

Minutes of the
Seventh Regular Meeting of the Seventh Senate
Purdue University Fort Wayne
March 17 and 24, 2025
KT G46

Agenda

1. Call to order
2. Approval of the minutes of January 13
3. Acceptance of the agenda – J. Nowak
4. Reports of the Faculty Chairs
 - a. Past Chair (UPC Representative) – B. Buldt
 - b. Chair (Presiding Officer) – C. Gurgur
 - c. Chair-Elect (IFC Representative) – J. Nowak
5. Special business of the day
 - a. Community Engagement as an Area of Faculty Work, SR 24-31 – P. Eber, B. Kingsbury, and S. Steiner
6. Unfinished business
 - a. The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University, SD 24-14 – EC, J. Nowak (for discussion/action)
7. Committee reports requiring action
 - a. Resolution on URAC Childcare Report, SD 24-16 – EC, J. Nowak (for discussion/action)
 - b. Community Engagement as an Area of Faculty Work, SD 24-17 – FAC, A. Khalifa (for discussion)
 - c. Amendments to the Constitution of the Fort Wayne Senate, SD 24-18 – EC, J. Nowak (for discussion)
 - d. Amendments to the Grade Appeals Policy SD 82-2, SD 24-19 – EC, J. Nowak (for discussion/action)
 - e. Amendments to the Bylaws of the Senate, SD 24-20 – EC, J. Nowak (for discussion)
8. New business
9. Question time
 - a. RE: VPN Rollout Follow Up Questions, SR 24-30 – A. Livschiz
10. Committee reports “for information only”
11. The general good and welfare of the University

12. Adjournment*

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

Presiding Officer: C. Gurgur
Parliamentarian: C. Ortsey
Sergeant-at-arms: A. Nasr
Assistant: J. Bacon

Attachments:

- “Engagement Mandate” (SR No. 24-31)
- “The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University” (SD 24-14)
- “Resolution on URAC Childcare Report” (SD 24-16)
- “Community Engagement as an Area of Faculty Work” (SD 24-17)
- “Amendments to the Constitution of the Fort Wayne Senate” (SD 24-18)
- “Amendments to the Grade Appeals Policy SD 82-2” (SD 24-19)
- “Amendments to the Bylaws of the Senate” (SD 24-20)
- “Question Time – re: VPN Rollout Follow Up Questions” (SR No. 24-30)

Senate Members Present:

A. Backer, J. Badia, K. Barker, B. Berry, A. Blackmon, B. Buldt, S. Buttes, S. Cody, B. Dattilo, C. Drummond, R. Elsenbaumer, K. Fineran, R. Friedman, J. Givens, S. Hanke, J. Johns, M. Jordan, D. Kaiser, A. Khalifa, J. Lawton, T. Lewis, J. Li, H. Luo, V. Maloney, E. Mann, J. Mbuba, D. Miller, P. Mishra, D. Momoh, A. Montenegro, A. Nasr, I. Nunez, E. Ohlander, D. Ohlinger, H. Park, L. Roberts, P. Saha, R. Shoquist, S. Steiner, K. Stultz-Dessent, D. Tahmassebi, G. Wang, M. Wang, M. Wolf

Senate Members Absent:

N. Adilov, Y. Deng, S. Elfayoumy, C. Freitas, M. Hammonds, S. Johnson, J. Lewis, J. McHann, G. Nakata, J. Nowak, J. O’Connell, J. Rouleau, S. Schory, K. Surface, K. White, Y. Zhang

Guests Present:

N. Borbieva O’Neill, S. Carr, A. Dirksen, C. Firestine, T. Grady, V. Johnson, B. Kingsbury, A. Livschiz, C. Marcuccilli, W. Meyer, K. Tierney-Louch

Acta

1. Call to order: C. Gurgur called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 10 and February 17: The minutes were approved as distributed.
3. Acceptance of the agenda:

B. Buldt moved to accept the agenda.

Agenda passed on a voice vote.

4. Reports of the Faculty Chairs:

a. Past Chair (UPC Representative):

B. Buldt: Good afternoon, everyone!

I hope everyone had a relaxing Spring Break and is re-energized to work with their students and make the remaining weeks successful. And if you don't support our mission in the classroom, I hope your workload was a little lighter for a week.

I cannot say I'm re-energized; rather, I'm deeply concerned about the future of higher education in this country. I'm not worried about the long term. Higher education is critical infrastructure like bridges and electricity; the country cannot do without us long-term, even if it neglects maintenance in the short term. Progressive ideas that make people's lives better have always prevailed, and always will; "we shall overcome," and those who try to oppress those ideas will not succeed. In the meantime, however, they can make the lives of many people truly miserable. As such, the threat is real, and there is good reason for concern.

Why do I mention this? The reason is simple. I cannot offer pearls of wisdom, nor do I know the panacea for our ailments. But people do not attend Sunday service in order to learn something new; they seek the comfort of being among like-minded people. Likewise, assuming many of you worry like I do, what I can offer you is the comfort of knowing that you're not alone but among like-minded people and that faculty leadership feels the same way.

Thank you!

b. Chair (Presiding Officer):

C. Gurgur: Happy St. Patrick's Day! May your troubles be less and your blessings be more. And nothing but happiness come through your door. May the winds of fortune sail you, may you sail a gentle sea, and may it always be the other guy who says, "This drink's on me."

I am the Doermer School Faculty Fellow this academic year in addition to my Presiding Officer job. In that role, I provide mentorship for the four Doermer Distinguished Scholars in the business program. While I engage with the four scholars in many ways, one of the key projects I instituted this year was reading, presenting and reflecting on the Novartis Professor of Leadership and Management at the Harvard Business School, Amy Edmondson's award-winning Financial Times Business Book of the Year:

Right Kind of Wrong: The Science of Failing Well.

Professor Amy Edmondson, one of our finest business minds, offers a bold new perspective on human fallibility. With a graceful mix of scientific research and practical advice, she shows how to transform failure from an obstacle to a steppingstone — from a weight that holds up back to a wind that propels us forward. The following two quotes applies truly well when we try new things in our teaching and academic research. It applies to guiding our students on how to thrive by learning how to fail better, too.

“The first time you try something new—and several times after that—you won't achieve mastery. If you do, perhaps it's time to call Guinness World Records! Instead, focus on the satisfaction of improving and celebrate your progress as you learn. Learn to measure yourself on **progress** rather than on distance from the ideal state.”

“Edmondson continues to help us to get to the essential simplicity on the far side of complexity. Contrary to the often-prevailing belief that ‘failing is not an option,’ she makes it abundantly clear that, both personally and organizationally, we must embrace the notion that ‘failing well is the only option,’ for healthier thinking, breakthrough learning, and the potential for radical growth. It really is that simple. Bravo Amy!”

— Douglass R. Conant, founder of ConantLeadership,
retired President and CEO of the Campbell Soup Company, and retired chair of Avon Products

While I try to enhance the leadership skills of the very bright and young four Doerner Distinguished Scholars by citing Winston Churchill when the occasion calls “**success is stumbling from failure to failure with no loss of enthusiasm**”, I also learn from them every day as a business scholar. The following is a demonstrative leadership skill they already know:

“People who can’t handle criticism are unfit to lead. Weak leaders silence their critics to shield their egos. They fear dissent as a threat to their power. Strong leaders silence their egos to learn from their critics. They welcome dissent as an opportunity for growth.”

On a related note, the Institutional Research sent the usual Upward Feedback surveys for the Chancellor, the Vice Chancellor for Academic Affairs, the Associate Vice Chancellor for Teaching and Learning, the Associate Vice Chancellor for Academic Programs, and your Dean. It is crucial to take the upward feedback survey seriously and offer thoughtful faculty insights on pressing matters at hand and share your perspective being at the front line engaging with the important customers of the Institution, the **STUDENTS**. We are here because of the **STUDENTS**. We should never forget that.

As such, please do not forget to complete the Upward Feedback Survey, the deadline for which is today, March 17, to provide some helpful feedback for the upper administration on what is going well, what needs a little bit change and what really needs much

improvement. Too often, great ideas go unheard, mistakes go unspoken, & teams hold back instead of speaking up.

Provide caring and charitable suggestions on how to make our campus a healthy and vibrant one to thrive.

At this point, I would like to acknowledge the College of Science Dean Dr. Ronald Friedman for not even missing one senate meeting this year, engaging with us actively, making motions, and proposing friendly amendments on the set senate documents. Regrettably, I am sorry to see that the attendance and participation of my own school dean disappeared right after the very first senate meeting. There are deans with sporadic or simply zero attendance and participation record. The deans are here to serve the faculty, not the other way around, and the senate is a place where we all come together to act on important University business prudently and collectively.

As the senate leadership, we certainly do note who is attending and taking part in our discussions constructively. As always, all deans are valued members of the senate with full speaking privileges, keep ability to make motions, offer prompt amendments and share insights to be an integral part of our discussions. This applies to the Chancellor's cabinet members as well, from Vice Chancellor for Communications and Marketing to Vice Chancellor for Financial and Administrative Affairs.

As the Presiding Officer and Chair of the Purdue Fort Wayne Senate, I sincerely appreciate your collaboration, and I encourage your participation in our meetings. Your perspectives are essential to our shared governance process, and I along with the Faculty Leaders and Executive Committee hope to see you at future sessions consistently.

Respectful and proper priority-setting conduct towards your esteemed faculty being the faculty representatives of the academic units and as key administrators of the Purdue Fort Wayne starts with full attendance at the senate meetings. A kind reminder to all!

Lastly, I would like to quote from Ed Catmull, an American computer scientist who served as the co-founder of Pixar and the President of Walt Disney Animation Studios and who has been honored for his contributions to 3D computer graphics, including the 2019 ACM Turing Award: **“Creating an environment that is safe for solving difficult problems is one of the most important things we can do.** With great clarity and insight, Amy Edmondson shows us how to make room for failure, recognizing that our emotions and personal needs are part of the solution.”

I hope all of this would instill boldest inspiration for your impactful scholarly engagement efforts given that we are proposing to expand meaningful faculty work to include engagement as an area of excellence for promotion and tenure today formally.

Thank you!

c. Chair-Elect (IFC Representative):

J. Nowak: (Absent).

5. Special business of the day:

- a. Community Engagement as an Area of Faculty Work (Senate Reference No. 24-31) – P. Eber, B. Kingsbury, and S. Steiner

Please see attachment.

D. Kaiser: Our department kind of has it where we turn in reports and it counts for P&T. Right now, you can go up for excellence in teaching or research. Are other departments like ours? Do they go up on excellence in service? How does that apply to this?

B. Kingsbury: What I am hearing there is equating engagement with service. This does not. This is outreach to the community. This is reciprocity here. There is value over the recipient of the action of reaching out. That is one thing to make clear to everybody.

The other thing is that your Psychology people could just keep doing what they are doing. The other concern that I am always watching for is the feeling that this is adding something. In the last three years we have heard some arguments about “we are already doing something like that.” I think some of the problem is that they just take it as research. I just wanted to point that out too. I think the most important point to make here is that we don’t equate this to service. We are not seeking service to come up as a route for associate professor.

S. Steiner: When I was going up for tenure I got advice from someone in Purdue West Lafayette Engagement and he said “don’t you dare go up on that.” I distinctly remember highlighting thirty pages of items that I had been involved in and needing to delete them.

D. Kaiser: That is kind of what I am talking about.

S. Steiner: That is why we are recommending proposal one instead of proposal two.

L. Roberts: I have a question for you, Sherrie. I hope you don’t mind me asking you a question and using you as an example. Is the example I am going to give something that could be used for engagement or criteria for engagement? When you and I taught the IDIS 10605 course on human rights, which is Introduction to the Liberal Arts, you had an element of the course that was very different from anything that I have ever done or ever heard of in my discipline. My discipline can talk about, for example, the problem of hunger, and can look at it historically and find out what the issues are, but your way was to find out in the local community where there is a food scarcity and to have the students research and set up food sharing pantries as part of the course as related

to the aspect of hunger due to job loss or housing costs. Is that an example? My mind was blown. Would that be an example of what someone would write in their P&T document?

S. Steiner: Yes. I would do something like that in my case as toward competency in engagement. Scholarship in engagement would be gathering samples in the community over the last ten years to try to identify the connection to environmental toxins that are cancer causing. None of that was considered when I went up for promotion or tenure. I have gone door to door to almost every house in the city. Picture going to someone cold turkey and asking them “can I get a urine sample?” I have got stories. Two other communities have since asked us to help their communities. The latest is Delphi. But, it doesn’t fit the traditional definition.

B. Kingsbury: I will add to that. Part of this relates to what is the expertise of the person so they can bring that expertise and apply that and have outcomes.

R. Friedman: I like the idea of this a lot. It does mean that departments will need to put excellence and competence in engagement in their P&T criteria documents. It does mean that departments might need assistance in how to come up with criteria.

C. Gurgur: I think the diagrams in slide four are very helpful. This is a typical question that comes up when it concerns engagement versus service. I also spent many hours providing executive workshops and technical and business training materials for respected companies in the region with applied scholarship such as for the Fort Wayne Metals. But the applied scholarship you do, and the industry report you prepare is not something that can be immediately published in an academic journal. It takes much time for that involvement and engagement with the community to proceed productively, and unfortunately it wasn’t always recognized that I was spending much time with the real company setting engaging and providing academic service within my expertise, hence there are many issues at our Purdue campus.

D. Miller: My question builds off of what Ron said. You say that this doesn’t add anything, but it would. I mean right now we don’t have demonstration in competence in engagement.

S. Steiner: It is optional. It is an optional choice.

R. Friedman: You need to put it in your department criteria. That would need to be written in there even if it is not for you as a faculty member.

D. Miller: Gotcha.

S. Steiner: I am chair of the COLA FAC and you would put it in your document.

S. Buttes: I have two questions. One is, would this proposal require all departments to create excellence and competence criteria? That is the first point. The second is...I will let you answer the first point.

S. Steiner: My understanding is that at the department level if they don't want to recognize it then they won't.

S. Buttes: The reason I ask is because if you have a faculty member that does this and the department doesn't create criteria then what is that faculty member supposed to do? Is the goal to have all departments create these criteria so that if any faculty member shifts towards the example, now that it is recognized, is that the path? Is that the goal of this conversation?

C. Gurgur: I think that is the goal. If you look at the agenda of the Senate, the FAC chair will follow up on that.

S. Buttes: Yeah. Correct. The proposal.

C. Gurgur: As you see when you engage with the community proficiently, it is not just theoretical academic work. It is important to recognize delivery of products and services within an applied academic expertise to that particular community. So, if you are doing the listed items on slide 4 such as providing workshops to a pertinent business or industry, opening executive courses and preparing training materials within your academic expertise, your work will be recognized for P&T with impact.

B. Kingsbury: If I could just speak to the department question, I would say that whenever you are talking about criteria, the department has to come up with those criteria. If you have an individual in your department that thinks that research should be defined one way and it is not then too bad. You can argue about how you want to define research or creative endeavor, but I don't think there is an avenue. Part of the problem is that you are arguing for opening the door for considering these sorts of things so that somebody's department would actually allow it to happen, but maybe they don't. As it stands with the way P&T is, criteria is defined by the department, not by the individual.

S. Buttes: I think that is the point that I am trying to clear up. If Senate takes action on the recommendations, is the action that every department must create criteria for engagement as a specific area? Every department must add a section on criteria to say what excellence looks like and to say what competence looks like?

B. Kingsbury: I think that question is open for discussion, but I think that the low bar is the Senate document will allow for it, and then the departments take that up, as opposed to being dictated to in the Senate level document that you must modify. Senate could decide to do that, but that is an entirely different discussion.

S. Buttes: So, what I understand is that it is basically up to an individual faculty member to try and advocate within their department for their department to take this up in their P&T document.

B. Kingsbury: That is one way to look at. It might be that somebody starts the discussion, if there is a feeling in the department that it makes sense and it is less than one individual and more of like “that sounds good for our department, let’s figure it out.”

D. Kaiser: In option one I feel like if your department doesn’t want to do it then they won’t do it. It might be up to the individual to just go to your department.

M. Jordan: FAC wrote a resolution. I don’t know where we are procedurally as of this meeting.

C. Gurgur: You can pitch in right now.

M. Jordan: I am on FAC as a department chair. The resolution is that all of the guiding principles at the university level would have to be updated to allow for this. Once that happens, the resolution states that schools, divisions, and departments would have to update their promotion and tenure criteria and procedures to accommodate that. If everyone thinks that it can be optional at a different level then there would need to be amendments to this resolution, the way I am viewing it.

C. Drummond: I have a question and a comment. The question is, you and your colleagues have worked very hard on this over a long period of time, what is your sense of the number of departments that would be actively engaged in adopting this?

B. Kingsbury: I will take this opportunity to reflect a little bit on the history there. Actually, my decision about this stems from USAP and town halls years ago. It reflected on what Purdue was doing. It seemed reasonable to start taking interest in this. I got the sense that several departments would have an interest in this. But I have not, and I don’t know if any of us have, surveyed departments.

C. Drummond: If I could then make a comment. I think that it is really important that this body remembers that the granting of promotions and tenures is a process that the trustees engage in, and what we do is send recommendations to them. I will tell you that every spring I spend an incremental amount of time with the associate provost for faculty affairs from West Lafayette explaining our process of promotion and tenure and why it is different than theirs, and why our criteria are different. So, before adopting essentially a fourth category of excellence, I would strongly recommend that we seek some input from West Lafayette from a system perspective so that we don’t put in place something that is then rejected upon arrival by the provost office. That is not to speak against this, it is just a caution.

B. Kingsbury: Yeah. That is good practical advice, but it seems to me that this would align us more with what they are doing.

C. Drummond: In my experience, the things that we think make sense don’t always make sense to them.

B. Buldt: Let me start out by thanking you and your committee for the work. I really appreciate it. One remark and one question.

The remark is that this is not up for vote for today, so we can basically ask unit representatives to take this home to their home department and their school and then report back at the next Senate meeting when we discuss it again. Then we will have a rough estimate on how many departments would consider this, actively.

The question I have is, when we added senior lecturers and clinical to the P&T promotion processes, we also changed the composition of the committees so that if someone undergoes promotion to senior lecturer than a senior lecturer should be on the promotion committee, and if someone seeks promotion to clinical, full clinical or associate clinical, then a clinical should be on the committee. What do you anticipate, based on your research, that we also need to change the composition of committees, so that someone who has expertise in engagement helps or guides the decision making, whether someone has met the criteria?

B. Kingsbury: I will say that for myself I haven't given it that much thought, but then I think those kinds of things arise as we discuss this and then realize that maybe we should do something about it. But, I have not thought about the committee composition at this point.

G. Wang: What is the expectation for the competency of the engagement?

B. Kingsbury: From what I understand, that would be up to the department. One thing that is in my head that I will throw into this is that my perspective on this is that how are we making an impact, whether it be research or engagement or teaching or service? We can have profound impact through engagement, and I think that this university is nicely situated to put more value on that impact.

G. Wang: Let me reword my question. Does that mean that some departments could require faculty to go through the creation of competency of engagement?

B. Kingsbury: Your department would decide to raise the bar with the requirement. What we have done is provide that as an option. If you wanted to make it harder for your faculty to get promoted then you would do that.

C. Gurgur: Go over the Senate document on the agenda. It is presented as optional. Right now, it is presented for a faculty member to choose excellence in engagement as an option, while demonstrating competence for the other faculty work such as teaching. Nobody is going to require a show of competence in engagement, but we would like to put it as an option for excellence in engagement to choose.

B. Kingsbury: Yeah, so I will reiterate that if you do that then you do it.

C. Gurgur: Especially as a regional, I can understand what Dr. Kingsbury is trying to emphasize with the impact in the region. This is a regional campus. I think that is important. I understand why this can help.

6. Unfinished business:

a. Executive Committee (Senate Document SD 24-14) – J. Nowak

L. Roberts moved to amend with the following:

Changing the first “whereas” from “WHEREAS the Indiana General Assembly voted on 6 February 2025 to pass Senate Bill 289 which effective July 1, 2025 would ban all state spending on diversity, equity and inclusion initiatives at Indiana educational institutions” to “WHEREAS the Indiana Senate voted on 6 February 2025 to pass Senate Bill 289, which if passed in the house and enacted as law, would effective July 1, 2025, ban all state spending on diversity, equity and inclusion initiatives at Indiana educational institutions.”

Changing the second “whereas” from “WHEREAS House Bill 1496 currently introduced in the Indiana Legislature “prohibits use of public funds by a state educational institution for policies or programs and campus activities outside the classroom that... advocate for campus diversity, equity, and inclusion”” to “WHEREAS SB 289 “Establishes prohibitions and requirements on state agencies, state educational institutions, and health profession licensing boards regarding diversity, equity, and inclusion.”

Adding a third new “whereas” that states “WHEREAS SB 289 prohibits expenditures on actions that would “Promote or promulgate training, programming, or activities designed or implemented with reference to race, sex, color, or ethnicity that are not training, programming, or activities developed by an attorney and approved in writing by the attorney general for the sole purpose of ensuring compliance with any applicable court order or state or federal law” (24.2.4, pg. 2, lines 6-12).”

