a Ph.D. from an accredited institution and a formal affiliation with a Ph.D. granting department/school at Purdue University. See Graduate School Policies and Procedures Manual, Section I.E.1.

*   R.2 Emeritus Graduate Faculty members at Purdue University with a Ph.D. who are actively engaged in research and graduate student mentoring.

R. 3A Tenured or tenure-track faculty members at Purdue University who hold a post-master's professional degree (e.g. Doctor of Nursing Practice, Doctor of Audiology, etc.) from an accredited institution and have been approved as a "Regular" member of the Graduate Faculty.

R.3   Tenured and tenure-track faculty members with an appointment at Purdue University who hold a thesis master's degree or master of fine arts degree from an accredited institution and have been approved as a "Regular" member of the Graduate Faculty.

R.4   Tenured and tenure-track faculty members with an appointment at Purdue University who hold a non-thesis master's degree from an accredited institution and have been approved as a "Regular" member of the Graduate Faculty.

*R.5A Emeritus Graduate Faculty members at Purdue University with a post-master's professional degree who are actively engaged in professional practice and graduate student mentoring.

*   R.5 Emeritus Graduate Faculty members at Purdue University with a thesis master's degree or master of fine arts degree who are actively engaged in research and graduate student mentoring.

*   R.6 Emeritus Graduate Faculty members at Purdue University with a non-thesis master's degree who are engaged in research and graduate student mentoring.

3

GRADUATE FACULTY: SPECIAL APPOINTMENT

S.1 Clinical Faculty members with a full-time appointment at Purdue University who hold a Ph.D. or terminal post-baccalaureate professional degree from an accredited institution and are engaged in research and Graduate student mentoring.

S.1   Tenured and tenure-track faculty members with an appointment at Purdue University who hold a Ph.D. degree from an accredited institution and who are waiting for certification as a graduate student mentor.

S.2   Research Faculty members with a full-time appointment at Purdue University who hold a Ph.D. from an accredited institution and have no formal affiliation with a Ph.D. granting school/department.

S.2   University faculty members with a Ph.D. from an accredited institution who were "Regular" members of the Graduate Faculty at Purdue University and served as chair/co-chair of Ph.D. committees but who are no longer at Purdue. (See appointment guidelines)

S.3   Qualified individuals outside Purdue University who hold a Ph.D. or a terminal post-baccalaureate professional degree from an accredited institution.

S.4   Full-time or part-time (greater than 50 CUL), permanent, non-tenure track employees at Purdue University who hold a Ph.D. and/or a terminal post-baccalaureate professional degree from an accredited institution, who have experience in research and graduate student mentoring.

S.5A University faculty members with a post-master's professional degree from an accredited institution who were "Regular" members of the Graduate Faculty at Purdue University and served as a chair/co-chair of post-master's professional degree committees but are no longer at Purdue. (See appointment guidelines).

S.5A Tenured or tenure-track faculty members with an appointment at Purdue University who hold a post-master's professional degree from an accredited institution and who are waiting for certification as a graduate student mentor.

S.5 University faculty members with a thesis master's degree or master of fine arts degree from an accredited institution who were "Regular" members of the Graduate Faculty at Purdue University and served as chair/co-chair of master's thesis or MFA degree committees but are no longer at Purdue. (See appointment guidelines).

S.5   Tenured and tenure-track faculty members with an appointment at Purdue University who hold a thesis master's degree or master of fine arts degree from an accredited institution and who are waiting for certification as a graduate student mentor.

S.6   University faculty members with a non-thesis master's degree from an accredited institution who were "Regular" members of the Graduate Faculty at Purdue University and served as chair/co-chair of non-thesis master's degree committees but who are no longer at Purdue. (See appointment guidelines).

S.6 Tenured and tenure-track faculty members with an appointment at Purdue University who hold a non-thesis master's degree from an accredited institution and who are waiting for certification as a graduate student mentor.

S. 7A Qualified individuals outside Purdue University who hold a post-master's professional degree from an accredited institution.

S.7   7 Qualified individuals outside Purdue University who hold a thesis master's degree or master of fine arts degree from an accredited institution.

S.8   Qualified individuals outside Purdue University who hold a non-thesis master's degree from an accredited institution.

S. 9A Clinical faculty members and other full-time, permanent, non-tenure track employees at Purdue University with a post-master's professional degree.

S.9   Clinical Faculty members and other full-time, permanent, non-tenure track employees at Purdue University with a thesis master's degree, master's of fine arts degree or non-thesis master's degree.

S.10   Full- or part-time, permanent, non-tenure track employees at Purdue University who hold a post baccalaureate graduate or professional degree and demonstrated expertise in the course content for which the individual is responsible.

4

Service on Ph.D./Doctoral Committees

1. Qualifications to be a member of a Ph.D./doctoral committee
Graduate Faculty Classification
R.1, R.2, R.3A, S.1, S.2, S.3, S.4
2. Qualifications to be a Ph.D./doctoral committee co-chair
Graduate Faculty Classification
R.1, R.2, R3A, S.1, S.2, S.3
3. Qualifications to be a Ph.D./doctoral committee chair
Graduate Faculty Classification
R.1, R.2

Service on Post-Master's Professional Degree Committees

1. Qualifications to be a member of a Post-Master's Professional degree committee
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.5A, S.1, S.2, S.3, S.4, S.5A, S.5, S7A, S.7, S.9A
2. Qualifications to be a member of a Post-Master's Professional degree committee co-chair
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.5A, S.1, S.2, S.3, S.5A, S.5, S7A, S.7
3. Qualifications to be a member of a Post-Master's Professional degree committee chair
Graduate Faculty Classification
R.1, R.2, R.3A, R.5A

Service on Thesis Master's and Master's of Fine Arts (MFA) Degree Committees

1. Qualifications to be a member of a thesis master's and MFA degree committees
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.4, R.5A, R.5, S.1, S.2, S.3, S.4, S. 5A, S.5, S.6, S.7A, S.7, S.9A, S.9
2. Qualifications to be a thesis master's and MFA degree committee co-chair
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.4, R.5A, R.5, S.1, S.2, S.3, S.4, S.5A, S.5, S.7A, S.7
3. Qualifications to be a thesis master's and MFA degree committee chair
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.5A, R.5, S.1

Service on Non-Thesis Master's Degree Committees

1. Qualifications to be a member of a non-thesis master's degree committee
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.4, R.5A, R.5, R.6, S.1, S.2, S.3,S.4, S.5A, S.5, S.6, S.7A, S.7, S.8, S. 9A, S.9
2. Qualifications to be a non-thesis master's degree committee co-chair
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.4, R.5A, R.5, R.6, S.1, S.2, S.3, S.4, S.5A, S.5, S.6, S.7A, S.7, S.8
3. Qualifications to be a non-thesis master's degree committee chair
Graduate Faculty Classification
R.1, R.2, R.3A, R.3, R.4, R.5A, R.5, R.6, S.1

5

Guidelines for Former Purdue Graduate Faculty to Serve as Chair of Graduate Degree Committees

With the approval of the academic college/school dean, a department head may request approval for a formerly tenured or tenure-track member of the Graduate Faculty at Purdue University to continue to serve as chair of graduate student committees. Approval may be granted for a maximum of two sessions, beginning with the faculty member's date of departure. Requests should be addressed to the
Dean of the Graduate School and must include a clear, concise, and meaningful justification.

6

Appendix P: OAA Memorandum 04-3

Guidelines for Reappointment Review

This document provides a year-by-year reappointment checklist to complement departmental promotion and tenure criteria. The intent is to assist probationary faculty and their chairs in documenting progress toward meeting the promotion and tenure criteria, as reported in the annual reappointment reviews.

1. **Faculty normally receive their reappointment reviews and notice of reappointment or nonreappointment in:**
   - February of year 1 (3 months' notice)
   - November of year 2 (6 months' notice)
   - May of year 2 and each subsequent year (one year's notice)

Due dates for faculty to submit information to their chairs will vary by department and school.

2. **Faculty response to review:**
   - signature indicates that the faculty member has read the review;
   - faculty member's initials next to tenure date indicate that he/she agrees with the stated date;
   - faculty are entitled to request that errors of fact be corrected;
   - faculty are entitled to attach a response if they disagree with the content of the review.

3. **Year-by-year guidelines.**
The guidelines represent **minimum** levels of acceptable progress toward tenure and promotion to associate professor. The following principles apply:
   - these guidelines must be interpreted in light of the standards and criteria established by each department;
   - the chair has primary responsibility for explaining the department's expectations to pre-tenure faculty and for ensuring that the faculty receive appropriate mentoring assistance;
   - the department's expectations should be explained as part of the hiring process and reinforced yearly;
   - the chair (and mentors) must make clear to faculty the level of performance/productivity needed to document excellence in teaching, research/creative endeavor and/or service;
   - the annual reappointment letter must address each area to enable faculty to understand clearly their progress toward promotion and tenure;
   - the faculty member's annual review must be consistent with the recommendations in the reappointment letter;
   - if a faculty member has not documented satisfactory progress according to departmental standards but is nevertheless recommended for reappointment, there must be a convincing justification for granting an exception.

4. **Nonreappointment_.**
Unsatisfactory performance or progress is grounds for nonreappointment at any point, beginning in year one.

5. **Continued Professional Growth.** The campus criteria for promotion state: "Promotion to Associate Professor is based upon actual performance and the potential for continued professional growth" (SD 88-25). Thus, the minimum levels of achievement specified in this document must be viewed not as an end point, but as a milestone on the path toward Professor.

Year One

Time Frame

Late Fall: Submit materials in late fall (specific due date varies by dept.)

January: Receive reappointment recommendation from chair

February: Receive OAA reappointment letter for year two in February (3 months' notice)

March: Receive annual evaluation from chair

Evidence of Satisfactory Performance and Recommendations for Teaching

1. The chair and faculty member have discussed the department's expectations for teaching, the criteria for establishing competence and excellence in teaching, and the need to document effectiveness using multiple measures.
2. The faculty member presents evidence of appropriate preparation of classes and of learning about/adjusting to the departmental/institutional culture and expectations.

Evidence of Satisfactory Performance and Recommendations for Research/Creative Endeavor

1. Chair and faculty member have discussed department's expectations for research/ creative endeavor, criteria for establishing competence and excellence in this area, and the types of evidence needed.
2. Faculty member is in the process of articulating a multi-year plan for research/ creative endeavor.

Evidence of Satisfactory Performance and Recommendations for Service

1. The chair and faculty member have discussed departmental expectations for service for pre-tenure faculty.
2. The faculty member participates in departmental meetings and events and performs other departmental service satisfactorily.

Reappointment Letter and Recommendation

The chair's reappointment letter addresses each area, including progress toward satisfying any hiring conditions stated in the contract. The letter enables both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

- If there are concerns in any area, the chair and the faculty member discuss a plan for addressing them. The chair reports the concern and the plan in the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.

Year Two-Reappointment Review
(recommendation for year three)

Time Frame

Early Fall: Submit materials in early fall (specific due date varies by dept).

October: Receive annual evaluation from chair

November: Receive OAA reappointment letter for year three in November (6 months' notice).

Evidence of Satisfactory Performance and Recommendations for Teaching

1. Faculty member provides concrete evidence of teaching effectiveness, based on student evaluation data, curriculum contributions, and other measures.
2. Faculty member reflects on her/his teaching and makes adjustments as appropriate.

Evidence of Satisfactory Performance and Recommendations for Research/Creative Endeavor

1. The faculty member has articulated and discussed with the chair a focused multi-year plan for research/creative endeavor.
2. There is evidence of research/creative activity.

Evidence of Satisfactory Performance and Recommendations for Service

Faculty member provides evidence that service activities and contributions meet departmental expectations.

Reappointment Letter and Recommendation

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

- Previous conditions (if any) have been met.
- Any problems in teaching, research/creative endeavor, or service are reported, with a plan for addressing them, in the reappointment letter. If there are multiple problems, a formalized plan agreed upon by the faculty and member and chair, with a timeline, is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.

Year Two: Annual Review
(recommendation for year four)

Time Frame

Early Spring Semester: Submit materials early in spring semester (specific due date varies by department).

March: Receive annual evaluation from chair

May: Receive OAA reappointment letter for year four in May (1 year's notice).

By the time of this reappointment, the faculty member has identified his/her potential area of excellence for promotion and tenure, understands the department's standards and criteria for documenting excellence, and is in the process of building a case for excellence.

Evidence of Satisfactory Performance and Recommendations for Teaching

1. Faculty member provides concrete evidence of teaching effectiveness, using multiple measures.
2. Faculty member reflects on teaching and makes adjustments as appropriate.

Evidence of Satisfactory Performance and Recommendations for Research/Creative Endeavor

1. Faculty member provides evidence that her/his research/creative endeavor is proceeding according to plan.
2. Faculty member is able to project completion point(s) for work in progress.

Evidence of Satisfactory Performance and Recommendations for Service

Faculty member provides evidence that service activities and contributions meet departmental expectations

Reappointment Letter and Recommendation

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

- If problems in teaching, research/creative endeavor, or service have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.
- A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the chair and faculty member may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.

Year Three

Time Frame

Early Spring Semester: Submit documentation materials early in spring semester (specific due date varies by department). A comprehensive, department-based third-year review, prepared according to the P&T dossier format outlined in OAA 99-1, is strongly recommended at this point.

March: Receive annual evaluation from chair

May: Reappointment letter for year five in May (1 year's notice)

Promotion requires demonstrated excellence in one area and competence in the other two. If no area of excellence has been identified by this time, the chair and faculty member must recognize this as a critical concern that is grounds for nonreappointment. A decision to reappoint despite this critical concern requires a convincing justification and a plan for achieving excellence in one area.

Evidence of Satisfactory Performance and Recommendations for Teaching

1. Faculty member provides concrete evidence of teaching effectiveness, as above.
2. If teaching is the area of excellence, the faculty member provides concrete evidence pointing toward excellence, per departmental criteria.

Evidence of Satisfactory Performance and Recommendations for Research/Creative Endeavor

1. Concrete evidence of progress.
2. If research/creative endeavor is the area of excellence, there is concrete evidence pointing toward excellence, per dept. criteria.

Evidence of Satisfactory Performance and Recommendations for Service

1. The faculty member provides evidence that service activities meet or exceed departmental expectations.
2. If service is the area of excellence, there is concrete evidence pointing toward excellence, per dept. criteria.

Reappointment Letter and Recommendation

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

- If problems have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.
- A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the chair and faculty member may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.

Year Four

Time Frame

Early Spring Semester: Submit materials early in spring semester (specific due date varies by department).

March: Receive annual evaluation from chair

May: Reappointment letter for year six in May (1 year's notice).

The faculty member documents concrete progress in the area of excellence and satisfactory performance in the other two.

Evidence of Satisfactory Performance and Recommendations for Teaching
1. Concrete evidence of teaching effectiveness, as above.
2. If teaching is the area of excellence, the faculty member provides significant evidence of concrete progress toward meeting departmental criteria.

Evidence of Satisfactory Performance and Recommendations for Research/Creative Endeavor
1. Concrete evidence of progress, as above.
2. If research/creative endeavor is the area of excellence, the faculty member provides evidence of significant progress toward meeting departmental criteria.

