

Minutes of the
Eighth Regular Meeting of the Seventh Senate
Purdue University Fort Wayne
April 14, 21, and 28, 2025
KT G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of March 17 and March 24
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. Memorial Resolution-Mark Alan Crouch, SR 24-32 – A. Livschiz
6. Unfinished business
 - a. Community Engagement as an Area of Faculty Work, SD 24-17 – FAC, A. Khalifa (for discussion/action)
7. Committee reports requiring action
 - a. Credit for Prior Learning Procedures Ad-Hoc Subcommittee of Educational Policy Committee, SD 24-22 – EPC, S. Buttes (for discussion/action)
 - b. Amendments to the Constitution of the Fort Wayne Senate, SD 24-18 – EC, J. Nowak (for discussion/action)
 - c. Amendments to the Bylaws of the Senate, SD 24-20 – EC, J. Nowak (for discussion/action)
 - d. Amendments to the Grade Appeals Policy SD 82-2, SD 24-19 – EC, J. Nowak (for discussion/action)
 - e. Amendments to the Sabbatical Policy SD 22-7, SD 24-21 – EC, J. Nowak (for discussion/action)
 - f. Library Collection Development Policy, SD 24-24 – URAC, J. McHann (for discussion/action)
 - g. Ad-Hoc Academic Regulations Task Force Final Report, SD 24-25 – ARTF, J. Johns (for discussion/action)
 - h. Proposal to align the requirements for courses participating in General Education Ways of Knowing categories with requirements for courses participating in General Education Foundational Skills categories, SD 24-23 – EC, J. Nowak (for discussion/action)
8. New business
9. Question time

- a. RE: Daycare Services Support, SR 24-33 – A. Backer, R. Holycross, B. Kauffman, S. LaVere, K. Noyes, C. Ortsey, D. Patten, G. Petroviak, R. Shoquist, & H. Wilkerson

10. Committee reports “for information only”

- a. Terminating Faculty Senate’s Mirror of the Academic Regulations, SR 24-34 – EC, J. Nowak
- b. Charge to URAC to Study New Ways to Increase Resources at PFW, SR 24-35 – EC, J. Nowak

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:

- “Memorial Resolution-Mark Alan Crouch” (SR No. 24-32)
- “Community Engagement as an Area of Faculty Work” (SD 24-17)
- “Credit for Prior Learning Procedures Ad-Hoc Subcommittee of Educational Policy Committee” (SD 24-22)
- “Amendments to the Constitution of the Fort Wayne Senate” (SD 24-18)
- “Amendments to the Bylaws of the Senate” (SD 24-20)
- “Amendments to the Grade Appeals Policy SD 82-2” (SD 24-19)
- “Amendments to the Sabbatical Policy SD 22-7” (SD 24-21)
- “Library Collection Development Policy” (SD 24-24)
- “Ad-Hoc Academic Regulations Task Force Final Report” (SD 24-25)
- “Proposal to align the requirements for courses participating in General Education Ways of Knowing categories with requirements for courses participating in General Education Foundational Skills categories” (SD 24-23)
- “Question Time – re: Daycare Services Support” (SR No. 24-33)
- “Terminating Faculty Senate’s Mirror of the Academic Regulations” (SR No. 24-34)
- “Charge to URAC to Study New Ways to Increase Resources at PFW” (SR No. 24-35)

Senate Members Present:

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

Senate Members Absent:

N. Adilov, A. Backer, A. Blackmon, S. Cody, S. Elfayoumy, C. Freitas, M. Hammonds, J. Lewis, T. Lewis, G. Nakata, J. O’Connell, S. Schory, M. Wang, K. White, Y. Zhang

Guests Present:

S. Carr, A. Dircksen, T. Grady, D. Liu, A. Livschiz, R. Wooley

Acta

1. Call to order: C. Gurgur called the meeting to order at 12:00 p.m.
2. Approval of the minutes of March 17 and March 24: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Nowak moved to accept the agenda.

S. Buttes moved to list Senate Document SD 24-20 (Amendments to the Bylaws of the Senate) after Senate Document SD 24-18 (Amendments to the Constitution of the Fort Wayne Senate) on the agenda.

Motion to amend passed on a voice vote.

Amended agenda passed on a voice vote.

4. Reports of the Faculty Chairs:
 - a. Past Chair (UPC Representative):

B. Buldt: [as written, not as spoken] Good afternoon, everyone!

Spring has finally sprung, and Faculty Senate will likewise see rejuvenation. This is my valedictory address as faculty chair—although I’d prefer to call it my “swan song”—and you will soon be in the able hand of my successor, Lee Roberts. Before that transition happens, let me briefly mention two points.

First, as our representative on the University Policy Committee or UPC, I shall mention that a new policy is on the agenda for this week’s meeting. Purdue WL intends to create a new systemwide committee, the Lecturer Advisory Committee or LAC, as, quote, “a means of participation [for lecturers, but no one else] through suggestion and advice in the formulation or change of policies and procedures affecting teaching and learning and conditions of employment.” I’ll keep the Executive Committee apprised of any new developments, but, by all means, feel free to reach out to me!

Second, we all have received a copy of OAA Memo 25-2 on post-tenure review. The Provost has invited Faculty to provide feedback via their department chairs. I do not pretend to know better, but I suggested to my own department that our Professional Affairs Committee facilitate a conversation among our faculty and then report the

summary to the chair. If we listen to what everyone else has to say, I hope our collective feedback—now peer-reviewed, if you will—will be of better quality. If you like the idea, feel free to steal it and suggest something similar to your own department. Moreover, as a Senator who has followed our discussions of SEA 202, you might also want to remind your colleagues of the fact that a post-tenure review process was mandated by SEA 202 and is not the result of evil administrative despotism. And while SEA 202 requires a performance review at least every five years, it is Purdue policy that mandates an annual review cycle for faculty at the rank of associate and every three years for those at the rank of full. Finally, if you have concerns about shared governance since the memo was drafted outside established structures of Faculty Senate, so do I. I raised the issue already last year and suggested a different approach, but failed to convince our Provost. Truth be told, I didn't really push too hard either because in the end this is an administrative policy, not a faculty policy, and faculty have a chance to weigh in now. So please, do!

Thank you!

b. Chair (Presiding Officer):

C. Gurgur: I am a business scholar with expertise in both supply chain management and finance, so given what is surrounding us on the global front right now is both exciting and frightening to say the least. More significantly, it gives us opportunities to update our inter-disciplinary and trans-disciplinary curriculum and make it relevant to the very changing times.

China's expanding influence over critical infrastructure and supply chains, particularly in Africa, the Pacific and Latin America, reflects its effort to fill the leadership vacuum left by a distracted West. At the same time, US domestic divisions raise questions about its leadership capacity. These trends signal the erosion of post-WWII norms, the weakening of multilateral institutions and the rise of competing worldviews.

Currently, I am developing a new course in the theme of "The Twin Transition: Digital Innovation and Supply Chain Sustainability Strategies" which can use guest lectures from my wonderful colleagues from the College of Liberal Arts to the College of Sciences. To that end, we should consider **cross-disciplinary teaching and research in the new strategical plan of the Purdue Fort Wayne** aiming to be relevant for our students and the community we serve.

I will use certain chapters of a @2025 Stanford University Press book as part of the new course delivery with that goal. What I mean by building a **cross-disciplinary curriculum** to meet students' real needs can be best conveyed through an April 9th, 2025, dated blog post from The London School of Economics and Political Science. The blog is based on Andrew J Hoffman's book *Business School and the Noble Purpose of the Market: Correcting the Systemic Failures of Shareholder Capitalism*.

“This is the intellectual foundation for the next generation of business leaders.” — Paul Pollman, former CEO of Unilever, and coauthor of Net Positive.

Business School and the Noble Purpose of the Market challenges business schools to rethink their role in society—and reminds us that capitalism can serve a noble purpose. We need to teach our students to be stewards of the market. They need to understand capitalism, how it was originally conceived, what it has turned into, what various forms exist around the world.

We need to teach about the responsible relationship between business and government. We need to look at some of the things we teach that are problematic. Some metrics like GDP and discount rate actually take us in the wrong direction. For example, when we say efficiency is always good, that tells you that if it lowers prices or improves the stock price, it is good, so it's efficient to move manufacturing overseas. But what about the people in the town that got left behind? That's not in our equations.

Present political upheaval is wreaking havoc on global free trade, the role of government in the market, the power of the corporation in society, access to raw materials, national interests, and the form of the social safety net, among other tumults. The **business disruptions** of climate change are here and now, while we are in the midst of a shift in some basic assumptions of the market. And then of course, there is the looming threat and opportunities of **artificial intelligence** and its intrusion into education. The imperative for change in such a moment may be unavoidable. **It is time to be proactive. In the words of Winston Churchill, “never let a good crisis go to waste.”**

Today's business students **demand it** and are already ahead of us, questioning basic assumptions about the market and bringing new attitudes about the economic, social, and environmental purpose of corporations. Numerous surveys show that increasing numbers of today's business students – tomorrow's business leaders – are concerned about the mounting threats of climate change, inequality, health care, living wages and the world they are inheriting. They want to take action to solve them.

I have had students tell me that they find their values under attack every time they walk into the business school building. Other business school professors have **reported the same**. But they are not deterred. The incoming generation of business students is interested in taking ownership of the world they are inheriting and want to apply their careers in business to do that. They possess an energy that can be tapped to help us make business education better together. It is the business schools and their faculty that are not keeping up. It is time for that to change.

c. Chair-Elect (IFC Representative):

J. Nowak: On March 28, the Intercampus Faculty Council met. It was a very nice meeting. Probably the most significant thing to mention today is that Chris Ruhl, the treasurer and CFO, presented the state of the university finances. Many of you are aware that in February Purdue launched a five-year \$4 billion campaign, and Ruhl and President Chiang talked about pursuing new lines of revenue for Purdue through industry partnerships, particularly as student enrollment plateaus, and with the recent concern over government grants and contracts. They are concerned that those are going to be lessened, so they are looking to partner more with industry. The folks in West Lafayette were pretty excited about that vision and the \$4 billion campaign. If you recall under our previous president, Mitch Daniels, it was \$1.5 billion. This has jumped to \$4 billion. Other than that, the meeting went smoothly and ended quickly. It was one of the shorter meetings. With that, I would just like to say, I appreciate being able to serve on the Executive Committee this year. I look forward to next year. I also wanted to mention that the Executive Committee members that you don't see and that don't regularly get to speak at these meetings have done a ton of work. I just want to say thank you to those folks too. I hope that everybody has a great crescendo to the end of your semester. Thank you!

5. Special business of the day:

- a. Memorial Resolution (Senate Reference No. 24-32) – A. Livschiz

A. Livschiz read the memorial resolution for Mark Alan Crouch.

6. Unfinished business:

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

S. Steiner moved to amend with the following:

Changing the first “whereas” from “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” to “WHEREAS, Senate Document SD 21-19 established the Senate Ad-Hoc Committee on Community Engagement, which charged that committee with “gathering input from faculty, especially those involved in community engaged teaching, research, and service, on how the university should best document, track, measure the impact of, and/or reward such engagement activities.”

Adding a second new “whereas” that states “WHEREAS, SD 21-19 asked the Senate Ad-Hoc Committee on Community Engagement to “include in its efforts a consideration that PFW may intend to undertake efforts to reestablish its Carnegie Community Engagement classification.”

Adding a third new “whereas” that states “WHEREAS, recognition of engagement would involve revision of P&T documents relevant to the process that is currently underway in response to university restructuring, and addition of clinical/professors of practice and senior lecturers to the PFW P&T system.”

Changing what is now the seventh “whereas” from “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” to “WHEREAS, the Senate Faculty Affairs Committee acknowledges that the proposals (provided in the following pages) are all viable options; it believes that proposal 1, which is based on the West Lafayette Campus model, is the best path forward as it is easy to integrate into the current promotion and tenure framework at PFW.”

Adding an eighth new “whereas” that states “WHEREAS, Purdue West Lafayette has a well-established Office of Engagement and approved (effective January 1, 2019) “Criteria for Tenure and Promotion for the West Lafayette Campus” (as a supplement to the University Academic Tenure and Promotion Policy I.B.2).”

Adding a ninth new “whereas” that states “WHEREAS, “Criteria for Tenure and Promotion for the West Lafayette Campus” establish Engagement as a separate area under which “faculty members are eligible for promotion and/or tenure.”

Adding a tenth new “whereas” that states “WHEREAS, Engagement, for the purposes of promotion and/or tenure, require West Lafayette faculty members to have a demonstrated “record of scholarly engagement-related publications and evidence of national/international visibility,” which “may include innovation and creativity when developing and delivering programs, products and services that promote informed decisions and/or improve quality of life,” and/or are significant in “quantity, strength and impact on stakeholders . . . [through] forms such as the enactment of related legislation, adoption of innovations, and/or widespread changes in professional practice.”

Adding an eleventh new “whereas” that states “WHEREAS, West Lafayette affirms that “[e]ngaged scholarship may serve the land grant mission by working with government, schools, non-profits, business, and/or industry.”

Adding a twelfth new “whereas” that states “WHEREAS, PFW currently has faculty conducting high-impact engagement activities but does not currently have criteria for tenure and promotion for the Fort Wayne campus parallel to the criteria adopted at West Lafayette.”