Adding a fourth new “whereas” that states “WHEREAS SB 289 prohibits expenditures that would “(1) establish, sustain, support, or staff a DEI office; or (2) contract, employ, engage, or hire an individual to serve as a DEI officer” (24.5.a, pg. 3, lines 2-4).”

Changing wherever the resolution states “House Bill 1496” to “SB 289.”

Motion to amend passed on a voice vote.

The meeting is suspended at 1:15 until noon, Monday, March 24, 2025.

Session II
(March 24)

Acta

Senate Members Present:

A. Backer, J. Badia, K. Barker, B. Berry, A. Blackmon, B. Buldt, S. Buttes, S. Cody, B. Dattilo, Y. Deng, C. Drummond, R. Elsenbaumer, K. Fineran, R. Friedman, J. Givens, M. Hammonds, S. Hanke, M. Jordan, D. Kaiser, A. Khalifa, J. Lawton, J. Li, V. Maloney, E. Mann, J. Mbuba, D. Miller, P. Mishra, D. Momoh, A. Montenegro, A. Nasr, J. Nowak, I. Nunez, E. Ohlander, D. Ohlinger, H. Park, L. Roberts, R. Shoquist, S. Steiner, K. Stultz-Dessent, K. Surface, D. Tahmassebi, G. Wang, M. Wang, M. Wolf

Senate Members Absent:

N. Adilov, S. Elfayoumy, C. Freitas, J. Johns, S. Johnson, J. Lewis, T. Lewis, H. Luo, J. McHann, G. Nakata, J. O'Connell, J. Rouleau, P. Saha, S. Schory, K. White, Y. Zhang

Guests Present:

N. Borbieva O'Neill, S. Carr, A. Dirksen, T. Grady, C. Kuznar, A. Livschiz, C. Marcuccilli, K. Tierney-Louch

C. Gurgur reconvened the meeting at 12:00 p.m. on March 24, 2025.

6. Unfinished business:

- a. Executive Committee (Senate Document SD 24-14) – J. Nowak

Senate Document SD 24-14 (The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University) passed on a hand vote.

7. Committee reports requiring action:

- a. Executive Committee (Senate Document SD 24-16) – J. Nowak

J. Nowak moved to approve Senate Document SD 24-16 (Resolution on URAC Childcare Report).

Resolution passed on a voice vote.

- b. Faculty Affairs Committee (Senate Document SD 24-17) – A. Khalifa

A. Khalifa moved to approve Senate Document SD 24-17 (Community Engagement as an Area of Faculty Work).

Resolution moved to the April Senate agenda.

C. Gurgur moved to bring “question time” up on the agenda to between 7.b. and 7.c.

Motion to bring “question time” up on the agenda passed on a voice vote.

9. Question time:

a. (Senate Reference No. 24-30) – A. Livschiz

I very much appreciate the response from the Chancellor to my original question, and the disturbing consequences of centralization of decisions about IT for our campus. I do have a few follow up questions:

1. Why did we not get a detailed explanation like this? It may have reduced the stress of that tumultuous time to better understand why it was happening.
2. I appreciate the importance of not losing more money after the loss of \$3800. Have any attempts been made to see how much this change ended up costing the university, in particular:
--loss of productivity both during the first weeks of the semester, but also continued loss of productivity

I am having a hard time believing I am the only person whose ability to work continues to be disrupted by this. I have increasingly heard "vpn issues" as a reason all sorts of things are not getting done in a timely manner. I recently discovered a program that appeared on my computer that wanted to have access to all my internet searches and screen them (?). I was able to delete it from my laptop but only because I was granted admin privileges on my laptop, something that I had to specifically petition to receive--a recent policy change that was not publicly announced to the best of my knowledge.

Just a small example--I now have to duplicate all my coursework--uploading it to Brightspace but still sending it to students by email to ensure they can access it.

--impact on student retention and enrollment

I only have anecdotal data as instructor and president of Brown Ink society, but this continues to be a problem for our students. Not all of them own their own computers and thus can not install vpn on devices owned by others. Is someone tracking how this has impacted students? How it will impact grades? retention?

3. Is there any effort being placed in better education about internet security? The statistics about people clicking on the bad links is disturbing. Given the evolution of cybercrime, without better education we are going to be at risk again in the future.

4. Why is our security system for our campus different than that for PWL? During the time of vpn-induced chaos, it was possible for us to get into PWL based systems, including PWL's version of Brightspace, but not PFW-based ones. Does this mean we have another change on the horizon for us?

5. Is there any conversation about regaining some control over decisions about IT on our campus? Introduction of vpn was not the only change that disrupted our ability to work on our campus (e.g. forced change of our login names for purdue accounts).

A. Livschiz: Thank you so much, and I do appreciate the opportunity to do this today, rather than in April. I think the only thing that I would add to this question since the question was submitted and postponed is that there has been an additional piece of information, which is, of course, a few weeks ago, when once again, there was a change in how we were supposed to be accessing information. Again, none of this is a criticism of our IT people, who have been working so hard to deal with things that are completely outside of their control, but they are the front facing people who have to deal with our feelings about everything that is taking place. I think the frustration is that there are all of these changes, they appear to be completely outside of our control, and especially with the most recent changes, it feels like we are guinea pigs for some kind of experiment, either how well we deal with stress or the best ways...I mean I guess we have two people that would be able to speak on whether or not that is ethical or not. This question of, what is the best methodology for addressing these kinds of security issues? Again, I assume it is not just me as far as how disruptive this is to the ability to do anything. I have just been here for an hour and I have had to log in twice, just in the hour that I was sitting here during this meeting.

R. Elsenbaumer: I think there are some very good points that are being made here. When you lose control of operations on your campus, you are always going to have some disruption and inconveniences. In this particular circumstance, there was a very serious security breach that happened in late December. When that happens, typically you have to react quickly. I know the IT folks in West Lafayette reacted very quickly. They had a practice and a procedure that was able to mitigate a very serious security breach to protect our students, which was incredibly well received. Our students needed that protection. When you have emergency interventions, there will be collateral damage and unintended consequences. Usually the procedure is that when there are unintended consequences, hopefully they are not major, but there has to be some way of mitigating those inconveniences and the unintended consequences.

I think the IT folks in West Lafayette did a reasonably good job. I know that with the procedure they provided, I was able to follow them. I was able to operate and use services from on campus without really any disruption that I experienced. There may have been some students I know they were inconvenienced because of the way that they access IT information on our campus. Again, those may be one offs, and typically we handle one offs by other processes and procedures. If students can't get into our IT system through a VPN then there are ways of addressing that. There are options within our library. There are computers that can be checked out from our library. There are also computers in our library. I think Ann also mentioned that the Brown Ink Society does have emergency funds that are available for students who don't have a computer, and maybe they can get a grant to get an iPad.

Yes, there are going to be inconveniences. There was a VPN and now there is now two factor identification, which is what everyone else in the Purdue system has. We are just catching up to

where they are. I would say that communication is probably the one area that could use considerable improvement. We are getting a little bit better at that. We have to work harder at making sure things are communicated to us first, to the administration, and then second, hopefully communicating and understanding to the campus, but also understanding what unintended consequences will happen from their actions. I would say that is one area where we need quite a bit of improvement, and we have to work on that. Ann, I think your point is very correct. We have to do a better job.

E. Mann: I will say that this actually really very negatively affected the library because it interrupted access to databases. It was an issue for many as those, as students would actually have to get off of the VPN to access databases, while also they needed to be on Brightspace. We on our end, the library IT, had to do a lot of work trying to help students and faculty out with this. It was a major disruption. We are very thankful for the change to Duo Mobile, that has been much better, but I would say that communication was a major issue, so thanks for saying that. But, also, I would appreciate if they could have more awareness of what systems they affect when they do this.

R. Elsenbaumer: That is the unintended consequences.

E. Mann: I think they don't have any sort of list that when they change security show all of the other systems on our campus that then won't work when they do this. The other thing I would recommend is some sort of escalated way to contact IT with my ticket going in about our whole library system can't get access right now. If we could have some sort of other voice of communication channel that would really be helpful when it is knocked out here because it ended up being a lot of extra work for us. There have just been a lot of these where I don't think they have the awareness of the structures here that they are affecting.

R. Elsenbaumer: Where are you today? Where are your operations today? Are you operational?

E. Mann: Yes, but a lot of that simply happened because they changed to Duo. It still wouldn't have worked with VPN. It took a lot of cleanup with that, but, yes. It is better.

R. Elsenbaumer: Thank you for sharing.

C. Gurgur: I would like to add just a second point. The students, typically there are some of them who on the weekends attend their University coursework and if something goes wrong there is nobody here from IT to respond promptly.

R. Elsenbaumer: That is a good point.

C. Gurgur: If something goes wrong in the Purdue career account, at least, we can call the West Lafayette IT on a Saturday and get assistance. But there is no such assistance for the students or us at the weekend for our Purdue Fort Wayne accounts.

R. Elsenbaumer: This is good information.

C. Gurgur: Not just the Purdue system, the other Universities are also using the Duo. We need to use a reasonable cybersecurity system, so the Duo helps.

M. Wolf: Institutions are always going to face issues with security. It is one thing for full time faculty members to be facing this, but one thing Purdue West Lafayette doesn't understand, and they are going to have to do a better job, about how disruptive this is to our limited term lecturers, who are not paid enough. They have to go through all of this stuff just to do their jobs. They are teaching introductory levels students. We have to find a way to make life easier for limited term lecturers. It is one thing for us, this is part of our job, but for them this is not their main job, and they are not paid enough to go through all of this stuff. It is not directly related to this question, but it is my viewpoint more generally.

C. Gurgur moved to extend the meeting for five more minutes.

Motion to extend failed on a voice vote.

7. Committee reports requiring action:

- c. Executive Committee (Senate Document SD 24-18) – J. Nowak

Resolution moved to the April Senate agenda.

- d. Executive Committee (Senate Document SD 24-19) – J. Nowak

Resolution moved to the April Senate agenda.

- e. Executive Committee (Senate Document SD 24-20) – J. Nowak

Resolution moved to the April Senate agenda.

8. New business: There was no new business.

10. Committee reports “for information only”: There were no committee reports “for information only.”

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

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

Joshua S. Bacon
Senate Clerk



Purdue University Fort Wayne

A Land Grant University

Engagement Mandate

A Strategic Planning Pillar

How do we integrate community engagement into our academic programs and faculty responsibilities at PFW?

A Few Caveats

- Three year process
- Changes intended to provide clear recognition of, and respect for, engagement scholarship
- All proposed changes are optional, adding no additional requirements to existing P&T
- This proposal is about removing barriers for recognition
- SD 24-17 focuses on faculty with research release
- SoE recognizes broader evidence of impact than publications (e.g., community decisions)
- Engagement is a bi-directional, two-way reciprocal relationship with the community

Scholarship of Engagement

CHARACTERISTICS OF THE SCHOLARSHIP OF ENGAGEMENT

- **Reciprocal relationship with communities** (organizations, governmental agencies, schools, business/industry)
- **High level of disciplinary expertise**
- **Innovative**
- **Capable of being replicated and elaborated**
- **Documented results**
- **Professionally and/or peer-reviewed**
- **Impactful**

EXAMPLES OF THE SCHOLARSHIP OF ENGAGEMENT

- **Laws/public policy**
- **Video archives, documentaries, films**
- **Delivery of products/services** (e.g., training materials, courses, workshops)
- **Professionally and/or peer-reviewed publications**

Proposal Three

- Reframe “Research” as Scholarship and Creative Endeavor
- Scholarship more broadly defined as discovery, teaching & learning, engagement, and service
- Boyer, E. L. (1990) *Scholarship Reconsidered*. Carnegie Foundation for the Advancement of Teaching

Washington State University

DEPARTMENT _____
DATE OF APPOINTMENT TO WSU _____ YEAR OF TENURE CONSIDERATION _____

Rating

- ☐ Especially meritorious performance (EMP)
- ☐ Strong performance beyond satisfactory (SP)
- ☐ Satisfactory (S)
- ☐ Some improvement needed (SIN)
- ☐ Substantial improvement needed (SUB)

Table below should only be completed for pre-tenure/tenure track faculty

Please insert a yearly rating on teaching, research/scholarship/creative activities and service/outreach on the table below. Please use the above ratings.

YEAR	TEACHING	RESEARCH/SCHOLARSHIP/ CREATIVE ACTIVITIES	SERVICE/ OUTREACH
1			
2			
3 RD Year Review Rating			
4			
5			

Proposal Two

- Embedding engagement into each area of faculty work as an option
- Include Engagement as an explicitly identified part of Research, Teaching, and Service criteria

Limitations

- Divides community engagement into segments
- Does not properly consider community engagement projects holistically

Proposal One

- Engagement is added as another area of work that is **optional**
- Excellence must be demonstrated in **one** area: teaching, research and/or creative endeavor, **or** engagement
- All candidates must also demonstrate competence in the areas of teaching, research and/or creative endeavor, **and** service
- Candidates may also demonstrate competence in engagement (**optional**)

Sample from a Template

NOMINATION FOR PROMOTION

DATE:

1	FULL NAME:	Last	First	Middle Initial	PUID
2	Proposed Rank and Title:				
3	Present Rank and Title:				Year
4	Previous Purdue University				Year
	Rank(s) and Title(s):				Year
5	Penultimate Year	(if applicable)			Year
6	ACADEMIC RECORD (Institutions Attended)				
	Degree	Year			Years Attended
7	BASIS OF NOMINATION - EMPHASIS OF SCHOLARSHIP (one or more areas may be checked)				
	Discovery				
	Learning				
	Engagement				

The Engagement Narrative

Summary Statement

Include a narrative (maximum two pages) summarizing the candidate's qualification for promotion and/or tenure. It may include quoted excerpts from reviewers' letters. This section should be prepared by the candidate's nominator. It is to be treated as part of the following confidential materials for the nomination: Form 36, this narrative and reviewers' letters.

Committee Recommends Proposal One

- Most easily integrated into existing PFW P&T process
- Does not add any additional work to existing workloads
- Removes barriers and opens a pathway of recognition and reward for Scholarship of Engagement at PFW

Questions?

Thank you to:

- Senate FAC
- Senate EC
- Members of the Ad hoc Senate Engagement Committee

MEMORANDUM

TO: Fort Wayne Senate

FROM: Cigdem Gurgur, Executive Committee Chair, Steve Carr and Noor Borbieva O'Neill, Voting Faculty

DATE: 24 January 2025

SUBJ: The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University Fort Wayne

The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University

WHEREAS the Indiana Senate voted on 6 February 2025 to pass Senate Bill 289, which if passed in the house and enacted as law, would effective July 1, 2025, ban all state spending on diversity, equity and inclusion initiatives at Indiana educational institutions; and,

WHEREAS SB 289 “Establishes prohibitions and requirements on state agencies, state educational institutions, and health profession licensing boards regarding diversity, equity, and inclusion.

WHEREAS SB 289 prohibits expenditures on actions that would “Promote or promulgate training, programming, or activities designed or implemented with reference to race, sex, color, or ethnicity that are not training, programming, or activities developed by an attorney and approved in writing by the attorney general for the sole purpose of ensuring compliance with any applicable court order or state or federal law” (24.2.4, pg. 2, lines 6-12).

WHEREAS SB 289 prohibits expenditures that would “(1) establish, sustain, support, or staff a DEI office; or (2) contract, employ, engage, or hire an individual to serve as a DEI officer” (24.5.a, pg. 3, lines 2-4).

WHEREAS our web page titled “Mission, Vision, Values, and Principles” lists “Diversity and Inclusion” among the university’s “Core Values” at <https://www.pfw.edu/about-pfw/mission-vision-values-principles>; and,

WHEREAS the university’s “Diversity Statement” listed under “Our Principles” on the same web page reads as follows:

Purdue University Fort Wayne is committed to creating an environment that enhances learning by recognizing the inherent worth of all individuals at the university. Diversity stimulates creativity, promotes the exchange of ideas, and enriches campus life. The term diversity encompasses differences of culture, background, and experience among individuals and groups. Such differences include, but are not necessarily limited to, differences of race, ethnicity, color, gender, sexual orientation, gender identity or expression, class, age, and disabilities, as well as political and religious affiliation, and socioeconomic status; and,

WHEREAS Purdue University Fort Wayne created a Diversity, Equity, and Inclusion Office which includes seventeen staff positions across six units including the Multicultural Center, the

Women’s Center, the Q Center, TRIO Student Support Services, and TRIO Upward Bound; and,

WHEREAS principles of diversity, equity, and inclusion figure prominently throughout the curriculum at Purdue University Fort Wayne at multiple levels including General Education, College, and Program-level requirements; and,

WHEREAS SB289 would potentially eliminate the entire Diversity, Equity, and Inclusion Office as well as terminate seventeen staff positions by forcing the University to choose between its principles and its funding; and,

WHEREAS SB 289 offers only vague and ambiguous standards for what counts as advocacy or “activities outside the classroom;” and,

WHEREAS this vague and ambiguous language could potentially result in the Indiana General Assembly banning any systematic curricular requirement concerning diversity, equity because such requirements exist “outside the classroom;” and,

WHEREAS this resolution does not purport to speak for every single member of the Faculty nor to reflect an official position of our university or of Purdue University, it does reflect what Faculty Senate believes the official position of the university should be;

BE IT RESOLVED Fort Wayne Senate oppose SB 289; and,

BE IT FURTHER RESOLVED Fort Wayne Senate discuss additional steps the University needs to take to protect our curriculum, the Diversity, Equity, and Inclusion Office and the seventeen staff members who work there, and our stated Mission, Vision, Values, and Principles.

HOUSE BILL No. 1496

DIGEST OF INTRODUCED BILL

Citations Affected: IC 21-7-13; IC 21-39.5-6-1.5; IC 21-41-16.

Synopsis: State educational institution administration. Prohibits use of public funds by a state educational institution for policies or programs and campus activities outside the classroom that: (1) advocate for campus diversity, equity, and inclusion; or (2) promote or engage in political or social activism. Makes related changes.

Effective: July 1, 2025.

**Bascom, Teshka, Zimmerman,
Davis**

January 21, 2025, read first time and referred to Committee on Education.



First Regular Session of the 124th General Assembly (2025)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2024 Regular Session of the General Assembly.

HOUSE BILL No. 1496

A BILL FOR AN ACT to amend the Indiana Code concerning higher education.

Be it enacted by the General Assembly of the State of Indiana:

- 1 SECTION 1. IC 21-7-13-9.5 IS ADDED TO THE INDIANA CODE
2 AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY
3 1, 2025]: **Sec. 9.5. For purposes of IC 21-41-16, "campus diversity,**
4 **equity, and inclusion" has the meaning set forth in IC 21-41-16-1.**
5 SECTION 2. IC 21-7-13-18.4 IS ADDED TO THE INDIANA
6 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
7 [EFFECTIVE JULY 1, 2025]: **Sec. 18.4. For purposes of**
8 **IC 21-41-16, "federal funds" has the meaning set forth in**
9 **IC 21-41-16-2.**
10 SECTION 3. IC 21-7-13-25.5 IS ADDED TO THE INDIANA
11 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
12 [EFFECTIVE JULY 1, 2025]: **Sec. 25.5. For purposes of**
13 **IC 21-41-16, "political or social activism" has the meaning set**
14 **forth in IC 21-41-16-3.**
15 SECTION 4. IC 21-7-13-27.5 IS ADDED TO THE INDIANA
16 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
17 [EFFECTIVE JULY 1, 2025]: **Sec. 27.5. For purposes of**



1 **IC 21-14-16, "programs or campus activities" has the meaning set**
 2 **forth in IC 21-41-16-4.**

3 SECTION 5. IC 21-7-13-31.4 IS ADDED TO THE INDIANA
 4 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 5 [EFFECTIVE JULY 1, 2025]: **Sec. 31.4. For purposes of**
 6 **IC 21-41-16, "social issues" has the meaning set forth in**
 7 **IC 21-41-16-5.**

8 SECTION 6. IC 21-7-13-32.5 IS ADDED TO THE INDIANA
 9 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 10 [EFFECTIVE JULY 1, 2025]: **Sec. 32.5. For purposes of**
 11 **IC 21-41-16, "state funds" has the meaning set forth in**
 12 **IC 21-41-16-6.**

13 SECTION 7. IC 21-7-13-34.5 IS ADDED TO THE INDIANA
 14 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 15 [EFFECTIVE JULY 1, 2025]: **Sec. 34.5. For purposes of**
 16 **IC 21-41-16, "student-led organization" has the meaning set forth**
 17 **in IC 21-41-16-7.**

18 SECTION 8. IC 21-39.5-6-1.5 IS ADDED TO THE INDIANA
 19 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 20 [EFFECTIVE JULY 1, 2025]: **Sec. 1.5. This article is subject to**
 21 **IC 21-41-16.**

22 SECTION 9. IC 21-41-16 IS ADDED TO THE INDIANA CODE
 23 AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE
 24 JULY 1, 2025]:

25 **Chapter 16. Prohibition on Funding**

26 **Sec. 1. As used in this chapter, "campus diversity, equity, and**
 27 **inclusion" means any:**

28 **(1) policy; or**

29 **(2) program or campus activity;**

30 **that classifies individuals on the basis of race, color, sex, national**
 31 **origin, gender identity, or sexual orientation and promotes**
 32 **differential or preferential treatment of individuals on the basis of**
 33 **the classification.**

34 **Sec. 2. (a) As used in this chapter, "federal funds" means those**
 35 **funds provided to the state educational institution directly or**
 36 **indirectly by an appropriation by the Congress of the United**
 37 **States. The term includes financial aid provided to the state**
 38 **educational institution by or on behalf of a student attending the**
 39 **state educational institution if the financial aid is provided to the**
 40 **student via a governmental aid or grant program.**

41 **(b) The term does not include student fees to support student-led**
 42 **organizations notwithstanding any speech or expressive activity by**



1 such organizations that would otherwise violate this chapter if the
 2 student fees must be allocated to student-led organizations
 3 pursuant to written policies adopted by the board of trustees of the
 4 state educational institution.

