

**Questions for Chancellor Ron Elsenbaumer
Faculty Senate
Purdue University Fort Wayne
October 2024**

SENATE REFERENCE NO. 24-10

Question

As the university undergoes cuts and financial challenges, could the Administration kindly clarify the status of our affairs, particularly:

1. What is the budgetary shortfall during the 2023-2024 academic year?
2. What are the factors that caused this shortfall? Could you ascertain if and how Athletics' expenditures have contributed to this outcome?
3. How has this affected filling faculty lines, decreasing travel (and departmental?) budgets, and suspending or cancelling minors?
4. In light of the above, could the administration offer insights on whether or not some administrators received new titles and if such promotions were matched with salary increases?
5. If indeed the University is under a budgetary shortfall, how does the administration reconcile overspending, administrative raises (if so), and the future of our institution and its quality education under dire circumstances?

A. Nasr (on behalf of anonymous Communication member)

Response from Chancellor Elsenbaumer:

Regarding items 1 and 2 in the question, responses to these issues were provided by Vice Chancellor Glen Nakata to Faculty Senate in the meeting of April 22, 2024. Specifically, the information provided was contained in the minutes of the meeting, which are provided below. See pages 14-16 of the minutes for the April 15 and April 22, 2024 meetings for details. Additional information regarding if and how Athletics' expenditures have contributed to this outcome is provided in the Chancellor's Annual Athletics Report provided by the Faculty Athletics Representative, Michelle Parker, in Faculty Senate meeting held on November 11, 2024. A copy of that report is also provided for reference.

[Copy, Faculty Senate Minutes, April 15 and April 22, 2024.]

[Copy, Chancellor's Annual Report on Athletics, November 11, 2024.]

Minutes of the
Eight Regular Meeting of the Sixth Senate
Purdue University Fort Wayne
April 15 and 22, 2024
KT G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of April 15 and April 22
3. Acceptance of the agenda – J. Johns
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – B. Buldt
5. Report of the Presiding Officer – C. Lawton
6. Special business of the day
7. Unfinished business
 - a. Proposal for Revision Senate Bylaws, SD 23-11 – SAC, N. Younis (for action)
 - b. Commencement Ceremony Schedule, SD 23-19 – EPC, S. Hanke (for action)
 - c. Recommendation on Assigned Academic Work During Scheduled Breaks, SD 23-20 – EPC, S. Hanke (for action)
8. Committee reports requiring action
 - a. Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees, SD 23-30 – EC, J. Johns (for discussion/action)
 - b. Two Updates to SD 14-36 for Campus P&T Committee, SD 23-28 – FAC, W. Sirk (for action)
 - c. Update to SD 19-13 for Campus P&T Committee, SD 23-29 – FAC, W. Sirk
 - d. Updating Academic Regulations 9.4: Notice of Academic Notice, Separation and Readmission, SD 23-21 – EPC, S. Hanke (for action)
 - e. Clarifying Academic Regulations 5.1 and 5.2 Apply to 16-Week Courses, SD 23-23 – EPC, S. Hanke (for action)
 - f. Academic Calendar for 2027-2028, SD 23-24 – EPC, S. Hanke (for action)
 - g. Change to Academic Regulations 10.4: Graduation with Distinction, SD 23-25 – EPC, S. Hanke (for action)
 - h. Updating Resident Credit, SD 23-26 – EPC, S. Hanke (for action)
 - i. English Language Pathway to PFW, SD 23-22 – EPC, S. Hanke (for discussion/action)
9. New business

- a. PFW Faculty Senate Position on Conflict in the Middle East, SD 23-27 – A. Nasr (for discussion/action)

10. Question time

- a. RE: Budget Shortfall, SR 23-28 – M. Wolf
- b. RE: PFW Debt Collection Practices, SR 23-29 – A. Nasr
- c. RE: FAFSA Issues, SR 23-30 – S. Carr

11. Committee reports “for information only”

- a. Charge to Ask for Self-Removal from Committee, SR 23-31 – J. Johns
- b. Minor in Forensic Investigations, SR 23-26 – CRS, L. Roberts

12. The general good and welfare of the University

13. Adjournment*

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

Presiding Officer: C. Lawton
 Parliamentarian: C. Ortsey
 Sergeant-at-arms: S. Carr
 Assistant: J. Bacon

Attachments:

“Proposal for Revision Senate Bylaws - MAAS” (SD 23-11)
 “Commencement Ceremony Schedule” (SD 23-19)
 “Recommendation on Assigned Academic Work During Scheduled Breaks” (SD 23-20)
 “Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees” (SD 23-30)
 “Two Updates to SD 14-36 for Campus P&T Committee” (SD 23-28)
 “Update to SD 19-13 for Campus P&T Committee” (SD 23-29)
 “Updating Academic Regulations 9.4: Notice of Academic Notice, Separation and Readmission” (SD 23-21)
 “Clarifying Academic Regulations 5.1 and 5.2 Apply to 16-Week Courses” (SD 23-23)
 “Academic Calendar for 2027-2028” (SD 23-24)
 “Change to Academic Regulations 10.4: Graduation with Distinction” (SD 23-25)
 “Updating Resident Credit” (SD 23-26)
 “English Language Pathway to PFW” (SD 23-22)
 “PFW Faculty Senate Position on Conflict in the Middle East” (SD 23-27)
 “Question Time – re: Budget Shortfall” (SR No. 23-28)
 “Question Time – re: PFW Debt Collection Practices” (SR No. 23-29)
 “Question Time – re: FAFSA Issues” (SR No. 23-30)
 “Charge to Ask for Self-Removal from Committee” (SR No. 23-31)
 “Minor in Forensic Investigations” (SR No. 23-26)

Senate Members Present:

J. Badia, K. Barker, B. Berry, S. Bischoff, B. Buldt, R. Burton, Y. Deng, R. Elsenbaumer, R. Friedman, M. Hammonds, S. Hanke, J. Johns, S. Johnson, M. Jordan, D. Kaiser, M. Kirchner, J. Lawton, J. Leatherman, J. Li, H. Luo, D. Maloney, E. Mann, D. Miller, D. Momoh, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, E. Ohlander, H. Park, L. Roberts, B. Rueger, P. Saha, R. Shoquist, W. Sirk, J. Toole, L. Whalen, M. Wolf

Senate Members Absent:

N. Adilov, S. Cody, B. Dattilo, C. Drummond, S. Elfayoumy, C. Freitas, A. Khalifa, J. Lewis, V. Maloney, J. McHann, J. O’Connell, H. Odden, M. Perkins Coppola, A. Pinan-Llamas, S. Schory, K. Stultz-Dessent, K. Surface, D. Tembras, N. Younis, Y. Zhang

Guests Present:

A. Blackmon, S. Buttes, A. Dircksen, C. Huang, T. Grady, C. Marcuccilli, M. Parker, D. Patten, A. Schwab, P. Wallis

Acta

1. Call to order: C. Lawton called the meeting to order at 12:00 p.m.
2. Approval of the minutes of April 15 and April 22: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Johns moved to accept the agenda.

Motion to accept the agenda passed on a voice vote.

4. Reports of the Speakers of the Faculties:

- a. Deputy Presiding Officer:

N. Younis: Nothing to report.

- b. IFC Representative:

B. Buldt: Good afternoon, everyone!

My report from IFC, the Intercampus Faculty Council, can be brief. The split of IUPUI into “PIN” and “IUI” is almost done with few wrinkles left to ironed out. While PIN will be an extension of PWL, it is expected that IUI will be re-classified as an R1. This leaves us as PWL as the only metropolitan university in the Purdue System for the foreseeable future as the new Chancellor of PNW seems to have no ambition to get PNW re-classified. PWL Senate has put out a Qualtrics survey to solicit input from Faculty on how SB 202 should be implemented; once their results are in, we can use their data to guide our own thinking in the fall. Speaking of SB 202, we are still hopeful that we can have a joint statement made by Faculty Leadership and the Administration before the spring semester comes to a close.

My second set of remarks conflate my roles as Faculty Speaker and Chair of the Subcommittee Taskforce whose previous AY membership continued to

work throughout this AY on the revision of the Bylaws, which are on the agenda for today. Whether Senate approves of the proposed revision today or not, there will be more steps we think we need to take to improve the work of Senate. The reason is simple: we cannot expect committees to do important and meaningful work if they don't understand the expectations we have. This is why we plan to offer "Senate 101" workshops in the fall during on-duty week for all incoming Senators and incoming committee members but will also offer one-on-one sit-downs with all committee chairs who request it. If committees don't meet because their chairs don't know what to do, then we have to provide them with the training they need. In the end, we envision a Senate that in addition to its policy work and its advisory role will also create its own agenda to help advance the academic mission of our University. But this requires faculty who dedicate a fair amount of their time to faculty (self-)governance, or as it is called—somewhat misleading, I think—to service. Now the economic notion of rationality is the following: a person acts rationally if the person avoids a certain or a guaranteed loss, say, loss of money or of other resources. But as things stand currently, engaging in meaningful faculty governance on this campus guarantees you a certain loss, so we are forcing people to act irrationally. Not a good idea for a university, which should be a paragon of rationality. Something has to change. To be clear, I'm in no position whatsoever to announce anything, but what I can still say is that Faculty Leadership is at least hopeful that starting this fall we will have conversations about finding ways to better recognize those who engage in faculty governance.

Thank you!

5. Report of the Presiding Officer:

C. Lawton: As you will have seen, our agenda today is quite full. Because the April meeting (with possible continuation next week) is our last of the year and we would like to wrap up as much as we can, the Executive Committee has decided to suspend our new practice of introducing and discussing at one meeting and voting at the next and instead do both for some of the items at this meeting. One such item is the revision of Senate by-laws. Drafting of this proposal was an enormous undertaking and we owe gratitude to the Subcommittee Task Force for doing this work. The main goal was to reduce the number of subcommittees so that a smaller number of fewer faculty will be required to accomplish the work of the Senate. This is an issue close to my heart and brings me back to my very first PO remarks at the Senate meeting in September when I told you that I only stepped up to take the PO position after repeated calls for someone to step up. It was not something I aspired to in the last year of my career and also appeared to be a role that was unpleasant at times. But this turned out not to be the case at all; I have enjoyed being involved in the behind-the-scenes work and the actual leading of meetings. I thank you all for that and wish you a wonderful summer and the very best going forward.

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

7. Unfinished business:

a. Student Affairs Committee (Senate Document SD 23-11) – N. Younis

W. Sirk moved to take Senate Document SD 23-11 (Proposal for Revision Senate Bylaws - MAAS) off the table.

Motion to take Senate Document SD 23-11 (Proposal for Revision Senate Bylaws – MAAS) off the table passed on a voice vote.

Motion to amend with the following:

Page 3:

Deleting “We ask that Student Affairs notify the Senate Executive Committee to start the process of updating the Bylaws of the Senate. I have included the resolution in a separate document.”

Adding “After the resolution was sent to the Executive Committee, it was highlighted that adding a CSSAC seat would violate the faculty voting percentage on the sub-committee. There was also question as to if the Senior Women’s Administrator was a voting or non-voting member of the committee. She had never voted, but it was interpreted as she was a voting member.

The MAAS subcommittee has rewritten the membership requirement of the subcommittee to make it clearer and make sure that it is in alignment with the Voting Faculty percentage and passed with a unanimously (10-0).

Voting	Non Voting
8 Faculty	1 Athletic Director
1 FAR	1 Senior Women’s Administrator
1 Student	1 Compliance Officer
1 Alumni	
1 APSAC	
1 CSSAC	
Total Votes = 13	
Total Faculty Votes = 9	
Faculty % = 69%	

Page 4:

Adding “WHEREAS, adding a CSSAC representative would then put the Faculty Voting percentage out of compliance with the Senate Bylaws, we recommend reducing the Student Government representative from 2 to 1, as Student Government has had trouble appointing 2 members.

WHEREAS, there was confusion from the current by-laws if the Senior Women's Administrator was a voting or non-voting member of the committee."

Deleting "two students selected by the Student Government; the Faculty Athletics Representative (ex officio); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna appointed ex officio by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member; the senior women's athletic administrator; and the administrator of athletic programs (nonvoting).

The Presiding Officer of the Senate shall annually request the Student Government to select the student representatives ~~and~~, the Administrative Council to select the administrative/professional staff representative, and the Campus Support Staff to select a Support Staff representative. Student representatives shall serve staggered two-year terms with the terms to commence one week before the beginning of regular fall classes. The administrative/professional staff representative ~~and the Support Staff representative~~ shall serve for one year. The Faculty Athletics Representative shall serve as the chair of the committee."

Page 5:

Adding the "Faculty Athletics Representative (ex officio, voting, chair); the Athletic Director (ex officio, nonvoting), the senior women's athletic administrator (ex-officio, nonvoting); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna (voting) appointed by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member appointed by the Administrative and Professional Staff Advisory Council (voting) , a support staff member appointed by the Campus Support Staff Advisory Committee (voting); one student selected by the Student Government (voting). The Chair of the Senate shall annually request that Student Government select the student representative and they shall serve for one year term. The administrative/professional staff and the support staff representatives shall serve up to a two-year term. All terms to commence one week before the beginning of regular fall classes."

Motion to amend passed on a voice vote.

Amended resolution passed on a voice vote.

- b. Educational Policy Committee (Senate Document SD 23-19) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-19 (Commencement Ceremony Schedule).

Resolution passed on a voice vote.

- c. Educational Policy Committee (Senate Document SD 23-20) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-20 (Recommendation on Assigned Academic Work During Scheduled Breaks).

Resolution passed on a voice vote.

8. Committee reports requiring action:

- a. Executive Committee (Senate Document SD 23-30) – J. Johns

J. Johns moved approve Senate Document SD 23-30 (Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees).

C. Lawton moved for unanimous consent to give speaking privileges to Abe Schwab.

No objections to vote of unanimous consent.

Speaking privileges approved.

Resolution passed on a voice vote.

- b. Faculty Affairs Committee (Senate Document SD 23-28) – W. Sirk

W. Sirk moved to approve Senate Document SD 23-28 (Two Updates to SD 14-36 for Campus P&T Committee).

Resolution passed on a voice vote.

- c. Faculty Affairs Committee (Senate Document SD 23-29) – W. Sirk

W. Sirk moved to approve Senate Document SD 23-29 (Update to SD 19-13 for Campus P&T Committee).

Resolution passed on a voice vote.

- d. Educational Policy Committee (Senate Document SD 23-21) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-21 (Updating Academic Regulations 9.4: Notice of Academic Notice, Separation and Readmission).

Resolution passed on a voice vote.

- e. Educational Policy Committee (Senate Document SD 23-23) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-23 (Clarifying Academic Regulations 5.1 and 5.2 Apply to 16-Week Courses).

Resolution passed on a voice vote.

- f. Educational Policy Committee (Senate Document SD 23-24) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-24 (Academic Calendar for 2027-2028).

Resolution passed on a voice vote.

- g. Educational Policy Committee (Senate Document SD 23-25) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-25 (Change to Academic Regulations 10.4: Graduation with Distinction).

The meeting is suspended at 1:15 until noon, Monday, April 22, 2024.

Session II
(April 22)

Acta

Senate Members Present:

J. Badia, B. Berry, S. Bischoff, B. Buldt, R. Burton, B. Dattilo, Y. Deng, S. Hanke, S. Johnson, M. Jordan, M. Kirchner, J. Lawton, H. Luo, D. Maloney, V. Maloney, E. Mann, J. McHann, D. Miller, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, H. Odden, H. Park, M. Perkins Coppola, L. Roberts, R. Shoquist, W. Sirk, D. Tembras, J. Toole, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

N. Adilov, K. Barker, S. Cody, C. Drummond, S. Elfayoumy, R. Elsenbaumer, C. Freitas, R. Friedman, M. Hammonds, J. Johns, D. Kaiser, A. Khalifa, J. Leatherman, J. Lewis, J. Li, D. Momoh, J. O'Connell, E. Ohlander, A. Pinan-Llamas, B. Rueger, P. Saha, S. Schory, K. Stultz-Dessent, K. Surface

Guests Present:

P. Alexander, A. Blackmon, S. Buttes, T. Grady, R. Herrell, C. Marcucculli, D. Patten, T. Swim, P. Wallis, R. Wooley

C. Lawton reconvened the meeting at 12:00 p.m. on April 22, 2024.

- g. Educational Policy Committee (Senate Document SD 23-25) – S. Hanke

Resolution passed on a voice vote.

h. Educational Policy Committee (Senate Document SD 23-26) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-26 (Updating Resident Credit).

C. Lawton moved for unanimous consent to give speaking privileges to Terri Swim.

No objections to vote of unanimous consent.

Speaking privileges approved.

Resolution passed on a voice vote.

i. Educational Policy Committee (Senate Document SD 23-22) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-22 (English Language Pathway to PFW).

Resolution passed on a voice vote.

9. New business:

a. PFW Faculty Senate Position on Conflict in the Middle East (Senate Document SD 23-27) – A. Nasr

A. Nasr moved to approve Senate Document SD 23-27 (PFW Faculty Senate Position on Conflict in the Middle East).

B. Buldt moved to amend the title by changing it from “PFW Faculty Senate Position on Conflict in the Middle East” to “PFW Faculty Senate Position on World Crises.”

Motion to amend failed on a voice vote.

J. Badia moved to amend by changing the fourth “whereas” from “WHEREAS, Purdue University (WL) has yet to issue a statement, nor has PFW declared position on the crisis unfolding and how it impacts our community” to “WHEREAS, Purdue University (WL) nor has PFW have yet to issue statements.”

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

L. Roberts moved to amend “Committee reports “for information only” to add Senate Reference No. 23-26 (Minor in Forensic Investigations) to the agenda as item 11.b.

Motion to amend passed on a voice vote.

10. Question time:

C. Lawton moved for unanimous consent to allow speaking privileges for Ryan Wooley, Ron Herrell, Polly Wallis, and Allyson Mills.

No objections to vote of unanimous consent.

Speaking privileges approved.

Questions answered in reverse order.

c. (Senate Reference No. 23-30) – S. Carr

Given recent issues involving the Free Application for Federal Student Aid (FAFSA), can PFW administration explain what concrete steps or measures it has put into place so that students enrolled for fall semester will have full and timely access to any and all aid packages for which those students are eligible? Beyond extending student commitment deadlines to 30 June, what additional flexibility will the university have in place for fall so that students do not experience compounded financial hardship due to delays, glitches, and confusion that clearly went or will go beyond their control?

R. Elsenbaumer: (Answer delivered via email and read by C. Lawton).

The FAFSA Simplification Act, which is being implemented by the U.S. Department of Education, has caused major disruption to universities and colleges nationwide. Some institutions may see as much as a 30% decline in enrollment owing to this major disruption in awarding financial aid. The issues associated with the Department of Education rollout have brought about major changes and major delays in how financial aid is allocated to students. While this is having a profound effect on Purdue Fort Wayne and our students, our institution is addressing concerns head-on. Nonetheless, there is a significant unknown as to how this might impact our enrollments and revenue projections for this coming Fall semester, and thus our budget planning.

Despite challenges at the Department of Education—including multiple delays and inaccuracies—our Office of Financial Aid has been committed to supporting students through the process. Initiatives include extending scholarship deadlines, proactive communication with current and prospective students, FAFSA Completion Events, and Banner system upgrades. Despite the federal delays, our Financial Aid team has been ensuring accurate information for students as timely as possible.

The Office of Financial Aid's current plan is to send award letters to students and have their financial aid posted by the end of April or early May. Meanwhile, emergency funds are available for students in need. More on that to follow below.

Let me outline several initiatives that the university is actively pursuing to ensure that we offer support for our students during this transition:

- The deadline for Purdue Fort Wayne Scholarship consideration has been extended from June 1, 2024 to August 1, 2024. This most likely will considerably delay student decisions and may negatively impact enrollments for Fall.
- Both the Office of Admissions and the Office of Financial Aid have been communicating with prospective students who are eligible for the PFW Scholarship before finalizing students' financial aid packages. Previously, students were informed of their PFW Scholarship at the time of receiving their complete financial aid award. So, at least prospective students are getting some indication of what financial aid PFW will provide to possibly help students with a timely decision to attend.
- As reported multiple times since January via sources such as the *Don Life* student newsletter, the *Inside PFW* faculty and staff newsletter, the twice-weekly *What It Takes* emails to students, and local and state media outlets, the Office of Financial Aid has organized multiple FAFSA support and completion events to assist current and prospective students, as well as parents and members of the community.
- The Office of Financial Aid, in collaboration with the Banner Steering Committee, comprised of representatives from various university departments including the Registrar's Office, Student Information Systems, Bursar's Office, Information Technology Services, and Admissions, has been diligently implementing Banner upgrades as they are released by Ellucian, Banner's parent company. Several weekends have been dedicated to installing, testing, and resolving any issues encountered.
 - It's important to note: Just as students and higher education institutions have experienced delays in receiving information from the Department of Education, third-party vendors have also faced delays in obtaining the necessary information to update their systems, resulting in delayed access to Banner upgrades from Ellucian. Banner has now been upgraded at PFW, and testing has begun. The upgrades were successfully implemented and in production on April 12, enabling the Office of Financial Aid to begin testing their ability to award aid. Official award letters are expected to be delivered to students by the end of April or early May.
 - A tremendous commendation is well-deserved for the ongoing dedication and prompt action of this group in ensuring that our university systems are updated with the most accurate and up-to-date information.
- Once award letters begin being distributed and aid is posted to student accounts, the Office of Financial Aid will maintain its commitment to providing student support and advocacy while also remaining available to address any questions or concerns

students may have.