Adding a thirteenth new “whereas” that states “WHEREAS, additionally, the Senate has not approved any recommendations regarding “how the university should best document, track, measure the impact of, and/or reward . . . engagement activities,” nor whether the university should “undertake efforts to reestablish its Carnegie Community Engagement classification.”

Changing the “be it resolved” from “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” to “BE IT RESOLVED, that the Senate establish an Ad-Hoc Engagement Subcommittee that will report to the Faculty Affairs Committee.”

Changing the “be it further resolved” from:

“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)”

to:

“BE IT FURTHER RESOLVED, that in accordance with the provisions of Senate Bylaws Section III.E.4., the Ad-Hoc Engagement Subcommittee described in this document be permitted to continue its work for two academic years beyond its initial academic year of existence.”

Changing the second “be it further resolved” from “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” to “BE IT FURTHER RESOLVED, that with approval of this resolution, the Ad-Hoc Engagement Subcommittee is approved to meet and conduct business to be submitted to the Senate via the Faculty Affairs Committee during Academic Years 2025-2026, 2026-2027, and 2027-2028.”

Adding a fourth new “be it further resolved” that states:

BE IT FURTHER RESOLVED, that the Ad-Hoc Engagement Subcommittee will have the charge and composition (with its membership selected via the process) described below.

PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee
Charge, Committee Composition, and Selection Process
(adopted with the passing of the above resolution)

Membership: The PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee, all members of which will have voting privileges, will be comprised of a minimum of five (5) qualified* members, all of whom will be appointed by the Chair of Senate Faculty Affairs

Committee by a date of May 11, 2025, and drawn from:

- Four (4) members of the Voting Faculty:
 - o two untenured, tenure-track faculty members
 - o one tenured faculty member
 - o one clinical faculty member
- One (1) Faculty member:
 - o one faculty member holding the rank of lecturer or senior lecturer

*To be qualified to serve on the Subcommittee, faculty must:

- hold academic rank as defined in the Senate Constitution, which includes professor, librarian, associate and assistant professor or librarian, instructor and senior instructor as well as senior lecturer
- have demonstrated knowledge and experience in conducting community engagement as scholarship, teaching, and service
- provide to the Chair of the Faculty Affairs Committee a brief summary of their history, knowledge, and interest in both scholarship of engagement and the Promotion and Tenure process

All members appointed to the ad-hoc subcommittee will serve for the full period of the subcommittee's operation: Academic Years 2025-2026, 2026-2027 and 2027-2028.

Charge: During Academic Years 2025-2026, 2026-2027 and 2027-2028, the PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee shall be delegated the following responsibilities:

- 1) regularly convene as needed during fall and spring semesters and provide meeting minutes to the Chair of the Senate Faculty Affairs Committee for inclusion in the committee's records;
- 2) elect from its membership each academic year a Chair who will preside over its meetings, guide its members' work, report progress to the Chair of the Senate Faculty Affairs Committee, and ensure any documents approved in the subcommittee are forwarded to the Faculty Affairs Committee for further action;
- 3) develop a PFW campus-level recommendation for how engagement (subject to final approval of the full Senate following the subcommittee's work) will be added as a distinct area of faculty work under which "faculty members are eligible for promotion and/or tenure" (using as a starting example "Criteria for Tenure and Promotion for the West Lafayette Campus"). This will include, at a minimum, proposed revisions to the following documents:
 - OAA 99-1 memorandum detailing the format for promotion and/or tenure dossier;
 - 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); and
- Guiding Principles for Promotion to Senior Lecturer (SD 19-9)

In carrying out this part of its charge, the ad-hoc subcommittee shall work with the Provost and Office of Academic Affairs (OAA) to solicit feedback from the Purdue West Lafayette Campus on recommended changes prior to submitting document revisions to the Senate Faculty Affairs Committee for further action. In working with the Provost and OAA, the Ad-Hoc Engagement Subcommittee may wish to provide suggestions for how OAA may develop programming or additional professional development opportunities for faculty pursuing promotion and/or tenure in the area of engagement. Some examples may include drawing upon qualified faculty to add engagement education to Promotion and Tenure Workshops or to workshops for departments developing department-level criteria following adoption of revisions to the above-documents.

4) provide regular reports (at a minimum once per semester) to the Senate Faculty Affairs Committee on its progress toward completing proposed revisions of the documents listed above as well as any additional related work that is being completed by the subcommittee or may need to be completed by the Faculty Affairs Committee;

5) submit its completed document revisions to the Senate Faculty Affairs Committee no later than March 2027 for approval. The Subcommittee may be asked to provide additional clarity or revisions before the changes are submitted to the full Senate for discussion and further action.

If the Ad-Hoc Subcommittee's work is incomplete at the end of its operating period, the Faculty Affairs Committee will assume responsibility for any remaining business items under consideration in the ad-hoc subcommittee."

B. Buldt moved to table Senate Document SD 24-17 until April 21 and to have the amendments document circulated.

Motion to table passed on a voice vote.

7. Committee reports requiring action:

- a. Educational Policy Committee (Senate Document SD 24-22) – S. Buttes

S. Buttes moved to approve Senate Document SD 24-22 (Credit for Prior Learning Procedures Ad-Hoc Subcommittee of Educational Policy Committee).

Resolution passed on a voice vote.

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

J. Nowak moved to approve Senate Document SD 24-18 (Amendments to the Constitution of the Fort Wayne Senate).

S. Buttes moved to send Senate Document SD 24-18 back to the Executive Committee for further discussion over the next academic year.

Motion to send Senate Document SD 24-18 back to the Executive Committee failed due to lack of a second.

The meeting is suspended at 1:15 until noon, Monday, April 21, 2025.

Session II
(April 21)

Acta

Senate Members Present:

A. Backer, J. Badia, K. Barker, B. Berry, B. Buldt, S. Buttes, S. Cody, B. Dattilo, C. Drummond, S. Elfayoumy, K. Fineran, R. Friedman, J. Givens, S. Hanke, J. Johns, S. Johnson, M. Jordan, D. Kaiser, A. Khalifa, J. Lawton, T. Lewis, V. Maloney, E. Mann, 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, A. Blackmon, Y. Deng, R. Elsenbaumer, C. Freitas, M. Hammonds, J. Lewis, J. Li, H. Luo, J. Mbuba, J. McHann, G. Nakata, J. O'Connell, J. Rouleau, P. Saha, S. Schory, K. White, Y. Zhang

Guests Present:

S. Carr, A. Dirksen, T. Grady, C. Kuznar, C. Marcuccilli, T. Swim, K. Tierney-Louch

C. Gurgur reconvened the meeting at 12:00 p.m. on April 21, 2025.

7. Committee reports requiring action:

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

L. Roberts moved to send Senate Document SD 24-18 back to the Executive Committee.

Motion to send Senate Document SD 24-18 back to the Executive Committee passed on a hand vote.

6. Unfinished business:

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

S. Steiner moved to take Senate Document SD 24-17 off the table.

Motion to take Senate Document SD 24-17 off the table passed on a voice vote.

S. Steiner moved to amend with the following:

Changing the first “whereas” from “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” to “WHEREAS, Senate Document SD 21-19 established the Senate Ad-Hoc Committee on Community Engagement, which charged that committee with “gathering input from faculty, especially those involved in community engaged teaching, research, and service, on how the university should best document, track, measure the impact of, and/or reward such engagement activities.”

Adding a second new “whereas” that states “WHEREAS, SD 21-19 asked the Senate Ad-Hoc Committee on Community Engagement to “include in its efforts a consideration that PFW may intend to undertake efforts to reestablish its Carnegie Community Engagement classification.”

Adding a third new “whereas” that states “WHEREAS, recognition of engagement would involve revision of P&T documents relevant to the process that is currently underway in response to university restructuring, and addition of clinical/professors of practice and senior lecturers to the PFW P&T system.”

Changing what is now the seventh “whereas” from “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” to “WHEREAS, the Senate Faculty Affairs Committee acknowledges that the proposals (provided in the following pages) are all viable options; it believes that proposal 1, which is based on the West Lafayette Campus model, is the best path forward as it is easy to integrate into the current promotion and tenure framework at PFW.”

Adding an eighth new “whereas” that states “WHEREAS, Purdue West Lafayette has a well-established Office of Engagement and approved (effective January 1, 2019) “Criteria for Tenure and Promotion for the West Lafayette Campus” (as a supplement to the University Academic Tenure and Promotion Policy I.B.2).”

Adding a ninth new “whereas” that states “WHEREAS, “Criteria for Tenure and Promotion for the West Lafayette Campus” establish Engagement as a separate area under which “faculty members are eligible for promotion and/or tenure.”

Adding a tenth new “whereas” that states “WHEREAS, Engagement, for the purposes of promotion and/or tenure, require West Lafayette faculty members to have a demonstrated “record of scholarly engagement-related publications and evidence of national/international visibility,” which “may include innovation and creativity when developing and delivering programs, products and services that promote informed decisions and/or improve quality of life,” and/or are significant in “quantity, strength and impact on stakeholders . . . [through] forms such as the enactment of related legislation, adoption of innovations, and/or widespread changes in professional practice.”

Adding an eleventh new “whereas” that states “WHEREAS, West Lafayette affirms that “[e]ngaged scholarship may serve the land grant mission by working with government, schools, non-profits, business, and/or industry.”

Adding a twelfth new “whereas” that states “WHEREAS, PFW currently has faculty conducting high-impact engagement activities but does not currently have criteria for tenure and promotion for the Fort Wayne campus parallel to the criteria adopted at West Lafayette.”

Adding a thirteenth new “whereas” that states “WHEREAS, additionally, the Senate has not approved any recommendations regarding “how the university should best document, track, measure the impact of, and/or reward . . . engagement activities,” nor whether the university should “undertake efforts to reestablish its Carnegie Community Engagement classification.”

Changing the “be it resolved” from “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” to “BE IT RESOLVED, that the Senate establish an Ad-Hoc Engagement Subcommittee that will report to the Faculty Affairs Committee.”

Changing the “be it further resolved” from:

“BE IT FURTHER RESOLVED, that he 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)”

to:

“BE IT FURTHER RESOLVED, that in accordance with the provisions of Senate Bylaws Section III.E.4., the Ad-Hoc Engagement Subcommittee described in this document be permitted to continue its work for two academic years beyond its initial academic year of existence.”

Changing the second “be it further resolved” from “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” to “BE IT FURTHER RESOLVED, that with approval of this resolution, the Ad-Hoc Engagement Subcommittee is approved to meet and conduct business to be submitted to the Senate via the Faculty Affairs Committee during Academic Years 2025-2026, 2026-2027, and 2027-2028.”

Adding a fourth new “be it further resolved” that states:

BE IT FURTHER RESOLVED, that the Ad-Hoc Engagement Subcommittee will have the charge and composition (with its membership selected via the process) described below.

PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee
Charge, Committee Composition, and Selection Process
(adopted with the passing of the above resolution)

Membership: The PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee, all members of which will have voting privileges, will be comprised of a minimum of five (5) qualified* members, all of whom will be appointed by the Chair of Senate Faculty Affairs Committee by a date of May 11, 2025, and drawn from:

- Four (4) members of the Voting Faculty:
 - o two untenured, tenure-track faculty members
 - o one tenured faculty member
 - o one clinical faculty member
- One (1) Faculty member:
 - o one faculty member holding the rank of lecturer or senior lecturer

*To be qualified to serve on the Subcommittee, faculty must:

- hold academic rank as defined in the Senate Constitution, which includes professor, librarian, associate and assistant professor or librarian, instructor and senior instructor as well as senior lecturer
- have demonstrated knowledge and experience in conducting community engagement as scholarship, teaching, and service
- provide to the Chair of the Faculty Affairs Committee a brief summary of their history, knowledge, and interest in both scholarship of engagement and

the Promotion and Tenure process

All members appointed to the ad-hoc subcommittee will serve for the full period of the subcommittee's operation: Academic Years 2025-2026, 2026-2027 and 2027-2028.

Charge: During Academic Years 2025-2026, 2026-2027 and 2027-2028, the PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee shall be delegated the following responsibilities:

- 1) regularly convene as needed during fall and spring semesters and provide meeting minutes to the Chair of the Senate Faculty Affairs Committee for inclusion in the committee's records;
- 2) elect from its membership each academic year a Chair who will preside over its meetings, guide its members' work, report progress to the Chair of the Senate Faculty Affairs Committee, and ensure any documents approved in the subcommittee are forwarded to the Faculty Affairs Committee for further action;
- 3) develop a PFW campus-level recommendation for how engagement (subject to final approval of the full Senate following the subcommittee's work) will be added as a distinct area of faculty work under which "faculty members are eligible for promotion and/or tenure" (using as a starting example "Criteria for Tenure and Promotion for the West Lafayette Campus"). This will include, at a minimum, proposed revisions to the following documents:
 - OAA 99-1 memorandum detailing the format for promotion and/or tenure dossier;
 - 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); and
 - Guiding Principles for Promotion to Senior Lecturer (SD 19-9)

In carrying out this part of its charge, the ad-hoc subcommittee shall work with the Provost and Office of Academic Affairs (OAA) to solicit feedback from the Purdue West Lafayette Campus on recommended changes prior to submitting document revisions to the Senate Faculty Affairs Committee for further action. In working with the Provost and OAA, the Ad-Hoc Engagement Subcommittee may wish to provide suggestions for how OAA may develop programming or additional professional development opportunities for faculty pursuing promotion and/or tenure in the area of engagement. Some examples may include drawing upon qualified faculty to add engagement education to Promotion and Tenure Workshops or to workshops for departments developing department-level criteria following adoption of revisions to the above-documents.

