PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

FORT WAYNE SENATE AGENDA
MONDAY
November 9, 2026
12:00 P.M., KT G46

1. Call to order

2. Approval of the minutes of October 12

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

6. Unfinished business

7. Committee reports requiring action
   a. Revised Academic Regulations – Section 3.2, SD 26-3 – EPC, S. Buttes
   b. 2030-2031 Academic Calendar, SD 26-4 – EPC, S. Buttes
   c. Curriculum Subcommittee Document Deadlines, SD 26-5 – EPC, S. Buttes

8. New business

9. Question time

10. Committee reports "for information only"
    a. 2025--2026 Annual Report of Faculty Athletics Representative Activities, SR 26-9 – MAAC, M. Parker
    b. Curriculum Review Subcommittee 2025-2026 Yearend Report, SR 26-10 – 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.

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

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

Attachments:
"Revised Academic Regulations – Section 3.2" (SD 26-3)
"2030-2031 Academic Calendar" (SD 26-4)
"Curriculum Subcommittee Document Deadlines" (SD 26-5)
"2025--2026 Annual Report of Faculty Athletics Representative Activities" (SR 26-9)
"Curriculum Review Subcommittee 2025-2026 Yearend Report" (SR 26-10)

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Senate Document SD 26-3 (Back)
Approved, xx/yy/zz

MEMORANDUM

TO Jeff Nowak, Presiding Officer
FROM: Stephen Buttes, Chair
Educational Policy Committee
DATE: 10/01/2026

SUBJ: Revised Academic Regulations – Section 3.2

WHEREAS, the chair of the Department of English reviewed the Academic Regulations; and,

WHEREAS, section 3.2 contains information about requirements and placement testing processes related to English-language reading and English as a Second Language that no longer pertain to current practices; and,

WHEREAS, the chair of English, following consultation with the faculty of the Department of English, the Registrar, the Office of International Education, and the Office of Academic Affairs , has requested that the Senate remove the related regulations; and,

WHEREAS, the removed language would re-number various parts of section 3.2 of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the proposed revisions to section 3.2 of the Academic Regulations listed below.

In Favor	**Against**	**Abstain**	**Absent**
Terri Swim			
David Phan (Designee of the Registrar)			
Abby Blackmon			
Mieko Yamada			
Haeik Park			
Joel Givens			
Jay Daniel			
Bev Redman			
Hadi Alasti			
Stephen Buttes			

PFW Academic Regulations - AY 2026-2027 - PFW Catalog	
Current Language (PFW Catalog AY 2026-2027)	**Proposed Language (PFW Catalog AY 2027-2028)**
3.2: Placement procedures. Students should complete the following procedures as soon as possible after admission to Purdue University Fort Wayne (PFW). Students completing these procedures shall be notified of the test results and their implications in a timely fashion.	no proposed change
3.2.1: English. A regularly admitted beginning student must complete the appropriate placement procedures prior to registering for classes. Any other student who has completed 12 or more credit hours at PFW is allowed to register for classes if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level English course.	**Remove this regulation**
3.2.2: Mathematics. A regularly admitted beginning student must complete the appropriate placement procedures prior to registering for classes. Any other student who has completed 12 or more credit hours at PFW is allowed to register for classes if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level mathematics course.	**3.2.1 [no language change; number change only]**
Students who place into developmental mathematics must complete the appropriate developmental course(s) in their first twenty-four credit hours. Students enrolled in a certificate or associate degree program that does not require mathematics are exempt from developmental mathematics courses.	no proposed change
3.2.3: Reading. A regularly admitted beginning student must submit one of the following below prior to registering for classes:	**Remove this regulation**
SAT test score above 450 on the verbal test	**Remove this regulation**
ACT test score above 19 on the individual reading test;	**Remove this regulation**
Scoring above the lowest 15 percentile (determined by national norms) on the PFW placement test.	**Remove this regulation**

Students who do not meet at least one of these requirements will be required to complete a reading course as specified by the Department of English and approved by the College of Liberal Arts during one of the student's first two enrollment periods.	**Remove this regulation**
3.2.4: Foreign language. A student who has studied a foreign language before entering PFW and does not have transfer credit should take a foreign-language placement examination or complete the departmental placement process before continuing study in that language.	**3.2.2 [no language change; number change only]**
3.2.5: English-as-a-Second-Language. The Admissions office will help to identify students who are proficient in languages other than English. Those prospective undergraduate students should also demonstrate proficiency in English. That can be accomplished by transferring credit for an English composition course that carries credit toward graduation or submit scores on the TOEFL or an equivalent test approved by the Department of English.	**Remove this regulation**
ESL students shall be admitted with the condition that they achieve appropriate competency levels in English composition.	**Remove this regulation**
Based upon TOEFL or equivalent test scores, the Department of English shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement-testing and course-completion requirements described in these regulations. Other ESL students shall:	**Remove this regulation**

3.2.5.1: Be admitted only to the Mastodon Advising Center unless they score the equivalent of 550 or above on the TOEFL and meet the admission requirements of a degree-granting academic unit. Students admitted in this fashion to the Mastodon Advising Center shall not be eligible for admission to another academic unit until they have completed ESL-related requirements.	**Remove this regulation**
3.2.5.2: Enroll in the appropriate ESL course each semester until the requirement is satisfied.	**Remove this regulation**
3.2.5.3: Complete the prescribed series of ESL courses within their first 36 credits at PFW.	**Remove this regulation**
The Mastodon Advising Center shall have authority to alter any student's registration if the provisions of Sections 3.2.5.2 and 3.2.5.3 are not being met.	**Remove this regulation**
This section applies to undergraduate students only. As noted in the Graduate Programs Catalog, graduate applicants must follow university-specific requirements to demonstrate competency in English.	**Remove this regulation**

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Senate Document SD 26-4 (Back)
Approved, XX/YY/2026

MEMORANDUM

TO Jeff Nowak, Presiding Officer

FROM: Steve Buttes, Chair
Educational Policy Committee

DATE: 10/01/2026

SUBJ: 2030-2031 Academic Calendar

WHEREAS, the Registrar's Office prepared a draft of the 2030-2031 Academic Calendar in accordance with the formula Senate approved in SD 17-13; and,

WHEREAS, the Educational Policy Committee discussed and voted to approve the proposed calendar;

BE IT RESOLVED, that the Senate approve the proposed 2030-2031 Academic Calendar detailed below.

