

FORT WAYNE SENATE AGENDA
MONDAY
April 13, 2026
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of March 16
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
 - a. University Update – A. Mills and K. Surface
 - b. Ad-Hoc Engagement Subcommittee Update, SR 25-32 – C. Gurgur and S. Steiner
6. Unfinished business
7. Committee reports requiring action
 - a. Secret Recordings of Class Sessions, SD 25-41 – EC, E. Ohlander
 - b. Amendments to the Bylaws of the Senate – Committees, SD 25-42 – EC, E. Ohlander
 - c. Policy Guidelines for Memorial Resolutions, SD 25-43 – EC, E. Ohlander
 - d. Amendments to the Constitution of the Senate--Faculty Chair Titles, SD 25-44 – EC, E. Ohlander
 - e. Programs Subcommittee Resolution on General Education Program – Foreign Language Classes, SD 25-45 – EPC, S. Buttes
 - f. Filling FAC Engagement Subcommittee Vacancies, SD 25-46 – FAC, M. Jordan
 - g. Changing Faculty Affairs Committee to the Professional Development Subcommittee, SD 25-47 – FAC, M. Jordan
 - h. Revision #1 to COLA Governance Document, SD 25-48 – FAC, M. Jordan
 - i. Revision #3 to COLA Governance Document, SD 25-49 – FAC, M. Jordan
8. New business
9. Question time
 - a. RE: PFW Enrollment, SR 25-26 – A. Nasr
 - b. RE: Provost at West Lafayette Reviewing Fort Wayne P&T Cases, SR 25-33 – S. Carr & N. O’Neill
10. Committee reports “for information only”
 - a. Concentration in Robotics and Automation for Computer Engineering, SR 25-27 – CS, C. Gurgur
 - b. Concentration in Robotics and Automation for Electrical Engineering, SR 25-28 – CS, C. Gurgur

- c. Concentration in Communication Studies for B.A. in Communication, SR 25-29 – CS, C. Gurgur
- d. Organizational Leadership Request to Move from ETCS to DSB with Name Change, SR 25-30 – CS, C. Gurgur
- e. Bylaws Scrivener’s Errors – April 2026, SR 25-31 – EC, E. Ohlander

11. The general good and welfare of the University

12. Adjournment*

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

Approved	Opposed	Abstention	Absent	Non-Voting
C. Gurgur				C. Ortsey
J. McHann				
J. Nowak				
E. Ohlander				

Attachments:

- “Recognizing Engagement in P&T at PFW” (SR No. 25-32)
- “Secret Recordings of Class Sessions” (SD 25-41)
- “Amendments to the Bylaws of the Senate – Committees” (SD 25-42)
- “Policy Guidelines for Memorial Resolutions” (SD 25-43)
- “Amendments to the Constitution of the Senate--Faculty Chair Titles” (SD 25-44)
- “Programs Subcommittee Resolution on General Education Program – Foreign Language Classes” (SD 25-45)
- “Filling FAC Engagement Subcommittee Vacancies” (SD 25-46)
- “Changing Faculty Affairs Committee to the Professional Development Subcommittee” (SD 25-47)
- “Revision #1 to COLA Governance Document” (SD 25-48)
- “Revision #3 to COLA Governance Document” (SD 25-49)
- “RE: PFW Enrollment” (SR No. 25-26)
- “RE: Provost at West Lafayette Reviewing Fort Wayne P&T Cases” (SR No. 25-33)
- “Concentration in Robotics and Automation for Computer Engineering” (SR No. 25-27)
- “Concentration in Robotics and Automation for Electrical Engineering” (SR No. 25-28)
- “Concentration in Communication Studies for B.A. in Communication” (SR No. 25-29)
- “Organizational Leadership Request to Move from ETCS to DSB with Name Change” (SR No. 25-30)
- “Bylaws Scrivener’s Errors – April 2026” (SR No. 25-31)

Recognizing Engagement in P&T at PFW

**Engagement Sub-Committee Presentation
Faculty Affairs Committee
3.20.26**

- Defining Engagement
- Senate Concerns from Spring 2025
- Our Approach
- The Process
- The Engagement Guiding Principles Document
- The Accompanying Packet of Form Drafts

What is Engagement?

- Engagement may mean different things elsewhere across institutions (e.g., NGOs, Boards, etc.) and within institutions (e.g., development office, marketing department, etc.), but within the promotion and tenure process at PFW, we recommend the Carnegie Foundation for the Advancement of Teaching definition:

“The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Engagement is Purpose Driven

“The purpose of [engagement] is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

Carnegie Foundation for the Advancement of Teaching, 2026:3

Major Senate Concerns from Spring 2025

1. Concern that engagement recognition would weaken PFW's research standard
2. Concern about changing PFW's existing "research/teaching/service" framework
3. Concern about adding to faculty service burdens
4. Concern that recognizing engagement would undermine PFW's approach that departments decide
5. If engagement is approved, there will be a faculty need for engagement expertise to assist with evaluation of engagement cases

PFW Departments Considering Engagement

1. **Department of Teacher Education** (already recognized)
2. **Department of Anthropology and Sociology** (partially recognized)
3. **Department of Communication Sciences and Disorders** (in process)
4. **Department of Human Services** (planning to recognize)
5. **Department of Political Science** (expressed interest in recognizing)
6. **Department of Music Therapy** (expressed interest in recognizing)
7. **Department of Criminal Justice** (expressed interest in recognizing)

Note: This is anecdotal evidence; there may be more departments interested; we have not recently surveyed departments

Engagement at PFW

Addresses concern #1

- Engagement *must* not be a lesser path to promotion, but is an equivalent form of excellence grounded in scholarly principles
- If a candidate chooses engagement option(s) and the department has not delineated the amount engagement evidence may count as evidence fulfilling departmental criteria for research, teaching, and service, *Engagement Guiding Principles* specifies that the department committee shall count no more than half of the departmental criteria as constituted by engagement evidence (p. 3)

Engagement at PFW

Addresses concern #2, #4

- If the candidate chooses Engagement Service as an option; and
- The department does not allow excellence in Service as an option within their department; then
- The candidate may not appeal to campus-level documents to choose excellence in Engagement Service.
- But departments would still need to recognize Engagement Teaching and Engagement Research and Creative Endeavors

Recognizing Engagement in All Three Areas

Addresses concern #2

- The Carnegie definition indicates that engagement may be integrated into research, teaching, and service
- *Engagement Guiding Principles* references the American Sociological Association's *ASA Guidelines for Evaluating Community-Engaged Scholarship in Tenure and Promotion*:

“Unfortunately, it is often the case that any kind of community engagement, regardless of its purpose, is *inappropriately counted only as service*, even if it includes a teaching and/or research component...It is imperative that the efforts community-engaged scholars put into their collaborations, as well as the products and publications stemming from the knowledge creation that comes from these projects, be counted as research activities in the review process.” (p. 1, emphasis ours)

Recognizing Engagement as *Optional*

Addresses Concerns #2, #3, and #4

- *Optional* for Individual Faculty to have their engagement work recognized in:
 - Research and Creative Endeavor
 - Teaching (Librarianship)
 - Service

- *Optional* service requirement for Departments to develop engagement criteria, but *not* optional to recognize engagement work

Why Optional?

- ***Optional*** for Individual Faculty:
 - Preserves the existing PFW system of “research, teaching, service”;
 - Allows for recognition of faculty work that does not currently count in P&T
 - Affirms PFW’s approach that departments define the criteria
- ***Optional*** for Departments:
 - Relieves faculty of a service burden for something that is relevant for the few faculty that they believe will make use of the option;

This is New Territory and it Confused FAC

- *Optional* for Departments to revise their departmental documents, but if Senate recognizes engagement, department P&T committees would still be required to value and recognize engagement work by faculty;
- FAC felt this undermines the norm that departments decide;
- We disagree because the Guiding Principles Engagement Document, like SD 14-35, merely provides guiding principles;
- It would only be referenced by default if departments did not want to put in the work of changing documents

***Optional* Warrants a Different Process**

- Normal Approach for Required Changes:
 - Senate approves Guiding Principles;
 - Senate charges Departments to develop criteria (by 10.1?);
 - Other impacted documents are subsequently revised
- Recommended Approach: (opposed by FAC)
 - Senate approves Guiding Principles in light of a proposed packet of possible document revisions;
 - Senate gives Departments an *optional* charge to do the service work of developing engagement criteria; departments would send any revisions to the Committee by 10.1.26 if they want their criteria to feed into the Committee's next steps;
 - Other impacted documents are subsequently revised

But We are Open to the Normal Approach

- If Senate feels that issuing a charge that departments revise P&T documents to recognize optional engagement teaching/research and creative endeavors/service work is the best pathway, we would support that
- Going with the normal process might:
 - reduce confusion
 - Reinforce even more that at PFW, departments decide
- This issue need not be decided now

Engagement Guiding Principles

Addresses Concern #4

- A default document; departments are encouraged, but not required, to do the service work of developing their own engagement criteria; the campus level document only applies in cases where departments have not developed their own engagement criteria
- Only engagement portions of the case are referenced to this document
- At the request of Provost Carl Drummond, the *Engagement Guiding Principles* document has more detail than PWL's "Criteria for Tenure and Promotion for the West Lafayette Campus", but provides no PFW specific examples
- Once Senate approves engagement, a qualified administrator would need to compile a PFW version of *The Guide* that provides candidates with campus vignettes

Engagement at PFW

Addresses Concern #4

- When used by itself, engagement at PFW embraces *definitional diversity* and is understood as comprised of three components:
 - Engagement Research & Creative Endeavor (ERCE)
 - Engagement Teaching (ET)
 - Engagement Research (ER)

- The terms reflect conceptual flexibility, rather than definitional rigidity, in accordance with the PFW practice whereby departments and programs develop context-specific criteria

Engagement Research & Creative Endeavor

“Engagement Research & Creative Endeavor is defined at PFW as scholarly work that typically requires a high level of proficiency in a related discipline whose results often have a significant public impact in some way. At the heart of the work is collaboration among faculty, students, and community partners to address community concerns and build academic scholarship. These partnerships may lead to publications, programs, and other new opportunities.”

- The definition is drawn from the *Handbook on Community-Engaged Scholarship* from the University of Louisville; other sample definitions of Engagement Research & Creative Endeavor are referenced in the document

Engagement Teaching

“Engagement Teaching (ET) is defined at PFW in accordance with the definition put forth by formative scholars in the field of community engaged learning as ‘a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and a deeper understanding for themselves.’”

- The definition comes from Eyler, J. and Giles, Jr., D. E. (1999). *Where's the Learning in Service-Learning?* San Francisco, CA: Jossey-Bass.

Engagement Service

“Engagement Service (ES) is defined at PFW as purpose-driven work collaboratively done with a specific community or group on any scale (local to global). The purpose of the faculty member’s ES and the reciprocal relationships they develop with the community organization distinguishes engagement from service.”

- This definition is derived from, and based upon, applicable portions of the Carnegie Foundation for the Advancement of Teaching’s overall definition of engagement

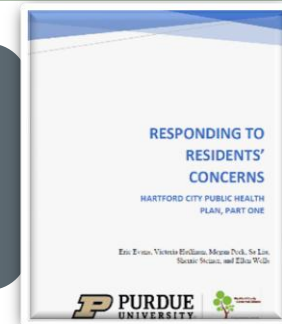
Disentangling ERCE, ET, and ES

“All forms of ES may not be equally considered as ERCE or high-impact ET since it is not a given that faculty engagement with the community in and of itself will draw attention to the root causes of social problems, *stimulate identity development* in students, and/or *contribute to scholarship*. *Learning to serve* (e.g., tutoring, soup kitchens, etc.) is not the same as *serving to learn* (e.g., transformative partnerships, involving students in action to address problems facing communities), and not all service-learning is oriented toward social change and the redistribution of power. For this reason it becomes important to identify ES as a dimension of PFW’s service category that is distinguished from ERCE and ET.” (p. 12, emphasis mine)

Engagement Research & CE

Engagement Teaching

Engagement Service



Administrative Support

Addresses Concern #5

- If Senate decides to recognize Engagement, faculty will need administrative support to ensure fair and equitable implementation of the promotion and tenure process
- We recommend that PFW provide qualified administrative support to that end
- PFW will need our own version of *The Guide* that provides vignettes and case study examples from our own campus
- This will require qualified administrative support

What We are Asking of Senate

- Ask Senate to conduct separate discussions on *The Engagement Guiding Principles* and the *Process for Recognizing Engagement*
- We ask that Senate vote on the *Engagement Guiding Principles* document prior to considering next steps

Engagement Sub-Committee Members

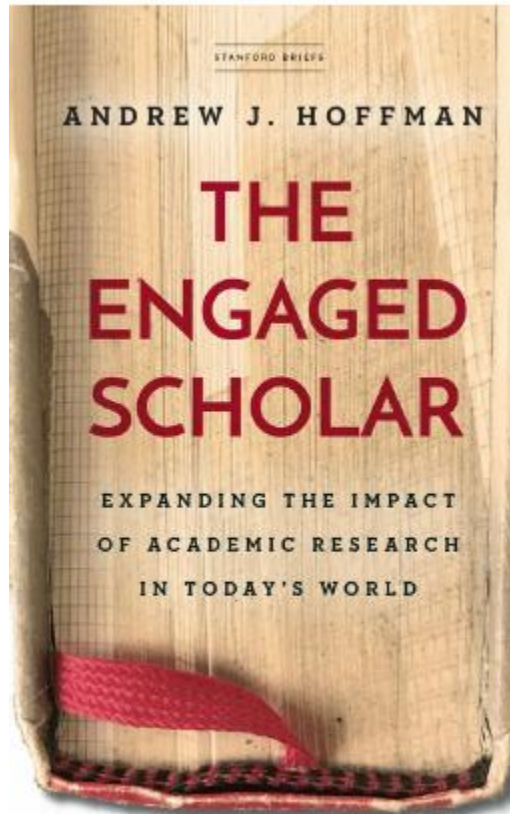
- Cigdem Gurgur, Co-Chair
- Sherrie Steiner Co-Chair
- Craig Ortsey
- Claudio Freitas
- Daniel Patten
- Eileen Garwood

Contributors

- Yan Ma
- Sam Koudsia
- Mary Encabo-Bischoff

Thank you

Any Questions?



Engagement Reference Guide

As an integration rather than a new category, engagement at PFW is not a separate route to, or reduced standard for, promotion. Instead, it is optional and integrative; a means to demonstrate excellence and competence within research and/or creative endeavors, teaching, and/or service. It doesn't replace the traditional pillars but is an alternative way to fulfill them.

1. Traditional Teaching vs. Engagement Teaching (ET)

- **Traditional Teaching** typically involves standard classroom instruction and learning.
- **Engagement Teaching (ET)** is defined as a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems. It distinguishes itself by requiring students to actively interact with the community and reflect on their impact (e.g., service-learning, study abroad, e-service-learning, and internships) to address society's most pressing and complex challenges.

2. Traditional Service vs. Engagement Service (ES)

- **Traditional Service** might involve serving on university committees, fulfilling duties in academic societies, or standard volunteering ("Learning to serve" like tutoring or soup kitchens).
- **Engagement Service (ES)** is distinguished by **reciprocity and partnership**. It is purpose-driven work collaboratively done with a specific community. The reciprocal relationship they develop with the community organization distinguishes engagement from service. The process of "Serving to learn" involves transformative partnerships where both the university and the community grow together and provide mutual benefits.

