

**Minutes of the
Eighth Regular Meeting of the Eighth Senate
Purdue University Fort Wayne
April 13 and 20, 2026
KT G46**

Agenda
(as amended)

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. Request to Amend SD03-19, SD 25-50 – URAC, E. Mann
 - g. Filling FAC Engagement Subcommittee Vacancies, SD 25-46 – FAC, M. Jordan
 - h. Changing Faculty Affairs Committee to the Professional Development Subcommittee, SD 25-47 – FAC, M. Jordan
 - i. Revision #1 to COLA Governance Document, SD 25-48 – FAC, M. Jordan
 - j. Revision #3 to COLA Governance Document, SD 25-49 – FAC, M. Jordan
 - k. Academic Regulations – Section 9.1, SD 25-51 – EPC, S. Buttes

8. New business
 - a. Amending SD 24-17 (Ad-Hoc Engagement Subcommittee Reporting Line), SD 25-52 – C. Gurgur
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 and 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.

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

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)
“Request to Amend SD03-19” (SD 25-50)
“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)
“Academic Regulations – Section 9.1” (SD 25-51)
“Amending SD 24-17 (Ad-Hoc Engagement Subcommittee Reporting Line)” (SD 25-52)
“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)

Senate Members Present:

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

Senate Members Absent:

N. Adilov, J. Egger, S. Elfayoumy, R. Elsenbaumer, M. Encabo-Bischoff, C. Freitas, A. Gehlhausen, S. Johnson, J. Lawton, J. Lewis, J. Li, L. Lydy, J. Mbuba, J. McHann, P. Mishra, J. O’Connell, E. Ohlander, M. Perkins Coppola, J. Rouleau, S. Schory, S. Sun, M. Wang

Guests Present:

G. Casaburo, J. Clegg, K. Fineran, T. Grady, J. Johns, K. Kauffman, M. Kuhlhorst, C. Marcuccilli, N. O’Neill, D. Patten, S. Steiner, K. Tierney-Louch, R. Wooley

Acta

1. Call to order: J. Nowak called the meeting to order at 12:00 p.m.
2. Approval of the minutes of March 16: The minutes were approved as distributed.
3. Acceptance of the agenda:

E. Mann moved to amend the agenda by adding Senate Document SD 25-50 (Request to Amend SD03-19) as item f under “committee reports requiring action.”

Motion to amend the agenda passed on a voice vote.

S. Buttes moved to amend the agenda by adding Senate Document SD 25-51 (Academic Regulations – Section 9.1) as the last item under “committee reports requiring action.”

Motion to amend the agenda passed on a voice vote.

Agenda as amended passed on a voice vote.

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

C. Gurgur: It has been a pleasure to represent my faculty this academic year and act as the faculty leader in the upper administration. As we are close to end the spring 2026 academic semester, I would like to share thoughtful excerpts from a very timely piece published in *The Chronicle of Higher Education* on April 10. The tone and substance of the article make it clear describing the issues in the current higher education system in the US while offering reasonable solutions to make it more effective and accountable considering every tier of the campus. Below statements are directly from the article with the title “***When Faculty Stop Showing Up: Faculty disengagement is reshaping campus life, one closed door at a time.***”

“A dark hallway is a higher education’s warning sign. On most workdays, I walk a long hallway lined with closed faculty doors. The name plates belong to people I respect, but the lights behind those doors are often dark. According to a 2024 Inside Higher Ed survey, 35 percent of undergraduates said their academic success would improve if professors got to know them better. Pandemic burnout, stagnant salaries, politicized attacks on higher education, and the growing reliance on digital teaching tools could help explain why faculty may be spending more time off campus. But whatever the reasons, students are left confronting more closed doors and fewer opportunities to build relationships that matter.

When faculty withdraw, students lose caring advisers, campuses lose vibrancy, and society loses faith in higher education’s value. Newer scholars lose mentors, and we all lose some of the collegial relationships that help propel our personal and professional lives forward. A culture of absence threatens not only learning outcomes but also students’ sense of belonging and the civic mission of universities themselves. If we let disengagement become the norm, the next generation will inherit an institution hollowed out from within.

What’s behind such faculty disengagement? Surveys offer some clues. A report released in 2023 found that 64 percent of faculty feel burned out because of work. The University of California’s 2024 systemwide survey of nearly 4,500 faculty members highlighted workload, morale, and institutional-trust concerns. Burnout alone can push faculty to conserve energy and cause them to withdraw from what can be considered invisible labor or unmeasured service, such as mentoring, advising, participating in governance, and informal availability dependent on physical presence.

When faculty are sidelined, it becomes easier to detach and harder to justify coming to campus. On top of these recent concerns, the professoriate has been transformed by contingency and low pay. According to the American Association of University Professors roughly two thirds of faculty members now hold contingent appointments, a long drift away from a tenure line majority — with predictable consequences for advising, program continuity, and shared governance. A new national report finds that

state funding per student grew only 0.8 percent after inflation in 2024. At the same time, colleges collected less from students as net tuition revenue fell 3.7 percent, the biggest drop in a single year since 1980. In short, many campuses are being asked to serve more students with fewer dollars.

Meanwhile, public confidence in higher education remains fragile — down sharply over the past decade and only recently ticked up from 36 percent to 42 percent in a recent Gallup poll. Confidence will not be repaired by legislatures or presidents alone. It will be rebuilt — or not — by what students and families experience each week through the faculty on campus teaching, advising, collaborating, and solving problems.

What I see is a slow and steady drift toward disengagement by faculty overseen — and sometimes ignored by — university leadership. As faculty, we may argue or express concern about politics or what the federal or state government is doing, but we have largely ignored the absence that students and colleagues feel every day on campus. We are in this situation together, and our basic standards for presence, responsibility, and stewardship are ours to reclaim regardless of the problems our universities confront.

To be honest, this environment has made me question whether I can, in good faith, tell my talented students — many of whom want to be professors — that academe is still a meaningful pathway. There are days when I want to unplug and disconnect, when the headlines and the daily grind feel like too much. I remain convinced the work matters, but ***our institutions are less consistently rewarding showing up for students, stewarding programs, and doing the unglamorous maintenance that keeps public universities worthy of public trust.*** If I, after years of dedication, struggle with disengagement, I know many others do too.

That uncertainty is new for me, but it also clarifies something: Presence is power, and absence is surrender. We do not need permission from politically appointed presidents or a polarized legislature to recommit to the core responsibilities of academic life, nor do we need to fix every working condition right away. Here is what we can do — together, immediately, and locally — without waiting for a new law, a new leader, or the next election.