In Favor	**Against**	**Abstain**	**Absent**
Terri Swim			
David Phan (Designee of the Registrar)			
Abby Blackmon			
Jay Daniel			
Mieko Yamada			
Haeik Park			
Joel Givens			
Bev Redman			
Hadi Alasti			
Stephen Buttes			

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

ACADEMIC CALENDAR FOR 2030-2031

Fall Semester, 2030

Monday	26 August	Full Term and First Eight-Week Session Begin
Friday	30 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Monday	2 September	Labor Day Holiday
Tuesday	3 September	Classes Resume
Sunday	20 October	First Eight-Week Session Ends
Mon.-Tues.	21-22 October	Fall Recess/Mid Term
Wednesday	23 October	Classes Resume and Second Eight-Week Session Begins
Tuesday	26 November	Thanksgiving Recess Begins After Last Class
Wed.-Sun.	27 Nov.-1 Dec.	Thanksgiving Recess and Holiday Observed
Monday	2 December	Classes Resume
Mon.-Sun.	16-22 December	Final Exam Week/Last Week of Classes

Spring Semester, 2031

Monday	13 January	Full Term and First Eight-Week Session Begin
Monday	20 January	Martin Luther King Jr. Holiday
Sunday	9 March	First Eight-Week Session Ends
Mon.-Sun.	10-16 March	Spring Recess/Mid Term
Monday	17 March	Classes Resume and Second Eight-Week Session Begins
Friday	11 April	Classes Suspended at 4:30 p.m.
Monday	14 April	Classes Resume
Mon.-Sun	5-11 May	Final Exam Week/Last Week of Classes
Wednesday	14 May	Tentative Date of Commencement

Summer Semester, 2031

Monday	12 May	Summer Semester Begins
Monday	19 May	Full Term and First Six-Week Session Begin
Friday	23 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Monday	26 May	Memorial Day Holiday
Tuesday	27 May	Classes Resume
Friday	27 June	First Six-Week Session Ends at 4:30 p.m.
Monday	30 June	Second Six-Week Session Begins
Friday	4 July	Independence Day Holiday Observed
Monday	7 July	Classes Resume
Friday	8 August	Second Six-Week Session Ends at 4:30 p.m.
Sunday	24 August	Summer Semester Ends

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 Document SD 26-5 (Back)

MEMORANDUM

TO Jeff Nowak, Presiding Officer
FROM: Stephen Buttes, Chair
Educational Policy Committee
DATE: 10/15/2026

SUBJ: Curriculum Subcommittee Document Deadlines

The Educational Policy Committee (EPC) received the below document from the Curriculum Subcommittee, one of the subcommittees that reports to Senate through EPC. The Educational Policy Committee reviewed the document and requested no further work from the subcommittee. The committee voted to approve forwarding it on to Senate.

In Favor	**Against**	**Abstain**	**Absent**
Jenna Rupp (Designee of the Registrar)			Terri Swim
Abby Blackmon			Mieko Yamada
Joel Givens			Haeik Park
Jay Daniel			
Bev Redman			
Hadi Alasti			
Stephen Buttes			

MEMORANDUM

TO: 2025-2026 Educational Policies and Senate Executive Committees
FROM: Steven Alan Carr
Convenor, Curriculum Subcommittee
DATE: 12 October 2026
SUBJECT: Curriculum Committee Document Deadlines

The Curriculum Subcommittee met today and approved by unanimous consent the following document deadlines through the end of Fall 2026. The Subcommittee meets mostly on the second and fourth Monday of each month from 9-10 AM through December 14, 2026.

Please note that while the Subcommittee cannot guarantee completed review before a Senate Document deadline, we must receive all documents for review a week before our scheduled meeting in order for us to consider recommending the placement of a program proposal on an upcoming Senate agenda. Once the Subcommittee has reached a decision, then we will make our recommendation as soon as possible before the next document deadline for an upcoming Senate meeting.

The next Subcommittee document deadlines for the December Senate meeting are **October 16** and **November 2**.

Curriculum Subcommittee Document Deadline	Curriculum Subcommittee Meeting Date	Scheduled Meetings for EPC	Senate Document Deadline
October 16, 2026* *Friday deadline due to Fall Recess	October 26, 2026	November 5, 2026 from 12-1:30	November 20, 2026 for December meeting
November 2, 2026	November 9, 2026	November 11 and 19, 2026	
November 16, 2026	November 23, 2026	December 3 and 9, 2026	December 11, 2026 for January Meeting
December 7, 2026	December 14, 2026	TBD	January 22, 2027 for February Meeting

Please feel free to distribute this information widely.

Approve	Oppose	Abstain	Absent	Present Non-Voting
Terri Swim			Abe Schwab	
Steve Carr			Carl Drummond	
Luna Maldonado-Velez			Alan Legg (on leave)	
Jenna Rupp / Tara Lewis			Cigdem Gurgur	
Jon Rusert				

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. 26-9 (Back)

MEMORANDUM

TO: The Fort Wayne Senate

FROM: Michelle Parker, Faculty Athletics Representative
Chair, Mastodon Athletics Advisory Committee

DATE: October 23, 2026

SUBJ: 2025-2026 Annual Report of Faculty Athletics Representative Activities

Annual Report of FAR Activities

2025-2026

As set forth in the Purdue University Fort Wayne Faculty Athletics Representative position description, this is the annual report of the activities of the Faculty Athletic Representative (FAR) for the Academic year 2025-2026 reflecting all of the activities that I have been involved in during the academic year.

The main issue that continues to impact our NCAA Division 1 student athletes on campus is the lack of an excused absence policy for university sponsored business. Each semester, student athletes need to have a missed class worksheet filled out to communicate class periods that will be missed only due to travel and competition (not practice). Most of the impacts come from a course only being offered once a year and only at one time where the athlete doesn't have a choice to take it at a time that would minimize missed classes for travel and competitions. I have continued to work with the MAP Center and Jason Baldwin, Assistant Athletic Director for Mastodon Academic Performance (MAP) Center, on using Navigate to send travel letters to faculty who have a student athlete that will be absent from class due to travel and/or competition. Each coach submits the travel roster to the MAP center which then generates the travel letter that goes to the faculty member outlining the exact dates and times that a student athlete will be away from campus. These letters were initially piloted in the Spring 2025 semester, and this was the first full academic year that we used them. We have had positive feedback from professors that appreciated being reminded when the student athlete would be absent from their class and that it helped them coordinate alternate arrangements. If a situation arises with the student athlete absent, I will provide options on how to mitigate the absence. Possible alternatives for professors are that I will proctor exams for them and our busses are equipped with mobile hot spots so student athletes can Zoom into the classroom while traveling. Due to the medical excused absence policy that was implemented, our student athletes didn't need any assistance from me to help them with missed classes and assignments due to injury, medical procedures or hospitalization as the Office of Student Conduct and Care in conjunction with the athletic training staff handled the communication with the faculty. After doing some research, we are 1 of only 2 institutions in the 12-member Horizon League that does not have an explicit excused absence policy for students representing the university (i.e. academic conferences, performances, student athletes).