3. Traditional Research vs. Engagement Research (ERCE)

While standard research might be done independently in a lab or office, **ERCE** places collaboration among faculty, students, and community partners at the heart of the work. The outcomes might take longer because predicting community trust and partnership takes time, and the products often involve translating findings for public audiences (e.g., reports, briefs, websites) alongside traditional peer-reviewed publications.

Quick Reference Matrix:

Category	Traditional Expectation	Engagement Integration	The Key Difference
Teaching	Standard classroom instruction and student learning	Engagement Teaching (ET): Experiential education applying learning to community problems	Action & Reflection: Students actively interact with the community (e.g., service-learning).
Service	Serving on university committees, academic societies, or standard volunteering	Engagement Service (ES): Purpose-driven, collaborative work with a specific community	Reciprocity: "Serving to learn" rather than just "Learning to serve." Mutual benefit.
Research	Independent or peer-collaborative discovery, often published in academic journals	Engagement Research (ERCE): Collaboration with community partners to address community concerns; publications may involve qualified community peer-review and posted on community websites	Partnership & Translation: Co-created knowledge, often resulting in public-facing deliverables alongside journals.

PURDUE

UNIVERSITY®

FORT WAYNE

DATE: March 5, 2026
TO: Jay Johns, Chair, Faculty Affairs Committee
FROM: Sherrie Steiner and Cigdem Gurgur, Co-Chairs, Ad Hoc Engagement Subcommittee
RE: Spring 2026 Report of Activities

- **On March 20th, 2026, we will be asking Faculty Affairs Committee to send *The Engagement Guiding Principles* and *The Process* documents to Senate for consideration at the April 13th, 2026 meeting; and**
- **We are asking FAC to send an accompanying packet of document revision drafts (OAA 99-1; Form 36; SD 14-35; SD 14-36; Administrative Support) to Senate on April 13th so that Senate can make an informed decision; and**
- **We are asking that we be allowed to make our presentation to Senate on April 13th; and**
- **We are asking that Senate take separate votes on *The Engagement Guiding Principles* and *The Process* documents on April 20th, 2026 (if Senators need more time).**
- **We note that the April Senate Document Deadline is set for Friday, March 27 at 3 p.m. As such, it is very essential that Faculty Affairs Committee members work efficiently and promptly upon receiving the Task Force Documents of Thursday, March 5 through our presentation of Friday, March 20 to meet the Senate deadline in a timely manner.**

This would allow our committee to continue to make progress in Fall 2026 in a timely fashion.

Spring 2026 Activities Update

During the Spring 2026 Semester, the Ad Hoc Engagement Subcommittee met regularly. We completed the *Engagement Guiding Principles* document, decided on a process appropriate to an optional approach for individuals and departments, and put together a packet of sample drafts of accompanying documents to present our approach to Faculty Affairs Committee on March 20, 2026. The Provost provided feedback on our presentation prior to the FAC meeting. All of his recommendations were adopted unanimously by the committee.

We made five revisions to the *Engagement Guiding Principles* document and three additional revisions to each of the following drafts:

Form 36
OAA 99-1
OAA 20-01
OAA 20-02

- SD 14-35
- SD 14-36
- SD 18-15
- SD 19-9
- SD 19-13
- Post Tenure Review documents
- Administrative Support

The committee sent a few administrative resolutions to Senate in Spring 2026: Senate agreed to make an exemption to allow Sherrie Steiner to continue as co-chair after her retirement due to her extensive work at a former Task Force on Engagement of lasting three years involving participation of other respected tenured faculty collaboration there including the Director of Environmental Resources Center, a professor emeritus in the Department of Biological Sciences Bruce Kingsbury; we gave importance of maintaining continuity from this past engagement work through the FAC Engagement Subcommittee for so that earlier efforts would not unnecessarily duplicated in the form of “re-inventing the wheel”; we asked Senate to confirm Daniel Patton and Eileen Garwood to fill committee vacancies.

This chart summarizes the process we are following and indicates where the documents currently lie:

Document	Ad Hoc-1	Provost	Ad Hoc-2	Provost	FAC	Senate			
Form36	5 revisions	11.12.25	3 revision	2.26.26	packet				KEY
SD-2X Eng GP	5 revisions	11.12.25	6 revisions	2 revisions	present				Complete
OAA 99-1 Faculty Dossier	5 revisions	11.12.25	3 revision	2 revisions	packet				With the Designated
OAA 20-01 Lecturer Dossier	5 revisions	11.12.25	3 revision	2 revisions	wait				With Us
OAA 25-02 PR Tenured Rev	5 revisions	11.12.25	3 revision	2 revisions	wait				Not Started
SD 14-35 Faculty P&T GP	5 revisions	11.12.25	3 revision	2 revisions	packet				Unresolved Issues
SD 14-36 F PR & 3rd Yr	5 revisions	11.12.25	3 revision	2 revisions	packet				PR=Procedures
SD 18-15 Clinical P&T GP	5 revisions	11.12.25	3 revision	2 revisions	wait				GP=Guiding Principles
SD 19-9 Lecturer GP	5 revisions	11.12.25	3 revision	2 revisions	wait				
SD 19-13 Lecturer PR	5 revisions	11.12.25	3 revision	2 revisions	wait				
Post Tenure Review	5 revisions	11.12.25	3 revision	2 revisions	wait				
Administrative Support	Initial	11.12.25	3 revision	2 revisions	packet				
Process			2 revisions	2 revisions	present				
Presentation			3 revisions	3 revisions	present				

President's Office Form 36

NOMINATION FOR PROMOTION

DATE:

1	FULL NAME:	Last	First	Middle Initial	PUID
2	Proposed Rank and Title:				
3	Present Rank and Title:				Year
4	Previous Purdue University Rank(s) and Title(s):				Year
5	Penultimate Year	(if applicable)			Year
6	ACADEMIC RECORD (Institutions Attended)				
	Degree	Year			Years Attended
7	BASIS OF NOMINATION - EMPHASIS OF SCHOLARSHIP <i>Note: one or more basis of nomination areas (research, teaching, or service) MUST be checked; there is no requirement that any engagement area must be selected.</i>			Check below for basis of nomination	Check below for engagement options
	Research Engagement Research & Creative Endeavor (ERCE Option)				
	Teaching Engagement Teaching (ET Option)				
	Service Engagement Service (ES Option)				
8	PRIMARY COMMITTEE VOTES			Yes	No
9	Comments by Head of Department (or School)				
	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Signature:				
10	AREA COMMITTEE VOTE			Yes	No
11	Comments by Dean and/or Chancellor (for Regional Campuses)				
	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Signature:				
12	UNIVERSITY COMMITTEE VOTE	Yes	No	Recommended	Yes No
13	<i>SPACE RESERVED FOR NOTES BY MEMBERS OF UNIVERSITY COMMITTEE</i>				

Add other pages as needed; see instructions.

Faculty Promotion and Tenure Dossier Format Guidelines

This memorandum is a companion document to Fort Wayne Senate Documents SD 14-35, SD 14-36, SD 18-15, **SD 19-13, and SD 19-9**; the various school, division, and department statements concerning promotion and tenure criteria and procedures; and the Faculty and Staff Handbook and related Executive Memoranda of Purdue University. OAA 99-1 provides detailed suggestions for a standard format for your promotion and/or tenure dossier. Consult your departmental and school guidelines for adaptations appropriate to your discipline. Because you alone bear responsibility for the content and organization of your dossier, your use of the suggested format is optional. You should be aware, however, that the format presented here, as amended from time to time, has a long tradition. It provides you with ready-made means to present your qualifications; it provides reviewers with the information they require organized in a predictable fashion.

As you complete your documentation, you should keep these central notions in mind:

2. Consider your audiences. While the initial review is usually undertaken by departmental colleagues who have a relatively clear understanding of the specific content and conventions of your discipline, later committees and administrators are likely to be unfamiliar with these matters. You should therefore prepare your materials so that they can be adequately understood by nonspecialists responsible for assessing the accuracy, comprehensiveness, and significance of your dossier.
3. Get feedback on drafts. Most successful applicants seek collegial assistance throughout the process of dossier preparation. Discussing options and reviewing dossiers prepared in earlier years often prove invaluable.
4. Be specific and selective. Your readers will expect your dossier to be factual, accurate, and comprehensive. You should therefore provide specific evidence of your significant professional accomplishments and, generally, allow this evidence to inform your readers' judgment. You should also avoid diluting the effectiveness of important evidence by intermixing it with trivial examples.
5. Be concise. A long dossier is seldom more convincing than a short one. The dossier should not exceed 30 pages (see Lecturer dossier guidelines in OAA Memo 20-01) in standard format (1-inch margins, 12-point font), exclusive of the CV, external review letters and appendices.
6. Document your area of excellence. Your documentation, including external reviews, should address your area of excellence. **You have the option, but not the requirement, of integrating into your dossier a portion - as delineated by department, program, or campus-wide engagement criteria - of the requirements for: Engagement Research and Creative Endeavor (ERCE) into the research section; engagement teaching (ET) into the teaching section; and/or engagement service (ES) into the service section.**
7. Letters from reviewers. Sufficient external, unbiased reviews of faculty work from appropriate professional peers contribute to a more effective system of review. A target of six letters enhances the reliability and accuracy of recommendations. Note that under state law, reviewers' letters are not confidential. Your department chair is expected to share the names of reviewers and the full content of the external letters with you unedited as they are received. Your department or department chair should not ask you to waive this process. Department chairs should ensure that external and internal reviewers understand that candidates will have access to the letters.

The Senate has specifically stated “No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level (SD 14-36). The only exceptions are: (1) copies of books, articles or other materials already noted in the dossier which may be added in the appendices; and (2) items for information, such as notification that an article submitted for publication has been accepted or an anticipated award has been received, may be inserted. Such updates should be submitted to the appropriate Assistant/Associate Vice-Chancellor for Academic Affairs.

The promotion and/or tenure portfolio consists of five sections:

- Section I (~~OAA Form 153~~ **President’s Office Form 36**), the cover sheet, is the application and an outline of actions taken on it.
- Section II contains the recommendations of administrators and committees charged with reviewing the dossier, and copies of the criteria on which the recommendations are based.
- Section III is your overview of your qualifications for tenure and/or promotion (candidate’s statement).
- Section IV is the promotion and/or tenure dossier itself.
- Section V contains the appendices, which should include supporting documents, appropriately cross-referenced to Section IV.

SECTION I—The Cover Sheet. You complete only Items 1-47 on this document; later items are filled in by the appropriate reviewer.

SECTION II—Evaluations and Recommendations Concerning the Dossier. As the dossier passes through the various levels of review, each review committee and administrator provides a separate letter of recommendation. The basis for each letter is detailed in Section 2. of SD 14-36. All letters of recommendation are inserted in Section II.

SECTION III—Candidate’s Statement. In no more than 1,000 words, write an essay that synthesizes and lends coherence to your portfolio. Your essay should provide readers with an orientation to your key professional goals and accomplishments and should gain power from appropriate references to documentation appended to the dossier. Here, and throughout, you should avoid extensive excerpting of appended materials. The statement should address such topics as the following:

- Your professional philosophy
- Your long-term goals in teaching/librarianship/**ET option**, research and creative endeavor/**ERCE option**, and service/**ES option**
- Your area of excellence: teaching/librarianship/**ET option**, research and creative endeavor/**ERCE option**, and/or service/**ES option**;
- How your activities in the three areas are related to one another
- The overall significance of your accomplishments
- Unusual terms and conditions of employment of which reviewers of your dossier should be aware
- Any faculty member employed during COVID in Spring 2020 and after is invited (not required) to add a 500 word (maximum) separate statement about the impact of the COVID-19 pandemic on your work: teaching/**ET option**, research/creative endeavor/**ERCE option**, and/or service/**ES option**. Include specific ways the pandemic affected your ability (positively and/or negatively) to reach the outcomes expected for your role.

SECTION IV—The Promotion and/or Tenure Dossier. The promotion and/or tenure dossier presents the primary quantitative and qualitative documentation supporting the candidacy. The dossier contains five major parts:

- A. General Information
- B. Teaching/Librarianship/**ET option**
- C. Research and Creative Endeavor/**ERCE option**
- D. Service/**ES option**
- E. Curriculum vitae

F. External review letters (originals)

Irrelevant entries within the sections are skipped. The upper-right corner of each page contains your last name followed by page numbers (e.g., DOE 5 of 30”).

A. GENERAL INFORMATION

1. Educational Experience

Starting with the most recent, list institutions attended and degrees earned.

2. Professional Experience

Starting with the most recent, list relevant professional experience, e.g., academic, industrial, business, creative-arts, and government positions.

3. Licenses, Registrations, and/or Certifications

Starting with the most recent, list relevant professional credentials, with dates.

4. Awards and Honors

Starting with the most recent, list awards and honors not cited elsewhere in the dossier.

5. Memberships in Academic, Professional, and Scholarly Societies

Starting with the most recent, list organizations and inclusive dates of membership

B. TEACHING (for Librarians, Librarianship) AND THE ENGAGEMENT TEACHING OPTION

1. Credit Courses Taught

If you are applying for tenure, list all credit courses taught at (I)PFW; otherwise, list all courses taught at (I)PFW since your appointment or most recent promotion, whichever came last. Starting with the most recent academic session, list courses in a table. **Identify any ET courses with an asterisk.**

Indicate whether enrollment figures represent the initial enrollment in the course or the end-of-semester enrollment.

Academic Sessions	Course Prefix and Number	Course Title	Contact Hours	Enrollment

2. Other Courses Taught

If you are applying for tenure, list all other courses taught since your appointment at (I)PFW; otherwise, list all other courses taught since your appointment or most recent promotion, whichever came last. Courses appear in a table, as in IV.B.1.

3. Student Evaluations of Credit and Noncredit Courses

If you are applying for tenure, evaluations for all courses taught since your appointment at (I)PFW should be available (in dossier or appendices); otherwise, evaluations for all courses taught since your appointment or most recent promotion, whichever came last. Evaluations should appear in a table, figure or graph indicating academic session, course, contact hours, and number of responses/enrollment.

Departments may also survey alumni or former students using similar instruments. In all cases the procedures used to collect, compile, and score or summarize this information should be explained clearly and completely, including information about who did the collection, scoring, compilation, and summarizing.

If many years have elapsed between promotions, the candidate may elect to present a representative subset of the student evaluations in the dossier, assuming all evaluations are available in an appendix.

When appropriate, student evaluation data should be presented as means, medians, or percentages of students choosing various scale values (e.g., “poor” through “excellent”; or “strongly disagree” through “strongly agree” or the like). Summary tables should be organized within courses and presented over time. The summaries presented in the dossier may include a subset of the questions, but an explanation should be provided as to why the particular items were chosen.

Ordinarily appendices will include student evaluations of all classes taught at (I)PFW or since the last promotion. Usually, the appendix material will be in the form of computer printouts or typed compilations of individual student responses for each class taught.

Paper forms completed by individual students should be organized and available from the department.

If appendix material does not represent all classes taught at (I)PFW or since the last promotion, such materials may be requested by reviewers or promotion committees.