- 4) provide regular reports (at a minimum once per semester) to the Senate Faculty Affairs Committee on its progress toward completing proposed revisions of the documents listed above as well as any additional related work that is being completed by the subcommittee or

may need to be completed by the Faculty Affairs Committee;

5) submit its completed document revisions to the Senate Faculty Affairs Committee no later than March 2027 for approval. The Subcommittee may be asked to provide additional clarity or revisions before the changes are submitted to the full Senate for discussion and further action.

If the Ad-Hoc Subcommittee's work is incomplete at the end of its operating period, the Faculty Affairs Committee will assume responsibility for any remaining business items under consideration in the ad-hoc subcommittee."

Motion to amend failed on a voice vote.

S. Steiner moved to amend with the following:

Changing the first "whereas" from "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" to "WHEREAS, Senate Document SD 21-19 established the Senate Ad-Hoc Committee on Community Engagement, which charged that committee with "gathering input from faculty, especially those involved in community engaged teaching, research, and service, on how the university should best document, track, measure the impact of, and/or reward such engagement activities."

Adding a second "whereas" that states "WHEREAS, SD 21-19 asked the Senate Ad-Hoc Committee on Community Engagement to "include in its efforts a consideration that PFW may intend to undertake efforts to reestablish its Carnegie Community Engagement classification."

Adding a third "whereas" that states "WHEREAS, recognition of engagement would involve revision of P&T documents relevant to the process that is currently underway in response to university restructuring, and addition of clinical/professors of practice and senior lecturers to the PFW P&T system."

Changing the new seventh "whereas" from "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" to "WHEREAS, the Senate Faculty Affairs Committee acknowledges that the proposals (provided in the following pages) are well considered; it believes that the best path forward is to integrate engagement into the three areas of faculty work (teaching, research, and service) that currently comprise the promotion and tenure framework at PFW, as in proposal 2."

Adding an eighth “whereas” that states “WHEREAS, Purdue West Lafayette has a well-established Office of Engagement and approved (effective January 1, 2019) “Criteria for Tenure and Promotion for the West Lafayette Campus” (as a supplement to the University Academic Tenure and Promotion Policy I.B.2).”

Adding a ninth “whereas” that states “WHEREAS, PFW currently has faculty conducting high-impact engagement activities but does not currently have criteria for tenure and promotion for the Fort Wayne campus parallel to the criteria adopted at West Lafayette.”

Changing the “be it resolved” from “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” to “BE IT RESOLVED, that the Senate establish an Ad-Hoc Engagement Subcommittee that will report to the Faculty Affairs Committee.”

Changing the “be it further resolved” from:

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)”

to:

“BE IT FURTHER RESOLVED, that in accordance with the provisions of Senate Bylaws Section III.E.4., the Ad-Hoc Engagement Subcommittee described in this document be permitted to continue its work for one academic year beyond its initial academic year of existence.”

Changing the second “be it further resolved” from:

“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”

to:

“BE IT FURTHER RESOLVED, that with approval of this resolution, the Ad-Hoc Engagement Subcommittee is approved to meet and conduct business to be submitted to the Senate via the Faculty Affairs Committee during Academic Years 2025-2026 and 2026-2027.”

Adding a fourth “be it further resolved” that states:

“BE IT FURTHER RESOLVED, that the Ad-Hoc Engagement Subcommittee will have the charge and composition (with its membership selected via the process) described below.

PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee
Charge, Committee Composition, and Selection Process
(adopted with the passing of the above resolution)

Membership: The PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee, all members of which will have voting privileges, will be comprised of a minimum of five (5) qualified* members. Nominations of qualified members for the Ad-Hoc committee will be sought by the Nominations and Elections Committee. The Chair of Senate Faculty Affairs Committee will appoint nominees by a date of May 11, 2025, that meet the following criteria:

- Four (4) members of the Voting Faculty:
 - o two untenured, tenure-track faculty members
 - o one tenured faculty member
 - o one clinical faculty member
 - One (1) Faculty member:
 - o one faculty member holding the rank of lecturer or senior lecturer
- *To be qualified to serve on the Subcommittee, faculty must:
- hold academic rank as defined in the Senate Constitution, which includes professor, librarian, associate and assistant professor or librarian, instructor and senior instructor as well as senior lecturer
 - have demonstrated knowledge and experience in conducting community engagement as scholarship, teaching, and service
 - provide to the Chair of the Faculty Affairs Committee a brief summary of their history, knowledge, and interest in both scholarship of engagement and the Promotion and Tenure process

All members appointed to the ad-hoc subcommittee will serve for the full period of the subcommittee’s operation: Academic Years 2025-2026, and 2026-2027.

Charge: During Academic Years 2025-2026, and 2026-2027, the PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee shall be delegated the following responsibilities:

- 1) regularly convene as needed during fall and spring semesters and provide meeting minutes to the Chair of the Senate Faculty Affairs Committee for inclusion in the committee’s records;
- 2) elect from its membership each academic year a Chair who will preside over its meetings, guide its members’ work, report progress to the Chair of the Senate Faculty Affairs Committee, and ensure any documents approved in the subcommittee are forwarded to the Faculty Affairs Committee for further action;

3) develop a PFW campus-level recommendation for how engagement (subject to final approval of the full Senate following the subcommittee's work) will be included in faculty work under which "faculty members are eligible for promotion and/or tenure" (using as a starting example "Criteria for Tenure and Promotion for the West Lafayette Campus"). This may include, at a minimum, proposed revisions to the following documents:

- OAA 99-1 memorandum detailing the format for promotion and/or tenure dossier;
- 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); and
- Guiding Principles for Promotion to Senior Lecturer (SD 19-9)

In carrying out this part of its charge, the ad-hoc subcommittee shall work with the Provost and Office of Academic Affairs (OAA) to solicit feedback from the Purdue West Lafayette Campus on recommended changes prior to submitting document revisions to the Senate Faculty Affairs Committee for further action. In working with the Provost and OAA, the Ad-Hoc Engagement Subcommittee may wish to provide suggestions for how OAA may develop programming or additional professional development opportunities for faculty pursuing promotion and/or tenure in the area of engagement. Some examples may include drawing upon qualified faculty to include engagement education to Promotion and Tenure Workshops or to workshops for departments developing department-level criteria following adoption of revisions to the above-documents.

4) provide regular reports (at a minimum once per semester) to the Senate Faculty Affairs Committee on its progress toward completing proposed revisions of the documents listed above as well as any additional related work that is being completed by the subcommittee or may need to be completed by the Faculty Affairs Committee;

5) submit its completed document revisions to the Senate Faculty Affairs Committee no later than March 2027 for approval. The Subcommittee may be asked to provide additional clarity or revisions before the changes are submitted to the full Senate for discussion and further action.

If the Ad-Hoc Subcommittee's work is incomplete at the end of its operating period, the Faculty Affairs Committee will assume responsibility for any remaining business items under consideration in the ad-hoc subcommittee.

The meeting is suspended at 1:15 until noon, Monday, April 28, 2028.

Session III
(April 28)

Acta

Senate Members Present:

J. Badia, K. Barker, B. Berry, B. Buldt, S. Buttes, S. Cody, B. Dattilo, Y. Deng, R. Elsenbaumer, K. Fineran, R. Friedman, J. Johns, S. Johnson, M. Jordan, D. Kaiser, A. Khalifa, J. Lawton, J. Li, H. Luo, V. Maloney, E. Mann, D. Miller, D. Momoh, A. Montenegro, A. Nasr, J. Nowak, I. Nunez, E. Ohlander, D. Ohlinger, H. Park, L. Roberts, J. Rouleau, P. Saha, R. Shoquist, S. Steiner, K. Stultz-Dessent, K. Surface, D. Tahmassebi, G. Wang, M. Wolf

Senate Members Absent:

N. Adilov, A. Backer, A. Blackmon, C. Drummond, S. Elfayoumy, C. Freitas, J. Givens, M. Hammonds, S. Hanke, J. Lewis, T. Lewis, J. Mbuba, J. McHann, P. Mishra, G. Nakata, J. O'Connell, S. Schory, M. Wang, K. White, Y. Zhang

Guests Present:

S. Carr, G. Casaburo, A. Dirksen, P. Eber, B. Hull, C. Marcuccilli, T. Swim, K. Tierney-Louch

C. Gurgur reconvened the meeting at 12:00 p.m. on April 28, 2025.

6. Unfinished business:

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

A. Nasr moved to remove the “as in proposal 2” in the seventh “whereas” of the proposed amendment.

M. Jordan moved for unanimous consent.

No objections to vote of unanimous consent.

“As in proposal 2” removed from the proposed amendment.

S. Steiner moved to change the “will” to “may” in the last “be it further resolved” under section three of the charge.

B. Buldt moved for unanimous consent.

No objections to vote of unanimous consent.

“Will” changed to “may” in the proposed amendment.

S. Cody moved to approve the amended amendment by unanimous consent.

No objections to vote of unanimous consent.

Amended Senate Document SD 24-17 approved.

7. Committee reports requiring action:

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

J. Nowak moved to approve Senate Document SD 24-20 (Amendments to the Bylaws of the Senate).

S. Buttes moved to send Senate Document SD 24-20 back to the Executive Committee for further work in the fall.

Motion to send Senate Document SD 24-20 back to the Executive Committee passed on a hand vote.

C. Gurgur moved to suspend the rules to discuss Senate Reference No. 24-35 (Charge to URAC to Study New Ways to Increase Resources at PFW).

Motion to suspend the rules passed on a voice vote.

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

Resolution moved to the fall.

- e. Executive Committee (Senate Document SD 24-21) – J. Nowak

Resolution moved to the fall.

- f. University Resources Advisory Committee (Senate Document SD 24-24) – J. McHann

Resolution moved to the fall.

- g. Ad-Hoc Academic Regulations Task Force (Senate Document SD 24-25) – J. Johns

Resolution moved to the fall.

- h. Executive Committee (Senate Document SD 24-23) – J. Nowak

Resolution moved to the fall.

8. New business: There was no new business.

9. Question time:

- a. (Senate Reference No. 24-33) – A. Backer, R. Holycross, B. Kauffman, S. LaVere, K. Noyes, C. Ortsey, D. Patten, G. Petroviak, R. Shoquist, & H. Wilkerson

Now that the sale of the PFW Foundation building housing The Learning Community and TLC's merger with Milestone have been finalized, a new era of daycare provision by PFW for its stakeholders is at hand. At this stage, however, even the outlines of this phase remain cloudy as the administration has remained silent about the specific degree of support that PFW intends to provide for its community members that depended upon TLC, and its relationship with the university, for daycare services. This state of affairs exists despite the opportunities for such clarification presented by recent Senate debates over the URAC report on daycare at (I)PFW [SR 24-24], which representatives of the administration and Foundation helped to write, and the report's follow-up document [SD 24-16]. In fact, the only official communiques between the administration and the PFW users of TLC's services have been two notes, neither of which was sent to all such users or contained any information about the future of daycare services at PFW. Therefore, would the Chancellor, or his administrative designee, consent to providing an update during Question Time at the April Senate meeting on what PFW's future plans are for supporting daycare services for faculty, staff and students at this university?

R. Elsenbaumer: (Answer delivered via email).

Purdue Fort Wayne and the PFW Foundation have been working diligently during the past year to help facilitate the transition of ownership of the facility where The Learning Center (TLC) operates its childcare program.

As was communicated early on in the process, it was no longer feasible for the university and the foundation to continue subsidizing the operation and assuming such a significant legal liability. Therefore, the foundation moved forward with a sale of the property, and both the university and the foundation made a commitment to do everything possible to find a buyer who would continue operating the facility as a childcare center.

During the fall 2024 semester, the Faculty Senate's Executive Committee charged the University Resources Advisory Committee (URAC) with undertaking a study of both the history and current state of childcare for Purdue Fort Wayne employees and students. In January 2025, the URAC presented to the Faculty Senate its extremely well researched and exhaustive "Report in Response to EC Charge to URAC Concerning Daycare at PFW," as well as a resolution for consideration regarding the report.

Concurrent with the URAC study, the PFW Foundation continued its discussions with potential buyers for the property, and Milestone, a company that operates childcare facilities across the country, emerged with an offer to purchase the property.

Glen Nakata, vice chancellor for financial and administrative affairs for PFW, and BJ Hull, chief development and alumni engagement officer for PFW and chief operating officer and secretary for the PFW Foundation, kept the URAC updated as the terms of the sale were finalized.

Last month (March 20, 2025) Mr. Nakata informed the URAC that Milestone and TLC had reached an agreement whereby Milestone would be purchasing TLC's equipment and hiring Brad Hand, executive director of TLC, as well as the current TLC staff to work at the facility following the May 5, 2025, closing date for the sale. Additionally, he reported that Milestone was on track to receive all licenses and certificates for the State of Indiana prior to the May 5 closing, thus ensuring no interruption of services for the families that use the services of TLC. This information was also forwarded to the Faculty Senate Executive Committee.

Subsequently, the university was pleased to learn that Milestone, as part of its transition, extended an invitation to meet with all parents who use TLC's services to discuss the company's plans and to address any questions users of the childcare services may have.