Progress Reports and Grade Checks continue to be an essential tool in monitoring our student athlete's performance in the classroom. Since the university has instituted these reports through Navigate, any alert that is entered is automatically seen by the MAP Center and their advisor will reach out to them immediately. One of duties of the FAR is to ensure that student athletes are being treated the same as other students on campus. This means that they are not being given any extra benefits/advantages not available to other students or not permitted by NCAA policies. Whenever there is a grade change submitted for a student-athlete that could impact their eligibility, I ensure that the grade change was not on the basis of their status as a student athlete. All grade changes submitted for student athletes and all changes were due to either a miscalculation or an incomplete that was resolved with a final grade.

With the budget cutbacks and the RIFs that occurred in May 2025, my role within the Athletics Department has increased significantly as I stepped in to help/assist in areas where needed. I was happy to help where I could to make sure that the student athlete experience remained at a high level and that we kept our focus on maintaining the student athlete well-being.

Conferences Attended:

Faculty Athletics Representative Association (FARA) Annual Conference. November 2025. This conference is an annual meeting of all Faculty Athletic Representatives. The meeting includes training, education, and information for FAR's on topics from the NCAA, legislation, mental and physical health of athletes. I was nominated for the 2025 FAR Newcomer of the Year award and was also asked to present at a session on the Don Zone training that I created and conducted on our campus.

Horizon League Meeting. May 2026. This meeting brings together FARs, Athletic Directors, Senior Women's Administrators (SWA) and student athlete representatives from all of the Horizon League institutions. During the FAR breakout session, we review all potential changes in the league to make sure that the student athlete's well-being is taken into consideration. During the larger group meetings, we were introduced to the new Commissioner Jill Bodensteiner, discussed Horizon League initiatives and had in depth discussions with our student athletes.

Athletic Travel:

As FAR, it is important that I travel with at least 1 team each year to experience the demands of our student athletes while away from campus on an extended road trip.

Men's and Women's Indoor Track and Field – February 2026 – Youngstown, OH. I accompanied our Men's and Women's Track and Field teams to the Horizon League Indoor Championship. While on this 3 day trip, I helped with shuttling student athletes from the venue to the hotel as the days were very long and many student athletes were competing on multiple days. I was also available at the hotel in the evenings if there was anything academically that was needed. I witnessed many student athletes studying on the bus or even during the track meet so that they stayed up to date on their classes. Student athlete's well-being was being met with their overnight accommodation, food and transportation.

Committee Work:

The following are committees that I am a part of representing the role as the PFW FAR:

Student-Athlete Leadership Team (SALT). This meeting is held monthly and I am one of the co-advisors with Jason Baldwin. SALT has at least 2 student-athlete representatives from each of our athletics teams. In the meeting they coordinate athletic and service events as well as matters of importance to student-athletes. Events that SALT coordinated were First Responder Day where they delivered cupcakes to fire stations on 9/11, Track or Treat, several bake sale fundraisers to raise funds for Nothing But Net and Special Olympics, Reading with the Dons, You Can Crush Hunger food drive, pen pals with Holy Cross Elementary school, and the Masty Awards. SALT received the Outstanding Student Organization for 2025-26.

Student Athlete Services (S-AS). This committee holds monthly meetings to coordinate student-athlete issues and includes representatives from the Mastodon Academic Performance Center, the Registrar's Office, Financial Aid, and the Compliance office.

Compliance Committee. This committee meets three times per year. The committee is composed of representatives from different areas of campus that affect student athletes (Chancellor, Registrar, Bursar, Compliance, Athletics, Student Affairs, Financial Aid, Institutional Equity, Office of Student Conduct and Care, etc.). The group coordinates to make sure there are no compliance issues with student athletes or the Athletics department.

Faculty Senate Mastodon Athletics Advisory Committee (MAAC). The committee which was formally a sub-committee of the Faculty Senate Student Affairs Committee, was renamed as an Advisory Committee under PFW Senate due to Purdue WL's update on Faculty responsibilities. The committee is no longer charged with setting policies for athletics as these policies are governed by NCAA and Horizon League. I am the chair of MAAC committee that meets once each semester and any necessary meetings that need to be held. The committee provided advice and guidance to the Athletics department on several topics. Its purpose can be found in the Senate Bylaws section 5.3.4.3.2. The committee this year updated the roles and responsibilities to more accurately reflect the advisory capacity of the committee.

Mastodon Athletics Advisory Board (MAAB). I serve as a member of the MAAB. This committee meets twice per semester and is primarily composed of community members that are supportive of athletics. They discuss and advise the Athletics department from a community perspective.

Mastodon Coaches Committee. This committee meets once each month to communicate information to all coaches about academics, budgets, academics, financial aid, compliance and equipment/facilities. This is a good opportunity for me to keep in the loop on what is going on in Athletics and be available for coaches to be able to ask me any questions they may have.

Faculty Involvement in Mastodon Athletics (FIMA). This is a committee that I created and chaired as part of my role as FAR. While I am tasked with maintaining the well-being of the student athlete, I also want to continue to increase the awareness and involvement of faculty with our athletes and athletic department. This year we had a Very Important Professor Night with Women's Soccer and recognized 3 professors who received on field recognition and a gift. This event has transitioned to Honorary Coach which is facilitated through the MAP Center now.