Evidence of Satisfactory Performance and Recommendations for Service
1. Evidence that service activities and contributions meet or exceed departmental expectations.
2. If service is the area of excellence, the faculty member provides evidence of significant progress toward meeting dept. criteria.

Reappointment Letter and Recommendation

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member is meeting departmental expectations in each area.

- If problems have surfaced that were not apparent earlier, they are reported, with a plan for addressing them, in the reappointment letter.
- A previously reported concern that was not satisfactorily addressed may be grounds for nonreappointment or the chair and faculty member may formalize a plan, with timeline, for addressing the problems. The formalized plan is appended to the reappointment letter.
- Unsatisfactory performance or progress is grounds for nonreappointment.

Year Five

Time Frame

Early Spring Semester: Submit materials early in spring semester (specific due date varies by department).

March: Receive annual evaluation from chair

May: Reappointment letter for year seven in May (1 year's notice).

The faculty member documents additional progress in the area of excellence and satisfactory performance in the other two.

Evidence of Satisfactory Performance and Recommendations for Teaching

1. Strong evidence of teaching effectiveness, using multiple measures.
2. If teaching is the area of excellence, the faculty member provides strong evidence that departmental criteria for excellence are or will be met.

Evidence of Satisfactory Performance and Recommendations for Research/Creative Endeavor

1. Concrete evidence of continued progress, as above.
2. If research/creative endeavor is the area of excellence, the faculty member provides strong evidence that departmental criteria for excellence are or will be met.

Evidence of Satisfactory Performance and Recommendations for Service

1. Evidence that service activities and contributions continue to meet departmental expectations.
2. If service is the area of excellence, the faculty member provides strong evidence that departmental criteria for excellence are or will be met.

Reappointment Letter and Recommendation

A positive reappointment recommendation from the chair must enable both the faculty member and administrators beyond the department to understand how the faculty member has met or will meet expectations for promotion and tenure.

- If progress in the area of excellence is not adequate to meet departmental expectations, the faculty member and chair must recognize this as a critical concern that is grounds for nonreappointment.
- Unsatisfactory performance or progress is grounds for nonreappointment.

Year Six

Time Frame

Early Fall: Dossier to department in early fall (varies by department).

October: Review by school committee

November: By 2nd week to campus committee

December: Campus committee reading period

January: By 2nd week to Vice Chancellor for Academic Affairs; By 3rd week to Chancellor

February: To IU Bloomington or Purdue West Lafayette

Spring Final decision, from Indiana University or Purdue University Board of Trustees, announced in spring; official notification varies by department (approximately April)

Newly tenured faculty in both Indiana University and Purdue University missions are eligible in the fall of year seven to vote and to serve on IPFW committees open only to tenured faculty. If tenure is denied, the end of the probationary period is the day before the start of the fall contract date for both universities.

Year Seven

Newly tenured IPFW faculty in both IU and PU missions are eligible for "tenured-only" responsibilities.

Carl N. Drummond
Vice Chancellor for Academic Affairs

Calendar for Promotion and Tenure and Reappointments

Year 1

November-December: Submit documentation for reappointment review to chair

January: Receive reappointment recommendation from chair

February: Notified of reappointment for year two by Office of Academic Affairs

March: Annual evaluation from chair

Year 2

August-September: Submit documentation for reappointment review to chair

October: Receive reappointment recommendation from chair

November: Notified of reappointment for year three by Office of Academic Affairs

January-February: Submit documentation for reappointment and/or annual review to chair

March: Annual evaluation from chair

May: Notified of reappointment for year four by Office of Academic Affairs

Year 3

January-February: Submit documentation for reappointment and/or annual review to chair

March: Annual evaluation from chair

May: Notified of reappointment for year five by Office of Academic Affairs

Year 4

January-February: Submit documentation for reappointment and/or annual review to chair

March: Annual evaluation from chair

May: Notified of reappointment for year six

Year 5

January-February: Submit documentation for reappointment and/or annual review to chair

March: Annual evaluation from chair

May: Notified of reappointment for year seven

Year 6

August-September: Submit P&T dossier to department for review by primary committee and chair

October: Review by school committee

November: By second week, campus committee

December: Campus committee reading period

January: Second week to Vice Chancellor for Academic Affairs; third week to Chancellor

February: To IUB or PUWL

April: Board of Trustees decision (approximately)

Year 7

Newly tenured IPFW faculty in both IU and PU missions are eligible for "tenured-only" responsibilities

Appendix Q: OAA Memorandum 03-1

Guidelines for the Selection, Appointment, and
Review of Continuing Lecturers at IPFW

1. Continuing Lecturer (CL) is a category of academic staff hired by a department "to instruct a course or courses on an ongoing basis, and to perform other appropriate and necessary duties relating to the course or courses, their students, and the school's instructional program" (Purdue Executive Memorandum No. C-48). CL's appointed to IU-mission departments are classified into a similar "Lecturer" category in the IU system (IU Academic Handbook, p. 59) but are Purdue employees. The CL is a staff appointment, eligible for benefits (TIAA/CREF after three years), but not for tenure, promotion, or sabbatical leave. Consistency of the request with IPFW's mission and goals, college or school goals, and departmental program review recommendations.

2. CL positions must be at least at .5 FTE and are considered on a case-by-case basis in terms of program needs and available funding. CL positions are intended to meet ongoing instructional needs, often previously met by associate faculty.

3. Continuing lecturers are not intended to replace tenure-track faculty. Vacant tenure-track positions will be filled with ranked faculty and failed searches will be filled with visiting ranked faculty unless the department presents a very strong justification for conversion to a CL.

4. Appointments to a CL position will require a search following regular university procedures for faculty searches and hiring. The only exception that may be made to the search process is a situation in which a department (a) has been approved for a CL position, and (b) has only one associate faculty member who has taught satisfactorily at .5FTE or more for at least six consecutive semesters. In situations when several associate faculty meet the .5FTE/6 consecutive semesters criterion, an internal or external search must be conducted.

5. IPFW will observe a 10% CL FTE limit in the percentage of the total campus faculty FTE (defined as tenured, tenure-track, clinical, and CL appointments).

6. CL's are expected to have at least a master's degree, although commensurate professional experience may be considered.

7. Full-time CL's are assigned a 12-hour teaching load per semester. The teaching load may be modified to reflect other teaching-related responsibilities. CL's also have departmental service responsibilities appropriate to their teaching assignment and an expectation of continuing professional development. Departments are responsible for including CL's in appropriate committees and in professional development opportunities.

8. CL's are probationary in the first year of their appointment and their appointment can be terminated at the conclusion of either the fall or spring semester. After the first year, written notice "at least one academic semester before the Continuing Lecturer begins the final semester of employment" (Purdue Executive Memorandum C-48) is required if the appointment is to be ended, effectively requiring one year's notice of non-reappointment.

9. After the first year, CL's are reviewed and reappointed annually. Each department which has CL positions must develop specific evaluation criteria. CL's are expected to submit annual reports of their activities in keeping with departmental and school procedures. Chairs will use the same annual reappointment schedule and deadlines and the same departmental/school review procedures for CL's as for probationary tenure-track faculty. CL's are to be included in regular processes for determining merit increases, including any special merit opportunities established for that budget year.

10. Under Executive Memo C-48, voting rights and governance participation for CL's are determined by each campus, school, and department. CL's do not have voting rights in the IU University Faculty Council or the Purdue University Senate, although many do have voting rights at the department, school, or college levels.

11. Following C-48, CL's appointed to Purdue-mission departments are eligible to use the University's Grievance Procedures for Academic Personnel. Similarly, the IU Academic Handbook provides that CL's appointed to IU-mission departments may apply to the IU Board of Review.

_____

Susan B. Hannah
Vice Chancellor for Academic Affairs

Appendix R: Department Annual Report Template

Academic Program Review Annual Report Outline and Template

Department Annual Report (outline)

I. Unit Goals/Progress/Accomplishments: focus on department/program accomplishments.

II. Program Viability and Enrollment Management: includes viability metrics, departmental enrollment management plan and departmental performance toward meeting enrollment management goals (supported by enrollment management report provided by Institutional Research).

III. Faculty, Student, and Staff Accomplishments: focus on individual accomplishments that provide evidence of advancing or enhancing program quality

IV. Alumni Accomplishments

V. Resource allocation recommendations

Department Annual Report (template)

Section 1: Unit Goals/Progress/Accomplishments[1]

In Table 1 list Unit Goals from the Five Year Plan and additional goals established for the current year, describe actions implemented to help achieve goals, and provide evidence of how the actions taken contribute to goal achievement.

Table 1: Progress in Accomplishing 5 Year Goals

Unit Goal[2]	Action Items	Evidence of Progress to Goal (performance relative to action item)

[1] This section does not include enrollment goals. Enrollment goals are reported in Section 2.
[2] In transition prior to development of 5 year strategic plan, use USAP Yr. 1 and 2 Reports

Section 2: Evaluation and Planning Program Viability

Using Tables 2a through 2d, and additional data provided by Institutional Research, describe efforts the department is taking to improve enrollment, retention, and graduation.

Table 2a – Fall Program Demand

Fall Semester	Demand (New to Major)	Majors (New plus Continuing)	Graduates
2015			
2014			
2013			
2012			
2011			

Table 2b: Fall Viability Metric Ratios

Fall Semester	Graduation Efficiency	Student Attrition	Growth Trend
2015			
2014			
2013			
2012			
2011			

Table 2c: Fall Retention Totals

Fall Semester	New Majors	Total Majors	Retained in Major	Retained in Different Major	Graduated		Stopped Out
					In Major	*Out of Major*	
2015							
2014							
2013							
2012							
2011							

Table 2d: Enrollment Management Plan Performance (Departmentally Set Goals and Action Items. Institutional Research will provide information for Enrollment Management Performance column)

	Enrollment Management Goal	Action Items	Enrollment Management Performance (Fall Semester)				
			2011	2012	2013	2014	2015
New Majors							
Retained in Major							
Retained at IPFW							
Total Majors							
Graduated in Major							
Stopped Out							

Section 3: Faculty/Staff/Student Accomplishments

1. Scholarship and Creative Endeavor
2. Teaching and Learning
3. Service

Section 4: Alumni Information

In this section discuss how your program is contributing to the ongoing success of its graduates. Include information such as survey information (e.g. First Destinations Survey), alumni career accomplishments, employment information, and professional and graduate school enrollment

Supporting Documents

1. 5 Year Strategic Plan for Unit (produced at last program review). For programs transitioning to the new Program Review Process, the two USAP reports (or, a unit strategic plan developed for the period) should be included.
2. Enrollment Management Plan: The enrollment management plan should include targets for:
   a. total students enrolled in program,
   b. new students in the program defined as an annual cohort (i.e. defines cohort as students accepted into program in current academic year),
   c. retention within cohort,
   d. aggregate retention for majors,
   e. progress toward degree, and
3. Student Flow Report
4. First Destinations Survey (Career Services)
5. Alumni Survey (5 Year) – recommended as future requirement for all programs

Appendix S: Department Annual Report Rubric

Clearly Stated Programmatic Student Learning Outcomes (SLOs)

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLO's are stated in student-centered terms.	
Expectation Level	SLO's exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLO's meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	

Recommendations:

Programmatic Curricular Map

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLO's are not clearly mapped to classes or activities.	
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	

Recommendations:

Alignment with IPFW Baccalaureate Framework

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
IPFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program-Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Generally defined student-centered Program-Level SLO's are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Program-Level SLO's are aligned to some foundation areas of the IPFW Baccalaureate Framework.	

Recommendations:

Assessment Plan – Part 1

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	

Recommendations:

Assessment Plan – Part 2

Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data	
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	

Recommendations:

Reporting Results

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLO's. Results inconsistently demonstrate student achievement relative to stated SLO's. Use of generally accepted practices for student learning outcomes assessment is unclear.	
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLO's, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLO's or identify expectations for student learning relative to SLO's. The interpretation does not include multiple faculty.	

Recommendations:

Report Dissemination and Collaboration

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	

Recommendations:

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 1

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and re-assesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLO's and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/ re-assess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/re-assess is demonstrated.	

Recommendations:

Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success – Part 2

	Exemplary 3	Acceptable 2	Developing 1	Score or Holistic Evaluation
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	

Recommendations:

Appendix T: Department Annual Report Template

COLLEGE ANNUAL ASSESSMENT REPORT

Assessed Year: [ENTER YEAR]

[You can add an optional comment or delete here.]

College: Click here to enter text.

Contact: Click here to enter text.

Report Date: Click here to enter text.

ASSESSMENT | **IPFW**

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE

Contents

Tips and Hints

When you click on tip text, the whole tip is selected so that you can revise the placeholder instructional text. Edit the placeholder text and format it any way you want or cut and paste into the form field. The table of contents updates automatically as you add pages to each section in your document. To see the updates, right-click anywhere in the table of contents and select *Update field*.

Report Expectations:

The finished report should be about 4 -5 pages in length. Include as attachments:

1. Either letters to colleges describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.

2. Attach all Departmental/Program Annual Assessment reports so that these can be published at http://www.ipfw.edu/offices/assessment/reports/reports-program.html.

Assistance:

If at any point you have questions about completing or submitting this report, please contact the Office of Assessment and Program Review.

Section 1: Summary of Findings for all Departments/Programs

Instructions: In this box, please summarize your review of all departments. You can either do a narrative or summarize all departments within each of the departmental review rubrics and paste in this box.

Section 2: Recommendations for Academic Departments

In this box either report on the recommendations made to each department, or, describe how you provided feedback to the departments and append letters sent to the departments.

Section 3: Results of Activities Related to Prior Year Findings

In this box, describe changes in your review process based on last year's review and changes you expect to make in coming years based on the current year review.

Section 4: Conclusions and Future Directions

Describe, based on this years' experience, the overall quality of assessment in your college, provide recommendations for improving the assessment process at the department/program, college, and institutional level, and any additional resources your college might need to ensure that assessment is being used to improve student learning.

Attachments

1. Provide either letters to departments describing your evaluation of their annual assessment report or the completed Appendix D Rubrics for all departments/programs in your college.
2. Attach all Departmental/Program Annual Assessment reports so that these can be published at http://www.ipfw.edu/offices/assessment/reports/reports-program.html.

Appendix U: University Assessment Council College Assessment Rubric

University Assessment Council College Assessment Report Evaluation Template

	Exemplary	Acceptable	Developing
Section 1 – Summary of Findings			
Scores for all academic departments are reported			
Justification for scores is clearly communicated to department			
Section 2 – Recommendations			
Summary of constructive feedback provided to all departments is provided			
Report describes recommendations made to academic departments			
Section 3 – Summary of Changes			
Report summarizes changes made as a result of prior year assessment cycle			
Report summarizes the impact of changes (positive or negative)			
Section 4 - Conclusions			
Report provides a clear evaluation of assessment progress in the college			
Report describes potential changes to improve the quality of assessment in the college.			