- For students facing extenuating circumstances and additional financial burdens, the university has established two funds to provide support—emergency funding, as well as additional funds for students nearing completion of their degree but requiring additional financial assistance.

The Financial Aid team is well-equipped and committed to ensuring our students receive the support they need as they make this significant investment in themselves.

B. Buldt: How much money set aside was used to help students complete their degrees?

R. Wooley: The funds for the emergency, I believe, have roughly a \$25,000 balance. That is for each year.

b. Senate Reference No. 23-29 – A. Nasr

According to a [report from WANE-15](#), PFW sues more students in small claims court than any other public university in the state; PFW charges as much as 33% interest on defaulted loans (according to the WANE-15 report); the majority of students sued by PFW are low income. By way of comparison, in 2023, PFW filed 340 lawsuits in small claims court and PWL filed one.

Aside from the glaring ethical issues, PFW's debt collection practices are antithetical to who the institution claims to be. This appears to violate institutional DEI policies as it marginalizes a financially disadvantaged group.

1. How is the institution being diverse, inclusive, and equitable when it targets low income students in small claims court?
2. Could the Administration please explain PFW's debt collection practices and corresponding data to provide clarity on this important issue?
3. Higher education is already under scrutiny. How does suing low income students in Northeast Indiana combat shrinking enrollment?
4. How many of the students sued completed a degree program and how many did not? How many sued students retained legal representation? How many sued students received a default judgment in favor of PFW? How many sued students, after being ruled against, had wages garnished? How many sued students transferred to another school? How many sued students dropped out of higher education? What are average judgment amounts?

R. Elsenbaumer: (Answer delivered via email and read by C. Lawton).

Purdue Fort Wayne is committed to the success of its students, including financial success. To that end, the university makes every effort to help students achieve an education that is both attainable and affordable.

We are especially proud of the fact that Purdue Fort Wayne students are not saddled with enormous debt following graduation. Our students graduate with average debt of just over \$12,000, compared to the national average of \$20,000. Additionally, the loan default rate for our students is only 2.6 percent, compared to the national average of 7 percent. These are strong indicators of the financial health and well-being of our students following graduation and a testament to the fact that the university helps students steward their financial resources—including financial aid, grants, and scholarships—throughout their college journey.

This includes providing students with ample opportunities to avoid having their accounts become delinquent. First and foremost, all students are offered the option of enrolling in a payment plan if they anticipate financial hardships or are having difficulty keeping their account current. This is perhaps the best way for a student to help mitigate their financial obligation and avoid having their account become delinquent. Any student enrolled in a payment plan and current on payments will not have any holds placed on their account.

The dollar value of delinquent accounts is not insignificant. From 2010 to 2024, delinquent accounts totaled \$26.7 million. As of February 2024, about \$15.5 million of that amount had been collected. The remaining uncollected debt—any uncollected debt—is a direct financial hit on the university’s bottom line. Purdue Fort Wayne, as a state-operated business, is not budgeted to absorb such losses. This loss of tuition revenue has a direct effect on the financial well-being of the university’s academic enterprise, including faculty salaries and merit increases.

If a student does end up with an account that has become delinquent, at the end of the semester the student will begin receiving a paper invoice mailed to them monthly. Should a student fail to pay the invoice or make payment arrangements, they will then be sent a notice requesting payment within 30 days. If there is still no action by the student, a final notice is sent requiring payment within 10 days.

If none of these actions are successful, the university takes the final step of referring delinquent accounts to an attorney. Only accounts with balances exceeding \$500 (over four long semesters) or balances exceeding \$1,000 (over one long semester) are referred to an attorney. Then and only then, will the attorney send the student a letter and proceed with a lawsuit in small claims court.

Any decision to involve the court system is made as a last resort and only after the university has determined that its multiple attempts to work with the student or their family to establish a manageable resolution have been rejected or ignored. It should also be noted that the university no longer places any holds on transcripts or diplomas for non-payment.

- a. Senate Reference No. 23-28 – M. Wolf

There has been considerable discussion in official and unofficial meetings on campus of a significant, critical, and unexpected shortfall in the university's budget. The shortfall has triggered the suspension of academic searches, disrupted the strategic procedural decisions on position requests of at least one college, and the closing of a minor program out-of-line with university procedures. The issue is that numerous narratives have emerged about the scale of the shortfall (from \$1 million to \$10 million) as well as the cause of the shortfall (pressing facilities maintenance costs, expenses beyond budget for Athletics). Given that the shortfall has wrongly negatively influenced the academic mission of the university and narratives have spread that are full of inaccuracies, can the administration:

- Detail the shortfall relative to budget expectations discussed in the November 2023 Fort Wayne Senate meeting.
 - What is the size of the shortfall?
 - What are the specific causes of the unexpected shortfall?
 - Why were these unexpected?
- How have Athletics spending and unexpected building repairs contributed to this shortfall, and what were the respective dollar amounts involved?
- What dollar amount will Academic Affairs have to cover, and what is this amount reflected as an overall percentage of Academic Affairs' budget?
- In particular, the year-end cash balances, reserve balances, and CFI were indicated to be healthy in the Fall 2023 report to the Senate (see PowerPoint slide). Why are reserves not a source of covering the shortfall rather than dipping into the already too small \$200,000 of new funding toward Academic Affairs for new positions, when the university had promised to begin addressing the backfilling of academic positions that we have not rehired in recent years?

The primary mission of this comprehensive regional university is to provide a comprehensive education to this region's students and others that we can draw. We are diminishing our comprehensiveness without a sufficient understanding of the financial reasons for doing so.

N. Younis moved to extend the meeting by ten minutes.

Motion to extend the meeting passed on a voice vote.

R. Elsenbaumer: (Answer delivered via email and read by C. Lawton).

Universities across the country have been struggling with budget challenges and shortfalls following the COVID-19 pandemic, and Purdue Fort Wayne is no exception.

Federal Higher Education Emergency Relief (HEERF) funding provided much-needed relief to public universities grappling with the financial repercussions of the COVID-19 pandemic. PFW utilized these HEERF funds to strengthen our efforts to retain students and minimize the negative financial impacts of the pandemic.

It is against that backdrop that Purdue Fort Wayne finds itself projecting short-term budget issues here at the end of this fiscal year. While this situation is unfortunate and will require immediate attention, it is important to stress that we are not anticipating a major disruption to campus operations—rather, a wake-up call and a reality check.

We have the wherewithal to manage our way through this. We are confident we can rectify the situation, both for the short-term and the long-term, if we work together and take necessary corrective steps during the remaining months of this fiscal year and in our planning and spending habits for FY 2025.

For the current fiscal year, we budgeted for a \$3,000,000 deficit to cover some essential needs. This included spending \$1,200,000 from reserves to fund the PFW Scholarship program and another \$300,000 to cover other one-time expenses that were identified by academic and administrative units as high priorities. The additional \$1,500,000 of spend used the carry-forward balance of state funding to support our academic expansion initiative.

Based on current spending trends, however, the university is projecting an additional deficit that could range from \$2,300,000 to \$3,800,000 by fiscal year end. While the vast majority of the deficit spending has been unavoidable and directly supports our students, our academic enterprise, campus safety, and critical infrastructure, it is not sustainable.

Our immediate focus and goal must now be to mitigate the potential of the projected deficit.

First, we need to acknowledge that the current budget situation can be attributed to two primary factors, both of which we will be addressing going forward:

- Costs associated with unanticipated expenses, emergency repairs, and critical maintenance. For the future, we will work closely with affected units to be sure that relevant budgets are realistic, that reasonable contingencies are built in, and that expenditures are more closely scrutinized.
- Overspending from allocated budgets and reserves by some units. It is incumbent upon each of us to be good stewards of university funds that we have been entrusted with. We will be taking a very close look at these instances on an individual basis to determine if corrective action is needed.

In order to lessen the potential impact of the projected deficit, we are implementing some short-term strategies and practices to help conserve financial resources and control spending through the end of the current fiscal year on June 30.

- Effective immediately, all purchases, regardless of amount, will require appropriate signoffs via a Purchasing Approval Form that is being distributed to all budget managers. Purchases of \$10,000 and above will require review and approval by the Chancellor's Cabinet and Purchasing.
- We are urging all campus leaders to seriously consider which major expenditures are essential for the remainder of the current fiscal year, which ones can be deferred to FY 2025, and which ones could be considered for elimination.

The very reason we develop annual budgets across the university is to anticipate financial needs and expenditures for the year ahead. In most cases, this works well. However, there will always be unanticipated emergencies and extenuating circumstances that cannot be avoided. Our goal and our responsibility are to budget wisely, ensure compliance, and build sufficient reserves to more effectively deal with these types of occurrences.

As we continue to manage the current budget situation, we also are in the final phase of developing budgets for FY 2025. We are emphasizing the expectation that all units must, at a minimum, operate within their allocated budgets.

Finally, we should all be cognizant of the fact that Purdue Fort Wayne is in many ways a fragile institution without deep pockets and multiple revenue streams. As an institution that depends so heavily on tuition revenue, our efforts must continue to be focused on increasing our student population to levels that are necessary to support not just our academic and administrative operations, but also our aspirations. This is critical to the university's long-term financial security.

M. Wolf: I still have a lot of questions, but we don't have time to deal with this. There is more at stake.

11. Committee reports "for information only":

- a. Faculty Affairs Committee (Senate Reference No. 23-22) – W. Sirk

Senate Reference No. 23-22 (Formal Joint Appointment Policy Request) was presented for information only.

- b. Curriculum Review Subcommittee (Senate Reference No. 23-26) – L. Roberts

Senate Reference No. 23-26 (Minor in Forensic Investigations) was presented for information only.

12. The general good and welfare of the University:

J. McHann: The Nominations and Elections Committee wants to remind everybody that the Qualtrics survey that Josh sent out to nominate for committees is due on April 29. We still have several very important committees for which we need Senators to nominate. So much work has been done to try to reorganize the Senate committees. We are all busy with final exams coming up, but we really need to pay attention to this Qualtrics survey.

13. Adjournment: The meeting adjourned at 1:23 p.m.

Joshua S. Bacon
Assistant to the Faculty

TO: Fort Wayne Senate
FROM: Stephen Buttes, Chair of the Student Affairs Committee
DATE: 11/17/2023
SUBJ: Proposal for Revision Senate Bylaws

WHEREAS, the Mastodon Athletics Advisory Subcommittee (MAAS) received the below charge from the Senate Executive Committee to consider its membership and composition as stated in the Senate Bylaws; and,

WHEREAS, the MAAS approved the resolution below to change the Senate Bylaws to meet the charge the Senate Executive Committee sent to it; and,

WHEREAS, the MAAS, as a subcommittee of the Student Affairs Committee (SAC), sent their resolution to the SAC for review; and,

WHEREAS, the members of the SAC requested no revisions to the MAAS resolution;

BE IT RESOLVED, that the Senate consider the proposed change in membership composition outlined in the MAAS resolution; and,

BE IT FURTHER RESOLVED, that the Senate's approval of this resolution shall be considered an approval of the MAAS resolution below.

MEMORANDUM

To: Michelle Parker;
Chair, Mastodon Athletics Advisory Subcommittee

And

Stephen Buttes;
Chair, Student Affairs Committee

From: Jay Johns
Chair, Executive Committee of the Fort Wayne Senate

Date: October 2nd, 2023

Subj: Charge to Consider CSSAC Representation on Mastodon Athletics Advisory Subcommittee

Dear Mastodon Athletics Advisory Subcommittee:

The Campus Support Staff Advisory Committee (CSSAC) has asked the Senate Executive Committee to consider adding a seat to the Mastodon Athletics Advisory Subcommittee so they can have representation. It is noted that the Administrative & Professional Staff Advisory Council (APSAC) already has a standing seat on the Mastodon Athletics Advisory Subcommittee.

The Executive Committee hereby asks you to work on the following charges:

- (1) Consider adding a CSSAC seat to the Mastodon Athletics Advisory Subcommittee.
- (2) Report the decision to the Student Affairs Committee (SAC) by the end of November 2023. The SAC will notify the Senate Executive Committee. If the decision is to add a CSSAC seat to the Mastodon Athletics Advisory Subcommittee, the Senate Executive Committee can start the process of updating the Bylaws of the Senate.

Sincerely,



Jay Johns

Chair, Senate Executive Committee

MEMORANDUM

To: Stephen Buttes;
Chair, Student Affairs Committee

From: Michelle Parker
Chair, Mastodon Athletics Advisory Subcommittee (MAAS)

Date: March 20, 2024

Subj: Change to the Membership of the MAAS in the Bylaws

Dear Student Affairs Committee:

The Mastodon Athletics Advisory Subcommittee (MAAS) received a charge from the Senate Executive Committee on October 2, 2023 to consider adding a Campus Support Staff Advisory Committee (CSSAC) seat to MAAS so they can have representation. MAAS unanimously (7-0) agreed to add a CSSAC seat to MAAS at our meeting on October 6, 2023.

After the resolution was sent to the Executive Committee, it was highlighted that adding a CSSAC seat would violate the faculty voting percentage on the sub-committee. There was also question as to if the Senior Women’s Administrator was a voting or non-voting member of the committee. She had never voted, but it was interpreted as she was a voting member.

The MAAS subcommittee has rewritten the membership requirement of the subcommittee to make it clearer and make sure that it is in alignment with the Voting Faculty percentage and passed with a unanimously (10-0).

<u>Voting</u>	<u>Non Voting</u>
8 Faculty	1 Athletic Director
1 FAR	1 Senior Women’s Administrator
1 Student	1 Compliance Officer
1 Alumni	
1 APSAC	
<u>1 CSSAC</u>	
Total Votes = 13	
Total Faculty Votes = 9	
Faculty % = 69%	

Sincerely,



Michelle R. Parker
Chair, Mastodon Athletics Advisory Sub-committee

TO: Stephen Buttes, Chair of the Student Affairs Committee
FROM: Michelle Parker, Chair of the Mastodon Athletics Advisory Subcommittee
DATE: 3/20/24
SUBJ: Proposal for Revision Senate Bylaws

WHEREAS, the Senate Bylaws currently state in Section 5.3.4.3.1 under the Mastodon Athletics Advisory Subcommittee heading:

5.3.4.3.1.	<p>Membership: The Mastodon Athletics Advisory Subcommittee shall consist of eight Voting Faculty and lecturers elected by the Senate in such manner that at least four of the Major Units shall be represented; two students selected by the Student Government; the Faculty Athletics Representative (ex officio); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna appointed ex officio by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member; the senior women’s athletic administrator; and the administrator of athletic programs (nonvoting).</p> <p>The Presiding Officer of the Senate shall annually request the Student Government to select the student representatives and the Administrative Council to select the administrative/professional staff representative. Student representatives shall serve staggered two-year terms with the terms to commence one week before the beginning of regular fall classes. The administrative/professional staff representative shall serve for one year. The Faculty Athletics Representative shall serve as the chair of the committee.</p>
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WHEREAS, to gain perspective from multiple areas of the campus, the Mastodon Athletics Advisory Subcommittee would like to change the Senate Bylaws and add a Campus Support Staff Advisory Committee (CSSAC) representative to the subcommittee.

WHEREAS, the Mastodon Athletics Advisory Subcommittee already has representation from each unit on campus, including the Administrative & Professional Staff Advisory Council (APSAC)

WHEREAS, adding a CSSAC representative would then put the Faculty Voting percentage out of compliance with the Senate Bylaws, we recommend reducing the Student Government representative from 2 to 1, as Student Government has had trouble appointing 2 members.

WHEREAS, there was confusion from the current by-laws if the Senior Women’s Administrator was a voting or non-voting member of the committee.

BE IT RESOLVED, that section 5.3.4.3.1 of the Senate Bylaws is updated to state:

5.3.4.3.1.	"5.3.4.3.1. Membership: The Mastodon Athletics Advisory Subcommittee shall consist of eight Voting Faculty and Lecturers elected by the Senate in such manner that at least four of the Major Units shall be represented; the Faculty Athletics Representative (ex officio, voting, chair); the Athletic Director (ex-officio, nonvoting), the senior women’s athletic administrator (ex-officio, nonvoting); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna (voting) appointed by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member appointed by the Administrative and Professional Staff Advisory Council (voting) , a support staff member appointed by the Campus Support Staff Advisory Committee (voting); one student selected by the Student Government (voting). The Chair of the Senate shall annually request that Student Government select the student representative and they shall serve for one year term. The administrative/professional staff and the support staff representatives shall serve up to a two-year term. All terms to commence one week before the beginning of regular fall classes.
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In Favor

Against

Abstain

Michelle Parker
Troy Tonner
Roy Danielian
Talia Bugel
Michelle Shaw
Jens Clegg
Nurgul Aitaliev
Julia Smith
Barton Price
Kate White

MEMORANDUM

Approved, 4/15/2024

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 2/12/2024
SUBJ: Commencement Ceremony Schedule

WHEREAS SD 22-25 charged the Education Policy Committee (EPC) to complete its information-gathering process related to scheduling an alternative weekend date for the commencement ceremony,

WHEREAS the EPC discussed the issue with Jerry Lewis (VC Communications & Marketing) and Marcus Weemes (Executive Director of Housing),

WHEREAS the EPC believes that the information provided indicates the net benefits (e.g., utilized venue, operational demands on PFW employees, minimizing scheduling conflicts, housing costs) by Jerry Lewis and Marcus Weemes on the following pages supports maintaining the current commencement ceremony schedule of the Wednesday following the conclusion of finals week,

BE IT RESOLVED that PFW maintain its current commencement ceremony schedule of the Wednesday following the conclusion of final exams.

- In order to have a Ceremony there on a Sunday, this setup would ideally have to begin on a Friday evening; a Saturday ceremony would require setup to begin on a Thursday evening. These are prime rentable days and nights for the Coliseum and Expo Center for concerts, trade shows, and other events. Even if we could find weekends in future years that the space is available, it would be at a premium price.
- The Sunday following the current Wednesday Commencement Ceremony dates is usually Mother's Day. That would be a very unpopular weekend to schedule a Commencement Ceremony.

STAFFING ISSUES

- A weekend Commencement Ceremony would require having a significant number of university staff work off hours and beyond their normal work schedules. It's already a challenge to adequately staff for the setup, ceremony, and celebration/after-party.
- Additionally, a large number of staff and volunteers are hourly employees who would need to be paid overtime, thus resulting in additional expense.

IMPACT ON GRADUATING STUDENTS AND THEIR FAMILIES

- Moving the Commencement Ceremony to a weekend would impact students and families of various religious faiths who have observances, services, and gatherings on Saturdays and Sundays.
- Moving the Commencement Ceremony to a weekend would impact families with children who have sporting events and club activities that meet on Saturdays and Sundays.
- Having the Commencement Ceremony at a later date than currently scheduled could have an impact on international students who might incur additional costs to extend their stay in the country.

Information provided by Marcus Weemes

- Housing Operational Costs would increase (utilities and extra staffing due to having additional students in all buildings) creating also a shorter period of time for summer camps, conferences and summer interns that help offset the costs for students during the academic year by delaying the arrival by over a week and a half from the current ceremony. This could also add additional costs for having vendors come in to flip and prepare rooms for summer and fall.
- We are already providing all graduating students 5 nights of free housing beyond their housing contract which is at least ~\$135 per student.
- In an ideal world for operations if Graduation could be the weekend of finals that would create the least friction on our operations and actually improve our ability to serve students (preparing for transition to summer housing/interns/summer camps). This has been my first institution that has had graduation beyond Sunday of Finals Week.

MEMORANDUM

Approved, 4/15/2024

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 2/12/2024
SUBJ: Recommendation on Assigned Academic Work During Scheduled Breaks

WHEREAS the Executive Committee of the Faculty Senate tasked the Educational Policy Committee to create a proposal to address the assignment of academic coursework and exams over scheduled breaks such as Fall Break, Thanksgiving Break, and Spring Break.

WHEREAS the aforementioned scheduled breaks are placed throughout the academic year intentionally to provide students rest and a break from coursework.

BE IT RESOLVED that it is best practice and it is strongly recommended that faculty not schedule a graded exam, quiz, or other graded assignment that is only available to students and due solely over a scheduled break; and

BE IT FURTHER RESOLVED that students be made aware (via the syllabus and/or other instructional materials) of course-level assignment schedules, requirements and expectations, including the expectation that students be prepared for exams and/or assignments on the scheduled dates following a break.

Recommendation on Assigned Academic Work During Scheduled Breaks

The Educational Policy Committee considers it best practice and strongly recommends that instructors not schedule a graded exam, quiz, or other graded assignment that is only available to students and due solely over a scheduled break. While students should always be prepared for class, framing assignments in such a way that requires academic work over Fall Break, Thanksgiving Break, and Spring Break is strongly discouraged. Students should be given sufficient time to carry out assignments without being required to devote their breaks to such coursework.