Athletic Attendance:

While most of my work is focused on the student side of the student-athlete, I believe that it is also very important to support the athlete side as well. I attend athletic events to support our student-athletes and ensure their experience is a positive one. I tried to attend at least 1 competition for each sport this year, the only teams that I was unable to attend was Men's and Women's Golf in the spring as their tournaments were not local. I did attend:

Sport	Attendance
Men's Volleyball	6 home matches
Women's Volleyball	1 home matches
Women's Basketball	8 home games and all Horizon League 1st round, quarterfinal and semi-final games
Men's Basketball	4 home games
Women's Soccer	2 home matches
Men's Soccer	4 home matches and the Horizon League Championship game
Men's & Women's Cross Country	1 home race and the Horizon League Championships
Men's & Women's Track & Field	1 home indoor invitational & the Horizon League Indoor Championship meet
Men's Golf	Did not attend
Women's Golf	Did not attend

Student Athletes:

There are several situations where I work directly with student-athletes one on one. To protect their anonymity, I will use generalities and not use any names.

Student-Athlete Missed Class Worksheets. These worksheets are given to student-athletes at the beginning of each semester. The worksheets have the days of class that the student will have to miss for athletic events that are officially sanctioned by the university. The student-athletes work with the faculty member to come to an agreement and the faculty member signs the form. If there is a complication with a worksheet, or if faculty have concerns

about the days the student athlete may miss, I am called on to mediate between the faulty member and the student-athlete regarding what can and cannot be missed as well as how it can be made-up. My goal is to help both the faculty member and student athlete arrive at a solution that is acceptable while protecting the academic integrity of the course and the students learning. This year there were 2 situations that I was involved in by proctoring exams for the student athlete. Overall, the majority of faculty work proactively with the student athletes to make alternative arrangements with the student athletes without compromising the academic integrity of the class. In addition, during the Spring 2026 semester, the Horizon League Outdoor Track and Field Championships were scheduled during Final Exam week. We do not have control over when these championships are scheduled and it couldn't be avoided. Along with the Mastodon Academic Performance (MAP) Center, we identified all student athletes who had conflicts and proactively worked with those faculty members to have those final exams taken before they left for the championships. I personally proctored 3 exams to alleviate the extra time burden for our faculty and protect the academic integrity of the exam. During the academic year, I also proctored 7 quizzes/exams for student athletes who had to make them up due to travel requirements.

Advising. The student athletes have academic advisors in Athletics (MAP Center) as well as in their major areas so I do not directly advise them for their majors and coursework. As the FAR, they occasionally come to me for advice on interacting with faculty and for career advice. Additionally, I also work with the student athletes on establishing better time management and study habits.

Appeals. If a student-athlete has a conflict with a coach or someone in the athletic department and wishes to appeal a decision that has been made, a committee is formed with members from the Athletics Advisory Sub-committee. There were no appeals this academic year.

Top 50/Exemplar Scholars. This year I encouraged many of our eligible student athletes to apply for the Top 50 award and wrote recommendation letters when asked. 13 deserving student athletes were selected for this award and 3 student athletes were named Exemplar Scholars.

Compliance Department:

The Compliance Department serves to ensure that all NCAA and legal rules are followed by the Athletics Department and that student-athletes stay within the rules to stay eligible. If there are violations the Compliance Department reports them and works though any steps to correct the issue. Whenever there is a violation of NCAA rules and policies, I am required to review the case and sign off before submission and then review the NCAA decision on any actions or consequences of the violation. This year there were 6 minor violations, and 0 major violations. Each of these minor violations resulted in additional rules training for the parties involved. It is expected that all institutions report some minor violations each year and this was within normal range of minor violations.

Academic Eligibility Certification:

Three times per year, the Certification Team (Compliance, Registrar, Mastodon Academic Performance Center, and FAR) are required to certify that student athletes did or did not maintain their athletic eligibility. This is determined by evaluating their GPA and percentage towards degree (PTD), where each student-athlete is required to hit benchmarks in their degree program, and GPA requirements each semester. After the fall and spring semesters, we meet together for **two to three full days** and after summer **one to two full days** to review the academic record of each student athlete, their grades from that semester, certify that they have met the benchmark progress requirements and are eligible to play their sport. Each student must be certified individually ensuring that all of their coursework

from that semester has been accounted for. With over 290 student athletes, this is an intensive process but necessary process. In addition, we also validate that incoming transfer student athletes will be eligible to compete upon their arrival at PFW.

Through eligibility certification, we have exposure to look at many degree program's myBluePrints. I worked with Terri Swim and Christa VanDeWeg to address some issue (i.e. credits being used in multiple blocks) we faced with a couple of the myBluePrints without impacting the academic departments ability to certify for graduation and academic advisors' ability to advise. These modifications helped streamline certification and ensure that we have accurate reflections of student athlete percent towards degree calculations.

Each semester, the NCAA requires each team to submit a squad list and eligibility checklist. Compliance creates these forms and I review each student athlete to make sure all data is correct and then sign the forms to certify that everyone is eligible to compete for that semester.

Athletics Department:

I meet regularly with the Athletic Director, Kelley Hartley Hutton, to consult on academic issues and ensure that there is a faculty voice in athletics decisions. The Athletic Director is very open to input and proactively seeks ways to improve communication and collaboration between Athletics and Academics.

I also have the opportunity to work with the coaches of the different teams. I have met with some coaches on a one-on-one basis to answer questions or address any issues that they may have. All of the coaches that I have met with actively promote academic excellence on their teams. This year, many of the head coaches scheduled appointments (14 total) with me to meet with prospective student athletes to discuss the support that is provided by the FAR and answer any questions about the academics at PFW that they may have.

I also work very closely with the Mastodon Academic Performance Center (MAP). This year, I continued to hold office hours 2 days a week in the Study Tables room for a total of 6 hours a week. These on-site hours make me available to student-athletes who have questions, but also allow me time to discuss topics or answer questions with the athletic academic advisors. These office hours have proved to be very beneficial in establishing a strong relationship and flow of information with the MAP Center. The MAP center advisors notify me of any academic problems or challenges with student-athletes and we work collaboratively to come up with a solution. I continue to work to make sure that university academic policies are being followed and that advising policies are in the best academic interests of the students. The MAP advisors are very open to my feedback and actively seek my input for policies and procedures as well as day to day issues. Together this year, we were able to improve communication of missed classes due to travel/competitions by sending out travel letters via Navigate to the student athlete's professors. This was in addition to the missed class worksheets that are filled out at the beginning of the semester which helped remind faculty of an upcoming date and provide verification that they would be travelling.

All student athletes are required to take a 1 credit HPER16300 course which serves as a first-year introduction to the university and athletics. This year I presented a classroom session on How to Effectively Communicate with Professors in all 3 sections of this class. I also worked closely with Jason Baldwin from the MAP Center, we created a 1 credit senior level HPER46300 course for our senior student athletes. We partnered to develop a curriculum which will focus on the skills they will need to succeed as they transition from being a college student/student athlete to their post-college life. This course is planned to launch in the Spring 2027 semester.

