PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

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

1. Call to order

2. Approval of the minutes of September 14

3. Acceptance of the agenda – E. Ohlander

4. Reports of the Faculty Chairs
   a. Past Chair (Presiding Officer) – J. Nowak
   b. Chair (IFC Representative) – E. Ohlander
   c. Chair-Elect (UPC Representative) – D. Miller

5. Special business of the day
   a. Memorial Resolution-George Curry, SR 26-7 – T. Swihart
   b. Presentation on Summer Changes to the Organization – R. Elsenbaumer
   c. Presentation on New Student Orientation – G. Petroviak

6. Unfinished business

7. Committee reports requiring action

8. New business

9. Question time

10. Committee reports "for information only"
    a. Point of Order Contesting Announced Election Results, SR 26-5 – N&E, S. Buttes
    b. New Minor in Communication Sciences and Disorders, SR 26-6 – CS, J. Rusert

11. The general good and welfare of the University

12. Adjournment*

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

Approved	Opposed	Abstention	Absent	Non-Voting
E. Mann				C. Ortsey
D. Miller				

J. McHann
A. Nasr
J. Nowak
E. Ohlander
B. Wilkinson

Attachments:
"Memorial Resolution-George Curry" (SR No. 26-7)
"Point of Order Contesting Announced Election Results" (SR No. 26-5)
"New Minor in Communication Sciences and Disorders" (SR No. 26-6)

Senate Reference No. 26-7 (Back)

Memorial Resolution for George Curry

George L. Curry, age 64, of Fort Wayne, was finally able to meet his Lord and Savior, Jesus on July 31, 2026.

George was born in Fort Wayne, IN on February 14, 1962, to John and Lee June (Hubbard) Curry, Jr. George was a hardworking man, working at the Purdue University Fort Wayne Campus Shipping and Receiving office for almost 46 years. He enjoyed reading his Bible, watching Cubs baseball, Chicago Bears and Indianapolis Colts football, as well as Toronto Maple Leaves hockey games.

In addition to his father, John, he is survived by his wife of 44 years, Nedra (Chapman); daughter, Brenna (Chad) Brotherton; grandchildren, Vron, Marissa, and Vincent; sister, Alice Carole (Wayne) Barker; brother, Bill (Dorcas) Curry, and several nieces and nephews. He was preceded in death by his mother, Lee June.

George Curry is a PFW institution who quietly and without fanfare did his job well—a job that helped our university to function effectively. Everyone who worked with George over the years, whether they knew him well or not, appreciated the way he made their work lives easier, and their work day a little bit brighter.

George was a quiet man, and so for this memorial resolution, we would like to let some of the people George worked with over the years to speak in his memory:

> I had the pleasure of having George deliver my mail for the past 26 years. He was a gentle giant. When I could make him smile, well that just made my day.
>
> Joanne Schultz

> George made a lasting impression on me in the few years we were able to work together. He had a sweet heart that rarely showed itself, so I'll always remember how good it felt to get a smile or laugh out of George. I'm grateful to have known him, and I miss him dearly.
>
> Carissa Bloom

> It was very comforting to see George each week during the past 16 years. Most of the time he had a stoic expression which we came to know and understand that "that's just George", but every now and then, he'd share a smile, joke, or laugh with you which made the moment precious. Rest well, you are missed.
>
> Dawn Adams

> I've worked with George for a couple of decades and got to know a lot about him. What impressed me the most was his knowledge of rock and roll history. The man knew everything. Whether you wanted to know Alice Cooper's real name or the members of the band Genesis he was the man to ask. There used to be a little place in Ft Wayne that hosted a rock and roll trivia contest every Wednesday night and I bugged George several times to go. I wanted to be on his team because I knew we'd win the prize and I wouldn't have to answer a single question. Sounds like easy money to me but George always turned me down because of his religious beliefs. I respect that but really wish we could have cleaned house and

won the contest. Doc West from 96.3 XKE was the host and I'm sure he'd think George would be a formidable competitor in his knowledge. Now that he's gone I finally got my chance to argue with him without his rebuttal. Yes, George, Led Zeppelin is not overrated. No matter what you say you won't change my mind. Rest in peace, George. For you there's definitely a rock and roll heaven and I'm sure there's a heck of a band.

Ben Neuhaus

If there was one word I would use to describe George Curry, it would be dedication. George was a very diligent and hard worker, always focused on getting the job done efficiently. I first met him around 2004 when he was delivering mail to offices on campus. On the rare occasion I had issues with mail or packages, George would go above and beyond to resolve the problem. He would even spend days calling the USPS and other shipping companies to get to the bottom of the issue. He was very good at his job, and he took a lot of pride in his work. His job is one of many on campus that happens in the background to keep our university functioning. It is the type of position that doesn't get a lot of attention unless something goes wrong, thus why many people on campus may not know George.