The following exceptions may apply:

- Students are expected to be prepared for class sessions that meet immediately after scheduled breaks, for example, by keeping up with reading assignments during scheduled breaks as normally expected;
- Students who have been granted extensions through scheduled breaks for graded academic coursework may find it necessary to complete such coursework or prepare for such assessments over break;
- Courses with a travel/field or clinical component may expect students to conduct such academic coursework during scheduled breaks.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Fort Wayne Senate Executive Committee
DATE: April 8, 2024
SUBJ: Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees

WHEREAS, the Executive Committee charged the Subcommittee Task Force in SR 21-32 to review, and propose necessary changes to, the structure of the Senate's committees and subcommittees for the reasons outlined in that resolution; and

WHEREAS, the members of the Subcommittee Task Force have worked since September 2022 to produce a set of suggestions along these lines; and

WHEREAS, the Executive Committee has received this set of proposed amendments to the Bylaws and wishes to place it before the entire Senate;

BE IT RESOLVED, that the Senate approve the Bylaws amendments contained within this resolution; and

BE IT FURTHER RESOLVED, that these amendments go into effect immediately upon their adoption by the Senate.

In response to SD 17-20, which calls for the establishment of goals and measures for athletics, it was discovered in the Faculty Senate archives that such measures and a method for reporting on such measures already exists in the form of SD 03-19. This document calls for an annual report by the Chancellor with set criteria and measures. The document calls for a report and presentation before the Faculty Senate each fall. Some of the measures called for are no longer relevant. This report is created for academic year 2022-2023 which is a year behind because EADA data is not available for 2023 until after the fall deadline of this report. If the Faculty Senate wishes to amend SD 03-19 to change or add other metrics or the timing of the report, it may do so following the established faculty governance system. This report contains a best-faith effort at addressing each metric and request. The intention of the Office of the Chancellor is to issue this report and present it to the Faculty Senate each fall.

The report also has attached the Athletics Departments Annual Report from that same year.

Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics

2022-2023

As requested in SD 03-19 following is the Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics for the academic year 2022-2023.

Metrics:

1. Percentage and dollar amount of athletic scholarships funded from PFW administered scholarship funds.

Percentage of Athletic Scholarships compared to total scholarship funds: 13.3%

Dollar amount of Athletic Scholarships (does not include Summer 2023): \$2,587,238.51

Total University Aid: \$21,694,856

2. Percentage and dollar amount of athletic scholarships funded from the Chancellor's Merit Scholarship Fund.

This metric is now irrelevant as this type of scholarship has been eliminated. Academic Aid is awarded unrelated of Athletic Aid and therefore is not funding Athletic Aid.

3. Fees per credit hour used in support of intercollegiate athletics.

A student fee of \$9.33 per credit hour is used in support of athletics.

4. Percentage of total athletic budget funded by student fees.

Student fees fund 15.73% of total expenses.

5. Total dollar amount of costs of coaching staff and support personnel allocated to the general fund.

This metric is now irrelevant as a general fund subsidy is sent to athletic accounts. Determining how much of the subsidy is specifically attributed to salary and benefits cannot be determined.

6. Surplus or deficit in annual athletic budget as shown on the EADA report.

2022-2023 Surplus of \$906,704

7. Number of “major infractions” assessed by the NCAA in the past ten years.

The university has had one major violation in the last ten years. It was self-reported to the NCAA and was reviewed through the cooperative summary disposition process, with the infraction’s decision occurring on November 24, 2015. The university was given two years of probation and monitoring for the infraction. The probationary period was completed successfully, and the university has no current major infractions.

Secondary infractions are isolated and limited in nature and often inadvertent. Institutions are obligated to monitor their athletics programs and are required to report even the smallest of infractions. At Purdue Fort Wayne, we emphasize and cultivate a culture of self-reporting as we are committed to operating in a manner consistent with the letter and spirit of NCAA, Horizon League, MIVA and institutional rules and regulations. The NCAA considers an institution’s track record of self-reporting as a potential mitigating factor when deciding sanctions. Institutions that report no secondary infractions are scrutinized heavily. In 2022-2023, we submitted two secondary infractions: one related to transfer recruiting and one related to tryouts involving prospective student-athletes.

8. Win/Loss records in the various sports offered.

1. As of May 25, 2024:

	Baseball			MBB		WBB		MSOC			WSOC			MVB		WVB			Softball			Department			Pct.
	W	L	T	W	L	W	L	W	L	T	W	L	T	W	L	W	L	W	L	T	W	L	T		
2023-24	19	37	0	23	13	23	13	7	6	4	5	7	6	14	12	10	20	14	33	0	115	141	10	0.4511278	
2022-23	13	43	0	17	15	14	19	2	10	3	9	4	6	16	13	9	20	17	32	0	97	156	9	0.3874046	
2021-22	18	36	0	21	12	9	21	5	9	2	5	8	6	17	13	8	23	7	42	0	91	161	8	0.3587786	
2020-21	11	35	0	8	15	1	22	3	6	0	3	5	1	6	9	10	7	12	27	0	54	126	1	0.30110497	
2019-20	5	10	0	14	19	5	24	3	15	0	4	10	4	10	7	18	15	3	21	0	62	121	4	0.34224598	
2018-19	7	45	0	18	15	7	22	10	8	1	4	12	3	17	12	18	14	10	39	0	91	167	4	0.35496183	
2017-18	11	37	0	18	15	4	24	5	9	4	1	17	0	18	11	12	19	19	35	0	88	167	4	0.34749034	
2016-17	9	43	0	20	13	5	24	9	9	0	3	14	2	5	23	13	18	12	36	0	76	180	2	0.29844961	

9. Graduation Rates for the 6-year cohort period for student-athletes, with a comparison to the institution's graduation rate.

IPEDS Graduation Rate Surveys	<u>All Students</u>	<u>Student-Athletes</u>
2015-2016 Cohort	38%	77%
4-class average thru 2015	39%	62%

10. Student-Athlete GPA for the most recent fall and spring semesters.

	<u>All Students</u>	<u>Student-Athletes</u>
Fall 2022 GPA	2.88	3.22
Spring 2023 GPA	2.95	3.21

11. Attendance at athletic events.

Average single game attendance:

Sport	2021-22	2022-23	2023-24
<i>Women's Basketball</i>	589	501	724
<i>Men's Basketball</i>	1,109	1,450	1,255
<i>Women's Volleyball</i>	390	277	478
<i>Men's Volleyball</i>	448	542	663

Note: Attendance records are not kept for other sports and admission is free.

ESPN+ Viewership

	2021-21	2022-23	2023-24
Total number of home events broadcast	62	69	77
Total online minutes viewed	2,300,000	3,025,630	4,612,491
Total online unique viewers	111,521	131,790	152,999

12. Gate receipts.

Total Ticket Revenue (four indoor sports)

2015-16: \$91,323

2016-17: \$260,937 (Includes \$170,644.75 from Nov. 11, 2016 Indiana game tickets)

2017-18: \$93,929

2018-19: \$91,691

2019-20: \$93,173

2020-21: \$6,435 (Post-COVID restricted attendance)

2021-22: \$78,078

2022-23: \$104,387

2023-24: \$113,433

13. EADA comparable institution data, including gender-equity measures. The comparable institutions were selected based on their demographic, financial, and athletic similarity to PFW.

(note: 2023 EADA data is not available until after this report has been submitted)

1. Equity in Athletics Data Analysis (EADA) – Comparable Institutional Data – all for 2022-2023

	Purdue Fort Wayne	Cleveland State	Northern Kentucky	Oakland	Wright State
FT UG Male Enrollment	2,314	3,578	2,958	4,217	2,256
FT UG Female Enrollment	2,203	4,204	4,162	6,004	2,854
FT UG Total Enrollment	4,517	7,782	7,120	10,221	5,110
Total Male Participants	225	178	155	183	140
Total Female Participants	207	170	173	227	134
Total Participants	432	348	328	410	274
Total Operating Expenses Men's Teams	\$641,927	\$755,611	\$639,316	\$824,727	\$634,591
Total Operating Expenses Women's Teams	\$550,364	\$655,494	\$698,895	\$885,498	\$264,637
Total Revenues Men's Teams	\$4,547,340	\$5,273,845	\$4,824,499	\$5,387,864	\$5,144,465
Total Revenues Women's Teams	\$3,742,318	\$5,019,281	\$4,769,738	\$5,749,291	\$3,080,653
Total Revenues not allocated by sport	\$6,009,372	\$5,548,585	\$3,541,336	\$4,916,070	\$3,801,378
Total Revenues	\$14,299,030	\$15,841,711	\$13,135,573	\$16,053,225	\$12,026,496

Total Expenses Men's Teams	\$4,533,759	\$5,215,014	\$4,824,499	\$5,387,864	\$5,144,465
Total Expenses Women's Teams	\$3,742,318	\$4,905,828	\$4,769,738	\$5,749,291	\$3,080,653
Total Expenses not allocated by sport	\$5,116,249	\$5,123,942	\$3,541,336	\$4,916,070	\$3,801,378
Total Expenses	\$13,392,326	\$15,241,814	\$13,135,573	\$16,053,225	\$12,026,496
Men's Teams Head Coaches	8/50%	6/40%	6/46%	6/40%	5/50%
Women's Teams Head Coaches	8/50%	9/60%	7/54%	9/60%	5/50%
Men's Teams Assistant Coaches	16/52%	17/53%	10/48%	27/47%	11/55%
Women's Teams Assistant Coaches	15/48%	15/47%	11/52%	30/53%	9/45%
Men's Teams Athletically Related Student Aid	\$1,352,637	\$1,423,605	\$1,247,995	\$1,917,677	\$1,117,634
Women's Teams Athletically Related Student Aid	\$1,522,641	\$1,977,205	\$1,934,611	\$2,909,569	\$1,264,574
Men's Teams Recruiting Expenses	\$123,992	\$110,218	\$118,270	\$113,353	\$74,269
Women's Teams Recruiting Expenses	\$95,454	\$100,826	\$79,622	\$87,801	\$53,278
Men's Average Annual Institutional Salary per Head Coaching Position	\$80,814	\$94,947	\$126,008	\$108,974	\$156,651
Men's Number of Head Coaching Positions Used to Calculate the Average Salary	8	8	6	7	5
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$92,359	\$116,858	\$151,210	\$138,694	\$176,012
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7	6.5	5	5.5	4.45
Women's Average Annual Institutional Salary per Head Coaching Position	\$67,298	\$69,058	\$69,774	\$78,393	\$72,458
Women's Number of Head Coaching Positions Used to Calculate the Average Salary	8	9	7	9	5
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$76,912	\$82,870	\$81,403	\$94,072	\$79,624
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7	7.5	6	7.5	4.55
Men's Average Annual Institutional Salary per Assistant Coaching Position	\$33,029	\$42,590	\$50,898	\$35,778	\$74,228
Men's Number of Assistant Coaching Positions Used to Calculate the Average Salary	15	17	9	17	7
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$41,286	\$56,787	\$63,889	\$72,929	\$78,727
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	12	12.75	7.17	8.34	6.6
Women's Average Annual Institutional Salary per Assistant Coaching Position	\$26,784	\$34,634	\$36,566	\$28,614	\$50,624
Women's Number of Assistant Coaching Positions Used to Calculate the Average Salary	13	15	10	19	6
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$29,016	\$44,214	\$41,790	\$58,648	\$56,249
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	12	11.75	8.75	9.27	5.4

Part II. NCAA Financial Audit Report - Review of findings in the 2022-23 Audit (most recent available)

The audit found no exceptions to compliance with NCAA Financial Audit Guidelines.

The report also included the following statistics:

Total revenues	\$14,298,720
Total expenses	\$13,426,305
Net revenue	\$872,415

Part III. Athletics Certification Self-Study Report (2004, completed every 10 years).

The NCAA ceased its Athletic Certification process in April of 2011.

Regarding item 3 in the question, *“How has this affected filling faculty lines, decreasing travel (and departmental?) budgets, and suspending or cancelling minors?”*, a response to this question was provided to the Faculty Senate at its meetings on September 9 and 16, 2024. Academic budgets and processes of prioritization of faculty lines and subsequent impacts on academic programs was addressed by Provost Drummond during the meeting and can be reviewed via the recording and transcript of that meeting. Budget constraints have required us to make difficult choices, including freezing or delaying faculty hires, reducing travel and delaying other key programmatic expenditures. College and School deans work closely with department heads to prioritize local resources within their units to preserve and sustain our core academic mission to the extent possible while managing our financial limitations. In spite of these limitations, a new academic minor in Forensic Investigations was approved and added to the College of Liberal Arts in the April, 2024, Senate Meetings.

Regarding item 4 in the question, *“In light of the above, could the administration offer insights on whether or not some administrators received new titles and if such promotions were matched with salary increases?”*; the attached Excel Spreadsheets outline all relevant administrative and faculty title changes and their subsequent salary increases associated with the title changes. Title and responsibility changes for senior administrators amounted to salary adjustments of \$120,335, which were covered within budget (budget neutral) through salary savings (\$130,000) owing to elimination of a position in HR. Title changes, promotions and responsibility changes for faculty over this time period amounted to \$963,076, of which \$135,517 was new money added above previous year’s budget to central administration.

Promoting from within is not only beneficial but essential for any organization, especially in institutions of higher education where the mission of teaching, research, and service is deeply rooted in a culture of learning and growth. Internally promoting faculty and staff also supports the creation and retention of talent, which is fundamental to the organization’s continued growth and improvement. Individuals who are given the opportunity to rise within an institution often possess an intimate knowledge of its structure, culture, and operational processes. This familiarity allows them to make informed decisions, act quickly to resolve challenges, and effectively lead others by example. Moreover, it cultivates a sense of loyalty and belonging, as employees see their dedication and hard work recognized and rewarded with meaningful advancement opportunities.

Further, the practice of promoting from within strengthens leadership succession planning. By preparing employees to take on greater responsibilities, institutions create a robust pipeline of qualified leaders who are well-prepared to step into roles vacated by retiring or transitioning individuals. Investing in internal talent builds a resilient and motivated workforce capable of driving an institution forward. It demonstrates a commitment to employee growth, encourages long-term retention, and fosters a culture where individuals aspire to contribute at higher levels. In doing so, higher education institutions secure a future grounded in continuity, stability, and continuous improvement, which ultimately benefits not only the organization but also the students and communities it serves. These are practices to which we continually aspire.

[Copy of Excel Spreadsheets outlining title changes and salary increases associated with title changes FY 23-24, and FY24-25.]

ADMINISTRATIVE FACULTY

Action Date	Employee Class	Name Sort	Career Stream Display	Position Display	Previous Employee Class	Previous Career Stream	Position Display Old	Promotion or Title Change Salary Adjustment Amount
7/1/23	Executive	ADILOV NODIR	E1 - Executive	40012409 - Interim Dean of DSB / Professor of Economics	Faculty	F6 - Faculty	40012409 - Chair and Professor of Economics	14,064.03
1/1/24	Executive	ADILOV NODIR	E1 - Executive	40074910 - Dean Doermer School of Business	Executive	E1 - Executive	40012409 - Interim Dean of DSB / Professor of Economics	64,987.80
7/1/24	Executive	DRUMMOND CARL N	E1 - Executive	40002384 - Provost and Vice Chancellor for Academic Affairs	Executive	E1 - Executive	40002384 - Vice Chancellor for Academic Affairs	0.00
7/1/24	M/P Management	FINERAN KERRIE R	M6 - Management	40063769 - Chief of Campus and Community Wellbeing	Faculty	F3 - Faculty	40063769 - Interim Associate Vice Chancellor of Student Wellness	29,998.08
7/1/23	M/P Management	O'CONNOR KIMBERLY W	M6 - Management	40018063 - Associate Vice Chancellor for Teaching & Learning	Faculty	F6 - Faculty	40011372 - Chair and Associate Professor of Organizational Leadership	11,285.00
total:								120,334.91

NON-ADMINISTRATIVE FACULTY

Action Date	Employee Class	Name Sort	Career Stream Display	Position Display	Previous Employee Class	Previous Career Stream	Position Display Old	Promotion or Title Change Salary Adjustment Amount
7/1/24	Faculty	AASAND HARDIN	F4 - Faculty	40080759 - Professor of English	Faculty	F6 - Faculty	40009681 - Chair of the Dept. of English & Prof	0.00
8/14/23	Visiting Faculty	ARMSTRONG RONAN PARK	F2 - Faculty	40071820 - Visiting Clinical Assistant Professor in Music	Limited Term Lecturer	TMP - Temporary	40064117 - Limited Term Lecturer	47,840.04
8/14/23	Clinical/Research	BARRIENTES JUAN	F2 - Faculty	40063953 - Clinical Assistant Professor of Criminal Justice	Limited Term Lecturer	TMP - Temporary	40024838 - Limited Term Lecturer - Credit	63,000.00
8/14/23	Clinical/Research	BAYAT JAHAN B.	F2 - Faculty	40074349 - Assistant Professor of Practice in Mechanical Engineering Technology	Faculty	F2 - Faculty	40035868 - Assistant Professor of Mechanical Engineering Technology	0.00
8/14/23	Visiting Faculty	BENYOUSKY SHARI L	F2 - Faculty	40066788 - Visiting Assistant Professor in Rhetoric and Composition	Limited Term Lecturer	TMP - Temporary	40024803 - Limited Term Lecturer - Credit	35,880.03
7/1/24	Visiting Faculty	BENYOUSKY SHARI L	F1 - Faculty	40066788 - Visiting Instructor in Rhetoric and Composition	Visiting Faculty	F2 - Faculty	40066788 - Visiting Assistant Professor in Rhetoric and Composition	0.00
7/3/23	Faculty	BISCHOFF SHANNON T	F6 - Faculty	40059660 - Chair of Communication Sciences & Disorders / Professor of English & Linguistics / Director of Three Rivers Language Center	Faculty	F4 - Faculty	40011059 - Professor of Linguistics, Director TENL Program, & Assoc Director of Research and Innovation	13,897.92
8/14/23	Faculty	BISCHOFF SHANNON T	F6 - Faculty	40074590 - Chair of Communication Sciences and Disorders	Faculty	F6 - Faculty	40059660 - Chair of Communication Sciences & Disorders / Professor of English & Linguistics / Director of Three Rivers Language Center	(0.03)
5/20/24	Faculty	BISCHOFF SHANNON T	F6 - Faculty	40074590 - Chair of Communication Sciences & Disorders / Professor of English & Linguistics / Director of Three Rivers Language Center	Faculty	F6 - Faculty	40074590 - Chair of Communication Sciences and Disorders	0.00
9/29/23	Faculty	BULDT BERND W	F4 - Faculty	40006939 - Professor of Math Logic & Foundations of Exact Sciences	Faculty	F4 - Faculty	40006939 - Prof Math Logic & Foundations Exact Sci	0.00
9/29/23	Clinical/Research	BUTEYN JOHN M	F2 - Faculty	40041186 - Clinical Assistant Professor of Music & Director of Popular Music Industry Program	Clinical/Research	F2 - Faculty	40041186 - Clinical Assistant Professor of Music & Dir, Popular Music Industry Program	0.00
7/1/23	Faculty	BUTTES STEPHEN M	F3 - Faculty	40011440 - Associate Professor of Spanish	Faculty	F6 - Faculty	40011440 - Associate Professor of Spanish and Chair	0.00
8/30/24	Continuing Lecturer	CAMPBELL JAMES C	P3 - Professional	40004871 - Senior Lecturer in Illustration and Graphic Design	Continuing Lecturer	P3 - Professional	40004871 - Senior Lecturer	0.00
8/30/24	Faculty	CAMPBELL LAUREL H	F3 - Faculty	40011111 - Associate Professor and Director of Art Education	Faculty	F3 - Faculty	40011111 - Associate Professor	0.00
8/19/24	Faculty	CHEN CHAO	F4 - Faculty	40009107 - Professor of Computer Engineering	Faculty	F3 - Faculty	40009107 - Associate Professor Computer Engineering	8,829.99
8/12/24	Faculty	CHO HYUN JIN	F2 - Faculty	40075728 - Assistant Professor of Educational Psychology	Post Doc	PGRD - Post Graduate	40015666 - Post Doc Research Associate	67,000.05
7/1/23	Faculty	CLEGG JENS H	F6 - Faculty	40008774 - Chair of International Languages & Culture Studies /	Faculty	F3 - Faculty	40008774 - Fac Athletic Rep/Associate Professor	8,830.00
8/12/24	Clinical/Research	CONNELL SHANE ERIC	F2 - Faculty	40074869 - Clinical Assistant Professor of Educational Leadership	Limited Term Lecturer	TMP - Temporary	40044832 - Limited Term Lecturer - Credit	44,980.65
7/1/23	Faculty	DATTILO BENJAMIN F	F4 - Faculty	40009691 - Professor of Geology	Faculty	F3 - Faculty	40009691 - Associate Professor of Geology	8,830.00
6/1/24	Clinical/Research	DAVIDSON MITCH D	F2 - Faculty	40079193 - Assistant Professor of Practice in Information Technology	M/P Management	M6 - Management	40002642 - Executive Director IT Distributed Campus Service PFW	0.00
7/1/23	Continuing Lecturer	DIRCKSEN ADAM D	P3 - Professional	40011268 - Executive Director of CELT & Senior Lecturer in	Continuing Lecturer	P3 - Professional	40011268 - Senior Lecturer in COM & Dir of CELT	14,444.64
8/12/24	Clinical/Research	DUPUIS JACQUES PIERRE	F2 - Faculty	40080623 - Clinical Assistant Professor in Music Theory and Musicology	Visiting Faculty	F2 - Faculty	40060128 - Visiting Assistant Professor in Musicology/Music Theory	5,164.02
7/1/24	Clinical/Research	ENCABO-BISCHOFF MARY ELIZABETH I	F2 - Faculty	40080889 - Clinical Assistant Professor of Linguistics	Continuing Lecturer	P2 - Professional	40027944 - Lecturer in Linguistics	5,000.04
9/1/23	Clinical/Research	FRANCIS JOE P	F3 - Faculty	40035411 - Clinical Associate Professor of Actuarial Science and Director	Clinical/Research	F3 - Faculty	40035411 - Clinical Associate Professor of Actuarial Science and Director of the Actuarial Science	0.00
8/30/24	Continuing Lecturer	GABBARD JAMES D	P3 - Professional	40004190 - Senior Lecturer in Photography	Continuing Lecturer	P3 - Professional	40004190 - Senior Lecturer	0.00
8/30/24	Faculty	GANZ CHRISTOPHER	F4 - Faculty	40002612 - Professor of Printmaking and Drawing	Faculty	F4 - Faculty	40002612 - Professor of Fine Arts	0.00
8/14/23	Clinical/Research	GOODMAN AMY BETH	F2 - Faculty	40069006 - Clinical Assistant Professor of Communication Sciences and	Visiting Faculty	F2 - Faculty	40047767 - Visiting Clinical Assistant Professor in Communication Sciences & Disorders	1,500.03
8/14/23	Clinical/Research	GRINDROD CHRISTOPHER MARK	F2 - Faculty	40073050 - Clinical Assistant Professor of CSD	Faculty	F2 - Faculty	40038607 - Assistant Professor of CSD	0.00
7/1/23	Faculty	GUREVICH NAOMI	F3 - Faculty	40022586 - Associate Professor of CSD	Faculty	F2 - Faculty	40022586 - Assistant Professor of CSD	6,627.00
7/1/23	Faculty	HERBIG ARTHUR W	F4 - Faculty	40010999 - Professor of Media Production	Faculty	F3 - Faculty	40010999 - Associate Professor of Media Production	8,830.00
8/19/24	Clinical/Research	HOGG TERESA A	F3 - Faculty	40037518 - Clinical Associate Professor of Early Childhood Education	Clinical/Research	F2 - Faculty	40037518 - Clinical Assistant Professor of Early Childhood Education	6,626.97
8/14/23	Clinical/Research	HOUSTON JENNIFER NOEL	F2 - Faculty	40069008 - Clinical Assistant Professor of Communication Sciences and	Visiting Faculty	F2 - Faculty	40038612 - Visiting Clinical Assistant Professor in CSD	1,500.03
7/1/24	Faculty	HUFFMAN DEBRAH L	F3 - Faculty	40080761 - Associate Professor of English	Faculty	F3 - Faculty	40009511 - Director of Writing/Associate Professor	0.00
8/12/24	Faculty	JIANG YELING	F2 - Faculty	40079049 - Assistant Professor of Organizational Leadership	Graduate Student	GRD - Graduate	40030249 - Grad Research Assistant	71,000.01
8/14/23	Visiting Faculty	KAUFELD JOHN PHILIP	F2 - Faculty	40061483 - Visiting Instructor in Organizational Leadership	Limited Term Lecturer	TMP - Temporary	40050812 - Limited Term Lecturer - Credit	45,144.09
7/1/23	Faculty	KIRCHNER MICHAEL J	F3 - Faculty	40022901 - Associate Professor of Organizational Leadership and	Faculty	F2 - Faculty	40022901 - Assistant Professor of Organizational Leadership and Graduate Director	6,627.00
8/14/23	Faculty	KOUDSIA SAMER M	F2 - Faculty	40070069 - Assistant Professor of Organizational Leadership	Visiting Faculty	F2 - Faculty	40059416 - Visiting Assistant Professor in Organizational Leadership	11,999.97
5/21/24	Faculty	KOUDSIA SAMER M	F2 - Faculty	40070069 - Asst Prof Organizational Leadership	Faculty	F2 - Faculty	40070069 - Assistant Professor of Organizational Leadership	0.00
8/1/24	Faculty	KRACHER CONNIE L	F3 - Faculty	40027254 - Associate Vice Chancellor for Research	Faculty	F3 - Faculty	40027254 - Director of University Research and Innovation / Associate Professor of Biology	0.00
7/1/23	Faculty	LEBLANC SARAH S	F3 - Faculty	40022432 - Associate Professor of Interpersonal Commun	Faculty	F2 - Faculty	40022432 - Asst Professor of Interpersonal Commun	6,627.00
8/12/24	Visiting Faculty	LORENZ PAUL ANDREW	F2 - Faculty	40080793 - Visiting Assistant Professor in Saxophone	Limited Term Lecturer	TMP - Temporary	40050561 - Limited Term Lecturer	36,618.03