First, we can reaffirm our presence on campus. This is not about surveillance or managerialism but acknowledging that public universities exist to serve students and communities. We should hold our deans and chairs to the same expectations through their performance reviews.

Second, faculty have the power to make advising and mentorship count. We should adopt transparent advising expectations, track them annually, and recognize excellent mentorship in merit, promotion, and reappointment decisions. If research buyouts are

routine, we should demand service and advising buyouts too, so invisible labor does not keep landing on the same colleagues. Faculty can insist on — and help design — the tracking at the department and college levels.

Third, we can use our research skills to put university leadership on academic metrics and hold them to it. Provosts and deans should have public performance agreements with measurable goals tied to student success, program quality, faculty development, and campus presence, not just fund raising, graduation rates, or narrow measures of faculty retention. These agreements should be created with administration and faculty input to ensure consistent, transparent evaluation that is publicly reported.

Fourth, we can share the core teaching and service load. Too many faculty who are experts in their field are not teaching and advising students. While external grants are vital, the default cannot be that the most expert and best resourced faculty rarely teach core courses, advise, or participate in governance. Faculty should work to set reasonable, field-appropriate caps or cycling rules on course and service buyouts. Faculty committees can propose these caps and ensure that every program's core work has enough adults in the room.

None of this requires faculty to surrender academic freedom, accept political litmus tests, or deal with unjust working conditions. The best defense against politicization of higher education and administrative shortcomings is demonstrating the faculty's public value. And even if presidents, provosts, or regents fail to move, we still have a professional obligation to do the work that makes our claims credible: ***show up, teach well, be available to students, keep programs strong, and steward public funds responsibly***. We are the stewards of higher education's future, and we must step up together regardless of the headwinds.

But imagine what renewal could look like: hallways humming with conversation, students seeking out mentors, departments known for their energy and care. When we show up for each other and our students, we do not just protect our profession or our academic freedom — we restore the campus spirit that drew us here in the first place.”

Thank you.

b. Chair (Presiding Officer, IFC Representative):

J. Nowak: First, I'd like to share that I have appreciated all of you, my fellow Senators, and wish to thank my Executive Committee peers for making this academic year a most enjoyable year. Given the fullness of the agenda and inclusion of two guest presentations under Special Business of the Day, I will seek to stay on point.

Often decisions are made over the summer when many faculty are off contract and Faculty Senate is on hiatus. Therefore, I wish to make you aware that Indiana Senate Bill 254 is a piece of legislation aimed at refocusing Ivy Tech Community College on workforce development. With an effective date of July 1, 2026, you may wish to keep tabs on the progress of this legislation, if interested.

Moreso, however, it may be of greater interest for you to know there are mumblings that this type of legislation with a refocusing of the mission of select higher education institutions is rumored to be coming to a regional campus near you sometime in the relatively close future. You may wish to keep an ear to ground if this concerns you.

c. Chair-Elect: Vacant.

5. Special business of the day:

a. University Update – A. Mills and K. Surface

A. Mills: FY 26-27 Enrollment Projection & Associated Financial Impact

Disclaimers

- Below projection is worst-case scenario based solely upon enrollment (new students and retention) trends from the last 3 cycles coupled with expected graduation rates this spring.
- Below projections do not consider any additional efforts made to recruit more students.
- Additionally, projections do not consider any change to student mix.

Projections (as of January 2026)

- Fall 2026 enrollment is projected to decrease by 9%
 - o Replicating the Fall 2025 new-student headcount (1,744 undergraduates + 107 graduate students = 1,851 total students)
 - o Maintaining spring-to-fall retention rates consistent with historical trends (85.5% undergraduate, 91.8% graduate).

Financial Impact

Under the following assumptions, we could be down \$4.5M next academic year.

- \$4.5M shortfall = 500 students (average)
 - o That averages out to an average net tuition ratio (NTR) of \$9,000/student

By the Numbers

- Assume we recruit the same number of new UG in Fall 2025, totaling 1,851 new students.

- To reach a breakeven point (e.g., maintaining the exact overall PFW student headcount as Fall 2025), we will need to recruit 2,095 new undergraduates, representing a 351-student headcount increase year-over-year.
- Assume we recruit 107 new graduate students.
 - To break even on overall student headcount, we need to recruit 283 graduate students, which is a 176-student (or 164%) increase year-over-year.
- Expect roughly 200 students will leave the university due to academic separation procedures in Spring 2026, and about 1,020 students will graduate during Spring 2026 and Summer 2026.
- Assuming an 85.5% undergraduate and 91.8% graduate spring-to-fall retention rate, approximately 3,506 students will continue from Spring 2026 into Fall 2026.
- Combining these assumptions, the total projected enrollment for Fall 2026 is 5,357, representing a decline of 527 students or 9%.
- To match the Fall 2025 overall headcount, we will need to recruit 2,378 new undergraduate and graduate students.
- Any students retained above current rate will lower the number of needed new recruits. Both retention and recruitment efforts must perform above historical averages to maintain.

Note: Utilizing reserves is not feasible, as we would realize a significant reduction in cash which would negatively impact our CFI (composite financial index) score. When our CFI drops below a 1 (as it did in 2020), we run the risk of being placed on ‘financial probation’ with the Higher Learning Commission.

K. Surface: Allyson relayed a lot of numbers on what it would look like to break even for this coming fall. Obviously, that is not lost on a team that has the primary responsibility of recruiting incoming students, but I think as everyone in this room is also aware, enrollment is twofold, with the retention of current students and recruitment. I want to give you an idea of where we sit as about an hour ago to give you some idea. Keep in mind that with the shift in the definition of class standing and how a student was able to register or when they are able to register, we are not going to have really clear year to date numbers on retention until a week from today. So, these are intentionally or unintentionally bad. Please keep that in mind, and that will make sense here in a little bit.

Right now, year to date, we are down 11.3% on students reregistering for next fall. Again, that is not real because at this time last year freshmen had already registered based upon credit hours. They will register beginning today for the rest of this week. We won’t have a really clear number of where we stand year to date on retention again until this time next week. However, the one that is not impacted by class standing is grad. Right now, grad retention to fall year to date, we are down 41.9%. That leaves the overall PFW headcount down 13.9% year to date. Again, that is not real. We will know a whole lot more in a week. In comparison, IU Fort Wayne headcount is up 3.4% year to date, and this will become important because of what Allison said, leaving us

total down, year to date, 11.8%. We will know those numbers in a week or so. If you look at grad credit hour, we are down about 14.8%. Don't pay too close attention to that until next week.