As part of the process of monitoring eligibility, each day I (as well as the advisors in MAP and Compliance) receive a report of the enrollment and status of student-athletes to ensure that student-athletes are enrolled full time. I worked with the Advisors and Compliance to revise this report to further refine it so that it was accurately reporting those students who are below full time. Reasons why a student would be below full time would be the last semester of their degree program or they are a graduate student. We added criteria to the report that it would not list Graduate students who were enrolled in 9 hours on the report and added a column to the report to show their student level (GR/UG). This helps Compliance to be able to detect any issues quicker.

I also participated in multiple events within the Athletics this year. At the beginning of the Fall semester, I participated in the mandatory student athlete meeting to go over important policies and rules. I presented the role of the FAR and talked with the student athletes about the dangers of using AI for cheating and plagiarism. I attended the academic recognition dinner in both the fall and spring semesters that recognized our student athletes who had above a 3.2 GPA in the previous semester. At the end of the Spring semester, I attended the Masty's which is the student athlete awards ceremony. During the summer, I attended 3 New Student Orientation (NSO) to present to introduce myself and the resources I provide as FAR to the Freshmen and transfer student athletes.

Part of my duties include being made aware of any concussions. I am notified by the athletic trainers when the concussion is diagnosed and when the student athlete is cleared to return to academics and athletics. Office of Student Conduct and Care, ensure that faculty in the classes of the affected student-athlete are aware of the injury and of the status of the student. In all existing cases, protocols were followed and the student-athlete was not allowed to compete until completely cleared by the proper medical professional.

The NCAA requires that each institution provides mandatory training on a variety of topics. This year, I developed an online Brightspace training module for the student athletes on Sexual Violence Prevention that included 2 videos and a quiz that every student athlete needed to complete.

The Fuel Station is an area where student athletes can grab a quick snack after a practice or lift before they head to class. Once a month I cooked a special treat for them (grilled cheese and soup, breakfast sandwiches, breakfast tacos and walking tacos). In addition, I made lunch meat sandwiches and hard-boiled eggs as an added protein option. One of my favorite activities to do with the student athletes is make Protein Balls. This is a favorite snack of the student athletes and every 2 weeks a different team comes in and volunteers 1 hour to make these protein ball with me. I get to teach them how to make them at home and they also have a little sweat equity in the Fuel Station. Athlete nutrition is important part of a student-athlete's well-being and I want to make sure that they don't go to class hungry and are properly fueled for performance.

Chancellor:

I meet the Chancellor at least once per semester to discuss the academic progress of student-athletes and give input/answer questions on issues that affect athletics and academics. I work with the Chancellor, Athletic Director and Compliance to collect data and create the Chancellor's Report on Athletics which I presented to Senate in late Fall. I brought up to Senate that this report is outdated and we administered a survey to all faculty to gain insight on what they would like to see in this report. Last year it was passed by the Faculty Senate to remove outdated questions and to move the presentation of the report to the Spring semester so that the most recent EADA data can be included in the presentation.

Horizon League:

As a member of the Horizon League there are several duties and functions performed by the FAR. At the end of each of the Horizon League's 14 sponsored sports seasons, the FARs' of the league are sent the names and dossiers of the nominees for academic all-conference awards within that sport. We are required to read over each dossier (about 20-24 athletes per sport) and then vote on those that we feel based on their academic and athletic performance deserver that honor. During our Summer Horizon League meeting, we decided to change the name of this award to the Scholar Athlete All-Conference award and also add a Commissioner's award for any student who has a 3.9 or higher cumulative GPA. In the Fall, Winter and Spring sports season, the FARs also vote on the Scholar Athlete of the Season award.

The Horizon League awards the Cecil N. Coleman Medal of Honor which honors a male and female Horizon League student athlete who best exemplifies the dignity and high purpose of the Horizon League and its membership. Each institution nominates 1 male and 1 female student athlete who demonstrate outstanding achievement in academics, athletics and extracurricular activities. Each Horizon League FAR evaluates their dossier and then ranks each of the nominees for this award.

The Horizon League FAR's hold a video-conference call once per month to meet and discuss legislative and procedural issues impacting academics and student athlete well-being. I read the prepared documents and policies and attend and participate in these meetings. I was elected to serve as Vice-Chair of the Horizon League FAR committee for a 3-year term from Fall 2024-Summer 2027 and then will serve a 3-year term as Chair from Fall 2027 – Summer 2030. I have worked with my fellow FARs on sharing our Don Zone training as they felt it would be beneficial on their campuses as well. I worked on creating a document of all of the Horizon League institutions Excused Absence Policies as well as a contact list of our FARs.

NCAA:

I was asked by the NCAA to speak on a panel at 2 different conferences on the role of the FAR "Bridging the Gap Between Athletics and Academics" at the 2025 NCAA Regional Rules Conference and the 2025 NCAA Accelerating Academic Success Program.

I was selected by the NCAA to serve as the FAR on the NCAA Men's and Women's Golf Oversight Committee. This committee meets once a month to review rules and procedures that impact both the Men's and Women's golf. I was asked to be the site representative at the NCAA Women's Golf Regionals that were held in Louisville, KY from May 9-13th, 2026. I was responsible for reviewing the rules and regulations at the coaches meeting, making sure that the course was set up properly, monitoring the starting tee, ensuring coaches received their daily wristband, clearing student athlete participants off the practice green and driving range at the end of the allotted time and presenting qualifying teams and individual players with their NCAA Championship packet and the commemorative pin flag.

Since I serve on this committee, I also serve of the NCAA FARs in D1 Governance Committee. This committee meets once a month and we discuss the issues that come up in each of our governance committees. This has been an important committee as we are the only group that serves across all of the committees and can compare what is happening. From these insights, we drafted a letter to the NCAA D1 Cabinet with our observations and recommendations.

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate



Michelle R. Parker

Associate Professor of Practice in Information Technology

Faculty Athletic Representative

Purdue University Fort Wayne

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Curriculum Review Subcommittee
2025-2026 Yearend Report
April 27, 2026

In the 2025-2026 academic year, the Curriculum Review Subcommittee reviewed various proposals for new programs, approved a proposal for reorganization of an academic unit, verified how review of graduate courses will occur with respect to West Lafayette, and proposed amendments to bylaws. Moving forward, we have been asked by the Executive Committee to propose amendments to Senate Document 19-24 in Fall 2026.