5 Sec. 3. (a) As used in this chapter, "political or social activism"
 6 means any activity:

7 (1) organized with a purpose of effecting or preventing change
 8 to a government policy, action, or function, or any activity
 9 intended to achieve a desired result related to social issues;
 10 and

11 (2) with which the state educational institution endorses or
 12 promotes a position in communications, advertisements,
 13 programs, or campus activities.

14 (b) The term does not include:

15 (1) authorized government relations and lobbying activities of
 16 the state educational institution concerning matters that
 17 directly affect the operations of the state educational
 18 institution or direct-support organizations of the state
 19 educational institution; or

20 (2) endorsement or promotion of a position that encourages
 21 compliance with state or federal law or a rule of the
 22 commission for higher education.

23 Sec. 4. As used in this chapter, "programs or campus activities"
 24 means any activities authorized or administered by a state
 25 educational institution that involve:

26 (1) student participation, other than classroom instruction; or

27 (2) hiring, recruiting, training, evaluating, promoting,
 28 disciplining, or terminating institution employees or
 29 contractors.

30 Sec. 5. As used in this chapter, "social issues" refers to topics
 31 that polarize or divide society among political, ideological, moral,
 32 or religious beliefs.

33 Sec. 6. (a) As used in this chapter, "state funds" are those funds
 34 provided to a state educational institution by an appropriation
 35 enacted by the general assembly. The term includes financial aid
 36 provided to the state educational institution by or on behalf of a
 37 student attending the state educational institution if the financial
 38 aid is provided to the student via a state government aid or grant
 39 program.

40 (b) The term does not include student fees to support student-led
 41 organizations notwithstanding any speech or expressive activity by
 42 the organizations that would otherwise violate this chapter if the



1 student fees must be allocated to student-led organizations
 2 pursuant to written policies adopted by the board of trustees of the
 3 state educational institution.

4 Sec. 7. As used in this chapter, "student-led organization"
 5 means an organization recognized by the state educational
 6 institution as an active and registered student organization that is
 7 comprised of student members with a faculty or staff advisor,
 8 including an organization that receives activity and service fees
 9 authorized by the board of trustees of the state educational
 10 institution.

11 Sec. 8. A state educational institution may not expend state
 12 funds or federal funds to promote, support, or maintain programs
 13 or campus activities that:

- 14 (1) advocate for campus diversity, equity, and inclusion; or
- 15 (2) promote or engage in political or social activism.

16 Sec. 9. A state educational institution advocates for campus
 17 diversity, equity, and inclusion when it implements a policy or
 18 engages in a program or campus activity that:

- 19 (1) advantages or disadvantages, or attempts to advantage or
 20 disadvantage, an individual or group on the basis of race,
 21 color, sex, national origin, gender identity, or sexual
 22 orientation, to equalize or increase outcomes, participation, or
 23 representation as compared to other individuals or groups; or
- 24 (2) promotes the position that a group's or an individual's
 25 action is inherently, unconsciously, or implicitly biased on the
 26 basis of race, color, sex, national origin, gender identity, or
 27 sexual orientation.

28 Sec. 10. Student-led organizations may use state educational
 29 institution facilities, notwithstanding any speech or expressive
 30 activity by the organizations that would otherwise violate section
 31 8 of this chapter, if the use must be granted to student-led
 32 organizations pursuant to written policies of the state educational
 33 institution adopted by the board of trustees.

34 Sec. 11. Section 8 of this chapter does not prohibit programs or
 35 campus activities or functions required for:

- 36 (1) compliance with general or federal laws or regulations;
- 37 (2) obtaining or retaining institutional or discipline specific
 38 accreditation with the approval of the commission for higher
 39 education; or
- 40 (3) access to programs for military veterans, Pell Grant
 41 recipients, or other scholarships provided by the federal or
 42 state government.



1 **Sec. 12. Section 8 of this chapter does not prohibit expenditure**
2 **of state funds or federal funds if:**

3 **(1) except as prohibited under IC 21-16-2-4(4), IC 21-20-6,**
4 **and IC 21-41-4-5, the expenditure is for ministerial or**
5 **administrative activities of a program or campus activity that**
6 **is not unique to that program or campus activity; and**

7 **(2) the specific program or campus activity is otherwise**
8 **supported by private funds.**

9 **Sec. 13. A state educational institution must designate a state**
10 **educational institution official or officials who are responsible for**
11 **compliance, oversight, and adherence to the prohibited**
12 **expenditure provisions of this chapter.**





Faculty Senate

MEMORANDUM

TO: Fort Wayne Senate
FROM: Cigdem Gurgur, Chair, Senate Executive Committee
Michael Wolf, Lee Roberts, James McHann
DATE: January 24, 2025
RE: Resolution on URAC Childcare Report

WHEREAS, the University Resources Advisory Committee's (URAC) exhaustive "Report in Response to EC Charge to URAC Concerning Daycare at PFW" (URAC Report) details the history of the university's investment in childcare both on and off campus for students, staff, and faculty, which includes over a decade of work by the former Childcare Taskforce; AND

WHEREAS, the URAC Report quotes Chancellor Wartell's commitment to childcare: "... as a responsible employer and a student-centered organization, we remain committed to offering access to affordable and high-quality childcare"; AND

WHEREAS, the URAC Report finds that the current arrangement with The Learning Community (TLC) provides university faculty and staff families with "exceptional care, skilled staff, affordability, flexibility, and proximity to campus, all of which contribute to children's growth and parents' ability to balance work and family responsibilities;" AND

WHEREAS, the URAC Report recommends that "University Leadership continues to make every effort to minimize disruptions to current TLC users from the sale of this property" and recommends PFW support "the essential daycare, childcare, and early childhood education needs of faculty, staff, and students;" AND

WHEREAS, the URAC Report is introduced by this quote: "Offering childcare benefits to employees, according to the National Fund for Workforce Solutions, is not just a perk – it can be a necessity for many working families," and many national academic organizations have highlighted how childcare pressures are one of the key reasons that women faculty of promising merit tend to lag behind male colleagues by dozens of percentage points getting to tenure and as much as 20-40 percent fewer end up as full professors; AND

WHEREAS, the retention of high-quality faculty, staff, and students is critical to Purdue Fort Wayne's Quality of Place, as well as the educational and financial well-being of the university, including avoiding the waste of over \$1,000,000 per failed tenure case; AND

WHEREAS, the URAC Report (pgs. 10-12) vividly highlights the negative consequences to the mental health, productivity, work-life balance, job retention, absenteeism, and work performance of inadequate childcare for current faculty and staff from the APSAC and CSSAC surveys; AND

WHEREAS, 16% of U.S. university students are parents, who due to childcare costs face higher expenses and other challenges to complete their education, PFW's effort to increase its retention rate of students to graduation can be more successful if the university provides reliable and affordable childcare support that is designed to meet the varied needs of its students

(<https://studentparentaction.org/resources/data-insights>); AND

WHEREAS, the URAC Report recommends "consistent with Purdue Fort Wayne's Quality of Place strategic plan pillar that University Leadership demonstrate its ongoing commitment to advancing a variety of options of childcare provision by ensuring open communication, addressing feed-back, and capitalizing on partnership opportunities for increasing childcare choices that benefit faculty, staff, and students with children;" AND

WHEREAS, the URAC Report recommends that "the Faculty Senate request University Leadership to commit to make an ongoing investment in childcare services and programs for its faculty, staff, and students;" AND

WHEREAS, the sale of the previous IPFW Childcare Center for the current CVS and strip mall brings in approximately \$80,000 per year, which a previous Chancellor promised to use to support childcare at PFW; AND

WHEREAS, if reports on the sale price of the TLC building are accurate, the Purdue Fort Wayne Foundation made a considerable profit on the sale of the building;

NOW THEREFORE BE IT RESOLVED, that the Faculty Senate and University Leadership seat a Childcare Advisory Council (CAC), as a council of the URAC, to follow through on the URAC Report recommendations now and in the future;

BE IT FURTHER RESOLVED, that the CAC's membership and responsibilities will be as follows:

Membership. The CAC shall consist of nine (9) members, namely, six (6) ex-officio members: the Vice Chancellor of Financial and Administrative Affairs; the President of the PFW Foundation; the Vice Chancellor for Communications and Marketing; the Dean of the School of Education or their faculty appointee; the URAC representative of the All Professional Staff Advisory Council (APSAC) or their designee from URAC/APSAC; the URAC representative of the Campus Support Staff Advisory Committee (CSSAC) or their designee from URAC/CSSAC; and a student representative appointed by the Student Government Association (SGA); and two members of the Faculty appointed by the Chair of the URAC who have some history, knowledge, and interest in childcare issues for PFW families;

Responsibilities. 1) The CAC shall convene at least once in the fall semester and once in the spring semester; 2) The CAC shall elect a Chair each year who will preside over its biannual meetings and guide its members' work between plenary meetings; 3) The CAC shall report its work to the URAC for discussion and actions to be brought to the Faculty Senate 4) The CAC shall monitor, study, and make recommendations to the URAC regarding the Senate and University's efforts to enhance the daycare, childcare, and early childhood education options for PFW families; 5) The CAC shall work through the Vice Chancellor for Communications and Marketing to communicate these options effectively to the University community; AND

BE IT FURTHER RESOLVED, that the University Leadership and Purdue Fort Wayne Foundation Board maintain their commitment to childcare for students, staff, and faculty by detailing a consequential, publicly announced budgeted amount toward childcare for the PFW community to the Faculty Senate, per the recommendations of the URAC Report and with the guidance of the newly seated Childcare Advisory Council; AND

BE IT FURTHER RESOLVED, that the University Leadership and Purdue Fort Wayne Foundation, in consultation with the URAC and newly seated Childcare Advisory Council, consider placing the proceeds from the sale of the property on Reed Road into a restricted fund that will be invested for the sole purpose of providing annual returns, managed for inflation, to support daycare, childcare, and early childhood education needs of the PFW community; AND

BE IT FURTHER RESOLVED, that this designated restricted fund should be used to augment the University's increasing support for a variety of daycare, childcare, and early childhood education needs of students, staff, and faculty, which may include a continued beneficial relationship with TLC or its successor, if that model or a similar model is deemed optimal; AND

BE IT FURTHER RESOLVED, that the University's investment in daycare, childcare, and early childhood education needs of students, staff, and faculty may shift from year to year as the PFW community's childcare needs evolve, but the Childcare Advisory Council should be consulted and should help guide decisions, and the university's investment in childcare should continue in perpetuity; AND

BE IT FURTHER RESOLVED, that the University Leadership work with the Faculty Senate, the URAC, and particularly the Childcare Advisory Council to pursue additional partnerships and arrangements with other providers of daycare, childcare, and early childhood education services so that a wide variety of provisions are made for the many different needs of students, staff, and faculty at PFW, such as direct financial support of faculty and staff with childcare needs, childcare scholarships for student families, the creation and promotion of discounted partnerships with one or more childcare centers, special and incentivized arrangements for PFW families with childcare providers, etc., AND

BE IT FURTHER RESOLVED, that the Vice Chancellor for Communications and Marketing, in collaboration with the Childcare Advisory Council, shall create, maintain, update, and promote a central location where information about the various opportunities, options, and provisions for childcare are communicated effectively to PFW students, staff, and faculty; AND

BE IT FINALLY RESOLVED, that the Vice Chancellor for Communications and Marketing initiate organized, high-priority, periodic, transparent, university-wide communications regarding the University's family-friendly environment that recognizes and supports the essential daycare, childcare, and early childhood education needs of faculty, staff, and students.

MEMORANDUM

TO : Fort Wayne Senate
FROM : Amal Khalifa, Chair
 Faculty Affairs Committee
DATE : 02/14/2025
SUBJECT : Community Engagement as an Area of Faculty Work

WHEREAS, Senate Document SD 21-19 established the Senate Ad-Hoc Committee on Community Engagement, which spoke to both the importance of engagement work to the professional lives of many faculty as well as the challenges of categorizing and rewarding engagement work, especially with regard to promotion and tenure processes;

WHEREAS, The Ad-Hoc committee has proposed three approaches for incorporating community engagement as a distinct area of faculty work within the current promotion and tenure framework at PFW;

WHEREAS, Fort Wayne Senate Document 14-36 states “College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate”;

WHEREAS, The Senate Executive Committee charged The Senate Faculty Affairs Committee to review and discuss the Ad-Hoc committee’s report and hence recommend the appropriate next steps;

WHEREAS, The Senate Faculty Affairs Committee acknowledges that the proposals (provided in the following pages) are all viable options; it believes that proposal 1 is the best path forward as it is easy to integrate into the current promotion and tenure framework at PFW.

BE IT RESOLVED, that The Senate approve including Engagement as a distinct area for faculty work that may be optionally chosen by a candidate in making a case for P&T at PFW

BE IT FURTHER RESOLVED, that the Senate create a task force to review, and update where appropriate the OAA 99-1 memorandum detailing the format for promotion and/or tenure dossier as well as the following Senate Documents:

- Guiding Principles of Promotion and Tenure at Purdue Fort Wayne (Senate Document SD 14-35)
- Procedures for Promotion and Tenure and Third Year Review at Purdue Fort Wayne (Senate Document SD 14-36)
- Guiding Principles of Promotion of Clinical Faculty (SD 18-15)
- Guiding Principles for Promotion to Senior Lecturer (SD 19-9)

BE IT FURTHER RESOLVED, that the various school, division, and department documents concerning promotion and tenure criteria and procedure be updated after the guiding principles & procedures for P&T are developed and approved.

Approved

Mark Jordan,
Jay Johns,
Hui Di,
Sarah Wagner,
Wylie Sirk,
Amal Khalifa.

Opposed**Abstention****Absent**

Promothesh Saha

Non-Voting

Adam Dircksen,
Kim O'Connor

Proposal 1: Add Engagement as a distinct area of faculty work Criteria for P&T at PFW

PFW is a metropolitan regional comprehensive university that is committed to maintaining a standard of excellence for teaching, research and/or creative endeavor, engagement, and service in its diverse programs, departments, schools, and colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

At Purdue Fort Wayne, to be considered for promotion, a tenured or tenure track faculty member should contribute to all mission areas appropriate to their position. All candidates for promotion must demonstrate at least the minimum threshold for competence in the areas of research and/or creative endeavor, teaching, and service. Candidates may optionally also choose to demonstrate competence in engagement.

All candidates for promotion to Associate Professor and for tenure must demonstrate excellence in one area: teaching, research and/or creative endeavor, or engagement. All candidates must also demonstrate competence in the areas of teaching, research and/or creative endeavor, and service. Candidates may optionally also choose to demonstrate competence in engagement.

All candidates for promotion to Professor must demonstrate excellence in teaching, research and/or creative endeavor, engagement, or service. Candidates must choose to demonstrate excellence in only one category, although ordinarily strength would be apparent in more than one. All candidates must also demonstrate competence in the areas of teaching, research and/or creative endeavor, and service. Candidates may optionally also choose to demonstrate competence in engagement.

Comments

This proposed implementation might be characterized as simply the *addition of engagement* as another area of work in which faculty may display excellence. This approach is most similar to the approach taken at Purdue University in West Lafayette.

Note: Engagement work may appear in both the Engagement section of a P&T dossier as well as one other section of the dossier as appropriate for the work discussed. For example, as part of a broad community engaged project, a faculty member may publish research on the Scholarship of Engagement, teach a service-learning course, and host a community outreach fair. These activities are part of a single engagement project and their relationship to each other and the goals of the overall project can best be understood through a narrative provided in the Engagement section of the P&T dossier, but it will also be appropriate for these achievements to be included in the Research, Teaching, and Service sections of the dossier, respectively.

Proposal 2: Include Engagement as part of Research, Teaching, and Service Criteria for P&T at PFW

PFW is a metropolitan regional comprehensive university that is committed to maintaining a standard of excellence for teaching, research and/or creative endeavor, and service in its diverse programs, departments, schools, and colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

At Purdue Fort Wayne, to be considered for promotion, a tenured or tenure track faculty member should contribute to all mission areas appropriate to their position. All candidates for promotion must demonstrate at least the minimum threshold for competence in the areas of research and/or creative endeavor, teaching, and service.

All candidates for promotion to Associate Professor and for tenure must demonstrate excellence in teaching (optionally including community-engaged teaching) or research and/or creative endeavor (optionally including community-engaged research).

All candidates for promotion to Professor must demonstrate excellence in teaching (optionally including community-engaged teaching), research and/or creative endeavor (optionally including community-engaged research), or service (optionally including community-engaged teaching).

All candidates must also demonstrate competence in the other categories. Candidates must choose to demonstrate excellence in only one category.

Comments

This proposed implementation might be characterized as *embedding engagement into each area of faculty work*, i.e., research, teaching, and service.

This approach is implicitly already permitted with the current structure; however, the change is that community engagement is now explicitly mentioned in the university document as valid to be counted toward especially the research and/or creative endeavor criteria established by departments.

An important limitation of this approach is that it does not properly consider community engagement projects holistically. For example, a service-learning course might be described in the teaching section with the benefits to the students clearly demonstrated, but the benefits to the community would not be properly considered, nor would the relationship between this course and other aspects of the broader engagement project of which it was a part. Limitations of the current structure (and even this modification of it) become especially notable when it comes to properly evaluating research projects completed under the Scholarship of Engagement or in considering the importance of community partnerships and associated impacts of engagement work that is listed in the service section of P&T dossiers.

Proposal 3: Reframe “Research” as Scholarship and Creative Endeavor, where Scholarship incorporates Discovery, Teaching & Learning, Engagement, and Service

PFW is a metropolitan regional comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, engagement, and service in its diverse programs, departments, schools, and colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

At Purdue Fort Wayne, to be considered for promotion, a tenured or tenure-track faculty member should contribute to all mission areas appropriate to their position. All candidates for promotion must demonstrate at least the minimum threshold for competence in the areas of scholarship and/or creative endeavor, teaching, and service. Candidates may optionally also choose to demonstrate competence in engagement.

Candidates for promotion or promotion and tenure must demonstrate excellence in academic work: teaching & learning, discovery, creative endeavor, engagement, or service. Scholarship is academic work with clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous, documented, assessed, and evaluated—usually expert reviewed. Academic work that integrates multiple areas can be highly impactful and is encouraged.

All candidates for promotion must also demonstrate competence in the areas of scholarship, teaching, and service. Candidates may optionally also choose to demonstrate competence in engagement.

Comments

This proposed implementation might be characterized as *integrated scholarship*. This approach is the most empowering and flexible. This framework values all types of faculty work equally and consistently, thus allowing faculty to work in areas about which they are passionate. This approach allows for a clear and complete description of projects and programs. This approach has the most potential to deliver impact through synergy.

The most important limitation of this approach in the context of PFW’s current P&T criteria, process guidelines, and culture, is that it is the furthest departure from the university’s current practices and is likely to be a first step to be taken in more explicitly considering engagement as a distinct area of faculty work.

Note: Engagement work may appear in both the Engagement section of a P&T dossier as well as one other section of the dossier as appropriate for the work discussed. For example, as part of a broad community engaged project, a faculty member may publish research on the Scholarship of Engagement, teach a service-learning course, and host a

community outreach fair. These activities are part of a single engagement project and their relationship to each other and the goals of the overall project can best be understood through a narrative provided in the Engagement section of the P&T dossier, but it will also be appropriate for these achievements to be included in the Research, Teaching, and Service sections of the dossier, respectively.

MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Chair
Senate Executive Committee

DATE: 02/24/2025

SUBJ: Amendments to the Constitution of the Fort Wayne Senate

WHEREAS, the Constitution states that “[a]mendments to the Bylaws may be proposed by this [i.e., Executive] Committee” (see Constitution III.C.3.a.vii and Bylaws II.A.2.1.7 and VII.C.1); and

WHEREAS, the powers and responsibility of the Faculty as laid out in our Constitution are based on the delegation of such powers and responsibilities made by the Purdue Board of Trustees in 1964 (see University Code, sections A 4.00 and A 4.05) as well as widely recognized best practices as described and explained in the “Statement on Government of Colleges and Universities,” jointly formulated and endorsed by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB); and

WHEREAS, the Purdue Board of Trustees (in their memorandum “Delegation of Further Authority for SEA 202 ...,” approved June 7, 2024) has made one substantial change to its 1964 delegation of powers and responsibilities by rescinding the Faculty’s authority to set policies for athletics and group extracurricular activities; and

WHEREAS, the Purdue Board of Trustees (in the same memorandum) has also made two minor changes to its 1964 delegation of powers and responsibilities by distinguishing between the right and the responsibility to advise and by clarifying that the expression “general educational policies” is meant to refer to the Academic Regulations maintained by the Office of the Provost; and

WHEREAS, our Constitution must reflect changes made by the Board of Trustees; and

WHEREAS, the text of the Constitution should never undergo amendment without thorough discussion in the Senate; and

WHEREAS, the proposed amendments are summarized on the first page attached to this resolution; and

WHEREAS, a detailed record of all proposed changes can be found in the color-coded text of the Constitution, which is attached to this resolution after the mentioned summary;

BE IT RESOLVED, that the Fort Wayne Senate approves of the proposed amendments; and

BE IT FURTHER RESOLVED, that the proposed amendments become effective the first day of the academic year following the approval by the Senate and the Voting Faculty.

Approved	Opposed	Abstention	Absent	Non-Voting
Kristen Barker				Craig Ortsey
Bernd Buldt				
Cigdem Gurgur				
Jay Johns				
James McHann				
Jeff Nowak				
Lee Roberts				

Summary of Changes

A. Proposed by the Executive Committee

1. Section I.A.1: clarifies that a school inside a college does not count as a major unit
2. Section III.B.1.b: states expectations for the work of the three faculty chairs (“coordinating Faculty responses during the summer,” and “work as a team”) and their accountability (“report to the Executive Committee at least twice each semester”)
3. Section III.C.3.a.vii.: clarifies that committees, not just faculty, may propose amendments to the Bylaws
4. Section VII: clarifies that any member of the Faculty may propose amendments to the Constitution
5. Section VII: grants permission, within clearly stated limits, to correct minor issues in the text, like a scrivener’s error, without a Senate vote

B. Mandated by the Board of Trustees June 2024 Memorandum

6. Preamble: updates information on the BoT’s delegation
7. Section VI.B.1.c: strikes statement about setting policies for athletics
8. Section VI.B.3.c: strikes statement about setting policies for group extracurricular activities

black: old language — green: new — blue: moved — red: stricken — purple: BoT mandated

Purdue University Fort Wayne
CONSTITUTION OF THE FACULTY

— Contents —

Preamble

I. Definitions

- A. Various terms
- B. Academic ranks
- C. Faculty
- D. Voting Faculty
- E. Associate Members of the Faculty

II. Certification

III. Governing Body: The Senate

A. Membership

- 1. Composition – 2. Eligibility – 3. Term of Office – 4. Apportionment –*
- 5. Nomination and Election*

B. The Officers

- 1. The Chair, the Chair-Elect, and the Past Chair; Presiding Officer –*
- 2. The Parliamentarian – 3. The Clerk – 4. The Sergeant-at-Arms*

C. Organization

- 1. Officers – 2. Meetings of the Senate – 3. Committees of the Senate*

IV. Convocations

V. Assemblies

VI. Powers

A. Definitions

- 1. Determination – 2. Joint Effort – 3. Consultation – 4. Review –*
- 5. Shared Governance*

B. Specific Powers

- 1. Determination through final legislative authority*
- 2. Review and approval through operational authority*
- 3. Formal agreement through joint effort before University sets policies*
- 4. Formal recommendations through consultation before University decides*
- 5. Presenting its views to the Board of Trustees*

C. Delegation of powers

D. Review Power

- 1. Review of Administrative Powers*
- 2. Review of Senate Actions*

VIII. Amendments

CONSTITUTION OF THE FACULTY OF PURDUE UNIVERSITY FORT WAYNE

PREAMBLE

The Faculty of Purdue University Fort Wayne is a community of scholars whose purpose is to engage in creative endeavor and to share and disseminate its products, such as knowledge or artistic expression, with their peers world-wide, their students in the classroom, and the people and businesses in the region, seeking the betterment of all. As such, the Faculty identifies itself with the long tradition of scholars governing themselves in all matters that pertain to their academic and educational mission.

This Constitution states the basic structure of the Faculty's self-governance (spelled out in more detail in the Bylaws of the Senate) and what powers and responsibilities the Faculty deems best to exercise or to assume in line with the "Delegation of Authority and Responsibility to the Faculty" made by the Purdue Board of Trustees in May 1964 and amended June 7, 2024. While this document was discussed, amended, and approved in a spirit of productive cooperation with the administration, it is understood that everything in it is subject to review from the Purdue Board of Trustees.

I. DEFINITIONS

A. For the purpose of this document:

1. Purdue University Fort Wayne shall be referred to as "the University" or "PFW," and the words "major unit" shall mean "college, school, or the library" (where "school" means "school outside a college");
2. the Fort Wayne Senate shall be referred to as "the Senate" (which includes its bodies), the Executive Committee shall be that of the Senate, and the Bylaws shall be the "Bylaws of the Senate" as adopted by the Senate;
3. the ranks of assistant, associate or (full) professor shall always, unless specifically noted otherwise, include those designated "clinical" or "of practice" as well as those that are named. Lecturer, if used unspecified, shall always include the ranks of lecturer and senior lecturer.

B. **Positions of academic rank** shall include professor, librarian, associate and assistant professor or librarian, instructor and senior instructor as well as lecturer and senior lecturer.

- C. The **Faculty** shall be composed of the chief administrative officer of PFW, and those employees of PFW who hold academic rank.
- D. The **Voting Faculty** shall consist of those members of the Faculty who are full-time or on partial retirement and who
 - 1. hold appointments with the rank professor, associate or assistant professor in academic units and perform duties at least half of which consists of teaching or other creative/scholarly work; or
 - 2. hold appointments with the rank of librarian, associate or assistant-librarian; or
 - 3. hold the rank of clinical instructor, instructor, or senior instructor.
- E. **Associate Members of the Faculty** shall consist of emeritus/emerita, visiting members of the Faculty, and persons who hold academic appointments without being Faculty as defined above. These individuals shall have the privilege of attending Faculty assemblies and convocations, but shall not possess the right to vote during Faculty convocations.

II. CERTIFICATION

Certification of the names, affiliations, and classifications of all members of the Faculty shall be made annually, as of January 15 and by January 25, by the chief academic officer of PFW to the Clerk of the Faculty. Changes in the eligibility of individuals to vote, speak, or stand for elective office shall be effective immediately, but the January certification shall apply in defining the size and distribution of the Voting Faculty for procedures such as establishing a quorum, establishing a given fraction of the Voting Faculty, and apportionment.

A member of the Faculty who serves in more than one major unit shall be counted among the Faculty of the unit to which the most service is assigned; a member of the Faculty who serves equally in two or more major units shall inform the chief academic officer, prior to the annual certification, of the unit in which they wish to be counted.

III. GOVERNING BODY: THE SENATE

The Faculty shall govern itself through the Senate, which shall exercise its powers and responsibilities through the Voting Faculty. Its decisions in exercising these powers and responsibilities shall be final except under the circumstances specifically described in this document.

A. Membership

- 1. **Composition.** The Senate shall be composed of
 - a. the President of Purdue University (ex officio, non-voting);
 - b. the chief administrative officer of PFW (ex officio, non-voting);
 - c. the chief officers in charge of each of the major administrative areas at PFW (ex officio, non-voting);
 - d. the chief academic officer of PFW (ex officio, non-voting);

- e. the chief academic officer of each major unit (ex officio, non-voting);
 - f. the Chair, the Chair-Elect, and the Past Chair of the Senate;
 - g. additional members of the Voting Faculty selected as Senators according to procedures in this Article;
 - h. the elected representative of the lecturers at PFW.
2. **Eligibility.** Any member of the Voting Faculty is eligible for election to the Senate.
 3. **Term of Office.** The term of office for an elected senator shall be three years, beginning one week before the beginning of regular fall classes following election. Each major unit shall establish a method for promptly filling vacated seats.
 4. **Apportionment.** Senate membership shall be apportioned among the major units according to the number of Voting Faculty comprising those units. One member shall be allocated to each unit for every six Voting Faculty in that unit; all major units must be allotted at least one senator. The representative of the lecturers does not count toward a major unit's apportionment.
 5. **Nomination and Election.** Apportionment for the following academic year, according to Part 4 above, shall be made known to the major units by February 1. Methods of nomination and election, and of filling seats vacated before the end of a term, shall be proposed and implemented by the Voting Faculty of those units according to methods consistent with generally accepted principles of democratic representation. These methods must be defined in the documents which define the protocols of faculty governance within each unit; and the protocols must be approved by the Senate by simple majority vote, and shall be periodically published, simultaneously with the Bylaws, as and when the Bylaws are distributed. The names of the incoming senators shall be made known to the Clerk of the Senate by March 1.

B. The Officers

1. The **Chair, the Chair-Elect, and the Past Chair of the Faculty** shall be members of the Voting Faculty who do not at the same time serve as a senators and do not all belong to the same major unit. All three chairs shall collectively be known as the **Faculty Chairs**.
 - a. *Election of Faculty Chairs.*
 - i. Faculty Chairs shall be elected by the Voting Faculty to a three-year term.
 - ii. Their election shall be conducted annually prior to March 1, with the term of office to commence with the Fall Senate following election.
 - iii. The default expectation shall be that an elected candidate shall progress through the positions of Chair-Elect, Chair, and Past Chair in that order without additional electorate approval. If circumstances require deviation from the default, vacancies can be filled out-of-order but with the goal of restoring the

default as soon as feasible. A faculty chair may not serve more than two consecutive three-year terms.

b. *Duties of Faculty Chairs.*

- i. The *Chair*, the *Chair-Elect*, and the *Past Chair of the Faculty* shall be the Chair, the Chair-Elect and the Past Chair of the Senate. Their duties shall include, but not be limited to:
 1. serving as the Presiding Officer at Faculty convocations and Senate meeting;
 2. serving as the chair of the Executive Committee;
 3. serving as an advocate of Faculty and liaising with the administration and other components of the University;
 4. serving as one of PFW's representative to the Intercampus Faculty Council (IFC) and as PFW's representative the University Policy Council (UPC);
 5. collectively coordinating the Faculty response to issues that emerge during the summer months;
 6. working as a team and reporting on their activities at least twice each semester to the Executive Committee.
- ii. The Faculty Chairs should determine among themselves, every fall and for the rest of the academic year, who serves, individually:
 1. as the First, Second, and Third Presiding Officer of the Senate;
 2. as chair of the Executive Committee (the other two will assist that chair in their work);
 3. as either one of PFW's representative to the Intercampus Faculty Council (IFC) or PFW's representative to the University Policy Council (UPC).
- iii. *Presiding Officer.* The Presiding Officer of the Faculty shall be the Presiding Officer of the Senate and shall preside at Faculty convocations and Senate meetings. In the absence of the First Presiding Officer, the following shall preside in order of precedence:
 1. the Second Presiding Officer of the Senate;
 2. the Third Presiding Officer of the Senate;
 3. the Parliamentarian of the Senate;
 4. another person chosen by the method prescribed by the rules of order adopted by the Senate.

While the Presiding Officer has voting rights, it is desirable, while presiding, for the Presiding Officer to exercise those rights only to break or create a tie.

c. *Unseating a Faculty Chair*

- i. The Senate may unseat, by a two-thirds majority of its membership voting by secret written ballot, any faculty chair whose professional conduct is considered in dereliction of their duty as an Officer of Senate, in which case Senate shall have the power to fill the vacancy for the remainder of the academic year.
- 2. The **Parliamentarian of the Faculty** shall be the Parliamentarian of the Senate.
 - a. The Parliamentarian shall be selected by the Executive Committee of the Senate for a one-year term beginning with the fall Senate.
 - b. The Parliamentarian's duties shall include, but not be limited to:
 - i. assisting the Presiding Officer during Faculty convocations and Senate meetings by giving procedural advice;
 - ii. assisting Senate, its bodies and its officers, by providing timely guidance on proper parliamentary rules and procedures according to the adopted rules of order and the Bylaws, including general best parliamentary practices not found in either document.
- 3. The **Clerk of the Faculty** shall be the Clerk of the Senate.
 - a. The Clerk shall be a non-Faculty professional selected by the Executive Committee.
 - b. The Clerk's duties shall include, but not be limited to:
 - i. circulating notice of meetings and agendas;
 - ii. informing the Presiding Officer of the presence of a quorum;
 - iii. recording the attendance of Senators, guests, and visitors;
 - iv. keeping, producing, and circulating minutes of all Faculty convocations and Senate meetings;
 - v. maintaining Senate committee records and reports.
- 4. The **Sergeant-at-Arms of the Faculty** shall be the Sergeant-at-Arms of the Senate.
 - a. The Sergeant-at-Arms shall be appointed annually by the Chair of the Faculty.
 - b. The Sergeant-at-Arms's duties are to assist the Presiding Officer in maintaining order and to assist the Clerk in seating guests.

C. Organization

- 1. ***Officers.*** The Officers of the Senate shall be the Chair, the Chair-Elect, and the Past Chair of the Senate, the Parliamentarian, the Clerk, and the Sergeant-at-Arms.
- 2. ***Meetings of the Senate***
 - a. ***Regular Meetings.*** The Senate shall meet to conduct its business at least once a month during the academic year.

- b. *Special Meetings*. Upon petition by twenty percent of the Voting Faculty or forty percent of the Senate, a special meeting of the Senate shall be called within a time limit determined by the Bylaws. The Executive Committee may also call a special meeting. In either case, written notice must be given at least forty-eight hours in advance of the meeting, and only those items listed on the agenda distributed with the meeting notice may be considered.
3. ***Committees of the Senate***. In order to exercise more effectively its rights and responsibilities, the Senate shall create appropriate committees. It may delegate specific Senate powers to these groups, but the Senate retains the right to amend any actions of its committees. The committees of the Senate shall include, but not be limited to, the following:
- a. *Executive Committee*. The Executive Committee shall consist of the Chair, the Chair-Elect, and the Past Chair of the Senate, the Parliamentarian of the Senate as an ex officio, non-voting member; and four senators elected by the Senate. The elected members shall include no more than one from any major unit; their terms shall commence with the Fall Senate and expire with their Senate terms. The duties of the Executive Committee shall include, but not be limited to, the following:
 - i. The Committee shall, at the beginning of the academic year, establish and publicize twenty dates during that academic year to be reserved for the conduct of Senate business.
 - ii. The Committee shall formulate the agenda for each Senate meeting and shall be responsible for the circulation of the meeting agenda at least one week prior to a regular Senate meeting.
 - iii. The Committee may, with the approval of the Senate, recommend a procedure for the efficient conduct of items of business on the agenda.
 - iv. The Committee shall maintain online a list of Senate documents that are currently under deliberation in the various Senate committees, along with document status and name of committee and committee chairperson.
 - v. The Committee shall serve as a clearing house for all Faculty matters that concern policy, shall help coordinating the work of all other Senate committees, and shall liaise with the administration.
 - vi. The Committee shall periodically review the committee structure of the Faculty to ensure the effectiveness of Senate and to encourage efficient Faculty participation.
 - vii. The Committee shall formulate and submit for Senate approval the Bylaws for the Senate. Amendments to the Bylaws may be proposed by this Committee and must be promptly reported to the Senate if proposed by a senator or a committee.

IV. CONVOCATIONS

The Executive Committee shall establish and announce the agenda, time, and place of all Faculty convocations.

- A. On its own initiative, the Executive Committee may convene the Faculty in formal convocation for the conduct of business.
- B. When petitioned by at least twenty percent of the members of the Voting Faculty, the Executive Committee must convene the Faculty in formal convocation. The Clerk of the Senate shall publicize at the beginning of each semester a current list of the Voting Faculty as defined herein, and the minimum number required to convene the Faculty in such a manner.
- C. At any Faculty convocation any item may be brought up for discussion, and the Senate, the chief administrative officer of PFW, the President, and the Board of Trustees of Purdue University may be petitioned for action by the convened Voting Faculty. Only members of the Voting Faculty and the elected representative of the lecturers may vote on such petitions.
- D. Faculty convocations shall be conducted according to the rules of order adopted by the Senate.

V. ASSEMBLIES

Faculty assemblies may be called by the chief administrative officer of PFW or by the Executive Committee. No business may be conducted at an assembly.

- A. Faculty assemblies may be called and presided over by the chief administrative officer of PFW for the purpose of transmitting communications from the President and/or Board of Trustees of Purdue University, and/or the chief administrative officer.
- B. Faculty assemblies may be called by the Executive Committee and presided over by one of its members for the purpose of providing a broad and open forum for the discussion of matters that do, will, or may affect the Faculty.

VI. POWERS

- A. **Definitions.** For the purpose of this document:

- 1. **Determination** shall imply that Voting Faculty have legislative or operational authority. More specifically,
 - a. “legislative authority” means that any action requires a positive vote by the Senate, and
 - b. “operational authority” means that authority is delegated to an academic unit and only the positive review by a Senate committee requires a vote by the Senate.
- 2. **Joint Effort** shall imply that all components of the University act in a spirit of shared responsibility while, in matters where the Faculty has primary responsibility, the administration should exercise its powers adversely only in exceptional circumstances and for compelling reasons communicated to the Faculty, preferably with the opportunity for further consideration and transmittal of Faculty views.

- a. **Primary responsibility** shall reflect the fact that each component of the University has areas of primary responsibility that determine the weight, depth, and detail of its involvement in the governance of that area. Each component's authority and voice in a particular decision shall correspond to its expertise in and responsibility for that matter. For example, the Faculty has primary responsibility for promotion and tenure, and the chief financial officer has primary responsibility for the budget.
 - b. **Shared responsibility**, the reason for joint effort, shall reflect the fact that the mission of the University can be accomplished only through mutual trust and cooperation while different components of its governance structure have different areas of primary responsibility.
 3. **Consultation** shall imply a formal procedure, in a spirit of shared responsibility, for the Faculty to present its judgment before (a component of) the University reaches a decision. More specifically, **formal procedure** shall mean one of the following three options:
 - a. **Representation** shall refer to a situation where members of the Faculty, chosen by a process determined by the Senate or its Executive Committee, represent the Faculty during the planning or decision-making process; this will often mean committee membership and may be considered the default option of the three.
 - b. **Written recommendation** shall refer to the situation where a Senate committee submits its recommendations in writing.
 - c. **Vote** shall refer to the situation where Senate as whole votes on a resolution.
 4. **Review**. The right and power to review shall imply a formal procedure for the Faculty to present its judgment after (a component of) the University acted or made a decision to act. More specifically, **formal procedure** shall mean:
 - a. **Written recommendation** shall refer to the situation where a Senate committee submits its recommendations in writing.
 - b. **Vote** shall refer to the situation where Senate as whole votes on a resolution.
 5. **Shared governance**. In matters requiring determination, joint effort, or consultation as defined above, and where the Faculty has primary responsibility, neither ad hoc appointments of members of the Faculty by the administration, nor informal expression of opinion from the Faculty or its individual members, nor committees seating one or two Faculty representatives among a majority of administrative and/or staff members satisfy the basic standards for Faculty participation in shared governance through its governing body.
- B. **Specific Powers**. The Voting Faculty shall possess and exercise, collectively, the power and responsibility:
1. To **determine through legislative authority** of its governing body:
 - a. the academic calendar;

- b. the policies for class scheduling;
 - ~~e. the policies for student participation in athletic affairs.~~
 - 2. To **review and approve through operational authority** of its governing body:
 - a. the titles of the academic degrees conferred at PFW;
 - b. the general requirements for the curricula leading toward academic degrees or certificates;
 - c. the nomination of all candidates for degrees and certificates.
 - 3. To **set policies through joint effort** concerning:
 - a. the admission and academic placement of students;
 - b. student conduct and discipline;
 - ~~c. student participation in group extracurricular activities;~~
 - d. the administration of the library and other educational support facilities;
 - e. the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the Faculty.
 - 4. To **make formal recommendations through** established processes of **consultation**, where the governing body presents its judgment before the University reaches decisions concerning:
 - a. changes in academic organization;
 - b. the screening and selecting of academic and chief academic or administrative officers;

and, in respect to how they may affect the attainment of the educational objectives of the University,

 - c. the determination and management of the budget;
 - d. the planning of physical facilities;
 - e. increases and decreases in staff.
 - 5. To **present its views** concerning any matter pertaining to the conduct and welfare of PFW to the President and Board of Trustees of Purdue University. The Faculty may present these views through informal expression of opinion from their individual members. However, to meet established principles of shared governance, only a formal procedure for Faculty to present its judgment in the form of a written recommendation or vote through its governing body will represent the will of the Faculty as a whole.
- C. Delegation.** Subject to the right of review by the Faculty through its governing body and the limitations that have been established to protect the interests of Purdue University, the power

1. to review and approve academic degrees,
2. to develop curriculum, instructional and examination procedures and undergraduate degree requirements, and
3. to nominate candidates for these degrees

is delegated to the college and school faculties; the power

4. to develop course content and new courses

is delegated to the academic departments.