What does that look like then in the incoming funnel? There is potential. Incoming funnel, if we look domestic only, because in the end that is where we have the most impact right now with obvious constraints on international students, which I will caveat in a second, this is where the good news comes in, at least at the beginning of our recruitment stages and yield stages. Right now, due to changes in how we work with common app, we are up 127% in applications. We will claim that, but we don't know how those are going to yield, and that becomes the critical aspect at this point because we have never participated in this version of Common App's direct admit. So, that could be really super inflated at the top that don't actually yield. Here is where we look right now with the bottom of the funnel, in terms of yield, we are up 121% in admits, which is similar to how we are at the top of the funnel. Then we have intent to enrolls, which is the commitment stage of a student enrolling on the undergrad domestic side. We are up 27% year to date, which is a very positive indication in that space that those are at least students that are going to move themselves down and ultimately enroll. Another good indicator of that is students that have submitted their ISIR or their FAFSA to us as an institution. That is up 110% year to date. We take those things as really really good news and indications that we will hopefully see a significant increase, as Allison just said, at the bottom of the funnel for who ends up enrolling in the fall. We are seeing that come a little bit along the way too in the orientation registration, and all those things change literally on a daily basis.

What are we doing in addition to that Common App direct admit at the top to somewhat mitigate some of what these challenges are on the undergrad side? One of the things that we have really announced or talked about a lot is the addition of club sports as a way to try to increase the number of students who can participate in their field or their thing of choice outside of the academic space. Those, right now, as of this morning, we have had 379 students apply or say they want to be recruited for a club sport. 200 of those are incoming brand-new students. We are chipping away at the number Allison indicated that we have got to try to find on the undergrad domestic side to break even. Those students, those 200, have all been highly engaged in our process thus far on the club sports side. We anticipate another sort of "oomph" on club sports in that space right after high school graduation, so somewhere around the June mark. That is also common for us as an institution.

What we are also doing, for those of you who don't know Michelle Kuhlhorst, I know she doesn't have speaking privileges, but I do want to give her a quick shout out. Michelle has taken the realm of Enrollment Management a month ago, give or take, as Ryan Wooley transitioned to Enrollment Marketing in the Marketing space. Between the two of them, and our whole team, we are focused on a few things.

Number one is additional high school visits in Fort Wayne Community Schools this academic year, as well as some new in-person visits in Marion County, where we have been tipped off to a

group of students that haven't really got a lot of attention, but who could primarily be on financial aid income coming to PFW.

Secondarily, there is obviously a significant renewed focus on yield. Those of you who are in the sort of CliftonStrengths space, this would be your "woo" side. We are continuing to "woo" students who are in that funnel in the hopes that they ultimately submit their intent to enroll. There are a lot of ways to do that between Michelle's team and Ryan's team. You have probably seen billboards up around this area. That will continue to happen. Kudos to Ryan and team for that. There are a lot of streaming radio ads and a lot of mailers going home to people who are in our funnel, among many many many other things taking place behind the scenes. Please note that all of those things are running and doing so appropriately.

Finally, one of our biggest things, we mentioned ISIRs, a student who has sent their FAFSA to PFW, maybe who hasn't applied, we are paying really close attention to that group of students because they took an action associated with PFW at one point in time.

Those are sort of the quick and dirties in there. I will tell you a positive sign right now is that a lot of the students in our intent to enroll space are out of state or in a contiguous state. They obviously pay a larger tuition, so from a finance perspective, that is obviously extremely helpful if those students enter.

M. Wolf: We have heard a lot about the new student residence hall. What is the savings and revenue to offset what we are losing?

A. Mills: We have to pay for the space, so we don't necessarily make any money off of it initially. Our goal is to just build a space, so that we don't have to pay more than what we are bringing in, revenue wise. We have certainly been heavily pushing and marketing Trace. We are trying to get that built up and filled up at a higher rate than Waterfield. So far it has had really good traction. It is just too early to know if housing is going to be full or if we are struggling. This is the time of the year when they start to push really heavy on marketing for either one. Early numbers suggest that we have about 25% of Trace already leased. That is committed leases. I think we have close to 50% in applications.

K. Surface: Even better, as of this morning, I haven't even sent it out yet, we were 81% full on Waterfield. That is really good compared to year to date. We are 35% full in Trace.

- b. Ad-Hoc Engagement Subcommittee Update (Senate Reference No. 25-32) – C. Gurgur and S. Steiner

Please see attachment.

S. Buttes: Thank you for the background. Is the goal that engagement is integrated as a piece of research? Just to have a concrete question to ask, the revision of Form 36 pulls engagement out as separate activities, right?

S. Steiner: No.

S. Buttes: This is the piece where I am having a really difficult time understanding the structure of the problem. Research, teaching, and service should have no modification of the form.

S. Steiner: We haven't modified the form.

S. Buttes: So, I guess what I am trying to understand is, why is engagement being pulled out as separate? Departments identify what the criteria are and what counts.

S. Steiner: I am going to get personal on this and use an example from my own experience. I had two job offers. I picked Purdue Fort Wayne because it was a Carnegie engaged university. As a graduate student, I was very instrumental in formation of the community engagement center at Washington State University. This was a major signing effect. I came and I immediately built a community partner. I became an engagement scholar. As part of being an engagement scholar, I published in a peer reviewed engagement journal. The chair of my department was very supportive and encouraging. He retired. We were appointed a chair from a different department. He told me he wouldn't count my publication because it was in an engagement journal. I got grants from CELT. I got multiple grants from a statewide service. I was getting so many signals. Bruce Kingsbury was the advisor for the promotion and tenure process. He handed me a book about the history. Our college split and he went away. Inconsistent messaging to faculty and inconsistent treatment of faculty. This is the basis for a lawsuit. Faculty are being jerked around. If we didn't merge departments and separate schools and use chairs from one department to another then those departmental value differences wouldn't be the problem that exists.

S. Buttes: From the way it was described there, it sounds like the problem that needs to be addressed isn't the Senate documents, it is actions of the administration roles.

S. Steiner: The engagement guiding principles as put forward would have Senate decide if engagement is a shared value across departments in the P&T structure.

C. Gurgur: Purdue West Lafayette has a campus level engagement document. They are an R1. I think what she is trying to emphasize is this, when it comes to excellence in research, you need to publish in a peer reviewed academic journal. If you are publishing in a professionally reviewed journal it doesn't count. I can tell you that they don't want you to publish in it, but they value the work. There are issues in terms of how it counts.

