

**Minutes of the  
Sixth Regular Meeting of the Eighth Senate  
Purdue University Fort Wayne  
February 9, 2026  
KT G46**

Agenda  
(as amended)

1. Call to order
2. Approval of the minutes of January 12
3. Acceptance of the agenda – E. Ohlander
4. Reports of the Faculty Chairs
  - a. Past Chair (UPC Representative) – C. Gurgur
  - b. Chair (Presiding Officer, IFC Representative) – J. Nowak
  - c. Chair-Elect – Vacant
5. Special business of the day
6. Unfinished business
7. Committee reports requiring action
  - a. Approval of Replacement Members of the Honors Program Subcommittee, Campus Appeals Board, and Curriculum Subcommittee, SD 25-23 – EC, E. Ohlander
  - b. Exception Ad-Hoc Engagement Subcommittee Tenured-Faculty Chair to Continue as Non-Voting Co-Chair under Emeritus Status, SD 25-24 – FAC, M. Jordan
  - c. Office of Academic Affairs Memorandum 2025-02, SD 25-25 – EC, C. Gurgur
  - d. ~~Revision to the Protocol for University Response to the Death of an Enrolled Student, SD 25-26 – SAC, M. Perkins Coppola~~
8. New business
9. Question time
  - a. RE: CFI Rating, SR 25-18 – S. Buttes and M. Wolf
10. Committee reports “for information only”
  - a. Bylaws Scrivener’s Errors, SR 25-19 – EC, E. Ohlander

- b. Educational Policy Committee Chair’s Progress Report on Committee Review of SD 25-21, SR 25-20 – EPC, S. Buttes

11. The general good and welfare of the University

12. Adjournment\*

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

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Presiding Officer: J. Nowak  
Parliamentarian: C. Ortsey  
Sergeant-at-arms: B. Slomski  
Clerk: J. Bacon

Attachments:

“Approval of Replacement Members of the Honors Program Subcommittee, Campus Appeals Board, and Curriculum Subcommittee” (SD 25-23)

“Exception Ad-Hoc Engagement Subcommittee Tenured-Faculty Chair to Continue as Non-Voting Co-Chair under Emeritus Status” (SD 25-24)

“Office of Academic Affairs Memorandum 2025-02” (SD 25-25)

~~“Revision to the Protocol for University Response to the Death of an Enrolled Student” (SD 25-26)~~

“Question Time – re: CFI Rating” (SR No. 25-18)

“Bylaws Scrivener’s Errors” (SR No. 25-19)

“Educational Policy Committee Chair’s Progress Report on Committee Review of SD 25-21” (SR No. 25-20)

Senate Members Present:

H. Alasti, B. Berry, A. Blackmon, S. Buttes, D. Chen, S. Cody, B. Dattilo, Y. Deng, C. Drummond, J. Egger, R. Friedman, L. Frolova, A. Gehlhausen, J. Givens, C. Gurgur, M. Jordan, D. Kaiser, A. Khalifa, J. Lawton, T. Lewis, J. Li, H. Luo, L. Lydy, E. Mann, J. McHann, A. Mills, P. Mishra, D. Momoh, A. Nasr, I. Nunez, H. Odden, E. Ohlander, D. Ohlinger, H. Park, L. Roberts, S. Roberts, R. Shoquist, S. Sun, K. Surface, D. Tahmassebi, G. Wang, M. Wang, M. Wolf, Y. Zhang

Senate Members Absent:

N. Adilov, J. Badia, J. Barber, S. Elfayoumy, R. Elsenbaumer, M. Encabo-Bischoff, C. Freitas, S. Johnson, J. Lewis, J. Mbuba, J. O’Connell, M. Perkins Coppola, J. Rouleau, S. Schory

Guests Present:

A. Benito, S. Carr, G. Casaburo, A. Coffman, T. Grady, J. Johns, C. Marcuccilli, D. Miller, N. O’Neill

Acta

1. Call to order: J. Nowak called the meeting to order at 12:00 p.m.

2. Approval of the minutes of January 12: The minutes were approved as distributed.

3. Acceptance of the agenda:

E. Ohlander moved to accept the agenda.

E. Ohlander moved to amend the agenda by deleting item SD 25-26.

Motion to amend the agenda passed on a voice vote.

Agenda as amended passed on a voice vote.