D. Review Power

1. Review of Administrative Powers

- a. The Faculty shall express its judgment on administrative actions by presenting its findings and giving its recommendation on each case presented to it that raises an issue of academic freedom, tenure, promotion, or the nature or conditions of work.
- b. The review power shall be exercised by an ***Academic Personnel Grievance Board*** elected by the Voting Faculty. Subject to the university provisions, the Senate shall establish the composition and procedures as well as the terms of office, qualification and disqualification, and replacement of the members of this body.
- c. Any member of the Faculty may petition that body for review of administrative action regarding academic freedom, tenure, promotion, or the nature or conditions of work.

2. Review of Senate Actions

- a. Senate actions shall be subject to review and check by the Voting Faculty through the following two procedures:
 - i. At any Faculty convocation past actions of its Senate may be brought to the floor for discussion. If a majority of those present and eligible to vote so direct, the Senate must reconsider its action at its next regular meeting.
 - ii. Any action taken by the Senate shall be forced back to that body for mandatory reconsideration if within two weeks after the circulation of the Senate minutes covering the action, a petition by at least twenty percent of the Voting Faculty stating the objections of the petitioners is received by the Presiding Officer of the Senate.
- b. In either of the above procedures, if the Senate reaffirms its original action, the issue must be submitted by ballot to the Voting Faculty. The ballots shall be returned and counted, and the decision announced, before the next regularly scheduled meeting of the Senate. The decision of a simple majority in such a ballot shall be final.

VII. AMENDMENTS

Amendments to this Constitution may be proposed to the Executive Committee by any member of the Faculty or committee. ~~Amendment of the Constitution shall require the following:~~

A. Amendment of the Constitution shall require the following:

A. 1. publication of the proposed amendment to all members of the Faculty and the Senate;

B. 2. approval of the proposed amendment **by majority vote** of the Senate;

C. 3. approval of the proposed amendment **via secret ballot** of the Voting Faculty by a two-thirds majority of those voting or by a simple majority of the Voting Faculty, whichever shall be the less.

– 4. The amendment shall **become effective** as provided for in the amendment or, failing that, on the first day of the academic year following the completion of the steps above.

B. Scrivener's errors. The Clerk of the Senate, after consultation with and the approval of both the Parliamentarian and the Executive Committee, may correct, provided they do not change the intended meaning, minor clerical mistakes in this document without Senate approval. If the Clerk, Parliamentarian, and Executive Committee do, they must give written notice to the Senate, detailing the changes.

(Corrected 10/16/1980)

(Amended 10/10/1983)

(Amended 4/9/1984)

(Amended 12/14/1987)

(Amended 11/14/1988)

(Amended 4/12/1993)

(Amended 4/11/1994)

(Amended 11/9/1998)

(Amended, 4/12/1999)

(Amended, 3/13/2000)

(Amended, 3/12/2001)

(Amended, 12/9/2002)

(Amended, 9/13/2010)

(Amended, 1/10/2011)

(Amended, 4/29/2015)

(Amended, 4/11/2016)

(Amended, 10/16/2017)

(Amended, 3/12/2018)

(Amended, 3/23/2020)

(Amended, 1/10/2022)

(Amended, 11/13/2023)

MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Chair
Senate Executive Committee

DATE: 02/25/2025

SUBJ: Amendments to the Grade Appeals Policy SD 82-2

WHEREAS, the current Grade Appeals Policy specified in SD 82-2 requires that the Grade Appeals Subcommittee shall consist of Voting Faculty; and

WHEREAS, recent revisions of the Bylaws have increasingly included lecturers as eligible to serve on Senate and its (sub-)committees; and

WHEREAS, it has indeed been recent practice to allow lecturers to serve on the Grade Appeals Subcommittee;

BE IT RESOLVED, that the Fort Wayne Senate approves of the proposed amendment that substitutes “Voting Faculty” with “Teaching Faculty,” the latter being defined as “Voting Faculty or lecturers,” as shown in the color-coded text below.

“Grade Appeals Subcommittee
This subcommittee shall consist of nine members elected from among the ~~Voting~~ Teaching Faculty according to procedures specified in the *Bylaws of the Senate*.”
(SD 82-2aa, p. 1)

Approved	Opposed	Abstention	Absent	Non-Voting
Kristen Barker				Craig Ortsey
Bernd Buldt				
Cigdem Gurgur				
Jay Johns				
James McHann				
Jeff Nowak				
Lee Roberts				

MEMORANDUM

TOFort Wayne Senate

FROM:Cigdem Gurgur, Chair
Senate Executive Committee

DATE:02/24/2025

SUBJ:Amendments to the Bylaws of the Senate

WHEREAS, the Constitution states that “[a]mendments to the Bylaws may be proposed by this [i.e., Executive] Committee” (see Constitution III.C.3.a.vii and Bylaws II.A.2.1.7 and VII.C.1); and

WHEREAS, the Executive Committee has gathered and reviewed feedback from various sources over the academic year; and

WHEREAS, the text of the Bylaws should never undergo amendment without thorough discussion in the Senate; and

WHEREAS, the proposed amendments are summarized on the first three pages attached to this resolution; and

WHEREAS, a detailed record of all proposed changes can be found in the color-coded text of the Bylaws, which is attached to this resolution after the summary;

BE IT RESOLVED, that the Fort Wayne Senate approves of the proposed amendments.

Approved	Opposed	Abstention	Absent	Non-Voting
Kristen Barker				Craig Ortsey
Bernd Buldt				
Cigdem Gurgur				
Jay Johns				
James McHann				
Jeff Nowak				
Lee Roberts				

Summary of Changes

A. Deemed Major Changes

1. Sections II.B and III.B: moved responsibility for reviewing research grants, including sabbaticals (formerly the job of PDS), but not setting policies for them, from FAC to N&E, the latter now being renamed the “Elections and Awards Committee” (E&A). This results in numerous changes across both sections, too many to be listed here.
Rationale: Better workload balance across committees (this idea should have occurred to us a year earlier). Upside: much better workload balance; downside: moving two faculty from FAC to E&A still requires one more sets to fill to make E&A a five-member committee.
2. Section III.C.2: deleted references to powers that were removed from the Constitution due to action taken by the BoT; corresponding re-numbering of articles etc.
3. Section III.C.: due to the changes the BoT made, MAAS can no longer be a policy committee. So it was removed from under SAC, turned into a stand-alone advisory committee in Section IV, along with a few changes to the language on its responsibilities (moving from “determine” to “advise”).
4. Section VI.A.2: moves representation on the Campus Space Committee from an elected member of the Teaching Faculty to a member of the University Resources Advisory Committee.
Rationale: reducing the number of seats we have to fill, but also pooling of information in the hands of the relevant committee; this move triggered some further simplifying changes in the same section.
5. Section VI.A.3 (new): moves representation on the Campus Food Committee from one of the (former) faculty leaders to a member of the Student Affairs Committee.
Rationale: reducing the number of seats we have to fill, but also pooling of information in the hands of the relevant committee; this move triggered some further simplifying changes in the same section.
6. Section VI.A.4 (new): new language on the Military Student Success Committee, previously not mentioned in the Bylaws.
7. Section VI.B.4 (new): language for the expected role as a representative to the Purdue Graduate Council.
Background: Purdue has not yet voted on the recommendation for the re-organization of the Purdue Graduate School. But if we win the gamble on what they decide, the proposed language will do; if they are last minute changes, we have at least a starting point.
8. Section V.A+B: splits the Academic Personnel Grievance Board into a Faculty Mediation Committee (informal resolution) and a Grievance Hearing Committee (formal resolution) in accordance with Purdue policies.
9. Section VI.B.6. (old numbering): stricken in its entirety since the Purdue Sustainability Committee does not longer have faculty and student representatives from regional campuses among its members

10. Section VI.B.6.1.3 (new numbering): specifies an “emergency” procedure in case elections fail to produce a representative.

Rationale: if we cannot fill a seat, we can at least retain information in the hands of the relevant committee

B. Deemed Minor Changes

11. Section I.A.2.6: changes “Faculty” to “Teaching Faculty” (short for “Voting Faculty or lecturer”) to avoid a clash of terminology with the Constitution (see also I.A.2.4); then replaced in the entire document where appropriate
12. Second I.A.3.6.2.3: provides guidance to the Executive Committee for when to grant speaking privileges
13. Section I.A.3.10.: counts the representatives of the lecturers among Voting Faculty and senators as far as the composition of committee membership is concerned
14. Section I.B.3.1.1.: mandates and authorizes committees to restore their legal composition in case of non-compliances
15. Section I.B.3.1.2.: clarifies/grants voting rights in case an ex-officio member sends a designée
16. Section I.B. 5.1.2.: states as a default that chairs of Senate (sub-)committees should not be junior faculty
17. Section I.B. 5.2.4.: adds end-of-semester summaries to the reporting duties of Senate (sub-)committees
18. Section I.B.4.5. (new): clarifies that Senate committees are not expected to work during breaks or the summer
19. Section I.B.5.1.2.: clarifies that committee chairs are elected for one AY
20. Section I.B.5.2.5. (new): allows a committee chair to delegate chairs duties to an interim
21. Section I.B.5.3.1.: clarifies aspects of the role committee members have
22. Section II.A.2.1.7.: clarifies that committees, not just faculty, may propose amendments to the Bylaws
23. Section II.A.2.2.1: minor clarification on the Executive Committee receiving and handling submissions
24. Section III.A.4.3.3.1.(ii): clarifies that program suspensions or admission stops may trigger program review
25. Section IV.A.3: fixes who serves on the Information Subcommittee an an ex-officio in lieu of the CTO we lost

C. Deemed Clerical Changes (not all changes, like typos, are listed)

26. Entire Bylaws: removes the qualification “voting/non-voting” where it became redundant in light of general rules on voting
27. Section I.A.2.3: clarifies that “school” as a major unit means “school outside a college”
28. Sections I.B.2.5 (new): defines “council”

29. Sections I.B.2.7 (new): clarifies that “boards” are not considered “standing committee”
30. Section I.B.4.1: clarifies that only standing committees count towards the not-more-than-two rule
31. Section I.B.4.2.1.1: clarifies “all committee terms shall be staggered” to read “staggered and renewable”
32. Section I.B.5.4.3 (new): clarifies the default: subcommittees (and councils) report through their parent committee; consequently, then stricken elsewhere as redundant in the Bylaws
33. Section II.B.3.2.2.3: reference to Appendix A stricken since Bylaws should be complete by now
34. Section III.A.3.1.3.: clarifies how the Academic Programs Council gets populated
35. Section III.A.5.3.3.2: clarifies “review and approve” for GenEd
36. Chapter V (throughout): makes the language on membership more consistent across all sections
37. Section V.B+C: makes the language used for the two boards more consistent

black: old language — green: new — blue: moved — red: stricken — purple: editorial remarks

Purdue University Fort Wayne
BYLAWS OF THE FACULTY SENATE
— Contents —

I. GENERAL PROVISIONS

- A. General provisions regarding Senate and its meetings
- B. General provisions regarding Senate committees

II. SERVICE COMMITTEES

- A. The Executive Committee (EC)
- B. The ~~Nominations and~~ Elections and Awards Committee (E&A)

III. POLICY COMMITTEES

- A. The Educational Policy Committee (EPC)
 - The Advising Program Council (Ad Council)
 - The Curriculum Subcommittee (C-sub)
 - The Programs Subcommittee (P-sub)
 - The Honors Program Subcommittee (H-sub)
- B. The Faculty Affairs Committee (FAC)
 - The P&T (Campus) Committee (P&T)
- C. The Student Affairs Committee (SAC)
 - [The Mastodon Athletics Advisory Subcommittee \(MAAS\)](#)
- D. The Senate Task Force (STF)
- E. Ad Hoc Committees

IV. ADVISORY COMMITTEES

- A. The University Resources Advisory Committee (URAC)
 - The Information Subcommittee (I-sub)
- B. The International Education Advisory Committee (IEAC)
- C. [The Mastodon Athletics Advisory Committee \(MAAC\)](#)

V. OTHER COMMITTEES

- A. [The Faculty Mediation Committee](#) ~~Academic Personnel Grievance Board~~
- B. [The Grievance Hearing Committee](#)
- C. The Campus Appeals Board (CAB)
- D. The Conduct Review Board (CRB)
- E. The Grade Appeals Board (GAB)
- F. Intellectual Diversity Complaint Advisory Review Board
- G. Non-Senate Committees

VI. REPRESENTATIVES

- A. Representatives to PFW Bodies
- B. Representatives to system-wide Bodies

VII. MISCELLANEOUS PROVISIONS

- A. Recall or expulsion of senators
- B. Enablement
- C. Amendments

[Appendix A: Links to Purdue Documents and Entities](#)

BYLAWS OF THE FORT WAYNE SENATE

I. GENERAL PROVISIONS

A. GENERAL PROVISIONS REGARDING SENATE AND ITS MEETINGS

1. **Rules of Order.** 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.
2. **Definitions and References.** In these Bylaws,
 - 2.1. Purdue University Fort Wayne shall be referred to as “the University” or “PFW,” and all references to titles, roles, offices, or committees refer, unless otherwise stated, to those of the University or the Senate;
 - 2.2. the PFW Faculty Senate shall be referred to as “the Senate,” and the Executive Committee shall be that of the Senate and Constitution that of the PFW Faculty;
 - 2.3. the words “major unit” shall mean “college, school, or the library” (where “school” means “school outside a college”);
 - 2.4. the words “Voting Faculty” shall be read inclusively and mean “Voting Faculty and/or Senators” (added here for clarity, although redundant in light of the Constitution III.A.2; see Constitution I.C–D for the definition of Faculty and Voting Faculty);
 - 2.5. the word “lecturer” shall be read inclusively and mean “lecturer and/or senior lecturer;”
 - 2.6. the word “Teaching Faculty” shall be read inclusively and mean “Voting Faculty and/or lecturer;” and
 - 2.7. cross-references that refer to other items at the same level of subdivision omit mention of higher levels (e.g., “Section 3” instead of “Section II.B.3”). Language rendered in italics is either taken from the Constitution or, if bracketed by superscript ‘S,’ the Statement on Government of Colleges and Universities (1966, rev. 1990).
 - 2.8. In these Bylaws, and in all existing and future Senate documents and references that make reference to departments, those references shall be understood to also apply to

schools within colleges, unless otherwise stated in a document or reference (see SD 17-10).

3. Meetings of the Senate

3.1. Scheduling

3.1.1. 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 on average more than two such sessions per month.

3.1.2. Special meetings of the Senate shall be held upon petition by twenty percent of the Voting Faculty, by forty percent of the Senate, or by action of the Executive Committee. Meetings that 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.

3.2. Agendas and minutes. The Clerk shall distribute agendas of regular meetings and convocations one week in advance and post agendas and minutes of all Senate meetings, convocations, and assemblies on the Senate's webpage.

3.3. Attendance. Except as provided herein, meetings of the Senate will be open to all members of the PFW community, 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. Once excluded, 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.

3.4. Quorum. A majority (i.e., more than half) of the Senate membership shall constitute a quorum.

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

3.5.1. Call to order

3.5.2. Approval of the minutes of the previous meeting

3.5.3. Acceptance of the agenda

3.5.4. Reports of the Faculty Chairs. They shall report in order of their seniority in office.

3.5.5. Special business for the day. This includes memorial resolutions.

3.5.6. Unfinished business

3.5.7. Committee reports requiring action. Every agenda item shall be labelled as “for discussion,” “for action,” or “for information.” Unless the Executive Committee decides otherwise, the default shall be that no item is designated as “for action” that was not designated as “for discussion” on a previous agenda.

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

3.5.9. Question time. At this time, the University administration will respond to written questions submitted in advance through the Executive Committee unless the administration gave a written response in advance of the meeting that was included as a Senate Reference to the agenda.

3.5.10. Committee reports “for information only.” Time permitting, a representative of the originating body of the report should give a brief summary and answer any questions from the floor.

3.5.11. The general good and welfare of the University

3.5.12. Adjournment

3.6. Speaking privileges

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

3.6.2. Nonmembers.

3.6.2.1. The PFW Representative in the Purdue University Senate shall have speaking privileges (see Section VI.B.1).

3.6.2.2. Upon request prior to a meeting, any nonmember, Faculty or member of the administration, may be invited by the Executive Committee to participate without vote in the meeting. On its own initiative, the Executive Committee may invite any nonmember to participate in the discussion of matters of particular interest to the observer.

3.6.2.3. Any such invitation shall be subject to the exercise by the Executive Committee of its responsibility for taking varied points of view into account, for acquiring the most information about issues before the Senate as reasonably practicable, and for the efficient management of the Senate’s time.

3.6.2.4. The Clerk shall ensure that all observers are seated apart from Senators.

3.6.3. Affiliates. Affiliates identified below are encouraged to participate, without vote, in Senate meetings.

3.6.3.1. The Faculty of Indiana University Fort Wayne shall be accorded one Senate affiliate.

3.6.3.2. The Registrar's Office shall be accorded one Senate affiliate.

3.6.3.3. The Office for Student Conduct and Care shall be accorded one Senate affiliate.

3.6.3.4. Students shall be accorded representation by an affiliate who shall be the President of the Student Government Association (SGA) or that person's designee.

3.6.3.5. The All Professional Staff Advisory Committee (APSAC) shall be accorded representation by an affiliate who shall be the President of APSAC or that person's designee.

3.6.3.6. The Clerical and Service Staff Advisory Committee (CSSAC) shall be accorded representation by an affiliate who shall be the Chair of CSSAC or that person's designee.

3.7. Majority. A majority shall be more than half of the votes cast.

3.8. 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.

3.9. 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, no, and present.

3.10. The elected Representative of the Lecturers. The Representative of the Lecturers (see Subsection VI.A.1 below) shall be eligible to serve on all Senate committees and subcommittees, but may not vote on issues regarding promotion and/or tenure for tenured, tenure-track, or clinical faculty or professors of practice in the Senate or its committees. **Solely for the purposes of satisfying the requirements of Section I.B.3.1.1. of these Bylaws, the elected representative of the Lecturers shall be counted as a member of the Voting Faculty and as a Senator.**

3.11. Rights and duties of a Senator

3.11.1. The privileges of a Senator shall include the right to:

3.11.1.1. receive meeting materials one week prior to regularly scheduled meetings;

3.11.1.2. be treated with respect and decorum by the Presiding Officer and fellow-Senators during Senate proceedings;

3.11.1.3. vote on all matters according to one's best judgment; and to

3.11.1.4. shape Senate proceedings by bringing motions to the floor, appealing rulings of the Presiding Officer, or interrupting proceedings by urgent, time-sensitive points of order.

3.11.2. The duties of a Senator shall include the obligation to:

3.11.2.1. attend meetings of the Senate prepared, ready to discuss and vote;

3.11.2.2. treat the Presiding Officer and fellow-Senators with respect and decorum during Senate proceedings;

3.11.2.3. serve as a two-way conduit of information between Senate and the unit they represent (i.e., informing the unit and soliciting its input to inform Senate discussions and voting decisions); and to

3.11.2.4. contribute to the work of the Senate by running for or serving on at least one Senate committee.

4. CONVOCATIONS

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

B. GENERAL PROVISIONS REGARDING SENATE COMMITTEES AND SUBCOMMITTEES

1. Scope. In this section, **unless stated otherwise**, provisions stated for committees shall equally apply to subcommittees **but not boards or councils**, ~~unless otherwise stated~~.

2. Types of Committee. To aid in its functioning, the Senate may establish **five six** types of committees **and subcommittees**:

2.1. service committees, which shall be standing committees charged with assisting in the routine operations of the Senate;

2.2. policy committees, which shall be standing committees charged with crafting policy and advising the Senate and the administration on substantive matters, and which may establish subcommittees to assist in their efforts;

2.3. advisory committees, which shall be standing committees charged with advising the Senate and the administration on substantive matters, and which may establish subcommittees to assist in their efforts;

2.4. ad-hoc committees, which shall be established by the Senate for special purposes; **and**

2.5. councils, which are subcommittees populated not by vote but by members of its parent committee; **and**

2.6. boards, which, while being committees populated (mostly) by Faculty and subject to review by the Senate, operate outside the usual reporting structure of the Senate.

2.7. Standing committees. Only service, policy, and advisory committees are considered standing committees.

3. Composition, Elections, and Appointments

3.1. Composition. Except as otherwise provided in these Bylaws,

3.1.1. Committees and subcommittees shall be composed of Teaching Faculty, with Voting Faculty comprising at least two-thirds (2/3) of its voting membership and at least one of them being a Senator. Should a committee fall out of compliance with this provision, that committee is authorized to, and must take, whatever legislative action is necessary to bring itself back into compliance with this provision immediately.

3.1.2. Committee members designated as “ex-officio” may send a designees, who have the same voting rights as the ex-officio members, when unable to attend the meeting of a committee they are on.

3.2. Elections. Except as otherwise provided in these Bylaws,

3.2.1. Voting Faculty shall appoint or elect committee members, and elect representatives, in April, using the preferential voting system and with terms to commence one week before the beginning of regular fall classes following election.