Appendix V: Senate Document 85-18

I P F W

A C A D E M I C   R E G U L A T I O N S

A N D

P R O C E D U R E S

(Note: Effective Spring 2017)

Senate Document SD 85-18

Amended & Approved, 4/21/86
Amended March 16, 1987
Amended December 14, 1987
Amended March 14, 1988
Amended February 12, 1990
Amended September 10, 1990
Amended March 18, 1991
Amended April 8, 1991
Amended January 13, 1992
Amended December 14, 1992
Amended March 15, 1993
Amended March 14, 1994
Amended November 14, 1994
Amended February 13, 1995
Amended October 9, 1995
Amended November 13, 1995
Amended April 8, 1996
Amended December 9, 1996
Amended February 10, 1997
Amended March 16, 1998
Amended April 20, 1998

Document Date: May 1, 2017

Amended February 8, 1999
Amended April 12, 1999
Amended March 13, 2000
Amended March 18, 2002
Amended December 8, 2003
Amended April 11, 2005
Amended February 11, 2008
Amended March 17, 2008
Amended April 12, 2010
Amended April 11, 2011
Amended January 13, 2014
Amended March 17, 2014
Amended April 14, 2014
Amended December 8, 2014
Amended December 14, 2015
Amended January 11, 2016

Amended April 11, 2016
Amended May 1, 2017

CONTENTS

IPFW ACADEMIC REGULATIONS AND PROCEDURES

*   These regulations and procedures supersede all those previously in effect. Graduate students should be aware that these regulations and procedures apply primarily to undergraduates, and should consult their advisors for specific regulations for graduate students.

Attachments: Appendix A--Release of Student Information Appendix
      B–Grade Appeals Policy

1.0   **DEFINITIONS**. As used herein, the terms below have the specified meanings.

   1.1   **Academic record**: the IPFW cumulative record maintained by the Registrar in accordance with these academic regulations. The IPFW academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Official transcripts will continue to be produced using Purdue University procedures, and it is the responsibility of the IPFW Registrar to maintain consistency between the IPFW cumulative record and official transcripts.

   1.2   **Credit:** the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.

      1.2.1 Resident credit: credit earned at IPFW or at another campus of Purdue University.

         1.2.1.1 Course credit: resident credit awarded by IPFW on the basis of a student's enrollment in and satisfactory completion of courses.

         1.2.1.2 Special credit: resident credit awarded by IPFW on bases other than a student's enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

            1.2.1.2.1   Credit by examination: credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)

            1.2.1.2.2   Departmental/divisional credit: credit for a course offered by a department/division and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the department/division offering the course.

            1.2.1.2.3   Achievement credit: credit awarded on the basis of demonstrated achievement in a nationally administered college-level examination. (See Section 7.2)

      1.2.2 Transfer credit: nonresident credit. Transfer credits for a student entering IPFW from outside the student's university system shall be evaluated by the admissions office and accepted as transfer credit if completed at a regionally accredited institution with a grade

of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.

Credit accepted as transfer credit shall be equated to IPFW course numbers (or included as an undistributed entry) and posted to the student's academic record at the time of matriculation or re-entry to IPFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student's department chair/dean/division director, and the department/school/division determines the applicability to a student's plan of study of credit earned at other institutions and accepted by IPFW.

1.3　**Student classification**: a system for classifying students regularly admitted to IPFW:

Undergraduate Student Classification	Earned Credit Hours
Freshman	Fewer than 30
Sophomore	30-59
Junior	60-89
Senior	90 or more

The Registrar may establish additional classifications to serve IPFW's record-keeping needs. The Registrar will report classification codes to Purdue University in a manner consistent with their respective codes.

1.4　**Advanced placement**: the practice of admitting an entering student to courses beyond the first course or courses in a normal sequence without allowing credit for courses not taken.

1.5　**Substitution**: the practice of replacing a course required in a curriculum with another course identified by the unit specifying that requirement.

1.6　**Excusing**: the practice of replacing a course required in a specific curriculum by an equal number of credit hours in courses not specified, as approved by the unit specifying the course requirement.

1.7　**Work not scheduled for a regular fall or spring semester**: regular work offered in a summer session or off-calendar, equivalent in content, contact hours, and credit value to the work of a regular semester. As these regulations apply to academic work not scheduled for a regular fall or spring semester, all deadlines and time periods are to be prorated.

1.8　**Beginning student**: a student enrolling in college courses for the first time, or a student who has completed a small number of credits as a nondegree student, most often while still also a high-school student.

1.9　**Intensive course**: a course that meets for extended class times and fewer weeks than a similar course would meet in a regular summer session.

1.10　**P/NP option**: an enrollment option that generally limits course grades to P and NP. The option may be used to allow the student to take the class with minimal concern for the grade that will

be earned. Students who receive a grade of NP will have a grade of N recorded on official transcripts.

1.11 **Grade-point averages:** all reports and calculations of grade-point averages described in these regulations will be based on what is known as the "4-point" system, with grades of A equated to 4 points and other grades scaled accordingly. [Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6-point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

1.12 **International Students:** For admission purposes, an international student is defined as: an individual who resides outside of the U.S. and will be applying for a temporary (e.g. F-1, J-1) visa to study at IPFW, or an individual who resides in the U.S. on a temporary visa, and who is not an immigrant (W.S. legal permanent resident), or an undocumented immigrant, or a refugee.

2.0 **ADMISSION**. University requirements for admission are established by the trustees. Program-specific admission requirements in addition to those established by the trustees may be imposed by schools, divisions, and departments. Any such requirements shall become effective when published in the IPFW BULLETIN or its supplement.

2.1 **Regular admission of a nondegree student**. Any student admitted in nondegree status may apply for regular admission. Nondegree admission is limited to a maximum of 24 credits; thereafter, a student may register only after applying for and being granted regular admission; exceptions are granted by the Registrar upon the recommendation of the student's advising unit. Any student who is denied regular admission shall be notified of the reasons for this decision; any student who is granted regular admission shall be notified of which courses taken in the nondegree status may be applied to satisfy degree requirements.

2.2 **Admission of a student transferring between institutions or IPFW programs**

2.2.1 A transfer student or a re-entering student who has not enrolled at IPFW during the previous twelve months shall:

2.2.1.1 Designate the intended curriculum on the re-entry or transfer-admission form.

2.2.1.2 Submit the completed form to the admissions office for evaluation.

2.2.2 Any other student who wishes to transfer from one program to another at IPFW shall:

2.2.2.1 Prepare the prescribed transfer-request form.

2.2.2.2 Secure the approval of the school/division to which the transfer is proposed.

2.2.2.3 Submit the completed request form to the Registrar's office. The Registrar shall notify the admissions office whenever such a transfer will also change the student's university affiliation, and the admissions office shall then transfer all previous IPFW credits to the records system of the student's new university.

2.3 **Credit transfer for a student transferring between IPFW programs**. When a student transfers from one degree or certificate program to another, the school/division to which the student is transferring shall promptly report to the Registrar the status of every course previously taken. Each completed course, regardless of the grade received, shall be classified into one of the following two categories:

2.3.1 Courses which are required for, or applicable to, the student's new curriculum or which are substantially equivalent to, and are acceptable as, substitutes for such required courses.

2.3.2 Courses not applicable to the program to which the student is transferring. The grade in any course which can satisfy a degree requirement, other than a free elective, may not be removed from the cumulative GPA.

2.4 **Application of credit for students who re-enter Purdue University Fort Wayne**. At the time a student is accepted for campus transfer, re-entry, or readmission after not having attended any other campus of Purdue University for five or more calendar years, the academic unit by which the student is accepted may report to the Registrar each GPA-applicable course on the student's academic record in which the grade earned cannot be counted toward graduation or degree credits because it is considered to be of less than passing quality.

As recommended by the student's academic unit, the Registrar will exclude grades earned in these courses from the calculation of the student's cumulative GPA. However, both these courses and the grades earned therein will remain on the student's academic record.

This option can be employed only once per student, and an appropriate notation of this transaction shall be made on the student's academic record.

3.0 **REGISTRATION AND COURSE ASSIGNMENT**

3.1 **Procedures**. Registration for courses shall be accomplished in accordance with procedures prescribed by the Registrar.

3.2 **Placement procedures**. Students should complete the following procedures as soon as possible after admission to IPFW. Students completing these procedures shall be notified of the test results and their implications in a timely fashion.

3.2.1 English. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level English course.

3.2.2 Mathematics. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level mathematics course.

Students who place into developmental mathematics must complete the appropriate developmental course(s) in their first twenty-four credits of IPFW course work, with the exception of developmental mathematics for those students enrolled in a certificate or associate degree program that does not require mathematics.

3.2.3 <u>Reading</u>. A regularly admitted beginning student is allowed to register for classes only after submitting <u>one</u> of the following:

(1) SAT test score above 450 on the verbal test;
(2) ACT test score above 19 on the individual reading test;
(3) Scoring above the lowest 15 percentile (determined by national norms) on the IPFW placement test.

Students who do not meet at least <u>one</u> of these requirements will be required to complete a reading course as specified by the Department of English and Linguistics and approved by the College of Arts and Sciences during one of the student's first two enrollment periods.

3.2.4 <u>Foreign language</u>. A student who has studied a foreign language before entering IPFW should take a foreign-language placement examination before continuing study in that language.

3.2.5 <u>English-as-a-Second-Language</u>[1]. Prior to Admission, the Admissions Office shall determine which prospective undergraduate students have a native language other than English. All such students who do not have transfer credit for an English composition course that carries credit toward graduation shall be identified as ESL students and shall be required to submit scores on the TOEFL or an equivalent test approved by the Department of English and Linguistics..

ESL students shall be admitted with the condition that they achieve appropriate competency levels in English composition.

Based upon TOEFL or equivalent test scores, the Department of English and Linguistics shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement testing and course-completion requirements described in these regulations. Other ESL students shall:

[1] This section applies to undergraduate students only. As noted in the *Graduate Programs Bulletin*, graduate applicants must follow university-specific requirements to demonstrate competency in English.

3.3   **Academic load**. The following maximums apply to student enrollment:

3.3.1   <u>Absolute limit in any academic session or intensive course</u>: A student may never enroll for more than 1.5 credits per week.

3.3.2 Limit with special permission: A student's academic load shall exceed 18 semester hours (8 semester hours in a summer session) only under unusual circumstances and with special permission of the academic advisor.

3.4 **Assignment to intensive courses.** No student will be permitted to register in two intensive courses at the same time.

3.5 **Course prerequisites and corequisites**. When registering, a student must satisfy all course prerequisites and corequisites or secure the permission of the instructor. On an instructor's request, the Registrar may remove any student who has not satisfied prerequisites or corequisites.

3.6 **Auditing**. A student ineligible for readmission by reason of having been dropped from IPFW for scholastic or other reasons is ineligible to attend classes as an auditor; any other student may enroll as an auditor by completing regular registration and enrollment procedures, noting "Auditor" on the registration card. Determination of allowable load is in accordance with the credits assigned to the courses involved.

An auditor does not receive academic credit, but is assigned a grade of W or NC in the course. An auditor may later be allowed to take an examination for credit, under the usual rules, in courses audited. (see Section 7.1)

3.7 **Initial registration**. A student's initial registration shall occur according to the timetables for registration established for each academic term as published in the Schedule of Classes. An academic advisor's approval is required for all students who register at the Registrar's Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. School/division policy determines whether an academic advisor's approval is required for other students. A completed registration form with appropriate signatures must be submitted to the Registrar's Office or the student's department.

3.8 **Schedule Revisions**. A student may make schedule revisions in accordance with the following policies. The student must submit the completed schedule revision form with appropriate signatures to the Registrar's Office or the student's department. All schedules and deadlines are prorated for courses not meeting for an entire fall or spring semester.

3.8.1 Course additions. A student may add a course after the initial registration on the schedule revision form. An academic advisor's approval is required for all students who add courses at the Registrar's Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. Additional restrictions are described below:

Weeks	Restrictions
Up through the 1st week	College/School/Division policy determines whether of classes an academic advisor's approval is required.

2 through 4		College/School/Division policy determines whether an academic advisor's approval is required. The instructor must approve.
5 through 9		College/School/Division policy determines whether an academic advisor's approval is required. The instructor and the student's dean or division director must approve. Approval will normally be given only when extenuating circumstances are involved.
10 and following		Courses may not normally be added during this time.

3.8.2   <u>Course drops</u> (cancellations of registration). A student may drop a course, subject to the time limits below and the restrictions described in this section and in section 3.9 by presenting a request at the Registrar's Office**,** the student's department, or through selfservice in the online registration system.

<u>Weeks</u>	<u>Restrictions</u>
First week of classes (or equivalent, based on course length. See chart below.)	College/School/Division policy determines whether an academic advisor's approval is required. Course is not recorded on the student record.
2 through 9	College/School/Division policy determines whether an academic advisor's approval is required. Course is recorded with grade of W on the student record.
10 through 16	Courses cannot normally be dropped during this period. If a drop is approved, the course is recorded with a grade of W on the student record.

The following table displays the point in time a withdraw grade will be recorded on the permanent record, based on course length.

Number of Weeks the course meets	Course Drop without Withdraw Grade	Withdraw Grade Recorded
9 or more	Days 1-7	Day 8 and thereafter
3 to 8	Days 1-3	Day 4 and thereafter
2	Days 1-2	Day 3 and thereafter
1 or Less	Day 1	Day 2 and thereafter

Day 1 of a course is the first day of the term or part of term. All calendar days are counted, including weekends.

The opportunity to drop a class is restricted as specified below:

3.8.2.1 Alleged academic dishonesty. Students will not be permitted to drop a class in which there is an allegation of academic dishonesty.

3.8.2.2 Late-term drops related to academic performance. After the ninth week (or equivalent), students will not be permitted to drop a class due to poor academic performance in the class.

3.8.2.3 Late-term drops unrelated to academic performance. After the ninth week (or equivalent), and with the approval of the student's academic advisor and the student's dean/division director, a student may drop a course when the reason for requesting the drop is unrelated to the student's academic performance in the course.

3.8.2.4. Post-term drops. After the end of the sixteenth week, a course may be dropped only by following the procedure for a change of grade (see Section 6.6).

3.8.3 Change of P/NP option. A student may change the P/NP option for a course prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.

3.8.4 Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit may occur only during the first four weeks; a change from credit to audit may occur only during the first nine weeks. Changes of auditing status require the signature of the course instructor or academic advisor next to the appropriate notation on the schedule-revision form.

3.9 **Withdrawal from the university.** Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.

3.9.1 Withdrawal for military service. Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required by financial aid regulations. If a withdrawal is processed after the fourth week of classes, the grade of W will be assigned.

3.9.2 Withdrawal for personal circumstances. Students who seek to withdraw from IPFW after the ninth week of classes, based on personal circumstances, should contact the Dean of Students for guidance about the process.

3.10 **Attendance**. Every student is expected to attend every meeting of the classes for which the student is enrolled. Work missed during absences may be made up with the instructor's

permission. At the beginning of the academic session, each instructor shall make a clear statement to all students regarding the instructor's policy for handling absences. Any student who discontinues class attendance and does not meet course requirements shall receive a grade of F for unauthorized withdrawal.

3.10.1 Students who must report their class attendance in order to satisfy requirements of financial-aid sponsors are obligated to present the sponsor's certification form to each instructor.

3.10.2 Each instructor will certify that student's attendance by completing the form.

3.10.3 Unless a prior agreement has been made by the instructor with the student, no instructor will be obligated to certify student attendance for more than the most recent class.