4. Reports of the Faculty Chairs:

a. Past Chair (UPC Representative):

C. Gurgur: I had many times emphasized the importance of curriculum updates on this campus; stop going with the status quo (interdisciplinary and transdisciplinary approaches as one example) as well as making sure we are putting instructors in front of our students who are truly engaged with their learning deeply; not Automated PowerPoint presentations from commercial platforms. If we do not honestly acknowledge why the enrollments have been vastly dropping on PFW campus (some actions are within our reach including increasing the “reputation” of our campus, making sure that it reaches to new levels as the PNW and PWL appeared to be doing excellent in that front), we will continue having issues.

I have been upfront in our one-to-one Faculty Leadership meetings with our Chancellor and the Provost in certain regards to the roots of the problems. We can continue having those hard conversations touching upon realities and consider taking different actions. In addition, I applaud the work of Tenured Faculty in authoring the SD 25-25 reminding our Provost that tenured faculty are the heart and soul of this institution with dedication to our students’ real learning. On that front given the increasing unwarranted attacks on tenured faculty who operate with quality intact at all levels, here is a student reflection of spring 2025 with the distinction in excellence for teaching as a tenured professor which I am proud of and showcase. As they say students’ words talk for themselves:

“My overall learning journey has been unlike any other class I’ve been in since starting college. Often, professors will click through slides while the students take notes. There may be some minimal examples, but when exams come around, myself and other students often relate to the common experience of being unprepared. Examples given in class are usually very easy and require simple comprehension. However, exams are much more difficult and ask students to apply their knowledge to more difficult problems with

a higher intensity of comprehension. Why are we not being taught how to comprehend at a high level in class? I think professors feel that it is the student's responsibility to develop strong comprehension skills outside of the classroom, but why would this be the case? I have come to college for experts to teach me high level comprehension and go deeper than base level teaching. If I could learn high-level comprehension outside of the classroom, I would be able to teach myself the base-level skills taught in the classroom. However, this class really dives deep into the meaning of the work we do and how it applies to the real world. I find there is often a disconnect between classroom content and real- world applications. This can make the transition from college to work very difficult and one that requires a steep learning curve. Operations Management has done a good job and decreased that learning curve and genuinely taught me valuable skills. In conclusion, I am very pleased with my overall learning journey. I have confidence about assignments that I do not do in my other classes because professor Gurgur truly teaches necessary skills.”

b. Chair (Presiding Officer, IFC Representative):

J. Nowak: Welcome back! I hope your semester is going well and you are enjoying the sight of white lawns and snow-covered tree branches. Please run for the Faculty Senate positions shared by our Nominations and Elections committee and consider service on the Faculty Senate Executive Committee. In complete honesty, it truly is an enjoyable experience partnering with esteemed peers here at Purdue University Fort Wayne and an opportunity to serve our university in a very meaningful way.

c. Chair-Elect: Vacant.

5. Special business of the day: There was no special business of the day.

6. Unfinished business: There was no unfinished business.

7. Committee reports requiring action:

a. Executive Committee (Senate Document SD 25-23) – E. Ohlander

E. Ohlander moved to approve Senate Document SD 25-23 (Approval of Replacement Members of the Honors Program Subcommittee, Campus Appeals Board, and Curriculum Subcommittee).

Resolution passed on a voice vote.

b. Faculty Affairs Committee (Senate Document SD 25-24) – M. Jordan

M. Jordan moved to approve Senate Document SD 25-24 (Exception Ad-Hoc Engagement Subcommittee Tenured-Faculty Chair to Continue as Non-Voting Co-Chair under Emeritus Status).

A. Nasr moved to approve Senate Document SD 25-24 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

c. Executive Committee (Senate Document SD 25-25) – C. Gurgur

C. Gurgur moved to approve Senate Document SD 25-25 (Office of Academic Affairs Memorandum 2025-02).

S. Cody moved to commit SD 25-25 to the Faculty Affairs Committee to iron out any discrepancies in the resolution.

Motion to commit failed on a voice vote.

Resolution passed on a voice vote.