In Fall 2025 the chair was Chao Chen. Upon her sabbatical in Spring 2026, Alan Legg was elected chair.

The following new programs were approved by the subcommittee:

September 2025:
- Concentration in Supply Chain Management (Business Program)

December 2025:
- 4+1 program in Business (BSB and MBA, Doermer School of Business)
- BS in Sports Leadership (Department of Organizational Leadership)
- BS in Sports Management (Department of Hospitality and Tourism Management)

February 2026:
- 4+1 program in Sports Management and Business Administration (BS and MBA)
- 4+1 program in Organizational Leadership (BS and MS)
- BS in Music: Concentrations in Marketing, Management, Accounting, Event Management, Graphic Design, Recording&Production, Public Relations, and Journalism
- Certificate in Entrepreneurship and Enterprise Engineering (Doermer School of Business and College of Engineering, Technology and Computer Science)

March 2026:
- Concentration in Robotics and Automation (Electrical Engineering Program)
- Concentration in Robotics and Automation (Computer Engineering Program)
- Concentration in Communication Studies (Communication Program)

The following reorganization was approved by the subcommittee:

March 2026:
- Department of Organizational Leadership request to move from College of Engineering, Technology and Computer Science to the Doermer School of Business; and to change department name to “De - partment of Leadership and Talent Development.”

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

The subcommittee sent a proposed change to bylaws to EPC:

September 2025:

- Amendment to bylaws III.A.4.1.1.2 (approved by EPC October 2025)

The subcommittee confirmed the following to the Purdue system about review of graduate courses:

December 2025:

- New graduate courses will be reported to Graduate Council for information only, beginning Spring 2026

Respectfully,
Alan Legg
Chair of Curriculum Review Subcommittee

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Minutes of the (Back)
Second Regular Meeting of the Ninth Senate
Purdue University Fort Wayne
October 12, 2026
KT G46

Agenda

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, SR 26-8 – 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.

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

Attachments:
"Memorial Resolution-George Curry" (SR No. 26-7)
"New Student Orientation" (SR No. 26-8)
"Point of Order Contesting Announced Election Results" (SR No. 26-5)
"New Minor in Communication Sciences and Disorders" (SR No. 26-6)

Senate Members Present:

H. Alasti, J. Barber, S. Bergeson, S. Buttes, S. Cody, D. Coroian, B. Dattilo, Y. Deng, R. Elsenbaumer, M. Encabo-Bischoff, R. Herrell, E. Hoegberg, J. Houston, H. Idriss, S. Johnson, D. Kaiser, J. Li, H. Luo, L. Lydy, J. McHann, D. Miller, A. Mills, P. Mishra, A. Nasr, E. Ohlander, H. Park, L. Roberts, S. Roberts, S. Saunders, R. Shoquist, S. Singh, D. Tahmassebi, H. Tescarollo, G. Wang, M. Wang, B. Wilkinson, M. Wolf, R. Wooley

Senate Members Absent:

N. Adilov, J. Anderson, J. Badia, C. Bennett, A. Blackmon, C. Drummond, J. Egger, S. Elfayoumy, R. Friedman, A. Hare, T. Lewis, E. Mann, J. Mbuba, I. Nunez, D. Ohlinger, M. Perkins Coppola, J. Rusert, D. Schuster, S. Sun, K. Surface, J. Yoo

Guests Present:

N. Best, S. Carr, G. Casaburo, K. Fineran, A. Harrison, A. Livschiz, J. Papiernik, G. Petroviak, J. Rouleau, J. Rupp, T. Swihart, B. Tisdale

Acta

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

2. Approval of the minutes of September 14: The minutes were approved as distributed.

3. Acceptance of the agenda:

   E. Ohlander moved to accept the agenda.

   Agenda passed on a voice vote.

4. Reports of the Faculty Chairs:

   a. Past Chair (Presiding Officer):

J. Nowak: Welcome to our October 2026 Faculty Senate Meeting, I hope everyone is enjoying their semester thus far.

Everyone should be receiving via email, starting today, a Qualtrics Survey sent by our Clerk, Josh Bacon, requesting your suggestions and input regarding the development of a new University Campus Directory. Please share your considerations on this extremely important document that is needed as both an outward-facing public as well as internal resource.

I am also pleased to announce Staci Bougher from the Departments of Political Science & Economics has agreed to serve as our Faculty Senate Sergeant at Arms. Welcome Staci!

b. Chair (IFC Representative):

E. Ohlander: I am the IFC Representative for the Intercampus Faculty Council. This is the first time I have served. Intercampus Faculty Council is a faculty committee that is constituted at Purdue West Lafayette. It is defined in the Purdue West Lafayette governance documents. It pulls together faculty from West Lafayette and other folks from other offices there, as well as faculty from here on our campus and faculty from Purdue Northwest.

Basically, IFC is responsible for helping facilitate coordination between the shared faculty governance structures at the three campuses. It helps serve as a liaison between the three faculty senates. It is a way of giving updates over shared areas of concern.

For last meeting, Purdue Northwest discussed administrative bloat and post tenure review. Purdue West Lafayette discussed concerns over AI requirements. We also discussed briefly the idea of a common acceptance scheme for students applying to the Purdue system. For Purdue Fort Wayne, we talked about our enrollment and retention successes.

We have another meeting scheduled for next month. Please send me an email if you have anything you want me to communicate to IFC.

c. Chair-Elect (UPC Representative:

D. Miller: I am happy to report that during a meeting with Senate leadership, Provost Drummond indicated that he would be open to suggestions from the Senate on OAA Memo 2025-02, which is commonly known as the post tenure review policy on this campus. The Senate Executive Committee has tasked the Faculty Affairs Committee to examine the policy and offer revisions. I thank the FAC in advance for their important

work on this issue. I also request that we all assist them in a way a representative body of the faculty should. I urge all Senators to talk with their respective constituents, especially ones who went through the process last year, and ask them what they consider useful about the process, as well as what they consider lacking in the process. Then please pass those sentiments along to the FAC. The sad fact is post-tenure review is the law, maybe a little misguided in my opinion, but nevertheless we have to have some form of it. However, let's work to make the process as fair and faculty driven as we can.