He was a man of few words, letting his work do the speaking for him. Every once in a while he would open up about his life. Through the years, I learned that he loved his family. He spent a lot of time at home with his wife and his grandkids. Like his work, he was very dedicated to his family.

Teri Luce

George was very special to me and our relationship was quite different from that of most with him (or so I have heard). From my first day on campus, June 25, 2019, I was told that George wouldn't talk to me because he didn't talk to anyone. I told them that they didn't know me very well. It didn't take long before George and I were not only saying hello but having conversations. What would follow over the years, became a friendship.

Making him smile and laugh was a highlight of my day. I know that he had a love of blackberry jam but shouldn't be eating it as much as he would have liked. That's why I bought him the tiniest jar of homemade jam I could find. ☺ Last Christmas, he made sure that I would be working a few days before we were off for the holidays then showed up with candy for me. That will always bring a smile to my face. We often talked about his retirement, his grandchildren, his failing body at times, his days prior to being on campus. He loved showing me pictures of his grandchildren. If only he had gotten to have that time with them like he had planned. But his face would light up every time he talked about them.

He will be missed not only by me but by so many that were lucky enough to get to know him and work with him over the years. I am glad that I at least got 7 with him.

Jenny Bower

I have known George forever but I never got to really know him until I became part of the Warehousing Team. George was pretty quiet and all business unless you got to know him better. He would randomly start singing a song from the 70s/80s and knew a lot about music and pretty much anything. Although he appeared to have a hard exterior, he had a big heart. When my predecessor announced his intent to retire and named me as his replacement to the team, George who had previously turned in his notification to retire, came up to us and withdrew his retirement so he could stay and help me with the transition. I've never forgotten that and always felt guilty that he was never able to officially retire. He was very knowledgeable about everything having to do with the mail services and I leaned on him a lot because of it. At one point he looked at me and chuckled saying "woman, you are going to have to remember this at some point". If you were able to make him smile or laugh, you witnessed a very special thing about him. I miss him dearly and can't hardly believe he is gone.

Lisa Eley

The funeral service for George Curry was held on August 12, 2026. His family requests that you consider making a memorial donation to the Northpoint Community Church or to Stillwater Hospice.

Neff Hall, Room 360C | 2101 E. Coliseum Blvd. | Fort Wayne, IN 46805-1499
o: 260-481-6019 | | EA/EOU

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Senate Reference No. 26-5 (Back)
Returned to committee

MEMORANDUM

TO Jeff Nowak, Presiding Officer
FROM: Stephen Buttes, Chair
Nominations and Elections Committee
DATE: 05/11/2026
SUBJ: Point of Order Contesting Announced Election Results

WHEREAS, the Nominations and Elections Committee received an email on May 8, 2026 (the day Senate election results were announced) questioning the announcement of Adolfo Coronado's election to the Faculty Affairs Committee; and,

WHEREAS, that inquiry was based on the fact that Adolfo's election would see him serving on four standing committees/subcommittees, which, as stated in the PFW Faculty Sente Bylaws (Section 4.1), is more than the limit of three standing committees/subcommittees permitted for Teaching Faculty; and,

WHEREAS, the inquiry the Nominations and Elections committee received is best classified as a "point of order" raised under *Robert's Rules of Order* section 46:48 "Contesting the Announced Result of an Election," and,

WHEREAS, the point of order raised complies with the following permitted conditions under which "an election may be contested . . . by raising a point of order:" "a) If an individual does not meet the qualifications for the post established in the bylaws, his or her election is tantamount to adoption of a main motion that conflicts with the bylaws" (*Robert's Rules of Order*, 46: and,

WHEREAS, *Robert's Rules of Order* (section 49:50) state that the PFW Senate Executive Committee and the PFW Nominations and Elections committee "may not entertain a point of order challenging, or direct a recount concerning, [an] announced election result" because the PFW Faculty Senate is "the ultimate judge of election disputes, [and] only [the PFW Faculty Senate] has the authority to resolve them;" and,

WHEREAS, the Nominations and Elections Committee considers the election of Adolfo Coronado to the Faculty Affairs committee a counting error on our part; and,

WHEREAS, Aileen Tierney should have been announced as the winner of the election;

BE IT RESOLVED, that the Senate approve the election of Aileen Tierney to the PFW Senate Faculty Affairs Committee.