~~d. Student Affairs Committee (Senate Document SD 25-26) – M. Perkins Coppola~~

8. New business: There was no new business.

9. Question time:

a. (Senate Reference No. 25-18) – S. Buttes and M. Wolf

During the presentation of the university budget at the January Fort Wayne Senate meeting, the university showed a much healthier CFI rating despite the budget cuts from the state and decreased enrollment (particularly from international students). What will the benefits of a healthy CFI rating be for faculty and staff moving forward? In particular:

- Has the sale of the TLC property remained with the Purdue Fort Wayne Foundation or been directed toward programs for the university? The Foundation's website does not list programs it funds anymore.
- Given that the purchaser of the TLC property has resold the property, do the agreements for benefits for PFW faculty, staff, and students remain in place?
- Can URAC, the Purdue Fort Wayne Foundation, and the proposed Childcare Advisory Council look into expanding funds from the TLC property sale to augment Purdue University Human Resources' Childcare Assistance Program for faculty and staff?

- Will the positive change in CFI lead to the restoration of travel funding and research funding in the coming academic year?

R. Elsenbaumer: (Answer delivered via email).

Composite Financial Index, or CFI, is a critical metric used to assess the overall financial health of an institution. The CFI is a standardized score that combines four core financial ratios to give a holistic picture of a university's fiscal stability. These core measures are Primary Reserve Ratio, Viability Ratio, Return on Net Assets Ratio, and Net Operating Revenues Ratio. A score of 3 is generally considered the threshold for "minimal" financial health. Accrediting bodies, like the Higher Learning Commission, use this index to monitor institutional risk.

The benefits of a healthy CFI to faculty and staff are not necessarily those that can be enumerated. Rather, a healthy CFI is an overall indicator of sound fiscal management and appropriate stewardship of financial resources that benefit the entire university.

The sale of The Learning Center (TLC) by the Purdue Fort Wayne Foundation last year is not directly related to the university's CFI rating. Likewise, the CFI rating has no direct impact on university travel funding or research funding.

The funds from the PFW Foundation's sale of The Learning Center (TLC) to Milestone last year are still being held within the PFW Foundation, as that property was owned by the Foundation, not the university. Those funds represent a portion of the Foundation's unrestricted funds.

With regard to a listing of programs the Foundation supports, the Foundation is currently supporting the university through an annual operating distribution and reviews and funds other requests on an as-received basis. The Foundation's most significant support for the university has been through the ownership and management of property around the PFW campus that have allowed projects like The Trace student housing complex to come to fruition.

The Foundation makes its investment decisions based on projects and opportunities that will have the greatest impact on the greatest number of students and employees.

Our understanding is that the former TLC property was not resold, but that Milestone was bought out by another company and that the local operation has not changed. Regardless, this would have no bearing on Purdue Fort Wayne or the PFW Foundation, as neither has a role in the operations, funding, or policies of the facility.

There are a number of childcare resources that are available for students and employees. As a result of robust conversations and invaluable input and assistance of the URAC subcommittee last year, numerous childcare resources were identified and coalesced to better serve our students and employees.

The Office of Human Resources maintains a comprehensive inventory of childcare resources, including grant opportunities, that are available to support our students and employees. (See attached listing of those resources.)

(Attached resource list below).

### **Purdue Fort Wayne Childcare Resource List**

#### **Childcare Assistance Program**

To help make quality childcare more affordable for faculty and staff, the Patty Jischke Child Care Endowment and Purdue University offer the Child Care Tuition Assistance Program. If funds are available, the application window opens in August annually.

In order to apply, employees must be in a benefits eligible position within Purdue's faculty and staff, have at least one child enrolled in a level 3 or 4 Paths to Quality facility or West Lafayette's Purdue Childcare Center and meet financial criteria, spending or anticipated spending of at least 12 percent of the family's combined salary on childcare. Those not meeting financial criteria but presenting a financial need can still complete an application to be considered. If awarded, the scholarship is a one time payment and can be used for childcare expenses in the year in which the scholarship is paid.

More information regarding the childcare assistance scholarship, including application details and FAQs, can be found on the [program's website](#).

#### **Early Learning Marketplace**

The Early Learning Marketplace, <https://theearlylearningmarketplace.org/families/>, helps families find child care and child care resources. Families can search for programs nearby and use filters to narrow results based on their needs. A quick search shows almost 100 results near the Purdue Fort Wayne campus and over 300 in the Fort Wayne area.

#### **Indiana Office of Early Childhood and Out of School Learning**

The Office of Early Childhood and Out of School Learning oversees all childcare licensing, the Paths to Quality rating system and the state's pre-K programs, On My Way Pre-K and The Early Education Matching Grant. More information on these programs can be found at: <https://www.in.gov/fssa/carefinder/index.html>.