5. Special business of the day:

   a. Memorial Resolution (Senate Reference No. 26-7) – T. Swihart

      T. Swihart read the memorial resolution for George Curry.

   b. Presentation on Summer Changes to the Organization – R. Elsenbaumer

      Over the summer, PFW primarily focused on filling positions vacated through retirements and resignations. Two of the most notable changes occurred within Human Resources and the Maintenance Division.

      The Human Resources Department underwent a structural realignment through the budget cycle. All department positions were evaluated against established pay bands and updated to include generalist duties alongside intentional scheduling overlap for better coverage. This reorganization included appointing Carol Coffee as the new Manager of HR Operations. Financially, these changes provided moderate salary increases only to the positions that took on extra duties, helping the department cut its overall budget by approximately $200,000 since 2023 and secure nearly $50,000 in savings for the current fiscal year.

      The Maintenance Division evaluated their operations, starting with a recommendation to establish a four-person Preventative Maintenance Team. While the department saw nominal staffing increases in some areas, it successfully eliminated two of its three vacant positions. Furthermore, leadership replaced the traditional second shift with two overlapping daytime shifts running from 6:00 a.m. to 2:00 p.m. and 10:00 a.m. to 6:00 p.m. This schedule adjustment successfully elevated employee morale, enhanced staff communication, and increased collaboration, and lower operational expenses by eliminating the second-shift pay differential.

   c. Presentation on New Student Orientation (Senate Reference No. 26-8) – G. Petroviak

      Please see attachment.

A. Nasr: First of all, I just wanted to say that I think your approach to this is very innovative and very creative. Having talked to other colleagues, I was just wondering how well did it all work? What was the feedback from our students and faculty? Can you share how well it worked?

G. Petroviak: Yeah. One thing that we are looking at for this year, we had done orientation the same way from 2020 to the summer of 2025, before it was one day orientation. We now have shorter orientation days, but there are more of them. We are meeting with the advisor teams to see how the shorter orientation days are going.

A. Nasr: I will just throw one more thing out. That very good Saturday downtown Fort Wayne at the Electric Works, the students very much seemed to be enjoying it.

6. Unfinished business: There was no unfinished business.

7. Committee reports requiring action: There were no committee reports requiring action.

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. Nominations and Elections Subcommittee (Senate Reference No. 26-5) – S. Buttes

       Senate Reference No. 26-5 (Point of Order Contesting Announced Election Results) was presented for information only.

    b. Curriculum Subcommittee (Senate Reference No. 26-6) – J. Rusert

       Senate Reference No. 26-6 (New Minor in Communication Sciences and Disorders) was presented for information only.

11. The general good and welfare of the University:

    A. Nasr: Is there any chance we can fix the sound in the room? It is really hard to hear!

    J. Nowak: Thank you for mentioning that, maintenance has been made aware of the acoustics issue. Is Greg Justice the person to contact?

    A. Mills: I will send him an email.

R. Elsenbaumer: I just wanted to thank all our academic units for the fantastic job you have done in helping our students and increasing our retention rates. We had record retention numbers. Thank you.

12. Adjournment: The meeting adjourned at 12:43 p.m.

Joshua S. Bacon
Senate Clerk

Senate Reference No. 26-7

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


NEW STUDENT ORIENTATION
RUNNING WITH THE HERD
PURDUE UNIVERSITY | FORT WAYNE

1. Students will be introduced to the university's history, traditions, and culture
2. Students will meet with an academic advisor, understand the courses they need to take, and complete the registration process
3. Students will develop a connection to the institution through interacting with fellow students, faculty, and staff
4. Students will familiarize themselves with campus
5. Students will understand the responsibilities and expectations of a student in order to be successful at Purdue Fort Wayne

MASTODON ORIENTATION 101 – Online self-guided orientation

MASTODON ADVISING – Meet with academic advisor to discuss courses

MASTODON ORIENTATION 102 – In-person or virtual New Student Orientation

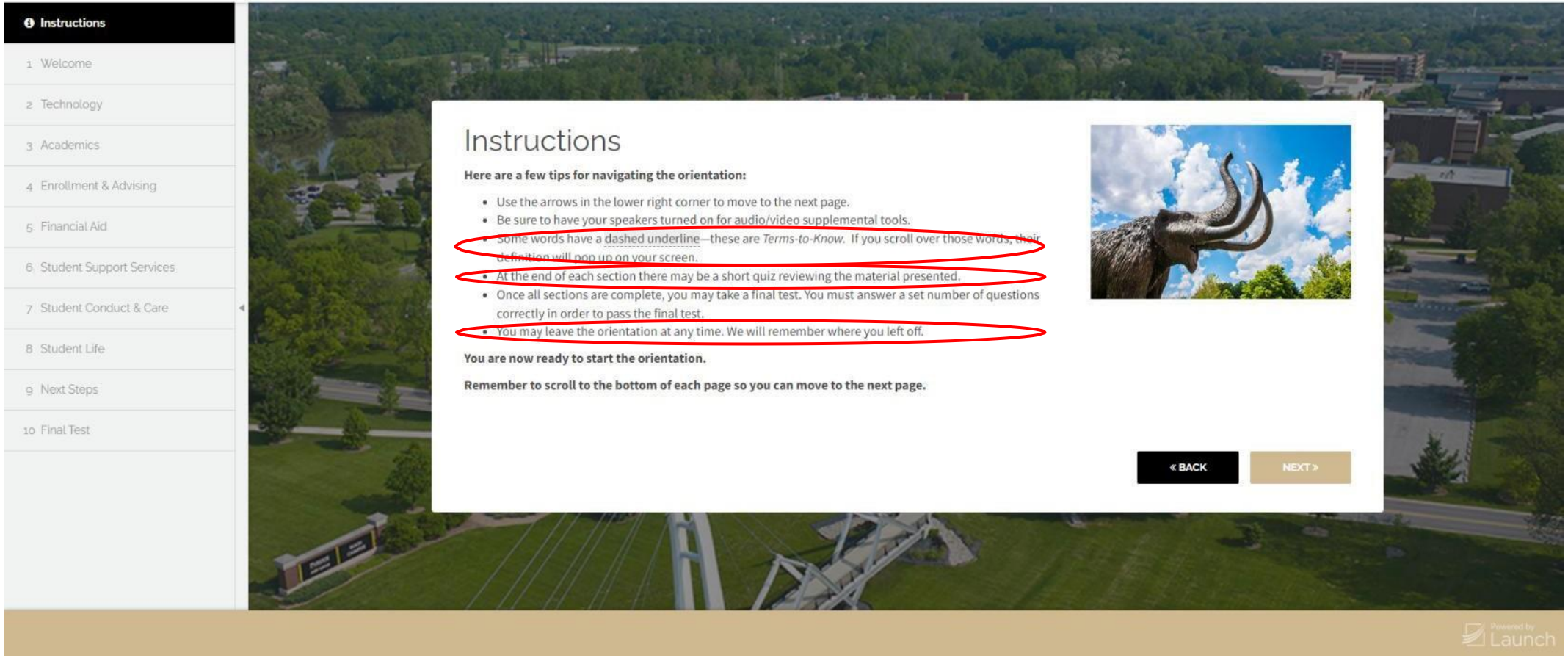
MASTODON ORIENTATION 103 – Welcome Weekend