In Favor	**Against**	**Abstain**	**Absent**
Stephen Buttes			
Daryoush Tahmessebi			

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Senate Reference No. 26-6 (Back)

MEMORANDUM

TO: 2025-2026 Senate Executive Committee
FROM: Steven Alan Carr
Convenor, Curriculum Subcommittee
DATE: 09/18/2026
SUBJECT: New Minor in Communication Sciences and Disorders

The Curriculum Subcommittee reviewed a proposal from the College of Science for a new minor in Communication Sciences and Disorders in the Department of Communication Sciences and Disorders. We voted via email 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**
Terri Swim			Abe Schwab	Jenna Rupp / Tara Lewis
Cigdem Gurgur			Carl Drummond	
Steve Carr			Alan Legg (on leave)	
Luna Maldonado-Velez				
Jon Rusert				

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date: 5/4/2026

Institution: Purdue

Campus: Fort Wayne

School or College: College of Science

Department: Department of Communication Sciences and Disorders

Location: On Campus 80% or more online: Yes ○ No ◉

County: Allen

Type: Minors: New

Program name:

Minor in Communication Sciences and Disorders

Graduate/Undergraduate: Undergraduate

Degree Code: Other Minor

Brief Description:

The minor in Communication Sciences and Disorders will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor provides most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology. The minor requires a minimum of 19 credit hours or 6 courses with a grade of C or better in each. Students must complete 9 resident credits at the 30000+ level.

Rationale for new or terminated program:

The minor in Communication Sciences and Disorders (CSD) is designed to increase undergraduate student exposure to and interest in the field while providing a structured, accessible pathway to graduate school in speech-language pathology for students outside the major. Communication is central to human interaction, learning, health, and social participation, yet many undergraduates remain unaware of communication sciences as a discipline or of speech-language pathology as a career option until late in their academic careers. A CSD minor allows students from a wide variety of majors to explore the scientific, social, and applied dimensions of human communication early enough to make informed academic and professional decisions. The minor serves as an intentional recruitment and pipeline mechanism for our graduate program in speech-language pathology. By offering foundational coursework aligned with graduate-level expectations, without requiring an undergraduate major, this minor enables students from fields such as psychology, education, linguistics, health sciences, human services, and related disciplines to obtain the academic preparation necessary for competitive graduate school applications. The minor also strengthens the graduate program by cultivating a well-prepared, internal applicant pool. Over time, this pipeline can improve graduate enrollment stability, academic readiness, and program continuity while supporting institutional goals related to recruitment, student success, and workforce development in high-need communication and health professions.

CIP Code: 51.0201

Name of Person who Submitted Proposal:

Chris Grindrod

Contact Information (phone or email): cgrindro@pfw.edu

Docusign Envelope ID: FF4646E2-AD1D-8955-8297-F9EA0D7300AF

Undergraduate Academic Program Memo

Date: 5/4/26

From: Dr. Chris Grindrod, Graduate Program Director, Communication Sciences & Disorders

To: Dr. Terri Swim, Associate Vice Chancellor for Academic Programs

Re: Minor in Communication Sciences and Disorders

Brief description of the program:

The minor in Communication Sciences and Disorders will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor provides most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology. The minor requires a minimum of 19 credit hours or 6 courses with a 2.00 grade point average. The program consists of six (6) required courses. No more than 3 resident credits can be below the 30000+ level.

Brief rationale for program request:

The minor in Communication Sciences and Disorders (CSD) is designed to increase undergraduate student exposure to and interest in the field while providing a structured, accessible pathway to graduate school in speech-language pathology for students outside the major. As of 2025, Fort Wayne shows a 1.8% increase in Health and Education Services employment over a 12-month period. Based on this data, career opportunities in CSD are growing locally.

CIP Code: n/a

For completion by Office of Academic Affairs

Signed by:
069E0DFB3A7247E...
9/1/2026

Department Chair Signature *Date*

DocuSigned by:
Ronald Friedman
4017A582972D4AC...
9/1/2026

School Dean Signature *Date*

DocuSigned by:
Carl Drummond
27109142004745C...
9/1/2026

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.

Approved 4/3/26 by the Department of Communication Sciences & Disorders
Approved 4/28/26 by the College of Science

Purdue University Fort Wayne
Request for a New UG Minor

Proposed Title of Minor:
Minor in Communication Sciences and Disorders

College/School and Department Offering the Minor:
College of Science, Department of Communication Sciences and Disorders

Projected Date of Implementation:
Spring 2027

I. Brief Description of Minor: ***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 minor in Communication Sciences and Disorders will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor provides most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology. Students interested in the minor who intend to pursue graduate school to become a speech-language pathologist or audiologist should consult with the Graduate Program Director in the Department of Communication Sciences and Disorders to learn more about the recommended undergraduate prerequisite courses that most graduate programs require.

II. Why is this minor needed? ***Rationale, including market research and/or survey results*****.**

Rationale
The minor in Communication Sciences and Disorders (CSD) is designed to increase undergraduate student exposure to and interest in the field while providing a structured, accessible pathway to graduate school in speech-language pathology for students outside the major. Communication is central to human interaction, learning, health, and social participation, yet many undergraduates remain unaware of communication sciences as a discipline or of speech-language pathology as a career option until late in their academic careers. A CSD minor allows students from a wide variety of majors to explore the scientific, social, and applied dimensions of human communication early enough to make informed academic and professional decisions.