7/1/23	Faculty	LUO HAOWEN	F3 - Faculty	40021536 - Associate Professor of Finance	Faculty	F2 - Faculty	40021536 - Assistant Professor of Finance	6,627.00
8/14/23	Continuing Lecturer	MARSHALL GARRET E	P2 - Professional	40072735 - Lecturer in Mathematics	Visiting Faculty	F2 - Faculty	40046063 - Visiting Assistant Professor in Mathematics	2,999.97
8/14/23	Faculty	MCMAHON KEVIN R	F2 - Faculty	40070071 - Assistant Professor of Music	Visiting Faculty	F2 - Faculty	40039680 - Visiting Assistant Professor in Orchestra and Applied Music	9,000.00
7/1/23	Faculty	MISHRA PARESH	F6 - Faculty	40011372 - Chair and Associate Professor of Organizational Leadership	Faculty	F3 - Faculty	40013332 - Associate Professor	0.00
7/1/24	Faculty	MONTENEGRO ANDRES R	F4 - Faculty	40007316 - Professor of Computer Art	Faculty	F3 - Faculty	40007316 - Associate Professor	8,829.99
8/19/24	Faculty	MONTENEGRO ANDRES R	F4 - Faculty	40007316 - Professor of Computer Animation	Faculty	F4 - Faculty	40007316 - Professor of Computer Art	0.00
8/30/24	Continuing Lecturer	MOTZ JOHN W	P3 - Professional	40003603 - Assistant Chair and Senior Lecturer in Graphic Design	Continuing Lecturer	P3 - Professional	40003603 - Associate Director Visual Design & Innovation Center / Assistant Chair Art & Design /	0.00
7/1/24	Faculty	MUELLER DONALD W	F3 - Faculty	40030370 - Interim Chair, Civil and Mechanical Engineering / Associate	Faculty	F3 - Faculty	40030370 - Associate Professor of Mechanical Engineering	0.00
8/12/24	Faculty	MURPHY PATRICK KURTIS	F2 - Faculty	40075513 - Assistant Professor of Psychology	Graduate Student		40058253 - Bilisland Dissertation Assistantship	76,000.05
7/1/23	Faculty	NAZAROV ZAFAR E	F4 - Faculty	40014688 - Interim Chair of Economics & Finance / Professor of	Faculty	F3 - Faculty	40014688 - Associate Professor of Economics	8,830.00
7/1/24	Faculty	NAZAROV ZAFAR E	F6 - Faculty	40014688 - Chair of Economics & Finance / Professor of Economics	Faculty	F4 - Faculty	40014688 - Interim Chair of Economics & Finance / Professor of Economics	0.00
7/1/23	Faculty	NICHOLS JOEY D	F4 - Faculty	40014630 - Professor of Education	Faculty	F4 - Faculty	40014630 - Interim Chair of CSD and Professor of Education	0.00
7/3/23	Clinical/Research	PARKER MICHELLE R	F3 - Faculty	40072017 - Associate Professor of Practice in Information Technology	Clinical/Research	F3 - Faculty	40019687 - Clinical Associate Professor of Info Tech	0.00
7/1/23	Faculty	ROBERTS LEE M	F4 - Faculty	40001690 - Professor of German Studies	Faculty	F3 - Faculty	40001690 - Associate Professor German Studies	8,830.00
8/19/24	Faculty	RODESILER LUCAS B	F6 - Faculty	40053810 - Chair Teacher Education/ Professor of Secondary Education	Faculty	F6 - Faculty	40053810 - Chair Teacher Education/Associate Professor Education	13,830.03
8/19/24	Faculty	ROSS JODY M	F4 - Faculty	40010306 - Professor of Psychology	Faculty	F3 - Faculty	40010306 - Associate Professor of Psychology	8,829.99
8/14/23	Visiting Faculty	ROTH JAMES GREGORY	F2 - Faculty	40071042 - Visiting Assistant Professor in Graphic Design	Limited Term Lecturer	TMP - Temporary	40063461 - Limited Term Lecturer	41,698.08
8/30/24	Visiting Faculty	ROTH JAMES GREGORY	F2 - Faculty	40071042 - Visiting Assistant Professor of Practice in Graphic Design	Visiting Faculty	F2 - Faculty	40071042 - Visiting Assistant Professor in Graphic Design	0.00
7/1/24	Faculty	RUMSEY SUZANNE K	F6 - Faculty	40080864 - Chair of English & Linguistics	Faculty	F4 - Faculty	40006072 - Professor English	6,999.03
8/14/23	Faculty	RUSERT JONATHAN DAVID	F2 - Faculty	40066971 - Assistant Professor of Computer Science	Visiting Faculty	F2 - Faculty	40057685 - Visiting Assistant Professor in Computer Science	24,000.03
8/12/24	Clinical/Research	RUSSELL WILLIAM STEPHEN	F2 - Faculty	40075633 - Assistant Professor of Practice in Information Technology	Limited Term Lecturer	TMP - Temporary	40040721 - Limited Term Lecturer - Credit	76,000.05
8/19/24	Faculty	SAHA PROMOTHES	F3 - Faculty	40027768 - Associate Professor of Civil Engineering	Faculty	F2 - Faculty	40027768 - Assistant Professor of Civil Engineering	6,626.97
8/12/24	Faculty	SCHEURICH STEPHANIE NICOLE	F2 - Faculty	40076417 - Assistant Professor of Women's Studies	Visiting Faculty	F2 - Faculty	40059656 - Visiting Assistant Professor in Women's Studies	6,719.85
7/1/24	Faculty	SCHWAB ABRAHAM P	F6 - Faculty	40007683 - Chair of Psychology / Director of Graduate Studies /	Faculty	F4 - Faculty	40011000 - Dir of Grad Studies/Prof of Philosophy/PFW IRB	18,000.00
7/5/23	Clinical/Research	SIRK JAMES W	F2 - Faculty	40006598 - Clinical Assistant Professor Education and Associate Dean of	Clinical/Research	F2 - Faculty	40006598 - Clinical Assistant Professor Education and Associate Director of the School of	0.00
7/1/24	Faculty	SMITH JULIA E	F2 - Faculty	40079062 - Assistant Professor of Early Childhood Education	Clinical/Research	F2 - Faculty	40061550 - Clinical Assistant Professor of Early Childhood Education	0.00
8/12/24	Continuing Lecturer	SMITH KEVIN E	P2 - Professional	40079780 - Lecturer in Accounting	Visiting Faculty	F2 - Faculty	40039538 - Visiting Assistant Professor in Accounting	6,767.91
7/1/23	Faculty	STEFFEN GARY D	F3 - Faculty	40007462 - Dir School Polytechnic/Assoc Prof CEIT	Executive	E2 - Executive	40062504 - Interim Dean	5,829.96
7/1/23	Faculty	TESCAROLLO HAMILTON S	F4 - Faculty	40009700 - Professor of Music / Director of Keyboard Studies	Faculty	F4 - Faculty	40009700 - Interim Director of Music / Professor of Music / Director of Keyboard Studies	0.00
8/30/24	Continuing Lecturer	VACHON JESSICA A	P2 - Professional	40022902 - Lecturer in Web Design	Continuing Lecturer	P2 - Professional	40022902 - Lecture in Web Design	0.00
8/14/23	Faculty	WANG XIANGYU	F2 - Faculty	40070067 - Assistant Professor of Mechanical Engineering Technology	Visiting Faculty	F2 - Faculty	40059331 - Visiting Assistant Professor in Mechanical Engineering Technology	14,000.04
8/12/24	Continuing Lecturer	WARSTLER ROBERT LEE	P2 - Professional	40076575 - Lecturer in Accounting	Limited Term Lecturer	TMP - Temporary	40027277 - Limited Term Lecturer	85,860.00
8/30/24	Continuing Lecturer	WILLIAMS JAMES E	P3 - Professional	40011370 - Senior Lecturer in Foundations	Continuing Lecturer	P3 - Professional	40011370 - Senior Lecturer	0.00

Total: 963,076.43

Regarding item 5 in the question, *“If indeed the University is under a budgetary shortfall, how does the administration reconcile overspending, administrative raises (if so), and the future of our institution and its quality education under dire circumstances?”* This is a very open-ended question that can perhaps best be addressed by looking at how other academic institutions have addressed these issues. Nearly 40% of institutions of higher education across the nation have faced budget shortfalls in FY23-24, some minor and many very significant. I have attached several recent articles that outline just how these budget shortfalls may have occurred, and how many institutions are handling them.

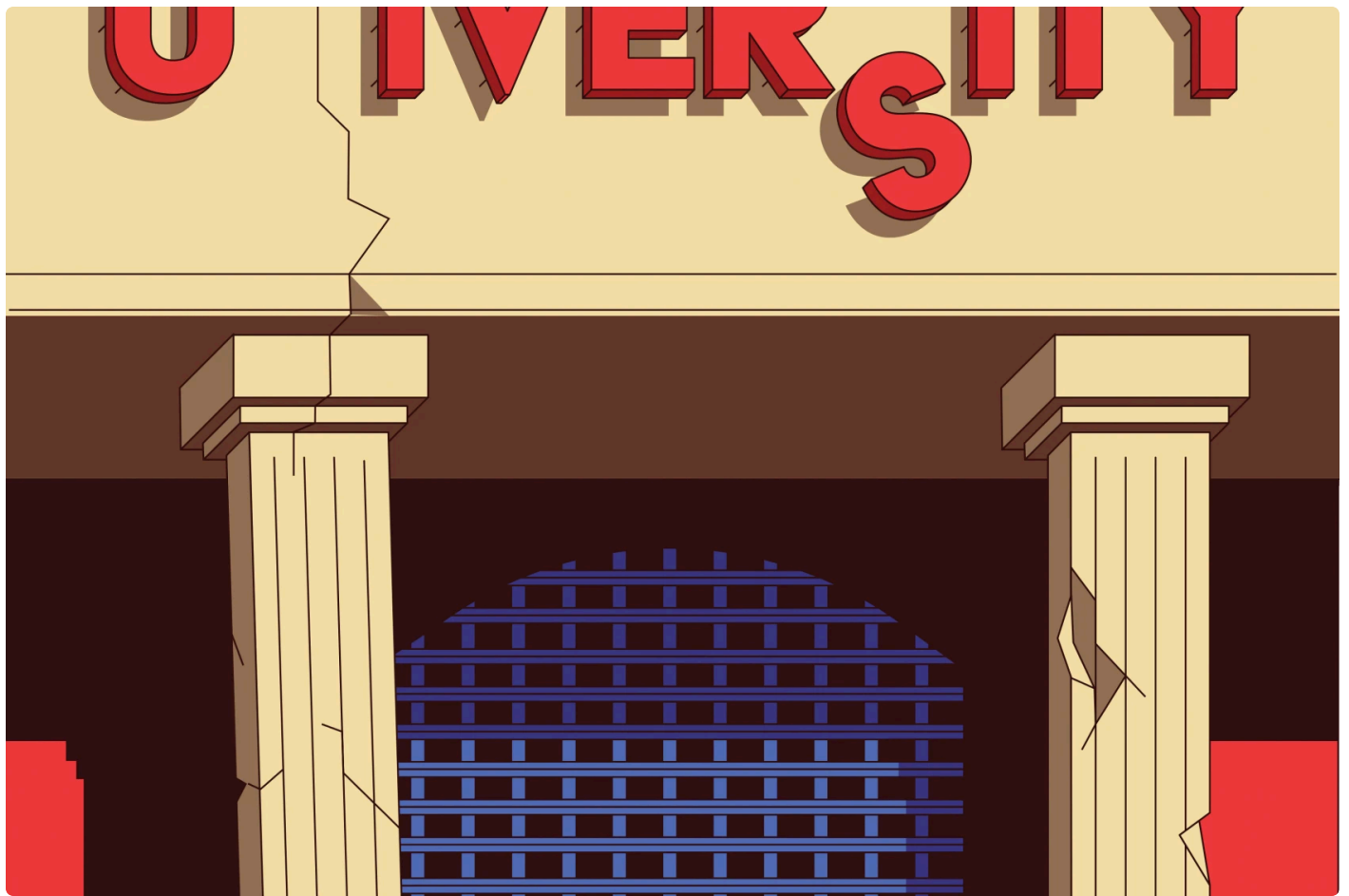
[Copies of Relevant Recent Articles on Budget Shortfalls]

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AUSTERITY ACADEMY

What's Behind the Academic-Program Cuts You've Seen This Summer

By [Amanda Friedman](#) September 5, 2024



HARRY HAYSOM FOR THE CHRONICLE

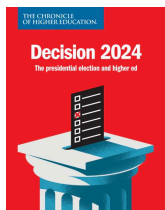
Delta State. St. Cloud State. Frostburg State. Cleveland State. Across the country, severe cuts of faculty members and academic programs at public regional universities piled up over the summer.

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University administrators insist the cuts were necessary to combat budget shortfalls and adapt to evolving attitudes toward higher education. Faculty members, meanwhile, fear their institutions erased decades of progress in expanding academic disciplines and access to a comprehensive liberal-arts education, and will now force students into job-targeted programs.

Regional public universities are the workhorses of higher education, educating [70 percent of all undergraduate students](#) at public four-year colleges. Those institutions serve large shares of low-income students and students of color, many of whom face geographical constraints in getting a higher education. On average, 38 percent of undergraduates at regional publics are Pell Grant recipients, and 46 percent are students of color.

From the Chronicle Store



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Years of financial struggles and enrollment declines at regional publics accelerated during the pandemic. Those challenges have been exacerbated by funding cuts by state legislatures.

But there's a cost, some faculty members and higher-ed researchers say. Without diverse academic offerings, a liberal-arts education — a common thread in the cuts — will increasingly be limited to students who attend large flagship or private institutions.

The Chronicle looked at campus cuts across the country and identified both common threads and important distinctions. Here's what our analysis found.

No surprise: Liberal arts were the main target.

Degree offerings in areas like philosophy, foreign languages, drama, and English made up most of the casualties.

Rodger Payne helped found the University of North Carolina at Asheville's religious-studies department, in 2009. But in June the department was axed, along with programs in philosophy, ancient Mediterranean studies, drama, French, and German. Leadership blamed the cuts on [low enrollment](#), eliminating programs with fewer majors.

"As long as we're focused on the profit margin of a department, then somehow we've lost sight of what a liberal-arts education is all about," Payne said.

Though the news was devastating to Payne, he said it wasn't a surprise. He's in phased retirement, leaving only one full-time faculty member in religious studies, who will be retained. The department had only about 10 majors.

Given its small size, though, Payne said he doesn't see how eliminating religious studies will save the university much money.

Two and a half hours away, UNC-Greensboro took a larger ax to its program offerings. The university [cut 20 programs](#), including majors in anthropology, physics, and religious studies. Greensboro also eliminated minors in Chinese, Russian, and Korean, as well as 11 graduate programs.

The decision to cut anthropology didn't make sense to Susan L. Andreatta, an anthropology professor. Andreatta said her department was "meeting expectations" based on a [rubric](#) developed in collaboration with the rpk Group, a higher-education consulting firm that was hired to help the [college cut costs](#).

Asheville's and Greensboro's program cuts took effect this semester, though some courses in eliminated departments are still being offered.

At Delta State University, in Mississippi, the university's president, Daniel J. Ennis, [announced the closure](#) of the College of Arts and Sciences and the elimination of 21

degree programs, including history, English, and chemistry. University leaders said they plan to replace affected programs with interdisciplinary degrees.

However, one such proposal is already on hold, said Jamie Dahman, an associate professor in the now-eliminated music department. Dahman said he'd heard from colleagues that administrators temporarily dropped a proposed degree in visual and performing arts that had been envisioned as a replacement for the shuttered arts and music programs.

"Now we're saying, 'OK, come to college, but you can only be a worker bee,'" Dahman said. "You can't think and create and study art — that's for privileged people."

The visual and performing-arts program will continue to be developed for future consideration, Ennis said in a written statement to *The Chronicle*.

But the cuts featured some unusual suspects.

While the austerity measures mostly came for the humanities, some struck STEM programs.

Among the most severe cuts of the summer were those at St. Cloud State University, in Minnesota, which slashed 42 degree programs and 50 minors, including sociology, gender and women's studies, physics, and economics.

"My layoff email began with 'Good afternoon, John, here's your layoff papers,'" John Sinko, an associate professor of physics at St. Cloud State, said. "I wouldn't say that's a good afternoon."

Sinko, who was tenured, will be employed at the university through May 2025. Physics will be folded into mathematics starting in November. According to Sinko, the layoffs disproportionately affect recently hired, lower-paid faculty members, particularly women and people of color, undermining equity gains made over the last decade.