D. Kaiser: I am going to build off of what was said earlier. I am not opposed to any of this. What happened isn't right at all, but I don't think we need to get into changing documents. I just feel like this is a criteria issue. What should have happened in the department is that the chair should have been told you don't get to say that. There are department criteria. We vote on department criteria. The chair doesn't get to tell me that something in my department criteria doesn't count. In departments, we vote. In Psychology, if one of us wanted to do this then we could do it.

S. Steiner: This body charged us with creating an engagement guiding principles document, and that is what we have done. We want Senate to discuss it and vote on it. We are fulfilling our charge. You have not seen it. You have not been provided the opportunity on what you charged us to create.

D. Kaiser: Well, I think to the extent that we want to recognize engagement, if there was a document that said that within the department then that is what you are talking about. You should introduce it as your criteria.

S. Steiner: You haven't even been allowed to see the document. It is ready to go.

S. Cody: I think this is probably a point of order question, but if I understand it correctly, there is a document that you are looking to put forward to the Senate. It is now with the higher committee, which is the Faculty Affairs Committee, is that right?

S. Steiner: Yes.

S. Cody: So, they have chosen not to forward it to us yet.

S. Steiner: Correct.

S. Cody: Would that be technically that the Senate in the guise of the Faculty Affairs Committee is still entertaining this document?

S. Steiner: Right. They wanted us to change it in a way that we believe goes against our charge, and we do not believe that the Faculty Affairs Committee has the right to change a charge created by the Senate.

S. Cody: Are we asking for a motion here?

S. Steiner: There is nothing on the floor.

J. Johns: The issues that we had were not fully represented in the presentation today. One of the major issues was that part of the document which you guys have received was effectively

creating campus-level criteria that faculty members would be able to use if a department didn't have criteria set up, which we were fundamentally against having campus-level criteria.

Also, just as a reminder, to the committee, that the original charge that you brought up says to "develop a PFW campus-level recommendation for how engagement (subject to final approval) ...may be included in faculty work," which your documents seem to be pushed upon, rather than being a recommendation. So, I don't believe that Faculty Affairs is going against any of the charges. I believe that all of our concerns are valid, and I can document them if you would like.

S. Steiner: The charge actually gives reference to Purdue West Lafayette. It charges us to use that as a model, which we have done. When we use the word "may" that is because with the charge we interpreted that to mean that it is not for us to decide. It is for this body to decide. It is our opinion that we need our day here for you to have the opportunity to vote. Discuss it and vote on it. See it.

A. Khalifa: I was the chair of the Faculty Affairs Committee last year. Maybe it was interpreted by the committee that it is up to the department whether they want to adopt this material. It is not up to the Senate.

S. Steiner: The document encourages departments to create it. It is stated in the document that is referencing the charge that Purdue West Lafayette does. All of our Senate documents say that departmental criteria need to be in accordance with the guiding principles.

6. Unfinished business: There was no unfinished business.

The meeting is suspended at 1:15 until noon, Monday, April 20, 2026.

Session II
(April 20)

Acta

Senate Members Present:

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

Senate Members Absent:

N. Adilov, J. Badia, J. Barber, S. Elfayoumy, M. Encabo-Bischoff, A. Gehlhausen, S. Johnson, A.

Khalifa, J. Lewis, H. Luo, J. McHann, J. O’Connell, D. Ohlinger, M. Perkins Coppola, J. Rouleau, S. Schory, R. Shoquist, M. Wolf

Guests Present:

S. Carr, J. Clegg, A. Dirksen, T. Grady, J. Johns, K. Kauffman, C. Marcuccilli, N. O’Neill, D. Patten, S. Steiner, K. Tierney-Louch

J. Nowak reconvened the meeting at 12:00 p.m. on April 20, 2026.

7. Committee reports requiring action:

a. Executive Committee (Senate Document SD 25-41) – E. Ohlander

E. Ohlander moved to approve Senate Document SD 25-41 (Secret Recordings of Class Sessions).

E. Ohlander moved to amend by changing the “be it resolved” from “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” to “BE IT RESOLVED that the Senate forwards this resolution to EPC, 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.”

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

b. Executive Committee (Senate Document SD 25-42) – E. Ohlander

E. Ohlander moved to approve Senate Document SD 25-42 (Amendments to the Bylaws of the Senate – Committees).

Resolution passed on a voice vote.

c. Executive Committee (Senate Document SD 25-43) – E. Ohlander

E. Ohlander moved to approve Senate Document SD 25-43 (Policy Guidelines for Memorial Resolutions).

J. Nowak moved to approve Senate Document SD 25-43 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

d. Executive Committee (Senate Document SD 25-44) – E. Ohlander

E. Ohlander moved to approve Senate Document SD 25-44 (Amendments to the Constitution of the Senate--Faculty Chair Titles).

Resolution passed on a voice vote.

e. Educational Policy Committee (Senate Document SD 25-45) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-45 (Programs Subcommittee Resolution on General Education Program – Foreign Language Classes).

S. Cody moved to approve Senate Document SD 25-45 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

f. University Resources Advisory Committee (Senate Document SD 25-50) – E. Mann

E. Mann moved to approve Senate Document SD 25-50 (Request to Amend SD03-19).

S. Cody moved to approve Senate Document SD 25-50 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

g. Faculty Affairs Committee (Senate Document SD 25-46) – M. Jordan

M. Jordan moved to approve Senate Document SD 25-46 (Filling FAC Engagement Subcommittee Vacancies).

S. Cody moved to approve Senate Document SD 25-46 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

h. Faculty Affairs Committee (Senate Document SD 25-47) – M. Jordan

M. Jordan moved to approve Senate Document SD 25-47 (Changing Faculty Affairs Committee to the Professional Development Subcommittee).

S. Cody moved to approve Senate Document SD 25-47 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

i. Faculty Affairs Committee (Senate Document SD 25-48) – M. Jordan

M. Jordan moved to approve Senate Document SD 25-48 (Revision #1 to COLA Governance Document).

S. Cody moved to approve Senate Document SD 25-48 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

j. Faculty Affairs Committee (Senate Document SD 25-49) – M. Jordan

M. Jordan moved to approve Senate Document SD 25-49 (Revision #3 to COLA Governance Document).

S. Cody moved to approve Senate Document SD 25-49 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

k. Educational Policy Committee (Senate Document SD 25-51) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-51 (Academic Regulations – Section 9.1).

S. Cody moved to approve Senate Document SD 25-51 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

8. New business:

a. (Senate Document SD 25-52) – C. Gurgur

C. Gurgur moved to approve Senate Document SD 25-52 (Amending SD 24-17 (Ad-Hoc Engagement Subcommittee Reporting Line)).

Resolution failed on a voice vote.