The minor serves as an intentional recruitment and pipeline mechanism for our graduate program in speech-language pathology. Each year, we receive numerous inquiries about prerequisite coursework from prospective students at PFW and other Indiana universities. Without a minor, there is no structured path for PFW students to complete the required undergraduate coursework. By offering a minor that includes foundational coursework aligned with graduate-level expectations, this minor enables students from majors such as psychology, education, linguistics, health sciences, human services, and related disciplines

to obtain the academic preparation necessary for competitive graduate school applications. For students who discover an interest in speech-language pathology after selecting another major, the minor provides a feasible and transparent pathway into the profession without extending time to degree. It is important to note that the proposed minor includes all but two of the required courses for students to be eligible to apply to our graduate program. Rather than proposing a 25-credit minor (8 courses in total), which may prove challenging for students to complete along with their major and general education requirements, we have selected the most essential coursework. Importantly, our current admissions policies allow students to take the remaining 40000-level courses during the graduate program while still completing the degree in two years.

The minor also strengthens the graduate program by cultivating a well-prepared, internal applicant pool. Students who complete the minor will have established relationships with faculty, familiarity with disciplinary expectations, and foundational knowledge that supports success in graduate coursework. Over time, this pipeline can improve graduate enrollment stability, academic readiness, and program continuity while supporting institutional goals related to recruitment, student success, and workforce development in high-need communication and health professions.

Evidence of Labor Market Need

The minor is particularly relevant for careers that involve assisting, educating, advocating for, or collaborating with people in various settings such as speech-language clinics, schools, nursing homes, and assisted living facilities.

According to the Big Future Career Directory (see Career Directory: Healthcare and Human Services: Speech-Language Pathology Assistants), Speech-language pathology assistant (SLPA) positions are projected to grow 6% over the next five years, increasing from 112,326 jobs currently to 118,914. Schools continue to be the largest employer of SLPAs. Early intervention and pediatric outpatient clinics are expanding SLPA roles to address SLP shortages. Healthcare settings use SLPAs more selectively due to state scope of practice rules, but shortages of SLPs are increasing interest in SLPA-level support.

According to the U.S. Bureau of Labor Statistics (see Occupational Outlook Handbook: Field of Degree: Behavioral Disorder Counselors), employment of behavioral disorder counselors (aka behavior analysts or technicians) is projected to grow 17% from 2024 to 2034, much faster than the average for all occupations. About 48,300 openings for counselors are projected each year, on average, over the decade. A behavior analyst or technician is a healthcare paraprofessional who works directly with clients to implement treatment and behavior intervention plans. They work primarily with individuals diagnosed with autism or other developmental disabilities, helping them build essential communication, social, and daily living skills.

According to the U.S. Bureau of Labor Statistics (see Occupational Outlook Handbook: Field of Degree: Health Education Specialists), employment of health education specialists is projected to grow 4% from 2024 to 2034, about as fast as the average for all occupations. About 7,900 openings for health education specialists are projected each year, on average, over the decade. A health education specialist is a healthcare professional who develops

educational programs, and advocates for policies that promote well-being. They equip individuals with the knowledge and tools to prevent disease, manage chronic conditions, and navigate healthcare systems. They provide one-on-one guidance to patients regarding diagnoses, treatment options, and healthy lifestyle adjustments.

More locally, as of 2025, the job outlook for Speech-Language Pathology Assistants in Fort Wayne is highly favorable, mirroring the national trend of 15% to 21% employment growth. Local public and private schools are the largest employers of SLPAs in the Fort Wayne area. Outpatient rehabilitation clinics and home health agencies in Allen County frequently hire SLPAs to support licensed Speech-Language Pathologists with therapy plans and clinical documentation. The job outlook for Behavior Technicians in Fort Wayne is highly favorable. Driven by strong demand for autism care and behavioral health services, projected industry growth is currently between 12% and 22% over the next 10 years. The Fort Wayne job outlook for Health Education Specialists is stable, with regional growth mirroring the national projection of 4% over the next 10 years.

III. 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.***

A. Required Course: Credits 3

CSD 11500 Introduction To Communicative Disorders

B. Required Foundational Science Courses: Credits 16

CSD 30200 Acoustic Bases Of Speech And Hearing
CSD 30400 Anatomy And Physiology Of The Speech And Hearing Mechanism (4 cr.)
CSD 30600 Introduction To Phonetics
CSD 30900 Language Development
CSD 46000 Introduction To Assessment Audiology

IV. Credits required

The proposed minor requires completion of 19 credits (6 courses in total).

V. List all specific program completion requirements, including courses, minimum course GPA, minimum overall GPA, number of credits completed in residence, maximum time allowed from the completion of the first course, how many courses can be applied to another certificate or program of study.

The minor should be declared within the Department of Communication Sciences and Disorders. The minor requires the completion of 6 courses (19 total credits) with a grade of

C or higher for all courses required in the minor. At least 9 credits must be earned as resident credits at the 30000-level or above.

VI. Describe student population to be served and summarize the benefits to them, including focus and/or career relevance.