The university has promised students they'll be able to complete their degrees, but Sinko said he's not sure that will be feasible with so few physics faculty members remaining to

teach upper-level courses.

Faculty layoffs varied across campuses.

Some university leaders vowed to retain professors despite cutting academic programs, while others decided to eliminate faculty positions too.

UNC-Greensboro's administration initially promised the cuts would not result in immediate layoffs. Months later, Andreatta said, several non-tenured lecturers were notified that their contracts would not be renewed for this academic year.

St. Cloud State eliminated 54 full-time faculty positions. In response to Sinko's claims that the layoffs had disproportionately affected women and people of color, a university spokesperson shared data showing only minor changes were expected in faculty demographics due to the layoffs.

"We are committed to, as we have been in the past, hiring a diverse faculty and staff," the spokesperson said in an email statement to *The Chronicle*. "This commitment will not change."

Delta State also faced layoffs, recently informing nine faculty members — including Dahman, who was tenured — in disciplines such as music, art, foreign languages, and philosophy that their contracts would be terminated at the end of this academic year. Dahman said fewer faculty members were let go than initially expected, as some resigned right after the cuts were announced. Previously, the university eliminated 49 vacant jobs, as well as 17 staff positions and several dean and chair roles.

To close its \$40-million budget gap, Cleveland State University offered [buyout packages](#) to longtime faculty and staff members in April and [laid off 14 employees](#) last month.

University leaders said the decisions were painful and necessary.

At UNC-Asheville, [enrollment has dropped](#) by 25 percent over the last five years, resulting in a \$6-million budget shortfall. St. Cloud State, which is facing a [\\$15-million deficit](#), has lost about 44 percent of its enrollment since 2010. Maryland's Frostburg State

University needs to cut more than [\\$7 million from its budget](#) to mend a structural deficit — propelled by a 36-percent drop in enrollment since 2010.



[refrain](#) of higher ed's era of contraction.

“We cannot and should not be all things to all people.”

Regional publics face a one-two punch: They are historically underfunded by state legislatures compared with state flagships, and they have less access to alternative revenue sources like federal grants and contracts. These smaller colleges are further disadvantaged by funding models that dole out money based on enrollment. On average, compared with big state research universities, regional institutions receive [\\$1,091 less](#) in appropriations per full-time-equivalent student.

Welch said regional colleges could become more interdisciplinary and focus on preparing students for in-demand careers, through a mix of liberal-arts and job-oriented programs.

“With scarce resources, you have to ask, is continuing to offer these programs when you have three or four students interested and the jobs aren't really there the best for the students?” Welch said. “Is it the best for the institution? Is it the best for the region?”

Faculty members remain worried about morale and enrollment.

As some professors see it, cuts will only make it harder for regional colleges to attract students. “It's a road map to nowhere,” said Andreatta, the UNC-Greensboro professor.

Several faculty members believe university leaders haven't been transparent or communicative, resulting in low morale on the faculty and anxiety among students about whether they should transfer.

At St. Cloud State, the president left for another institution right after announcing the sharp cuts, which Sinko found frustrating. The university's faculty union has tried to argue that such decisions should have been left to the next president.

"This cut, like many of the other cuts the administration's applied in the past five years, will likely drive more students away and contribute to the cycle of enrollment decline," Sinko said.

Some students decided the uncertainty was too much.

Dylan Harjes, 22, was studying drama at St. Cloud State. While the university said it would help students in shuttered programs finish their degrees, Harjes decided to transfer to Roosevelt University, in Chicago, this fall.

Although Harjes loved the community at St. Cloud State, he said the severity of the cuts had sent the message that the administration doesn't value the student experience.

"It doesn't feel good to go to a school that cuts you out of their curriculum," he said. "It just makes me feel like they used me and my family for two years."

A version of this article appeared in the [September 20, 2024, issue](#).

We welcome your thoughts and questions about this article. Please [email the editors](#) or [submit a letter](#) for publication.

Correction (Sep. 6, 2024, 12:36 p.m.): A previous version of this story said that UNC-Asheville had laid off a handful of faculty members this year due to budget cuts. The institution laid off 12 staff members, but no faculty members. The sentence has been removed.

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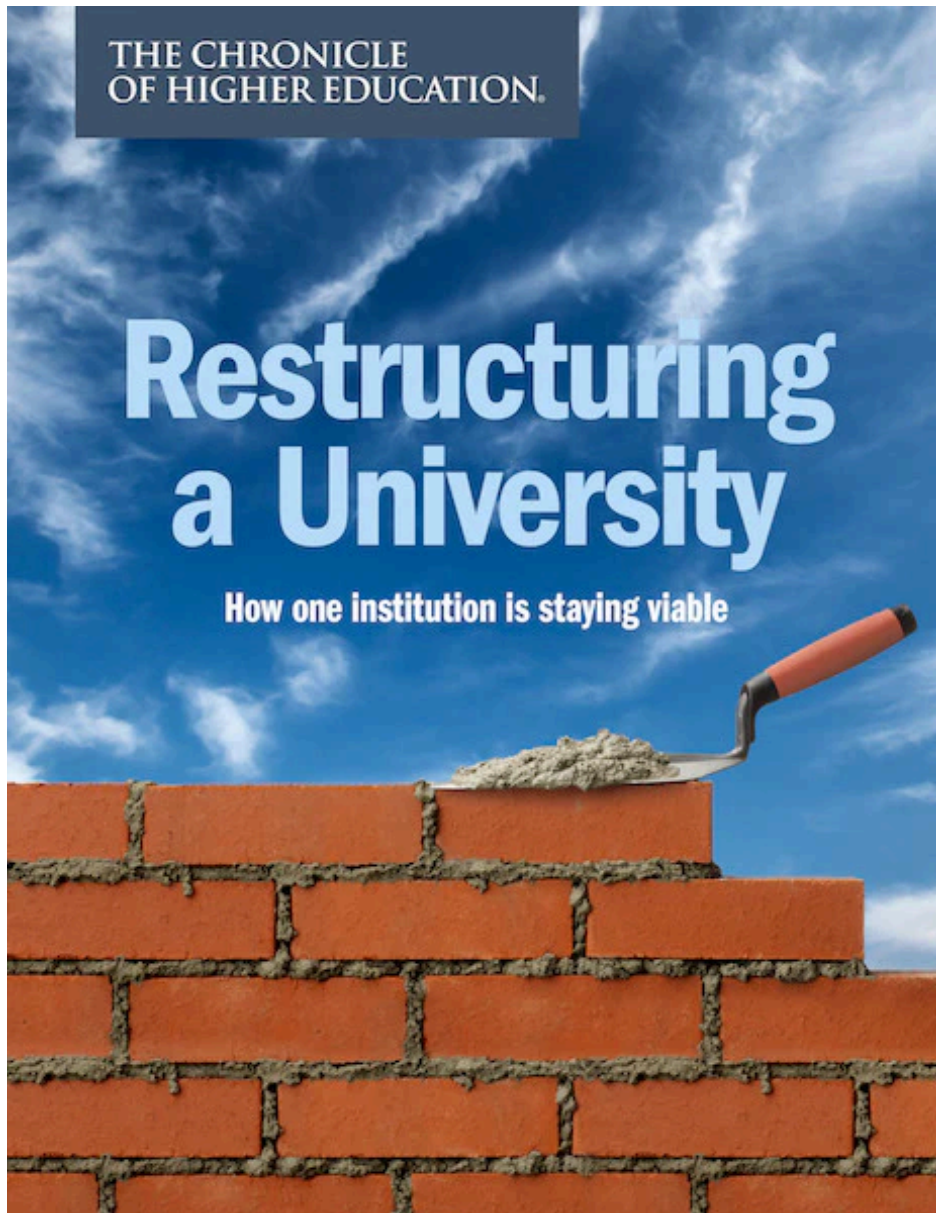


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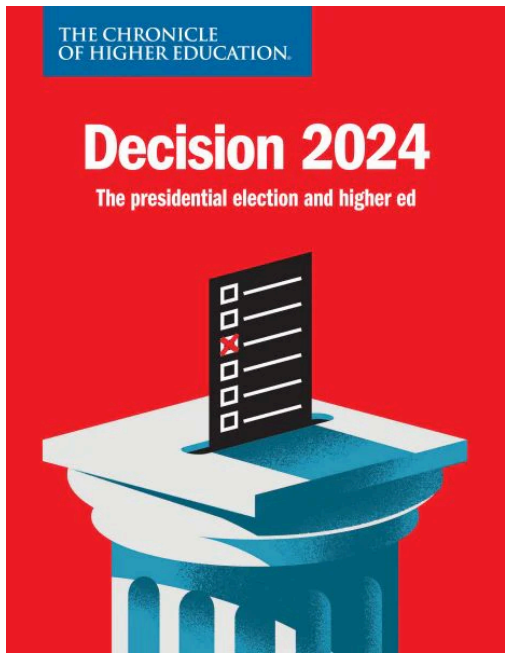
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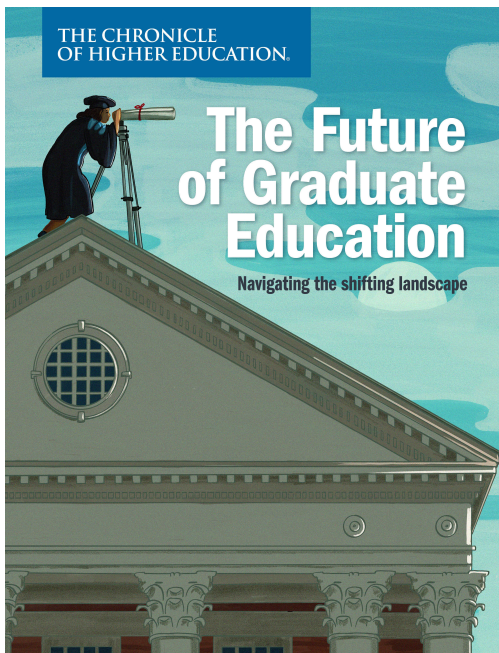
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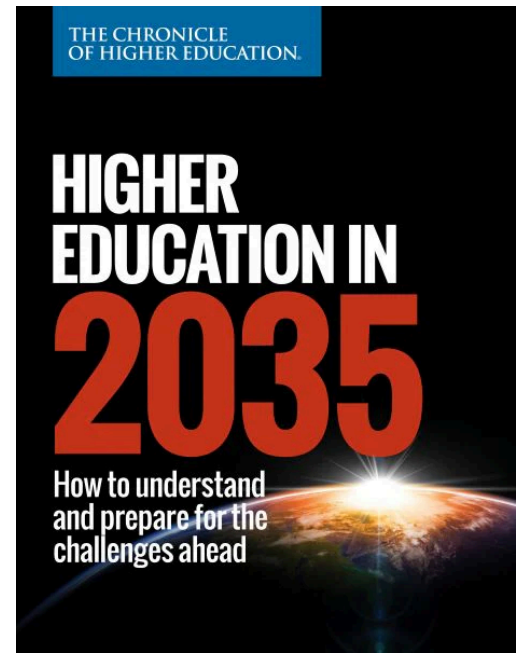
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FINANCE & OPERATIONS

Another Public Flagship May Cut Dozens of Majors

By [Amanda Friedman](#) October 17, 2024

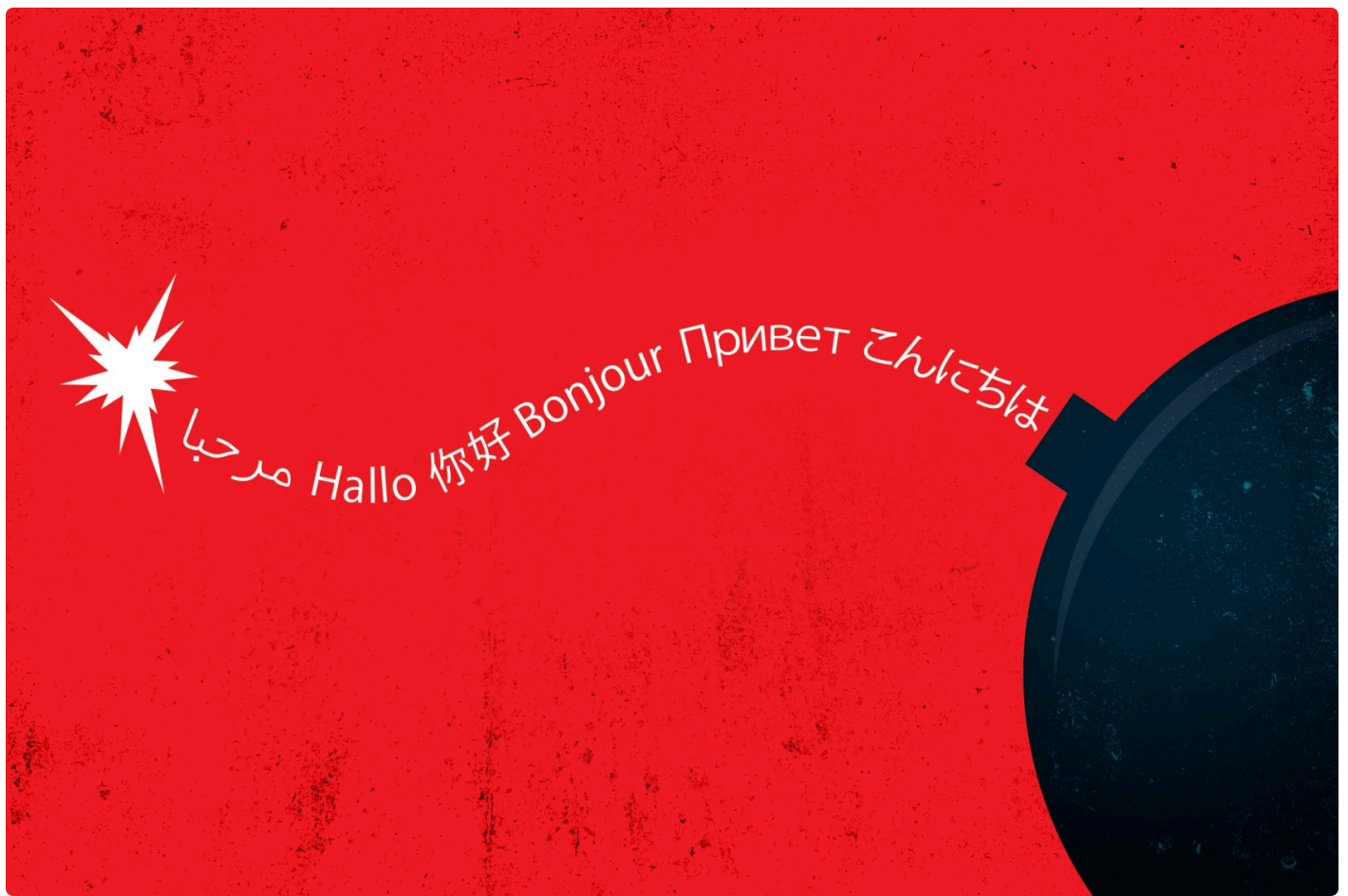


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What's New

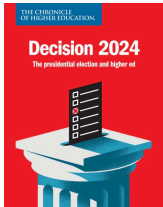
Faculty members at the University of Connecticut worry that dozens of majors could face elimination as part of a review of low-enrollment programs — a process that began amid a significant budget deficit.

The Details

Christopher Vials, an English professor at UConn's flagship campus in Storrs and president of its American Association of University Professors chapter, said 70 majors were identified as having failed to meet a threshold of 100 student completions over the last five years.

Faculty members found out about the review in May when the provost's office asked departments with low-enrollment programs to complete an evaluation report that Vials characterized as tasking them to "justify their continued existence."

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These reports were submitted to the deans of each respective school and college, who have until November 1 to decide whether to recommend the closure or suspension of each program. They also must provide a deadline for when they'll decide to close or continue — with adjustments — a suspended program. Their recommendations are expected to be presented before the Board of Trustees on December 11, according to Stephanie Reitz, a university spokesperson.

"It is anticipated that the end result for the review of low-completion programs will result in the closure of some programs," Anne D'alleva, the provost, and Gladis Kersaint, the vice provost for academic affairs, wrote in a memo to all academic deans.

Majors like philosophy, women's, gender, and sexuality studies, and animal science are on the chopping block. With the exception of Spanish, every program within the university's literatures, cultures, and languages department is under review. The department, which houses nine majors, is seemingly divided on its next step, as it postponed a vote on

Wednesday on whether it should move forward with the provost's review or preemptively merge its majors into one or two programs, Vials said.

Vials said that while the programs under review have a smaller number of majors, they host popular classes that are full every semester and play a key role in recruiting faculty.

Reitz said the university is not directing that any programs or majors be eliminated: "Rather, it is asking deans and department heads in the schools and colleges for their ideas on how to address the challenge of low-enrollment programs."

If the university were to sunset a program, Reitz wrote, the decision would be in collaboration with deans, department leadership, and faculty, and no cuts would be made "solely based on budget considerations."

The Backdrop

Last fall, UConn unveiled a plan to [reduce the operating budget](#) of all of its units — colleges, schools, administration, and institutional support — by 15 percent over the next five years to combat what was then a \$70-million budget deficit.

A one-time infusion of state funding has eased the pain for this year, but the university's expected funding gap for the 2026 fiscal year is about \$72.8 million, according to Reitz.

State support for public colleges in Connecticut has dropped in recent years, but federal Covid-19 relief funding helped to fill in the gap. That funding source is expected to dry up by fiscal year 2026, however. Vials said he believes the university is trying to make a point to the state legislature that its recent austerity measures have impacts.

"The provost office is basically trying to show the legislature that they can draw blood — that they're serious as they ask for more money," Vials said.

UConn's situation mirrors what [happened last year](#) at West Virginia University, another flagship that made sweeping academic-program cuts in response to a ballooning budget deficit.

West Virginia shuttered 28 academic programs and eliminated 143 faculty positions, including its department of world languages, literatures, and linguistics, partially citing low enrollment.

Reitz, the UConn spokesperson, alluded to broader challenges with foreign-language program enrollment. “We value the LCL department and believe language study is essential to our strong identity as a global university,” Reitz said. “However, we also know that students are turning away from language study all around the country, and low enrollment in those areas is an issue beyond UConn.”

The Stakes

While a host of public regional universities have taken heavy hits to their academic offerings, what’s happening at UConn reflects that these financial struggles are not exclusive to smaller, less-resourced institutions.

“I am worried that by killing all these programs and limiting offerings for both students and faculty, they are very much compromising our status as a research university and as a serious university,” Vials said.

We welcome your thoughts and questions about this article. Please [email the editors](#) or [submit a letter](#) for publication.