With the May 5 closing date now rapidly approaching and all outstanding issues resolved — including the win-win of identifying a buyer for the property that would maintain the facility as a childcare operation *and* having that buyer develop an agreement with the current TLC leadership and staff to ensure continuity—the university and foundation look forward to a smooth transition as Milestone assumes ownership of the property and responsibility for the childcare operation.

In its March meeting, the Faculty Senate created a committee charged with conducting further study of childcare as it relates to faculty, staff, and students at Purdue Fort Wayne. In the spirit of shared governance, university leadership looks forward to working with this new committee, as well as the URAC and the Executive Committee, to review and consider recommendations on this topic going forward.

10. Committee reports “for information only”:

a. Executive Committee (Senate Reference No. 24-34) – J. Nowak

Senate Reference No. 24-34 (Terminating Faculty Senate's Mirror of the Academic Regulations) was presented for information only.

b. Executive Committee (Senate Reference No. 24-35) – J. Nowak

Senate Reference No. 24-35 (Charge to URAC to Study New Ways to Increase Resources at PFW) was presented 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

Senate Reference No. 24-32

Memorial Resolution for Mark Alan Crouch

Mark Alan Crouch, 74, passed away on March 8, 2025, at Golden Years Homestead in Fort Wayne, Indiana. He was born to Kenneth and Dallisrose (Carver) Crouch on July 7, 1950, in Sedalia, Missouri. The family moved to Osawatomie, Kansas, the following year.

While in high school, Mark played the trumpet in the school band. He also played the keyboards in a garage band called The Lost Cause, a name that foreshadowed the wicked sense of humor he would exhibit as an adult. The band performed in area bars behind chicken wire, which shielded the performers from the beer bottles occasionally hurled by "appreciative" audience members.

As a youth, Mark also was an active member in DeMolay, the international youth leadership organization that strives to shape young men into leaders of character. The group was a great fit because Mark was his own character with great character. Local Masonic Lodge members, who sponsored DeMolay, were impressed enough to name him "Outstanding DeMolay of the Year" in 1968.

Mark graduated from Osawatomie High School with the class of 1968. He went on to study economics at Kansas State Teacher College, now known as Emporia State University, and graduated in 1972 with a bachelor's degree.

Mark was hired in the shipping and receiving department at Jacobson Manufacturing in Olathe, Kansas. While there, he received an inside view of the sometimes contentious relationship between unions and management.

The experience inspired him to enroll in the University of Iowa in Iowa City, Iowa, where he earned a master's degree in labor studies, a topic that would become Mark's passion for the rest of his life.

Following graduation, Mark moved to Fort Wayne, Indiana, and began teaching labor studies for Indiana University Division of Labor Studies at the Indiana-Purdue University Fort Wayne campus as an associate professor. His lessons focused on worker representation, union history and organizing; contract negotiating and grievance processes; health and safety requirements in the workplace; and other labor-related topics. Mark was generous with his time and knowledge in hopes of equipping students with the ability to advocate for themselves, based on common sense and existing federal and state laws. For IPFW General Studies students who included Labor Studies portfolios, he was a collaborative partner, focusing on their collective students' needs.

People he worked with remember him hanging out near the General Studies office chatting with a Diet Coke with no sugar, no caffeine, that they affectionately called, "colored water in a Coke can".

Mark didn't confine his activities to the classroom. He was a founding member of the Workers' Project and served on many committees in the Fort Wayne community including the Fort Wayne Police Merit Board Commission. He submitted labor-related columns to the local newspapers and was a frequent media contributor. He drove thousands of miles across Indiana and neighboring states to share labor studies information with hundreds of workers. He enjoyed interacting with working people.

Mark's legacy is seen in numerous workplaces, where union leaders work to afford their members respect and fairness while ensuring workers' health and safety are protected. However, Mark would be the first one to say the battle to protect workers' rights continues.

In his free time, Mark enjoyed attending concerts, art expositions and visiting museums. He also liked to go to antique shops and collect union memorabilia from past eras.

Mark is preceded in death by his parents and sister-in-law, Patricia Crouch. He is survived by his brother Keith Crouch of Paola, Kansas; niece Amy Belcher of Spring Hill, Kansas; and nephew Paul Crouch of Olathe, Kansas.

Mark's family would like to thank the many people help care for and support Mark including Golden Years workers, as well as, Brian Headings, Karen Bartrom, and Tom Lewandowski.

Divine Mercy Funeral Home 3500 Lake Ave., Fort Wayne, is handling the services. Visitation will be Friday, March 21, 4PM to 7PM. The funeral service will be Saturday, March 22 at 11am with viewing one hour prior. Mark will be laid to rest Fort Wayne.

The family suggests memorial contributions be made to Workers' Project to establish the Mark Crouch Workers' Education Fund c/o Divine Mercy Funeral Home, 3500 Lake Ave., Fort Wayne, IN, 46805.

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 charged that committee with “gathering input from faculty, especially those involved in community engaged teaching, research, and service, on how the university should best document, track, measure the impact of, and/or reward such engagement activities;” and

WHEREAS, [SD 21-19](#) asked the Senate Ad-Hoc Committee on Community Engagement to “include in its efforts a consideration that PFW may intend to undertake efforts to reestablish its Carnegie Community Engagement classification;” and,

WHEREAS, recognition of engagement would involve revision of P&T documents relevant to the process that is currently underway in response to university restructuring, and addition of clinical/professors of practice and senior lecturers to the PFW P&T system;

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 well considered; it believes that the best path forward is to integrate engagement into the three areas of faculty work (teaching, research, and service) that currently comprise the promotion and tenure framework at PFW.

WHEREAS, Purdue West Lafayette has a well-established [Office of Engagement](#) and approved (effective January 1, 2019) “[Criteria for Tenure and Promotion for the West Lafayette Campus](#)” (as a supplement to the [University Academic Tenure and Promotion Policy I.B.2](#)); and

WHEREAS, PFW currently has faculty conducting high-impact engagement activities but does not currently have criteria for tenure and promotion for the Fort Wayne campus parallel to the criteria adopted at West Lafayette; and

BE IT RESOLVED, that the Senate establish an Ad-Hoc Engagement Subcommittee that will report to the Faculty Affairs Committee; and,

BE IT FURTHER RESOLVED, that in accordance with the provisions of Senate Bylaws Section III.E.4., the Ad-Hoc Engagement Subcommittee described in this document be permitted to continue its work for one academic year beyond its initial academic year of existence.

BE IT FURTHER RESOLVED, that with approval of this resolution, the Ad-Hoc Engagement Subcommittee is approved to meet and conduct business to be submitted to the Senate via the Faculty Affairs Committee during Academic Years 2025-2026 and 2026-2027; and,

BE IT FURTHER RESOLVED, that the Ad-Hoc Engagement Subcommittee will have the charge and composition (with its membership selected via the process) described below.

**PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee
Charge, Committee Composition, and Selection Process
(adopted with the passing of the above resolution)**

Membership: The PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee, all members of which will have voting privileges, will be comprised of a minimum of five (5) qualified* members. Nominations of qualified members for the Ad-Hoc committee will be sought by the Nominations and Elections Committee. The Chair of Senate Faculty Affairs Committee will appoint nominees by a date of May 11, 2025, that meet the following criteria:

- Four (4) members of the Voting Faculty:
 - two untenured, tenure-track faculty members
 - one tenured faculty member
 - one clinical faculty member
- One (1) Faculty member:
 - one faculty member holding the rank of lecturer or senior lecturer

*To be qualified to serve on the Subcommittee, faculty must:

- hold academic rank as defined in the Senate Constitution, which includes professor, librarian, associate and assistant professor or librarian, instructor and senior instructor as well as senior lecturer
- have demonstrated knowledge and experience in conducting community engagement as scholarship, teaching, and service
- provide to the Chair of the Faculty Affairs Committee a brief summary of their history, knowledge, and interest in both scholarship of engagement and the Promotion and Tenure process

All members appointed to the ad-hoc subcommittee will serve for the full period of the subcommittee's operation: Academic Years 2025-2026, and 2026-2027.

Charge: During Academic Years 2025-2026, and 2026-2027, the PFW Senate Faculty Affairs Ad-Hoc Engagement Subcommittee shall be delegated the following responsibilities:

1) regularly convene as needed during fall and spring semesters and provide meeting minutes to the Chair of the Senate Faculty Affairs Committee for inclusion in the committee's records;

2) elect from its membership each academic year a Chair who will preside over its meetings, guide its members' work, report progress to the Chair of the Senate Faculty Affairs Committee, and ensure any documents approved in the subcommittee are forwarded to the Faculty Affairs Committee for further action;

3) develop a PFW campus-level recommendation for how engagement (subject to final approval of the full Senate following the subcommittee's work) may be included in faculty work under which "faculty members are eligible for promotion and/or tenure" (using as a starting example "[Criteria for Tenure and Promotion for the West Lafayette Campus](#)"). This may include, at a minimum, proposed revisions to the following documents:

- OAA 99-1 memorandum detailing the format for promotion and/or tenure dossier;
- 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); and
- Guiding Principles for Promotion to Senior Lecturer (SD 19-9)

In carrying out this part of its charge, the ad-hoc subcommittee shall work with the Provost and Office of Academic Affairs (OAA) to solicit feedback from the Purdue West Lafayette Campus on recommended changes prior to submitting document revisions to the Senate Faculty Affairs Committee for further action. In working with the Provost and OAA, the Ad-Hoc Engagement Subcommittee may wish to provide suggestions for how OAA may develop programming or additional professional development opportunities for faculty pursuing promotion and/or tenure in the area of engagement. Some examples may include drawing upon qualified faculty to include engagement education to Promotion and Tenure Workshops or to workshops for departments developing department-level criteria following adoption of revisions to the above-documents.

4) provide regular reports (at a minimum once per semester) to the Senate Faculty Affairs Committee on its progress toward completing proposed revisions of the documents listed above as well as any additional related work that is being completed by the subcommittee or may need to be completed by the Faculty Affairs Committee;

5) submit its completed document revisions to the Senate Faculty Affairs Committee no later than March 2027 for approval. The Subcommittee may be asked to provide additional clarity or revisions before the changes are submitted to the full Senate for discussion and further action.

If the Ad-Hoc Subcommittee's work is incomplete at the end of its operating period, the Faculty Affairs Committee will assume responsibility for any remaining business items under consideration in the ad-hoc subcommittee.

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.

Senate Document SD 24-22
Approved, 4/14/2025

MEMORANDUM

TO Cigdem Gurgur, Presiding Officer

FROM: Holly Hullinger, Chair
Educational Policy Committee

DATE: 02/18/2025

SUBJ: Credit for Prior Learning Procedures Ad-Hoc Subcommittee of Educational Policy Committee

WHEREAS, the Educational Policy Committee developed a proposed process for responding to the Indiana Commission for Higher Education (CHE) recommendation ([link](#)) that Indiana's public higher education institutions adopt the CHE Credit for Prior Learning Model Policy ([CHE recommended policy](#));

BE IT RESOLVED, that the Senate approve the plan of action detailed below.

Background:

On November 9, 2023, the Indiana Commission for Higher Education (CHE) passed a resolution to adopt the Indiana Credit for Prior Learning (CPL) Model Policy Guidance ([Nov. 9, 2023 resolution](#)). As stated in the resolution, the purpose of this resolution is to assist CHE in meeting the goal that 60 percent of Hoosiers complete education beyond high school by 2025. Approximately two million Hoosier adults do not have a degree or credential beyond high school, yet nearly 40 percent of them have some college credit. In collaboration with the Council for Adult and Experiential Learning ([CAEL](#)) and Thomas P. Miller and Associates ([TPMA website](#)), CHE coordinated three taskforce working groups with higher education and workforce development partners to develop statewide credit for prior learning model policy guidance ([Indiana Commission for Higher Education Model Policy Guidance](#)) to aid these and other non-traditional students to attain a college degree.

The Model Policy Guidance strongly encourages the utilization and expansion of credit for prior learning across Indiana public higher education institutions and aims to be a statewide framework by which to improve credit for prior learning services, transferability, standards, and partnerships. CHE adopted the following decision in the November 9, 2023 resolution:

“NOW THEREFORE BE IT RESOLVED, that

- I. The Commission adopts the statewide CPL Model Policy Guidance and commits to work jointly with other state agencies, institutional partners, employers, and other stakeholders to implement the guidance objectives; and
- II. The Commission recommends Indiana’s public higher education institutions adopt the statewide CPL Model Policy Guidance.”

In addition, beginning in July, 2025, CHE will require that all institutions provide extensive data on Credit for Prior Learning, which is credit “awarded for college-level learning gained through knowledge, skills, and competencies obtained outside formal classroom environments” (Indiana Model Credit for Prior Learning Policy Guidance).

Educational Policy Committee (EPC) Proposal to Align PFW with the CHE Recommendation:

PFW currently has a policy on credit for prior learning ([Academic Regulation 7](#)). The current policy is not sufficiently developed. To fully align with the CHE recommendation, EPC will revise and update the current PFW policies. The policy revisions will be forward to the full Senate for review and approval.

However, there are larger tasks that require faculty experience and expertise over a longer period of time. To meet these needs, EPC is convening an Ad-Hoc Subcommittee of the Educational Policy Committee to create the *procedures* associated with policy implementation.