Open-ended student comments may be summarized and analyzed in the dossier, ideally prepared by disinterested third parties. Avoid extensive quotes of student comments in the dossier. Compilations of all open-ended comments for each class, or if compilations are not available, a complete set of the forms completed by individual students for each class taught at (I)PFW or since the last promotion, should be included in an appendix or available from department if they are paper forms.

If complete data for every course are not presented, accompanying information should enable readers to know how and by whom the selection of a subset of classes was made.

Comparable alumni evaluations (questionnaire, survey, multiple-choice, and/or open-ended) may also be included, summarized in the dossier, and included in their entirety in an appendix.

When relevant directly to classes taught by the candidate, student performance on national achievement tests and normative data for such tests, or pre-post measures of student performance in the candidate’s classes may also be included in this section of the dossier.

It is helpful to readers if the candidate includes some information about how he or she responded to student feedback and comments to modify and improve his or her teaching; this kind of analysis is encouraged in this section of the dossier.

If ET is documented, note that engagement is recognized at PFW and that ET is valued as a high-impact practice.

4. **Peer Comments on Credit and Noncredit Teaching**

Supply collegial assessments of the teaching covered in IV.B.1. and IV.B.2., such as those in reappointment recommendations and annual evaluations; also include reports of peer reviews produced under a formal system of collegial classroom visitation, along with a description of the procedures used in obtaining the reviews. Solicited outside reviews of teaching and/or teaching materials, if included, are supplemented by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators’ names, ranks, and institutions, CVs, and the letter of solicitation are included in the appendix.

5. **Contributions to Course and Curriculum Development**

Describe course, laboratory, and curricular innovations for which you are responsible; your teaching-related administrative or supervisory responsibilities; and your contributions to the (re)design of teaching facilities and equipment.

6. Publications and Productions Related to Teaching

In a citation format appropriate to your discipline but avoiding abbreviations likely to confuse colleagues in other disciplines, list publications and productions intended primarily for use by students or by teachers in fulfilling instructional roles. For publications with multiple authors, identify the extent of your contribution. Within categories, list refereed/juried items first, marked with an asterisk, most recent item first, followed by unrefereed/unjuried items, most recent item first. For commissions, exhibits, performances, productions, etc., indicate the title, sponsoring agency, and location and date. **For service-learning options, indicate any sponsoring agencies along with the community organization(s) and service responsibilities associated with student engagement.**

If appropriate, items listed here may be cross-referenced in section C. Generally, scholarship of teaching and learning, **librarianship** publications that have a conceptual/theoretical orientation and that provide evidence that the efficacy of the pedagogy has been systematically studied and evaluated may be cross-referenced under research. **Service-learning option publications that have an applied/community engagement orientation and that provide evidence that the pedagogy has been widely adopted or systematically studied and evaluated may be cross-referenced under Engagement Research and Creative Endeavor.** Each item is classified into one of the following categories

Textbook

Book chapter Article

Edited work, such as an anthology

Paper published in proceedings

Published reviews of textbooks

Auto-tutorial module or self-instruction unit

Instructional videotape, film, tape/slide, or computer-based presentation

Software

Manual, such as a laboratory or instructor's manual Commission

Exhibit

Performance or production

Other

7. Unpublished Work Related to Teaching

Within categories, list the most recent first, and briefly describe the nature and impact of the project(s). Common types of work included here are lectures or papers presented at professional conferences, workshop presentations, departmental position papers, current papers or proposals. Use the same format for describing significant works in progress.

8. Student Research Direction

Starting with the most recent, identify the undergraduate and graduate student research projects you have overseen, the number of students involved, and the thesis or project titles; specify your role in the projects and such outcomes as presentation or publication.

9. Grants for Teaching Improvement

List any grants that involved teaching improvement or curricular/pedagogical change. Include a copy of any funded grant(s) in the appendix.

10. Student Academic Advising and Mentoring

In this section, identify your contributions to student academic advising. Include a description of your role in the process of advising students and the result of any measures of advising effectiveness. Include any students (advisees, research assistants, teaching assistants) you have mentored about research (not listed under 8-), professional development or other aspects affecting their current and future success.

11. Institutes, Workshops, Conferences, Expositions, and Other Programs Attended

List professional-development activities that contributed to your teaching effectiveness and/or subject mastery.

12. Teaching Awards

List awards received for effective teaching, naming the organization, date, and nature of the award.

13. Evidence of Student Learning

In this section, include selected student work, pre & post test results, and other artifacts demonstrating student learning.

14. Other Evidence of Teaching Effectiveness

Supply information not included in earlier portions of IV.B, **including evidence from the community (if applicable)**.

C. RESEARCH AND CREATIVE ENDEAVOR, AND THE ENGAGEMENT RESEARCH AND CREATIVE ENDEAVOR OPTION**1. Publications and Productions Related to Research and Creative Endeavor**

In the citation format appropriate to your discipline but avoiding abbreviations likely to confuse colleagues in other disciplines, list scholarly publications and creative activities and indicate with an asterisk the accomplishments which are juried/refereed. For publications with multiple authors, identify the extent of your contribution. Within categories, list refereed/juried items first, marked with an asterisk, most recent item first, followed by unrefereed/unjuried items, most recent item first. For commissions, exhibits, performances, productions, etc., indicate the title, sponsoring agency, and location and date. Include relevant information about journals, exhibitions etc. to establish credibility of the publication/performance venue. This may include information from reviews, reproductions, and citations of your work. Entries here may be cross-referenced in section B.6. Each item is classified into one of the following categories:

Book

Book chapter

Article in a scholarly journal (print or electronic)

Applied research report

Translation

Edited work, such as an anthology, diary, letters, etc.

Paper published in conference proceedings

Published reviews of scholarly or creative work

Research abstract

Software Commission

Exhibit

Performance or production

Other

2. Unpublished Work Related to Research and Creative Endeavor

Within categories, list the most recent item first, and briefly describe the nature and impact of the item(s). Each work is classified into one of the following categories:

Lecture or paper presented at a professional meeting

Report or study

Other

3. **Research and Creative Endeavor and Engagement Research and Creative Endeavor Option in Progress**

Starting with the most recent, describe the project(s), mentioning purpose, the procedures utilized, the results and outcomes sought, the current project status, **community partners (if applicable)**, and the plan for dissemination.

4. **Grant Acquisition and Current Grant Proposals**

List all funded grant proposals that you developed. If coauthored, identify your contribution. List any grants pending or in progress. Describe how the grants pertain to your research agenda and other publications/productions. List the most recent item first, showing the funding agency, date funded, amount of the grant, **community partner (if applicable)**, and the time period for the work to be completed.

5. **Institutes, Workshops, Conferences, Expositions, and Other Programs Attended**

Starting with the most recent, list professional-development activities that contributed to your research and creative endeavor, **and Engagement Research and Creative Endeavor option**; provide the program title, sponsoring agency, location, community partner **(if applicable)**, and date. Should not duplicate (but may reference) entries listed in IV.B.11.

6. **Peer Comments on Research and Creative Endeavor and Engagement Research and Creative Endeavor Option**

Supply explanations and evaluations of the work in IV.C.1-3. (e.g. those in reappointment recommendations and annual evaluations; sponsoring agencies).

Solicited outside reviews of research and creative endeavor **and Engagement Research and Creative Endeavor (if applicable)** are supplemented by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators' names, ranks, institutions, CVs and the letter of solicitation are included in the appendix.

7. **Other Evidence of Effectiveness in Research and Creative Endeavor and Engagement Research and Creative Endeavor Option**

Supply information not included in earlier portions of IV.C.

D. **SERVICE AND THE ENGAGEMENT SERVICE OPTION**

Throughout, committees or other bodies are named, along with the periods of service **and engagement service** and descriptions of significant personal contributions. Within sections, list the most recent item first.

1. **University Service:**

University Committees
University system (I)PFW
School/division
Department/program
Service to Student Organizations or Activities
Other

2. **Service to the Profession:**

Offices Held in Academic, Professional, and Scholarly Societies
Editorships of Journals
Refereeing and manuscript reviewing
Reports and Studies
Discuss special studies and/or investigations you have conducted as part of service to the profession; indicate the title, date, purpose, extent of the study, and outcomes. If results were published, include standard bibliographical data.
Other

3. Continuing Education Service:

Starting with the most recent, include professionally relevant programs in which you had an initiatory, administrative, or supervisory role (teaching of continuing-education offerings appears in IV.B.2.). Indicate your participation as coordinator, chairperson, etc., and the number of people involved in these activities.

Should not duplicate (but may reference) items listed in earlier sections.–

4. Community Service:

Starting with the most recent, describe only community service directly related to professional and scholarly activities such as:

Consulting Activities

Public and/or Governmental Service Activities

Publications and/or presentations for lay audiences

Media Interviews

Other

5. Peer Comments on Service and Engagement Service (if applicable)

Supply comments concerning your contributions to the university, the profession, continuing education, and the community, as listed in IV.D.1-4., such as those in reappointment recommendations, annual evaluations, and other third-party assessments.

Solicited outside reviews of service and engagement service accomplishments are supplemented by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators' names, positions, and institutions, CVs and the letter of solicitation are included in the appendix.

6. Other Evidence of Effectiveness in Service and Engagement Service (if applicable)

Supply information not included in earlier portions of IV.D.

E. CURRICULUM VITAE

In a format appropriate to your discipline, include a complete curriculum vitae. The CV should provide comprehensive information about your education; professional experience; relevant licenses, etc.; awards and honors; memberships and offices in professional organizations; publications/creative endeavors/**Engagement Research and Creative Endeavor**; conference presentations; and other relevant accomplishments. The CV provides a comprehensive summary of the more detailed information requested in Sections A.- D.

F. EXTERNAL REVIEW LETTERS

The original letters from the professional colleagues outside (I)PFW who were invited to assess your area of excellence and any other aspects of your professional performance of which they are knowledgeable are inserted here. As noted earlier, a target of six external letters enhances the reliability of recommendations.

SECTION V--APPENDICES

The appendices contain supporting materials appropriately cross-referenced in Sections III-IV of the dossier.

If you are untenured, the appendices also include all reappointment recommendations and annual reviews written about you since your appointment at (I)PFW. **If you are tenured**, the appendices also include all annual reviews written about you since your appointment at (I)PFW or your most-recent promotion, whichever came last.



Carl N. Drummond
Vice Chancellor for Academic Affairs

MEMORANDUM

TO: Fort Wayne Senate

FROM: Andrew Downs, Chair
Promotion and Tenure Task Force (P&TTF)

DATE: April 27, 2015

SUBJ: Guiding principles of promotion and tenure at IPFW

WHEREAS, SD 13-01 created the Promotion and Tenure Task Force (P&TTF); and

WHEREAS, the P&TTF has met 32 times and sought input from faculty regarding the promotion and tenure policy and procedure at IPFW;

WHEREAS, the P&TTF has drafted *Guiding Principles for Promotion and Tenure*;

BE IT RESOLVED, that the Fort Wayne Senate adopt SD 14-35 as the guiding principles for promotion and tenure at IPFW; and

BE IT FURTHER RESOLVED, that “SD XX-XX” be replaced on page one of SD 14-35 with the appropriate senate document number after the guiding principles for clinical faculty is developed and approved.

GUIDING PRINCIPLES FOR PROMOTION AND TENURE

(Information regarding promotion guiding principles for clinical faculty can be found in SD **18-15**
~~XX-XX~~)

IPFW is a multi-system 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, and schools/colleges. PFW recognizes and values engagement as a contribution to faculty, librarian, and lecturer work. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

The most important decisions in the academic profession, for the individual and for the institution, regard the granting of tenure and the awarding of promotion. Promotion is recognition of past achievement; tenure, a statement of confidence in future achievement.

The granting of tenure involves a commitment on the part of the University for the working lifetime of the faculty member. The granting of tenure has a significant impact on the faculty member, the University community, its students, and the citizens of the state. With tenure a faculty member receives the opportunity to teach, study, and serve for the duration of her/his professional career in a community which protects academic freedom, provides adequate material rewards, and encourages intellectual growth. The University benefits by retaining tenured faculty who engage in the confident and disciplined pursuit of excellence. “Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.” (American Association of University Professors)

Significant diversity exists with respect to the needs and goals of programs, and the ways in which faculty contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university’s mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document and campus-level engagement documents lays out guiding principles that are reflective of the university’s mission, vision, goals, and values. Departments must define criteria for promotion and tenure for their faculty that are appropriate for their respective disciplines, but that are also in keeping with these guiding principles. If departments do not have engagement criteria defined in their research, teaching, and service criteria and a candidate chooses engagement option(s), engagement evidence is to be judged by campus-level engagement documents.

The granting of tenure and/or promotion is the university’s recognition that individual faculty members have successfully met their department’s criteria, and in so doing, have worked to advance the university’s mission and goals. Promotion and tenure criteria are the standards for summative judgment, and as such, must be guidelines for faculty development. Departments must develop their own promotion and tenure policies, defining criteria for excellence and competence in librarianship or teaching, research and/or creative endeavor, and service at all

levels, except excellence in service to associate professor. **Departments may choose, but are not required, to develop criteria for Engagement Teaching, Engagement Research and Creative Endeavor, and Engagement Service.** A department's policy should define what the department means by "teaching" "research and/or creative endeavor," and "service" and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged. **If departments develop engagement criteria, departmental policy should define what the department means by "Engagement Teaching", "Engagement Research and Creative Endeavor", and "Engagement Service," and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged. If the candidate chooses engagement as an option and departments do not have engagement criteria established, candidates are to be judged by campus-level engagement criteria.**

The promotion and tenure policies developed by each department must be clear, meaningful, and include criteria for being tenured and promoted. They must be consistent in content with the guiding principles laid out in this document. **If the department develops engagement criteria, they must be consistent with campus-level engagement documents.** The promotion and tenure policies and criteria adopted by a department must be used uniformly as the only standard by which to judge cases for promotion and tenure from that department. **If the candidate chooses engagement option(s) and the department does not have engagement criteria established, candidates are to be judged by campus-level engagement documents.**

The decision to grant tenure, usually made at an early point in a colleague's career and/or after only a relatively short time has been spent at this university, must depend in part on what has been achieved in **librarianship or teaching, research and/or creative endeavor,** and service, and, to a greater degree, on what the candidate can reasonably be expected to achieve in these areas in the future. **Those responsible for recommendations and decisions regarding tenure must also pay due regard to the mission of the candidate's unit and her/his contribution to it. If a candidate has chosen engagement option(s), those responsible for recommendations and decisions regarding tenure must also pay due regard to campus-level engagement documents.**

All candidates for promotion to Associate Professor and for tenure must demonstrate excellence in **librarianship or teaching or research and/or creative endeavor.** **All candidates for promotion to Associate Professor have the option of including Engagement Teaching, Engagement Research and Creative Endeavor, and/or Engagement Service as contributing to a portion of their case.** All candidates for promotion to Professor must demonstrate excellence in **librarianship or teaching, research and/or creative endeavor, or service.** **All candidates for promotion to Professor have the option of including Engagement Teaching, Engagement Research and Creative Endeavor, and/or Engagement Service as contributing to a portion of their case.** All candidates must also demonstrate competence in the other categories. Candidates must choose to demonstrate excellence in only one category.