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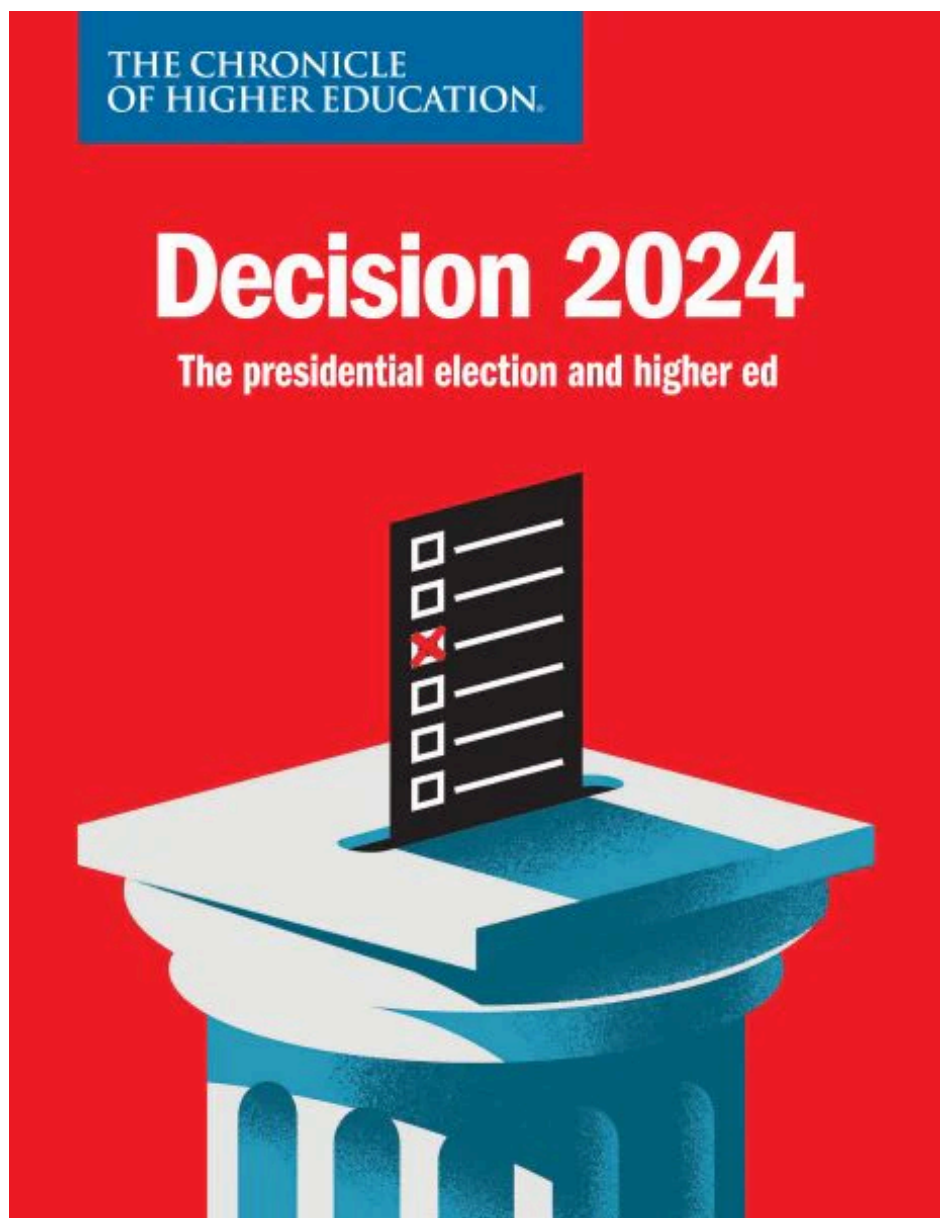


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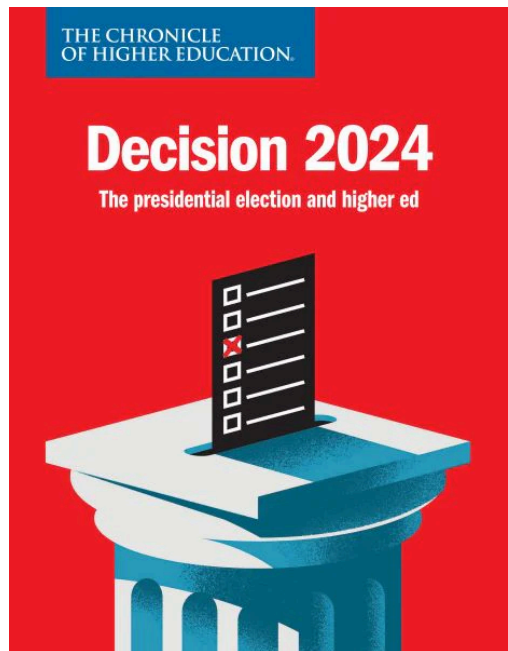
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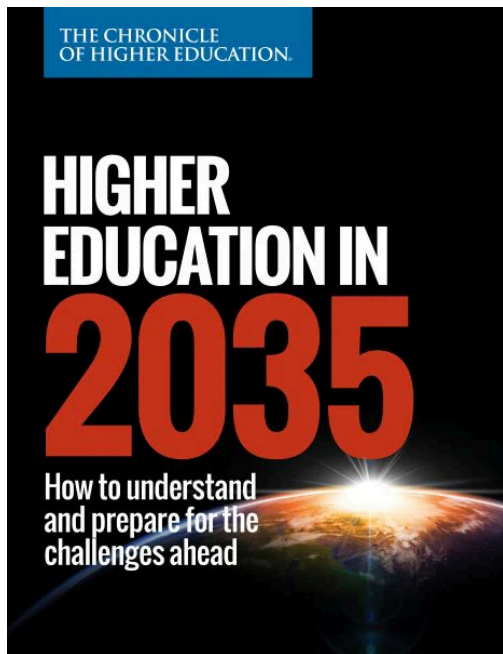
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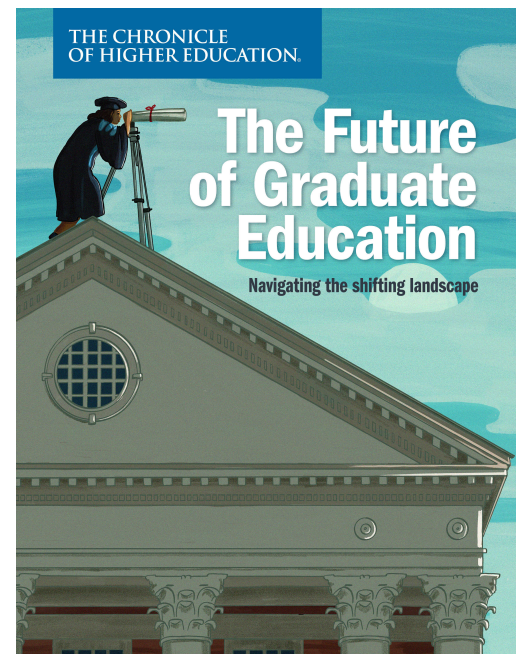
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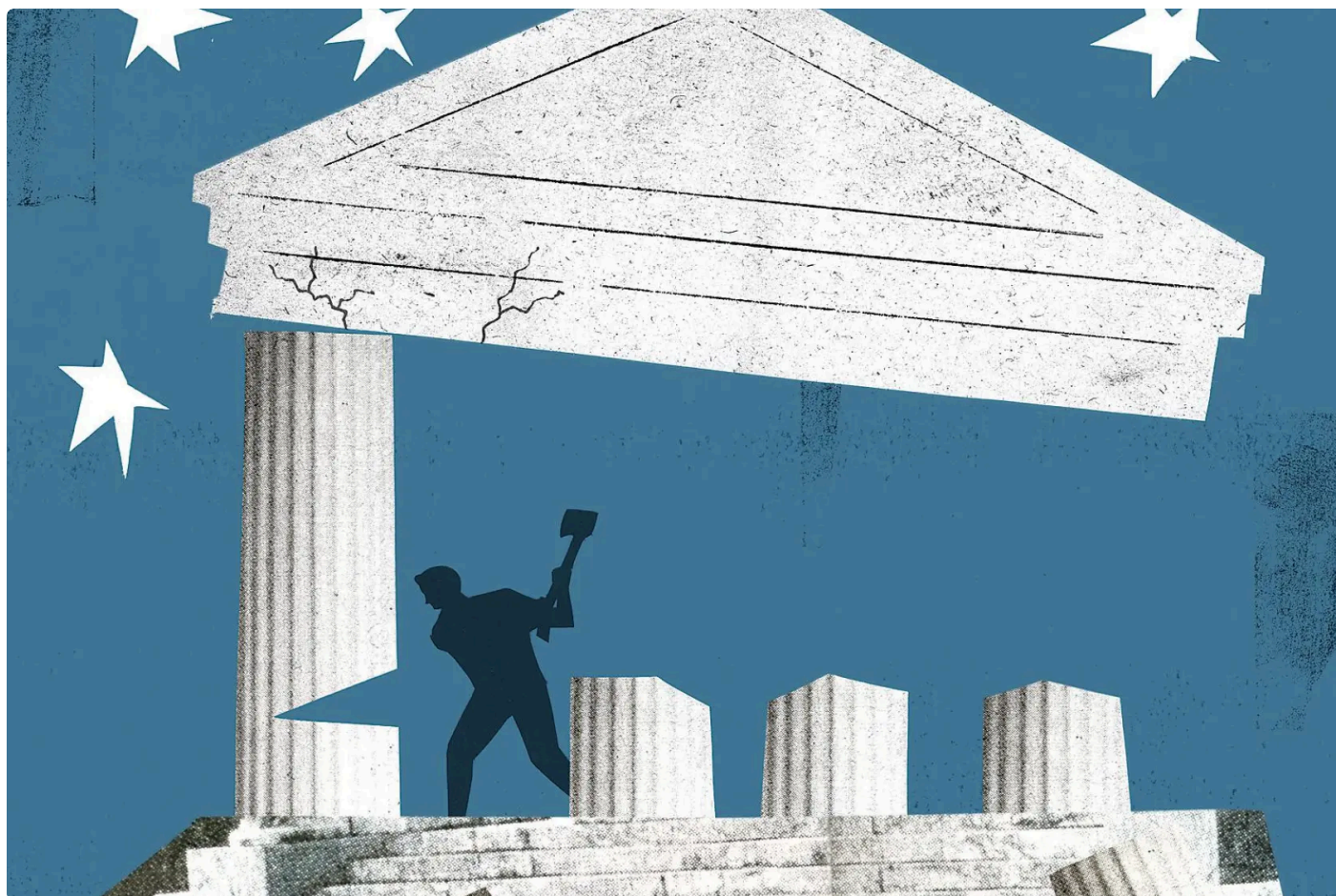
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AN UNPOPULAR PLAN

Cash-Strapped Wittenberg U. Envisions a Future With Far Fewer Faculty and Staff

By [Eric Kelderman](#) August 9, 2024



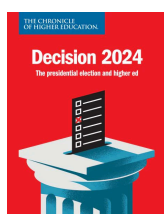
JUSTIN RENTERIA FOR THE CHRONICLE

Wittenberg University likely can't continue operating much longer without deep budget cuts. But the kinds of cuts being considered at the small Ohio institution are causing faculty and some alumni to argue that closure might be better.

A plan, put forward by the university's president, Michael L. Frandsen, and its board in late July, proposed eliminating 60 percent of full-time faculty and about a quarter of noninstructional staff, and relying more heavily on online course-sharing to teach students.

In a three-page memo, Frandsen described the measures as “an innovative model” that would “maintain the vast majority of existing programs via hybrid learning.” Wittenberg, which enrolled about 1,300 students in the fall of 2023, has traditionally served as a liberal-arts college, and also offers programs in engineering, finance, and health sciences.

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Faculty leaders have raised a number of objections to the proposal, including that it was developed without any faculty input and may not meet accreditation standards. They also argue it would shortchange students who enrolled expecting a completely different kind of experience.

“Most faculty I have communicated with feel a carefully planned closure would be preferable to going forward with this ill-conceived plan,” Lori Askeland, a professor of English at Wittenberg and the university's representative to the American Association of University Professors, wrote in an email.

The details of that initial proposal are likely to be altered before the board makes any decisions, Frandsen told *The Chronicle*. He announced in early August that he had assembled a committee of nine members, including five faculty members, to consider alternative scenarios. Still, whatever academic model emerges will “likely rely on one or

more outside partners to provide some student instruction,” Frandsen wrote in an email to the university community.

“A carefully planned closure would be preferable to going forward with this ill-conceived plan.”

The university’s Board of Directors will consider such changes at a meeting on Thursday.

The board’s first attempt to solve the university’s deep budget problems revealed that faculty and leadership have different visions of why students are attending Wittenberg, and the value of the campus experience.

The proposal fundamentally alters the kind of education students at Wittenberg would receive, said Ruth J. Hoff, an associate professor of languages.

The university’s leadership is betting on the premise that students would be happy with a steady diet of online courses, adjunct instructors, athletics, and social opportunities, said Hoff. In that case, students would miss out on the close personal interactions with faculty that have been the hallmark of Wittenberg, she said. The austerity plan, she said, “outsources the heart of what we’re all about.”

In an interview, Frandsen said he, too, cherishes the kind of small, liberal-arts college experience that Wittenberg has traditionally offered, but he doesn’t think the institution can survive without significant change.

“I don’t see a way for us to continue delivering the product that we have been delivering in a way that makes financial sense,” he said.

Belt-Tightening

How Wittenberg got to this point is an all-too-familiar tale in higher education that involves enrollment shortfalls, burgeoning debt for new athletic facilities, and several

previous rounds of budget and program cuts.

Undergraduate enrollment at the liberal-arts institution fell by 35 percent between 2014 and 2023, according to the university's figures.

In 2016, Wittenberg took on more than \$40 million in bonds to refinance old debts. Just a few years later, the university raised tens of millions of dollars in donations and historic tax credits to pay for a new athletic facility called "The Steamer," which the university describes as "a state-of-the-art, 265,000-square-foot indoor practice facility."

The price tag for the building, initially projected at \$40 million, increased to \$50 million by the time it was completed in 2019. The facility "includes a six-lane, 300-meter track, and an artificial turf playing surface that will accommodate football, soccer, lacrosse, and field hockey," as well as "batting cages attached to the ceiling" and a "7,000-square-foot strength center."

The long-term debt has added to the university's financial troubles, but the focus on athletics has done nothing to improve its falling enrollment. While the total number of traditional undergraduates has fallen more than 30 percent over the past decade, enrollment of athletes has increased by more than 12 percent over the past decade, according to Wittenberg's data. In other words, all the enrollment loss at the university has been among students who don't play intercollegiate sports.

As a result, the university has done a lot of belt-tightening. There was a [\\$6.5-million](#) cut in 2015 — about 10 percent of its budget at the time — and [another \\$2.5-million](#) cut in 2020. The board is aiming to trim another \$7 million from the university's \$96 million in expenses.

Those efforts have been little more than a Band-Aid on a gaping wound. The university operated at a deficit for three of the past four years, according to its IRS filings, and [spent nearly \\$6 million from its endowment](#) (in addition to its traditional annual draw) last year to cover a \$17-million shortfall.

“I don’t see a way for us to continue delivering the product that we have been delivering in a way that makes financial sense.”

Another cause of Wittenberg’s financial troubles, Frandsen said, is that the university hadn’t done a comprehensive campaign to raise money in the two decades before he arrived in 2017. A fund-raising campaign completed last year netted about \$113 million, and the average number of donors to the university has tripled, he said.

But Wittenberg’s audited financial statements don’t hold back: The university’s fiscal situation raises “substantial doubt” about its ability to continue operating.

‘Astonishing and Insulting’

The question now is whether Wittenberg can find a way forward while preserving the institution’s mission.

Over the past year, Frandsen said, the university has been working with outside firms, such as Huron Consulting and RIZE Education, a for-profit company that manages course-sharing for dozens of small colleges, including Wittenberg.

Frandsen’s proposal to eliminate a majority of faculty and increase the use of online courses “relies heavily on RIZE,” he said. “They were certainly involved in the creation.”

Course-sharing arrangements make a compelling pitch: Students get access to a larger variety of programs, and colleges don’t have to incur the long-term costs of hiring faculty, said James Wiley, vice president for product and research at ListEdTech, which tracks the industry. Despite the relatively low cost, the approach is not widely used, Wiley said, especially among small private colleges like Wittenberg.

For courses offered through RIZE, colleges pay \$500 for each student who enrolls in the course, and the money is divided between the company and the institution offering the course.

RIZE provides a technical platform and support services to colleges, said Kevin Harrington, its co-founder and chief executive.

Wittenberg already uses course-sharing for a number of programs, Frandsen said, such as a new dual-degree engineering program with Indiana Tech. Programs at Wittenberg in supply-chain management, project management, neuroscience, and public health use courses from RIZE or another consortium called Acadeum.

Wittenberg did not pay RIZE for any consulting on its plans, Harrington said, but company representatives have had several conversations with Frandsen, and “tried to be as helpful as we can using experience of other colleges and help them find other outside expertise.”

Hoff, the associate professor of languages, said it was “somewhat astonishing and insulting to plop this in the faculty lap without any prior engagement.”

If the plan was a surprise to faculty, it could be an even-bigger surprise to students, especially the more than 400 who have committed to Wittenberg for the fall, said Askeland, the English professor.

“By announcing this change at this late hour before classes start in late August,” she wrote, “many of us are left feeling that we lied to those students, especially those that were just recruited.”

Dan Bauman contributed to this report.

We welcome your thoughts and questions about this article. Please [email the editors](#) or [submit a letter](#) for publication.

Correction (Aug. 10, 2024, 4:52 p.m.): This article misstated the cost of Wittenberg's athletic facility as \$63 million; it was \$50 million. In addition, the article misstated the purpose of Wittenberg's \$40 million in debt. That debt, incurred in 2016, was not used for the construction of the athletic facility, but to “to refund outstanding bonds, pay off a line of

credit, and establish capital project and debt service reserve funding,” according to the university’s audited financial statements. The construction of the athletic facility was initially paid for with \$38 million in short-term debt, which was paid off in 2021 with a combination of historic tax credits and donations.

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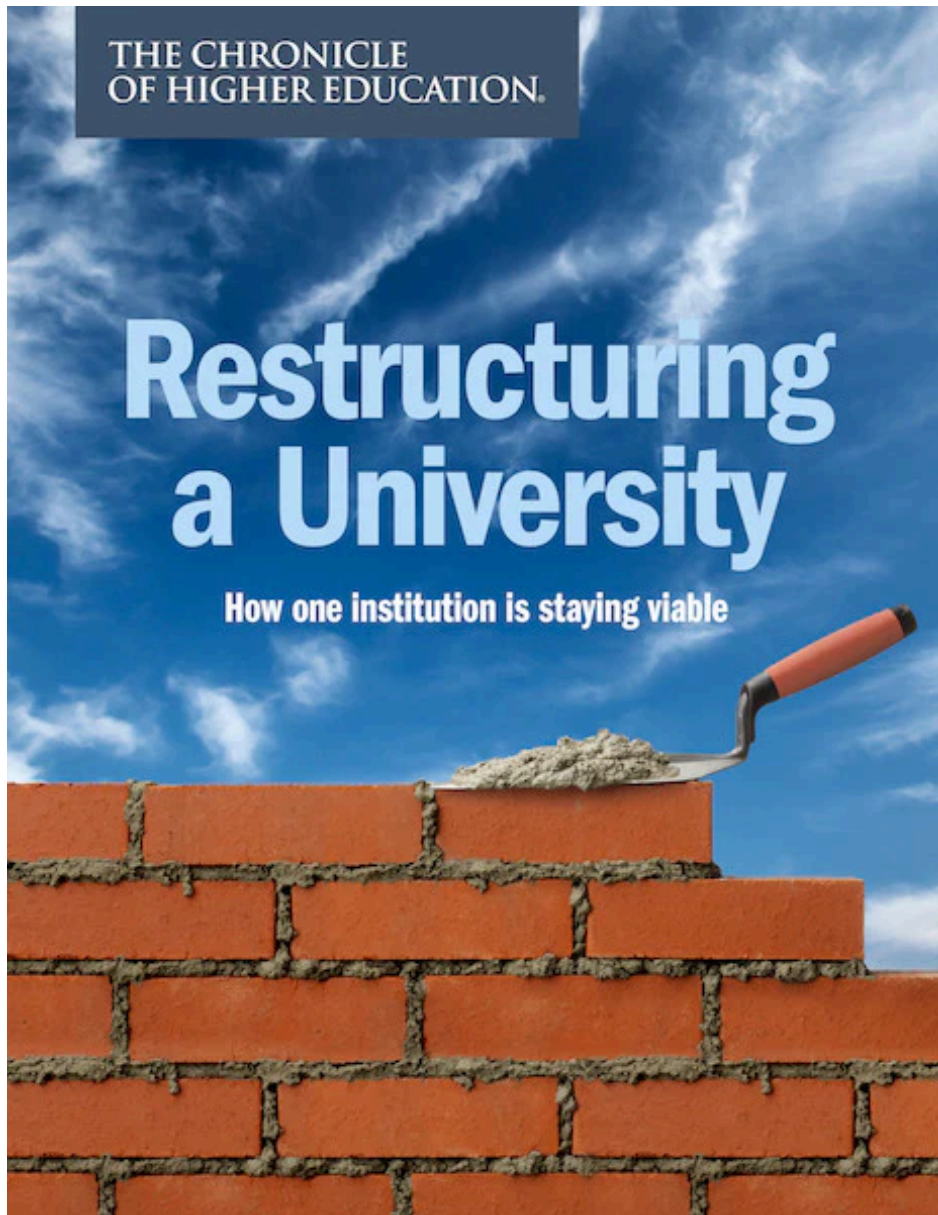


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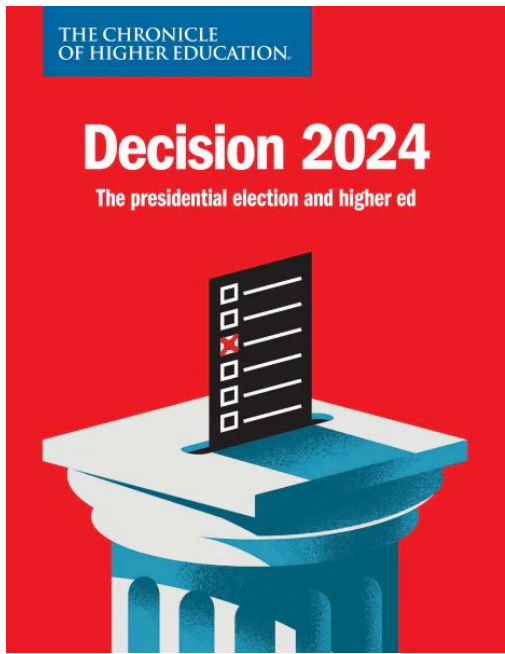
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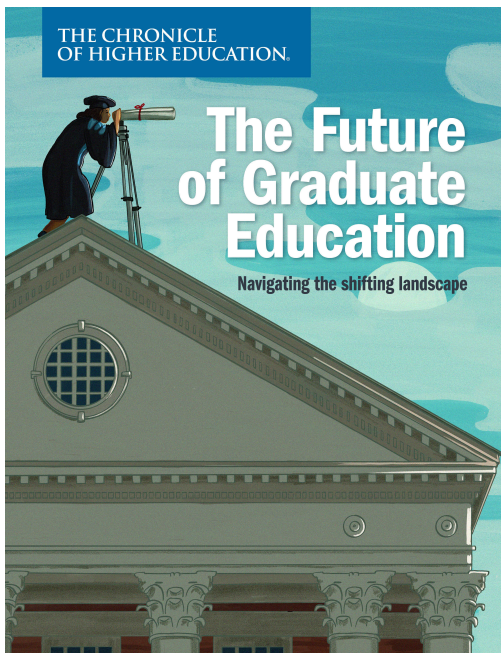
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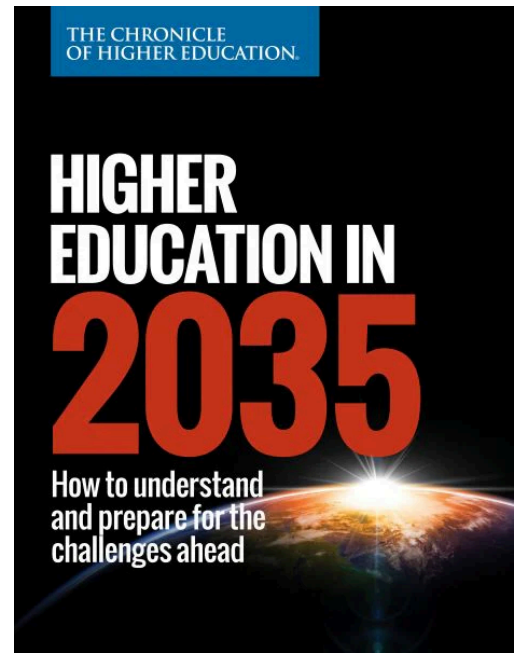
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October 07, 2024

September College Cuts Include Jobs, Programs and Athletics

Facing multimillion-dollar budget deficits, some colleges announced they would ax jobs and academic programs. Others noted cuts are on the horizon.