MASTODON ORIENTATION 101
PURDUE UNIVERSITY | FORT WAYNE

MASTODON ORIENTATION 101

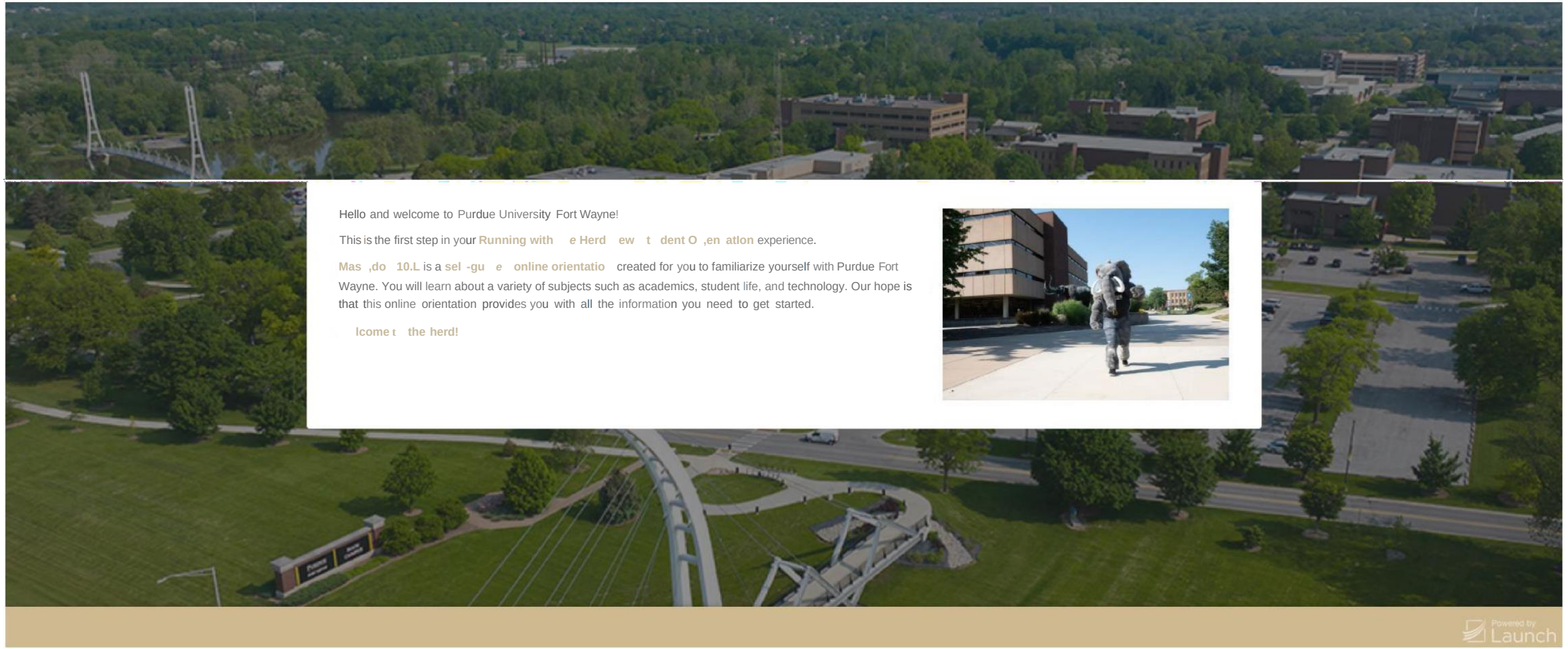
March 1, 2027
Mastodon Orientation 101 Opens
Beginning on March 1, students who have replied to their offer and paid their enrollment deposit will receive an email with a link to their self-guided orientation module. The link will also be available in their admission portal.

PURDUE UNIVERSITY FORT WAYNE | NEW STUDENT ORIENTATION



PURDUE UNIVERSITY.
FORT WAYNE

NEW STUDENT ORIENTATION



Hello and welcome to Purdue University Fort Wayne!

This is the first step in your Running with e Herd ew t dent O ,en atlon experience.

Mas ,do 10.L is a sel -gu e online orientatio created for you to familiarize yourself with Purdue Fort Wayne. You will learn about a variety of subjects such as academics, student life, and technology. Our hope is that this online orientation provides you with all the information you need to get started.

lcome t the herd!

Powered by Launch

PURDUE
UNIVERSITY.
FORT WAYNE


MASTODON ADVISING
PURDUE UNIVERSITY
FORT WAYNE


MASTODON ORIENTATION 102
PURDUE UNIVERSITY
FORT WAYNE

MASTODON ORIENTATION 102

Throughout the summer, we host orientations in-person and virtually to help students get acclimated to campus and connect with their peers. Content for this half day experience would include the following:

- Campus Resources and Student Organizations Resource Fair
- Learn about your Major Sessions
- Financial Aid and Paying for College informational sessions
- Campus Tours and Housing information sessions
- Student focused small groups and Parent and Family Sessions
- Other sessions to consider: IT, Student Health & Well-being, Civics Literacy


MASTODON ORIENTATION 103
MASTODON STAMPEDE
PURDUE UNIVERSITY | FORT WAYNE

MASTODON ORIENTATION 103

This four day student only extended orientation allows students to move onto campus early and experience college life before the first day of school.

- Class of 2030 Dinner with Alumni
- Pep Rally with Half Court Shot Competition
- Walmart Takeover
- Lunch with the Deans & Faculty
- College Orientations
- Mastodon Stampede down Mastodon Way
- Welcome Back BBQ
- Fort Wayne Fun Day
- Find your classes session
- Sunday Supper



PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Senate Reference No. 26-5
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

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