3.2.2. Committees shall have the power to fill vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in this document (see subsections 3.1.1 and 4.1).

3.3. Appointments and nominations. Affiliate members of the Senate, representatives on and nominations for Senate committees from the All Professional Staff Advisory Committee (APSAC), the Clerical and Service Staff Advisory Committee (CSSAC), and the Student Government Association (SGA) shall be appointed or nominated, and their names communicated to the Clerk, each April, with terms to commence one week before the beginning of regular fall classes that same year.

4. Membership, Terms, ~~and Voting Rights~~, and Schedule

4.1. Membership. No ~~one~~ member of the Teaching Faculty may serve on more than two standing committees in a given academic year, and no ~~one~~ member of the Teaching Faculty may be nominated to serve on any standing committee such that the results of the relevant election could lead that nominee to serve on more than two standing committees in a given academic year. This provision does not count service on ad-hoc committees, boards, or councils against the maximum number of committees on which a member of the Teaching Faculty may serve since these entities are not considered to be standing committees (see Section 2.7).

4.2. Terms.

4.2.1. Senators and Teaching Faculty. Except as otherwise provided in these Bylaws,

- 4.2.1.1. all committee terms shall be staggered and renewable;
- 4.2.1.2. the terms of Teaching Faculty who are not Senators shall be for three years;
- 4.2.1.3. the terms of Senators shall continue for the remainder of the Senator's elected term; and
- 4.2.1.4. becoming a Senator during one's term on a committee shall not affect one's membership in that committee.

4.2.2. Sabbatical Replacement. A member of the Faculty who goes on a sabbatical leave shall resign at the end of the semester before their sabbatical leave begins but give advance notice of their plans so that the committee can fill the vacancy in due time; or, if they serve on the Faculty Affairs Nominations and Awards Committee, they shall resign at the end of the semester that precedes the review of their sabbatical application.

4.2.3. Representatives. Except as otherwise provided in these Bylaws, administrative/professional staff representatives (APSAC), clerical/service staff representatives (CSSAC), and student representatives (SGA) shall serve for one year.

4.3. **Voting Rights**. Except as otherwise provided in these Bylaws, all members of a committee, except for student representatives, shall have voting rights in that committee.

4.4. **Majority**. When voting in a committee, it is considered a majority, or a majority decision, if it includes more than half of all votes cast, but also includes more than half of all votes from Teaching Faculty.

4.5. **Schedule**. Unless extraordinary circumstances dictate, the work of standing committees should be confined to the period between the Monday before the first week of fall classes and spring commencement; committee meetings should not take place during university breaks. This provision shall not be interpreted to constrain the activities of boards whose scheduling and deadline requirements are dictated by other university or system documents.

5. General Responsibilities of Senate Committees

5.1. First Meeting of a committee

5.1.1. At the beginning of each academic year, preferably during the week before the beginning of regular fall classes (also known as "on-duty week"), committees shall be convened for a first time by the senior committee member designated by the Presiding Officer, with assistance from the Clerk, to do so. The Clerk shall send out this information after the elections have come to a close in April.

5.1.2. At this meeting, except as otherwise provided in these Bylaws or the Constitution; committees shall select their own chairs for that academic year

from the ranks of Teaching Faculty, preferably someone who is past their first promotion. If no one volunteers at this meeting, the most senior faculty member shall serve as acting chair until a chair has been elected.

5.1.3. At this meeting, committees shall collectively review their charges and set a preliminary agenda for the academic year.

5.2. Committee chairs. Except as otherwise provided in these Bylaws or the Constitution,

5.2.1. The committee chair's main responsibility shall be to thoroughly prepare, facilitate, and preside over regular meetings of the committee and to coordinate the work done both within the committee as well as its subcommittees or its parent committee, respectively.

5.2.2. The committee chair must not do the majority of the committee work but rather ensure that the work is distributed and carried out as equitably as possible among all committee members.

5.2.3. The committee chair shall report out of the committee and communicate, unless delegated, with people or units outside the committee on its behalf.

5.2.4. The committee chair, assisted by the Clerk of the Senate, shall keep timely minutes and maintain the committee's activity log on the Senate webpage, available to all members of the Faculty. Chairs shall submit, in time for distribution as a Senate reference at the December and April meeting each academic year, a bulleted list summarizing past and ongoing committee work.

5.2.5. The committee chair may, with the approval of the committee and assent of the committee member so designated, assign their chair duties to a committee member during the summer months should the chair's professional obligations require. If a "summer chair" is so designated, the Clerk of the Senate shall be informed of this appointment in a timely fashion.

5.3. Committee members

5.3.1. Committee members shall assume an active role in the work of the committee, bring issues to the attention of their committee chair in a timely manner, and be willing to accept an equitable share of the workload on their committee ~~pull~~ their weight.

5.3.2. Committees, with the majority vote of their members, shall have the power to remove members who fail to attend unexcused two consecutive meetings and/or fail to contribute to the work of the committee; this includes chairs who fail to do their duties. In case a committee member gets removed, the vacancy shall be filled as soon as possible (as per Subsection 3.2.2 above).

5.4. Report and review. Committees shall report to and be subject to review by the Senate.

5.4.1. Committees shall report to the Senate at the Senate's request, as requested by the Executive Committee, or on their own initiative.

5.4.2. Committees may give information concerning their activities to the campus administration, to any academic unit, or to any PFW committee, subcommittee, or council (but see Subsection 5.2.4 above).

5.4.3. Except as otherwise provided in these Bylaws (see, for example, Subsection 3.2.2 above), subcommittees and councils shall report to the Faculty and submit any documents through their respective parent committee.

5.5. Shared Governance. Committees shall conduct their work in the spirit of shared governance as outlined in the Constitution, Section VI.A.

II. SERVICE COMMITTEES

A. THE EXECUTIVE COMMITTEE

1. Membership. The Executive Committee shall have the membership established in the Constitution, Subsection C.3.a: *the Chair, the Chair-Elect, and the Past Chair of the Senate, the Parliamentarian of the Senate as an ex officio, non-voting member; and four senators elected by the Senate* in such manner that each is from a different major unit.

2. Responsibilities

2.1. Constitutional Charges. The Executive Committee shall exercise powers and the responsibilities as specified in the Constitution, subsections C.3.a.i–vii, and

2.1.1. *shall, at the beginning of the academic year, establish and publicize twenty dates during that academic year to be reserved for the conduct of Senate business;*

2.1.2. *shall formulate the agenda for each Senate meeting and shall be responsible for the circulation of the meeting agenda at least one week prior to a regular Senate meeting;*

2.1.3. *may, with the approval of the Senate, recommend a procedure for the efficient conduct of items of business on the agenda;*

2.1.4. *shall maintain online a list of Senate documents that are currently under deliberation in the various Senate committees, along with document status and name of committee and committee chairperson;*

2.1.5. *shall serve as a clearing house for all Faculty matters that concern policy, shall help coordinating the work of all other Senate committees, and shall liaise with the administration;*

2.1.6. *shall periodically review the committee structure of the Faculty to ensure the effectiveness of Senate and to encourage efficient Faculty participation;*

2.1.7. shall formulate and submit for Senate approval the Bylaws for the Senate. Amendments to the Bylaws may be proposed by this Committee and must be promptly reported to the Senate if proposed by a senator or a committee.

2.2. Specific Responsibilities. In carrying out its responsibilities, the Executive Committee shall:

2.2.1. Receive proposals for consideration by the Senate from any committee or member of the Faculty, or have the power to initiate such proposals unprompted. 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 or return 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. If the Executive Committee decides not to do any of the above, then it should promptly state its reason for non-action to the initiator in writing.

2.2.2. Receive written questions, for response by the campus administration, from any member of the Faculty. 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. If the Executive Committee decides not to do any of the above, then it should promptly state its reason for non-action to the initiator in writing.

2.2.3. 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.

B. ~~NOMINATIONS AND~~ ELECTIONS AND AWARDS COMMITTEE

1. Membership. The ~~Nominations and~~ Elections and Awards Committee shall consist of five (5) members, namely,

1.1. two (2) Senators elected by the Senate; and

1.2. three (3) tenured Voting Faculty, elected to two-year terms in such manner that all five members shall be from a different major unit, including the library.

2. Special Regulations

2.1. During the elections, it should be noted that members of this committee should preferably hold the rank of (full) professor or librarian and should not plan to submit applications themselves that will be reviewed during their time on the committee, but must resign in case they do (see also Section I.B.4.2.2).

- 2.2. In case one of the two Senators elected by Senate is not elected chair of the committee, then one of the two shall be elected the speaker who announces nomination and elections results.
- 2.3. Only members who are Senators shall participate in the nomination and election activities listed in Subsection 3.1; they may, however, enlist other committee members willing to help.
- 2.4. All members shall participate in the review and recommend activities listed in Subsection 3.2. The Chief Academic Officer and/or the Director of the Center for the Enhancement of Learning and Teaching may be invited for some, all, or part of the meetings that deal with the responsibilities listed in subsections 3.2.2. and 3.2.3.

3. Responsibilities

3.1. Responsibilities in respect to the Senate. The ~~Nominations and~~ Elections and Awards Committee shall, except as otherwise provided herein,

- 3.1.1. nominate elective members for all Senate committees;
- 3.1.2. solicit annually from the Faculty information concerning preferences and qualifications for committee assignments;
- 3.1.3. establish, in cooperation with the Clerk, the procedure for, and conduct, such votes as are required among the Senators and/or the Faculty;
- 3.1.4. establish, in cooperation with the Presiding Officer and the Clerk, the procedures for and solicit candidate names from
 - 3.1.4.1. the All Professional Staff Advisory Council (APSAC) for their representatives on select committees;
 - 3.1.4.2. the Campus Support Staff Advisory Committee (CSSAC) for their representatives on select committees;
 - 3.1.4.3. the Student Government Association (SGA) for their representatives on select committees; and
 - 3.1.4.4. various administrative units for their representatives on select committees.

3.2. Responsibilities in respect to the Faculty. The ~~Nominations and~~ Elections and Awards Committee shall, except as otherwise provided herein,

- 3.2.1. nominate members, after consultation with the appropriate Senate committee or the Faculty Chairs, to administrators for their consideration for appointment to other committees; and
- 3.2.2. recommend faculty, based on applicable policies and procedures, to the Chief Academic Officer for:
 - 3.2.2.1. research and teaching grants;

3.2.2.2. research and teaching awards; and

3.2.2.3. sabbatical leaves; as well as

3.2.3. provide feedback to the Faculty Affairs Committee concerning the policies and procedures the Elections and Awards Committee follows while making such recommendations.

~~(Appendix A, while not being a proper part of the Bylaws, lists all committees that require representatives.)~~

III. POLICY COMMITTEES

A. THE EDUCATIONAL POLICY COMMITTEE (EPC)

1. Membership. The Educational Policy Committee shall consist of ten (10) members, namely,

1.1. three (3) ex-officio members:

1.1.1. the Chief Academic Officer;

1.1.2. the Registrar;

1.1.3. the Director of Student Conduct and the Care Team; and

1.2. seven (7) members of the Teaching Faculty, elected in such manner that at least five of the major units shall be represented.

2. Responsibilities

2.1. Constituional Charges. The Educational Policy Committee shall exercise powers and responsibilities as specified in the Constitution (see subsections VI.B.1–2, 3.a, and 4.a) and:

2.1.1. determine through legislative authority:

2.1.1.1. *the academic calendar;*

2.1.1.2. *the policies for class scheduling; and*

2.1.2. review and approve through operational authority:

2.1.2.1. *the titles of the academic degrees conferred at PFW;*

2.1.2.2. *the general requirements for the curricula leading toward academic degrees or certificates;*

2.1.2.3. *the nomination of all candidates for degrees and certificates; and*

2.1.3. set policies through joint effort concerning:

2.1.3.1. *the admission and academic placement of students; and*

2.1.4. make formal recommendations through established processes of consultation before the University reaches decisions concerning:

2.1.4.1. changes in academic organization.

2.2. Additional Responsibilities. In carrying out its responsibilities, the Educational Policy Committee shall be concerned with, but not limited to,

- 2.2.1. maintaining accurate and current Catalog information (e.g., standards for admission-and academic placement, grades and grading, academic notice, separation, and reinstatement as well as aligning PFW Catalog language with that of Purdue WL where appropriate);
- 2.2.2. the academic calendar and class scheduling policies;
- 2.2.3. the Honors Program, the Civics Literacy Proficiency Program, the General Education Program, the Advising Program, the military training and continuing education programs;
- 2.2.4. general education policies and curriculum standards as well as the coordination of interdepartmental education programs and of Fort Wayne curricula with those of West Lafayette; and
- 2.2.5. the improvement of instruction in general and the general academic organization.

2.3. Subcommittees. In order to exercise more effectively its rights and responsibilities, the Educational Policy Committee shall establish one council and three subcommittees:

- 2.3.1. the Advising Program Council, which is concerned with the academic Advising Program;
- 2.3.2. the Curriculum Subcommittee, which is concerned with both undergraduate and graduate education;
- 2.3.3. the Programs Subcommittee, which is concerned with the programs for general education and civics literacy as well the military training and continuing education programs; and
- 2.3.4. the Honors Program Subcommittee, which is concerned with the Honors Program.

3. The Advising Program Council

3.1. Membership. The Advising Program Council shall consist of ten (10) members, namely,

3.1.1. two (2) ex-officio members:

3.1.1.1. the Chief Academic Officer;

3.1.1.2. the Director of Academic Accountability and Student Success; and

3.1.2. five (5) representatives:

3.1.2.1. three (3) professional advisors, each representing a different major unit and appointed by the Director of Academic Accountability and Student Success to staggered three-year terms;

3.1.2.2. two (2) students, each appointed by the Student Government Association (SGA); and

3.1.3. three (3) members of the Teaching Faculty from the Educational Policy Committee, appointed annually by the members of the parent committee.

3.2. Responsibilities

3.2.1. Responsibility for administering the Advising Program shall reside with the Director of Academic Accountability and Student Success, assisted by the Advisory Council, ~~which shall report to the Faculty and submit any documents through the Educational Policy Committee.~~

3.2.2. Specifically, the Council shall:

3.2.2.1. analyze assessment data from the Office of Academic Accountability and Student Success;

3.2.2.2. recommend to the Senate and to the Chief Academic Officer policies related to the campus advising program; and

3.2.2.3. conduct an ongoing review of the goals and operations of the program, with annual reports and recommendations to the Educational Policy Committee and the Chief Academic Officer each fall.

4. The Curriculum Subcommittee

4.1. **Membership.** The Curriculum Subcommittee shall consist of fourteen (14) members, namely,

4.1.1. four (4) ex-officio members:

4.1.1.1. the Chief Academic Officer (†/‡):

4.1.1.2. the Associate Vice Chancellor for Academic Programs (‡);

4.1.1.3. the ~~member of the Faculty who serves as~~ Director of Graduate Studies (‡, ~~voting~~), who may vote only to break or create tie votes;

4.1.1.4. the member of the Faculty who serves as the liaison with the Purdue Graduate School (‡, ~~voting~~);

4.1.2. five (5) representatives:

4.1.2.1. a representative of the Registrar's Office (†/‡);

4.1.2.2. two undergraduate student representatives (†), appointed by the Student Government Association (SGA);

4.1.2.3. two graduate student representatives (§), elected annually by the members of the Subcommittee named under 4.4.1 below from among nominations, solicited by the Nominations and Election Committee and submitted by departments or other units responsible for graduate degree programs; and

4.1.3. five (5) members of the Teaching Faculty (§/§), elected in such manner that at least four of the major units shall be represented. and at least two are from a department that offers a graduate degree and who holds membership on the graduate faculty.

4.2. Definitions. In this subsection, “academic program” or simply “program” shall mean any group of courses constituting a major, minor, degree, degree option, concentration, certificate program, or similar entity.

4.3. Responsibilities in respect to undergraduate curricula. The Curriculum Subcommittee shall advise the Senate concerning the exercise of the Faculty’s right of review of the undergraduate curricula and report to the Faculty and submit any documents through the Educational Policy Committee.

4.3.1. Only members of the Subcommittee indicated by the dagger symbol ‘†’ shall participate in the activities listed in this subsection.

4.3.2. Review of new programs. The Curriculum Subcommittee shall examine and report on proposals for new academic programs prior to their approval by the Chief Academic Officer or, if such approval is not required, prior to final approval at the highest possible level of campus review.

4.3.2.1. During this examination, the Subcommittee shall evaluate: (i) the rationale for the proposed program; (ii) the use of PFW resources; (iii) the relationship among proposed and existing programs; (iv) other effects on PFW and on PFW’s constituencies of the proposed program.

4.3.2.2. Upon the completion of this examination, the Subcommittee shall (i) report to the Senate “for information only” its finding that the new program requires no Senate review; or (ii) advise the Senate of its finding that the Senate should exercise its right of review.

4.3.3. Review of existing programs. Upon a request from the Senate, an academic unit, or the Chief Academic Officer, the Curriculum Subcommittee shall examine and report on existing academic programs and new or proposed courses.

4.3.3.1. Such examinations shall be requested only when one of the following circumstances occur: (i) significant questions of proper sponsorship or academic quality arise; (ii) there are administrative or Faculty-led initiatives to reorganize, merge, reduce, suspend, halt admissions to, or eliminate academic programs or units; (iii) there is a University-wide

effort to ensure the periodic review of academic programs by a body functioning above the department level.

4.3.3.2. Procedures for carrying out these responsibilities can be found in Senate Document SD 19-24.

4.3.3.3. Upon the completion of this examination, the Subcommittee shall (i) report to the Senate “for information only” its finding that no Senate review is appropriate; or (ii) advise the Senate of its finding that the Senate should exercise its right of review.

4.4. Responsibilities in respect to graduate curricula. The Curriculum Subcommittee shall advise the Senate concerning the planning and any policy as well as the exercise of the Faculty’s right of review of all graduate curricula, subject to the rules established by Purdue University and its Graduate School, ~~and report to the Faculty and submit any documents through the Educational Policy Committee.~~

4.4.1. Only members of the Subcommittee indicated by the double dagger symbol ‘‡’ shall participate in the activities listed in this article.

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

4.4.2.1. foster program coordination among PFW units and among PFW and the Purdue Graduate School;

4.4.2.2. evaluate and make recommendations concerning the need for new programs;

4.4.2.3. advise on policies for admission procedures and standards; and

4.4.2.4. advise on policies for fellowships, assistantships, and other forms of financial assistance.

4.4.3. Review of new programs. The Curriculum Subcommittee shall 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. In so doing, it shall follow the steps specified in 4.3.2 above.

4.4.4. Review of existing programs. Upon a request from the Senate, an academic unit, or the Chief Academic Officer, the Curriculum Subcommittee shall examine and report on existing academic programs and new or proposed courses. In so doing, it shall follow the steps specified in 4.3.3. above.

5. The Programs Subcommittee

5.1. Membership. The Programs Subcommittee shall consist of thirteen (13) members, namely,

5.1.1. four (4) ex-officio members:

5.1.1.1. the Chief Academic Officer (†);

5.1.1.2. a representative of the Office of Academic Affairs who serves as Director of the Civics Literacy Proficiency Program (§, ~~voting~~) and who may vote only to break or create tie votes;

5.1.1.3. the Director of Continuing Studies (*);

5.1.1.4. the Director of Military Student Services (*); and

5.1.2. four (4) representatives:

5.1.2.1. a representative of the Registrar's Office (§/§);

5.1.2.2. a representative of the Division of Enrollment Management and the Student Experience (§/§.);

5.1.2.3. two (2) undergraduate student representatives (§/§), each from a different major unit and appointed by the Student Government Association (SGA); and

5.1.3. five (5) members of the Teaching Faculty (§/§/*), elected in such manner that at least four of the major unit shall be represented.

5.2. Responsibilities in respect to the General Education Program (GenEd)

5.2.1. Only members of the Subcommittee indicated by the dagger symbol '†' shall participate in the activities listed in this subsection.

5.2.2. Responsibility for administering the General Education Program shall reside with the Chief Academic Officer, assisted by the Subcommittee, ~~which shall report to the Faculty and submit any documents through the Educational Policy Committee.~~

5.2.3. Specifically, the Subcommittee shall:

5.2.3.1. recommend to the Senate all policies related to the program;

5.2.3.2. approve courses for incorporation in the areas of the ~~program~~; and

5.2.3.3. conduct an ongoing review of the goals and operations of the program, with annual reports and recommendations to the Educational Policy Committee and the Chief Academic Officer each fall.

5.3. Responsibilities in respect to the Civics Literacy Proficiency Program (CLPS)

5.3.1. Only members of the Subcommittee indicated by the double dagger symbol '‡' shall participate in the activities listed in this subsection.