A student may not attend any class before completing official registration procedures, after withdrawing from the class, or after the registration has been canceled. An instructor who discovers an unregistered student in a class should discuss the problem with the student and notify the Registrar's Office if the problem is not promptly resolved.

4.0 **ACADEMIC HONESTY**

4.1 **Definitions** – Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of IPFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that that maintain such freedom. IPFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. IPFW may discipline a student for committing acts of academic or personal misconduct.

4.1.2 Academic Misconduct: This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At IPFW, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Submitting the work of someone else as if it were one's own by adopting or reproducing the ideas and opinions of others without acknowledgment. Such instances of plagiarism may be intentional or unintentional, and may involve isolated words, formulas, sentences, paragraphs, entire works, or other intellectual property; either copied from other published sources, or from unpublished work such as those of other students.
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.

7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

4.2 **Policy**

4.2.1 Student's responsibilities. Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.

4.2.2 Instructor's responsibilities. The instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. If necessary, the instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course.

The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.

4.3 **Procedures** – In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at IPFW, academic departments should establish a written policy/statement, addressing the professional or ethical standards for their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures section of the Code of Student Rights, Responsibilities and Conduct in the Bulletin).

4.3.1 Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ten business days of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

4.3.2 Reporting. During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within ten business days, the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

4.3.3 <u>Appeal</u>. If a student's course grade is affected by the penalty, the student has the right to appeal the penalty imposed by an instructor through the IPFW grade appeals system. (See Appendix B).

5.0 FINAL EXAMINATIONS AND INSTRUCTORS' GRADE REPORTS

5.1 **Penultimate week**. No instructor may schedule an examination--comprehensive or noncomprehensive, except for laboratory practicums--during the week preceding the last week of a fall or spring semester.

5.2 **Final week**. With the exception of those courses classified as individual instruction, clinic, studio, practice teaching, research, or distance courses and those offered for zero credits, each class is expected to meet for a two-hour session during the last week of each fall or spring semester. The two-hour session may be used for (1) a final examination, (2) a last, noncomprehensive examination, (3) submission of out-of-class examination or assignments or (4) a regular class meeting.

5.3 **Conflicts.** A student who is scheduled to take on one day more than two final examinations, or who has a final-examination conflict, or who is scheduled to take a state, national, or professional licensing examination may contact the instructors involved, prior to the last week of regularly scheduled classes, to obtain appropriate rescheduling. If the student and the instructors cannot agree upon a rescheduling, the Vice Chancellor for Academic Affairs or a designee shall investigate and issue a binding schedule. Instructors shall not penalize a student who chooses to reschedule an examination under these options.

5.4 **Absences**. Any student who must miss a final examination because of an emergency must contact the instructor as soon as possible. A student who misses a final examination may receive a grade of F for the course.

5.5 **Grade reports**. Course grades are to be submitted to the Registrar's Office as completed, but not later than 12:00 p.m. on the Monday following the last scheduled examination.

6.0 GRADES

6.1 **Basis of grades**. The instructor is responsible for explaining to students, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. Each student shall be assigned a grade in each course in which the student is enrolled at the close of the session.

The student is responsible for the completion of all required work in each course, by the time of the last scheduled meeting of the course or other deadline set by the instructor, unless the student has officially withdrawn from the course, or unless the student and the instructor have agreed that a grade of Incomplete will be assigned.

6.2 **Semester grades**. The following grades may be assigned:

A, A+, A- - Outstanding achievement
B, B+, B- - Above-average achievement
C, C+, C- - Average achievement

D, D+, D- - Below-average achievement; lowest passing grade

Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades.

F   - Failure, or unauthorized discontinuance of class attendance; no credit
I   - Incomplete; a temporary record of passing work which (1) was interrupted by
                   circumstances beyond the student's control or (2) represents satisfactory work-
                   inprogress in an independent-study or self-paced course
IF   - Unremoved Incomplete, Failing. Recorded for failure to achieve a permanent
                   grade by the deadline stated in these regulations.
NC   - Completion of the course as an auditor; carries no credit.
NP   - Not passing grade when enrolled under the P/NP enrollment option. Purdue
                   University students who receive this grade will have a grade of N recorded on
                   official transcripts.
P   - Passing grade; under the P/NP option, equivalent to a grade of A, B, or C.
S   - Satisfactory, credit; awarded by the Registrar upon satisfactory performance in
                   a course offered only on an S/F basis, or on a departmental/divisional examination,
                   or another award of special credit, or completion of a zero-credit course. Purdue
                   University students who receive this grade will have a grade of P recorded on
                   official transcripts whenever the course involves one or more credits.
W   - Withdrew; a record of the fact that the student officially withdrew from
                   (dropped) a course or was administratively withdrawn from a course for nonpayment
                   of fees after the end of the fourth week.
NS   Not Submitted; assigned when a grade is not submitted by the instructor.

6.3   **P/NP option**. The P/NP option provides the student with the opportunity to take free electives
        with minimal concern for grades earned. The student who enrolls under this option must fulfill
        the same requirements as others enrolled in the course. The instructor will not be told which
        students have elected this option. The instructor's grades of A, B, and C for these students are
        changed to the grade of P by the Registrar. The instructor's grades of D or F are changed by
        the Registrar to grades of NP for Purdue University students. Purdue University students who
        receive the grade of NP will have a grade of N recorded on official transcripts. Grades of P and
        NP are not used in computing the GPA.

        Exercise of this option is subject to three limitations:

        6.3.1 The student may elect the option only for courses which fulfill no graduation requirement
                 except total number of credits (i.e. only for free-elective courses).

        6.3.2 The student may not elect this option for any course in which the student has received a
                 grade of A, B, C, D, or F.

        6.3.3 The student may not elect this option for more than 20 percent of the credits required for
                 graduation.

6.4   **Incompletes**. A grade of I is a temporary record of passing work which (1) was interrupted by
        circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an
        independent-study or self-paced course. A student must have a majority of the required
        coursework completed (as determined by the instructor) before the instructor is permitted to

assign the grade of incomplete. The instructor who reports a grade of I shall file in the Registrar's Office a statement that includes the following information:

The reason for the incomplete

The requirements for completion of the course

The grade for the course to date

The time limit allowed for completion of the course shall not exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.

Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.

The Registrar's Office shall change the I to an IF unless the student graduates or removes the incomplete within the time allowed.
If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.

Students transferring resident credit for a course bearing an unremoved incomplete shall have the grade of I recorded for up to one calendar year from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.

6.5 **Final grade report**. Each student's complete record for the session and the student's cumulative GPA shall be reported to the student, to the student's major department, and to the student's school/division.

6.6 **Changes of grade**

6.6.1 An instructor who discovers, within 30 days of the grade-processing deadline, that a grade reported for a student was in error shall promptly submit to the Registrar a statement, on a form specified by the Registrar and countersigned by the instructor's department chair/division director, of the circumstances of the error and of the change to be incorporated in future GPA's. Correction of errors after this time shall also require the approval of the instructor's dean/division director.

6.6.2 The Registrar shall inform the student, the department chair/division director, and the dean of the change of grade.

6.6.3 A student may retake any course. Unless the course is described in the Bulletin or its supplement as repeatable for credit, credit will be given only once for a repeated course, and only the most recent grade earned will be incorporated in GPA calculations.

6.6.4 A student may seek to effect a change of grade through the grade-appeals procedure established by the Fort Wayne Senate.

7.0 **SPECIAL CREDIT, CREDIT FOR MILITARY SERVICE, AND EXCESS UNDERGRADUATE CREDIT**

7.1 **Credit by departmental/divisional examination**. Opportunities for earning undergraduate credit by departmental/divisional examination are encouraged in order to expedite the education of qualified students. Toward this end, each instructional department/division shall establish procedures to consider candidates, to administer, and to grade such examinations, and each department/division shall provide the Vice Chancellor for Academic Affairs or a designee with comprehensive information on the principal courses that are available for departmental/divisional credit by examination, and test schedules if known. This information shall be made available in the Bulletin or its supplement, and it should be adequate to enable the student to assess eligibility and qualifications to take tests for credit.

The student may request an examination for credit in a course if the course is available for credit by examination and if no grade in the course other than a grade of W or NC has been awarded. The examination shall be at least as comprehensive as those given in the course and shall be graded S (performance comparable to that expected of a student who receives an A, B, or C in the course) or unsatisfactory. The Registrar shall establish forms and procedures to assure proper distribution of results, and for satisfactory performance shall record credit for the course on the student's record. No record shall be made on the transcript for unsatisfactory performance.

7.2 **Achievement credit**. Except as provided herein for the International Baccalaureate Program, credit or transfer credit for nationally administered examinations shall be awarded only after approval by the IPFW division/department that offers courses in the subject area. For participants in the International Baccalaureate Program, an award of 3-8 credits shall be made for each High level examination passed with a score of 4 or above. The admissions office will award undistributed credit in the appropriate disciplines until specific credit equivalencies are established by IPFW departments. No credit will be awarded for performance on Subsidiary level examinations.

7.3 **Credit for military service**. Each school/division shall decide whether credit for participation in military service may be applied toward a degree.

7.4 **Excess undergraduate credit**. A senior with a GPA of 3.00 or better may, with written permission from both an authorized graduate advisor and the instructor(s) involved, enroll in up to nine credits in excess of the requirements for graduation, in courses intended for use in a graduate program. Permission, if given, shall be noted on forms supplied by the Registrar, who shall make a transcript notation of the special status of these credits. Instructors shall impose graduate-level standards on such a student.