Paths to QUALITY

Paths to QUALITY™ is Indiana’s voluntary quality rating and improvement system for early care and education. The system provides a simple system to help you identify the level of care a program offers, from basic health and safety standards at Level 1 to the highest standards for early care and education with National Accreditation at Level 4. All programs participating in Paths to QUALITY™ have made a voluntary commitment to improve the quality of childcare and early education they provided, meet standards designed to support children’s healthy growth and development, are visited annually and receive coaching and incentives as they advance and maintain their level.

<https://www.in.gov/fssa/pathstoquality/index.html>

Level 3 or 4 Paths to Quality Providers nearby campus (updated list 2/2/26):

MOO MOO'S TOO

46805 (.09 mi)

260-515-4097

PTQ Level: 3

BABYSISTER'S CHILDCARE

46805 (1.2 mi)

260-203-9330

PTQ Level: 4

EARLY CHILDHOOD ALLIANCE

2125 BEACON ST

FT WAYNE, IN 46805 (1.3 mi)

260-399-2331

PTQ Level: 3

NORTHCREST ELEMENTARY PRESCHOOL

5301 ARCHWOOD LANE (A)

FORT WAYNE, IN 46825 (1.3 mi)

260-467-5450

PTQ Level: 4

KIMBROUGH EARLY LEARNING CENTER

3320 N. CLINTON STREET

FT. WAYNE, IN 46805 (1.3 mi)

260-483-2100

PTQ Level: 3

BRENTWOOD ELEMENTARY PRESCHOOL

3710 STAFFORD DR. (A)

FORT WAYNE, IN 46805 (1.4 mi)

260-467-6755

PTQ Level: 4

FOREST PARK ELEMENTARY PRESCHOOL

2004 ALABAMA AVE

FORT WAYNE, IN 46805 (1.4 mi)

260-467-6850

PTQ Level: 4

SAFIYA CHILD CARE

46815 (1.5 mi)

646-833-9308

PTQ Level: 3

HARRIS TITLE I PRE-K

4501 THORNGATE DRIVE (B)

FORT WAYNE, IN 46835 (1.6 mi)

260-467-6357

PTQ Level: 4

GOOD SHEPHERD PRESCHOOL

4700 VANCE AVENUE

FORT WAYNE, IN 46815 (1.7 mi)

260-483-6454

PTQ Level: 3

CRESCENT AVENUE WEEKDAY SCHOOL

1232 CRESCENT AVENUE

FORT WAYNE, IN 46805 (1.8 mi)

260-423-4718

PTQ Level: 4

LITTLE THINKERS SCHOOL OF EARLY LEARNING

2306 NORTH CLINTON STREET

FORT WAYNE, IN 46805 (1.9 mi)

260-298-9625

PTQ Level: 3

HOLLAND ELEMENTARY PRE-K

7000 RED HAW DRIVE

FORT WAYNE, IN 46825 (2 mi)

260-467-6357

PTQ Level: 4

THE LEARNING CENTER ACADEMY LLC

2041 REED ROAD

FORT WAYNE, IN 46815 (2 mi)

337-254-8838

PTQ Level: 3

TERRI BRATTON

46815 (2.2 mi)

260-486-7180

PTQ Level: 3

KING'S KIDZ LEARNING PLACE

46815 (2.3 mi)

260-418-7153

PTQ Level: 3

FRANKE PARK ELEMENTARY PRESCHOOL

828 MILDRED AVE (A)

FORT WAYNE, IN 46808 (2.3 mi)

260-467-6925

PTQ Level: 4

BRIGHTPOINT HEAD START AT EAST WAYNE

825 E FRANCIS ST

FORT WAYNE, IN 46803 (2.5 mi)

260-422-6503

PTQ Level: 4

SUMMER'S CHILDCARE

46808 (2.6 mi)

260-418-1292

PTQ Level: 4

FIRST ASSEMBLY OF GOD/CORNERSTONE DAYCARE LEARNING CENTER

1400 WEST WASHINGTON CENTER ROAD

FORT WAYNE, IN 46825 (2.6 mi)

260-489-3737

PTQ Level: 3

ALL GODS CHILDREN DAYCARE CENTER

6227 LANDMARK DR

FORT WAYNE, IN 46815 (2.6 mi)

260-426-0204

PTQ Level: 3

IN HIS HANDS CHILD CARE

46819 (2.8 mi)