The minor in Communication Sciences and Disorders will be available to students who are enrolled in any baccalaureate program across campus. It will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor will also provide most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology.

A minor in Communication Sciences and Disorders builds transferable communication, analysis, and interpersonal skills that are valued across many professional fields, not just clinical practice. Students gain an evidence-based understanding of how communication works, how it can break down, and how environments, culture, and disability shape interaction. This knowledge is highly applicable in education, health-related services, human services, business, and public-facing professions. Employers consistently value strong communicators who can listen actively, explain complex information clearly, and work effectively with various populations, all of which are central competencies in communication sciences coursework.

The minor is particularly relevant for careers that involve assisting, educating, advocating for, or collaborating with people, such as special education support, disability services, and community outreach. It also complements fields like human resources, healthcare administration, and counseling-related roles, where understanding communication differences improves service quality, accessibility, and equity.

Additionally, the minor prepares students for future experiential and work-based learning by providing a clear academic lens that students can apply to internships, employment, research, and service learning, even in non-clinical roles. For students considering graduate study in speech-language pathology, audiology, education, or related fields, the minor offers relevant foundational knowledge. For others, it enhances employability by signaling strong communication skills and analytical thinking.

VII. How does this minor complement the institution, college, or departmental missions?

The minor emphasizes the developmental, biological, neurological, and physiological foundations of human communication**,** which aligns well with the college's commitment to fostering awareness of how science contributes to the understanding of human behavior, and to providing students with the analytical skills that will serve them broadly in their future careers and lives. By giving students the opportunity to apply this foundational knowledge to human communication disorders, the minor also supports the college mission of promoting scientific learning, discovery, and innovation to advance knowledge and address real-world problems. The minor supports pathways into clinical professions**,** research, and healthcare**,** reinforcing the department and college's role in training future

scientists and practitioners. Finally, it offers students a pathway into a high-demand profession, aligning with the department and college missions focused on professional preparation**.**

VIII. Describe any relationship to existing programs within the university.

The proposed minor includes several courses from the existing major in Communication Sciences and Disorders. While PFW currently offers minors in Communication Studies, Linguistics, and Psychology, the CSD minor is unique in that it focuses specifically on foundational knowledge of speech-language pathology and hearing sciences. This knowledge is not currently covered in other minors. In addition, it is designed to provide most of the prerequisite background coursework needed for graduate programs in speech-language pathology and audiology, which existing minors do not include.

IX. List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

The proposed minor will be offered by the Department of Communication Sciences and Disorders in the College of Science. The department currently consists of three tenured/tenure-track faculty members, five clinical faculty members, and an administrative assistant. In addition, there is an academic advisor shared equally with the Department of Criminal Justice. The department also benefits from the assistance of four regular limited term lecturers. The proposed minor can be administered with the resources currently available in the department.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions).

The minor is innovative in that it is designed to provide the majority of the prerequisite background knowledge needed for graduate programs in speech-language pathology and audiology, providing a path for non-CSD majors to apply to our graduate program. It is also innovative in that it offers opportunities for students from majors such as psychology, education, linguistics, health sciences, and human services to obtain knowledge that is beneficial for future employment in healthcare fields.

Liaison Librarian Memo

Date: 3/16/2()

From: Shamwn Jnhnson, Director of l lelmk1,; I ,ibrary

l)r. Terri Swin,, Associate Vice Chancellor for Academic Programs

Minor in Communication Sciences and Disorders

Describe availability of library resources to support proposed new program:

We have access to CINAHL and Pubmed as well the ASHA journals to support this program.

Comments:

I do not anticipate a significant need for new materials for the program at this time but \vill monitor requests for future evaluation. The only major concern I have is related to staffing. lf this increases the number of students significantly it will put additional strain on the scien□e librarian position and document delivery.

Liaison Librarian Signature

t/J I /J ?6

Date

Minutes of the (Back)
First Regular Meeting of the Nineth Senate
Purdue University Fort Wayne
September 14, 2026
KT G46

Agenda
(as amended)

1. Call to order

2. Approval of the minutes of April 13 and April 20

3. Acceptance of the agenda – E. Ohlander

4. Reports of the Faculty Chairs
   a. Past Chair (Presiding Officer) Report on Senate Documents, SR 26-1 – J. Nowak
   b. Chair (IFC Representative) – E. Ohlander
   c. Chair-Elect (UPC Representative) – D. Miller

5. Special business of the day
   a. Presentation of Robert's Rules – C. Ortsey
   b. Follett's Update – C. Drummond

6. Unfinished business

7. Committee reports requiring action
   a. Approval of Replacement Members of the Programs Subcommittee, SD 26-1 – EC, E. Ohlander
   b. Approval of Replacement Members of the Faculty Affairs Committee, SD 26-2 – EC, E. Ohlander