LIBRARIANSHIP OR TEACHING AND ENGAGEMENT TEACHING OPTION

PFW faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success. Such a commitment is reflected, in part, by remaining current in the content and pedagogy appropriate to one's discipline, but is also reflected in the continual consideration of one's own teaching effectiveness. This expectation.

extends to all faculty who teach, regardless of rank. Teaching can, does, and should occur in a variety of contexts – including (but not limited to) the classroom. A range of activities that affect student learning – directly and indirectly – should be considered when documenting and evaluating one’s teaching effectiveness. Documentation and formative evaluation should take place over time, and be informed by multiple measures that represent multiple perspectives (e.g., students, professional peers, self-evaluation).

Demonstrating competency must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW.

When teaching **or librarianship** is the primary basis for promotion to Associate Professor, in addition to demonstrating exemplary classroom teaching, the candidate’s performance must clearly exceed the standard of competence in qualitative and quantitative ways.

When teaching is the primary basis for promotion to Professor, in addition to demonstrating exemplary classroom teaching, the candidate should have made significant contributions to teaching, pedagogy, and/or instruction outside their department, and/or in the university system, and/or in their discipline that has led them to gain recognition outside PFW appropriate to a faculty member at a regional comprehensive campus for their teaching and/or pedagogical work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document. **If the candidate chooses engagement as an option and departments do not have engagement criteria established, candidates’ engagement evidence is to be judged by campus-level engagement documents.**

RESEARCH AND/OR CREATIVE ENDEAVOR AND ENGAGEMENT RESEARCH AND CREATIVE ENDEAVOR OPTION

PFW faculty with research and/or creative endeavor or scholarship duties are expected to be engaged in on-going programs of research and/or creative endeavor or scholarship. This work should reach an audience that extends beyond the campus. Faculty with research and/or creative endeavor or scholarship duties are expected to maintain currency in their discipline and to share their expertise with appropriate academic and/or non-academic communities as defined by department criteria. **If the candidate chooses Engagement Research and Creative Endeavor as an option and the department does not have engagement criteria established, candidates’ engagement evidence is to be judged by campus-level engagement criteria.**

While assessing the scholarly and/or creative contributions of a candidate, some of the factors which may be important in establishing excellence are originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate’s teaching. The evaluation of research and/or creative or scholarly outcomes by authorities in the field is accomplished by a variety of means, such as publication, presentation, exhibition, and performance. Documentation concerning the stature of the publication, conference, place of exhibition, or performance venue, the selection process (e.g. refereeing, judging, competition), as well as sources of funding may also be important in establishing excellence. Depending upon the discipline and area of endeavor, some combination of several or all of these aspects may be

involved in building a case for excellence. The quantity of research and/or creative endeavor is a sign of productivity; however, its quality is more important. The judgment of the candidate's work is primarily qualitative and it cannot be reduced to quantitative formulae. In general, the widely accepted evaluation practices within the discipline will determine what evidence a candidate includes in a tenure/promotion case. Demonstrating competence must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW. **If the department has not developed information about assessing engagement, the candidate's engagement evidence is to be assessed in accordance with campus-level engagement criteria.**

When research and/or creative endeavor is the primary basis for promotion to Associate Professor, the candidate should have demonstrated appropriate achievement beyond the terminal degree as appropriate for the discipline and as noted in the department's criteria document. **If the candidate chooses engagement option(s) as part of the case for promotion to Associate Professor and the department does not have engagement criteria, the candidate's engagement evidence shall be judged by campus-level engagement documents for promotion to Associate Professor.**

When research and/or creative endeavor is the primary basis for promotion to Professor, the candidate should have gained national or international recognition appropriate to a faculty member at a regional comprehensive campus for his or her work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document. **If the candidate chooses to optionally include engagement evidence and the department does not have engagement criteria established for promotion to Professor, the candidate's engagement evidence shall be judged by campus-level engagement criteria.**

SERVICE AND ENGAGEMENT SERVICE

PFW faculty at all ranks are expected to take an active role in the campus beyond teaching and research and/or creative endeavor or scholarship; they are encouraged to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. **They also have the option of contributing to the community in accordance with the University's mission.**

Department criteria should distinguish between professional activities (those related to the faculty member's discipline or assigned university duties, or to the mission of the university) and nonprofessional activities (those not so related). If a candidate wishes to introduce evidence of service **or engagement service** beyond the scope of the department criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to his/her profession, disciplinary area, and/or role as a faculty member at PFW. The evidence to demonstrate excellence should include both quantity and quality of the service **or engagement service**. The evaluation of service **or engagement service** as excellent by authorities beyond the campus is accomplished by a variety of means. **Candidates have the option of choosing to have their engagement service evidence that is beyond the scope of the department criteria be judged by campus-level engagement service criteria.** Demonstrating excellence must include input from

outside PFW.

While faculty are expected to perform service, they are not permitted to pursue promotion to Associate Professor and/or tenure based on excellence in service **or engagement service**.

PFW recognizes that promotion to Professor based on excellence in service **or engagement service** is a possibility. Each department must decide if it is an option within that department. The decision of the department must be stated clearly in the department promotion and tenure documents. If service **or engagement service** is the primary basis for promotion to Professor, it must represent a contribution to the campus, the community, or the profession of significant impact. Significant impact goes beyond simply serving on a large number of committees/**community boards** or serving on particular committees/**community boards** for extended periods of time.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document. **If the candidate chooses Engagement Service as an option and the department does not allow excellence in Service as an option within their department, the candidate may not appeal to campus-level documents to choose excellence in Engagement Service.**

MEMORANDUM

TO: Fort Wayne Senate

FROM: Hui Di, Chair
Faculty Affairs Committee

DATE: February 20, 2020

SUBJ: Procedures of promotion to include Clinical faculty

WHEREAS, the Fort Wayne Senate approved procedures for promotion and tenure (SD 14-36); and

WHEREAS, the Fort Wayne Senate subsequently approved guidelines for promotion of Clinical faculty (SD 18-15);

WHEREAS, the Fort Wayne Senate has not formally approved separate procedures for Clinical faculty;

WHEREAS, the current expectation is that Clinical will follow the procedures set forth in SD 14-36;

WHEREAS, SD 14-36 does not allow for Clinical faculty to vote in the promotion of Clinical faculty;

BE IT RESOLVED, that the Fort Wayne Senate adopt the following revisions to SD 14-36 to allow Clinical faculty to vote in the promotion of Clinical faculty;

BE IT FURTHER RESOLVED, that the Fort Wayne Senate adopt the following revisions to SD 14-36 to allow all instructional faculty to read and provide feedback on promotion and/or tenure cases;

BE IT FURTHER RESOLVED, that the Fort Wayne Senate adopt the following revisions to SD 14-36 to change IPFW to PFW or Purdue Fort Wayne.

PROCEDURES FOR PROMOTION AND/OR TENURE AND THIRD YEAR REVIEW

Purdue Fort Wayne and its autonomous academic units shall establish, within the timeframes and by means of guiding principles and criteria established in other documents, procedures for the evaluation of faculty for promotion and tenure according to the following procedures.

Autonomous academic units shall consist of those units subject to the powers of the Faculty detailed in Section VI of the Constitution of the Faculty; other units may, at their option, adhere to these guidelines and procedures.

The procedures for evaluating faculty for promotion and tenure ensure fair and consistent treatment of candidates. The procedures include multiple levels of review with clear expectations for each level. When considered in its entirety, the procedures create a coherent whole that includes a system of checks and balances. While there are variations between academic units, all procedures are based on these principles. If a department/program (department) or college/school/division (college) cannot comply with specific procedures in this document, they are expected to explain why they cannot and utilize a procedure that conforms as closely as possible to the procedures in this document. The explanation and amended procedure shall be included in a separate document with recommendations regarding cases for promotion and tenure.

The procedures and guiding principles for evaluating faculty for promotion and/or tenure are discussed in separate documents (see SD 14-35 & SD 18-15 & **campus-level engagement option documents** for guiding principles and **engagement criteria**), but the documents are interrelated. The procedures for evaluating faculty members are the method for implementing the guiding principles.

Amendments to this document shall trigger reviews of college and department procedure documents. It shall be the responsibility of the Presiding Officer of the Senate, in concert with the Senate Secretary, to notify colleges and departments of any amendments to this document and the need to review their procedure documents.

The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee.

1. Document Review and Approval

1.2 Department documents

- 1.1.1. Departments must include procedures and criteria for promotion and tenure in documents.
- 1.1.2. Department procedures must adhere to the guidelines and procedures laid out in college and Senate documents, **including campus-level engagement documents, when applicable.**
- 1.1.3. Department criteria must align with college guiding principles.
- 1.1.4. Department procedures must be submitted to the Senate Faculty Affairs Committee for feedback and then reviewed and approved at the college level. The feedback from the Senate Faculty Affairs Committee shall be forwarded to the college.
- 1.1.5. Department criteria must include:

- 1.1.5.1. Criteria for quality of performance (e.g. competence, excellence) in all relevant areas (e.g. teaching, service, research/creative endeavor) for all levels (e.g. associate professor, full professor, librarian), except criteria for excellence in service to associate professor.
- 1.1.5.2. Rationale of the department for the criteria.
- 1.1.5.3. Departments have the option, but are not required, to develop engagement criteria, and rationale for the department engagement criteria, for quality of performance (e.g., competence, excellence) in all relevant engagement areas (e.g., Engagement Teaching, Engagement Service, Engagement Research & Creative Endeavor) for all levels (e.g., associate professor, full professor, librarian) except engagement criteria for excellence in Engagement Service to Associate Professor.
- 1.1.5.4. If departments choose not to develop engagement criteria within their department criteria, any faculty that choose engagement option(s) are to have their engagement evidence judged by campus-level engagement documents.
- 1.1.6. Department criteria must be reviewed and approved at the college level. The review by the college must focus on:
 - 1.1.6.1. The completeness of the department criteria document including engagement criteria should the department decide to develop specific criteria for this option.
 - 1.1.6.2. The explanation of how the department criteria align with the guiding principles of the college including campus-level engagement documents. This explanation should reference credible evidence as to the appropriateness of the criteria for the discipline.
- 1.1.7. If a college rejects the criteria of a department, a thorough explanation of the rejection must be sent to the department.
- 1.1.8. If there is a disagreement between a department and college about criteria, the Senate Faculty Affairs Committee will arbitrate the disagreement.
- 1.1.9. Upon passage of this document by the Senate, departments have one academic year to draft, approve, and seek review of department promotion and tenure documents.
- 2.2 College documents
 - 1.2.1. Colleges must include procedures and guiding principles in documents. If the case involves engagement option(s), relevant engagement documents must be included. Colleges may choose to elect the campus guiding principles as the guiding principles of the college.
 - 1.2.2. College procedures must adhere to the guidelines and procedures laid out in senate documents including any relevant engagement documents.
 - 1.2.3. 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.
- 2. Decision Levels: Nominations for promotion and/or tenure shall be considered at several levels. The quality of the evidence presented in the case is best evaluated at the department level. If candidates choose engagement option(s) and departments do not have engagement criteria included in their promotion and tenure documents, candidate's engagement evidence shall be evaluated at the campus-level. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case.
- 1.2 The department committee

- 2.1.1. Establishing the department committee: The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.
- 2.1.2. Composition of the department committee:
- 2.1.2.1. The majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires.
- 2.1.2.2. If engagement option(s) are chosen by the candidate, efforts should be made to include, or consult with, faculty that have engagement experience.
- 2.1.2.3. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the chief academic officer of the college shall appoint enough faculty members to bring the committee membership to between three and five.
- 2.1.2.4. If a candidate has chosen engagement option(s) and fewer than three persons are eligible to serve on the department committee in a department that does not have departmental engagement criteria, faculty should include, or consult with, faculty that have engagement experience when selecting names of faculty members from other departments whom it deems suitable to serve on the department committee.
- 2.1.2.5. Members of the department committee shall elect a chair from among its members.
- 2.1.2.6. The chief academic officer of the department may not serve on the department committee or participate in meetings.
- 2.1.3. Primary Tasks: The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.
- 2.1.3.1. If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure documents, the committee shall compare engagement evidence presented in the case to campus-level engagement criteria.
- 2.1.4. Letter of Recommendation: The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.
- 2.1.4.1. If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure documents, the letter of recommendation from the department shall base engagement portions of the case on campus-level engagement documents.
- 2.1.5. Other:
- 2.1.5.1. Any full-time lecturer, clinical, tenure track or tenured faculty member at PFW shall have the opportunity to read and provide feedback on cases in their home department until the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.
- 2.2 The chief academic officer of the department
- 2.2.1. Primary Tasks: The chief academic officer of the department shall:
- 2.2.1.1. Review the case and compare the case to department criteria.
- 2.2.1.1.1. If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and

tenure documents, the chief academic officer shall compare engagement aspects of the case to campus-level engagement documents.

- 2.2.1.2. Review how well the process has adhered to the documented procedures to this point.
- 2.2.1.3. Review the recommendation of the lower level.
- 2.2.1.4. Make a recommendation to the next level in the form of a letter.
- 2.2.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.
 - 2.2.2.1. If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure documents, the letter of recommendation from the chief academic officer shall base engagement portions of the case on campus-level engagement documents.

2.3 The college committee

- 2.3.1. Establishing the college committee: The college committee composition and functions shall be established by the college faculty, incorporated into the documents which define procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.
- 2.3.2. Composition of the college committee
 - 2.3.2.1. There is no requirement that the majority of the college committee members be at the same or higher rank than the rank to which a candidate aspires.
 - 2.3.2.2. Members of the college committee must have prior experience serving at a lower level in the process before serving on the college committee.
 - 2.3.2.3. Members of the college committee may serve at the department level, but not at the campus level in the promotion and tenure process while serving on the college committee.
 - 2.3.2.4. Members of the college committee may not serve consecutive terms. Terms shall be staggered and may not be longer than three years.
 - 2.3.2.5. Members of the college committee shall elect a chair from among its members.
 - 2.3.2.6. The chief academic officer of the college may not serve on the college committee or participate in the meetings.
- 2.3.3. Primary Tasks: The college committee shall:
 - 2.3.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
 - 2.3.3.2. Review the recommendation of the lower levels.
 - 2.3.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
 - 2.3.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
 - 2.3.3.2.2.1. If the case includes engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure criteria, the committee shall consider engagement evidence in the case as it compares to

campus-level engagement documents when making their determination.

2.3.3.3. Make a recommendation to the next level in the form of a letter.

2.3.4. Letter of Recommendation: The letter of recommendation from the college committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.4. The chief academic officer of the college

2.4.1. Primary Tasks: The chief academic officer of the college shall:

2.4.1.1. Review how well the process has adhered to the documented procedures to this point.

2.4.1.2. Review the recommendations of the lower levels. This review:

2.4.1.2.1. Shall include a consideration of the basis of the decisions from the lower levels.

2.4.1.2.2. May include consideration of the evidence in the case as it compares to department criteria.

2.4.1.2.2.1. If the case includes engagement option(s) and the department criteria does not include engagement, consideration of engagement evidence in the case shall be compared to campus-level engagement documents.

2.4.1.3. Make a recommendation to the next level in the form of a letter.

2.4.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.

2.5. The Senate Promotion and Tenure Committee (a.k.a. the campus committee)

2.5.1. Establishing the campus committee

2.5.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and the two Speakers of the Faculty.