260-387-5611

PTQ Level: 3

HALEY TITLE I PRE-K

2201 MAPLECREST ROAD (B)

FORT WAYNE, IN 46815 (2.8 mi)

260-467-6357

PTQ Level: 4

MICHELE COLLINS-THOMAS

46803 (2.8 mi)

260-267-9475

PTQ Level: 3

MELISSA'S HOUSE

46815 (2.9 mi)

260-267-1322

PTQ Level: 3

ST. JOSEPH CENTRAL PRE-K

6341 ST. JOE CENTER ROAD

FORT WAYNE, IN 46835 (3 mi)

260-467-6357

PTQ Level: 4

SOUTHERN COMFORT DAYCARE

46825 (3.2 mi)

260-409-0972

PTQ Level: 3

FORT WAYNE EARLY CHILDHOOD EDUCATORS LLC

8766 COLDWATER ROAD

FORT WAYNE, IN 46825 (3.4 mi)

260-207-4044

PTQ Level: 4

WASHINGTON ELEMENTARY PRESCHOOL

1015 W WASHINGTON BLVD (A)

FORT WAYNE, IN 46802 (3.4 mi)

260-467-8150

PTQ Level: 4

GRANDMA LUE'S LIL' ANGELS

46815 (3.4 mi)

260-749-8256

PTQ Level: 3

BRIGHT MINDS EARLY LEARNING CENTER

46818 (3.7 mi)

260-888-4514

PTQ Level: 3

JENNIFER KUHNLE

46835 (3.9 mi)

260-804-3330

PTQ Level: 3

ARLINGTON PRE-K

8118 ST. JOE CENTER ROAD (C)

FORT WAYNE, IN 46835 (4.1 mi)

260-467-6357

PTQ Level: 4

KIDDIE PREP SCHOOL

8611 MAYHEW ROAD

FORT WAYNE, IN 46835 (4.1 mi)

260-485-7951

PTQ Level: 4

KINDER CARE LEARNING CENTER

2008 E DUPONT RD

FORT WAYNE, IN 46825 (4.4 mi)

260-755-2905

PTQ Level: 4

WASHINGTON CENTER TITLE I PRE-K

1936 W. WALLEN ROAD (B)

FORT WAYNE, IN 46818 (4.5 mi)

260-467-6357

PTQ Level: 4

### Childcare Referrals

Purdue University employees can call a designated employee-only childcare referral phone line. A referral specialist with **Indiana Association for Child Care Resource and Referral** (<https://www.thechildcareresourcenetwork.org/>) will provide at least three options for your

family to choose from based on your criteria. Employees will then receive referral profiles and consumer education information via email or mail.

Enhanced referrals by the Indiana Association for Child Care Resource and Referral are recommended for families needing special need care or infant/toddler care but are available to any family. These more in-depth referrals include a personal interview to assist in identifying needs and preferences of the family. Once the specialist understands the family's needs, they will screen childcare options for the family, narrowing the options, including determining if there are enrollment openings. The family will then receive the options as well as consumer education information to make the final decision. Continued follow-up consultations by the referral specialist are also included. This enhanced referral process costs the employee \$150.

To get started with a referral or enhanced referral, call **800-299-1627, ext. 275**.

10. Committee reports “for information only”;

- a. Executive Committee (Senate Reference No. 25-19) – E. Ohlander

Senate Reference No. 25-19 (Bylaws Scrivener's Errors) was presented for information only.

- b. Educational Policy Committee (Senate Reference No. 25-20) – S. Buttes

Senate Reference No. 25-20 (Educational Policy Committee Chair's Progress Report on Committee Review of SD 25-21) was presented for information only.

11. The general good and welfare of the University:

M. Wolf: Thank you for the grounds crew. They have done an awesome job.

12. Adjournment: The meeting adjourned at 1:13 p.m.

Joshua S. Bacon  
Senate Clerk

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: J. Nowak, Chair  
Executive Committee

DATE: January 22, 2026

SUBJ: Approval of Replacement Members of the Honors Program Subcommittee, Campus Appeals Board, and Curriculum Subcommittee

WHEREAS, The Bylaws of the Senate provide (3.2.2.) that “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)”; and

WHEREAS, There is one vacancy on the Honors Program Subcommittee; and

WHEREAS, The Honors Program Subcommittee has appointed John Romney as a replacement member for the remainder of the 2025-26 academic year; and

WHEREAS, There is one regular vacancy and two alternate vacancies on the Campus Appeals Board; and,

WHEREAS, the Campus Appeals Board has appointed Hosni Abu-Mulaweh to fill the regular vacancy and Manavi Yadav to fill the alternate vacancy for the remainder of the 2025-26 academic year; and

WHEREAS, There are two vacancies on the Curriculum Subcommittee; and,

WHEREAS, The Curriculum Subcommittee has appointed Yanfei Liu as a replacement member for the remainder of the 2025-26 academic year:

BE IT RESOLVED, That the Senate approve these appointments.