8. New business

9. Question time

10. Committee reports "for information only"
    a. Report to Faculty Senate from the Honors Program sub-committee (also known as the Honors Council) for the 2025 to 2026 academic year, SR 26-2 – HPS, C. Stumph
    b. End-of-Year Report, Nominations and Elections Committee, Academic Year 2025-2026, SR 26-3 – N&E, S. Buttes

c. End-of-Year Report, Educational Policy Committee, Academic Year 2025-2026, SR 26-4 – EPC, S. Buttes

11. The general good and welfare of the University

12. Adjournment*

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

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

Attachments:
"Report on Senate Documents" (SR No. 26-1)
"Approval of Replacement Members of the Programs Subcommittee" (SD 26-1)
"Approval of Replacement Members of the Faculty Affairs Committee" (SD 26-2)
"Report to Faculty Senate from the Honors Program sub-committee (also known as the Honors Council) for the 2025 to 2026 academic year" (SR No. 26-2)
"End-of-Year Report, Nominations and Elections Committee, Academic Year 2025-2026" (SR No. 26-3)
"End-of-Year Report, Educational Policy Committee, Academic Year 2025-2026" (SR No. 26-4)

Senate Members Present:
H. Alasti, J. Anderson, J. Barber, S. Bergeson, A. Blackmon, S. Buttes, S. Cody, D. Coroian, B. Dattilo, Y. Deng, C. Drummond, S. Elfayoumy, R. Elsenbaumer, M. Encabo-Bischoff, R. Friedman, J. Houston, H. Idriss, D. Kaiser, H. Luo, L. Lydy, E. Mann, D. Miller, A. Mills, A. Nasr, E. Ohlander, H. Park, L. Roberts, J. Rusert, S. Saunders, R. Shoquist, S. Sun, K. Surface, D. Tahmassebi, H. Tescarollo, G. Wang, M. Wang, B. Wilkinson, M. Wolf, R. Wooley

Senate Members Absent:
N. Adilov, J. Badia, C. Bennett, D. Chen, J. Egger, A. Hare, R. Herrell, E. Hoegberg, S. Johnson, T. Lewis, J. Li, J. Mbuba, J. McHann, P. Mishra, I. Nunez, D. Ohlinger, M. Perkins Coppola, S. Roberts, D. Schuster, J. Yoo

Guests Present:
S. Carr, G. Casaburo, A. Dircksen, L. Frolova, C. Marcuccilli, J. Rupp, S. Steiner, K. Tierney-Louch,

Acta

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

2. Approval of the minutes of April 13 and April 20: The minutes were approved as distributed.

3. Acceptance of the agenda:

E. Ohlander moved to amend the agenda by adding Senate Document SD 26-2 (Approval of Replacement Members of the Faculty Affairs Committee) as item b 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 (Presiding Officer):

      J. Nowak: First, I would like to thank Senators for their service last year. As seen in SR 26-1 we covered and addressed a record number of Documents in the 2025-26 academic year. We also started the year off with 42 open vacancies on Faculty Senate committees. According to The Hitchhiker's Guide to the Galaxy, 42 is the "Answer to the Ultimate Question of Life, the Universe, and Everything." It seems after last year's achievements; this Academic year is now poised to be one of great personal growth and enjoyment for everyone. Hence, I wish everyone a wonderful 2026-27 academic year at Purdue University Fort Wayne.

   b. Chair (IFC Representative):

      E. Ohlander: I echo the comments of the Presiding Officer. I am serving as one of the two representatives to the system-wide Purdue Intercampus Faculty Council. We have not met yet, but we have the next meeting scheduled.

   c. Chair-Elect (UPC Representative:

      D. Miller: Hello and welcome to our first Senate meeting. This is my 21st year at the university. When I first came here in 2005 my beard was brown, and IPFW (that's what we called it back then) had recently been rated as the best place to work in northeast Indiana by the Fort Wayne Business Journal. As you can see my beard is rapidly moving from grey to white. But more importantly the morale and enthusiasm of the faculty that once existed at this university has faded like the color from my beard.

      The main reason I took the role on the Executive Committee was simple. I want to try to restore some morale and wellbeing to our faculty. As a psychologist I know that the loss of morale is connected to the lack of control and uncertainty most faculty feel. We have had many upheavals at this university in the last decade, from USAP, to the bifurcation of the university, to post tenure review. All of these initiatives have two things in common.

1) They have damaged the morale of this institution and 2) they have done so because the policies that resulted from them were largely developed without meaningful faculty input.

I am aware the legislature has deemed this body as advisory, and the administration does not have to legally abide by our resolutions or recommendations. But just because you don't have to listen to us doesn't mean you shouldn't, or that you can't listen to us.

I think there are two things that could be done to greatly improve the morale of the faculty. First, this body passed by unanimous consent last year Senate Document 25-25. That document requested that Provost Drummond send the post-tenure review policy to the Faculty Affairs Committee of Senate so that this body could help to reshape that policy. I am again calling on Provost Drummond to allow meaningful faculty input into a document that the members unanimously agreed is in need of revision. Second, there is to be a development of a new strategic plan this year. I am going to advocate that faculty wellbeing and meaningful faculty input be a pillar of that strategic plan. I hope the administration will join me in that effort.