2.5.1.2. The committee members will be selected from a panel of nominees composed of at least two representatives from the faculty of each college elected according to procedures adopted by the college faculty and incorporated into the documents which define the protocols of faculty governance within the college and a person with prior service on a college committee. The vote totals from the elections shall be included with the panel of nominees.

2.5.2. Composition of the campus committee

2.5.2.1. The campus committee shall consist of seven (7) members.

2.5.2.2. A minimum of five (5) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.

2.5.2.3. A majority of the members of the campus committee must be at the rank of professor, or librarian.

2.5.2.4. Members of the campus committee must have prior experience serving at a lower level in the process before serving on the campus committee.

2.5.2.5. Members of the campus committee may serve at the department level, but not at the college level in the promotion and tenure process while serving on the campus committee.

2.5.2.6. Members of the campus committee may not serve consecutive terms.

2.5.2.7. Members of the campus committee shall elect a chair from among its members.

- 2.5.2.8. The chief academic officer of PFW may not serve on the campus committee or participate in the meetings.
- 2.5.3. Primary Tasks: The campus committee shall:
 - 2.5.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
 - 2.5.3.1.1. **If a case has engagement option(s), the committee shall include at least two (2) faculty with engagement experience or, if the committee members do not have engagement experience, consult with at least two (2) faculty with engagement experience when reviewing the case.**
 - 2.5.3.2. Review the recommendations of the lower levels.
 - 2.5.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
 - 2.5.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
 - 2.5.3.2.3. **If the case includes engagement option(s) and the department criteria does not include engagement, engagement evidence in the case shall be compared to campus-level engagement documents when reviewing the recommendations of the lower levels.**
 - 2.5.3.3. Make a recommendation to the next level in the form of a letter.
 - 2.5.3.4. Letter of Recommendation: The letter of recommendation from the campus committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.
- 2.6 The chief academic officer of PFW
 - 2.6.1. Primary Tasks: The chief academic officer of PFW shall:
 - 2.6.1.1. Recognize the credibility of the decisions of lower levels.
 - 2.6.1.2. Review split votes and/or inconsistencies in findings and recommendations at, and between, lower levels. When there is a split vote and/or inconsistency, the chief academic officer of PFW will focus the review on that part of the case dealing with the split vote and/or inconsistency.
 - 2.6.1.3. Review how well the process has adhered to the documented procedures.
 - 2.6.1.4. Make a recommendation to the next level in the form of a letter.
 - 2.6.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of PFW shall be based on the chief academic officer's review of recommendations from lower levels, the process to this point, and must clearly explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of the lower level(s).

- 2.7. The chief administrative officer of PFW shall forward recommendations to the President of Indiana University or to the President of Purdue University.
3. Case Process: Nominations for promotion and/or tenure shall be considered at several levels.
 - 3.1. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the six years preceding the submission of the case.
 - 3.1.1. **If the candidate chooses engagement option(s) and the department does not have engagement criteria, the candidate must identify the campus-level engagement documents that should be used to judge engagement aspects of the case.**
 - 3.2. All cases for promotion and/or tenure shall pass sequentially through the decision levels above.
 - 3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.
 - 3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
 - 3.5. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefore, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s). Committee chairs shall distribute copies to committee members.
 - 3.6. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

4. Individual Participation
 - 4.1. Only tenured faculty may serve as voting members of promotion and tenure committees to Associate Professor and Professor.
 - 4.2. Clinical Associate Professors and ~~Clinical~~Clinical Professors may serve as voting members for Clinical promotion cases.
 - 4.3. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.
 - 4.4. The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before college committees.
 - 4.5. Individuals may serve and vote at the department level and one other level (college or campus).
 - 4.6. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
 - 4.7. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
 - 4.8. Chief academic officers who have written a letter of recommendation as part of 2.2.2. will recuse themselves from discussion or vote on that candidate's case at a higher level.

REVIEW OF PROGRESS OF PROBATIONARY FACULTY TO TENURE AND PROMOTION

It is in the best interest of PFW to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point. The diversity of colleges and departments at PFW makes it difficult to develop a single procedure for reviewing progress of probationary faculty to tenure and promotion.

5. Development of Review Procedure: Departments must develop a procedure for reviewing progress of probationary faculty toward tenure and/or promotion that adheres to the following principles.
 - 5.1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
 - 5.2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur half way through the third year.
 - 5.2.1. **If engagement is chosen as an option, and department criteria does not include engagement, engagement evidence in the case shall be judged by campus-level engagement documents.**

- 5.3. The formative review must be voted on by the department promotion and tenure committee.
- 5.4. The chief academic officer of the department must comment on the case and the review from the committee.
- 5.5. The probationary faculty member must have opportunities to respond during the review.
- 5.6. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

Department procedures for reviewing progress shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate Faculty Affairs Committee shall be consulted about any newly established review procedures and any changes to a review procedure. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.

6. Senate Procedure to be used in the absence of a department or college procedure:
 - 6.1. The required review of the progress of probationary faculty to tenure and/or promotion must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
 - 6.2. This review must be formative and be based on department criteria.
 - 6.2.1. If engagement is chosen as an option and the department does not have engagement criteria, engagement evidence in the case shall be judged by campus-level engagement documents.
 - 6.3. This review must occur halfway through the third year.
 - 6.4. This review must move forward with the reappointment documentation for that year.
 - 6.5. This review must occur at the first two levels (department promotion and tenure committee and chief academic officer of the department referred to in 2.1 and 2.2 above) and result in a written recommendation from both levels.
 - 6.6. This review must be voted on by the department promotion and tenure committee.
 - 6.7. The chief academic officer of the department must comment on the case and the review from the committee.
 - 6.8. The probationary faculty member must have opportunities to respond during the reviews.
 - 6.9. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

ADMINISTRATIVE SUPPORT FOR PROMOTION AND TENURE ENGAGEMENT OPTIONS

This document supplements policies on guiding principles for engagement promotion and tenure options (SD 2X-XX), dossier format guidelines (OAA 99-1, OAA 20-01, Post Tenure Dossier Guidelines), guiding principles (SD 14-35, SD 18-15, SD 19-9), and procedures (SD 14-36, SD 19-13, OAA 25-02).

On [insert date], the faculty Senate of Purdue University Fort Wayne (PFW) recognized engagement as an optional way to contribute to traditional scholarship and creative endeavor, teaching, and service. The faculty Senate of PFW decided to recognize engagement within the promotion and tenure process with the understanding that the rigor of engagement must meet comparable standards of quality and peer review expected of traditional scholarship and creative endeavor, teaching, and service. The faculty Senate of PFW recognized that the form of peer review, dissemination, or audience of Engagement Research and Creative Endeavor may differ from traditional scholarship and creative endeavor; the form of student assessment, peer review, or audience of Engagement Teaching may differ from traditional teaching; and the form of professional contributions, assessment, and timing of Engagement Service may differ from traditional service. The faculty Senate of PFW was clear that recognition of engagement options should not be a lesser path to promotion, but an equivalent form of excellence grounded in scholarly principles.

Since PFW is a comprehensive regional university that is committed to maintaining a standard of excellence for teaching, librarianship, research and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges, maintaining this standard will require administrative support that specializes in Engagement Research and Creative Endeavor, Engagement Teaching, and Engagement Service to provide appropriate direction for recognizing engagement as part of the promotion and tenure process.

For this reason, the faculty Senate of PFW recommends that the University prioritize provision of administrative support specializing in Engagement Research and Creative Endeavor, Engagement Teaching, and Engagement Service for purposes of providing support to ensure that candidates understand how to properly document engagement in any applicable mission areas, how to distinguish and cross-reference the three distinct areas of Engagement Research and Creative Endeavor, Engagement Teaching and Engagement Service, and how to assess engagement reciprocity and impact.

In addition, the faculty Senate of PFW recommends that the University prioritize provision of administrative support specializing in Engagement Research and Creative Endeavor, Engagement Teaching, and Engagement Service for purposes of providing mentoring and support to promotion and tenure committees to ensure that candidates choosing engagement option(s) are treated fairly in the promotion and tenure process. Since engagement at PFW is not a separate route to, or reduced standard for, promotion and tenure, promotion and tenure committees will need assistance with how to judge engagement as an optional and integrative means for demonstrating excellence and competence within research and/or creative endeavors, teaching, and/or service.

MEMORANDUM

TO Fort Wayne Senate

FROM: Jeffrey Nowak, Executive Committee Chair
Kent Kauffman and Steve Carr, Voting Faculty on behalf of the Purdue Fort Wayne Chapter of the American Association of University Professors

DATE: 03/26/2026

SUBJ: Secret Recordings of Class Sessions

DISPOSITION:

WHEREAS, both instructors and students long have considered class sessions and academic presentations safe spaces for free and open discussion; and,

WHEREAS, special interest groups have sought to undermine the academic freedom of faculty, including intimidating faculty, to avoid discussing allegedly controversial or unpopular topics; and,

WHEREAS, these groups have weaponized surreptitious recordings of class sessions to accomplish those goals; and,

WHEREAS, the surreptitious recording of a class session puts an instructor's academic freedom at risk and violates the integrity of the academic environment; and,

WHEREAS, surreptitious recording of class sessions has copyright implications for faculty, because the person making the recording could claim ownership of the expressions (17 USC § 102(a)); and,

WHEREAS, both of Indiana's public law schools expressly prohibit the surreptitious recording of class sessions;

BE IT RESOLVED that the Senate recommend amending as indicated on the following page the PFW Academic Regulations, Rights, Responsibilities, and Conduct, Part 2 - Student Conduct Subject to University Action, Section B.1.d, to include the surreptitious recordings of class sessions and class activities, as a privacy violation.

Approved

C. Gurgur

J. McHann

J. Nowak

E. Ohlander

Opposed

Abstention

Absent

Non-Voting

C. Ortsey

Original Version of PFW Academic Regulations, Rights, Responsibilities, and Conduct, Part 2 - Student Conduct Subject to University Action, Section B.1.d

d. Privacy Violation: Use of audio, video, or photographic devices to make an image or recording of an individual without that person's prior knowledge, or without that person's effective consent, when such image or recording is likely to cause injury or distress as determined by a reasonable person, and when there is a reasonable expectation of privacy. This includes, but is not limited to, secretly taking audio recordings, video recordings, or other images/pictures of another person in a private area such as a residence hall room, a public or private restroom, a dressing/locker room, or personal website.

Recommended Version of PFW Academic Regulations, Rights, Responsibilities, and Conduct, Part 2 - Student Conduct Subject to University Action, Section B.1.d, with the amendments boldfaced.

d. Privacy Violation: Use of audio, video, or photographic devices to make an image or recording of an individual without that person's prior knowledge, or without that person's effective consent, **when such image or recording would disrupt and interfere with an academic environment of learning and the free flow of ideas**; when such image or recording is likely to cause injury or distress as determined by a reasonable person, and when there is a reasonable expectation of privacy. This includes, but is not limited to, secretly taking audio recordings, video recordings, or other images/pictures of another person **in a class session or activity, or in** a private area such as a residence hall room, a public or private restroom, a dressing/locker room, or personal website.

MEMORANDUM

TO Fort Wayne Senate
FROM: Jeffrey Nowak, Executive Committee Chair
DATE: 03/20/2026
SUBJ: Amendments to the Bylaws of the Senate – Committees

WHEREAS, the Executive Committee is empowered by the Senate Constitution (Section III.C.3.a.vii.) to propose amendments to the Bylaws; and

WHEREAS, pressures internal and external to the Fort Wayne Senate have created the need for significant amendments to the Bylaws in recent years (e.g., SD 23-30, SD 25-5), especially in relation to its committees; and

WHEREAS, experience with those earlier amendments, along with other developments, has exposed the need for further (but less extensive) changes to the Bylaws;

BE IT RESOLVED, that the Fort Wayne Senate agrees to the following amendments to its Bylaws; and

BE IT FURTHER RESOLVED, that these amendments do not become effective until the first day of the 2026-2027 academic year.

Approved	Opposed	Abstention	Absent	Non-Voting
C. Gurgur				C. Ortsey
J. McHann				
J. Nowak				
E. Ohlander				

<Senate Meeting Order of Business>

I.A.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.~~

<Elections to Committees>

I.B.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). **Individuals who are chosen to fill vacancies begin their terms immediately upon Senate ratification.**

I.B.3.2.3. Any committee position that has been vacant for at least one month when regularly scheduled committee elections occur shall be declared as permanently vacated so that Nominations and Elections can conduct elections to fill those positions for full three-year terms. In the event that this action would eliminate the staggered nature of the positions on that committee, one of the individuals chosen in these elections would only serve a one-year term.

<Membership of Senate Committees>

I.B.4.1. Membership. No member of the Teaching Faculty may serve on more than ~~two~~ **three** standing committees in a given academic year, ~~and no 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 **I.B.2.7**).

<Membership of the Executive Committee>

II.A.1. Membership. The Executive Committee shall have the membership established in the Constitution, Subsection **III.C.3.a**: ~~the Chair, the Chair Elect, and the Past Chair Faculty Chairs 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.~~

<Membership of the Professional Development Subcommittee>

III.B.5.1.1. seven members of the ~~Voting Faculty and lecturers~~ **Teaching Faculty** elected at large by the Voting Faculty subject to the restriction that no more than three shall come from the same Major Unit.

<Membership of the Faculty Mediation Committee>

V.A.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~~ **Faculty Chairs** of the Senate from a panel of nominees solicited by the Nominations and Elections Committee.

<Membership of the Intellectual Diversity Complaint Advisory Review Board>

V.F.1.1.2. They shall be selected to staggered, three-year terms by the Chancellor and the ~~Chair, Chair-elect, and Past Chair~~ **Faculty Chairs** of the Fort Wayne Senate.

MEMORANDUM

TO Fort Wayne Senate
FROM: Jeffrey Nowak, Executive Committee Chair
DATE: 03/20/2026
SUBJ: Policy Guidelines for Memorial Resolutions

WHEREAS, the Executive Committee is empowered by the Constitution (Section III.C.3.a.iii.) to suggest procedures related to “the efficient conduct of items of business on the [Senate] agenda”; and

WHEREAS, memorial resolutions for departed members of the university community are specifically mentioned in the Bylaws (Section I.A.3.5.5.); and

WHEREAS, these resolutions have been a regular part of Senate agendas since at least the early 1980s; and

WHEREAS, memorial resolutions are an important means by which faculty, administrators and staff can reflect on individuals who are no longer with us; and

WHEREAS, despite these facts, there appear to be no guidelines in place for composing, submitting or presenting these resolutions; and

WHEREAS, in recent years there have arisen some questions about how the procedures related to memorial resolutions should operate, but there was no handy document to consult for answers to those questions; and

WHEREAS, various iterations of the Executive Committee have intermittently considered the need for a policy document on memorial resolutions;

BE IT RESOLVED, that the Senate adopts the following set of guidelines for memorial resolutions.

Approved

C. Gurgur

J. McHann

J. Nowak

E. Ohlander

Opposed

Abstention

Absent

Non-Voting

C. Ortsey

Guidelines for Memorial Resolutions in the Purdue Fort Wayne Senate

Overview: The death of a current or former colleague can be difficult for the individuals who knew that person, and for many decades the university Senate has provided an outlet for honoring their life: the memorial resolution. Given the emotions surrounding the passing of a colleague, it is probably wise for the Senate to have a set of dispassionate recommendations and policies in place to guide individuals who are tasked with writing and presenting memorial resolutions to the Senate. Although the Executive Committee is tasked with implementing these policies, the Committee will display maximum flexibility and discretion in doing so with the aim of supporting their colleagues during a clearly difficult time.