8.0 **GRADE-POINT AVERAGES**. A grade-point average (GPA) is a weighted average of credits for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or IF has been assigned.   Grade points will be assigned to each completed course according to the following table:

```
Grade              Grade Points
A+, A              4.0 x Semester Hours
A-                 3.7 x Semester Hours
B+                 3.3 x Semester Hours
B                  3.0 x Semester Hours
B-                 2.7 x Semester Hours
C+                 2.3 x Semester Hours
C                  2.0 x Semester Hours
C-                 1.7 x Semester Hours
D+                 1.3 x Semester Hours
D                  1.0 x Semester Hours
D-                 0.7 x Semester Hours
F, IF              0.0 x Semester Hours
I, NC, NP, P, S, W,NS:  Not Included
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The GPA is the sum of the Grade Points for all included courses divided by the total number of hours for those courses. The GPA is rounded to two decimal places.

[Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

8.1 **Semester GPA**. The student's semester GPA is the GPA computed for those credits for which the student was assigned a GPA-related grade for the specified semester.

8.2 **Cumulative GPA**. The student's cumulative GPA is the GPA computed for all credits for which the student has been assigned a GPA-related grade, with the exception of those courses which have been repeated and which are not repeatable for credit (See Section 6.6.3).

8.3 **Graduation GPA**. The student's graduation GPA is computed by the Registrar each semester and is reported to every student enrolled. Included in this GPA are all credits for which the student has been assigned a GPA-related grade in courses which fulfill a graduation requirement for the student, with the exception of those courses which have been repeated or excluded as specified in Sections 2.3.2, 2.4, and 6.6.3 of these regulations. The graduation GPA of a student pursuing more than one degree program shall be computed in the academic unit through which the student registers.

9.0 ACADEMIC STANDING

9.1 **Good standing**. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student is considered in "good standing" unless that student has been dismissed, suspended, or dropped from IPFW and not readmitted.

9.2 **Academic recognition**. At the conclusion of each fall or spring semester (but not any summer session) the Registrar shall indicate which undergraduate students are eligible for academic recognition.

9.2.1 On the Dean's List for having (a) at least 12 credit hours included in the graduation GPA, (b) at least 6 credit hours included in the semester GPA, (c) achieving at least a 3.5 graduation GPA, and (d) achieving at least a 3.0 semester GPA.

9.2.2 On the Semester Honors List for (a) having at least 6 credit hours included in the semester GPA, (b) achieving at least a 3.5 semester GPA, and (c) achieving at least a 2.0 graduation GPA.

Any student who achieves academic recognition for either of the two previous semesters is recognized at the annual Honors Convocation. An academic record entry will note the student's achievement of academic recognition.

9.3 **Recognition of completion of honors program**. When a student is certified by the Honors Program Council to have completed the requirements of the honors program, an appropriate academic record notation shall be made.

9.4 **Academic probation, dismissal, and readmission**. The following probation, dismissal, and readmission criteria are minimums for IPFW; academic units may set higher standards which shall become effective upon publication in the Bulletin or its supplement. A student dismissed from a program for failure to meet the higher standards imposed by an academic unit must be accepted in another program before registering for a subsequent academic session.

9.4.1 Probation. A student shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0. A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPA's equal to or greater than 2.0.

IF: Semester GPA or Cumulative GPA is < 2.0 = ACADEMIC PROBATION
IF: On academic probation and Cumulative GPA is < 2.0 but Semester GPA is ≥ 2.0 = CONTINUED PROBATION
IF: On academic probation and Semester GPA is < 2.0 but Cumulative GPA is ≥ 2.0 = CONTINUED PROBATION

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing.

Academic standing will not be assessed in summer sessions.

A student who wishes to appeal an academic probation standing should contact the academic department of their major for guidance in the appeal process.

9.4.2 Dismissal. A student on academic probation shall be dismissed at the close of any of fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0

IF: On academic probation and both the Semester GPA and Cumulative GPA are < 2.0 = ACADEMIC PROBATION

Any grade change due to a reporting error will result in a recalculation of the index and determination of the dismissal status.

A student who wishes to appeal an academic dismissal standing should contact the academic department of their major for guidance in the appeal process.

9.4.3 <u>Readmission</u>. A student who has been dismissed from IPFW or from another campus of Purdue University may not enroll at IPFW until one fall or spring semester has passed. All readmissions are into probationary status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically dismissed for a second time is not eligible to enroll for at least one year.

A student dismissed by this policy must apply to the appropriate office or readmission committee. A fee is assessed for processing the readmission application. Readmission is not guaranteed.

10.0 **DEGREES**. Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.

10.1 **Degrees offered**. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

10.2 **Requirements for degrees**. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the Bulletin current at the time of entry or re-entry to the university.

The primary reasons for a student to be required to meet the requirements of a subsequent bulletin include:

- Re-entry to IPFW (after a one year period of non-enrollment)
- By request with the written acknowledgment of the academic advisor
- When required by accreditation, a department may require students to complete the curriculum defined by the most current bulletin.

Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the Bulletin of the term of entry or re-entry to the university unless the student chooses to change to a subsequent Bulletin with the written acknowledgement of the academic advisor.

Any student who is **not** continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the Bulletin of the most recent entry or re-entry to the university.

In addition

- Any new requirements for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.
- The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.

The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

To gain any associate or bachelor's degree from IPFW, the student shall satisfy the following requirements:

10.2.1 The completion by resident credit or transfer credit (see Section 1.2) of the plan of study underlying the degree, including:

   10.2.1.1 For an associate degree, the registration in and completion of at least 32 credits of resident course credit, including at least 15 credits in courses applicable to the major.

   10.2.1.2 For a bachelor's degree, the registration in and completion of at least 32 credits of resident course credit at the 200 level or above, including at least 15 credits at the 300 level or above in courses applicable to the major.

10.2.2 Normally, completion of the entire final year in residence. However, with the approval of the student's school/division, a student who has satisfied the resident course credit requirement may complete the remaining requirements in another approved college or university.

10.2.3 Establishment of a cumulative GPA of 2.00 or better.

10.2.4 Registration, either in residence or in absentia, as a candidate for the desired degree during the academic session immediately preceding its conferral.

10.3 **Double majors and double degrees**. A student who will be completing the requirements for two or more degree programs simultaneously may be eligible to be registered as a candidate for more than one degree according to the following criteria:

10.3.1 Double major. If the degree programs are in the same school and lead to the same degree, only one degree shall be awarded. The academic record shall reflect multiple fields of study, as appropriate.

10.3.2 <u>Double degree</u>. If the degree programs are in different schools, two (or more) degrees may be awarded upon special request approved by the deans of the schools concerned and filed with the registrar at the beginning of the semester or session in which the degrees are to be awarded. If the degree programs are in the same school and lead to different degrees, the appropriate degrees shall be awarded.

10.4 **Graduation with distinction**. A candidate for the bachelor's degree with distinction must have a minimum of 65 resident credits included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a minimum of 35 resident credits included in the computation of the cumulative GPA. The required GPA, calculated each spring as outlined below, shall also apply to degrees for the following summer sessions and fall semester.

10.4.1 In each college, school or division, the minimum cumulative GPA for graduation with distinction from an associate or bachelor's-degree program shall be 3.80-3.94.

10.4.2 In each college, school or division, the minimum cumulative GPA for graduation with highest distinction from an associate or bachelor's-degree program shall be 3.95-4.00.

10.4.3 In each school or division, the requirements for graduation with distinction or with highest distinction from an associate-degree program shall be separately calculated as outlined above for bachelor's-degree programs.

10.5 **Conferring of degrees**. Degrees may be granted as of the close of each academic session. The names of the degree nominees will be presented by the Registrar to the appropriate board of trustees for approval.

11.0 **MINORS**

11.1 **Establishment**. A minor-subject program may be established by any academic unit at IPFW subject to approval by the school/division containing the unit, to approval by the Curriculum Review Subcommittee, to acceptance by the Vice Chancellor for Academic Affairs, and to publication of requirements for completion of the program in the <u>Bulletin</u> or its supplement. Completion of any minor must require a minimum of 12 credits, including at least six resident credits at the 200-level or above.

11.2 **Certification.** A student may earn a minor by requesting acceptance into the minor from the academic unit offering the minor. If accepted, the unit offering the minor will submit the appropriate electronic Form 42 to the Office of the Registrar to add the minor to the student's current degree program.

An academic unit may authorize a student's major advising unit to add the minor by submitting the Form 42 for the student. This authorization would be stated in the offering unit's minor requirements listed in the Bulletin.

At the same time as degree certification is processed, the degree-granting unit shall certify the student's completion of all minor requirements. Certification shall be based on completion of the minor program requirements in effect for the bulletin of the student's current degree program.

11.3 **Transcript entry**. Concurrent with completion of degree requirements, the Registrar shall make an appropriate entry on the student's transcript to signal completion of the minor. No entry shall be made on the transcript if the minor is not completed by the time the student is certified for graduation.

12.0 **TRANSCRIPTS**

12.1 **Transcripts**. A student or former student whose record is not encumbered for any reasons described herein shall, upon application at IPFW to the Registrar and payment of any prescribed charge, be entitled to receive a transcript of the complete record, including any major(s) and minor(s).
The IPFW policy governing the release of student records appears in Appendix A.

12.2 **Record of Actions on Transcripts**. Disciplinary actions will not be recorded on transcripts unless disciplinary actions involve involuntary separation from the University (e.g., suspension and or expulsion), or degree revocation. In these instances, the following notations will be added to the transcript:

12.2.1 **Suspension**. The following statement will be added to the transcript while the suspension is in place. Once the suspension ends, regardless of whether or not the student returns to the University, the statement will no longer appear on the academic record.

"The student has been suspended until [insert date] due to violation of University regulations."

12.2.2 **Expulsion**. The following statement will be added to the transcript and remain a permanent part of the transcript.

"The student was expelled due to violation of University regulations."

12.2.3 **Degree revocation**. The following statement will be added to the transcript and remain a permanent part of the transcript.

"The individual's degree has been revoked and this individual has been expelled due eto violation of University regulations."

13.0 **ENCUMBRANCE**

13.1 **Request for encumbrance**. The request for the encumbrance of a student record shall be filed with the Registrar's office and shall indicate whether either or both the registration of the student and/or the issuance of a transcript or diploma is to be encumbered. Because the encumbrance shall remain in effect until the Registrar is notified by the officer responsible to disencumber the record, it is the responsibility of the officer lifting the encumbrance immediately to notify the Registrar.

13.2 **Effect upon graduation**. A student in arrears to IPFW shall not receive a diploma. The clearance of a student's financial obligation on or before the Friday before Commencement shall be essential for graduation. If a student so delinquent clears the obligation later, the diploma will be released.

14.0 **AMENDMENTS**. Subject to the following restrictions, these IPFW Academic Regulations and Procedures may be amended in accordance with the Bylaws of the Senate.

    14.1 **Submission**. Proposed amendments shall be submitted to the Senate under the title "Proposed Amendments to the IPFW Academic Regulations and Procedures."

    14.2 **Voting.** A final vote on proposed amendments may not be taken at the meeting or convocation in which the proposals are introduced.

    14.3 **Dissemination**. Copies of amendments shall be forwarded by the Presiding Officer of the Senate to the appropriate administrative personnel.

APPENDICES

Appendix A. Release of Student Information (SR 08-21, supersedes SR 96-17)

A. In compliance with the Family Educational Rights and Privacy Act, the IPFW policy governing access to student records is described below, beginning with the following definitions:

   1. **Student** is defined as one who has attended or is attending IPFW.

   2. **Educational records** include those records maintained by the institution but exclude records maintained by individuals and available only to those individuals or designated substitutes (i.e. "personal files.")

   3. **Directory information** is limited to name, address, phone, email address, class standing, college/school/division, major field of study, dates of attendance, current enrollment status, degrees and awards, recognized student activities, sports, and information related to participation on athletic teams.   Records of arrests and/or convictions are public records and thus not subject to institutional policy.

   4. **Record** includes any data or information about the student and related individuals regardless of media used to create or maintain the record.

   5. **Disciplinary action** is defined as the outcome of an investigation by the university of a student who has been accused of an infraction or violation of the internal rules of conduct applicable to students.

B. Directory information will be released in response to any request unless the student has filed a restrainer form according to procedures specified by the Registrar. The student has the right to restrain release of any or all of the directory information.

C. All students have educational records located in one or more of the following offices and maintained by the administrator of that office: Academic Internships, Cooperative Education, and Service Learning, Academic Success Center, Admissions, Affirmative Action/Equal Employment Opportunity, Alumni Relations, Athletics, Recreation, and Intramural Sports, Bursar, Career Services, Center for Academic Support and Advancement, Collegiate Connection, Continuing Studies, Dean of Students, Diversity and Multicultural Affairs, Financial Aid, First Year Experience, Honors Program, International Programs, International Student Services, Mastodon Academic Performance Center, Mastodon Advising Center, Registrar, Services for Students with Disabilities, Student Housing, Student Life, Testing Services, Women and Returning Adults Center, University Police, and academic units.

D. The confidentiality of all records may be broken in an emergency situation if deemed necessary in terms of the severity of the emergency, the usefulness of the records, and the extent to which time is critical in responding to the emergency.

E. A student's record is available to that student, with the following exceptions:

   1. Confidential letters of recommendation submitted prior to 1975.

   2. Records of parents' financial status.

3.   Records described in Sections F, G, and H, below.

F.   Records related to the employment of a student are subject to other laws and administered by the Human Resources office.

G.   Medical and psychological records will be released only to a physician or other health-care professional designated by the student.

H.   Letters of recommendation for which the student signed a voluntary waiver of access will not later be disclosed to the student. Waivers must be voluntarily signed by the student and may only be related to recommendations concerning admission, candidacy for awards, and candidacy for employment. These recommendations may be used only for the purpose originally intended.

I.   Except as noted above, student records are available to members of the faculty and staff who have a legitimate need for access to the record, with the legitimacy of the request determined by the administrator of the office responsible for maintenance of the record.

J.   The following procedures apply to all offices maintaining records:

1.   The student may see the record after completing a written request, either in person or by mail.

2.   Access to the record must be allowed within 30 days and the student must be allowed to copy the record, subject only to payment of any applicable copying charges.

3.   The student must receive an interpretation of the record, upon request, at or after the time that access is granted.

4.   If the student objects to any part of the record, and the responsible office will not revise the record as requested, the student must be given an opportunity to request a formal hearing concerning the objection. Policies and procedures governing the hearing process will be specified by the Vice Chancellor for Academic Affairs.

K.   Records about a student will be released without the consent of the student in the following circumstances:

1.   To the student's parents if the student is a dependent as defined by the Internal Revenue Service.

2.   To federal officers as prescribed by law.

3.   As required by state law.

4.   To agencies or individuals conducting educational research, provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher.

5.   To agencies responsible for accreditation of the institution or its programs.

6.   In response to a lawful subpoena, subject to making reasonable attempts to provide prior notification and opportunity for objection by the student.

7.   To institutional security officers when necessary for a criminal investigation.

8.   To the alleged victim of a crime provided that the release is limited to the disciplinary action and that the disclosure of this action is considered by the university to be appropriate.

9.   To a transfer student's former college/university and to a college/university that a student is seeking to attend.

10.   To contractors, volunteers, and other non-employees performing institutional services and functions as school officials with legitimate educational interests. This includes the National Student Clearinghouse, American Campus Communities, and Educational Computer Systems Incorporated (ECSI).

L.   Records about a student will otherwise be released only upon completion of a consent form signed by the student. Any such release must include a notice that further release by the recipient is prohibited by law, and a record of the release must be retained.

M.   The institution reserves the right to maintain only those records it considers useful and to set retention schedules for various categories of those records. However, the administrator responsible for each category of records must ensure that a record being challenged is not destroyed prior to resolution of the dispute concerning its contents. The administrator must also ensure record retention length prescribed by law.

Appendix B. IPFW Grade Appeals Policy (SD 82-2, as amended on March 17, 2014)

The grade appeals policy applies to all students enrolled at IPFW. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error.

In appealing, the student must support in writing the allegation that an improper decision has been made and must specify the remedy sought. The student should seek the assistance of the dean of students in pursuing the appeal. During an appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees; he or she may advise the student but may not speak for the student during the meetings.

Grades may be changed only by a university authority upon the decision of the Grade Appeals Subcommittee, or by the instructor any time prior to the decision of the Grade Appeals Subcommittee.

Timing of Appeals

An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the grade was assigned. A final decision at each step must be reported within thirty calendar days of the filing of an appeal at that step, provided that this deadline falls within the regular academic year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 30 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step.

Steps in the Process of a Grade Appeal

1. Course instructor: The student makes an appointment with the instructor to discuss the matter. If the instructor is unavailable, the department or program chair shall authorize an extension of time or allow the student to proceed to Step 2. If the chair is unavailable, the dean of the school shall authorize the extension.

2. Department/school/program: If the matter has not been resolved at Step 1, the student makes an appointment with the chair of the department or program offering the course, who may make an informal attempt to resolve the appeal. If the appeal is not resolved informally, the chair will direct the student procedurally in making an appeal to the department, school, or program committee. Only one committee shall hear the appeal in Step 2. The student filing an appeal shall have the opportunity to be heard in person by the committee. The instructor shall be provided with a written copy of the appeal and the identity of the student who filed the appeal.

3. Grade Appeals Subcommittee: If the matter has not been resolved at Step 2, the student makes an appointment with the dean of students, who will direct the student procedurally in submitting the case to the Grade Appeals Subcommittee.

Department/School/Program Appeals Procedure

Each department, school, or program will establish appeals procedures which provide for a committee of three or more Faculty members responsible for hearing grade appeals related to courses listed or administered by that department/school/program if those appeals have not been satisfactorily resolved between the student

and the instructor or informally by the department chair. The procedures established by each department, school, or program shall provide for each case to be heard by only one such committee. The procedure shall provide the opportunity for the student to be heard in person, and for the decision to be reported in writing to the student and the instructor. A copy of each unit's procedures will be given to the vice chancellor for academic affairs, to the dean of students, and to students upon request.

Grade Appeals Subcommittee

This subcommittee shall consist of nine members elected from among the Voting Faculty according to procedures specified in the *Bylaws of the Senate*.

Before hearing the details of a case, the subcommittee will decide by majority vote whether to consider the appeal, and will report its decision in writing within 30 calendar days. The bases for a decision to consider an appeal may include (but not be limited to) a finding that (1) improper procedures have been followed by university employees at earlier steps of the appeal; (2) new information is present; or (3) the instructor has declined to accept the department, school, or program committee's recommendation.

No member of the subcommittee may take part in an appeal involving a course or instructor from the member's department or program. Members should also recuse themselves from cases in which they have potential conflicts of interest, personal involvement in the case, schedules that will interfere with hearing the appeal in a timely manner, or other disqualifying causes. From those members remaining, the chair will select the fiveperson hearing panel. The panel members will elect a chair who will be responsible for making arrangements related to the case.

If the case is to be heard, the hearing will take place within 30 days of the decision to hear the appeal, or within 30 days of the start of the fall semester, whichever is applicable. Each member of the panel will vote on whether the appeal is valid and, if so, on what remedy should be provided. If the panel, by majority vote, finds in favor of changing a grade, the chair shall report this finding to the registrar and to the parties listed below. The decision of the panel is binding on all parties and may not be appealed.

Reporting of Subcommittee and Panel Decisions

The subcommittee and each panel shall report its findings and actions to the student, the department, school, or program from which the appeal came, the instructor, the chair of the student's department, the dean or director of the student's school or division, the dean of students, and (in the case of a panel decision) the chair of the Grade Appeals Subcommittee.

Appendix W: Purdue Credit Guidelines

PURDUE
UNIVERSITY

| Undergraduate Admissions

☰ Menu

Transfer Credit

TRANSFER CREDIT

Apply

Transfer Student Checklist

Closed Programs

Purdue Majors with Transfer Criteria

Understanding Your Credit Evaluation Report

Transfer Credit Guidelines

You may transfer an unlimited number of college credits to Purdue but must earn at least 32 Purdue credits to earn a degree from the University. Below is information about how credit transfers to Purdue.

Show All | Hide All

☐ Transfer Credit Overview

☐ Submitting Official Transcripts

☐ Check How Your Credit May Transfer

☐ Credit Through Testing (AP, IB, A-Level and More)

☐ Indiana Public Colleges — Statewide

Transfer Initiatives and Core Curriculum

☐ Military Experience

Main Navigation

Applying

Academics

Costs & Financial Aid

Student Life

Admitted Students

Parents & Families

High School Counselors

Admissions Resources

Admissions Documents

Tuition Calculator

Financial Aid Estimator

University Calendar

Admissions Counselors

Campus Directory

Campus Resources

MyPurdue

Office 365

Libraries

ITaP

Campus Map

Construction Notices

To Do

Request Info

Apply

Visit Purdue

Check Application Status

Accept Your Offer

Contact Us

Appendix X: Remonstrance Process - Courses

Course Processing

Start

New subject and course number

No → Yes

Initiator completes Curriculog Proposal:
"Course Create New Undergraduate" or
"Course Revisions Undergraduate" or
"Graduate Course - New" or
"Graduate Course - Revision"

Dept coordinates with PWL Registrar

Dept Curriculum Committee, Dept Chair, School Curriculum Committee, and Dean review proposal

Changes

Initiator launches and approves

Notes
Proposal Decisions:
-Approvers review: original proposal, uploaded files, prior comments, and proposal changes.
-After making a decision, an email from Curriculog will be sent to next person in steps for approvals

Initial PWL reviews and moves forward

Dept Chair approval

Dean approval

Matching Course

Other Campus approvals (if needed)

Graduate Course

Purdue Graduate School and Director of Grad Studies approvals

Cross-listed/ DUAL course

Crosslisting feature unavailbale for PFW – create a revision proposal for each course

VCAA approval

PFW Registrar approval

Final PWL approval

PWL notifies PFW proposal is complete

PFW Registrar notifies Dept of course update in Banner

Appendix Y: Remonstrance Process - Programs

Undergraduate Academic Program Processing

Note: All new courses need to be processed and should be approved prior to the submission of a new program.

When developing any new degree program, certificate, minor, or concentration, please review the Library Resource Questionnaire when developing your response to the library or additional resources sections. Please consult your school librarian for assistance.

Start

Dept notifies VCAA of intention to create new program

Dept creates/updates Pre-proposal form and Dean sends to VCAA (http://www.ipfw.edu/offices/oaa/programs/programs.html

VCAA Forwards pre-proposal to Purdue Provost

Purdue Pre-Proposal approval

No

Yes

Dept prepares/updates DRAFT Proposal with form and DEAN sends to VCAA