By [Josh Moody](#)



Declining enrollment was a common culprit driving job and program cuts at various universities.

Andrii Yalanskyi/Getty Images

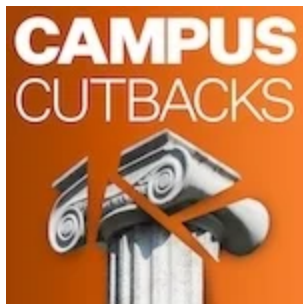
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declining enrollment.



Others cast the reductions as necessary to avoid fiscal issues in the future.

Here's the latest on cuts announced last month.

Wittenberg University

Facing a multimillion-dollar deficit, the small, private liberal arts institution in Ohio trimmed 24 faculty and 45 staff positions last month in an effort to reduce personnel costs, [*The Springfield News-Sun*](#) reported.

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Given that some of those positions were already vacant, officials said about 40 individuals were affected. Three of the 24 faculty members slated to lose their jobs opted to retire, the newspaper reported.

Wittenberg is also dropping majors in East Asian studies, German, music, music education and Spanish, as well as a Chinese language minor. The tennis and bowling teams will also be eliminated.

The cuts appear to be less severe than initially feared. Earlier this year, [employees raised concerns](#) that up to 60 percent of faculty members and one-third of staff could be axed.

Baldwin Wallace University

Baldwin Wallace, another small liberal arts institution in Ohio, is eliminating 28 faculty and staff positions as part of a restructuring plan that seeks to shave \$7 million off the university's budget, [Cleveland.com](#) reported.

The cuts include 18 faculty members, eight staffers and two executives.

The university is also cutting 10 academic programs: music history, jazz, visual/studio art, communication studies, film studies, public relations, public health, master of public health, the digital marketing-to-M.B.A. graduate program and leadership in higher education.

Including [cuts announced earlier this year](#), the university has recently eliminated 64 jobs. Baldwin Wallace is contending with a \$20 million budget gap that has driven rounds of cuts.

Remidii State University

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Facing an \$11 million budget gap and enrollment struggles stemming from the COVID-19 pandemic, the public institution in Minnesota is cutting 14 faculty jobs, [Lakeland PBS reported](#).

Editors' Picks

Republicans Could Abolish the Education Department. How Might That Work?

Protecting Black Students During the Second Trump Presidency

Texas A&M Cuts Programs Amid Political Pressure

Though enrollment ticked up by 3.5 percent this year, budget issues remain a challenge.

Bemidji State is also dropping two academic programs: philosophy and computer science. Officials say the changes will get Bemidji State within \$400,000 of a balanced budget.

Bemidji State [also cut 23 jobs](#) last year.

Drexel University

Grappling with a budget gap driven partly by an enrollment shortfall, which adds up to

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benefits, consolidating colleges, asking several deans to step down and considering staff layoffs, [The Philadelphia Inquirer](#) reported.

Drexel missed enrollment targets by about 500 students this year; officials blamed the [bungled launch of the Free Application for Federal Student Aid](#), which led to lower FAFSA completion rates. Drexel officials noted that challenge was particularly acute for first-generation college students.

In a [message to the campus community](#), Drexel administrators noted the need to close the budget gap.

“Our financial challenges are considerable. New and recurring revenues have not kept pace with recurring expenses,” officials wrote. “The University is working to solve an approximately 10% structural imbalance in its operating budget. The key drivers of this imbalance largely reflect the challenges impacting higher education right now: namely, declining enrollments, increased investments both in financial aid to promote access and affordability and in student supports to ensure their success and wellbeing, and rising costs associated with doing business.”

Columbia College Chicago

More cuts are coming at Columbia College Chicago, where administrators plan to drop 18 underperforming academic programs amid budget challenges, the [Chicago Sun Times](#) reported.

The cuts follow [sweeping layoffs over the summer](#) amid a steep enrollment decline; Columbia College Chicago laid off 70 staff members and eliminated 32 vacant positions earlier this year as it tried to close a projected budget deficit that had ballooned to \$38 million. The targeted programs include bachelor’s degrees in

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Western Washington University

Declining enrollment and budget challenges have led the public university in Bellingham to cut two jobs amid consolidation, [Cascadia Daily News](#) reported. More layoffs are on the way, according to President Sabah Randhawa.

In a state of the university address last month—which was interrupted by pro-Palestinian protesters—Randhawa said the cuts were necessary to provide financial stability.

“The bottom line is that the university’s current scope of operations is not sustainable,” he said.

More details on the number of anticipated cuts are expected this fall.

University of Dayton

Citing thin operating margins and budget pressures, officials at the University of Dayton plan to close or merge multiple graduate programs that are underenrolled, [The Dayton Daily News](#) reported.

The move may affect as many as 20 master’s programs and three doctoral programs. An unspecified number of jobs will also be affected, with cuts expected to be announced next year.

While the private, Catholic university is not running a deficit, officials cast the move as prudent fiscal management.

“Ultimately, we hope that the various faculties will choose to bring these and other graduate programs forward for suspension so that we can make the appropriate

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transformational undergraduate education,” they wrote in a statement published by the newspaper.

Tennessee State University

Reeling from [past financial missteps](#) and decades of underfunding, the historically Black university in Nashville has announced a freeze on hiring and nonessential expenditures, [The Tennessean reported](#).

Officials also hinted at likely job cuts to come, including at the administrative level.

“We are sitting with our [vice presidents] and looking at our structure to see if all of those extra layers of management are needed,” interim president Ronald A. Johnson [said in a meeting](#).

Recent financial issues prompted state lawmakers to vacate the TSU board and appoint new members, even as the state has [underfunded the college by \\$2.1 billion](#) over the course of three decades, according to a 2023 analysis by the U.S. Department of Education.

Bob Jones University

Anticipating \$5.5 million in lost revenue over the next two years, the Christian liberal arts institution in South Carolina cut its baseball program and eliminated an unspecified number of positions, [FOX Carolina reported](#).

“While difficult, these corrective actions are necessary to ensure the University’s ability to deliver our mission into the next century. We remain committed to supporting our faculty, staff and students and to delivering the high-quality education for which Bob Jones University is known,” officials said in a statement

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Josh Moody

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February 05, 2024

'Colleges on the Brink'

Broken budgets, not hostile takeovers, are the biggest challenge for most presidents, Michael T. Nietzel and Charles M. Ambrose write.

By [Michael T. Nietzel](#) and [Charles M. Ambrose](#)



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For months, higher education headlines have been dominated by turmoil at three elite universities whose leaders were perceived to have responded inadequately to questions about their institutions' reactions to the Hamas attack on Israel, the ensuing war in Gaza and incidents of antisemitism and Islamophobia on their campuses.

For all the media hoopla that's followed the drama at Harvard University, the

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orchestrated by disgruntled donors, vulturous politicians, unhappy alumni or activist students. College leaders are being warned almost daily about the risks of outsiders commandeering their campuses.

No doubt higher education's culture wars have been restoked in the last two months, and it would be foolish for college presidents to ignore the increasingly critical, even treacherous, political environment their institutions now face. But free speech battles, donor revolts, legislative scrutiny and student activism are not the higher education threats with which most presidents should be most concerned. At the vast majority of colleges, even some elites, the biggest problem is a more fundamental one, common to most enterprises: how to operate in a financially responsible way. At America's colleges, this means reducing the structural budget deficits that are driving up costs and harming students in the process.

That focus has become more important than at any other time in recent history, as an increasing number of American colleges and universities are in financial crisis. They're being squeezed ever more tightly by the vise of decreased revenue from more than a decade of dwindling or stagnant enrollment and retention coupled with increased expenses from inflation, soaring labor costs and excessive capital construction debt.

In the almost four years since the onset of the COVID-19 pandemic in the U.S., multiple signs of dire economic straits in higher education have become obvious, but the standard wisdom has been these problems were largely limited to small, nonselective private colleges, regional public universities and community colleges.

That's where financial vulnerabilities led to college closures, consolidations and major academic restructuring. As just a few examples, Presentation College in South Dakota, Finlandia University in Michigan, Iowa Wesleyan University and Cazenovia

agreed to buy the campus of Cabrini University, which has battled financial problems for years. The list of institutions forced to close, merge or dramatically cut back their academic portfolio is long and growing.

It's tempting to view these financial headwinds as specific only to colleges already in danger of going out of business, but that's a mistake. The financial storm clouds threatening higher education are more ominous and widespread than that. Witness the historic, large-scale reductions in academic programs and faculty undertaken last fall at West Virginia University, the state's flagship institution.

More recently, administrators at Miami University in Ohio, one of the nation's most highly regarded public institutions, told the leaders of 18 undergraduate majors they would need to reinvent themselves, potentially through mergers with other programs, to help the university cope with the "unprecedented fiscal, societal, and political challenges ... that are part of a larger troubling higher education landscape."

A troubling landscape, indeed. Last spring, DePaul University, the largest Roman Catholic university in the nation, projected a \$56 million deficit for the 2023–24 fiscal year. In November, the University of Arizona announced it was facing a \$240 million shortfall in its budget.

Also last year, four Big Ten universities, long among higher education's most well-resourced public institutions, reported large operating deficits. Rutgers University, Pennsylvania State University, the University of Minnesota and the University of Nebraska all acknowledged the need for substantial budget resets, ranging from \$24 million at Minnesota and \$58 million for the University of Nebraska system to more than \$100 million at Penn State and Rutgers. (Penn State announced just last month plans for \$94 million in total reductions to its 2025–26 budget.)

have been alleviated, at least temporarily, because of three rounds of Higher Education Emergency Relief Fund (HEERF) grants they received, totaling about \$76 billion. That money provided financial relief to students and helped keep the institutions afloat throughout the pandemic and its aftermath. Now those relief funds are gone. And it's very unlikely colleges will see more federal or state bailouts anytime soon.

As we document in our new book, *Colleges on the Brink: The Case for Financial Exigency* (Rowman & Littlefield), many colleges and universities now find themselves in various degrees of financial precarity. Every higher education sector is facing such risks: public and private, two-year and four-year, for-profit and not-for profit colleges are in the same leaky boat. A prolonged stretch of sinking enrollments, a global pandemic, uncertainties in state funding, a public increasingly skeptical of their value and their own tendencies to overbuild and overspend have left hundreds of colleges facing unsustainable futures.

If these institutions don't change how they operate, it's unreasonable to believe they will change this trajectory. Grand plans to grow their enrollments or solicit large private donations to boost their endowments aren't viable strategies to dig out of deep budget holes. They're wishful thinking.

Financially stressed institutions must take a full, clear-eyed accounting of what it costs to offer the academic programs, student support, research activities, entertainment and community service that most aspire to provide. At an increasing number of institutions, this reckoning will show they are offering more academic programs; employing more administrators, faculty and staff; and spending more money on intercollegiate athletics and other nonacademic activities than they can afford.

and retain students, and modest administrative and academic restructuring will be sufficient to achieve the necessary financial realignment. They can do enough belt-tightening to fit their budgets.

At colleges where the money crunch is more severe, where enrollments and net tuition revenue continue to erode, where state appropriations have taken a steady downturn, where debt has increased, and/or where private donations and the endowment have been hard-hit, more extreme measures will be required to right the ship. Furloughs, salary rollbacks, hiring freezes, the elimination of academic programs, a gradual downsizing of the campus workforce and ending or cutting subsidies to some nonacademic activities will be needed.

Then there's a group of colleges we focus on in our book. In addition to all the problems above, they're carrying huge debt, often because of ill-considered capital expenditures; major sources of revenue are running dry; and prior attempts to pull their budgets out of the red have proved too little, too late. Their financial outlook is so bleak that nothing short of emergency, institutionwide measures will sustain them.

These colleges on the brink may need to consider invoking financial exigency, an acknowledgment that the financial problems are so severe that overall academic integrity is fundamentally compromised. Exigency typically results in the termination of faculty contracts, including the retrenchment of tenured faculty. That's why it's regarded as such an extreme and dreaded measure, often avoided even when it could help save an endangered institution.

As painful as financial exigency can be, it's survivable when done in the right manner, and it offers the most severely stressed colleges a way back from the brink as they become leaner and more fiscally stable, ready to provide the education that students and society need.

A recent example is Henderson State University, in Arkansas, where one of us, Charles, was the chancellor who led the institution through its exigency process. In 2022, HSU was facing a projected \$12.5 million budget shortfall for the year, even with the use of nearly \$6 million in one-time federal HEERF funds; it was carrying long-term debt of \$78 million; its reserves were nearly exhausted despite a \$6 million advance from the state of Arkansas; and its enrollment had fallen from 4,037 students in 2019 to 2,919 in 2021, with one of the lowest six-year graduation rates (37 percent) of any public four-year institution in the state. Even after furloughing staff, imposing hiring freezes and salary rollbacks, reducing administrative expenses, and requiring several other strict spending controls, HSU was headed to its financial demise.

In spring 2022, HSU declared financial exigency and began the painful process of reducing its academic programs and terminating faculty and staff. At the end of that process, 88 faculty jobs were eliminated, 76 of which were filled at the time, and 25 (more than a third) of its undergraduate degree programs were eliminated or set to be phased out, with remaining undergraduate programs reorganized around four “meta-majors” aligned with regional workforce needs. The total workforce was reduced from 330 to 230 employees, and HSU restructured dozens of administrative positions.

Using a declaration of exigency and other cost-containment measures, the university improved its overall net financial position by nearly \$10 million, an improvement that prompted its accreditor, the Higher Learning Commission, to remove a financial distress designation it had placed on the institution less than six months earlier. Going through a financial exigency process was a very traumatic, emotionally wrenching experience for everyone involved, but—while declining enrollment remains a concern—HSU is moving forward on a better financial foundation under the leadership of a new chancellor.

University (2016), Tulane University (2005) and Southeast Missouri State University (2002). Those examples involved differing combinations of program closures, permanent and temporary layoffs, and administrative and academic restructuring, but in each case the institution has worked through and survived its period of financial exigency.

While the headlines will continue to focus on political firestorms at elite institutions, it's failing finances that loom as higher education's greatest danger today. University presidents must be alert to cultural controversies, but what they most need to do is keep their eyes trained on the bottom line, helping their colleges and universities travel the rocky financial road that lies ahead. That's the biggest leadership test facing most college presidents today.

Michael T. Nietzel is president emeritus of Missouri State University; his books include [Degrees and Pedigrees: The Education of America's Top Executives \(Rowman & Littlefield, 2017\)](#), [Coming to Grips With Higher Education \(Rowman & Littlefield, 2018\)](#), and [Colleges on the Brink: The Case for Financial Exigency \(Rowman & Littlefield, 2023\)](#), coauthored with Charles M. Ambrose. Ambrose is a senior consultant for higher education strategy at the law firm of Husch Blackwell; he most recently served as chancellor of Henderson State University, following presidencies at the University of Central Missouri and Pfeiffer University.

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April 23, 2024

Dealing With Financial Challenges: A Provost's Perspective

After more than two decades on the job, Jim Hunt offers his thoughts on those challenges and suggests questions other provosts should consider.

By [Jim Hunt](#)



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Most stories about the financial challenges that higher education institutions

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said, I think there is much to be learned from the perspective of the chief academic officers who must steer the academic program through difficult financial times.

After serving more than two decades as provost or vice president of academic administration in both permanent and interim appointments, I have experienced a broad spectrum of financial challenges. What follows are my thoughts on those challenges and some questions that I suggest other provosts consider.

Why are so many institutions in financial distress?

It has been my experience that most colleges exist along financial fault lines. The forces that meet along those fault lines can vary, but they usually include falling enrollment and/or dwindling net tuition revenue, overspending and over-borrowing, expansive and rapid growth of academic program offerings, and unrealistically optimistic views of what the future may hold. These forces are constantly shifting and applying pressure on one another, and if you don't feel the tremors—either because your institution has enough resources to dampen the stress for a while or you are in denial that the issues are present—you will very likely be surprised by a financial earthquake. As a provost, you need to be constantly aware of such forces and the impact your decision-making may have in creating greater tensions among them.

Can you do it, or should you do it?

As I've mentioned, one of the potential financial fault-lines is the expansive and rapid growth of academic programs. College leaders often hope that "if we offer it, they will come" as their institutions compete to attract students. In addition, bright and talented faculty members bring a great deal of enthusiasm and advocacy for growth in academic program offerings.

“What can we do?” but rather, “What should we do?” The “should” in that question is usually a much higher bar when deciding on when to create new programs or expand existing ones.

For example, faculty members often pitch new programs with the promise they won’t incur any additional cost to the university—so, theoretically, you can go ahead with them. In my experience, however, that’s rarely the case. That doesn’t mean that the new program should be denied, but it does mean that you must develop realistic budget projections for it. A realistic budget will help with answering the “should” question.

The same holds true for the pursuit of grants or gifts that provide bridge funding for new faculty positions. Securing the grant is certainly something that you *can* do, but, again, if you don’t have a solid plan for absorbing the faculty line into the budget once the funding support is over, it may not be something that you *should* do. Adding bridge-funded faculty lines without a good long-term budgetary plan can easily create a structural deficit in the future.

Negotiating salaries for new faculty members also can be a point where you as a provost need to consider can versus should. Several years ago, I was trying to recruit a faculty member whom I knew would be an outstanding addition the university. That person had already received multiple offers from other institutions and was asking for a salary that was \$20,000 more than what I had paid equally qualified faculty members that year. While I had the financial resources to match that offer, I did not feel that I should do it. To do so, would create salary equity issues and, potentially, longer-term budgetary challenges. I ultimately told the person that, while I could match the offers, I felt that I shouldn’t for the reasons I just described. In the end, they accepted my offer.

difficult that may be.

Should financial distress impact the mission?

In October 2020, I accepted my first interim appointment as a provost at Henderson State University, which had significant financial challenges. I had dealt with financial challenges of varying degrees at my previous institutions, but none as urgent and severe. At my previous institutions, I often would pose the following question to my senior staff colleagues: “What if, in the pursuit of financial stability, we had to fundamentally change the mission of the institution? Would we consider that a win?” Of course, I always assumed—or hoped—that the answer was no. That answer would have placed some firm guardrails on what needed to be cut and what might be safe.

My experience at Henderson State has caused me to think about the question of mission differently. I now ask myself and my staff members: “What if the long-standing mission of the institution no longer meets the needs of the region it serves? And, if so, could that be a contributing factor to the financial instability?”

For example, Henderson State traditionally focused on being a public liberal arts institution. As someone who profoundly supports the value of a liberal arts education, that mission was one of the elements that attracted me to the university. Yet I came to understand that, at least at that point in time, it was not a mission that fully met the needs of the students in the region that the university served. Through the financial exigency process we used to address the financial crisis at Henderson State, virtually all the arts, sciences, and humanities departments—all of which are essential to a liberal arts education—were eliminated. As painful and difficult as it was to make those decisions, they may have been the right ones as the institution evolved to meet the changing needs of the region it serves—at least, for now.

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What about restructuring?

Most likely, any attempt you make to rectify a difficult financial situation at your university will involve a restructuring of the ways in which the academic programs are administered. The goal of restructuring typically centers on creating greater administrative efficiency at a much lower cost. This process is often referred to as a flattening of the administrative structure. While it is true that restructuring can provide some financial relief, I recommend that you consider the following if you embark on that process.

Assume that the existing structure had some value, or it would not have persisted for many years. In any restructuring, something very likely will be lost. You will need the knowledge and expertise of the individuals currently holding leadership roles, so be careful not to dismiss or marginalize them too quickly. You should strive to create a transition plan that acknowledges and values their past contributions, as well as keeps them engaged during the transition.

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Recognize that there is no perfect administrative structure. You will need to manage and continually modify whatever structure you develop. You must be willing to make changes when gaps in communication or support arise. In short, you need to decide on a new structure, build as much consensus around it as possible, and then always be willing to adjust when necessary.

Know training will be essential. If the restructuring involves appointing potentially inexperienced individuals to administrative roles, they will need guidance and support to do their work well. For example, if the restructuring involves the elimination of deans' positions and moving more responsibilities to department or program chairs, you should not assume that those chairs possess the knowledge and skills necessary to do those jobs well. You need to find ways to prepare them for their new roles and responsibilities—either with on-campus resources or with the numerous external programs that currently exist.