9. Question time:

a. (Senate Reference No. 25-26) – A. Nasr

- As PFW continues its efforts to increase enrollment, will there be any measures that will change admissions standards by lowering GPA requirements? If YES:
 - o 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.
 - o What learning and support services will the university create to help accommodate additional students who are struggling academically?
 - o 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?
 - o 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?

R. Elsenbaumer: (Answer delivered via email).

1. The short answer is that Purdue Fort Wayne is not lowering current admissions standards by lowering GPA requirements.

However, the university is modifying an existing program, the Titan to Mastodon Program, that was previously offered to prospective students in partnership with Ivy Tech Community College (Fort Wayne).

We made the decision that, beginning with the fall 2026 new-student admission cycle, the university would no longer admit students to the Titan to Mastodon Program (known as T2M).

As background, the T2M program was designed as a way to assist local high school students with a 2.0-2.29 GPA who applied to Purdue Fort Wayne. In this program, these students would be directed to Ivy Tech for 9-12 credit hours with a course (or two) at PFW each semester until they finished their A.S. degree and then would be a full-time PFW student. Note that high school students who applied from outside of the northeast Indiana region with a 2.0-2.29 were not eligible for admission to the program.

During the five-plus years of running this program with various leaders on both the Purdue Fort Wayne and Ivy Tech campuses, it was never successful. At most, we would assist a handful of students per year, and almost none would matriculate to PFW.

Therefore, with the mission of continuing to serve our “backyard” in Fort Wayne, our plan is to begin admitting students at a 2.0 directly to PFW. None have been admitted yet. However, there will be a strict set of advising, support resources, and programming to further assist that population with the transition to and through the university. These include: 1-1 first year advising and tracking, a dedicated summer bridge-type program aimed at increasing student success, such as time management and study skills; an assigned college success coach with required check-ins each semester; tighter progress reporting; etc. Additionally, one can anticipate matriculating first-time, direct-from-highschool students with a 2.0-2.29 high school GPA being at most 5-7 percent of the incoming class.

We are sensitive to the impact on enrollment, as well as in-classroom discussions, rigor, etc. and will be keeping very close tabs on these students throughout their first year.

We are more than happy to report data findings a year from now.

2. Regarding the question about a unified, system-wide admissions program, there were initial discussions with Purdue administrators; however, the discussions, to-date, have not moved forward.

However, there have been numerous discussions—including at the Board of Trustees level—as to how the Purdue main campus can better and more productively share with Purdue Fort Wayne the lists of Purdue applicants who do not meet Purdue’s higher admissions requirements, but who would meet Purdue Fort Wayne’s requirements.

These lists, known commonly as “Purdue Redirects,” have been shared with Purdue Fort Wayne each year since the 2018 realignment. However, we often receive the lists well after an applicant has decided to attend another university or has lost interest entirely.

Finetuning this process would vastly improve the university’s ability to add thousands of prospective students to Purdue Fort Wayne’s admissions funnel—students who already have an active interest in attending a Purdue institution.

We will keep you apprised of any enhancements to this program.

A. Nasr: I appreciate the answer and all that the university is doing for our students and our community. I think the answer, forgive me for putting it this way, it is kind of a slap in the face when the answer says “the short answer is that Purdue Fort Wayne is not lowering current admissions standards by lowering GPA requirements,” but then we are having this as the fall 2026. I am not sure I understand how it is no, but then it is a yes. Either way, I am really happy that we are considering for people with a less advantageous academic background to come in, but I really have to underscore what we as faculty and students are going through. This has been a very interesting past three semesters or more, at least for me, and I am sure I am not the only one where we are dealing with students who are just simply dropping out of the course and not showing up.

On that note, I really want to say thank you, thank you, thank you to the provost for having this system where we follow up and where we actually allow students to drop and remind them that it is better to drop than to fail. I think there is a fundamental issue here with students who are unable to complete their course requirements, whether it is life issues or things that prohibit their academic preparation for college. I am really concerned that this is going to lower the standards not only for these students. They have other things going on in their lives. Sadly, this is an economic structure where we deprive people of the ability to attend to their college classes and do the learning as they should. That basically influences what happens in the classroom, which means we lower the standards for the students who are already there. So, now we have a complete discrepancy of what we expect of our students and what we expect of the students that are coming in with lower GPAs. It is making it really hard. I don’t know if the university has an answer to that because keeping an eye and very close tabs on these students in their first year, what does that mean and how is it that without additional resources?

I am really pleading with you to please tend to this because it is ethically not right for us to demand students pay tuition and be in debt. There is something structural that we need to fix and it is not just opening the gate for all students.

C. Gurgur: I would like to acknowledge what Assem is saying. As a faculty chair, I brought to our provost’s attention that we have some protection lines for our students. There are students

who simply look on Brightspace once and then they don't do anything. I don't think it is to do with life events. Things can happen unexpectedly, but there is this trend in the last three or four semesters where there are students on my roster doing nothing. It is a problem. We are not addressing that. I make the announcement and then I email again and again. We have these ghost students that just register and then do nothing. This is an issue. We need to acknowledge this and somehow find a solution, and the solution is not easy.

b. (Senate Reference No. 25-33) – S. Carr and N. O'Neill

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?

N. O'Neill: Thank you, everyone. I think most of you know that there is quite a lag between when we submit questions to the Senate and when we actually get to talk about them. There has been two weeks since we put this question together, and in that time, we have been able to have some good conversations about what has been going on and trying to figure out whether anything changed about our process. My understanding, and I think this might be true with the administration's understanding, is that there really wasn't a change to our process this year. It was basically run the way it has always been run, but I think there are some outstanding questions.

The first question that I had was, moving away from the question we had two weeks ago, is the wording this year in the chancellor's letter different than in previous years? There was wording in the chancellor's letter this year that said, "this is moving directly to the provost, who will make a decision." We generally don't know if that is new or not.

The second question was, there were changes made to the Purdue Operating Procedures for Granting Tenure and Promotion systemwide. There were changes made on March 16. We haven't been able to figure out what those were, and I have had a lot of conversations with faculty leaders about it, but we haven't really gotten any clarity on what the procedure was before March 16 versus what it is now.

C. Drummond: Noor is correct in the assessment that there is no difference in what is happening. Certainly, in the last twelve years it was a direct process, and then going back an additional eighteen years that I am aware of, the process has always been one where there was a conversation between the vice chancellor of academic affairs and/or the chancellor and the West Lafayette Office of the Provost prior to the cases moving off of this campus.