5. Special business of the day:

   a. Presentation of Robert's Rules – C. Ortsey

      Please see attached PowerPoint.

   b. Follett's Update – C. Drummond

      If you remember at the end of last semester's Senate meeting, I shared that the university was approached in the spring to consider entering into a universal materials agreement with Follett's. The students would have all of their course textbooks and materials purchased through a single agreement available prior to the first day of class. It is embedded in their financial aid. We have been exploring that over the summer. We have had several meetings with Follett's to clarify specific points. It is getting close to the time to make a decision if we want it to be in effect for students next fall, but maybe even more importantly, to be part of our marketing to prospective students as a cost savings for a single price.

      K. Surface: I would just add that over the summer we also met with representatives from the staff side and all of the pieces that this is also going to deeply potentially impact, possibly in a negative way. Across the board all questions were answered by Follett's in a satisfactorily way. All of our staff entities on the student side of things do support this effort. Just to give you a microcosm, athletics ran the numbers on just student athletes and what they are paying per textbook credit versus what potential cost would be with total access. Total access would save the institution and the student money in this space. There were significant questions asked on

how mobile this is in terms of needs and accommodations and we received satisfactorily responses on how they would do that. This in line with what Carl, Allyson, and I have said across the board, in that there has to be an opt out feature for students, and there is. They can opt out on a semester-by-semester basis. So, a student could be in during the fall semester and then out in the spring semester. There are a lot of variations in this space, but I think I can speak at least for our team unequivocally, and for the support structures, that this would be a positive for students. We have not taken this conversation up with the new student government officers, but we will do so soon.

C. Drummond: PNW has had less than 1% of students opt out.

S. Buttes: Can any textbook be a part of this program? Is it without limit?

C. Drummond: There is a financial analysis at work. Financial analysis is how they set their price point. All reasonable things.

S. Buttes: And non-technical materials as well?

C. Drummond: Some of it, yes. We have to work that out.

A. Nasr: Is it a single price for a full-time student?

C. Drummond: It is a single price for a full-time student. If there is a discipline that is particularly out of whack then we can set a price point for that.

A. Nasr: Instead of a system of opting out, why not have it as opt in? It would be helpful for them.

K. Surface: It is opt in now. That is where I think a lot of this confusion is coming from. A student has to go in and buy, buy, buy, and to get these delivered. It is very complicated for a student, especially to your point, especially first gen, especially incoming. It is way more confusing as it exists right now. We have learned from multiple case studies that we have more students that don't do anything because they just assume they are going to get all of their stuff. They then realize four or five weeks in that did not. We have also worked with financial aid. A lot of it is students in this case using their financial aid income before they bought our textbooks and then they come back and say they don't have the money. So, one of the reasons of doing this all access is to completely simplify it to where the student doesn't have to do anything. They get all of their requiring materials delivered to them maybe a week before or as needed.

A. Nasr: My concern is that students may find out that they are being charged for something they didn't sign up for. I am glad you said it is not just opt out.

K. Surface: We have it so it allows us to do it this way. It allows for a financial aid letter. We are very explicit that this is your absolute all in cost. We can't do that now. What it also does from a financial aid perspective is that we have to overestimate the cost of attendance because there is some variation in textbooks, etc. So, you would be getting a letter saying that you are going to be paying $1,800 in textbooks a semester or a year. We have to go over because of everyone involved. This will end those. This allows us now to say "student one, you are paying x number of educational fees and books, here is the balance."

C. Drummond: The next step is Krissy is going to student government to get input.

K. Surface: Absolutely.

S. Buttes: So, it is going to say "here is Follett's price." Are students going to see the markup and be able to decide? Do students recognize the price differential? Will students be able to get information about pricing before they are able to opt-in or opt-out?

K. Surface: Yes, they can certainly go onto their portal in the summer when they register and see what would be required for their classes.

S. Buttes: Will faculty have the information we need to help students make the right decision? What if the price is too high?

C. Drummond: In the plan, if you as an instructor think the price is too high then you can petition Follett's. There is a mechanism for you to interact with Follett's.

D. Kaiser: It doesn't seem like a bad idea right now, but what about three years down the road? How are we going to control prices for that?

C. Drummond: That is a stipulation of the contract.

A. Mills: There are stipulations of the contract that prohibit them from increasing the price.

6. Unfinished business: There was no unfinished business.

7. Committee reports requiring action:

   a. Executive Committee (Senate Document SD 26-1) – E. Ohlander

      E. Ohlander moved to approve Senate Document SD 26-1 (Approval of Replacement Members of the Programs Subcommittee).

      Resolution passed on a voice vote.

b. Executive Committee (Senate Document SD 26-2) – E. Ohlander

E. Ohlander moved to approve Senate Document SD 26-2 (Approval of Replacement Members of the Faculty Affairs Committee).

Resolution passed on a voice vote.