MEMORANDUM

TO Jeffrey Nowak, Chair  
Senate Executive Committee

FROM: Jay Johns, Chair  
Faculty Affairs Committee

DATE: 01/09/2026

SUBJ: Exception Ad-Hoc Engagement Subcommittee Tenured-Faculty Chair to  
Continue as Non-Voting Co-Chair under Emeritus Status

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**WHEREAS**, the Faculty Affairs Committee (FAC) is the parent committee of the Ad-Hoc Community Engagement Subcommittee; and

**WHEREAS**, the Ad-Hoc Community Engagement Subcommittee requested that FAC review a resolution that makes an exception to the Faculty Senate Constitution and Bylaws and allows Sherrie Steiner to remain on the Ad-Hoc Community Engagement Subcommittee as a Non-Voting Co-Chair after transitioning to Emeritus status; and

**WHEREAS**, understanding the magnitude of the request, FAC members believe this should solely be the choice of the Faculty Senate. In this case, the FAC voting record at the bottom of this page does not communicate agreement (or disagreement) with Sherrie Steiner being granted the requested exception. Instead, the vote demonstrates FAC's vote for the decision to solely be in the hands of Faculty Senate;

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

**TO:** Jay Johns, FAC Chair  
**CC:** Talia Bugel, Adam Dircksen, Wenjia Han, Mark Jordan, Jospeter Mbuba, Kim O'Connor, Promothas Saha, Sarah Wagner, Senate Officers, Ad hoc Engagement Subcommittee members, and Executive Committee  
**FROM:** Sherrie Steiner, Chair, Ad-Hoc Engagement Subcommittee of FAC  
**DATE:** December 15, 2025  
**SUBJECT:** Exception Ad-Hoc Engagement Subcommittee Tenured-Faculty Chair to Continue as Non-Voting Co-Chair under Emeritus Status

**WHEREAS,** Senate Document SD 24-17 approved Community Engagement as an Area of Faculty Work, and

**WHEREAS,** Sherrie Steiner's shift to Emeritus Status on December 31, 2025 means that she is considered an associate member of the faculty (Constitution I.E), but she is not identified as qualified to serve on this committee according to Bylaws regulations on committee membership (Section I.B.3.1.1.) and ad-hoc committee membership (Section III.E.2.1.) that indicate that a faculty member needs to be part of the Teaching Faculty (TF = Voting Faculty + lecturers) in order to serve on a Senate committee, and

**WHEREAS,** members of the Ad-Hoc Engagement Subcommittee believe that Sherrie Steiner has significantly contributed to leading, coordinating, and organizing the committee work to this date, and all Task Force members would benefit from Sherrie Steiner's continued contributions to the significant work that remains for the Subcommittee to complete,

**WHEREAS,** Sherrie Steiner has indicated that she is willing to continue contributing to the Ad-Hoc Engagement Subcommittee, and

**WHEREAS,** Cigdem Gurgur has indicated that she is willing to serve as Co-Chair with Sherrie Steiner on the Ad-Hoc Engagement Subcommittee, and

**WHEREAS** the Constitution does not specifically prohibit Emeritus faculty from completing service on committees upon their retirement, and

**BE IT RESOLVED,** that an exception be made to allow Sherrie Steiner under Emeritus Status to continue serving on the Ad-Hoc Engagement Subcommittee as Non-Voting Co-Chair for the 2025-2026 Academic Year *and* the 2026-2027 Academic Year, and

**BE IT FURTHER RESOLVED,** that because this proposal involves waiving the Bylaws requirement that ad-hoc committee members who come from the ranks of the Faculty be Teaching Faculty, its approval shall require a two-thirds positive vote of the Senate.