Eligibility: Any member of the Teaching Faculty who was employed at PFW or one of its earlier incarnations and any member of its administration who served in the Senate is automatically eligible for commemoration in a memorial resolution. Staff members who served in the Senate as representatives and those who served the Senate as Secretary or Clerk are also automatically eligible for commemoration. Other individuals associated with the university may also be remembered in a memorial resolution, but any exceptions to the above policies should be guided by the individuals' relationship to the Faculty Senate. There is no requirement that anyone be commemorated in a memorial resolution.

Resolution Contents: Memorial resolutions should be long enough to honor the person being remembered but also concise enough to encapsulate their lives and relationship to the university. These goals can probably be accomplished in roughly one single-spaced page (approximately 400 to 700 words). Writers of memorial resolutions are strongly encouraged to discuss their contents with family members and colleagues of the deceased individual in order to adequately capture their subject. The Executive Committee may also be consulted concerning questions about the contents of resolutions.

Resolution Composition: A former colleague of the deceased individual or an appropriate administrator (e.g., the current department chair) should write the memorial resolution. If that person's department is no longer in existence, then a member of its successor department or a closely related entity should take on this task. Timeliness is an important factor here as well; memorial resolutions should be prepared for presentation within six months of the individual's death if at all practicable. All memorial resolutions should be sent to the Executive Committee as soon as they are ready for inclusion in the Senate's agenda.

Resolution Presentation: The chair of the former individual's department, or someone who knew the individual well, should read the resolution on the floor of the Senate. The Executive Committee shall provide speaking privileges for anyone who needs them. Once the reading of

the memorial resolution is complete, the Presiding Officer will lead the Senate in a moment of silence dedicated to the memory of the deceased individual.

Please do not hesitate to consult with the members of the Executive Committee if there are any questions or concerns about the contents of this document.

MEMORANDUM

TO Fort Wayne Senate
FROM: Jeffrey Nowak, Executive Committee Chair
DATE: 03/20/2026
SUBJ: Amendments to the Constitution of the Senate--Faculty Chair Titles

WHEREAS, the Executive Committee is empowered by the Senate Constitution (Section III.C.3.a.vii.) to propose amendments to this document; and

WHEREAS, the recent innovation of the “Faculty Chair” titles (see SD 23-30) to replace the outdated “Faculty Speaker” terminology has created some unintended confusion among their users;

BE IT RESOLVED, that the Senate approves of these amendments that are designed to address this problem; and

BE IT FURTHER RESOLVED, that these amendments will not go into effect until the first day of the 2026-2027 academic year if they are successfully ratified in a referendum of the Voting Faculty.

Approved	Opposed	Abstention	Absent	Non-Voting
C. Gurgur				C. Ortsey
J. McHann				
J. Nowak				
E. Ohlander				

<Table of Contents, Section III.B.>

B. The Officers

1. ~~The Chair, the Chair-Elect, and the Past Chair~~ **The Faculty Chairs**; Presiding Officer

2. The Parliamentarian – 3. The Clerk – 4. The Sergeant-at-Arms

<Section III.A.1.f.>

~~the Chair, the Chair-Elect, and the Past Chair~~ **Faculty Chairs** of the Senate;

<Section III.B.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 senators and do not all belong to the same major unit. All three chairs shall collectively be known as the Faculty Chairs. Executive authority in the Senate shall be vested in three individuals known collectively as the Faculty Chairs of the Senate.~~

a. Election of Faculty Chairs.

i. Faculty Chairs shall be elected by the Voting Faculty to a three-year term. **A Faculty Chair may not serve more than two consecutive full or partial terms and may not serve more than six consecutive years in total.**

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 three Faculty Chairs shall serve staggered terms such that no Faculty Chair has an identical term as any other Faculty Chair. Each Faculty Chair must be a member of the Voting Faculty who does not serve simultaneously as a Senator; the three Faculty Chairs cannot all come from the same major unit.

~~iii. iv. 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. A faculty chair may not serve more than two consecutive three-year terms. A Faculty Chair serving the first year of their term shall be referred to as the Chair-Elect of the Faculty, a Faculty Chair serving the second year of their term shall be referred to as the Chair of the Faculty, and a Faculty Chair serving the third year of their term shall be referred to as the Past Chair of the Faculty.~~

~~iv. v. Should a Faculty Chair position become vacant for any reason other than the unseating of a Faculty Chair, the Nominations and Elections Committee shall, within thirty working days, hold an election among the Voting Faculty to fill that position for the remainder of its term. The winning candidate in this election shall be installed in the vacant Faculty Chair position immediately upon Nominations and Elections' certification of the results of the race.~~

<Section III.B.1.b.iii.>

The Presiding Officer of the Faculty shall be the Presiding Officer of the Senate and shall preside at Faculty convocations and Senate meetings. **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. 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.~~

<Section III.C.1.>

Officers. The Officers of the Senate shall be the ~~Chair, the Chair-Elect, and the Past Chair~~ **Faculty Chairs** of the Senate, the Parliamentarian, the Clerk, and the Sergeant-at-Arms.

<Section III.C.3.a.>

Executive Committee. The Executive Committee shall consist of the ~~Chair, the Chair-Elect, and the Past Chair~~ **Faculty Chairs** 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:

MEMORANDUM

TO: Jeff Nowak, Presiding Officer
FROM: Stephen Buttes, Chair
Educational Policy Committee
DATE: 03/24/2026
SUBJ: Programs Subcommittee Resolution on General Education Program – Foreign Language Classes

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

WHEREAS, the Programs Subcommittee reviewed current policies for participation in the General Education program; and,

WHEREAS, the subcommittee has identified a needed change in the policies and proposed a solution, which it submitted to EPC for comment and review; and,

WHEREAS, EPC reviewed the proposed solution and has recommended no additional revisions;

BE IT RESOLVED, that the Senate approve the resolution from the Programs Subcommittee as listed below.

In Favor

Against

Abstain

Absent

Terri Swim
Tara Lewis
Abby Blackmon
Amal Khalifa
Mieko Yamada
Haeik Park
Joel Givens
Jay Daniel
Andres Montenegro
Stephen Buttes

MEMORANDUM

TO: Stephen Buttes, Chair
Educational Policy Committee
FROM: Steven Cody, Chair
Programs Subcommittee
DATE: 01/17/2026
SUBJ: General Education Program – Foreign Language Classes

WHEREAS the Programs Subcommittee “is concerned with the programs for general education and civics literacy as well the military training and continuing education programs” (Bylaws-C, III A 2.3.3);

WHEREAS the General Education program is outlined in SD23-5, which the Faculty Senate approved on January 8, 2024 and amended on March 11, 2024;

WHEREAS Purdue University Fort Wayne (PFW) is subject to the Indiana Commission for Higher Education (ICHE);

WHEREAS ICHE prohibited the inclusion of Foreign Language courses offered by the Department of International Languages and Culture Studies (ILCS) from inclusion in the Foundational Intellectual Skills categories of the General Education program;

WHEREAS this prohibition occurred while the Faculty Senate was actively considering SD23-5;

WHEREAS foreign language classes subsequently moved from the Foundational Intellectual Skills categories to the Ways of Knowing categories;

WHEREAS SD23-5 states 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” (emphasis added);

WHEREAS ILCS is not able to remove prerequisites from their beginning and intermediate language courses because prerequisites play a unique role in ensuring student success in foreign language classes—a role that does not impact the accessibility of language courses and that is not duplicated elsewhere in the General Education program;

WHEREAS a working group comprising the chair of ILCS, the dean of the College of Liberal Arts, the associate vice chancellor for academic affairs, the director of assessment, and the Programs Subcommittee has been unable to find an effective way to work around the Ways of Knowing “no prerequisites” rule for foreign language courses;

WHEREAS foreign language classes cannot be removed from the university’s General Education program without creating further problems relative to ICHE’s Indiana College Core program;

WHEREAS the Faculty Senate affirms the value of offering a foreign language option for students to fulfill PFW's mission as a comprehensive regional public university;

BE IT RESOLVED that the Senate amend SD 23-5 in the ways outlined below, where new/additional text is designated in red.

Approved

Kristin Barker
Caleb Britton
Jeff Casazza
Steven J. Cody
Damian Fleming
Kent Johnson
Tara Lewis

Opposed

Abstention

Absent

Non-Voting

The Programs Subcommittee recommends the following amendments to SD 23-5:

Page 3.

Original text:

“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.”

Amended text:

“Ways of Knowing courses have no prerequisites other than Foundational Skills courses **with the exception of the beginning and intermediate foreign language courses, which may continue to use pre-requisites and their placement process. This measure will** ensure that all general education courses are accessible to students early in their college careers to students from across majors.”

Page 4.

Original text:

“Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses.”

Amended text:

“Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses **with the exception of the beginning and intermediate foreign language courses, which may continue to use pre-requisites and their placement process.**”

Page 10.

Original text:

“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...”

Amended text”

“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 **(unless the course in question is a beginning or intermediate foreign language course) ...**”

MEMORANDUM

TO: Jeffrey Nowak
FROM: Jay Johns, FAC Chair
CC: Cigdem Gurgur, Craig Ortsey, Benjamin Slomski, Talia Bugel, Adam Dircksen, Wenjia Han, Mark Jordan, Jospeter Mbuba, Kim O'Connor, Promoths Saha, Sarah Wagner, and Ad hoc Engagement Subcommittee members
DATE: March 26, 2026
SUBJECT: Filling FAC Engagement Subcommittee Vacancies

WHEREAS, the Faculty Affairs Committee has reviewed the following document sent from the Ad-Hoc Engagement Subcommittee.

BE IT RESOLVED, that Senate approves the vacancies in the Ad-Hoc Engagement Subcommittee.

**Approved
Non-Voting**

Opposed

Abstention

Absent

Mark Jordan			Jospeter Mbuba	
Wenjia Han			Promoths Saha	
Jay Johns				
Sara Wagner				
Talia Bugel				
Adam Dircksen				
Kim O'Connor				

MEMORANDUM

TO: Jay Johns, FAC Chair

CC: Talia Bugel, Adam Dircksen, Wenjia Han, Mark Jordan, Jospeter Mbuba, Kim O'Connor, Promotes Saha, Sarah Wagner, and Ad hoc Engagement Subcommittee members

FROM: Sherrie Steiner, Co-Chair, FAC Ad-Hoc Engagement Subcommittee

SUBJECT: Filling FAC Ad-Hoc Engagement Subcommittee Vacancies

WHEREAS, Senate Document SD 24-17 created the ad-hoc engagement subcommittee of the Faculty Affairs Committee, and

WHEREAS, SD 24-17 does not create specific provisions for dealing with vacancies, so it is appropriate to rely on the general Bylaws provision for this task (Section I.B.3.2.2.) which states that committees may fill their vacancies for the remainder of the current academic year so long as Senate agrees, and

WHEREAS, SD 24-17 recommends that the ad-hoc engagement subcommittee membership serve for the 2025-2026 Academic Year *and* the 2026-2027 Academic Year,

WHEREAS, we currently have two vacancies;

BE IT RESOLVED, that Senate approve the appointment of two new members for the entirety of the ad hoc committee's existence (2025-2026 and 2026-2027 Academic Years), rather than the normal remainder of the academic year, and

BE IT RESOLVED, that Senate approve the following qualified members to fill vacancies on the ad-hoc engagement committee:

Untenured, Tenure-Track Faculty: **Daniel Patten**

Clinical Faculty: **Eileen Garwood**

Approved	Opposed	Abstention	Absent
Sherrie Steiner			
Cigdem Gurgur			
Craig Ortsey			
Claudio Freitas			

Senate Document SD 22-7
(Supersedes SD 06-14)
Approved, 11/21/2022
(Amended, 10/13/2025)
(Amended, 04/xx/2026)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jay Johns, Chair
Faculty Affairs Committee

DATE: 03/27/2026

SUBJ: Changing Faculty Affairs Committee to the Professional Development Subcommittee

WHEREAS, Faculty Senate re-instated the Professional Development Subcommittee, and

WHEREAS, Senate Document SD 22-7 needs to be amended to change the Faculty Affairs Committee as the committee responsible for Sabbatical review to the Professional Development Subcommittee.

BE IT RESOLVED, that Faculty Senate approve the changes to SD22-7 to reference the Professional Development Subcommittee rather than the Faculty Affairs Committee.

Approved	Opposed	Abstention	Absent	Non-Voting
Talia Bugel			Jospeter Mbuba	
Jay Johns			Promothes Saha	
Adam Dirksen				
Mark Jordan				
Kim O'Connor				
Sara Wagner				
Wenjia Han				

SABBATICAL LEAVES

Purdue University Fort Wayne's mission includes the search for new knowledge, excellent teaching, and service to the university, profession, and community. In order to maintain and continue the high level of academic excellence necessary to support this mission, it is important for the faculty to periodically update and strengthen their professional skills. A sound program of sabbatical leaves is thus of vital importance to the University in that it provides for this continued professional growth and new or renewed intellectual achievement through significant study, research, and writing that cannot easily be done while engaged in the ongoing duties of a faculty member.

A sabbatical leave is not a leave which a faculty member automatically "earns" by having been employed for a given period of time. Rather, it is an investment by the University in the expectation that the sabbatical leave will significantly enhance the faculty member's capacity to contribute to the objectives of the University. For this reason, all periods of sabbatical leave count as full-time service to the University and will be approved only if there is adequate reason to believe that they will achieve this purpose. Candidates should know that the way this belief is evaluated will be based on the presentation (via narrative, CV, and/or department support letters) of a candidate's scholarly productivity in recent years. If a candidate has devoted considerable time to service, teaching-related work, or other activity at the expense of research productivity, they should plan to explain this.

A statement of goals for the sabbatical, an outline of the type of evidence that will be used to demonstrate how those goals will be achieved, and a statement of the proposed use of the applicant's time during the sabbatical period are required as part of the sabbatical application. Acceptable programs for the use of time may include:

1. Research on significant issues and problems, including pedagogical issues.
2. Important creative or descriptive work in any means of expression, for example, writing, painting, and so forth.
3. Retraining in new domains of scholarship or creative endeavor in one's discipline. Such retraining may be used to enhance one's scholarship and/or one's teaching capabilities.

Each department or division should establish specific criteria for the granting of sabbatical leaves that will serve as the basis of evaluation for applications coming from that department or division, and that are consistent with the above guidelines.

Before being evaluated by the ~~Faculty Affairs Committee~~ Professional Development Subcommittee, 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 the ~~Faculty Affairs Committee's~~ Professional Development Subcommittee's evaluation process. The administrator will consider this recommendation in his or her own recommendation that is forwarded to the next level.

The ~~Faculty Affairs Committee~~ Professional Development Subcommittee is responsible for

recommendations to the Vice Chancellor for Academic Affairs regarding sabbatical leave applications. The ~~Faculty Affairs Committee~~ Professional Development Subcommittee should follow only this document and department criteria in evaluating sabbatical applications. The ~~Faculty Affairs Committee~~ Professional Development Subcommittee 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~~ the Professional Development Subcommittee for guidance. Denied applications should be given clear and individualized explanations, which may be brief in cases where the application instructions were not followed, for the rejection of their applications with an opportunity to respond.