That had different forms at different times depending upon the personalities and preferences of

the individual chancellors. Some were more involved than others. You can make up your mind about which ones you might think were less involved, but there has always been a conversation about cases before they left campus. This is true of when we part of the IU system. There was a conversation with the comparable kind of individual in Bloomington. Those conversations usually revolve around questions of a mixed vote and what that might mean.

Occasionally there have been situations where there have been questions raised about an external letter. This was the case on the IU side, where at that time, somebody that the long timers might remember, John Applegate wanted to deny tenure to one of our faculty members based upon a single external letter. I was able to fend that off. That is the only time where I had a campus representative question a local campus recommendation. Those conversations are usually good.

We now have the simplicity of working just with the Purdue system. Prior to the recent change in administration in West Lafayette, those conversations would have been held directly with Provost Deba Dutta or Jay Akridge. That was my experience. After the change of president and the provost at West Lafayette, that conversation has been delegated to the associate provost. Those are very good conversations. They review the case. They take the time to read the material and ask very reasonable questions. In terms of a process that has always occurred.

There has been a change in the letter. So, for the people that recognize that, that is accurate. The chancellor's letter used to say "I reviewed your case...and am pleased to inform you that I will recommend to President Chiang and the Purdue Board of Trustees that you be..." In spring of 2025, after last year's letters, West Lafayette asked that the letters reflect the actual practice. What they said this year was, "I reviewed your case...and am pleased to inform you that I will recommend to Provost Wolfe...we will forward this recommendation to President Chiang. The president will then forward his recommendation to the Purdue Board of Trustees." That is the procedure that has always occurred.

In an official sense, during the actual academic affairs part of the Senate meeting, the motion to approve the cases from across the system is introduced to the Academic Affairs Committee by the provost, but the president approves. So, depending on how nuanced you want to be about who actually introduces it to the trustees, the new letters reflect the practice that has been in place for, I believe, thirty years or longer. There was a time when on the Purdue side cases for promotion and tenure went to what is called panel a, which is their equivalent of our campus P&T Committee and they had to be approved by that panel, but that has not been in place for a very very long time.

N. O'Neill: Thank you. That is really helpful.

C. Drummond: Let me say two other things that are related to this. One of the other things that happens with these conversations is feedback about the process and conversations about how we are vastly different from the way in which things operate in West Lafayette. We are very much

like Northwest in terms of the process in reviewing cases. The two regional campuses are vastly different in the committee structures and the processes from West Lafayette. They are fine with that, but there are some things that from a system level they feel pretty strongly about.

The first is the number of participants on the various faculty recommendations. They have a strong preference that we would move to a minimum of five. Right now, we can have a minimum of three. There are some good reasons for that. There are also some challenges associated with it. I would like us to consider, as we go through this process in the fall, that we may put our colleagues at risk. There is a possibility that could happen if we don't go ahead and constitute committees with a minimum of five. I recognize the challenges that presents to small committees. It is not part of the current Senate language. We don't have time to change it. I will be sending a communication to the deans and chairs asking that you all take that seriously.

The other is external letters. External letters here are handled in a way that is very open and is much aligned with the traditions of the IU system. The Purdue policy explicitly says to take every precaution possible that the identity of external letter writers is withheld from the candidates. They make a big deal out of this. I don't think it is actually very sensible, but it matters to them. I sort of agreed to a bit of a compromise.

Within the West Lafayette system, there is no opportunity that we have here for a response throughout the process. A candidate for promotion and tenure can respond to a committee's recommendation. So, to a chair of a dean's recommendation. That doesn't exist in their system. Once the case is closed then it is closed and there is nothing more that is added in any way. I indicated that we had this opportunity for comment, and in order to have that function then the candidate would have to be able to see a letter that might be referenced in the comments of a committee or an administrator.

So, the desire, the sort of compromise position, is that as the letters come in the chair holds them in confidence until the case has been submitted fully and is in process. If the candidate needs to see a letter, then they can see a letter in order to respond to some comment. The concern was raised around the actual case coming forward with the citations of the external letters. That is very much opposed to what Purdue West Lafayette folks feel is very important, which is the sanctity of the anonymity of these external letters.

J. Nowak: This is going to happen with the letters starting this fall?

C. Drummond: I am going to ask that the chairs hold the letters in confidence until the case has fully been submitted and is closed in the normal sense.

J. Nowak: Does Purdue Northwest have five on their committee? They do. So, we would need five to align with them.

A. Nasr: Regarding the letters and anonymity with the candidates that are going up, is there any chance that we could still have the letters without the identifiers? There are many cases that use the text in those letters to justify how they met certain qualifications.

C. Drummond: My opinion is the case should stand on its own merits. The external reviewers are evaluating the case. You shouldn't be citing the review as evidence of the case. That is my take.

S. Roberts: There is a part in the dossier where we quote from the letters. If we can't see the letters then we can't quote them, so what happens to that section? It would have to be changed.

C. Drummond: It has been a while since we have done this, but the intention was to include things like the reviews that you got on a submitted publication or a book review from a book. I don't think it was ever intended that external letters that come in as the case moves forward would be the primary content of that portion of the dossier.

S. Roberts: I think before the next round goes out that there needs to be a change in the Senate documents so people are not preparing their cases based on this.

J. Nowak: If you are making the change in the fall then people are going to need to know.

S. Roberts: Yeah.

I. Nunez: The external review process is going on right now.

C. Drummond: Yeah. There are things to work out. I am only reporting here the feedback that I got out of this most recent meeting.

D. Kaiser: I think we have been doing this since I went up. I am assuming that we just wouldn't be able to see the letters until later.

S. Cody: I think it is a legal issue in Indiana and we can see those letters.

C. Drummond: This is where I would disagree with West Lafayette and their policy and the way that they process this. Their approach is extraordinarily old school. Prof. Kauffman could provide more expert testimony than I can, but I think what they do can easily be subverted.

S. Carr: I just want to clarify what AAUP's position is in terms of the external letters. The AAUP says that faculty should have the right to look through their own files, including unredacted internal and external reviews and records. AAUP stands for accountability and knowing the identity of those reviewers and securing accuracy. The last point that I will mention is that candidates should have the fair opportunity to respond to critical peer evaluations at any point in the process. That is AAUP's standard, and I would argue that that is also a longstanding practice

on our university.

S. Buttes: I just want to say that the language under research and creative endeavor states that we can know the identity and we can have access to the letters. All of these things are supposed to be included in the appendixes.