EPC is seeking faculty members to populate the Subcommittee, which, with approval of this document, will meet Academic Years 2025-2026, 2026-2027 and 2027-2028. It is essential that members of this Subcommittee have relevant experience in conducting course and program assessments.

The Subcommittee will provide regular reports (at a minimum once per semester) to the Educational Policy Committee on its progress toward completing its charge of developing procedures associated with policy implementation.

The Subcommittee will submit its completed procedures to the Educational Policy Committee no later than March 2027 for approval. The Subcommittee may be asked to provide additional clarity or revisions before the procedures are submitted to the full Senate for discussion.

The Subcommittee will be comprised of:

- one qualified* faculty member from each major unit elected by the Voting Faculty

- one academic advisor (selected by Kent Johnson, Executive Director for Academic Accountability and Student Success) (ex-officio)
- Irah Modry-Caron (ex-officio)
- Tara Lewis (ex-officio)
- Chadi Braish (ex-officio)
- Terri Swim (ex-officio)
- Kent Johnson (ex-officio)

*To be qualified to serve on the Subcommittee, faculty:

- must hold academic rank as defined in the Senate Constitution, which includes professor, librarian, associate and assistant professor or librarian, instructor and senior instructor as well as lecturer and senior lecturer.
- need knowledge and experience in conducting course and/or program assessment
- provide brief summary of experience to be included on the ballot during election

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: 02/24/2025

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. **Constitutional 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 ~~nineseven~~ (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/>

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

TO: Fort Wayne Senate

FROM: Cigdem Gurgur, Chair
Senate Executive Committee

DATE: 02/25/2025

SUBJ: Amendments to the Sabbatical Policy SD 22-7

WHEREAS, the current Sabbatical Policy specified in SD 22-7 assumes the existence of a Professional Development Subcommittee, which has since ceased to exist (due to the April 2024 revision of the Bylaws); and

WHEREAS, it has placed an undue burden on the reviewing committee to write detailed and individualized explanations for rejected applications even if applicants simply failed to follow applicable guidelines;

BE IT RESOLVED, that the Fort Wayne Senate approves of the proposed amendments as shown in the color-coded text below.

“Before being evaluated by the ~~Professional Development Subcommittee~~ Review Committee as specified in the Bylaws, applications for sabbatical leave must have been reviewed to ensure that the applications meet the guidelines specified in this document by appropriate administrators (chair/dean or director). A departmental or division faculty committee (e.g., the Promotion and Tenure or Personnel Committee) must make a written recommendation about sabbatical applications to the appropriate administrator at that level, which must factor into ~~PDS’s~~ the Review Committee’s evaluation process. The administrator will consider this recommendation in his or her own recommendation that is forwarded to the next level.”

“The ~~Professional Development Subcommittee~~ Review Committee is responsible for recommendations to the Vice Chancellor for Academic Affairs regarding sabbatical leave applications. The ~~Professional Development Subcommittee~~ Review Committee should follow only this document and department criteria in evaluating sabbatical applications.

“~~PDS~~ The Review Committee operates as an independent faculty committee. The Vice Chancellor for Academic Affairs makes final decisions regarding sabbatical leave applications. Process questions should be brought to Faculty Affairs Committee for guidance. Denied applications should be given clear and individualized explanations for the rejection of their applications, which may be unceremonious and brief in case guidelines were not followed, with an opportunity to respond.”
(SD 22-7, pp. 1–2)

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

MEMORANDUM

TO Fort Wayne Senate

FROM: James McHann, Chair
University Resources Advisory Committee (URAC)

DATE: 3/28/2025

SUBJ: Library Collection Development Policy

WHEREAS, the Information Subcommittee advises the Senate on library policies as a subcommittee of URAC; and

WHEREAS, the Information Subcommittee approved and advanced to the University Resource Policy Committee the attached policy, which updates SD 21-24, Library Collection Development Policy; and

WHEREAS, the University Resource Policy Committee approved this update by consent resolution and forwards it to the Faculty Senate;

NOW THEREFORE BE IT RESOLVED, that the Library Collection Development Policy be adopted by the Faculty Senate.

Approved	Opposed	Abstention	Absent	Non-Voting
Jennifer Bower				
Colleen Dixon				
BJ Hull				
Greg Justice				
Andrew Kopec				
Jerry Lewis				
Erika Mann				
James McHann				
Glen Nakata				
Andreas Montenegro				
Kimberly O'Connor				
Michelle Parker				
Aranzazu Pinan-Llamas				
Shah Purba				
Promotes Saha				
Shubham Singh				
Emily Venderley				

Helmke Library Collection Development Policy

Purposes and Goals of Collection Development

Collection development is the process of building and maintaining the library's collection. The collection development policy establishes the principles used by Purdue University Fort Wayne Library (hereto referred to as 'the library') in the selection, acquisition, evaluation, and maintenance of information resources in electronic, print, and non-print formats. This policy reflects the philosophies stated in the Purdue University Fort Wayne (PFW) and the library's missions and communicates the guiding principles for the collection while providing guidance to those responsible for developing the collection. The Collection Development Policy is supported by the internal collection procedures that the library uses to enact the policy.

The primary goal of the library's collection is to support the needs of the undergraduate and graduate programs at Purdue University Fort Wayne. Because the library also recognizes its responsibility to respond to specialized information needs of faculty that may be beyond our ability to purchase, the library participates in cooperative collection development and resource sharing agreements with other libraries.

This policy for selection applies equally to all types of materials being considered for the library's collection.

Responsibility for Library Collection Development

A librarian serves as a liaison with each academic department and is responsible for managing the library collection in each assigned area. The subject librarian will work with faculty in their assigned disciplines to select appropriate library materials. The Director of the Library monitors the development and maintenance of the entire library collection as a whole, in consultation with the liaison librarians.

Library Materials Funds

The library's materials budget is used to purchase serials, monographs, media, other circulating materials, databases, and electronic resources in various formats. The university allocation is supplemented by funds from gifts and the library's endowment.

Selection Policies

The library adheres to the principles of intellectual freedom outlined by the American Library Association and the Association of College & Research Libraries.¹ Accordingly, the library purchases materials that represent a wide variety of viewpoints and places an emphasis on a broad and multifaceted collection. Material which has been chosen or excluded based on the selection criteria stated in this policy will not be withdrawn or added solely at the request of any individual or group. Current PFW students, faculty, or staff questioning the appropriateness of material within the collection may articulate their concerns in writing to the Library Management Team in adherence to the Materials Reconsideration Policy.

¹ American Library Association's Library Bill of Rights, the Association of College & Research Libraries' "Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights" and "Standards for Libraries in Higher Education."

Guidelines for Selection of All Materials:

The following are considerations liaison librarians use in the selection of materials for purchase. They are provided as a guideline for understanding how materials are selected. Not all guidelines will necessarily apply to all collection decisions. Donated materials, in compliance with the In-Kind Gift Policy, are subject to the same selection criteria.

- Relevance to the curriculum
- Usefulness to the campus community
- Timeliness and lasting value of content
- Reputation of the author, issuing body, and/or publisher
- Presentation and usability
- Literary, artistic, or social value
- Representation of a wide range of different perspectives
- Suitability and longevity of format
- Strength of present holdings on the same or similar subject
- Frequency of Document Delivery requests for material on the same or similar subject
- Price/relative cost of material
- Inclusion in standard reviewing sources
- Holdings of other libraries in appropriate resource-sharing networks
- Geographical focus on Fort Wayne, Allen County, northeastern Indiana, or the Midwest
- Currency of publication

Items generally not purchased for the collection include the following:

- Textbooks and manuals, unless they have earned a significant reputation in their field or are the best source of information on a particular topic as determined by the library.
- Duplicates, except for extenuating circumstances as determined by the library.
- Out-of-print materials and superseded editions.
- Self-published and vanity press materials
- Flashcards, models, workbooks, article reprints or preprints, equipment manuals, industry reports, costumes, medical instruments, specimens, laboratory equipment, and single-use materials
- Materials in languages not included in campus programs or curricula

Specialized Collections

The following are distinct collections within the larger library collection. This list is not exhaustive of all collection subsets within the library. Materials housed in the University Archives are covered under the Archival Collections policies and handled separately.

Purdue University Fort Wayne Faculty Publications

Purdue University Fort Wayne Library maintains a collection of faculty-authored monographs. Faculty publications in this context are defined as books authored or edited by a current or emeritus member of the faculty, or books containing a significant contribution such as a chapter. Single encyclopedia entries or solo poems within larger works are not automatically considered to be part of this collection. Works must be in a format that can be reasonably collected and preserved. Staff publications that fall within the academic sphere will be included in this collection.

Generally, two copies of faculty publications are purchased when the work is authored or edited by the faculty member. One copy is designated for circulation, the other for the University Archives. E-book versions may be purchased for the circulating copy; however, print is preferred for the archival copy. When the faculty member has authored a chapter or equivalent, only a single copy is purchased for circulation.

Government Documents

Federal Documents

The primary purpose of the Federal Depository Library Program (FDLP) is to provide free, unimpeded access to government information and services for both the primary users of the parent institution and the wider constituency of the congressional district or the geographical area that it serves.

The library was designated a federal depository in 1965 and must meet the requirements for collection maintenance and public service set forth in the Federal Depository Library Handbook. For details on collection requirements for federal documents see the Federal Depository Library Collection Development site and internal guidelines and procedures.

The library participates in resource sharing and cooperative collection programs for federal documents. In partnership with local, state, and national entities, federal depository libraries are committed to collectively providing current and historical access to all FDLP materials.

State and Local Documents

The library collects and maintains an archive of Indiana and Fort Wayne area documents when possible and when in alignment with other collection goals. Local documents of an archival or historical nature are generally not removed from the collection. State documents of an archival or historical nature are also generally not removed from the collection unless they are freely available online and an archival copy is guaranteed in the state of Indiana. PFW Library's collection of local documents has been shaped by the City of Fort Wayne's 1987 Special Ordinance No. S-100-87 and a 2010 Indiana Library Services and Technology Act (LSTA) digitization sub-grant.

Foreign National and International Documents

The library is not a depository for foreign national government documents or the documents of other international government organizations, such as the United Nations. However, the library does select core documents when they meet the selection criteria enumerated within this policy.

LP Collection

The library maintains a vinyl LP collection. The historic nature of the materials warrants its preservation for research purposes, but the library does not actively collect music in this format. Phonorecords of exceptional merit may be added by donation at the discretion of the music librarian, the collection development policy committee, and/or the library management team.

Collection Maintenance

Location of Materials

Materials purchased with library funds and gifts to the library become part of the library collection and must be maintained by the library. Physical items will be housed within the library building and all electronic resources must be accessed through the library website in compliance with licensing agreements.

Deselection

Deselection of library materials, the process of removing items from the collection, is essential for the maintenance of an active, academically useful library collection. Deselection provides quality control for

the collection by elimination of outdated, inaccurate, and worn-out materials. Librarians are responsible for conducting an ongoing de-selection effort in their areas of collection responsibility and for maintaining the quality of the collection. The same guidelines used for selection of library materials provide the underlying principles for deselection.

Conservation, Preservation, and Replacement

Library materials are expensive to purchase, process, and house. The library acknowledges the necessity of preserving library materials and supports the American Library Association's "Preservation Policy."

The Director of the library or their designee, in consultation with subject librarians and other library personnel, determines what action should be taken with damaged and worn materials utilizing the library's Book Repair Guidelines. The library maintains a disaster plan that designates procedures for the initiation of action should an emergency arise involving the library's collection.

Resource Sharing and Cooperative Collection Development

Resource sharing encourages the exchange of materials among participating libraries for the mutual benefit of all parties. The library is an active participant in local, state, regional, and international resource-sharing networks. Likewise, the library works with its resource-sharing partners to establish cooperative collection development programs that will benefit all libraries involved. Cooperative collection development and resource sharing programs assure the broadest possible access to information for the international community of scholars.

Collection Development Policy Evaluation

The Collection Development Policy is reviewed periodically by the library's Collection Development Committee. Any substantive changes in policy are submitted to the Information Services and Instruction Group, and then to the Library Management Team, before going to the Purdue University Fort Wayne Senate Information Subcommittee for approval.

Originally developed and approved by the Library Council, February 12, 2008: Tiff Adkins, Marla Baden, Denise Buhr, Margit Codisoti, Judith Garrison, Pamela Sandstrom, Stephanie Schulte, Susan Skekloff, Cheryl Truesdell, Judith Violette

Updated November 11, 2021: Ann Marshall, Shannon Johnson, Denise Buhr, Sarah Wagner

Updated March 12, 2025: Shannon Johnson, Erika Mann, Emily Tock, Sarah Wagner, Judy Graf

MEMORANDUM

TO: Cigdem Gurgur, Chair
Senate Executive Committee

FROM: Elva Resendez, Chair
Ad Hoc Academic Regulations Task Force

DATE: 03/28/2025

SUBJ: Ad-Hoc Academic Regulations Task Force Final Report

WHEREAS, the Ad-Hoc Academic Regulations Task Force was charged with reviewing the PFW Academic Regulations and providing any updated language that removes references to IPFW or specific terminology that only applies to PWL.

WHEREAS, additionally, the task force was asked to compare the PFW academic regulations to the PWL academic regulations and provide recommendations for adopting PWL regulations, rewording current PFW regulations, or removing existing PFW regulations.