VCAA Draft Proposal Approval

No

Yes

VCAA sends to IPFW Curriculum Review Subcommittee, posts Remonstrance, and sends email when ready

CRS updates VCAA via email and file

VCAA and dept create enrollment projection

Dept creates Final Proposal with stats and sends to collegel curriculum committee

IPFW Comptroller and Purdue Fiscal Planning create budget projection

CRS Approval

No

Yes

CRS puts on Faculty Senate agenda

School Curriculum committee Approval

No

Yes

VCAA Forwards to Purdue or Provost

Dean sends Final proposal to VCAA

Remonstrance

No

Yes

Chancellor review

See Approval Process Matrix

Graduate Academic Program Processing

Note: All new courses need to be processed and should be approved prior to the submission of a new program.

When developing any new degree program, certificate, or concentration, please review the Library Resource Questionnaire when developing your response to the library or additional resources sections. Please consult your school librarian for assistance.

Start

Dept notifies VCAA of intention to create new program

Dept creates/ updates Pre-proposal form and Dean sends to VCAA

VCAA Forwards pre-proposal to Dean of Graduate School

Purdue Pre-Proposal approval

No

Yes

Dept prepares/updates DRAFT Proposal* with form and DEAN sends to VCAA

VCAA Draft Proposal Approval

No

Yes

VCAA and dept create enrollment projection

Dept creates Final Proposal with stats and sends to school curriculum committee

IPFW Comptroller and Purdue Fiscal Planning create budget projection

VCAA sends to IPFW Graduate Subcommittee (GS), posts Remonstrance, and sends email when ready

GS updates VCAA via email and file

GS Approval

No

Yes

GS puts on Faculty Senate agenda

School Curriculum committee Approval

No

Yes

VCAA Forwards to Purdue Graduate School

Dean sends Final proposal to VCAA

Remonstrance

No

Yes

Chancellor review

See Approval Process Matrix

Appendix Z: Purdue Gallop Alumni Report

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IPFW Alumni:
Great Jobs and Great Lives

2017 Undergraduate Alumni Scorecard

Indiana College Value Index
2017 IPFW Results Summary

Value and Preparation	%4 (Agree)	%5 (Strongly agree)	%4 + %5
My education from IPFW was worth the cost. (Overall)	26%	60%	86%
My education from IPFW was worth the cost. (Among 39% of IPFW alumni with loans*)	30%	51%	81%
IPFW prepared me well for life outside of college.	37%	34%	71%

12%
IPFW alumni who say someone at IPFW helped them find a job after graduation

84%
IPFW alumni who are satisfied or extremely satisfied with the education they received

Work Fulfillment**	%4 (Agree)	%5 (Strongly agree)	%4 + %5
I am deeply interested in the work that I do.	32%	47%	79%
My job gives me the opportunity to do work that interests me.	34%	46%	80%
I have the ideal job for me.	32%	35%	67%

22%
IPFW alumni who are fulfilled in their current work^

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2017 IPFW Study
Methodology Summary

1,198 Indiana University-Purdue University Fort Wayne (IPFW) Undergraduate Alumni Survey Completes
- IPFW alumni who received their bachelor's degree between 1960 and 2017 and had a valid email address on file were invited to participate

Gallup-Purdue Index Core Survey
- Includes custom items developed by Gallup and the Indiana Commission for Higher Education

Survey Fielded: Dec. 11, 2017-Jan. 18, 2018
- Nonresponders received up to five email reminders

Comparison Groups Are Derived From the Gallup-Purdue Index National Database (1960-2017)
- College graduates nationally: n=62,651
- GPI IN college graduates: n=1,839

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Profile of Respondents

Respondent Demographics

Undergraduate Alumni Who Graduated Between 2010 and 2017

n=1,198   Mean age: 52

Gender
- Female 42%
- Male 58%

Race
- Black 2%
- Asian 1%
- Hispanic 2%
- White 95%

First-Generation Student
- Non-First Generation 33%
- First Generation 67%

Retired
- Yes 26%
- No 74%
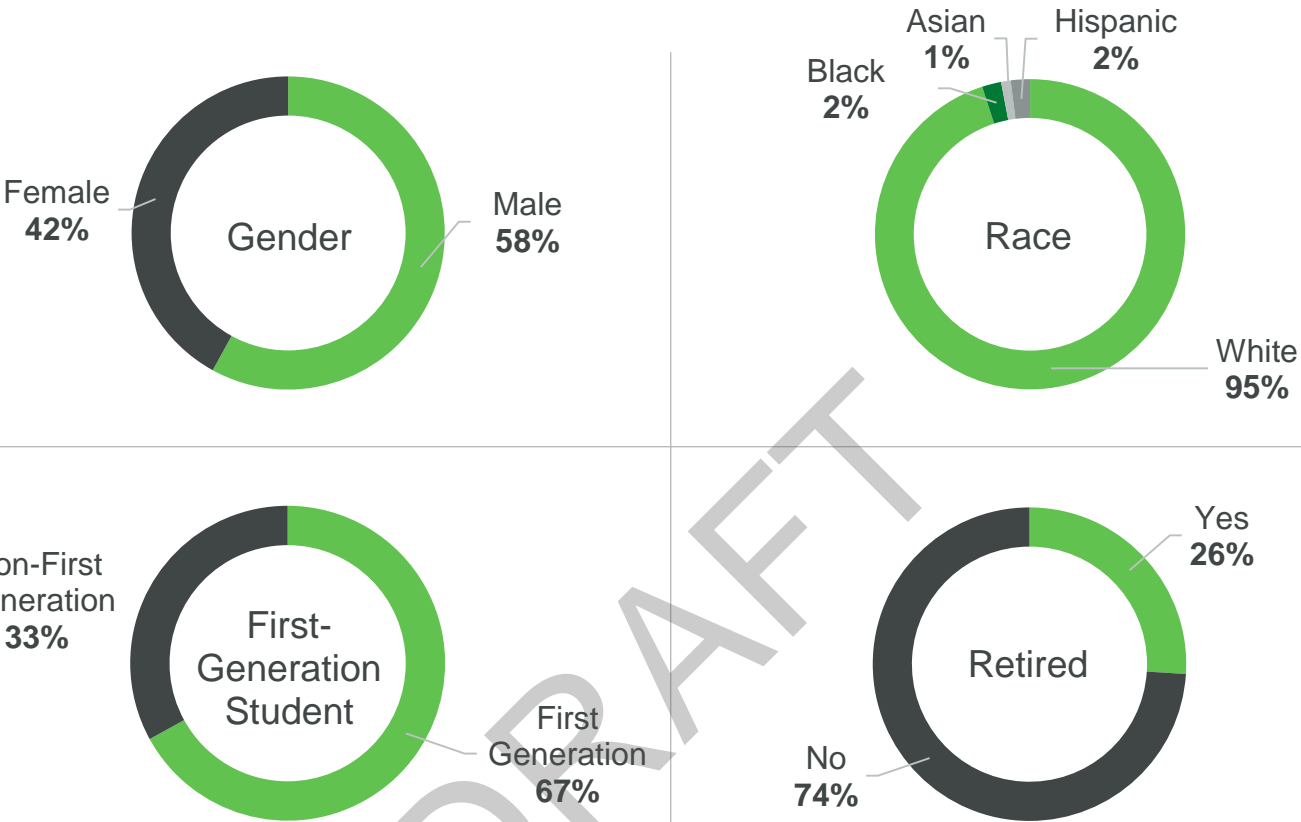
Total Annual Personal Income

6%	16%	26%	32%	11%	4%	7%

Total Annual Household Income

1%

7%	14%	41%	25%	6%	6%

Legend:
- ■ <$12,000
- ■ $12,000-$35,999
- ■ $36,000-$59,999
- ■ $60,000-$119,999
- ■ $120,000-$239,999
- ■ $240,000+
- Don't know

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1

Great Jobs:
Workplace Engagement

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Employment Outcomes
IPFW Results

Employment Status

IPFW alumni	59%	4%	11%	2% 3%	23%
College graduates nationally	59%	4%	11%	5% 3%	18% *
GPI IN college graduates	61%	4%	11%	5% 2%	17% *
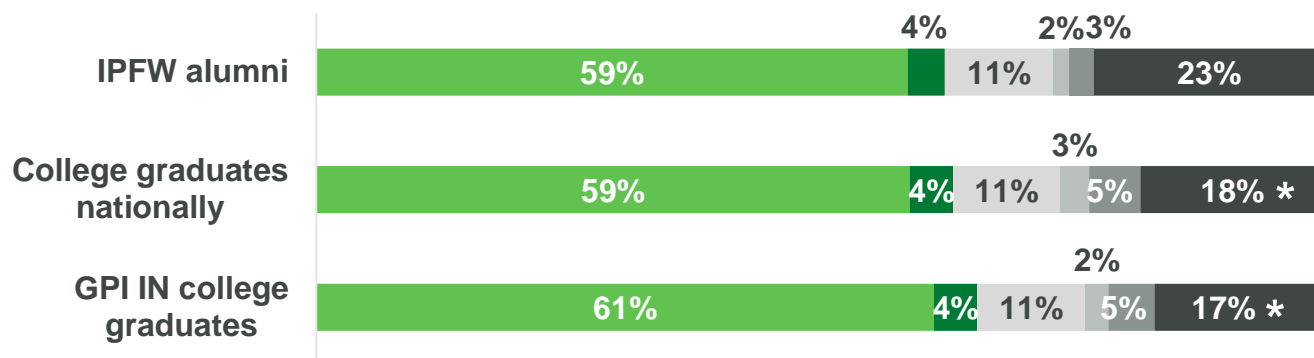
- ■ Employed full time (employer)
- ■ Employed full time (self)
- ■ Employed part time, do not want full time
- ■ Unemployed
- ■ Employed part time, want full time
- ■ Not in workforce

How closely related is your current work to your undergraduate major(s)?
(Among employed alumni)

IPFW alumni	42%	39%	19%	
College graduates nationally	35% *	36%	28% *	1%
GPI IN college graduates	37% *	37%	26% *	
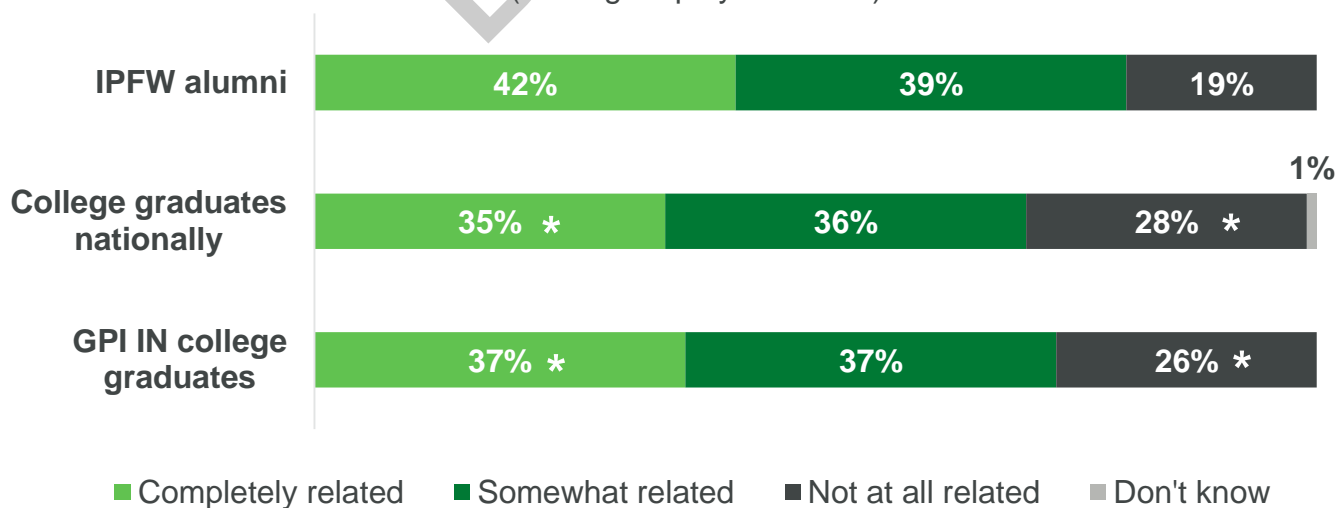
- ■ Completely related
- ■ Somewhat related
- ■ Not at all related
- ■ Don't know

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Employment Outcomes
IPFW Results

12%
IPFW alumni who said someone at IPFW helped them find a job after graduation^

46%
IPFW alumni who had a job with a company they worked for or interned for while in college^⊥

75%
IPFW alumni who currently work in Indiana^

About how long did it take for you to obtain a good job after you completed your undergraduate education at [University]?

	I had a job waiting for me when I graduated	Two months or less	Three to six months	Seven months to a year	More than a year	Not applicable because I was not seeking employment upon graduation	Don't know
IPFW alumni	36%	14%	12%	7%	11%	18%	2%
College graduates nationally	31% *	15%	14%	7%	14% *	19%	2%
GPI IN college graduates	34%	15%	13%	6%	12%	20%	0%

- IPFW alumni
- College graduates nationally
- GPI IN college graduates

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Gallup's Employee Engagement Measures
Maximizing Employees' Performance

Gallup has measured the engagement of more than 6.4 million employees globally from hundreds of organizations and companies.

Workplace engagement is an important driver of overall well-being and is the leading indicator of organizational performance, such as higher profitability and better financial outcomes.

Gallup's Q_{12}® instrument measures an individual's emotional connection to and investment in their job. The 12 engagement elements function like Maslow's hierarchy of needs, with basic needs that must be fulfilled before employees can progress.

To reduce response burden for IPFW's survey, the 12 elements were reduced to three elements that correlate highly with the full Q^{12} index. These three elements are highlighted below.

DRAFT

How do we grow?
Q12. Opportunities at work to learn and grow
Q11. Talked about progress in last six months

GROWTH

Do I belong?
Q10. Best friend at work
Q09. Associates/fellow employees committed to quality
Q08. Mission/Purpose of company
Q07. At work, my opinions seem to count

TEAMWORK

What do I give?
Q06. Someone at work encourages my development
Q05. Supervisor/Someone at work cares
Q04. Recognition last seven days
Q03. Do what I do best every day

INDIVIDUAL CONTRIBUTION

What do I get?
Q02. Materials and equipment I need
Q01. I know what is expected of me at work

BASIC NEEDS

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Engagement Index

IPFW Results

Gallup categorizes workers as engaged, not engaged or actively disengaged based on responses to a three-question index that measures elements that best predict employee and workgroup performance. This index correlates highly with the full Q^{12} index.

Engaged

- Highly involved in and enthusiastic about their work and workplace.
- They are psychological "owners," driving performance and innovation and moving the organization forward.

Not Engaged

- Psychologically unattached to their work and company.
- Because their engagement needs are not being fully met, they are putting time — but not energy or passion — into their work.

Actively Disengaged

- Resentful that their needs are not being met and are acting out their unhappiness.
- Every day, these workers potentially undermine what their engaged coworkers accomplish.

Engagement Index
(Among graduates employed full time by an employer)

	IPFW alumni	College graduates nationally	GPI IN college graduates
Engaged	38%	39%	40%
Not engaged	53%	49%*	46%*
Actively disengaged	10%	12%*	14%*

■ Actively disengaged   ■ Not engaged   ■ Engaged

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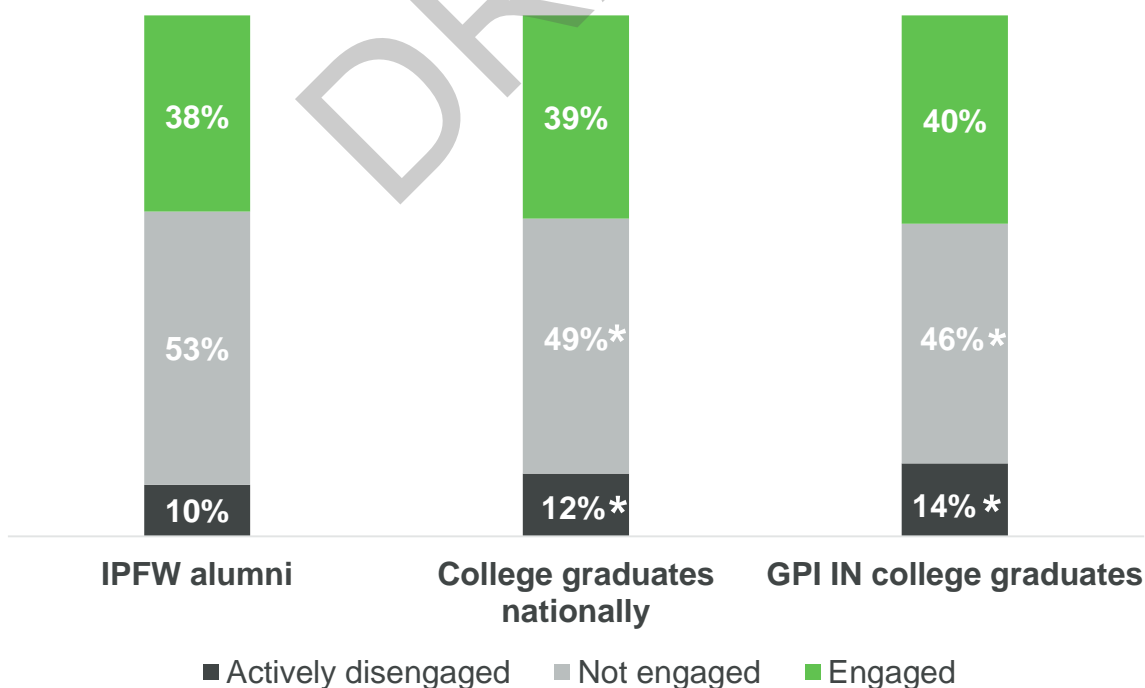
Workplace Fulfillment

Workplace Fulfillment
(% Strongly agree, among employed graduates)

I am deeply interested in the work that I do.
- 47%
- * 42%
- 45%

My job gives me the opportunity to do work that interests me.
- 46%
- * 42%
- 43%

I have the ideal job for me.
- 35%
- * 29%
- * 26%

All three work fulfillment questions
- 22%
- * 19%
- * 18%

■ IPFW alumni   ■ College graduates nationally   ■ GPI IN college graduates
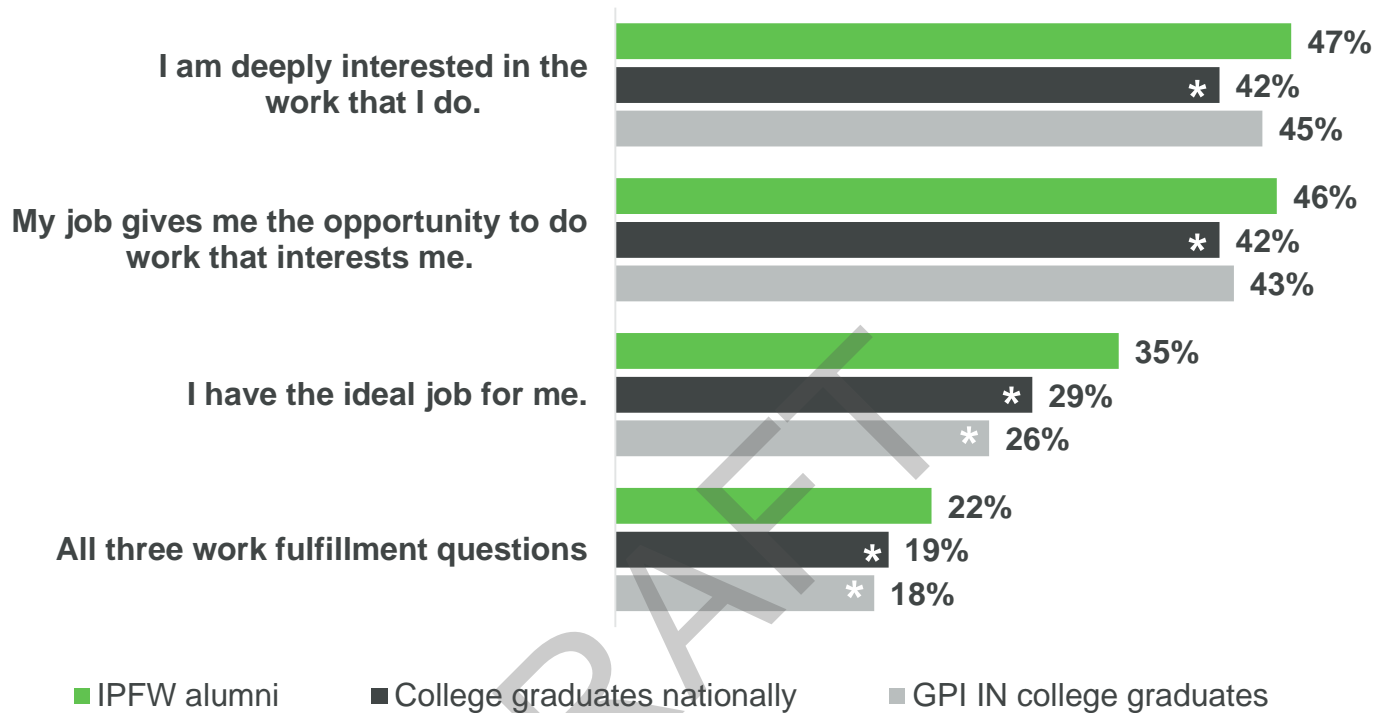
*A comparison group's outcome is statistically different from IPFW's outcome at the 95% confidence level

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Career Services

While attending [University], did you visit the career services office at least once?
(% Yes, among graduates who graduated after 2010)

56%
IPFW alumni

60%*
College graduates nationally

68%*
GPI IN college graduates
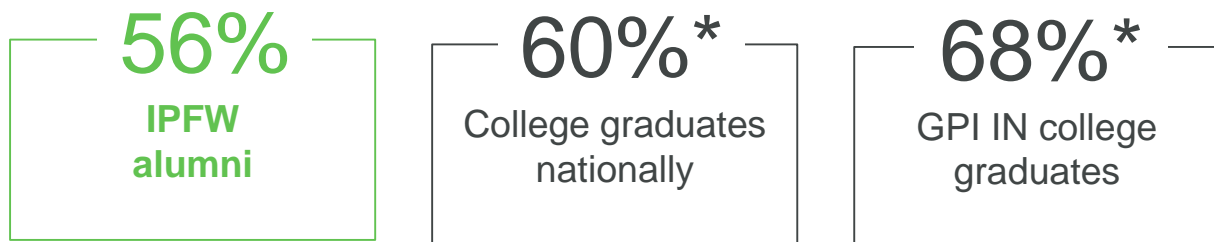
How helpful was the career services office to you?
(Among graduates who visited career services at least once)

	Very helpful	Helpful	Somewhat helpful	Not at all helpful	Don't know/cannot recall
IPFW alumni	20%	33%	29%	9%	8%
College graduates nationally	16% *	27% *	36% *	16% *	5%
GPI IN college graduates	13% *	25% *	40% *	17% *	5%

■ Very helpful   ■ Helpful   ■ Somewhat helpful
■ Not at all helpful   ■ Don't know/cannot recall

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2
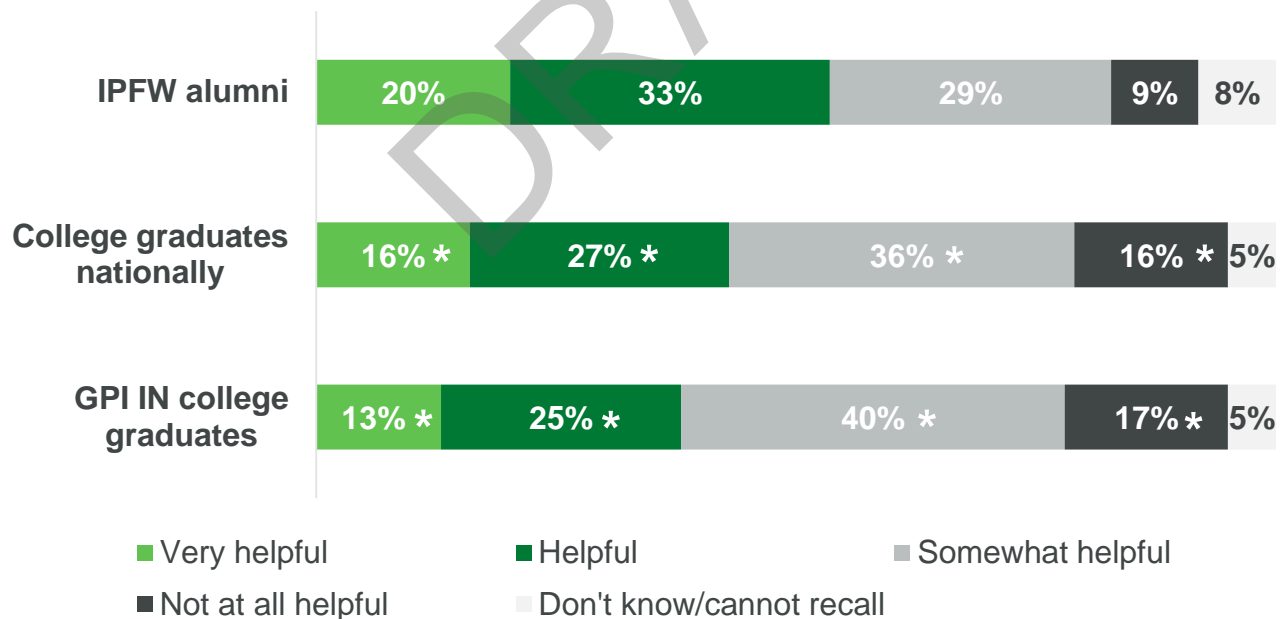
Great Lives: Well-Being

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Defining a "Good Life"

Gallup's Global Well-Being Research

Gallup · Sharecare
Well-Being 5™

Gallup has conducted decades of global research surveying a representative sample of 98% of the world's population from 150 countries.

Well-being is associated with numerous positive health and employment outcomes, including lower medical and health expenditures, fewer ER visits, lower absenteeism, etc.

Factor analysis identified five interrelated and interdependent elements of well-being:

Purpose
Liking what you do each day and being motivated to achieve goals.

Social
Having supportive relationships and love in your life.

Financial
Managing your economic life to reduce stress and increase security.

Community
Liking where you live, feeling safe and having pride in your community.

Physical
Having good health and enough energy to get things done daily.

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Well-Being Elements

Well-Being, by Element
(% Thriving)

Purpose well-being
- IPFW alumni: 64%
- College graduates nationally: * 52%
- GPI IN college graduates: * 52%

Social well-being
- IPFW alumni: 54%
- College graduates nationally: * 49%
- GPI IN college graduates: * 49%

Financial well-being
- IPFW alumni: 57%
- College graduates nationally: * 42%
- GPI IN college graduates: * 46%

Community well-being
- IPFW alumni: 57%
- College graduates nationally: * 46%
- GPI IN college graduates: * 45%

Physical well-being
- IPFW alumni: 38%
- College graduates nationally: * 34%
- GPI IN college graduates: * 34%

Legend:
- ■ IPFW alumni
- ■ College graduates nationally
- ■ GPI IN college graduates

DRAFT

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Number of Thriving Elements

IPFW Results

Gallup examines not only the individual levels of well-being, but also the difficult-to-reach pinnacle of well-being — thriving in all five elements: purpose, social, financial, community and physical.

Well-Being, by Number of Thriving Elements

Five
- IPFW alumni: 17%
- College graduates nationally: * 10%
- GPI IN college graduates: * 11%

Four
- IPFW alumni: 20%
- College graduates nationally: * 15%
- GPI IN college graduates: * 14%

Three
- IPFW alumni: 20%
- College graduates nationally: * 17%
- GPI IN college graduates: * 16%

Two
- IPFW alumni: 16%
- College graduates nationally: 18%
- GPI IN college graduates: * 20%

One
- IPFW alumni: 15%
- College graduates nationally: * 19%
- GPI IN college graduates: * 20%

Zero
- IPFW alumni: 12%
- College graduates nationally: * 21%
- GPI IN college graduates: * 20%

Legend: ■ IPFW alumni   ■ College graduates nationally   ■ GPI IN college graduates

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3

Great Experiences: Support and Experiential Learning

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The Gallup-Purdue Index
Examining the Outcomes of College Graduates

The Gallup-Purdue Index is a nationally representative annual survey of U.S. college graduates (n=70,000+), measuring the degree to which graduates have "great jobs" through successful and engaging careers and lead "great lives" by thriving in their overall well-being. Survey measures include:

- overall well-being (five elements)
- workplace engagement (Q^{12})
- college experiences
- affinity and attachment to alma mater

Where you go to college matters **far less** than *how* you go to college.

How can college promote lifelong well-being and engagement? By providing supportive and experiential learning opportunities for students. Gallup research shows that six critical college experiences are strongly associated with well-being and engagement at work. Three of the six relate to graduates feeling supported in college, and the other three tie to experiential learning.

Graduates who strongly agree to the following statements had higher odds of workplace engagement and lifelong well-being (compared with graduates who did not strongly agree):

Emotional Support Experiences	Workplace Engagement	Well-Being
Had a professor who cared about you as a person	1.7x	1.4x
Had at least one professor who made you excited about learning	1.7x	1.4x
Had a mentor who encouraged you to pursue your goals and dreams	1.9x	1.4x

Experiential Learning Experiences	Workplace Engagement	Well-Being
Had an internship or job that allowed you to apply what you were learning in the classroom	1.8x	1.3x
Worked on a project that took a semester or more to complete	1.7x	1.2x
Was extremely active in extracurricular activities and organizations	1.6x	1.2x

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Six Critical College Experiences
Preparing Students for Life After College

Almost half of graduates nationally (47%) had none or only one of the six critical college experiences during their time in college. Only 3% of graduates nationally have had all six of these experiences while in college.