10. Committee reports “for information only”;

- a. Curriculum Subcommittee (Senate Reference No. 25-27) – C. Gurgur

Senate Reference No. 25-27 (Concentration in Robotics and Automation for Computer Engineering) was presented for information only.

- b. Curriculum Subcommittee (Senate Reference No. 25-28) – C. Gurgur

Senate Reference No. 25-28 (Concentration in Robotics and Automation for Electrical Engineering) was presented for information only.

- c. Curriculum Subcommittee (Senate Reference No. 25-29) – C. Gurgur

Senate Reference No. 25-29 (Concentration in Communication Studies for B.A. in Communication) was presented for information only.

- d. Curriculum Subcommittee (Senate Reference No. 25-30) – C. Gurgur

Senate Reference No. 25-30 (Organizational Leadership Request to Move from ETCS to DSB with Name Change) was presented for information only.

- e. Executive Committee (Senate Reference No. 25-31) – E. Ohlander

Senate Reference No. 25-31 (Bylaws Scrivener’s Errors) was presented for information only.

11. The general good and welfare of the University:

C. Drummond: The administration has been approached by Follett’s about moving our campus into a full access technical system. Right now, about 30% of our sections and our student enrollment has that embedded. 99% of the time electronic textbooks are available at the beginning of the semester. They started this conversation with us a few weeks ago and it will occur in the summer. They should have it in place by fall 2027 implementation. We would have to decide yes or no as a campus early in the fall.

I wanted to raise the issue now so that we talk about it over the summer. Early in the fall we are going to have to have a conversation about is this something that we want? We were approached by Follett's a decade ago and at that time we decided no, but the technology now and the utilization has changed dramatically. There are a lot of reasons to think it would be beneficial for our students to do it this way. It will be a decision that we will have to discuss early in the fall. I just wanted to surface it and make sure that it is on everybody's radar.

A. Nasr: Does that mean that students will be paying a flat fee?

C. Drummond: There is an opt out, but yes. There will be an opt out, but otherwise there will be a single fee for all students.

K. Surface: I just wanted to comment. I just got this report as Assem was asking his question. 116 new students between 2.0 and 2.9 have been admitted right now. That is out of 13,933 this morning. So, 116 out of almost 14,000 new students in the admit cycle. Of course, that does not mean they are going to yield. The point is very well taken. We certainly need to discuss some of the things we need to do to support those students. I just wanted you to know. Thank you.

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

Joshua S. Bacon
Senate Clerk

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

Being *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

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 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.			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 ☐ No ☐				
	Signature:				
10	AREA COMMITTEE VOTE			Yes	No
11	Comments by Dean and/or Chancellor (for Regional Campuses)				
	Yes ☐ No ☐				

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

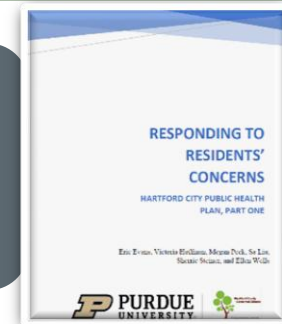
Disentangling ERCE, ET, and ES

“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

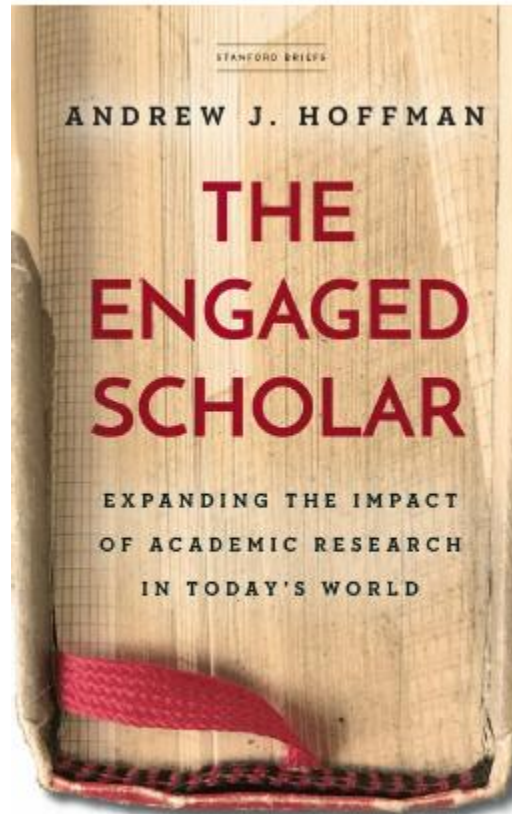
- Cigdem Gurgur, Co-Chair
- Sherrie Steiner Co-Chair
- Craig Ortsey
- Claudio Freitas
- Daniel Patten
- Eileen Garwood

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 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.			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 ☐ No ☐				
	Signature:				
10	AREA COMMITTEE VOTE			Yes	No
11	Comments by Dean and/or Chancellor (for Regional Campuses)				
	Yes ☐ No ☐				
	Signature:				
12	UNIVERSITY COMMITTEE VOTE	Yes	No	Recommended	Yes
13	SPACE RESERVED FOR NOTES BY MEMBERS OF UNIVERSITY COMMITTEE				

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
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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 therefor~~e~~, 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~~ 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 forwards this resolution to EPC, 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.

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.

<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.

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.

<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.~~ 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:

Senate Document SD 25-45
Approved, 4/20/2026

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.

Senate Document SD 2X-yz
Approved, xx/yy/zz

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: Fort Wayne Senate
FROM: University Resources Advisory Committee
Andrew Kopec, Chair
DATE: 04/03/2026
SUBJ: Request to Amend SD03-19

WHEREAS, in [SD03-19](#), the Fort Wayne Senate directs “that the chancellor make an annual report to the Fort Wayne Senate in the fall semester of each academic year”; and

WHEREAS, the Office of Equity in Athletics Data Analysis does not release its annual data until late November, limiting the availability of current information during the fall semester; and

WHEREAS, better alignment of the timing of the report with the availability of these data would improve the accuracy, completeness, and usefulness of the information presented to the Senate; and

WHEREAS, flexibility in report presentation would allow either the Chancellor or the Faculty Athletics Representative to deliver the report; and

WHEREAS, certain reporting metrics specified in SD 03-19 are no longer applicable or available,

BE IT RESOLVED, that the Senate approves of the following amendments to SD 03-19.