WHEREAS, the Ad-Hoc Academic Regulations Task Force is providing the Faculty Senate with our Final Report, including the PFW Academic Regulations recommendations.

BE IT RESOLVED, that the Fort Wayne Senate approve the recommendations by the Ad-Hoc Academic Regulations Task Force.

BE IT FURTHER RESOLVED, due to Academic Regulations being added or removed during the task force review process, the Educational Policy Committee (EPC) should look at the Academic Regulation recommendations provided and establish the correct placement and numbering within the existing PFW Academic Regulations.

Approved	Opposed	Abstention	Absent	Non-Voting
Jay Johns				Terri Swim
Elva Resendez				Tara Lewis
Nurgul Aitalieva				
Barton Price				

Ad-Hoc Academic Regulations Task Force

Final Report

Description of the Task Force

Preamble:

In Spring 2022, the PFW Faculty Senate approved the creation of an Ad-Hoc Academic Regulations Task Force to review the existing PFW Academic Regulations. The main goals of this Task Force are to ensure there are no remnants of Indiana University Academic Regulations and to suggest situations in which PFW should consider updating Academic Regulations to mirror those of PWL.

The Educational Policy Committee (EPC) requested a Task Force be created because this task “found the workload to beyond that which can be expected of a standing committee within the academic year.” (SD 21-37)

The Ad-Hoc Academic Regulations Task Force was approved for working over the Summer of 2023 with the approval for a \$3,000 stipend for each 9-month Faculty member to work over the summer (by OAA). The Task Force could not find enough participating members.

During the Academic year of 2023-2024, the Ad-Hoc Academic Regulations Task Force was approved to work over the Academic year without the \$3,000 stipend. The Task Force still could not find enough participating members to work.

Official Task Force Formation:

At the beginning of the 2023-2024 Academic Year, the Ad-Hoc Academic Regulations Task Force found enough members, knowing the stipend would not apply.

Task Force Members:

This Task Force consists of six (6) members: four (4) voting faculty members, one (1) non-voting representative from the Office of Academic Affairs, and one (1) non-voting representative from the Registrar’s Office.

Elva Resendez (Chair)
Chris Huang (Non-Voting)
Terri Swim (Non-Voting)
Barton Price
Nurgul Aitalieva
Jay Johns

Explanation of Work:

The Ad-Hoc Academic Regulations Task Force met as a group 16 times over the 2023-2024 Academic year. The Task Force reviewed (roughly) 700 Academic Regulations between Purdue University West Lafayette and Purdue University Fort Wayne. These regulations are broken into the following categories:

- **Academic Notice and Separation:** Covers policies on academic probation and dismissal.
- **Academic Programs:** Outlines the available programs and their respective requirements.
- **Academic Year and Calendar:** Details the structure of the academic year, including semester durations and examination schedules.
- **Classes:** Addresses policies related to class attendance and participation.
- **Degree Requirements:** Specifies the criteria for earning various degrees.
- **Financial Obligations and Responsibilities:** Discusses students' financial responsibilities to the university.
- **Grades and Grade Reports:** Explains the grading system and the issuance of grade reports.
- **PFW Academic Regulations Not Found in PWL.** Identifies unique regulations specific to PFW that are not present in PWL policies.
- **Registration and Course Assignments:** Provides guidelines on course enrollment and assignment processes.
- **Scheduling of Exams:** Provides information on the timing and administration of exams.
- **Scholastic Recognition:** Details honors and recognitions for academic achievements.
- **Scholastic Records:** Describes the maintenance and access to academic records.

The Task Force reviewed every Academic Regulation and completed the following regarding PFW Academic Regulations:

1. Made changes to the outdated or non-applicable language, such as:
 - a. Ensuring any address is specific to PFW rather than PWL.
 - b. Swapping the term "President" with "Chancellor".
2. Created editing notes - in the Proposed Language column of the Excel files - to guide the suggested updates to the Academic Regulations.
3. Identified PFW regulations that should mirror PWL, be specific to PFW, or be removed.

Finalized Steps:

To finalize the tasks, all previous Task Force members - along with the new Registrar, Tara Lewis, who replaced Chris Huang - volunteered to meet several times between December 2024 and February 2025 to make this information presentable, even though the Task Force officially disbanded at the end of the 2023-2024 Academic year.

Finalized Task Force Members:

This Task Force consists of six (6) members: four (4) voting faculty members, one (1) non-voting representative from the Office of Academic Affairs, and one (1) non-voting representative from the Registrar's Office.

Elva Resendez (Chair)
Tara Lewis (Non-Voting)
Terri Swim (Non-Voting)
Barton Price
Nurgul Aitalieva
Jay Johns

The following documents have been created:

- 1.0 Definitions (Word file)
- Academic Notice of Separation (Excel File)
- Academic Programs (Excel File)
- Academic Year and Calendar (Excel File)
- Classes v2 (Excel File)
- Degree Requirements2 (Excel File)
- Financial Obligations and Responsibilities (Excel File)
- Grades and Grade Reports (Excel File)
- Registration and Course Assignments (Excel File)
- Scheduling of Exams (Excel File)
- Scholastic Recognition (Excel File)
- Scholastic Records (Excel File)

Each Excel document has the following column headings:

Column A #1	Column B #2	Column C #3	Column D #4	Column F #5
PWL Section Title and Coding	PWL Academic Regulations - University Catalog - Undergraduate, Graduate, and Professional (http://catalog.purdue.edu/content.php?catoid=10&navoid=12772)	PFW Section Coding and Title	PFW Faculty Senate Academic Regulation	Proposed Language

Each row of the Excel spreadsheets represents a comparison between PWL and PFW regulations.

- Columns 1 and 2 (A and B) are filled with PFW regulations pulled from the official Purdue University catalog.
- Columns 3 and 4 (C and D) are filled with existing PFW regulations matching PWL regulations.
- Column 5 (F) includes the Task Force's Proposed Language, which suggests updates, deletions, or new regulations for PFW.

There are many sections in which PWL has Academic Regulations that PFW does not. The Academic Regulations Task Force reviewed the existing PFW Academic Regulations and compared them to the PWL Academic Regulations, then determined what PFW Academic Regulation updates, if any, should occur.

At this point, the Academic Regulations Task Force placed recommendations in the Proposed Language column on the far right.

How to interpret the Excel Sheets:

For each row of the Excel sheets:

- If the Proposed Language column has text, then it is the suggested wording by the Academic Regulations Task Force.
- If there is a listed PWL regulation and a listed PFW regulation, but the Proposed Language column is empty, we suggest removing the existing PFW regulation.
- If there is a PWL regulation and no listed PFW regulation, but the Proposed Language column for that row has text, we suggest creating a PFW regulation.
- If there is a PWL regulation, no PFW regulation, and no text in the Proposed Language column, then we suggest that PFW does not adopt the regulation from PWL.

Finalized Documentation Table of Contents:

Definitions – **pg. 7**

Academic Notice and Separation - **pg. 10**

Academic Programs – **pg. 12**

Academic Year and Calendar – **pg. 17**

Classes v2 – **pg. 19**

Degree Requirements – **pg. 28**

Financial Obligations and Responsibilities – **pg. 31**

Grades and Grade Reports – **pg. 32**

Registration and Course Assignments - **pg. 38**

Scheduling of Exams - **pg. 45**

Scholastic Recognition - **pg. 48**

Scholastic Records - **pg. 50**

Link to OneDrive folder with original files: [Click Here](#)

MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Senate Executive Committee, Chair
Stephen Buttes, College of Liberal Arts, at-large senator

DATE: 03/17/2025

SUBJ: Proposal to align the requirements for courses participating in General Education Ways of Knowing categories with requirements for courses participating in General Education Foundational Skills categories

WHEREAS, the Senate approved the Revision of the General Education Program ([SD 23-5](#)) in March 2024; and,

WHEREAS, SD 23-5 states that “Each course in [the Foundational Intellectual Skills categories (A1, A2, A3)] cannot have any prerequisite coursework other than placement testing or one of the other Foundational Skills courses;” and,

WHEREAS, the Office of Academic Affairs required ILCS to move its courses in the Foundational Skills categories (third-semester and fourth-semester international language courses, which were in A2) as well as its current “Ways of Knowing” category B7 courses (first-semester, second-semester and accelerated first year courses) to “Ways of Knowing” category B6 so that, for the purposes of the Statewide Core Transfer Library, these courses would align with the location of these courses in the General Education programs that other universities in the state utilize for their third- and fourth-semester international language courses; and,

WHEREAS, SD 23-5 states that “Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses;” and,

WHEREAS, the Department of International Language and Culture Studies processed a modification to remove the prerequisites for its courses currently in General Education in order to remain in compliance with mandates handed down from the Office of Academic Affairs and the new requirements approved by the Senate; and,

WHEREAS, Dean Janet Badia declined to approve the removal of prerequisites, citing the likelihood of confused advisors, increased work for the ILCS administrative assistant and fears about the enrollment effect on other departments in the College of Liberal Arts given the Office of Academic Affairs mandate to locate all ILCS language courses in B6 (i.e., the fears expressed were that students in the College of Liberal

Arts would fulfill all their General Education requirements with international languages rather than other Liberal Arts disciplines); and,

WHEREAS, SD 23-5 clearly states that “students shall not take more than three courses from the same prefix across the General Education program, including both Foundational Skills and Ways of Knowing courses,” meaning that any ILCS international language courses a student would take would pull from the “Additional Foundational Skills and/or Ways of Knowing” courses (i.e., the 9 credits of General Education electives) rather than from existing enrollments other Liberal Arts disciplines rely on in Category B6;

BE IT RESOLVED, that the Senate align the requirements for courses participating in Ways of Knowing categories with requirements for courses participating in Foundational Skills categories as detailed below.

Approved	Opposed	Abstention	Absent	Non-Voting
K. Barker			J. Nowak	C. Ortsey
B. Buldt				
C. Gurgur				
J. Johns				
J. McHann				
L. Roberts				

Summary of Proposed Change:

In the “Program Structure” section of SD 23-5 (pages 3-4), the following are the requirements for participating the Foundational Skills categories and the Ways of Knowing categories:

Foundational Skills: “Each course in this category cannot have any prerequisite coursework other than *placement testing or one of the* other Foundational Skills courses” (page 3, emphasis added).

Ways of Knowing: “Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses” (page 4).

The goal of this proposal is to allow courses that have placement testing/processes to be able to participate in the General Education program in Ways of Knowing categories by adding the section highlighted in yellow to all areas of SD 23-5 where prerequisites of General Education courses are described. In other words, **the goal of this proposed revision is to have the same structure of participation for both Foundational Skills and Ways of Knowing courses.**

Detailed list of the specific sentences proposed for revision in SD 23-5

1. Page 3: bullet point 3 at the top of that page (part of the summary of the revision):

Current SD 23-5: “Require that Ways of Knowing courses have no prerequisites other than Foundational Skills courses to ensure that all general education courses are accessible to students early in their college careers to students from across majors.”

Revised SD 23-5 will read: “Require that Ways of Knowing courses have no prerequisites other than *placement testing or one of the* Foundational Skills courses to ensure that all general education courses are accessible to students early in their college careers to students from across majors.”

2. Page 4: bullet point 2 at the bottom of that page (part of the list of requirements for Ways of Knowing courses):

Current SD 23-5: “Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses.”

Revised SD 23-5 will read: “Ways of Knowing courses cannot have any prerequisites other than *placement testing or one of the* Foundational Skills courses.”

3. Page 10: middle of the paragraph on the Course Reapplication and Approval Process:

Current SD 23-5: “The application will ask for the intended Way of Knowing category, confirmation that the course has no prerequisites other than currently approved foundational skills courses. .
.”

Revised SD 23-5 will read: “The application will ask for the intended Way of Knowing category, confirmation that the course has no prerequisites other than *placement testing or one of the* currently approved foundational skills courses. . .”

Senate Document SD 23-5
Amended and Approved, 1/8/2024
(Amended, 3/11/2024)

MEMORANDUM

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 10/10/2023
SUBJ: Revision of General Education Program

WHEREAS, the Educational Policy Committee (EPC) is the parent committee of the General Education Subcommittee; and

WHEREAS, the General Education Subcommittee requested that EPC review a resolution to revise the General Education program; and

WHEREAS, EPC completed the review and voted in support of the document going forward;

BE IT RESOLVED, That the attached resolution be considered by the Senate.

TO: Steven Hanke, Chair of the Education Policy Committee
FROM: Carol Lawton, Chair of the General Education Subcommittee
DATE: 8/28/2023
SUBJ: Proposal for Revision of the General Education Program

WHEREAS the current General Education program is primarily a distribution arrangement that limits the ability of students to experience a meaningful program that helps them understand how a broad and liberally based education prepares them for life and work after graduation, and

WHEREAS, more systematic assessment of General Education learning outcomes at the program level has been recommended by the Higher Learning Commission, and

WHEREAS, an Artistic Ways of Knowing category would ensure that students are exposed to the arts, an area integral to the quality of everyday life and valued by our university and community, and

WHEREAS, a Diversity, Equity, Inclusion and/or Global Awareness focus in selected courses within Ways of Knowing categories would align to the Strategic Plan emphasis on embracing values that support diversity, equity, inclusion, and global awareness, and

WHEREAS, the current program includes courses that are not generally accessible to freshmen and sophomores across majors, such as in the Capstone category,

BE IT RESOLVED, that the General Education program be revised to provide students a more meaningful educational experience by framing the program in a way that promotes understanding of the purpose of General Education coursework and enhances student ownership of their path through the program; to ensure exposure to the arts and to issues of diversity, equity, inclusion and global awareness; to facilitate assessment at the program level through a common reporting structure; and to provide coursework outside of the major that sets the groundwork for further learning by being accessible to freshmen and sophomores, as detailed in the attached proposal.