Graduates nationally were also asked to rate the extent to which they agree or disagree that their institution prepared them well for life outside of college. While only 5% of those who had zero of the six experiences strongly agreed their institution prepared them well for life outside of college, 85% of those who had all six experiences did so.

A similar pattern can also be seen in IPFW's data. Alumni with more positive experiences are more likely to strongly agree they were prepared well for life outside of college.

Positive Experiences and Preparedness
(% Strongly agree, among IPFW alumni)

Number of the Six Critical College Experiences	Number of positive experiences	Prepared me well for life outside of college*
Zero	11%	4%
One	22%	14%
Two	23%	27%
Three	21%	46%
Four	14%	58%
Five or Six	10%	69%

Number of the Six Critical College Experiences

■ Number of positive experiences   ■ Prepared me well for life outside of college*

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Three Support Experiences

Gallup research shows the odds that a given college alumna/us is engaged at work are higher if they strongly agree to having had each of six critical college experiences. The three "support experience" items below represent half of the six critical college experiences that prepare students for life outside of college.

Support Experiences
(% Strongly agree)

My professors at [University] cared about me as a person.
- IPFW alumni: 37%
- College graduates nationally: * 28%
- GPI IN college graduates: * 31%

I had at least one professor at [University] who made me excited about learning.
- IPFW alumni: 71%
- College graduates nationally: * 64%
- GPI IN college graduates: * 63%

While attending [University], I had a mentor who encouraged me to pursue my goals and dreams.
- IPFW alumni: 26%
- College graduates nationally: * 22%
- GPI IN college graduates: * 22%

All three support experiences
- IPFW alumni: 18%
- College graduates nationally: * 15%
- GPI IN college graduates: 15%

■ IPFW alumni   ■ College graduates nationally   ■ GPI IN college graduates

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Three Experiential Learning Experiences
IPFW Results

The three "experiential learning" items below represent the other half of the six critical college experiences that prepare students for life outside of college.

Experiential Learning

While attending [University], did you have a job or internship that allowed you to apply what you were learning in the classroom? (% Yes)
- 57%
- 56%
- 61%

While attending [University], I worked on a project that took a semester or more to complete. (% Strongly agree)
- 34%
- 33%
- * 30%

I was extremely active in extracurricular activities and organizations while attending [University]. (% Strongly agree)
- 12%
- * 20%
- * 22%

All three experiential learning experiences (% Strongly agree/% Yes)
- 4%
- * 9%
- * 9%

■ IPFW alumni ■ College graduates nationally ■ GPI IN college graduates

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Sources of Experiences
Mentorship and Internship

26%
IPFW alumni who had an encouraging mentor

57%
IPFW alumni who had an applied job or internship

96%
IPFW alumni whose internship was in Indiana^

Sources of Mentors and Job/Internship at IPFW^^

Source	Source of mentor	Source of help to obtain job or internship
Professor	85%	39%
College or university faculty/staff member	41%	30%
Friend	32%	19%
Family member	23%	15%
Sports coach	8%	4%
Extracurricular activity adviser	4%	6%
Other	6%	24%
Don't know/ cannot recall	0%	13%

■ Source of mentor ■ Source of help to obtain job or internship

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Great Advocates: Alumni Attachment

Alumni Attachment

IPFW Results

Gallup explores the connection between graduates and their alma mater by looking at their level of agreement with two questions: "My university was the perfect school for people like me" and "I can't imagine a world without my university." Graduates who strongly agree with both items are considered "emotionally attached" to their alma mater.

Alumni Attachment
(% Strongly agree)

[University] was the perfect school for people like me.
- IPFW alumni: 38%
- College graduates nationally: 33% *
- GPI IN college graduates: 38%

I can't imagine a world without [University].
- IPFW alumni: 26%
- College graduates nationally: 25%
- GPI IN college graduates: 29% *

Both statements
- IPFW alumni: 19%
- College graduates nationally: 19%
- GPI IN college graduates: 24% *

■ IPFW alumni ■ College graduates nationally ■ GPI IN college graduates

How likely is it that you would recommend [University] to family, friends or colleagues?
(% Extremely likely)

31%
IPFW alumni

41%*
College graduates nationally

37%*
GPI IN college graduates

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Reflections on Educational Decisions

IPFW Results

If you had to do it all over again, would you still _____?^
(% Yes, you would)

98%	75%	82%
Obtain a bachelor's degree	Study the same major that you studied in your bachelor's degree program	Attend IPFW to obtain your bachelor's degree

How many times did you change your major while attending IPFW to complete your undergraduate degree?^⊥

- None — 65%
- One time — 28%
- Two times — 5%
- Three or more times — 2%
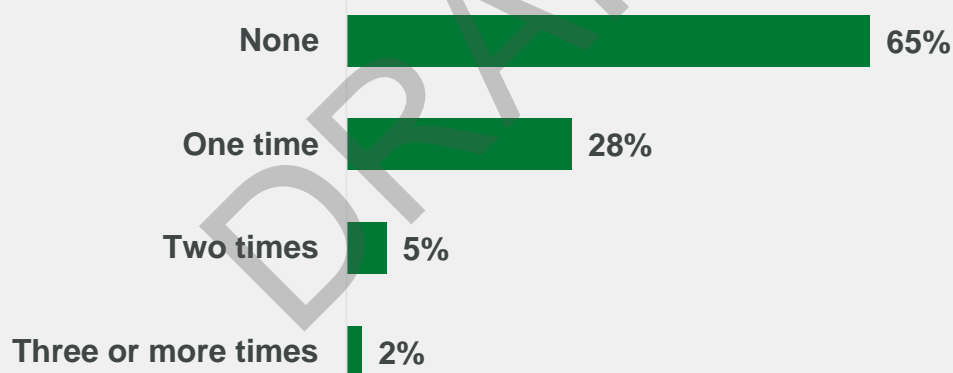
How satisfied are you with the education you received from IPFW?^

45%	39%	11%	

■ Extremely satisfied   ■ 4   ■ 3   ■ 2   ■ Extremely dissatisfied   ■ Don't know

⊥Excludes times they switched from undecided or undeclared to declared in a major field of study
^A custom item developed for the Indiana Commission for Higher Education; national comparisons not available
Note: Percentages less than 4% are not shown

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Reflections on Academic Experience
IPFW Results

Perceptions of Academic Experience
(% Strongly agree)

**I was challenged academically at [University].**
- IPFW alumni: 33%
- College graduates nationally: * 42%
- GPI IN college graduates: * 48%

[University] is passionate about the long-term success of its students.
- IPFW alumni: 20%
- College graduates nationally: * 25%
- GPI IN college graduates: * 27%

[University] prepared me well for life outside of college.
- IPFW alumni: 34%
- College graduates nationally: * 29%
- GPI IN college graduates: 31%

My education from [University] was worth the cost.
- IPFW alumni: 60%
- College graduates nationally: * 49%
- GPI IN college graduates: * 52%

Legend:
- ■ IPFW alumni
- ■ College graduates nationally
- ■ GPI IN college graduates

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Methodology

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Methodology

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National Comparison

For the purposes of this report, data from Indiana University – Purdue University Fort Wayne are compared with data collected from the national Gallup-Purdue Index study of college graduates. Some differences may exist between the national comparison points included in this report and national estimates that Gallup has previously released because this report focuses on graduates who received their undergraduate degrees from 1960–2017. Comparison groups included in this scorecard are:

- **College graduates nationally:** Bachelor's degree holders surveyed via the national Gallup-Purdue Index which includes those who participated in the national study and reported they have a bachelor's degree only from a Title IV degree-granting four-year public, private, for-profit or nonprofit institution in the U.S. as defined by the U.S. Department of Education.

- **GPI IN graduates:** Bachelor's degree holders surveyed via the national Gallup-Purdue Index who indicated that they obtained a bachelor's degree from a university located in Indiana.

Methodology

Results for the IPFW alumni study are based on web surveys conducted Dec. 11, 2017-Jan. 18, 2018, with a sample of 1,198 IPFW undergraduate alumni. Alumni were included in the study if IPFW had an email address on file and they graduated between 1960 and 2017. IPFW provided a total of 11,534 email addresses.

Results for the Gallup-Purdue Index, the study used for comparison purposes, are based on web surveys conducted Feb. 4-March 7, 2014; Dec. 16, 2014-June 29, 2015; and Aug. 22-Oct. 11, 2016, with a random sample of 29,560 respondents, 30,151 respondents and 11,483 respondents, respectively, with a bachelor's degree or higher, aged 18 and older, with internet access and living in all 50 U.S. states and the District of Columbia.

Methodology
IPFW

The 2014 Gallup-Purdue Index sample was compiled from two sources: the Gallup Panel™ and the Gallup Daily tracking survey. The 2015 and 2016 Gallup-Purdue Index samples were recruited via the Gallup Daily tracking survey. The Gallup Panel is a proprietary, probability-based longitudinal panel of U.S. adults who are selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel. The Gallup Panel includes 60,000 individuals, and Panel members can be surveyed by phone, mail or web. Gallup Panel members with a college degree and access to the internet were invited to take the Gallup-Purdue Index survey online. The Gallup Daily tracking survey sample includes national adults with a minimum quota of 70% cellphone respondents and 30% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using RDD methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily tracking respondents with a college degree, who agreed to future contact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted via the web, in English only. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older U.S. bachelor's degree or higher population.

All reported margins of sampling error for the Gallup-Purdue Index of all college graduates include the computed design effects for weighting.

- For results based on the total sample of those with a bachelor's degree, the margin of sampling error is ±0.5 percentage points at the 95% confidence level.

- For results based on employee engagement of those with a bachelor's degree, the margin of sampling error is ±0.7 percentage points at the 95% confidence level.

- For results based on those who graduated from an Indiana institution, the margin of sampling error is ±3.2 percentage points at the 95% confidence level.

- For results based on employee engagement of those who from an Indiana institution, the margin of sampling error is ±4.0 percentage points at the 95% confidence level.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

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Appendix

Appendix
IPFW

What is your highest completed level of education?	
Bachelor's degree	51%
Postgraduate work or degree	49%

What type of postgraduate work or degree did you complete?^	
Postgraduate work only, no degree	10%
Master of Arts (M.A.)	17%
Master of Science (M.S.)	32%
Master of Business Administration (MBA)	20%
Juris Doctor (J.D.)	8%
Other master's degree	11%
Doctor of Medicine (M.D.)	1%
Ph.D.	7%
Other professional degree (e.g., LLB, DDS, DVM)	4%
Other	5%
Don't know	0%

While attending IPFW … (% Yes)	
Were you a member of a national fraternity or sorority?*	7%
Did you participate in NCAA intercollegiate athletics?	7%
Did you participate in intramural sports?	11%
Did you participate in a student club or organization?	36%
Did you have a paid job or internship?	75%
Did you hold a leadership position in a club or organization?**	21%
Did you participate in a research project with a professor or faculty member?***	28%

^Among IPFW alumni who indicated their highest level of education is postgraduate work or degree
*Does not include academic and honors fraternities and sororities
**Such as student government, a fraternity/sorority or athletic team
***This may include a project you participated in as part of a class you took, a thesis project or paper, a research project submitted to a professional conference, or a paper submitted to a journal for publication

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Appendix
IPFW

Throughout your college experience at IPFW, did you receive any need-based federal financial aid?	
Yes	46%
No	50%
Don't know	4%

Approximately how much money did you borrow in student loans to obtain your undergraduate degree at IPFW?^	
Mean	$25,820
Median	$19,185

Approximately how much money did you borrow in student loans to obtain your postgraduate work or degree?^	
Mean	$57,364
Median	$35,080

Have you delayed any of the following because of your student loans? (% Yes)	
Getting married	11%
Having children	15%
Going back to school for more training or another degree	29%
Starting your own business	15%
Buying a car	24%
Buying a home	23%
Moving out of your parent's/parents' home	12%

Appendix
IPFW

Was IPFW a good place or not a good place for students who are members of racial and ethnic minorities?^	
Good place	56%
Not a good place	2%
Don't know	42%

Was IPFW a good place or not a good place for lesbian, gay, bisexual or transgender students?^	
Good place	35%
Not a good place	3%
Don't know	62%

While attending IPFW, I interacted with people from different backgrounds on a regular basis.^^	
%5 – Strongly agree	46%
%4	29%
%3	15%
%2	7%
%1 – Strongly disagree	4%
Don't know	0%

In what state was the high school where you obtained your high school diploma?	
Indiana	88%
Outside of Indiana	12%

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About Us

Gallup

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world. For more information, visit **www.gallup.com** or **education.gallup.com**.

Indiana University–Purdue University Fort Wayne

Established in 1964, Indiana University–Purdue University Fort Wayne is the largest university in northeast Indiana. As a metropolitan university, it is uniquely positioned to serve the region as a crossroads of intellectual, social, economic and cultural advancement and to continue expanding its global reach through research, scholarship, and creative expression.

Challenging academics are combined with a focus on student success across many prestigious degree programs, taught by nearly 350 full-time faculty. More than 8,300 degree-seeking students of diverse ages, ethnicities and nationalities pursue their education on the nearly 700-acre campus. More than half of the students are first-generation college students, 15% are from underrepresented populations, and 73% of students receive some form of financial assistance to achieve their academic and career goals.

A majority of the growing alumni network of 59,000 live and work in northeast Indiana, contributing to the region's economy, vitality, and intellectual strength.

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Purdue University Fort Wayne - Focused Visit Materials

Faculty/Staff Handbook:

https://www.purdue.edu/faculty_staff_handbook/

Student Handbook:

(Note - The following link is to the 2017-18 Handbook. The 2018-19 Handbook is slated for publication in August. A link to the new handbook will be submitted at that time).

https://www.pfw.edu/handbook/

Undergraduate Catalog (2018-19)

http://catalog.pfw.edu/

Graduate Catalog (2018-19)

http://catalog.pfw.edu/index.php