Within one semester (or six months for fiscal year faculty) of the conclusion of the leave, a report describing the accomplishments of the sabbatical period must be submitted by the recipient to the department chair or program director to whom they report. The Chair forwards the report to the next level, usually the Dean or Director, who forwards the report to the Office of Academic Affairs. This report must outline how the sabbatical period was used, what outcomes were achieved, and indicate further outcomes that are expected as a result of the sabbatical project. All such reports must be included with subsequent sabbatical applications. Information about the outcome of previous sabbaticals will be used to evaluate subsequent sabbatical applications.

Administrators who hold faculty rank should follow the normal faculty process to be granted a sabbatical, and have the normal faculty obligations attached to taking a sabbatical.

MEMORANDUM

TO Jeffrey Nowak, Chair
Senate Executive Committee

FROM: Jay Johns, Chair
Faculty Affairs Committee

DATE: 03/27/2026

SUBJ: Revision #1 to COLA Governance Document

WHEREAS, the Faculty Affairs Committee reviewed the proposed change to COLA’s Governance document.

BE IT RESOLVED, that Senate approve the revision listed below.

Approved	Opposed	Abstention	Absent	Non-Voting
Jay Johns			Kim O’Connor	
Wenjia Han			Talia Bugel	
Mark Jordan				
Sarah Wagner				
Adam Dirksen				
Jospeter Mbuba				
Promotes Saha				

RESOLUTION

TO: COLA Voting Faculty
 FROM: Hal Odden (Chair, COLA Executive Committee)
 DATE: November 3, 2025
 RE: Revising Promotion & Tenure Committee Nomination Rules

WHEREAS, the Executive Committee's charge includes the periodic review of the committee structure of the College to encourage efficient and effective faculty participation (see 9.2.1.2.7) and to "propose changes to the College of Liberal Arts Faculty Governance Document when necessary" (see 9.2.1.2.8);

WHEREAS, the faculty of smaller departments and programs can experience substantially greater service demands than larger departments when each department or program is required to nominate a faculty member on their behalf;

WHEREAS, the Executive Committee has determined that the need for disciplinary diversity of the College's Promotion and Tenure Committee can be effectively met by electing committee members from two sets of departments with collectively similar numbers of faculty rather than requiring a faculty member be nominated from each department;

THEREFORE, BE IT RESOLVED that section 12.2.3.3.1 of the COLA Faculty Governance document be amended to read:

"No more than one member may be elected from any one department or program. At least two of the five committee members must be elected from the combined faculty of the departments of English, History, International Languages and Cultures, and the Women's, Gender, and Sexuality Studies Program. At least two of the five committee members must be elected from the combined faculty of the departments of Anthropology & Sociology, Communication, Criminal Justice, and Political Science. Each department shall nominate one tenured faculty member. Nominees must have prior experience at the department level. If a department has fewer than three tenured Faculty members eligible to serve, the department may choose to submit no nominee. Department chairs or program directors whose departments have pending tenure or promotion cases and members of the campus promotion and tenure committee are ineligible to serve. The ballot shall identify each candidate's department, rank, and tenure status. The dean may not serve as a committee member nor attend College meetings as an observer."

(Deleted language in strikethrough and added language in bold.)

MEMORANDUM

TO Jeffrey Nowak, Chair
Senate Executive Committee

FROM: Jay Johns, Chair
Faculty Affairs Committee

DATE: 03/27/2026

SUBJ: Revision #3 to COLA Governance Document

WHEREAS, the Faculty Affairs Committee reviewed the proposed change to COLA’s Governance document.

BE IT RESOLVED, that Senate approve the revision listed below.

Approved	Opposed	Abstention	Absent	Non-Voting
Jay Johns			Kim O’Connor	
Mark Jordan			Talia Bugel	
Wenjia Han				
Sara Wagner				
Adam Dirksen				
Jospeter Mbuba				
Promotes Saha				

COLACD#24-09
Approved,
2/3/2025

RESOLUTION

TO: COLA Voting Faculty
FROM: Erik S. Ohlander (Chair, COLA Executive Committee)
RE: Minor Emendation to COLA Faculty Governance Document
DATE: 12/9/24

WHEREAS it is essential that all COLA faculty submitting a promotion and tenure case are afforded the opportunity to do so under procedures that are as clear and unambiguous as possible; and,

WHEREAS the Executive Committee has been alerted to a potentially unclear provision in the procedures structuring the review of promotion and tenure cases within the college;

BE IT RESOLVED that sec. 12.2.3.5 of the COLA Faculty Governance document be emended to read:

“Each candidate may select from among the tenured, tenure-track, or lecturer faculty a nonvoting representative who will be available to answer questions ~~pertaining to the case~~ **regarding specific details or elements of the case which might not otherwise be clear to faculty unfamiliar with the candidate’s field. It is the responsibility of the candidate to inform the chair of the College of Liberal Arts Promotion and Tenure Committee of the name of the selected representative. This must be done, in writing, within seven days of the issuance of the department chair's letter of recommendation (or equivalent, if the candidate is a department chair).** ~~The~~ **If called by the committee to answer questions, the** representative will have the option of making an opening statement. The representative is bound by the same rules of confidentiality as committee members and shall withdraw before the committee’s vote is taken. A candidate may not act as the representative before the committee, nor shall a committee member to committee members.”

(Deleted language in strikethrough and added language in bold.)

Senate Reference No. 25-26

Question Time

- As PFW continues its efforts to increase enrollment, will there be any measures that will change admissions standards by lowering GPA requirements? If YES:
 - How will this impact the quality of education in our classes? Arguably, students admitted with lower GPAs will be less prepared to be in college classes that, in turn, slow course progress to bring students up to speed.
 - What learning and support services will the university create to help accommodate additional students who are struggling academically?
 - How fair would this be to current students that may see the caliber of course content change to accommodate those who require the basic skills that are expected from college-entering students?
 - How fair is it to admit students who are likely to struggle in college due to the shortfall in preparing them for college? Given that we already are facing challenges with high DFW rates, how can we avoid setting students up for accruing debt, blemishing their academic records, incurring pressure, and other adverse consequences?

- Earlier this academic year, a conversation in Senate stated that there is a plan to use Purdue University's admission system whereby applicants for admission could rank their campus preferences and thereby PFW could widen its outreach by offering opportunities to students beyond our traditional regional footprint. Are there any updates?

A. Nasr

Senate Reference No. 25-33

Question Time

Can someone in administration at Purdue Fort Wayne address clearly the concerns regarding 1) the role of the Provost at West Lafayette in reviewing cases coming from the Fort Wayne campus as well as 2) how the West Lafayette Provost's review of these cases departs from our campus's longstanding procedural practices and standards for Promotion and Tenure as outlined in Fort Wayne Senate Documents 14-36 and 19-13?

S. Carr and N. O'Neill

Senate Reference No. 25-27

MEMORANDUM

TO: 2025-2026 Senate Executive Committee
FROM: Alan Legg
Chair, Curriculum Subcommittee
DATE: 03/23/2026
SUBJECT: Concentration in Robotics and Automation for Computer Engineering

The Curriculum Subcommittee reviewed a proposal from ETCS for a new concentration in Robotics and Automation for the Computer Engineering program. We voted to approve the proposal and find it requires no Senate review.

Thank you for the opportunity to review this proposal.

Approve	Oppose	Abstain	Absent	Present Non-Voting
Alan Legg			Nurgul Aitalieva	Lucas Mollema
Tara Lewis			Abe Schwab	Sabene Rizvi
Terri Swim			Carl Drummond	
Cigdem Gurgur			Lacy Watson	
Yanfei Liu			Tiffany Taylor-Smith	
Steve Carr				



Undergraduate Academic Program Memo

Date: 3/26/26

From: Guoping Wang

To: Sherif Elfayoumy, Carl Drummond

Re: New Concentration - Robotics and Automation for Computer & Electrical Engineering

Brief description of the program:




The Robotics and Automation concentration provides students with hands-on experience in robotics, control systems, embedded systems, and intelligent automation technologies. Students learn to design, program, and integrate automated and robotic systems through laboratory-based and project-driven coursework. This concentration prepares graduates for internships, cooperative education, and capstone design projects in advanced manufacturing, automation, and smart systems industries.

Brief rationale for program request:

The proposed Robotics and Automation concentration in Electrical and Computer Engineering is strategically aligned with the strong regional demand for engineers in advanced manufacturing, automation, logistics, defense, and smart systems. The concentration equips students with focused skills in robotics, control systems, and embedded intelligence while strengthening Purdue University Fort Wayne’s role as a talent pipeline for high-growth engineering careers in Northeastern Indiana.

CIP Code: 14.0101

For completion by Office of Academic Affairs

Signed by:  <small>E4CFB6ED0172411...</small>	3/2/2026
<i>Department Chair Signature</i>	<i>Date</i>
DocuSigned by:  <small>5CC32880FFC14FA...</small>	3/2/2026
<i>School Dean Signature</i>	<i>Date</i>
DocuSigned by:  <small>27109142004745C...</small>	3/3/2026
<i>Vice Chancellor for Academic Affairs Signature</i>	<i>Date</i>

PLEASE NOTE: The Office of Academic Affairs will collect electronic signatures from the Chair, Dean, and Vice Chancellor for Academic Affairs after the form has been filled out and submitted to the Associate Vice Chancellor for Academic Programs with the rest of the program proposal.

Request for a New Concentration

Campus: PFW

School or College: ETCS

Department: Electrical and Computer Engineering

Degree and Major: Computer Engineering

Title of Concentration: Robotics and Automation

CIP Code: 14.0101

Effective Date (Session and Academic Year): Fall 2027

Mode of Delivery: Campus/Online/Distance/Hybrid

80% or more online:

Yes

No

If Hybrid, explain:

Who will administer the online aspect of this program (vendor, program)?

Brief Description of Concentration: *This may be published in the Catalog. A brief explanation of what the student will experience and/or learn; no more than 2-3 sentences.*

The Robotics and Automation concentration provides students with hands-on experience in robotics, control systems, embedded systems, and intelligent automation technologies. Students learn to design, program, and integrate automated and robotic systems through laboratory-based and project-driven coursework. This concentration prepares graduates for internships, cooperative education, and capstone design projects in advanced manufacturing, automation, and smart systems industries.

Justification

This section provides statements regarding the mission of the proposed concentration.

Need for the concentration:

The addition of a Robotics and Automation concentration in the major of Computer Engineering at Purdue University Fort Wayne is both timely and strategically aligned with the economic landscape of Fort Wayne and the greater Northeastern Indiana region. This area is a major national hub for advanced manufacturing, industrial automation, logistics, defense, and smart systems, creating a strong and growing demand for engineers with expertise in robotics, control systems, embedded intelligence, and automated production technologies. Establishing this focus area will equip students with the skills needed to excel in the region's high-tech workforce, support local industry innovation, and strengthen PFW's role as a key talent pipeline

for employers seeking engineers prepared to design, integrate, and maintain next-generation automated systems.

Target audience, including the expected number of students and benefits to them:

The target audience for the Robotics and Automation concentration consists of current undergraduate students majoring in Computer Engineering. It is expected that approximately 5–10 students per year will graduate with this concentration. Students benefit from gaining specialized, industry-relevant skills in robotics, automation, control systems, and embedded intelligence, enhancing their readiness for internships, cooperative education experiences, senior capstone design projects, and employment in high-demand sectors such as advanced manufacturing, automation, and smart systems. Students graduating from the proposed Robotics and Automation concentration are well suited for the careers listed in Table 1, which are projected to experience rapid growth in Indiana.

Table 1. Occupation Project Growth Trend (2022-2032) in Indiana (from ONetOnline.org)

Occupation	Projected Growth in Indiana	Project Growth in the US
Robotics Engineers	6%	2% *
Electrical Engineers	13%	7% ****
Manufacturing Engineers	16%	11% ****
Computer Hardware Engineers	12%	7% ****
Industrial Engineers	16%	11% ****

Note: **** stands for a bright outlook for that career growth.

Focus of Research or career relevance:

The Robotics and Automation concentration focuses on preparing students for careers and advanced study in robotics, industrial automation, control systems, embedded intelligence, and smart manufacturing. The concentration emphasizes applied engineering skills in system integration, real-time control, and intelligent automation that are directly relevant to high-demand industries such as advanced manufacturing, logistics, defense, and autonomous systems. This focus also supports undergraduate research and graduate study opportunities in robotics, automation, and cyber-physical systems.

Description of how the concentration fits into and supports the existing degree program(s) and major(s).

The Robotics and Automation concentration is fully integrated into the existing Electrical Engineering and Computer Engineering programs by utilizing current required courses and approved technical electives. The concentration does not add additional credit hours or extend time to degree, allowing students to gain focused expertise in robotics, control systems, automation, and embedded systems while completing their standard degree requirements. By aligning closely with existing curricula, the concentration strengthens both majors and enhances students' preparation for internships, capstone design projects, and careers in advanced engineering fields.

Description of the relationship to other concentrations in the degree program:

There is no other concentration in either Computer Engineering program.

Participating faculty, including name, academic rank, and departmental affiliation:

Name	Academic Rank / Title	Departmental Affiliation
Dr. Guoping Wang	Chair, Associate Professor of Electrical & Computer Engineering	Department of ECE
Dr. Bin Chen	Associate Professor of Electrical & Computer Engineering	Department of ECE
Dr. Chao Chen	Professor of Computer Engineering	Department of ECE
Dr. David S. Cochran	Professor, Systems Engineering; Director of Systems Engineering	Department of ECE
Dr. Todor Cooklev	Professor	Department of ECE
Dr. Claudio Freitas	Assistant Professor of First-Year Engineering	Department of ECE
Dr. Yanfei Liu	Associate Professor	Department of ECE
Dr. Elizabeth Thompson	Professor of Electrical Engineering	Department of ECE
Dr. Antian Wang	Assistant Professor of Computer Engineering	Department of ECE
Perry Falk	Limited Term Lecturer	Department of ECE
James Isaacs	Limited Term Lecturer	Department of ECE
Stephen O'Shaughnessey	Limited Term Lecturer	Department of ECE
Bruce Reidenbach	Limited Term Lecturer	Department of ECE
William Westrick	Limited Term Lecturer	Department of ECE
Keith Hood	Limited Term Lecturer	Department of ECE
Edward P. Lyvers	Limited Term Lecturer	Department of ECE

Prospective Curriculum – *Please create a plan of study for the degree. If new courses are being created, all course proposals must be completed in order to add to this block. (note any that are variable title; **min of 9 hours of unique courses for a GRAD concentration**):*

Curriculum for Computer Engineering program with Robotics and Automation Concentration

Students in BSE with major in Computer Engineering may declare their concentrations in Robotic and Automation by completing three courses (minimum of 9 credits) among the following robotic/automation related courses*:

- ECE 30300 – Engineering Software Design
- ECE 33300 – Automatic Control Systems
- ECE 47800 – Robotics and Automation
- ECE 44901 – Machine Learning
- ECE 31000 – Motor and Engine Control
- ECE 56900 – Intro to Robotic
- ECE 66100 – Computer Vision
- ECE 49500 – Selected Topics in Electrical Engineering (3 credits)
- ECE 49600 – Electrical and Computer Engineering research project with subjects/topics in Robotics/automation area

* With approval of the Computer Engineering curriculum committee, course substitution may be permitted.