5.3.2. Responsibility for administering the Civics Literacy Proficiency Program shall reside with the Chief Academic Officer, assisted by the Subcommittee, ~~which shall report to the Faculty and submit any documents through the Educational Policy Committee.~~

5.3.3. Specifically, the Subcommittee shall:

- 5.3.3.1. Establish, review, and revise the learning objectives of the program.
- 5.3.3.2. Review and approve individual courses for the ~~course-path~~ General Education Program annually. The review should consider prerequisites, capacity of course offerings, impact on the PFW General Education Program, degree-specific curriculum maps, potential for student success, and other issues deemed appropriate by the Subcommittee.
- 5.3.3.3. Develop a Civics Literacy Module for voluntary use in “Freshman Success” courses. The Civics Literacy Module will include links to the test, events, recordings, and resources.
- 5.3.3.4. Recruit faculty to produce recordings specific to the required exam and to programs on campus, and approve events and broadcasts for inclusion in the program.
- 5.3.3.5. Establish the assessment plan for the program.
- 5.3.3.6. Work with relevant offices at PFW to ensure methods for verifying attendance, development and administration of artifacts that can be used for assessment, and completion of the requirement.
- 5.3.3.7. Review the annual assessment report and make recommendations based on that report to the Director of the Civics Literacy Proficiency Program and the Educational Policy Committee each fall.

5.4. Responsibilities in respect to the military training and continuing education program

- 5.4.1. Only members of the Subcommittee indicated by the asterisk symbol ‘•’ shall participate in the activities listed in this subsection.
- 5.4.2. While the responsibility for administering the military training and continuing education program reside outside Senate, the Subcommittee shall annually review both programs and report its findings and recommendations ~~to the Faculty through the Educational Policy Committee~~ each fall.

6. The Honors Program Subcommittee

6.1. Membership. The Honors Program Subcommittee shall consist of twelve (12) members, namely,

6.1.1. two (2) ex-officio members:

6.1.1.1. the Chief Academic Officer;

6.1.1.2. the Director of the Honors Program, who may vote only to break or create tie votes;

6.1.2. five (5) representatives:

6.1.2.1. three (3) members of the Honors Faculty, appointed jointly by the Chief Academic Officer and the Director of the Honors Program to staggered three-year terms;

6.1.2.2. two (2) undergraduate students, at least one of whom shall have successfully completed, or be enrolled in, at least one honors course and each appointed by the Student Government Association (SGA); and

6.1.3. five (5) members of the Teaching Faculty, elected in such manner that at least four of the major units shall be represented.

6.2. Special regulations

6.2.1. Student members shall participate and vote in all matters concerning the Honors Program, except questions of student admission, scholarships, retention, and satisfaction of program requirements.

6.3. Responsibilities

6.3.1. Responsibility for administering the Honors Program shall reside with its Director, assisted by the Subcommittee, ~~which shall report to the Faculty and submit any documents through the Educational Policy Committee.~~

6.3.2. Specifically, the Subcommittee 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.

B. THE FACULTY AFFAIRS COMMITTEE (FAC)

1. **Membership.** The Faculty Affairs Committee shall consist of ~~nines~~seven (97) members, namely,

1.1. two (2) ex-officio members:

1.1.1. the Chief Academic Officer;

1.1.2. the Director of the Center for the Enhancement of Learning and Teaching ~~(voting)~~; and

1.2. ~~seven~~five (75) members of the Teaching Faculty, elected in such manner that ~~at least five of the~~ each is from a different ~~the~~ major units ~~shall be represented.~~

2. Special regulations

2.1. Unless the Director of the Center for the Enhancement of Learning and Teaching is a member of the Faculty, they shall participate only in matters concerning teaching (grants, awards, training) as per Section ~~4~~3.2 below.

~~2.2. During their term on the committee, its Faculty members shall be eligible to submit grant proposals and sabbatical leave requests but must recuse themselves from discussions and voting regarding grant types for which they have submitted a~~

~~proposal and resign in case they submit a sabbatical application (see Section I.B.4.2.2).~~

3. Responsibilities

3.1. Constitutional Charges. The Faculty Affairs Committee shall exercise powers and responsibilities as specified in the Constitution, Subsection VI.B.3.e, and

3.1.1. set policies through joint effort concerning:

3.1.1.1. the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the Faculty; and

3.1.2. make formal recommendations through established processes of consultation before the University reaches decisions concerning:

3.1.2.1. the screening and selecting of academic and chief academic or administrative officers.

3.2. Additional Responsibilities. In carrying out its responsibilities, the Faculty Affairs Committee shall also be concerned with, but not limited to,

3.2.1. setting policies through joint effort and overseeing procedures relating to the professional development of the Faculty, including:

3.2.1.1. research and teaching grants;

3.2.1.2. research and teaching awards;

3.2.1.3. sabbatical leaves;

3.2.1.4. general research policies; and

3.2.1.5. helping to provide opportunities for all persons who hold academic appointment at PFW for their professional growth in teaching, research, and/or creative endeavor;

3.2.2. setting policy through joint effort and in consultation with the Information Subcommittee concerning academic priorities, policies, and procedures for Helmke Library, its collections, facilities, operations, and other educational and research support facilities and aids;

3.2.3. making formal recommendations before, and exercising the right to review after, the University reaches decisions concerning accreditation activities or other matters that pertain to the Faculty, its powers and responsibilities; and

3.2.4. the morale of the Faculty and its associate members, both as defined in Constitution, collectively and as individuals.

3.3. Subcommittees. In order to exercise more effectively its rights and responsibilities, the Faculty Affairs Committee shall establish one subcommittee:

3.3.1. the Promotion and Tenure Subcommittee.

4. The Promotion and Tenure Subcommittee (also known as the “Campus Committee”)

4.1. Membership. The Promotion and Tenure Subcommittee shall have the membership established in Senate Documents SD 14-36 and SD 19-13, subsections 2.5.2 and 2.6.2, respectively.

4.2. Responsibilities. The Promotion and Tenure Subcommittee shall have the responsibilities and follow the procedures established in Senate Documents SD 14-36 and SD 19-13.

C. THE STUDENT AFFAIRS COMMITTEE (SAC)

1. Membership. The Student Affairs Committee shall consist of thirteen (13) members, namely,

1.1. four (4) ex-officio member:

1.1.1. the Chief Student Affairs Officer;

1.1.2. the Chief Diversity Officer;

1.1.3. the Director of Student Conduct and Care;

1.1.4. the Director of Student Housing; and

1.2. four (4) representatives:

1.2.1. two (2) students, each from a different unit and appointed by the Student Government Association (SGA);

1.2.2. one representative of the All Professional Staff Advisory Council (APSAC);

1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC); and

1.3. five (5) members of the Teaching Faculty, elected in such manner that at least four of major units shall be represented.

2. Responsibilities

2.1. Constitutional Charges. The Student Affairs Committee shall exercise powers and responsibilities as specified in the Constitution (see ~~S~~ubsections ~~VI.B.1.c and 3.b+c~~) and

~~2.1.1. determine through legislative authority~~

~~2.1.1.1. the policies for student participation in athletic affairs;~~

~~2.1.2.1. set policies through joint effort concerning student conduct and discipline.~~

~~2.1.1.2. student conduct and discipline; and~~

~~2.1.1.3. student participation in group extracurricular activities.~~

2.2. Additional Responsibilities. In carrying out those its responsibilities, the Student Affairs Committee shall

2.2.1. work closely with the Student Government Association (SGA) and

and be concerned with all *aspects of student life which relate to the educational process*^s, which may include

2.2.2. the general social, cultural, and practical welfare of all PFW students; and

2.2.3. any other matter that would enhance the student's campus environment for their learning, living, and flourishing, during their time on campus and thereafter.

~~**2.3. Subcommittees.** In order to exercise more effectively its rights and responsibilities, the Student Affairs Committee shall establish one subcommittee:~~

~~**2.3.1.** the Mastodon Athletics Advisory Subcommittee.~~

3. The Mastodon Athletics Advisory Subcommittee (MAAS)

~~**3.1. Membership.** The Mastodon Athletics Advisory Subcommittee shall consist of twelve (12) members, namely,~~

~~**3.1.1.** four (4) ex-officio members:~~

~~**3.1.1.1.** the Director of Athletics;~~

~~**3.1.1.2.** the Senior Woman Administrator;~~

~~**3.1.1.3.** the Director of Compliance;~~

~~**3.1.1.4.** the Faculty Athletics Representative; and~~

~~**3.1.2.** five (5) representatives:~~

~~**3.1.2.1.** one PFW alumnus/alumna appointed by the Chief Administrative Officer in consultation with the Director of Alumni Engagement;~~

~~**3.1.2.2.** two (2) students, each from a different unit and appointed by the Student Government Association (SGA);~~

~~**3.1.2.3.** one representative of the All Professional Staff Advisory Council (APSAC)~~

~~**3.1.2.4.** one representative of the Campus Support Staff Advisory Committee (CSSAC); and~~

~~**3.1.3.** three (3) members of the Teaching Faculty, elected in such manner that each is from a different major unit.~~

3.2. Special regulations

~~**3.2.1.** The Faculty Athletics Representative shall serve as the chair of the subcommittee.~~

~~3.2.2. Representatives shall serve staggered two-year terms.~~

~~3.3. Responsibilities. The Mastodon Athletics Advisory Subcommittee shall:~~

~~3.3.1. monitor and advise regarding schedules for intercollegiate athletics;~~

~~3.3.2. verify eligibility requirements for participation in intercollegiate athletics;~~

~~3.3.3. approve intercollegiate sport additions or deletions;~~

~~3.3.4. advise Athletic Director in the participation in post-season activities beyond Conference tournaments;~~

~~3.3.5. propose, for the approval of the Senate, membership in athletic conferences;~~

~~3.3.6. advise the ex-officio members;~~

~~3.3.7. when requested by administrators, make personnel recommendations in the athletic area to the Chief Administrative Officer;~~

~~3.3.8. serve on ad hoc compliance committees;~~

~~3.3.9. make recommendations with respect to procedures and policies to assist in student athlete academic success;~~

~~3.3.10. participate and be consulted within University-wide discussions and decisions regarding the Athletic Department.~~

D. THE SENATE TASK FORCE

1. Rationale. In order to ensure the efficient and timely operation of the service and policy committees of the Senate, **members of the Teaching** Faculty shall be elected to the Senate Task Force. The Senate Task Force shall be called into service by the Executive Committee when a service or policy committee is not able to complete work that is deemed to be important and not already the responsibility of an existing subcommittee. A service or policy committee may request that the Executive Committee call the Senate Task Force into service. The Executive Committee shall respond to such requests within two weeks. When the Senate Task Force is called into service, the Executive Committee shall issue an enabling memo.

2. Membership. The Senate Task Force shall consist of five (5) **members of the Teaching** Faculty elected in such manner that at least four of the major units shall be represented. A service or policy committee requesting that the Senate Task Force be called into service shall recommend to the Executive Committee the administrators, clerical/support staff, administrative/professional staff, or student representatives it deems appropriate. The Executive Committee shall be responsible for inviting such non-**Teaching** Faculty members.

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

E. AD HOC COMMITTEES

1. **Rationale.** Ad hoc committees shall be established by the Senate to carry out work that
(a) does not clearly fall under the purview of an existing Senate (sub-)committee, or that
(b) Senate feels would be better conducted by a group specially appointed for the purpose.

2. Membership

- 2.1. All Teaching Faculty are eligible to serve on an ad hoc committee, and so are all administrators, administrative/professional staff, clerical/support staff, or student representatives who are deemed appropriate for stated charge.
- 2.2. A Senate document establishing an ad hoc committee shall specify the membership and the voting membership of the committee. It is desirable to have Voting Faculty constitute two-thirds (2/3) of its voting membership (see Subsection I.B.3.1.1).
- 2.3. A Senate document establishing an ad hoc committee shall specify how the members of the committee will be appointed, nominated, or elected. For this, the document may call unto the help of one or both of the service committees.

3. **Responsibilities.** A Senate document establishing an ad hoc committee shall specify:

- 3.1. the task to be carried out by the committee, including deliverables to the Senate; and
- 3.2. the date by which the committee should complete its work; and
- 3.3. through which other Senate committee the ad hoc committee will report to the Faculty and submit any documents.

4. **Special Regulations.** Ad hoc committees cannot be carried over to a new academic year without special authorization by the Senate.

IV. ADVISORY COMMITTEES

A. UNIVERSITY RESOURCES ADVISORY COMMITTEE (URAC)

1. **Membership.** The University Resources Advisory Committee shall consist of eighteen (18) members, namely,

- 1.1. seven (7) ex-officio members:

- 1.1.1. the Chief Academic Officer (†);
- 1.1.2. the Chief Financial Officer (†);
- 1.1.3. the Chief Officer of Facilities (†);
- 1.1.4. the Chief Officer for Communications and Marketing (†/‡);
- 1.1.5. the Chief Officer for Development and Alumni Engagement (‡);
- 1.1.6. the Director of Alumni Engagement (‡);
- 1.1.7. the Director Development Services (‡); and

- 1.2. four (4) representatives:

- 1.2.1. two (2) student representatives (†/‡), each from a different unit and appointed by the Student Government Association (SGA);
- 1.2.2. one representative of the All Professional Staff Advisory Council (APSAC, (†/‡);
- 1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC, (†/‡); and
- 1.3. seven (7) **members of the Teaching Faculty** (†/‡), elected in such manner that at least five of the major units shall be represented.

2. Responsibilities

- 2.1. Only members of the committee indicated by the dagger symbol ‘†’ shall participate in the activities listed in subsections 2.2–2.4.1 and 2.4.3 below.
- 2.2. **Constitutional Charges.** The University Resources Advisory Committee shall exercise powers and responsibilities as specified in the Constitution (see subsections VI.B.4.c–e) and *make formal recommendations through established processes of consultation before the University reaches decisions concerning:*
 - 2.2.1. *the determination and management of the budget and ^sits short- and long-range priorities^s;*
 - 2.2.2. *the planning, maintenance, and optimal utilization of ^sexisting or prospective^s physical facilities; and*
 - 2.2.3. *staff needs, utilization and planning, that is, increases and decreases in staff.*
- 2.3. **Additional Responsibilities.** In carrying out those its responsibilities, the University Resources Advisory Committee shall also be concerned with making formal recommendations concerning
 - 2.3.1. *^sthe framing and execution of long-range strategic plans^s, including*
 - 2.3.2. *short- and long-range strategies and priorities for research, recruitment, scholarships and grants, as well as communication and marketing.*

2.4. Specific Responsibilities

2.4.1. Budgetary Affairs. The University Resources Advisory Committee shall:

- 2.4.1.1. advise the administration and the Senate on budgetary and revenue matters pertaining to the needs of the University, which shall include:
 - (i) paying particular attention to (a) the ways the budget and the budgetary process as well as (b) trends in revenue can affect the University’s ability to carry out its mission to provide excellence in higher education, and (ii) giving advice on financial matters which affect the work of other Senate committees; and
- 2.4.1.2. make annual recommendations on: (i) sources of revenue; (ii) annual campus operating budgets and legislative budget requests; (iii)

financial needs of new programs and of new facilities proposed for the University; (iv) the annual athletic budget and supportive activities after review and comment in the fall semester each year; and

- 2.4.1.3. work with other Senate Committees and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs (see Senate Documents SD 15-26, SD 19-1, and SD 19-24).

2.4.2. Advancement

- 2.4.2.1. Only members of the committee indicated by the double dagger symbol ‘‡’ shall participate in the activities listed in this subsection.
- 2.4.2.2. The University Resources Advisory Committee shall: (i) advise the Senate and the Chief Advancement Officer on all matters that affect advancement; (ii) serve as a forum for discussion about plans for advancement and advancement issues in general; (iii) make recommendations regarding major fund-raising efforts for the campus.

2.4.3. Oversight

- 2.4.3.1. The University Resources Advisory Committee shall oversee the Faculty Representative to the Campus Space Committee (see Subsection VI.A.2 below).

- 2.5. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the University Resources Advisory Committee shall establish one subcommittee:

- 2.5.1. the Information Subcommittee

3. The Information Subcommittee

- 3.1. **Membership.** The Information Subcommittee shall consist of twelve (12) members, namely,

- 3.1.1. five (5) ex-officio members:

- 3.1.1.1. the Chief Student Affairs Officer;

- 3.1.1.2. ~~the Chief Information Technology Officer~~ a representative elected by the Information Subcommittee from a pool of candidates in Purdue IT who possess demonstrated expertise in IT matters specific to the Purdue Fort Wayne campus and have substantial experience in this domain;

- 3.1.1.3. the Director of the Center for the Enhancement of Teaching and Learning;

- 3.1.1.4. the Director of Continuing Studies;

- 3.1.1.5. the Director of Helmke Library; and

3.1.2. four (4) representatives:

3.1.2.1. two (2) student representatives, each from a different unit and appointed by the Student Government Association (SGA);

3.1.2.2. one representative of the All Professional Staff Advisory Council (APSAC);

3.1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC); and

3.1.3. three (3) members of the Teaching Faculty, elected in such manner that each is from a different major unit.

3.2. Responsibilities. The Information Subcommittee shall:

3.2.1. advise the Senate, through the University Resources Advisory Committee, as well as the Chief Academic Officer and the Chief Information Technology Officer on any and all matters that affect present and evolving information technology in support of the mission of the University, including on how Information Technology Services communicate with faculty, staff, and students;

3.2.2. serve as a forum for discussion and as an advocate for acquisition and use of information technology for the University and plans for its use, support, and evaluation-

3.2.3. advise, in consultation with the Faculty Affairs Committee, the Senate, through the University Resources Advisory Committee, as well as the Chief Academic Officer and the Director of Helmke Library concerning administrative and budgetary priorities, policies, and procedures for Helmke Library, its collections, facilities, and operations, and other educational and research support facilities and aids.

B. THE INTERNATIONAL EDUCATION ADVISORY COMMITTEE

1. Membership. The International Education Advisory ~~Board~~ Committee shall consist of eight (8) members, namely,

1.1. two (2) ex-officio members:

1.1.1. the Director of International Education;

1.1.2. the Director of Study Abroad; and

1.2. three (3) representatives:

1.2.1. two students, at least one of whom shall be at or beyond the second-year level in International Education and each appointed by the Student Government Association (SGA) in consultation with the Director of International Education;

- 1.2.2. one representative of the Office of Enrollment Management and the Student Experience; and
 - 1.3. three (3) **members of the Teaching Faculty**, elected in such manner that each is from a different major unit.
- 2. Responsibilities.** The International Education Advisory **Board Committee** is charged with:
- 2.1. advocating for and steering efforts across the University to enhance and foster opportunities for international cooperation, international education, and immersion for students, faculty, and the broader community;
 - 2.2. being a liaison between the Faculty and the Director of International Education and Director of Study Abroad;
 - 2.3. advising on policies relating to international services, international education, and Study Abroad and recommending related policies and goals to the Senate.

C. The Mastodon Athletics Advisory **SubCommittee (MAASC)**

- 1.1. **Membership.** The Mastodon Athletics Advisory Subcommittee shall consist of twelve (12) members, namely,
 - 1.1.1. four (4) ex-officio members:
 - 1.1.1.1. the Director of Athletics;
 - 1.1.1.2. the Senior Woman Administrator;
 - 1.1.1.3. the Director of Compliance;
 - 1.1.1.4. the Faculty Athletics Representative; and
 - 1.1.2. five (5) representatives:
 - 1.1.2.1. one PFW alumnus/alumna appointed by the Chief Administrative Officer in consultation with the Director of Alumni Engagement;
 - 1.1.2.2. two (2) students, each from a different unit and appointed by the Student Government Association (SGA);
 - 1.1.2.3. one representative of the All Professional Staff Advisory Council (APSAC)
 - 1.1.2.4. one representative of the Campus Support Staff Advisory Committee (CSSAC); and
 - 1.1.3. three (3) members of the Teaching Faculty, elected in such manner that each is from a different major unit.
- 1.2. **Special regulations**
 - 1.2.1. The Faculty Athletics Representative shall serve as the chair of the subcommittee.

1.2.2. Representatives shall serve staggered two-year terms.

1.3. Responsibilities. The Mastodon Athletics Advisory Subcommittee shall:

~~1.3.1. monitor and advise regarding schedules for intercollegiate athletics;~~

~~1.3.2. verify eligibility requirements for participation in intercollegiate athletics;~~

from here on onwards, re-number accordingly: 1.3.3 → 1.3.1, 1.3.4 → 1.3.2, etc.

1.3.3. ~~approve~~ advise on intercollegiate sport additions or deletions;

1.3.4. advise the Athletic Director in the participation in post-season activities beyond Conference tournaments;

1.3.5. ~~propose~~ advise on, for the approval of the Senate, membership in athletic conferences;

1.3.6. advise the ex-officio members;

1.3.7. when requested by administrators, make personnel recommendations in the athletic area to the Chief Administrative Officer;

1.3.8. serve on ad hoc compliance committees;

1.3.9. make recommendations with respect to procedures and policies to assist in student-athlete academic success;

1.3.10. when requested, participate and be consulted within University-wide discussions and decisions regarding the Athletic Department;

1.3.11. work closely with the Student Affairs Committee as circumstances warrant.

V. OTHER COMMITTEES

A. THE FACULTY MEDIATION COMMITTEE

1. Policies. Purdue University has issued binding executive memoranda on faculty grievances to which this section refers: the “Executive Memorandum I.B.1” and its accompanying “Operating Procedures for Resolving Faculty Grievances” document.