Senate Document SD 03-19
(Approved, 4/12/2004)
(Amended & Approved, 1/8/2007)

TO: Fort Wayne Senate

FROM: University Resources Policy Committee
George Bullion, Chair

DATE: March 23, 2004

SUBJ: Metrics for Intercollegiate Athletics

DISPOSITION: To the Presiding Officer for implementation

Whereas, the University Resources Policy Committee was charged by the Fort Wayne Senate with developing metrics for the intercollegiate athletics program; and,

Whereas, at its March 17, 2004 meeting the University Resources Policy Committee adopted metrics and a proposed reported procedure;

Be It Resolved, that the chancellor ~~or the Faculty Athletics Representative~~ make an annual report to the Fort Wayne Senate in the ~~fall~~ Spring semester of each academic year on intercollegiate athletics that will encompass, but not necessarily be limited to, the following:

- 1) Equity in Athletics Disclosure Act (EADA) and other data in support of the attached metrics developed by URPC
- 2) A review of the findings contained in the athletics annual outside audit report
- 3) ~~When available the NCAA athletics certification report (prepared once every ten years).~~

Be It Further Resolved, that the chancellor is requested to make the reports available to any members of the Fort Wayne Senate who request a copy following his presentation.

Metrics

1.	Percent and dollar amount of athletic scholarships funded from IPFW administered scholarship funds.
2. 2.	Percent and dollar amount of athletic scholarships funded from the Chancellor's Merit Scholarship fund.
3. 2.	Fees per credit hour used in support of intercollegiate athletics.
4. 3.	Percent of total athletic budget funded by student fees.
5. 5.	Total dollar amount of costs of coaching staff and support personnel allocated to the general fund.
6. 4.	Surplus or deficit in annual athletic budget as shown on the EADA report.
7. 5.	Number of "major infractions" assessed by the NCAA in the past ten years.
8. 6.	Win/Loss records in the various sports offered.
9. 7.	Fall-to-Fall Retention Rates and Graduation Rates for the 6-year cohort period for student-athletes, with a comparison to the institution's retention and graduation rates.
10. 8.	Student-Athlete GPA for the most recent fall and spring semesters.
11. 9.	Attendance at athletic events.
12. 10.	Gate receipts.
11.	EADA comparable institution data, including gender equity measures.

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 Dirksen, Wenjia Han, Mark Jordan, Jospeter Mbuba, Kim O'Connor,
Promothes 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
25-47
Approved, 4/20/2026
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			Promoths 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 Dircksen				
Jospeter Mbuba				
Promotes Saha				

RESOLUTION

COLACD#25-03

Approved,
2/11/2026

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 Dircksen				
Jospeter Mbuba				
Promothesh Saha				

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.)

MEMORANDUM

TO: Jeff Nowak, Presiding Officer

FROM: Stephen Buttes, chair, Educational Policy Committee

DATE: 04/08/2026

SUBJ: Academic Regulations – Section 9.1

WHEREAS, SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) recommended a revision to Section 9.1 of the Academic Regulations so that they would align with Purdue University West Lafayette's Academic Regulations; and,

WHEREAS, the Task Force's recommended language does not align with the language in Purdue University West Lafayette's Academic Regulations; and,

WHEREAS, the new regulation approved in SD 25-36 (Academic Regulations – Section 9.0) does not reflect any campus-level practice and creates adverse impacts for some students participating in activities on campus;

BE IT RESOLVED, that the Senate approve the specific revision to section 9.1 of the Academic Regulations listed below.

Approved Language (SD 25-36)	Proposed Language
9.1: Good standing. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student shall be considered in good standing unless the student has been put on academic notice, academically separated, administratively suspended, or administratively expelled from the University and not readmitted.	9.1: Good standing. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student shall be considered in good standing unless the student has been academically separated, administratively suspended, or administratively expelled from the University and not readmitted.

Failed, 4/20/2026

MEMORANDUM

To: Fort Wayne Senate
FROM: Cigdem Gurgur, Faculty Senator
DATE: 04/13/26
SUBJECT: Amending SD 24-17 (Ad-Hoc Engagement Subcommittee Reporting Line)

WHEREAS, the Senate established the Ad-Hoc Engagement Subcommittee in SD 24-17; and

WHEREAS, SD 24-17 directs the Ad-Hoc Engagement Subcommittee to report to the Senate through the Faculty Affairs Committee; and

WHEREAS, the Engagement Subcommittee requested that the Faculty Affairs Committee review an Engagement Guiding Principles document and bring the document forward to Senate for consideration and vote; and

WHEREAS, the Faculty Affairs Committee voted to not approve the Engagement Guiding Principles document unless the document was changed in ways that ran counter to the vision of the Engagement Subcommittee; and

WHEREAS, the communication line between the Engagement Subcommittee and Faculty Affairs Committee has not functioned effectively; and

WHEREAS, attempts to bridge the differences between the two committees have not brought about a resolution; and

WHEREAS, the Senate is ultimately responsible for settling disputes between committees and their subcommittees; and

WHEREAS, the most efficient method of resolving this problem would be for the Engagement Subcommittee to report directly to the Senate;

BE IT RESOLVED, that the following sections of SD 24-17 be amended as follows:

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

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

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

- 1) Regularly convene as needed during fall and spring semesters and provide meeting minutes to the ~~Chair~~ Clerk of the Senate ~~Faculty Affairs Committee for inclusion in the committee's records~~;
 - 2) Elect from its membership each academic year a Chair who will preside over its meetings, guide its members' work, report progress to the ~~Chair of the Senate Faculty Affairs Committee~~, and ensure any documents approved in the subcommittee are forward to the Faculty ~~Affairs Committee~~ Senate for further action;”
- “4) provide regular reports (at a minimum once per semester) to the Senate ~~Faculty Affairs Committee~~ on its progress toward completing proposed revisions of the documents listed above as well as any additional related work that is being completed by the subcommittee or may need to be completed by the ~~Senate Faculty Affairs Committee~~;
- 5) submit its completed document revisions to the Senate ~~Faculty Affairs Committee~~ no later than March 2027 for approval.”

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

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				

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 80% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 80% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

**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:

Guoping Wang

3/2/2026

E4CFB6ED0172411...

*Department Chair Signature**Date*

DocuSigned by:

Sherif Elfayoumy

3/2/2026

5CC32880FFC14FA...

*School Dean Signature**Date*

DocuSigned by:

Carl Drummond

3/3/2026

27109142004745C...

*Vice Chancellor for Academic Affairs Signature**Date*

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

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Need for the concentration:

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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.

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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

Senate Reference No. 25-30

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.4.1.1.3. 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 ~~MEDITATION~~ **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 PFW Undergraduate Curriculum Council shall be a member of the Voting Faculty elected to a three-year term starting on the first day of the fall semester following election. The representative may not serve more than two consecutive terms.

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