Learning outcomes (e.g., unique knowledge or abilities, capacity to identify and conduct original research, ability to communicate to peer audiences, critical thinking and problem-solving skills, etc.):

The Graduates with the concentration will also have:

a. Concentration Outcome RA-1: Integrated Automated Systems Design

Graduates will be able to design, integrate, and validate robotics and automation systems that combine sensing, actuation, control, and embedded computation to meet specified technical and operational requirements.

b. Concentration Outcome RA-2: Automation Implementation in Industrial Contexts

Graduates will be able to implement, program, and deploy automation and control solutions using industry-relevant tools, platforms, and standards, while considering safety, reliability, and operational constraints in real-world applications.

Will new courses be created for this concentration?

Yes

No

If yes, list new courses and if proposals have been submitted:

Name of Person who Submitted Proposal: Guoping Wang

Contact Information (phone and email): wang32@pfw.edu (260)481-6036

Request for a New Concentration

Campus: PFW

School or College: ETCS

Department: Electrical and Computer Engineering

Degree and Major: Electrical Engineering

Title of Concentration: Robotics and Automation

CIP Code: 14.0101

Effective Date (Session and Academic Year): Fall 2027

Mode of Delivery: Campus/Online/Distance/Hybrid

80% or more online:

Yes

No

If Hybrid, explain:

Who will administer the online aspect of this program (vendor, program)?

Brief Description of Concentration: *This may be published in the Catalog. A brief explanation of what the student will experience and/or learn; no more than 2-3 sentences.*

The Robotics and Automation concentration provides students with hands-on experience in robotics, control systems, embedded systems, and intelligent automation technologies. Students learn to design, program, and integrate automated and robotic systems through laboratory-based and project-driven coursework. This concentration prepares graduates for internships, cooperative education, and capstone design projects in advanced manufacturing, automation, and smart systems industries.

Justification

This section provides statements regarding the mission of the proposed concentration.

Need for the concentration:

The addition of a Robotics and Automation concentration in the major of Electrical Engineering at Purdue University Fort Wayne is both timely and strategically aligned with the economic landscape of Fort Wayne and the greater Northeastern Indiana region. This area is a major national hub for advanced manufacturing, industrial automation, logistics, defense, and smart systems, creating a strong and growing demand for engineers with expertise in robotics, control systems, embedded intelligence, and automated production technologies. Establishing this focus area will equip students with the skills needed to excel in the region's high-tech workforce, support local industry innovation, and strengthen PFW's role as a key talent pipeline

for employers seeking engineers prepared to design, integrate, and maintain next-generation automated systems.

Target audience, including the expected number of students and benefits to them:

The target audience for the Robotics and Automation concentration consists of current undergraduate students majoring in Electrical Engineering. It is expected that approximately 5–10 students per year will graduate with this concentration. Students benefit from gaining specialized, industry-relevant skills in robotics, automation, control systems, and embedded intelligence, enhancing their readiness for internships, cooperative education experiences, senior capstone design projects, and employment in high-demand sectors such as advanced manufacturing, automation, and smart systems. Students graduating from the proposed Robotics and Automation concentration are well suited for the careers listed in Table 1, which are projected to experience rapid growth in Indiana.

Table 1. Occupation Project Growth Trend (2022-2032) in Indiana (from ONetOnline.org)

Occupation	Projected Growth in Indiana	Project Growth in the US
Robotics Engineers	6%	2% *
Electrical Engineers	13%	7% ****
Manufacturing Engineers	16%	11% ****
Computer Hardware Engineers	12%	7% ****
Industrial Engineers	16%	11% ****

Note: **** stands for a bright outlook for that career growth.

Focus of Research or career relevance:

The Robotics and Automation concentration focuses on preparing students for careers and advanced study in robotics, industrial automation, control systems, embedded intelligence, and smart manufacturing. The concentration emphasizes applied engineering skills in system integration, real-time control, and intelligent automation that are directly relevant to high-demand industries such as advanced manufacturing, logistics, defense, and autonomous systems. This focus also supports undergraduate research and graduate study opportunities in robotics, automation, and cyber-physical systems.

Description of how the concentration fits into and supports the existing degree program(s) and major(s).

The Robotics and Automation concentration is fully integrated into the existing Electrical Engineering programs by utilizing current required courses and approved technical electives. The concentration does not add additional credit hours or extend time to degree, allowing students to gain focused expertise in robotics, control systems, automation, and embedded systems while completing their standard degree requirements. By aligning closely with existing curricula, the concentration strengthens both majors and enhances students' preparation for internships, capstone design projects, and careers in advanced engineering fields.

Description of the relationship to other concentrations in the degree program:

There is no other concentration in the Electrical Engineering program.

Participating faculty, including name, academic rank, and departmental affiliation:

Name	Academic Rank / Title	Departmental Affiliation
Dr. Guoping Wang	Chair, Associate Professor of Electrical & Computer Engineering	Department of ECE
Dr. Bin Chen	Associate Professor of Electrical & Computer Engineering	Department of ECE
Dr. Chao Chen	Professor of Computer Engineering	Department of ECE
Dr. David S. Cochran	Professor, Systems Engineering; Director of Systems Engineering	Department of ECE
Dr. Todor Cooklev	Professor	Department of ECE
Dr. Claudio Freitas	Assistant Professor of First-Year Engineering	Department of ECE
Dr. Yanfei Liu	Associate Professor	Department of ECE
Dr. Elizabeth Thompson	Professor of Electrical Engineering	Department of ECE
Dr. Antian Wang	Assistant Professor of Computer Engineering	Department of ECE
Perry Falk	Limited Term Lecturer	Department of ECE
James Isaacs	Limited Term Lecturer	Department of ECE
Stephen O'Shaughnessey	Limited Term Lecturer	Department of ECE
Bruce Reidenbach	Limited Term Lecturer	Department of ECE
William Westrick	Limited Term Lecturer	Department of ECE
Keith Hood	Limited Term Lecturer	Department of ECE
Edward P. Lyvers	Limited Term Lecturer	Department of ECE

Prospective Curriculum – *Please create a plan of study for the degree. If new courses are being created, all course proposals must be completed in order to add to this block. (note any that are variable title; **min of 9 hours of unique courses for a GRAD concentration**):*

Curriculum for Electrical Engineering program with Robotics and Automation Concentration

Students in BSE with major in Electrical Engineering may declare their concentrations in Robotic and Automation by completing three courses (minimum of 9 credits) among the following robotic/automation related courses*:

- ECE 30300 – Engineering Software Design
- ECE 46500 – Embedded Systems
- ECE 47800 – Robotics and Automation
- ECE 44901 – Machine Learning
- ECE 31000 – Motor and Engine Control
- ECE 56900 – Intro to Robotic
- ECE 66100 – Computer Vision
- ECE 49500 – Selected Topics in Electrical Engineering (3 credits)
- ECE 49600 – Electrical and Computer Engineering research project with subjects/topics in Robotics/automation area

* With approval of the Electrical Engineering curriculum committee, course substitution may be permitted.

Learning outcomes (e.g., unique knowledge or abilities, capacity to identify and conduct original research, ability to communicate to peer audiences, critical thinking and problem-solving skills, etc.):

The Graduates with the concentration will also have:

a. Concentration Outcome RA-1: Integrated Automated Systems Design

Graduates will be able to design, integrate, and validate robotics and automation systems that combine sensing, actuation, control, and embedded computation to meet specified technical and operational requirements.

b. Concentration Outcome RA-2: Automation Implementation in Industrial Contexts

Graduates will be able to implement, program, and deploy automation and control solutions using industry-relevant tools, platforms, and standards, while considering safety, reliability, and operational constraints in real-world applications.

Will new courses be created for this concentration?

Yes

No

If yes, list new courses and if proposals have been submitted:

Name of Person who Submitted Proposal: Guoping Wang

Contact Information (phone and email): wang32@pfw.edu (260)481-6036

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:

Sarah Wagner

Liaison Librarian Signature

1-12-2026

Date

MEMORANDUM

TO: 2025-2026 Senate Executive Committee
 FROM: Alan Legg
 Chair, Curriculum Subcommittee
 DATE: 03/23/2026
 SUBJECT: Organizational Leadership request to move from ETCS to DSB with name change

The Curriculum Subcommittee recently received a proposal from the Department of Organizational Leadership to move from the College of Engineering Technology and Computer Science to the Doermer School of Business, and to change their name to “Department of Leadership and Talent Development.”

Materials about this proposal were received from Terri Swim with a request for advice and/or commentary by March 31, 2026, and to vote on the proposal in accord with the process described in Senate Document 19-24.

The Curriculum Subcommittee recently discussed the proposal and found that the process outlined in Senate Document 19-24 has been adequately implemented to this point (so the Senate need not use its right of review) and:

- (i) We voted to approve the proposal.
- (ii) We also voted to recommend that: a vote of the faculty of Doermer School of Business be taken about this change before a final administrative decision is made.

Item (ii) is offered as a recommendation; for the purposes of process laid out in Senate Document 19-24, we approve the proposed change in the Organizational Leadership department. Votes on (i) and (ii) were as follows.

Vote (i) to approve the proposal: * indicates a non-voting member of the subcommittee

Approve	Oppose	Abstain	Absent	Present Non-Voting
Alan Legg			Nurgul Aitalieva	Lucas Mollema*
Tara Lewis			Abe Schwab	Sabene Rizvi*
Terri Swim			Carl Drummond	
Cigdem Gurgur			Lacy Watson*	
Yanfei Liu			Tiffany Taylor-Smith*	
Steve Carr				

Vote (ii) to recommend a vote of DSB faculty: * indicates a non-voting member of the subcommittee

Approve	Oppose	Abstain	Absent	Present Non-Voting
Alan Legg			Nurgul Aitalieva	Lucas Mollema*
Tara Lewis			Abe Schwab	Sabene Rizvi*
Terri Swim			Carl Drummond	
Cigdem Gurgur			Lacy Watson*	
Yanfei Liu			Tiffany Taylor-Smith*	
Steve Carr				

To: Curriculum Subcommittee members

From: Terri Swim, Associate Vice Chancellor for Academic Programs

Date: February 20, 2026

RE: Name change and organizational move for the department of Organizational Leadership

Per the By-Laws of the Faculty Senate, the members of the Curriculum Subcommittee are asked to review and provide advice on the faculty-led request to restructure the Department of Organizational Leadership. The letter below outlines the proposed changes.

The By-Laws reference SD 19-24, which outlines the review process. Remember, however, that document was created several years before the passage of HEA 1001 (2025), which specifies that “faculty governance organization actions are advisory only.”

Please provide me with your advice by March 31, 2026, end of business.

Name Change

Due to public conversations surrounding higher education, students are increasingly seeking degree programs that clearly tie to specific career fields. The current department name provides a very loose career profile for prospective and current students. The new department name conveys to prospective students and employers a curriculum which emphasizes development of both soft (leadership) and technical (talent development) skills which prepare graduates for jobs in talent development, talent management, human resources, operations, and project management. On November 12, 2025, the faculty voted in favor of changing the department name to the **Department of Leadership and Talent Development**. They believe this name more clearly communicates the knowledge and skills students will develop and be able to apply in their desired career.

Move

The faculty in the Department of Organizational Leadership submitted a letter to Dean Elfayoumy on December 11, 2025 requesting that their department be moved from the College of Engineering, Technology, and Computer Science to the Richard T. Doermer School of Business. Their rationale involved strengthening student access, faculty expertise alignment, and long-term program viability. On January 8, 2026, the department faculty met with the Dean and department chairs of the Doermer School of Business to discuss the possibility of this structural change. While no formal vote was taken, the department chairs responded favorably to the proposal.

Names Changes to Academic Portfolio

The faculty in the Department of Organizational Leadership also seek to change the names of their undergraduate degrees and majors. The Bachelor of Science in Organizational Leadership will become a Bachelor of Science in Leadership and Talent Development and the major in Organizational Leadership will be renamed to Leadership and Talent Development. Currently, a combined degree program (4 + 1) for a B.S. in Organizational Leadership and M.S. in Organizational Leadership is in the approval process. The B.S. will be retitled to reflect the name change.

Thank you for reviewing these changes to the Department of Organizational Leadership.

Senate Reference No. 25-31

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: J. Nowak, Chair
Executive Committee

DATE: March 27, 2026

SUBJ: Bylaws Scrivener's Errors – April 2026

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:

Curriculum Subcommittee (Section III.A.4.)

III.A.4.1.1.2. the Associate Vice Chancellor for Academic Programs; when both the Chief Academic Officer and the Associate Vice Chancellor for Academic Programs attend a eCurriculum **Subcommittee meeting**, only the Chief Academic Officer may participate and vote. When the Chief Academic Officer sends the Associate Vice Chancellor for Academic Programs as their designee, then the designee may participate and vote on both undergraduate and graduate **matters** on behalf of the Office of Academic Affairs;

III.A.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- <delete period> and at least two are from a department that offers a graduate degree and who holds <subject-verb agreement> membership on the graduate faculty.

Other Committees (Section V.A.)

V. OTHER COMMITTEES

A. THE FACULTY ~~MEDIATION~~ **MEDIATION** COMMITTEE

Numbering Issue (Section VI.B.5 and beyond)

5. Purdue University Advisory Committee on Equity

VI.B.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.

VI.B.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 Committee.

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

6. Undergraduate Curriculum Council

VI.B.5.4-6.1. Election and term

VI.B.5.4-6.1.1. The PFW representative to the PWL 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.

VI.B.5.4-6.1.2. 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.

VI.B.5.4-6.1.3. 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.

VI.B.5.5-6.2. Responsibilities. The representative shall represent the interests of PFW Faculty to the Council, assume an equitable workload on the Council, and periodically report, but at least once per academic year, to the Faculty on the activities of the Undergraduate Curriculum Council through the Educational Policy 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.

6.7. Lecturer Advisory Committee

VI.B.6.7.1. Election and term

VI.B.6.7.1.1. Two (2) PFW representatives to the Purdue University Lecturer Advisory Committee will be appointed by the PFW Chief Academic Officer to staggered three-year terms on the committee. The names of proposed representatives, determined by an election among the Lecturers conducted by the Nominations and Elections Committee, will first be transmitted by the Executive Committee to the Lecturer Advisory Committee for recommendation before being sent to the Chief Academic Officer for appointment. If and when possible, the elected Representative of the Lecturers should be considered for appointment to the Lecturer Advisory Committee.

VI.B.6.7.1.2. Should a vacancy appear in one of the representative positions, the process of appointing a new representative for any remaining time in that term shall proceed as if a representative were being selected for a full term.

VI.B.6.7.2. Responsibilities. The representatives shall represent the interests of PFW Lecturers to the Committee, assume an equitable workload on the Committee, and periodically report, but at least once per academic year, on the activities of the Lecturer Advisory Committee to the Senate through the Executive Committee. The representatives are encouraged to consult with Lecturers as to their needs related to the Committee on a regular basis and may seek guidance from the Faculty Chairs, Executive Committee, or full Senate at any point during the academic year as circumstances warrant.

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