2. Rationale. Purdue University executive memoranda require that faculty who have work-related grievances must participate in an informal grievance resolution process through a mediator, who is a member of the Faculty Mediation Committee, before pursuing a formal grievance.

3. Membership. The Faculty Mediation Committee shall be comprised of tenured members of the Voting Faculty, each representing a different major unit, selected to staggered three-year terms by the Provost and the Chair-Elect, the Chair, and Past Chair of Senate from a panel of nominees solicited by the Elections and Awards Committee.

4. Responsibilities. All parties to a grievance at this stage of the process, including the impartial mediator, shall follow the regulations laid out in the Purdue University executive memoranda on faculty grievances.

A.

B. THE ~~ACADEMIC PERSONNEL GRIEVANCE BOARD~~ GRIEVANCE HEARING COMMITTEE

1. Rationale. Purdue University executive memoranda require that a campus panel of three members drawn from the Grievance Hearing Committee conducts the grievance hearing and makes recommendations for the resolution of the grievances. ~~The Board shall fulfill the combined roles of the various Grievance Committees, as provided for in Purdue University Executive Memoranda (see Academic and Research Affairs Policy I.B.1 on Faculty Grievances and related documents).~~

2. Membership. The ~~Board~~Committee shall be composed of ~~fifteen (15)~~ tenured members of the Voting Faculty, three (3) from each major unit, elected to staggered three-year terms according to procedures adopted by the unit's Faculty and incorporated into the documents that define the protocols of faculty governance within the unit. ~~The Nominations and Election Committee shall solicit nominations from which members get elected to staggered two-year terms. Ten members shall be regular members, and the remaining five shall be alternate members.~~

3. Special Regulations. ~~At the time the Board elects its chair, it shall also elect a secretary.~~

4.

3. Responsibilities.

3.1. Purdue University executive memoranda require that an impartial panel of three members is drawn from the Grievance Hearing Committee that conducts a grievance hearing and makes recommendations for the resolution of grievances. ~~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.~~

3.2. All parties to a grievance at this stage of the process, including the impartial panel, shall follow the regulations laid out in the Purdue University executive memoranda on faculty grievances.

C. THE CAMPUS APPEALS BOARD

1. Membership. In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, the Teaching Faculty portion of the Campus Appeals Board shall consist of a total of six (6) elected members of the members of the Teaching Faculty, ~~including three members and three alternates~~. The ~~Nominations and~~ Elections and Awards Committee shall solicit nominations from which members get elected to staggered two-year terms. No member shall serve more than two consecutive terms. Three members shall be regular members, and the remaining three shall be alternate members.

2. **Special Regulations.** In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, Teaching Faculty terms on this Board shall be for two years commencing one week before the beginning of regular fall classes following election. No member of the Teaching Faculty may serve more than two consecutive terms.
3. **Responsibilities.** The responsibilities of the Teaching Faculty portion of the Campus Appeals Board shall be those explained in the PFW Code of Student Rights, Responsibilities, and Conduct.

D. THE CONDUCT REVIEW BOARD

1. **Membership.** In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, the Teaching Faculty portion of the Conduct Review Board shall consist of at least ten (10) Teaching Faculty members to serve as a pool of potential members of the Conduct Review Board ~~in accordance with the PFW Code of Student Rights, Responsibilities, and Conduct.~~ The Nominations and Elections and Awards Committee shall solicit nominations from which members get elected to one-year terms, commencing one week before the beginning of regular fall classes following election.
2. **Special Regulations.** ~~In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, Faculty terms on this Board shall be for one year commencing one week before the beginning of regular fall classes following election.~~ During summer and other academic recess periods, the Conduct Review Board will be selected in accordance with the process outlined in the PFW Code of Student Rights, Responsibilities, and Conduct.
3. **Responsibilities.** The responsibilities of the Teaching Faculty portion of the Conduct Review Board shall be those explained in the PFW Code of Student Rights, Responsibilities, and Conduct.

E. THE GRADE APPEALS BOARD

1. **Membership.** The Grade Appeals Board shall ~~consist~~ be composed of nine (9) members of the Teaching Faculty. The Nominations and Elections and Awards Committee shall solicit nominations from which members get elected to staggered 3-year terms and in such manner that no more than two shall be from the same major unit.
2. **Responsibilities.** The responsibilities of the Grade Appeals Board shall be those explained in the campus Grade Appeals Policy. If a case is to be heard, a five-member panel drawn from the Board membership shall hear the appeal. The panel shall act for the Board, and its decisions shall be final and not subject to review by other Faculty bodies.

F. Intellectual Diversity Complaint Advisory Review Board

1. **Membership.** The Intellectual Diversity Complaint Advisory Review Board shall consist of five (5) members, namely,
 - 1.1. five (5) Voting Faculty. The following provisions shall apply to the five members of the Faculty:

- 1.1.1. Each member must be a tenured **associate librarian or professor**, professor or librarian, ~~preferably at the highest rank~~, and from a different major unit; three (3) shall be regular members, and the remaining two (2) shall be alternate members.
 - 1.1.2. They shall be selected to staggered, three-year terms by the Chancellor and the Chair, Chair-elect, and Past Chair of the Fort Wayne Senate.
 - 1.1.3. They shall be selected from a panel of nominees composed of at least one nominee from the **Voting** Faculty of each major unit, elected according to procedures adopted by the unit's Faculty and incorporated into the documents that define the protocols of faculty governance within the unit.
 - 1.1.4. Vacancies shall be filled for the remainder of the term through a process similar to that which selects campus committee members.
 2. **Special Regulations.** A regular member of the Advisory Review Board will recuse themselves and be replaced by an alternate member if there is some form of conflict of interest connecting the complainant or the respondent and a member of the Advisory Review Board.
 3. **Responsibilities.** The Advisory Review Board shall advise the Purdue Fort Wayne "Intellectual Diversity Complaint Review Committee" in fulfilling the responsibilities and following the procedures established in the "Operating Procedures for Complaints Related to Intellectual Diversity" as maintained by the Purdue University Office for Ethics and Compliance.

G. NON-SENATE COMMITTEES

1. **Rationale.** To assure that the Senate and the Faculty are informed of the activities, studies, and recommendations of any PFW committee upon which members of the **Teaching** Faculty serve by virtue of appointment thereto, certain reports shall be issued.
2. **Definitions**
 - 2.1. A committee subject to these reporting procedures shall:
 - 2.1.1. consist of a group of persons, at least one of whom is a member of the **Teaching** Faculty appointed to the committee by a University administrator;
 - 2.1.2. function above the major-unit level;
 - 2.1.3. has been established to perform a task or group of tasks related to the powers and responsibilities of the Faculty; and
 - 2.1.4. not necessarily have the word "committee" in its name.
 - 2.2. A report shall consist minimally of written notice to the Faculty through the Executive Committee that written information concerning a committee is available in a specified, accessible location.
3. **Procedures**

- 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. If that person fails to do so, one of the Teaching Faculty members on the said committee should do so in their place.
- 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. If the chair fails to do so, one of the Teaching Faculty members on the said committee should do so in their place.

VI. REPRESENTATIVES

- A. **GENERAL PROVISION.** Any representative to a PFW or Purdue entity specified in this section on representatives may seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

For the purpose of the amendment, assume all subsequent capital letters that indicate a new section to have been shifted by one position: A → B, B → C, etc.

B. REPRESENTATIVES TO PFW BODIES

1. The Elected Representative of the Lecturers to the Senate

- 1.1. **Eligibility.** All lecturers are eligible to vote for, and be elected to, the position of elected Representative of the Lecturers.

1.2. Election and Term

- 1.2.1. The term of office of the elected Representative of the Lecturers shall be three years, beginning one week before the start of regular fall classes following election. When necessary, the ~~Nominations and~~ Elections and Awards Committee shall conduct this election among the lecturers so that the name of the incoming elected Representative of the Lecturers shall be transmitted to the Clerk of the Senate on the same schedule as that of incoming Senators.
- 1.2.2. Should a vacancy in the position of the elected Representative of the Lecturers occur, the ~~Nominations and~~ Elections and Awards Committee shall immediately hold an election among the lecturers for any remaining time in that term.
- 1.3. **Representation.** The elected Representative of the Lecturers shall be considered a member of the academic department to which the most service is assigned, and the major unit to which that academic department is assigned. If the Representative of the 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 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.

1.4. Apportionment. As stated in the Constitution, Subsection III.A 4, the elected Representative of the Lecturers does not count toward an academic unit's apportionment.

1.5. Rights. See Subsection I.A.3.910 above.

2. Faculty Representative to the Campus Space Committee

2.1. Election and term

~~2.1.1. This representative shall be an elected member of the Teaching Faculty and serve a three-year term beginning one week prior to the start of regular fall classes following election.~~ The Faculty representative to the Campus Space Committee shall be a member of the University Resources Advisory Committee and elected by its members for a one-year term.

~~2.1.2. The University Resources Advisory Committee shall fill any vacancy in this position for the remainder of the academic year, in which case, subject to Senate ratification, a special election among the Faculty shall be held to select a member of the Teaching Faculty to complete that term.~~

2.2. Responsibilities

~~2.2.1. The University Resources Advisory Committee shall oversee the Faculty Representative to the Campus Space Committee.~~

2.2.2. The Faculty Representative to the Campus Space Committee shall represent the Faculty and assume an equitable workload on the committee, and periodically report on its activities to the Faculty through the University Resources Advisory Committee, which shall update the Senate on those activities at least once each academic year.

3. Faculty Representative to the Campus Food Committee

3.1. Eligibility, election, and term

3.1.1. The Faculty representative on the Campus Food Committee shall be a member of the Students Affairs Committee and elected by its members for a one-year term.

3.2. Responsibilities

3.2.1. The Faculty representative to the Campus Food Committee shall represent the Faculty and assume an equitable workload on the committee, and periodically report on its activities to the Student Affairs Committee, which shall update the Senate on those activities as deemed appropriate or necessary.

4. Faculty Representative to the Military Student Success Committee

4.1. Eligibility, election, and term

4.1.1. The Faculty Representative to the Military Student Success Committee shall be a member of the Teaching Faculty who has an interest in advocating for military-affiliated students and be elected for a one-year term with the term of office to commence with the fall classes following election.

4.1.2. In case the election fails to produce a representative, the Student Affairs Committee may elect a member from its ranks for a one-year term.

4.2. Responsibilities

4.2.1. The Faculty representative to the Military Student Success Committee shall represent the Faculty and assume an equitable workload on the committee, and periodically report on its activities to the Program Subcommittee and the Student Affairs Committee, the latter of which shall update the Senate on those activities as deemed appropriate or necessary.

C. REPRESENTATIVES TO SYTEM-WIDE BODIES

1. Purdue West Lafayette Senate

1.1. Eligibility. The PFW Representative in the Purdue University Senate (hereinafter referred to as the “Purdue Senator”) shall be a tenured member of the Voting Faculty whose teaching schedule must allow for attendance at the monthly meetings of the Purdue University Senate.

1.2. Election and term

1.2.1. The Purdue Senator shall be elected to a three-year term with the term of office to commence with the fall classes following election. The Purdue Senator may not serve more than two consecutive terms.

1.2.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a tenured member of the Voting Faculty to complete that term.

1.3. Responsibilities

1.3.1. The Purdue Senator shall represent the PFW Faculty in the Purdue University Senate. In doing so, the Purdue Senator should disseminate information about the deliberations and activities of the Purdue University Senate to the PFW Faculty, take steps to understand the views of PFW Faculty on these deliberations and activities, and present **their** views ~~of PFW Faculty~~ to the Purdue University Senate.

1.3.2. The Purdue Senator shall periodically report, but at least once per semester, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the Purdue University Senate.

~~**1.3.3.** The Purdue Senator may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.~~

1.3.4.3. The Purdue Senator shall represent the PFW Faculty on the Intercampus Faculty Council (IFC).

2. Intercampus Faculty Council (IFC)

2.1. Assuming office. The two PFW representatives to the Intercampus Faculty Council shall be the ~~PFW~~ Purdue Senator (see Subsection 1.3.34 above) and one the Faculty Chairs (see Constitution, subsections III.B.1.b.i.4 ~~and~~ III.B.1.b.ii.3).

2.2. Responsibilities. ~~2.2.1~~ The two representatives shall periodically report, but at least once per academic year, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the Intercampus Faculty Council.

~~2.2.1. The representatives may also seek guidance from the (other) Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.~~

3. University Policy Committee (UPC)

3.1. Assuming office. The PFW representative to the University Policy Committee shall be one the Faculty Chairs (see Constitution, subsections III.B.1.b.i.4 ~~and~~ III.B.1.b.ii.3).

3.2. Responsibilities. ~~3.2.1~~ The representative shall periodically report, but at least once per academic year, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the University Policy Committee.

~~3.2.1. The representative may also seek guidance from the other Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.~~

4. ~~Liaison to the~~ Purdue Graduate Council (PGC)

4.1. Eligibility. The PFW Representative to the Purdue Graduate Council (hereinafter referred to as the “PFW representative”) shall be a tenured member of the Voting Faculty who holds graduate faculty status and is from a department that offers a graduate degree.

4.2. Election and term

4.2.1. The PFW Representative shall be elected by the Voting Faculty to a three-year term with the term of office to commence with the fall classes following election.

4.2.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election shall be held to select an eligible member of the Voting Faculty to complete that term.

4.3. Responsibilities. The PFW representative shall represent PFW Graduate Faculty and PFW graduate programs on the Purdue University Graduate Council. In doing so, the representative should attend PFW graduate program meetings, disseminate

information about the deliberations and activities of the Purdue University Graduate School to the PFW Graduate Faculty, take steps to understand the views of PFW Graduate Faculty on these deliberations and activities, and present their views to the Purdue University Graduate Council.

5. Purdue University Advisory Committee on Equity

5.1. Appointment and term. The Vice-President for Ethics and Compliance of Purdue University appoints, upon the nomination of the PFW Chancellor, a member representing PFW to a three-year term.

5.2. Nomination. A shortlist of candidates for nomination by the Chancellor shall be selected by the Faculty Chairs from a panel of nominees solicited by the ~~Nominations and Elections~~ and Awards Committee.

5.3. Responsibilities. The representative shall have the responsibilities as specified in the “Procedures for Resolving Complaints of Discrimination and Harassment” of Purdue University.

~~Representatives to the Purdue University Sustainability Committee~~

~~Faculty representative~~

~~Election and term~~

~~The PFW Faculty representative to the Purdue University Sustainability Committee shall be a member of the Voting Faculty elected to a three-year term starting on the first day of the fall semester following election.~~

~~The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a member of the Voting Faculty to complete that term.~~

~~In case elections fails to produce a representative, the Executive Committee may elect an eligible member from its ranks for a one-year term.~~

~~Responsibilities~~

~~The Faculty representative shall represent PFW Faculty and assume an equitable workload on the committee, and periodically report, but at least once per academic year, to the Faculty through the Executive Committee on the activities of the Sustainability Committee.~~

~~The representative may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.~~

~~Student representative~~

~~Election and term~~

~~The PFW student representative to the Purdue University Sustainability Committee shall be selected by the PFW Student Government Association (SGA) to serve a one-year term dating from the first day of regular fall classes.~~

~~Vacancies in this position shall be filled by the PFW Student Government Association at the request of the Presiding Officer of the PFW Senate.~~

~~**Responsibilities.** The student representative shall periodically report, but at least once per academic year, to the PFW Student Government Association on the activities of the Sustainability Committee.~~

6. Undergraduate Curriculum Council

6.1. Election and term

- 6.1.1.** The PFW representative to the PFW Undergraduate Curriculum Council shall be a member of the Voting Faculty elected to a three-year term starting on the first day of the fall semester following election. **The representative may not serve more than two consecutive terms.**
- 6.1.2.** The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a member of the Voting Faculty to complete that term.
- 6.1.3.** **In case the normal election procedure fails to produce a representative, the Educational Policy Committee may elect an eligible member from its ranks for a one-year term.**

- 6.2. Responsibility.** ~~6.2.1.~~ The representative shall **represent PFW Faculty and assume an equitable workload on the committee,** and periodically report, but at least once per academic year, to the Faculty through the Educational Policy Committee on the activities of the Undergraduate Curriculum Council.

~~**6.2.1.** The representative may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.~~

VII. MISCELLANEOUS PROVISIONS

A. RECALL OR EXPULSION OF SENATORS

1. For Excessive Absence

- 1.1.** In the case of an elected Senator or the Representative of the Lecturers, who is absent excessively, the Senate may petition the Senator's unit to recall the Senator or the Representative of the Lecturers 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.
- 1.2.** In the case of an ex-officio member, who is absent excessively, the Senate may petition the Presiding Officer of the Faculty to reprove the offender. To pass a reproof petition, the affirmative vote by secret written ballot of two-thirds of the Senators present at a regular meeting shall be required.

2. For Obstructing the Senate

- 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.

B. ENABLEMENT

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.

C. AMENDMENTS

1. Amendments to these Bylaws may be proposed to the Executive Committee by any Senator (see II.A.2.1.7) or Senate committee or subcommittee.
2. 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.
3. Amendments to the Bylaws of the Senate, consistent with the Constitution of the PFW Faculty, may be adopted by vote of two-thirds of those Senators present and voting at a 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.
4. Amendments to these Bylaws become effective immediately upon their successful adoption by the Senate, unless the text of the resolution containing those amendments indicates otherwise.
5. The Clerk, after consultation with and the approval of both the Parliamentarian and the Executive Committee, may correct, provided they do not change the intended meaning, minor clerical mistakes in this document without Senate approval. If the Clerk, Parliamentarian, and Executive Committee do, they must give written notice to the Senate, detailing the changes.

Approved, March 13, 2016
Amended, April 11, 2016
Amended, October 17, 2016
Amended, February 13, 2017
Amended, October 16, 2017
Amended, November 13, 2017
Amended, March 12, 2018

Amended, December 9, 2019
Amended, March 23, 2020
Amended, October 12, 2020
Amended, November 16, 2020
Amended, February 24, 2021
Amended, March 22, 2021
Amended, April 12, 2021

Amended, April 26, 2021
Amended, September 13, 2021
Amended, January 10, 2022
Amended, February 14, 2022

Amended, March 14, 2022
Amended, April 17, 2023
Amended, April 15, 2024
Amended, December 9, 2024

Appendix A: Links to Purdue Documents and Entities

- Executive Memorandum I.B.1
<https://www.purdue.edu/policies/academic-research-affairs/ib1.html>
- Intercampus Faculty Council
<https://www.purdue.edu/senate/committees/intercampus-faculty-council/members.php>
- Operating Procedures for Complaints Related to Intellectual Diversity
<https://www.purdue.edu/ethics/resources/procedures-for-intellectual-diversity.php>
- Operating Procedures for Resolving Faculty Grievances
<https://www.purdue.edu/provost/policies/grievances-procedures.html>
- Procedures for Resolving Complaints of Discrimination and Harassment
<https://www.purdue.edu/ethics/resources/resolving-complaints.php>
- Undergraduate Curriculum Council
<https://www.purdue.edu/senate/committees/standing-committees/educational/curr/leadership.php>
- University Policy Committee
<https://www.purdue.edu/policies/>

Question Time

I very much appreciate the response from the Chancellor to my original question, and the disturbing consequences of centralization of decisions about IT for our campus. I do have a few follow up questions:

1. Why did we not get a detailed explanation like this? It may have reduced the stress of that tumultuous time to better understand why it was happening.

2. I appreciate the importance of not losing more money after the loss of \$3800. Have any attempts been made to see how much this change ended up costing the university, in particular:

--loss of productivity both during the first weeks of the semester, but also continued loss of productivity

I am having a hard time believing I am the only person whose ability to work continues to be disrupted by this. I have increasingly heard "vpn issues" as a reason all sorts of things are not getting done in a timely manner. I recently discovered a program that appeared on my computer that wanted to have access to all my internet searches and screen them (?). I was able to delete it from my laptop but only because I was granted admin privileges on my laptop, something that I had to specifically petition to receive--a recent policy change that was not publicly announced to the best of my knowledge.

Just a small example--I now have to duplicate all my coursework--uploading it to Brightspace but still sending it to students by email to ensure they can access it.

--impact on student retention and enrollment

I only have anecdotal data as instructor and president of Brown Ink society, but this continues to be a problem for our students. Not all of them own their own computers and thus can not install vpn on devices owned by others. Is someone tracking how this has impacted students? How it will impact grades? retention?

3. Is there any effort being placed in better education about internet security? The statistics about people clicking on the bad links is disturbing. Given the evolution of cybercrime, without better education we are going to be at risk again in the future.

4. Why is our security system for our campus different than that for PWL? During the time of vpn-induced chaos, it was possible for us to get into PWL based systems, including PWL's version of Brightspace, but not PFW-based ones. Does this mean we have another change on the horizon for us?

5. Is there any conversation about regaining some control over decisions about IT on our campus?

Introduction of vpn was not the only change that disrupted our ability to work on our campus (e.g. forced change of our login names for purdue accounts).

A. Livschiz