In Favor

Jeff Casazza
Steven Cody
Carl Drummond
Carol Lawton
Andres Montenegro
Sherrie Steiner
Sarah Wagner

Against

Guoping Wang

Abstain

Proposal for Revision of the General Education Program October 2, 2023

Purpose

The proposed revision of the General Education program is intended to better align it with the Indiana College Core (ICC; <https://transferin.net/ways-to-earn-credit/statewide-transfer-general-education-core-stgec/>) as well as the PFW Strategic Plan (<https://www.pfw.edu/strategic-plan/documents/128-CHAN-Strategic-Plan-Trustee-Mtg-Booklet-2022.pdf>) and to address concerns with certain aspects of the current program. One concern with the current General Education program is that it is not widely perceived as a coherent program with a purpose and value distinct from that of a student's major. General education and degree program requirements are conflated by the practice of "prescribing" specific general education courses within degree plans, which creates confusion for students who change majors or who transfer a completed general education curriculum from another institution. In addition, students are able to avoid taking courses representing the Artistic Way of Knowing, an area of general education that has a strong presence at PFW. Students also may not be exposed in the current program to approaches that focus on diversity, inclusion, equity, and global awareness, as emphasized in the PFW Strategic Plan.

The proposed revision seeks to provide students with 1) a meaningful and coherent program that helps them understand how a broad and liberally-based education prepares them for life and work after graduation, and 2) a clear sense of the unique value of general education at PFW. Findings from surveys conducted in Fall 2021 of students who had already completed the General Education program (61 respondents) and faculty (89 respondents) support a desire to revise the current program to achieve these goals.

- A majority of faculty who completed the survey perceived either a need for a minor modification (37.1%, n = 33) or major modification (39.3%, n = 35) of the General Education program. Very few perceived no need for modification (23.6%, n = 21).
- The majority of faculty who responded believed that general education should promote intellectual growth (71.9% strongly agree), increased breadth of knowledge/perspectives across disciplines (67.4% strongly agree), and development of academic skills such as reading, writing, and critical thinking (73.0% strongly agree). They tended to agree that General Education courses should provide intellectual breadth outside of the student's major (51.7% strongly agree) more so than foundational knowledge for coursework in a major (only 30.3% strongly agree).
- Faculty who responded tended to perceive that the current program does not sufficiently promote intellectual breadth outside of the major. Rather, they perceived the current program to be characterized by prescription by departments of specified General Education courses for their majors (mean = 62.69 on a scale of 0-100). Moreover, relatively few students who completed the survey reported that General Education courses expanded their understanding of multiple disciplinary perspectives (19.7% Strongly agree), which may reflect lack of understanding of the meaning of "disciplinary

perspectives” or lack of awareness of multiple perspectives across General Education courses. (It is important to note that these were students who had completed their general education requirements.)

- Faculty who responded tended to agree that General Education goals and standards should be clear to students (58.4% Strongly agree). They had a relatively low perception of the coherence of the current program (mean = 40.07 on a scale of 0-100) and of students’ understanding of goals of the current program (mean = 30.38 on a scale of 0-100). They also tended to see the current program as having complicated requirements (mean = 55.26 on a scale of 0-100). Students who responded (and who had completed the program) tended to view General Education as a set of requirements to check off (52.5% Strongly agree).
- Faculty who completed the survey tended to agree that General Education should foster an atmosphere of inquiry where diverse backgrounds and perspectives are valued (69.7% Strongly agree). Diversity in this broader sense (backgrounds, perspectives) was more widely supported by faculty than singular emphases on diversity, equity, and inclusion (42.7% Strongly agree), global perspectives (38.2% Strongly agree), or interdisciplinary perspectives (28.1% Strongly agree). Relatively few students who responded (and had completed the program) perceived that General Education courses have helped them understand societal issues (41.0% Strongly agree).

The proposed revision would:

- Provide a purposeful framing of general education at PFW that makes the goals, value, and relevance of the program clear to students.
- Reduce the total number of required credits from 33 in the current program to the state-mandated minimum of 30 credits.
- Retain the current requirement for a minimum of 3 credits in each of Foundational Skills requirements.
- Require a minimum of 3 credits in the following five Ways of Knowing categories: Scientific, Behavioral/Social Scientific, Humanistic, Artistic, and Interdisciplinary categories. The Humanistic, Artistic, and Interdisciplinary categories replace the current Humanistic/Artistic and Creative/Interdisciplinary categories to ensure exposure to the arts (it is possible to complete the current program without having taken a course in the arts) and interdisciplinary inquiry. PFW stands out among the other Purdue campuses in that we have a College of Visual and Performing Arts with a rich set of course offerings in the fine arts that do not exist otherwise in the Purdue system. Part of the PFW experience of a well-rounded general education for all students should include an opportunity to be exposed to that component of our campus.
- Embrace values that support diversity, equity, inclusion (DEI), and global awareness, as called for in the PFW strategic plan, by adding a new requirement to take at least one course flagged as having a focus on DEI and/or global issues.
- Retain the flexibility of allowing student choice in the required 6 additional credits from Foundational and Ways of Knowing categories.

- Eliminate the current Capstone category, in which some courses are major-specific and do not serve as a true capstone that integrates across areas of general education.
- Give students a sense of ownership and meaning in their path through general education by creating suggested clusters of courses centered around themes that appeal to different interests.
- **Require that Ways of Knowing courses have no prerequisites other than Foundational Skills courses to ensure that all general education courses are accessible to students early in their college careers to students from across majors.**
- Provide a more systematic way to assess learning outcomes across the program.

Program Structure

A. Foundational Intellectual Skills

1. Written Communication – 3 credits minimum
 2. Speaking and Listening – 3 credits minimum
 3. Quantitative Reasoning – 3 credits minimum
- Foundational Intellectual Skills courses must meet all state learning outcomes in either written communication, speaking and listening, or quantitative reasoning.
 - Each course in this category cannot have any prerequisite coursework other than placement testing or one of the other Foundational Skills courses.
 - Departments that have courses that can be placed into at a higher level than current Foundational Skills courses are encouraged to apply for inclusion of those courses in Foundational Skills so that students do not take the associated lower-level courses under the mistaken assumption that only the lower-level courses fulfill the requirement.
 - These courses should be offered at least once a semester so that students have adequate access to them early in their program of study.

B. Ways of Knowing

1. Scientific Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
2. Social and Behavioral Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
3. Humanistic Ways of Knowing, as defined by the following adaptations of state learning outcomes for “Humanistic and Artistic” category. – 3 credits minimum
 - 6.1 Recognize and describe humanistic or historical works or problems and patterns of the human experience.
 - 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities, including the ability to distinguish primary and secondary sources.
 - 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural,

intellectual, or historical contexts.

6.4 Analyze the concepts and principles of various types of humanistic expression.

6.5 Create, interpret, reinterpret, or critique humanistic works.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, or cultural contexts.

6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

4. Artistic Ways of Knowing (includes arts appreciation and creative courses), as defined by the following adaptations of state learning outcomes for “Humanistic and Artistic” category. – 3 credits minimum

6.1 Recognize and describe artistic works.

6.2 Apply disciplinary methodologies, epistemologies, and traditions of the visual and performative arts.

6.3 Analyze and evaluate artistic works in their cultural, intellectual, or historical contexts.

6.4 Analyze the concepts and principles of various types of artistic expression.

6.5 Create, interpret, or reinterpret artistic works through performance or criticism.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, or cultural contexts.

6.7 Analyze diverse artistic expressions in order to explore the complexity of human experience across space and time.

5. Interdisciplinary Ways of Knowing, defined by each approved course meeting the following learning outcomes – 3 credits minimum

7.1 Demonstrate broad understanding across multiple distinct disciplines emphasizing how these fields both influence and pose challenges to each other.

7.2 Analyze, synthesize, and evaluate diverse perspectives to effectively address complex problems.

7.3 Integrate and communicate ideas, arguments, solutions, and narratives derived from a variety of perspectives and disciplines.

7.4 Explore the ethical and global dimensions of interdisciplinary issues, such as socio-cultural context, responsibility, accountability, sustainability, privacy, and research integrity.

7.5 At least three additional learning outcomes selected from two different areas (1-4) of Category B, “Ways of Knowing.”

- Ways of Knowing courses must meet all learning outcomes for their category.
- Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses.
- Ways of Knowing courses must be taught on a regular cycle, ideally once a year. Courses that are offered less frequently cannot assess learning outcomes on a

regular basis, as detailed in the section on Course Assessment and Program Review.

C. Diversity, Equity, Inclusion and/or Global Awareness Requirement

Requirement to take at least one Ways of Knowing course used to satisfy General Education requirements that is designated as having a focus on diversity, equity, inclusion, and/or global awareness.

Courses designated as having a focus on diversity, equity, inclusion, and/or global awareness must meet one or both of the following learning goals:

- i. Develop students' understanding of and appreciation for a) diversity - the ways that differences among individuals and groups of people (e.g., race, ethnicity, gender, sexuality, class, age, nationality, disability, culture, religion) shape lived experiences and perspectives; and/or, b) inclusion - how deliberate attention to diversity creates a community where all members are respected, feel a sense of belonging, and feel that differences are valued; and/or c) equity - how a commitment to addressing inequalities for the purpose of achieving fairness and justice is a prerequisite for equal opportunity.
 - ii. Develop students' understanding of and appreciation for how social, cultural, political, economic, and/or technological processes in societies outside the United States, present or past, or in North America before the arrival of Europeans, shape (or shaped) the human experience in those societies; and/or how globalization processes impact the United States or societies more broadly.
- Discrete learning outcomes for courses designated as DEI/Global Awareness will be developed based on the above learning goals.

D. Six Additional Credits

Six additional credits from any Ways of Knowing or Foundational Skills category.

E. Thematic Clusters

Thematic clusters provide students a mechanism to connect general education courses around a common theme. The purpose of the clusters is to give students the sense of coherence and meaning to general education coursework that is perceived to be lacking in the current program. To be listed in a thematic cluster, a course need not be wholly focused on the theme in question but should meaningfully engage with the theme in such a way that students will come away knowing more about matters related to the theme than they did going into the course.

- Courses within Ways of Knowing categories will be organized and presented to students in specific thematic clusters. Clusters will be displayed graphically on the

General Education website as pathways or maps through the program.

- Thematic clusters should include courses from at least three Ways of Knowing categories. Each of the courses in a cluster are required to meet all learning outcomes for their categories but a cluster need not comprise courses from all categories. Therefore, a cluster need not satisfy all learning outcomes of the whole General Education program.
- It is not required that Ways of Knowing courses belong to a cluster. Also, a given course may be listed in more than one cluster.
- Students will not be required to select courses in a thematic cluster but rather should be encouraged to do so as a way to take ownership of their individual path through their general education coursework. Completion of a thematic cluster could be tracked through an app (e.g., Suitable) with administrative support for entering data in the app. Students could be encouraged to list completion of a thematic cluster on their resumes. A LinkedIn badge could also be developed to recognize completion of a cluster.
- A full, robust, and meaningful list of thematic clusters will be accomplished through input from all faculty members who are interested in providing their ideas (e.g., through Town Halls). The General Education Subcommittee will then approve the addition of thematic clusters for the following catalog year. A mechanism will be provided for courses to be approved by the committee for inclusion in a new or existing cluster at the same time as the call for new course proposals. The committee will also determine whether any clusters should be retired at the time of General Education program review. It is expected that thematic clusters will remain largely stable from year to year.