**Approved**  
Cigdem Gurgur  
Sherrie Steiner  
Sam Koudsia  
Craig Ortsey  
Claudio Freitas

**Opposed**

**Abstention**

**Absent**  
Mary Encabo-Bischoff

Date: 1/23/26  
To: Fort Wayne Senate  
From: Jeff Nowak, Chair, Executive Committee  
Steve Carr, Daren Kaiser, Dan Miller, and Noor O'Neill  
Regarding: Office of Academic Affairs Memorandum 2025-02

### **Senate Review of OAA Policies and Procedures for Post-Tenure Review**

Whereas the Office of Academic Affairs released Memorandum [2025-02](#), “Policies and Procedures for the Performance Review of Tenured Faculty” on 18 August 2025; and,

Whereas OAA developed these policies and procedures as a result of Purdue System Policy [S-4](#) “Performance Reviews for Tenured, Tenure-Track, Clinical/Professional and Research Faculty”; and,

Whereas all tenured faculty at PFW currently participate in the existing annual review process, which already satisfies the stipulations set forth in Purdue System Policy S-4; and,

Whereas OAA’s policies and procedures go far beyond the standards set forth by the Purdue System Policy and the Indiana Code; and,

Whereas these OAA policies and procedures mandate annual post-tenure review for associate professors and review of full professors every three years; and,

Whereas OAA Memorandum 2025-02 mandates that on a yearly basis, associate professors select an area of excellence and present evidence of progress toward achieving promotion to Full Professor based on excellence in that area, in violation of their contracts and hiring letters; and,

Whereas OAA Memorandum 2025-02 establishes punitive measures for tenured faculty who do not meet a standard of excellence after tenure; and,

Whereas no Purdue System policy anywhere makes explicit any requirement that tenured faculty at the rank of Associate Professor must submit a case for promotion to Full Professor; and,

Whereas tenured and tenure-track faculty welcome customary rights and responsibilities for setting standards in the areas of teaching, research, and service by not just setting these standards alone but by holding primary responsibility in interpreting these standards, applying them, and in exercising our decision-making regarding faculty status, which the AAUP 1989 “[Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments](#)” explicitly asserts includes promotions and the granting of tenure; and,

Whereas OAA Memorandum 2025-02 fails to outline any sufficient or even explicit standard for due process should a faculty member wish to appeal any remediation plan, adjustment of workload, modification of teaching schedule and/or courses, loss of summer and overload teaching opportunities, or any other unilaterally-imposed administrative sanction;

Be it resolved that Fort Wayne Senate opposes any OAA mandate compelling associate professors to put together a case for promotion to full professor and calls on Provost Drummond to suspend and eliminate altogether any policies and procedures coercing associate professors into forced promotion procedures; and,

Be it resolved that the Fort Wayne Senate asserts its right of review of any policies and procedures involving promotions and the granting of tenure (which includes PFW's retention of tenured professors) and demands that OAA immediately send its "Policies and Procedures for the Performance Review of Tenured Faculty" to the Fort Wayne Senate Faculty Affairs Committee, a representative faculty body having the rights and responsibilities to "set policies through joint effort concerning the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the Faculty" so that it may exercise these rights and responsibilities by taking up the issue of post-tenure review and align OAA's unilateral standards with that of Purdue and state directives; and

Be it resolved that until such remediation, OAA continues to use the normal annual review process as an interim practice to maintain compliance with Purdue System policy and the Indiana Code.

Senate Reference No. 25-18

Question Time

During the presentation of the university budget at the January Fort Wayne Senate meeting, the university showed a much healthier CFI rating despite the budget cuts from the state and decreased enrollment (particularly from international students). What will the benefits of a healthy CFI rating be for faculty and staff moving forward? In particular:

- Has the sale of the TLC property remained with the Purdue Fort Wayne Foundation or been directed toward programs for the university? The Foundation's website does not list programs it funds anymore.
- Given that the purchaser of the TLC property has resold the property, do the agreements for benefits for PFW faculty, staff, and students remain in place?
- Can URAC, the Purdue Fort Wayne Foundation, and the proposed Childcare Advisory Council look into expanding funds from the TLC property sale to augment Purdue University Human Resources' Childcare Assistance Program for faculty and staff?
- Will the positive change in CFI lead to the restoration of travel funding and research funding in the coming academic year?