8. New business: There was no new business.

9. Question time: There were no questions for question time.

10. Committee reports "for information only";

a. Honors Program Subcommittee (Senate Reference No. 26-2) – C. Stumph

Senate Reference No. 26-2 (Report to Faculty Senate from the Honors Program sub-committee (also known as the Honors Council) for the 2025 to 2026 academic year) was presented for information only.

b. Nominations and Elections Committee (Senate Reference No. 26-3) – S. Buttes

Senate Reference No. 26-3 (End-of-Year Report, Nominations and Elections Committee, Academic Year 2025-2026) was presented for information only.

c. Educational Policy Committee (Senate Reference No. 26-4) – S. Buttes

Senate Reference No. 26-4 (End-of-Year Report, Educational Policy Committee, Academic Year 2025-2026) was presented for information only.

11. The general good and welfare of the University:

C. Drummond: On LinkedIn and other social media we have posted a call for nominations for what we are calling a Chief Nursing Education Officer. This will be the person that helps us set up curriculum and developing recruitment for the launch of the Bachelor of Science in Nursing program. This is to admit students in 2028. This is certainly needed for first year students. This has been a long process of fits and starts. We are hopeful that this will be a successful program. Our goal is to have a direct admit program, which is a situation that is different from when we had a Bachelor of Nursing program before. Students will be nursing majors from day one. This is a very important recruiting tool and allows you to attract the strongest possible students. This is a set of in person, primarily face to face, hosted on this campus specifically. Our plan is to have the home base as the second floor of the Science Building. We will probably need more space. This is a very important

opportunity for the university to bring in students. Purdue can redirect students. The West Lafayette program is extraordinarily competitive with their entire first year class. This gives us an opportunity to recruit out of the region.

J. Nowak: Are we going to have stand out uniforms?

C. Drummond: Absolutely. The only question is if it is going to be all black or all gold.

J. Nowak: What are the expectations as far as numbers?

C. Drummond: The licensure and accreditation process requires that you start small for the nursing program. We want to hire a very experienced nursing educator to help us shorten that roll out period. Right now, the way it is structured, you can only begin with a cohort of fifty students. Our hope is to grow the program out to over two hundred students. The demand will be there.

D. Miller: Obviously, this program will compete with the IU program on our campus. Do you expect IU to retaliate by not taking our gen ed?

C. Drummond: No, I don't. There are a couple of reasons. One is that they are extremely satisfied with the education. The second is that it is cost prohibitive for them to create those gen ed courses. They don't have the facilities. They might want to utilize IU Indy online classes for the gen ed, but I think they would have a hard time recruiting a class of nursing students if the first year and a half is all online. I think there are a lot of reasons they wouldn't do that. Chancellor and I visited with Vice Chancellor Garrison and she has known this has been coming for a while. The reality is that the magnitude of the nursing shortage in northeast Indiana is so huge that we would still not fill the gap.

D. Kaiser: We knew there was going to be this. I say, "yeah, let's do it!"

M. Wolf: Is there going to be a relationship with a hospital?

C. Drummond: Yes.

C. Drummond: I wanted to bring up three other things.

Wisconsin has legislation called Act 15 establishing requirements for faculty and instructional staff in the Wisconsin system. Full time faculty in UW campuses must teach a minimum of twenty-four credit hours, so four-fours.

The governor of Oklahoma issued Executive Order 2026-07 that requires the regional campuses to no longer offer lifetime tenure hires. The universities must use fixed terms and contracts depending on performance.

In Kentucky, House Bill 490 allows public universities and boards of trustees to terminate tenured faculty for all kinds of reasons, including financial issues, low student enrollment in a major or program, or costs exceeding revenue, with a thirty-day notice.

Indiana imitates other red states. This is not coming right now, but some of these kinds of measures could be put into state budget bills at the last minute. We will be keeping track of this.

J. Nowak: Who is lobbying for us?

C. Drummond: The university doesn't have a lobbyist. The Purdue Foundation has a lobbyist that stays on top of these things.

M. Wolf: We also have an incredibly persuasive president right now. His chief of staff will be returning. Can we move to persuade the president?

C. Drummond: I need to be careful about how I say this. We all as individual citizens can move in any way we want to. We as members of a public university system have to be careful in how we present ourselves. The answer is yes, but as an individual first. From what we have seen from some of the recent language, we need to be careful.

J. Nowak: I would like to mention that the Teacher Appreciation Day event today in the International Ballroom was completely full. There were a lot of high school students and hundreds of perspective students coming in here. It was a very exciting day. We had the Indiana Teacher of the Year come and give a very empowering speech. We were really motivated by that. She was excellent. She was phenomenal. It was very empowering and exciting.

12. Adjournment: The meeting adjourned at 1:00 p.m.

Joshua S. Bacon
Senate Clerk