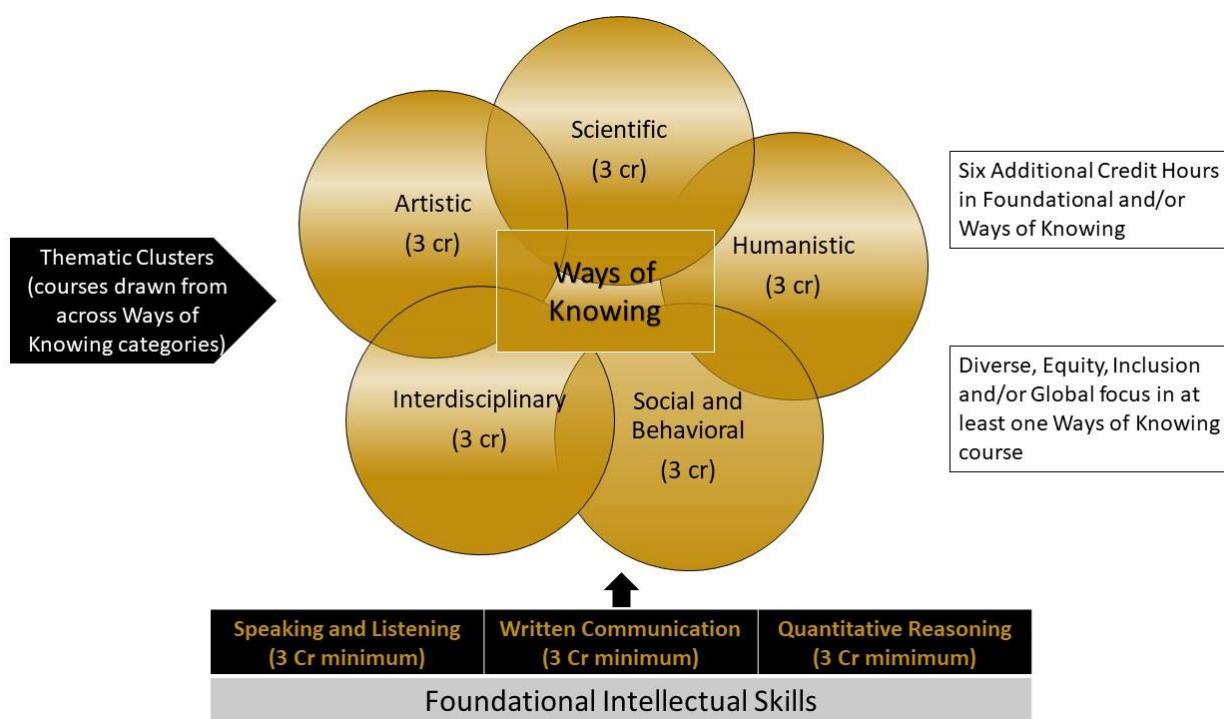
Thematic clusters may involve broad issues considered from multiple disciplinary approaches, or skills and experiences acquired across fields. The following ideas are meant as examples of thematic clusters:

- Expressions of the Human Experience - How have humans endeavored to conceptualize, understand, navigate, and express their humanity across time and place? What does it mean, and what has it meant, to be human?
- Technology and Digital Skills – How can technology and digital skills be used to facilitate communication, pursue knowledge, and enhance productivity of individuals and organizations?
- Global Visions - How might a global view of human affairs—past, present, and future—serve to shape, clarify, or sharpen how we understand both ourselves and others? What has, does, and might it mean to view the world, and the place of human beings within it, from a global perspective?
- Humans and the Physical Environment - How do humans interpret, interact with, and impact the environment? How can these interactions be used to

promote environmental sustainability?

- Intercultural Understanding - What does it take for people from different places and backgrounds to effectively understand and engage with one another? How might people from different or diverse backgrounds best work together to solve common problems?
- Self and Society - How, why, and to what ends have human beings created systems, structures, and other mechanisms to organize, manage, and better their world? Do the solutions of the past adequately address the problems of today, and those of the present the challenges of tomorrow?

Overview of Proposed Program



	Current Credits	Proposed Credits
Foundational Intellectual Skills		
Written Communication	3 (minimum)	3 (minimum)
Oral communication	3 (minimum)	3 (minimum)
Quantitative Reasoning	3 (minimum)	3 (minimum)
Ways of Knowing		
Scientific	3 (minimum)	3 (minimum)
Social and Behavioral	3 (minimum)	3 (minimum)
Humanistic and Artistic	3 (minimum)	
Interdisciplinary or Creative	3 (minimum)	
Humanistic		3 (minimum)
Artistic		3 (minimum)
Interdisciplinary		3 (minimum)
Additional Foundational Skills and/or Ways of Knowing	9	6
Diverse, Equity, Inclusion and/or Global focus in at least one Way of Knowing course		0 (required)
Capstone	3	
Total	33	30

Framing of General Education

The purpose of the General Education program at PFW will be made clear to students through a framing such as the following:

General Education at PFW offers you the opportunity to tailor your path with courses outside of your major that will excite your interests and enable you to make meaningful contributions to the world around you. It complements the in-depth knowledge and skills in your chosen field that you will attain through your major. Your general education experience will give you the foundation in broad intellectual skills and different ways of knowing that will continue to have relevance and meaning in your life long after you have graduated. General Education courses will guide you to:

- Think Creatively
- Communicate Effectively
- Reason Scientifically
- Understand the Human Experience
- Appreciate Artistic Expression
- Embrace Multiculturalism
- Adopt Global Perspectives

Course Assessment and Program Review

Assessment of General Education courses currently involves a nonsystematic sampling of learning objectives based on assessment plans of individual degree programs. To improve program-wide assessment of General Education:

- All courses in each General Education category will cycle through a subset of the learning outcomes for the category every three years, such that all courses will assess the same outcomes in a given year. Faculty will assess the contributions of their courses to the General Education program using measures related to their courses. To simplify and standardize assessment, current assignments designed independently by faculty across multiple courses and sections will be evaluated using common rubrics for each of the General Education categories. Rubrics will be developed by the General Education Subcommittee with input from the larger faculty. This method will allow for both a more systematic examination of outcomes across the program and instructor flexibility in choice of appropriate assessment measures.
- A review of the General Education program will be undertaken every three years to ensure program sustainability. This review will include analyses of data such as term, number of sections, instructional modality of sections, enrollment cap, enrollment at census, number of grades \geq C-, number of D and F grades, and number and dates of Withdrawals. Analyses of these data will allow for deans and department chairs to coordinate offerings to meet student demand.

Regulations

- To ensure a well-rounded education, students shall not take more than three courses from the same prefix across the General Education program, including both Foundational Skills and Ways of Knowing courses.
- As in the current program, a student must earn a grade point average (GPA) no lower than 2.0 across courses used to satisfy General Education requirements, with a grade of C- or better in each of those courses.
- A course can be included in only one category of the General Education program but it may appear in more than one of the listed thematic clusters.
- Consistent with the goals of providing breadth of education and fostering student ownership of general education, a major should not require that students take a specified general education course to fulfill a specific general education requirement. Moreover, the practice of specifying which General Education courses a student must take is in violation of the state regulation that transfer students who have been certified as completing general education requirements cannot be required to take additional general education courses. A given course may be used to fulfill both sets of requirements and students can be advised to take given courses for both purposes (to the extent that “double-dipping” is allowed by their department or college) but an academic plan cannot specify the courses students must take to fulfill General Education requirements. The VCAA or designee will monitor academic plans to ensure that they do not specify which General Education courses must be taken.
- To facilitate completion of general education at PFW for transfer students (if they have not yet completed the state requirements), transferred credits from courses equivalent to PFW courses will count as fulfilling the same General Education requirements. Transfer students who have not completed the state-mandated General Education requirements at their previous institution will have to meet the requirements of the General Education program at PFW.

Course Reapplication and Approval Process

Courses in the current Foundational Intellectual Skills category that meet the prerequisite and other requirements in the proposed program will remain in Foundational Skills in the revised General Education program without the need for application. Courses that do not meet the prerequisite and other requirements will be removed. Courses in current Ways of Knowing categories will need to submit a brief application for review by the General Education Subcommittee by early fall, 2024 in order to be listed in the revised program in the 2025–26 Catalog. Applications for variable title courses should list all variations of the course that will meet the stated set of learning outcomes. The application will ask for the intended Way of Knowing category, confirmation that the course has no prerequisites other than currently approved foundational skills courses, assurance that the course fulfills all of the learning outcomes for its area, whether the course is appropriate for inclusion in one of the proposed thematic clusters, and, if applicable, a brief explanation of how the course fulfills the criteria to be flagged as a DEI and/or Global Awareness course. In addition, if the course has not been offered on a regular cycle in the past three academic years, the General Education Subcommittee will ask for a brief explanation of how ongoing offerings could be regularized to at least once per academic year. Course syllabi will also be collected, but syllabi for current

Ways of Knowing courses will not be reviewed and therefore do not need to be revised. If a course is being considered for inclusion in a thematic cluster, the application will ask how the theme will be addressed in the syllabus. The list of approved courses and thematic clusters will be transmitted by the committee secretary to the Registrar's Office in time for inclusion in the Catalog for the next academic year.

Question Time

Now that the sale of the PFW Foundation building housing The Learning Community and TLC's merger with Milestone have been finalized, a new era of daycare provision by PFW for its stakeholders is at hand. At this stage, however, even the outlines of this phase remain cloudy as the administration has remained silent about the specific degree of support that PFW intends to provide for its community members that depended upon TLC, and its relationship with the university, for daycare services. This state of affairs exists despite the opportunities for such clarification presented by recent Senate debates over the URAC report on daycare at (I)PFW [SR 24-24], which representatives of the administration and Foundation helped to write, and the report's follow-up document [SD 24-16]. In fact, the only official communiques between the administration and the PFW users of TLC's services have been two notes, neither of which was sent to all such users or contained any information about the future of daycare services at PFW. Therefore, would the Chancellor, or his administrative designee, consent to providing an update during Question Time at the April Senate meeting on what PFW's future plans are for supporting daycare services for faculty, staff and students at this university?

Alexandra Backer, Rachel Holycross, Brianna Kauffman, Suzanne LaVere, Kacie Noyes, Craig Ortsey, Daniel Patten, Giang Petroviak, Robert Shoquist, Heloisa Wilkerson

Senate Reference No. 23-34
Approved, 03/21/25

MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Chair
Executive Committee

DATE: 03/21/2025

SUBJ: Terminating Faculty Senate's Mirror of the Academic Regulations

WHEREAS, in the past the Faculty Senate and the Registrar's Office have both maintained an online version of the Academic Regulations; and

WHEREAS, the Clerk of the Senate has, whenever required by Faculty Senate, posted updates to the Academic Regulations on the Senate webpage, which the Registrar's Office incorporated into the University Catalog; and

WHEREAS, the team that updated the Senate webpages and aligned them with new brand look strongly discouraged this duplication of efforts; and

WHEREAS, faculty and staff looked for information in the online Catalog rather than on the Senate website;

the Executive Committee has therefore

RESOLVED, that the Faculty Senate shall discontinue maintaining its own online version of the Academic Regulations; and has

FURTHER RESOLVED, that the Clerk of the Senate shall inform the Registrar's Office of any action taken by the Faculty Senate requiring changes in the Academic Regulations and shall send a copy of each such communication to the Presiding Officer, in the expectation that the Registrar's Office will then implement the necessary changes.

Approved

Kristin Barker
Bernd Buldt
Cigdem Gurgur
Jay Johns
Jeffrey Nowak
Lee Roberts

Opposed

Abstention

Absent

James McHann

Non-Voting

Craig Ortsey

MEMORANDUM

TO: James McHann, Chair
University Resources Advisory Committee (URAC)

FROM: Cigdem Gurgur, Chair
Senate Executive Committee

DATE: 04/04/2025

SUBJ: Charge to URAC to Study New Ways to Increase Resources at PFW

Brief Background. Purdue University Fort Wayne has exercised considerable budget discipline in recent years and has eliminated many unproductive expenses, waste, and other sources of inefficiencies. Going forward, the opportunities for growth and increasing fiscal health appear to lie primarily with increasing the revenues to the University.

PFW has three main sources of revenue: 1) state appropriations, 2) student tuition and fees, and 3) gifts, grants, and asset income from alumni, other donors, businesses, foundations, government agencies, etc. Each of these sources of revenue requires different approaches and the efforts of different people to increase the sources' contribution to the University's resources.

At the same time, there are interdependencies between these sources and potential synergies to be developed. Focused departments and professional staff are appropriately responsible to lead the efforts to increase revenues from each of these sources, and yet the Executive Committee perceives an opportunity to engage and organize the productive contributions of faculty, staff, alumni, and other friends of the university to help generate increasing resources for PFW.

The actual charge(s) incl. due dates and deliverables. Therefore, the Executive Committee requests that the URAC conduct as thorough a fact-finding study as possible into ways to enhance the flow of resources into the University and generate a report to the Faculty Senate. The Executive Committee requests that this report be made available on or before the January 2026 Senate document deadline so it can be discussed at the January 2026 Faculty Senate meeting.

The report should begin with a review of the *purpose* of the URAC, what the membership of the URAC should be going forward in light of this purpose, and how the URAC might serve the Faculty Senate, the Administration, and the University in its efforts to generate increasing revenues and other resources for the University.

The report should inform the Faculty Senate about the work of the Administration and University staff in obtaining state appropriations, increasing enrollment, and raising funds. This should include an historical perspective that illumines the challenges to these efforts and the progress being made.

There should be a thorough description and discussion of the relationship between Purdue University Fort Wayne and the Purdue University System regarding cooperation in these resource development efforts and attention should be given to any challenges and any opportunities that may exist to increasing cooperation for mutual benefit.

The report should focus extensively on possible plans, actions, and programs that could increase the positive, helpful involvement of faculty, staff, students, alumni, and other friends of the university in efforts to increase the top line of the University’s budget.

Since the Executive Committee is charging the URAC with this study, and since the primary audience of this report is the Faculty Senate, the focus of the report should be upon how the Faculty can constructively become more engaged in partnering with the Administration to achieve common aspirations regarding resource development.

Finally, the report should assess whether the University is investing in sufficient staff and other capabilities to increase its resource generation, and if the report deems that the University is underinvesting in these resource generating personnel and capabilities, some suggestions should be made regarding a schedule for stepwise increasing investments, while closely monitoring the ROI of each investment.

Please do not hesitate to contact the Executive Committee with any concerns about this charge.

Approved	Opposed	Abstention	Absent	Non-Voting
K. Barker			J. Nowak	C. Ortsey
B. Buldt				
C. Gurgur				
J. Johns				
J. McHann				
L. Roberts				