S. Buttes

M. Wolf

Senate Reference No. 25-19

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: J. Nowak, Chair  
Executive Committee

DATE: January 22, 2026

SUBJ: Bylaws Scrivener's Errors

On October 13, the Senate Bylaws were amended under section VII.C. to include the language:

“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.”

Therefore, in the interests of full transparency and openness, the Executive Committee wishes to inform the members of the Senate of the following corrections:

Changing “Office [or Director] of Accountability and Student Success” to “Office [or Director] of Advising and Student Academic Success” in Sections III.A.3.1.1.2., III.A.3.1.2.1., III.A.3.2.1., III.A.3.2.2.1.

“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~~ **concur**, they must give written notice to the Senate, [no comma] detailing the changes.”

Please do not hesitate to contact us if you have any questions about this document.

**Approved**

C. Gurgur  
J. McHann  
J. Nowak  
E. Ohlander

**Opposed**

**Abstention**

**Absent**

**Non-Voting**

C. Ortsey

MEMORANDUM

TO: Jeff Nowak, Presiding Officer

FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 01/23/2026

SUBJ: Educational Policy Committee Chair's Progress Report on Committee Review of SD 25-21

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In its meeting on January 12, 2026, the Senate voted to commit SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC). EPC has had two meetings focused on the document review. EPC's task is to align the following:

- The proposed revisions to PFW Academic Regulations as they appear in the spreadsheets linked in SD 25-21
- Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026 (some or all of which were not a part of the Ad-Hoc Academic Regulations Task Force Final Report) [see the listed and linked documents on the next page]
- Current Academic Regulations as they appear in the AY 2025-2026 Catalog (which already include the Senate-approved modifications to the regulations in the Senate Documents listed and linked on the next page)

Initially, EPC began its work by attempting to map the Senate Documents onto the spreadsheets provided by the Ad-Hoc Academic Regulations Task Force. However, the spreadsheets are organized topically rather than numerically, and it became difficult to reconcile the format of the spreadsheets linked in SD 25-21 with Senate Documents and the remaining other Academic Regulations in the Catalog. Additionally, in some cases, there were two different proposals for changing an Academic Regulation.

EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations. EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations so that specific changes in such a large document can be easily discussed and approved via Senate parliamentary procedures.

EPC was informed by Terri Swim that the revisions can be incorporated in the AY 2026-2027 Catalog if they are approved in the March meeting. EPC has completed the creation of draft resolutions and is currently reviewing them for accuracy. We plan to vote to send these to the Senate in our February meetings and are organizing our review so that we can send the resolutions for consideration in the full Senate by the document deadline for the March Senate meeting. We wish to keep the Senate updated on our progress since our initial understanding was that the documents needed to be approved in the February meeting.

**Senators are advised that EPC will be sending 14 resolutions (one for each section of the Academic Regulations). For that reason, you will want to carve out a little extra time to review the March Senate meeting agenda.**

**Because of the importance of this document (it includes official policies on grades, admissions, and all other academic matters), it is advisable that Senators actively seek input from faculty in their departments, schools, and colleges.**

**List of Academic Regulation Changes Approved by the Senate  
Since the Task Force Was Established in Spring 2022  
(Academic Year 2021-2022) ([SD 21-37](#))**

**Academic Year 2022-2023**

Academic Reg. 3.10 – 3.10.9 changed - [SD 22-27](#)

Academic Reg. 7.3 changed Jan. 2023 - [SD 22-15](#)

Academic Reg. 3.2.4 changed - [SD 22-11](#)

**Academic Year 2023-2024**

Academic Reg. 1.2.1 changed - [SD 23-26](#)

Academic Reg. 10.4 changed - [SD 23-25](#)

Academic Reg. 5.1 and 5.2 changed - [SD 23-23](#)

Academic Reg. 9.4 changed (April 2024) - [SD 23-21](#)

Academic Reg. 9.4. changed (Feb. 2024) - [SD 23-14](#)

Academic Reg. 4.0 – end of section 4.0 changed - [SD 23-10](#)

**Academic Year 2024-2025**

Academic Reg. 7.1 - [SD 24-22](#) [EPC is tasked with making the needed change to Advanced Credit policy/Credit for Prior Learning policy; Ad-Hoc Subcommittee developing procedures]

Academic Reg. 3.8.2 - 3.9.2 changed - [SD 24-12](#)

**Academic Year 2025-2026**

Academic Reg. 7.4 changed - [SD 25-7](#)