Establish clear lines of communication. Students rarely care much about the administrative organization of academic programs. What they do care about, however, is who to talk with when they are having difficulty. In a traditional academic structure, a student with a problem in a class would be expected to talk with the faculty member first, then the department chair, then the dean, and then perhaps the provost. If that line of communication has changed, you should bring clarity to it and communicate it to students as soon as possible.

Financial exigency—the best path forward?

The American Association of Colleges and University Professors (AAUP) defines financial exigency as “a severe financial crisis that fundamentally compromises the academic integrity of an institution as a whole and that cannot be alleviated by less drastic means” than the termination of tenured faculty appointments. In the two years

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eliminating sabbaticals and professional travel, and furloughing staff members—but none of those attempts yielded the results needed to address the financial crisis.

It is probably also true that such efforts were probably too little and too late to address the severity of the problem. A former senior staff member once said to me that the university may have avoided the “financial wildfire” if the previous administration had been more diligent with “controlled burns.”

As a provost, you have a responsibility to constantly manage the revenues and expenses of the overall academic program and to collaborate with your senior colleagues in making sound financial decisions for the institution—including taking the step to declare financial exigency. Declaring financial exigency is better than closing the institution, but it is an extremely difficult and painful process, and determining whether or not it will save the college or university in the long term is always a question.

If you find yourself as provost in a situation where you will need to lead the academic program through a financial exigency process, here are a few things to consider.

- Adhering to existing and agreed-upon institutional policies is essential to fairness and can help to buffer against potential future litigation. In my experience, most faculty handbooks have policies and procedures that mirror the AAUP guidelines, and you should follow them.
- Most financial exigency policies involve the participation of a faculty committee in making recommendations regarding program and/or faculty reductions. It should not be surprising that faculty committees have a very difficult time making recommendations that will impact their colleagues. You should not expect this to be an easy process. I suspect that when most of these policies were put into place,

- In terms of employment, it will be the existing faculty and staff who will pay the ultimate price for the financial missteps of the institution. That will be particularly true for non–tenure-track faculty and/or staff, who likely will have their positions eliminated almost immediately, while more-senior and tenured faculty typically receive a one-year terminal contract. Unfortunately, these are usually individuals who did very little to contribute to the financial situation. To the extent that you are able, strive to protect their worth and dignity as they transition out of the university by providing as many severance considerations and positive recommendations as possible.

In conclusion, whether you are a new or experienced provost, you should acknowledge that the financial health of the institution you serve must always be in the forefront of your thinking and planning. The academic program should be the primary enterprise of the institution and will need careful management to sustain financial viability. Stressful financial situations rarely develop overnight, and the origins of those situations may have begun many years before your arrival. Even so, however, you must deal realistically with the financial situation you face today and always put the long-term best interest of your institution in the forefront of your planning and decision-making. This approach may be difficult, but it is an essential element of the position.

Jim Hunt currently serves higher education through interim leadership roles as a member of the Registry for College and University Presidents. His other contributions to Inside Higher Ed include “10 Years as a Provost,” “Keith Richards: Role Model,” “5 Years Later,” and “A New Chapter.”

Written By

Jim Hunt

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BLOG POST

December 19, 2023

AUTHOR(S)

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How Colleges and Universities Can Reestablish Financial Stability

Many higher education institutions are facing budgetary challenges, and a student enrollment cliff — which would further aggravate these budgetary challenges — is potentially around the corner due to demographic changes.

For many years, colleges and universities embraced a standard of increased spending to upgrade and modernize facilities or launch new programs. Many of these investments aimed to improve the recruitment and retention of faculty and students. During a period of economic prosperity and enrollment growth, schools of all sizes were able to leverage funds from historic endowment gains via low-interest rate borrowing or from friendly donors. Operations were supported by a steady flow of tuition revenue and other revenue streams. However, even before the industry was shocked by the COVID-19 pandemic, institutions were starting to feel the effects of this spending pattern.

Many schools have been left with high levels of debt, unutilized space, and increasing maintenance costs. Paired with steady increases to employee payrolls, many institutions are now faced with a difficult decision on how to prioritize spending amid winnowing revenue streams. Across the industry,

colleges and universities are now working to right-size budgets in order to manage costs and achieve financial sustainability. To identify where to make cuts, institutions should start with a zero-based budgeting system. They can then consider opportunities to cut, share, or outsource services to reduce costs.

Sustainable Budgeting Starts With \$0

Many colleges begin building their annual budgets by carrying over the budgets from the prior year and looking at what line items to cut, increase, or keep the same. But simply looking at the previous year's budget as a baseline does not allow college administrations to clearly see which expenses are contributing to revenue and which are just costs.

When colleges are looking to cut costs and balance the budget, they may turn to a blanket approach by applying a flat percentage reduction across line items. But this can hamper strategic initiatives. Alternatively, making the "easy" decision to reduce administrative staff to maintain levels of academic and student offerings can cause schools to be under-resourced to the point where they can no longer effectively run the business of the university.

Typically, colleges begin building their annual budgets by carrying over the budgets from the prior year and looking at what line items to cut, increase, or keep the same. But simply looking at the previous year's budget as a baseline does not allow college administrations to clearly see which expenses are contributing to revenue and which are costs.

A zero-based budget starts from zero dollars, with each line item added into the budget based on whether it is driving revenue or is otherwise necessary for a healthy operation. While this process may be tedious, it is critical to identify unnecessary spending.

Institutions often do not have visibility into the cost of operating their various programs. In working to right-size through a zero-based budget, institutions should begin by assessing which academic programs are bringing in revenue. Also, analyze the ongoing trends regarding course enrollment and market demand to help inform decisions. This assessment could be done in tandem with a survey of both current and prospective students on their academic interests. To support this, also communicate to corporate and business partners to understand what knowledge and skills they are looking for from graduates. This could further inform which programs could boost enrollment.

While colleges and universities remain committed to providing students with diverse learning opportunities, some unpopular program offerings may become a significant strain on university budgets. Department leaders may sometimes push to expand their programs, but this could involve including more niche offerings. Further, institutions should evaluate the overall design of its curriculum. While many students appreciate and seek the traditional liberal arts structure of engaging

in courses across a variety of disciplines, the changing nature of the economy may require new approaches to education.

Additionally, not every class needs to be provided in-house. Some schools may be able to set up direct affiliation programs to allow students to access classes at other institutions, whether in person or online. Affiliation programs can also help institutions struggling with enrollment fill empty seats and bring in additional program revenue. A reimagined approach to budgeting can help institutions tailor their spending to student needs. If programs are restructured, academic affiliation programs allow universities to responsibly provide students with additional academic opportunities.

Outsource and Share Services

While aligning program offerings with student interests can improve financial sustainability, institutions must also focus on reducing the overhead costs that contribute to increased expenses.

Across the financial, academic, and administrative functions of colleges and universities, there are two primary ways to reduce costs: outsourcing and sharing services.

Outsourcing

Many university functions can be sourced to outside vendors, including finance functions. Since the pandemic, many institutions have experienced high turnover across their finance functions, which contributes to increasing recruitment and retention costs. This may lead colleges and universities to hire candidates who lack the skills they need for the job.

When staff leave accounting and payroll departments, they take institutional knowledge with them, like how to use recordkeeping systems. Third-party vendors use economies of scale to lower the cost of providing financial services like payroll, accounting, and tax reporting, and such vendors have access to the latest tools and the necessary experience to navigate the unique financial services needs of colleges and universities.

Learn how BDO helped a liberal arts institution strategically outsource its financial functions and improve overall financial sustainability in our [recent case study](#).

Sharing Services

Essential cost drivers like IT and technology services can also be shared between higher education institutions.

Software, including learning management systems, can be purchased collectively, reducing licensing costs across several institutions. Considering the vast data storage needs of higher education institutions, shared data centers are another avenue for greatly reducing costs.

Maintaining and supporting the technology that powers virtual classrooms and file sharing can be a large cost driver for institutions. By purchasing IT support and help desk services collectively, universities can lower the cost of providing high-quality, 24/7 technical support to professors and students.

When institutions share technology services, it is also possible for them to collectively purchase cybersecurity support and insurance. This can make it less expensive than if each institution is individually paying for robust cybersecurity solutions.

To cut costs and improve financial sustainability, higher education institutions should consider outsourcing and sharing in key back-office operations.

Creating Long-Term Sustainability

While focusing on controlling costs, institutions should also have their eyes on revenue streams. While operating profitable academic programs is an ideal goal, realistically institutions know that they will need to supplement revenue for certain academic programs. To supplement unprofitable programs, colleges and universities should not only increase the promotion of profit-generating programs but also leverage alternate revenue streams from auxiliary programs or rethink asset use to enhance revenue.

Streamlined, sustainable budgets help colleges and universities get closer to achieving the financial security required to consistently fund necessary student resources. A zero-based budget helps institutions define what is truly essential to their academic, administrative, and financial operations. Outsourcing and sharing some operational functions can also help cut costs from essential functions without sacrificing quality.

No matter the steps taken, colleges and university leaders must also become familiar with key financial metrics and leverage routine processes for reporting and reviewing financial performance and health. With a healthy financial footing, academic institutions can focus on empowering the next generation of professionals to determine their own future.

BDO's higher education professionals have helped universities large and small achieve greater financial sustainability. Learn how BDO can help you implement better budgetary practices, align your academic offerings with student needs, and [reduce overhead costs](#).

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Is Your College About to Close?

Here are the telltale signs of financial distress.



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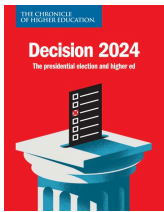
By *Robert Kelchen* September 30, 2024

It is no secret that much of the American higher-education system is facing considerable financial challenges. Fewer [high-school graduates](#) and [older students](#) are enrolling in college, [operating costs](#) are rising faster than [tuition revenue](#), and students are [increasingly drawn to](#) a small number of flagship public universities

and wealthy private colleges. This leaves the vast majority of colleges fighting over a dwindling pool of potential students who generate less revenue.

Along with the expiration of federal pandemic-relief funds, these forces have resulted in an increase in the number of colleges closing over the last two years. The actual number of closures [is far below](#) what many breathless media reports and even federal data sources claim to show (approximately 10-20 private nonprofit colleges each year out of approximately 2,000 institutions), yet closures are incredibly devastating for [students](#) and [employees](#) alike.

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But even though the level of pain is high for those affected, the number of people in that position is relatively small. For example, the University of the Arts, which closed this summer, enrolled about 1,300 students and had 263 full-time employees, according to federal data from 2022. Most colleges that close are even smaller; the Delaware College of Art and Design enrolled just over 100 students, and Wells College enrolled fewer than 400. The number of students and employees affected by closures in a particular year is comparable to a midsize university.

But closures do not tell the full story. The same financial challenges that cause closures have broader implications across higher education. Nonprofit colleges are typically driven by a mission to serve their communities, and they will do nearly anything in order to continue operating in spite of challenging circumstances. Finlandia University, in Michigan, [borrowed against](#) most of its campus buildings three decades ago to stay afloat; this long-forgotten fact led to the institution's recent closure. Driven in part [by](#) [consultants](#) and [media](#) that reaches governing-board members, a growing number of

institutions are seeking to cut programs or even declare financial exigency in an effort to address current or anticipated financial risk.

As a scholar of higher-education finance who has done [research](#) on college closures and financial distress, I am regularly asked about potential warning signs. How can we tell when a college is facing substantial cuts or even closure? Here are the metrics I recommend examining to get a sense of a college's overall position.

Consistently losing money. Public and private nonprofit colleges are not in the business of generating outsized profits, but healthy institutions typically have revenue exceed expenses by a modest amount so they can reinvest the proceeds in improving their college. Year after year of posting losses is probably the clearest sign that a college is at risk of closing, either because they have not sufficiently cut costs or because cost-cutting efforts were unsuccessful in turning around the institution.

I tracked 10 years of operating margins for private nonprofit colleges and found that 18 colleges posted losses at least eight times between fiscal years 2013 and 2022. Nine of these colleges have already closed or announced an upcoming closure, eight remain open, and one (Bacone College, in Oklahoma) has stopped enrolling new students. (You can see the full list [here](#).) Many of these colleges have implemented substantial cuts in an effort to remain open.

Data about operating margins can come from three sources. The U.S. Department of Education's Integrated Postsecondary Education Data System ([IPEDS](#)) contains data for all colleges receiving federal financial aid, although the information usually lags by about two years. Many public colleges and some larger private colleges post financial statements on their websites, but the majority of small private colleges — the ones at greatest risk of being in financial distress — tend not to do so. Fortunately, ProPublica's terrific [Nonprofit Explorer](#) contains annual IRS Form 990 filings that nonprofit colleges submit to the federal government; this is often more detailed than financial statements. If a college consistently has expenses larger than revenue or posts steep losses (which [happened](#) at Wells College), it is time to start asking difficult questions.

Low or declining enrollment and revenue. A sharp decline in enrollment can be a sign that a college is in trouble. But for students and faculty, enrollment within a given program of study is also crucial, as more colleges consider cutting programs seen as being in low demand. Some universities, such as the University of North Carolina at Greensboro, have used student enrollment and credit-hour production [as key metrics](#) in deciding which programs to eliminate. Other institutions, such as Miami University, in Ohio, have [told](#) low-enrolled programs to reinvent themselves or merge with other programs to avoid discontinuance.

Institutional-enrollment trends are readily available in IPEDS, as are the number of graduates by field of study. Departments may have information about their number of majors or student credit hours provided by institutional-research offices or published in fact books, or they may calculate the numbers themselves. On a departmental level, the key is getting a sense of how the institution evaluates enrollment success. Is it by credit hours generated, the number of credentials awarded, or a combination of the two? That will provide insights about how to focus efforts.

A caveat: Increases in institutional enrollment do not necessarily imply an improvement in financial health. If enrollment increases are due to large increases in financial aid or large increases in costs (such as adding resource-intensive preprofessional programs), then the existing financial issues are only exacerbated. This is what happened at Iowa Wesleyan University, [which closed last year](#) even after posting an enrollment increase following the pandemic.

Similarly, declines in revenue are also a red flag. Traditionally, colleges have tried to grow their way out of financial difficulties by starting new programs or expanding their scope. But amid a great deal of discussion about [the demographic cliff](#) among trustees and policymakers, academic leaders are being pushed to rightsize their budgets by mothballing buildings, not filling vacant positions, and jettisoning low-performing programs. This creates the same pressure on programs as enrollment issues.

Drawing heavily from the endowment to plug budget gaps. Endowments are highly unequal in our system, with 120 colleges and systems [controlling three-fourths](#) of the

nearly \$1 trillion in nationwide endowment funds. Most colleges have endowments of less than \$100 million, and these endowments primarily consist of a series of accounts restricted for donor-specified purposes along with a limited pool of unrestricted funds. With the recommended spending rate being between four and five percent per year, endowment income is just a small part of most colleges' budgets.

Yet struggling colleges may choose to pull larger amounts from the endowment and even attempt to [remove restrictions](#) from donor agreements to make more funds available. This is a risky strategy, because if investment income fails to keep up with increased spending, the endowment's value will decrease over time. Many colleges increase endowment spending to plug consistent holes in budgets, which is not a financially sustainable strategy. Some others attempt to use their endowment as the final opportunity to turn around the institution by making [strategic investments](#) in new programs and facilities. This strategy comes with the risk of shortening a college's runway before major cuts or potential closures loom. But taking a calculated risk could help make the college financially sustainable in the long term.

IRS Form 990 submissions contain useful information on how much money private nonprofit colleges spend from their endowments each year and whether the funds are used for student financial aid, administrative expenses, or other expenditures. Increased spending on scholarships can indicate heavy tuition discounting to attract students, while the "other expenditures" category covers both general spending to plug budget holes and new strategic initiatives. Birmingham-Southern College did both before closing, spending \$28 million from its \$52-million [endowment](#) over a two-year period. But with some local context about institutional efforts, students and employees can understand the extent to which spending in this area is a serious concern.

Other potentially drain-circling events. Some indicators of financial distress may be more unique. Here's what I would recommend keeping an eye on:

- Frequent leadership turnover or excessive use of consultants to provide leadership. Leadership turnover is easy to see, but getting information on consultants may require examining trustee documents at public institutions and examining vendor payments in

IRS Form 990 submissions for nonprofit institutions. Leadership turnover may not lead to closure, but each new leader may bring in their own to-do list of cuts to make to try to survive.

- Accreditation sanctions. Accreditors [have a long history](#) of sanctioning colleges for financial issues instead of academic issues, and accreditation is required for federal financial aid. Many accreditors publicly list their actions online.
- Sudden federal restrictions. Requiring a college to post a letter of credit or delaying federal financial-aid disbursements can cause a teetering college to collapse, so keep an eye on the list of actions [that Federal Student Aid takes](#) regarding individual colleges.
- Missed bond payments. Once a college is [unable to pay](#) its bills to its largest creditors, employees should not expect to be paid on time. This is a strong indicator of closure.

As much of higher education faces financial challenges that are unlikely to abate in coming years, it is crucial for academic citizens to gather as much information as possible about where their college stands. With a few data points and an ear to the ground about potential issues, students, faculty, and staff can have a sense of what is going on before leadership takes action — and take steps to help insulate themselves from the fallout.

A version of this article appeared in the [October 18, 2024, issue](#).

We welcome your thoughts and questions about this article. Please [email the editors](#) or [submit a letter](#) for publication.

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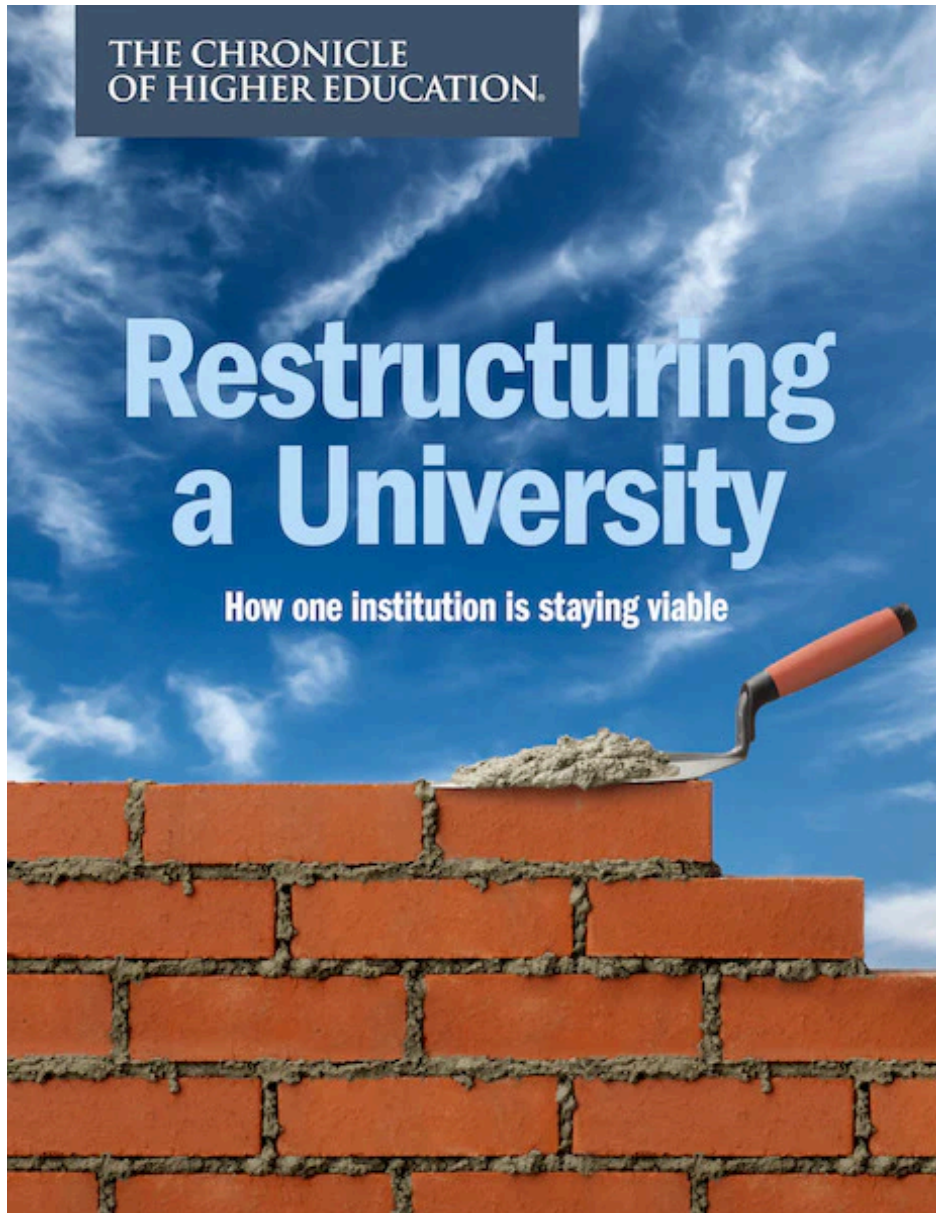
Data

Leadership & Governance

Share**About the Author****Robert Kelchen**

Robert Kelchen is a professor and head of the department of educational leadership and policy studies at the University of Tennessee at Knoxville.

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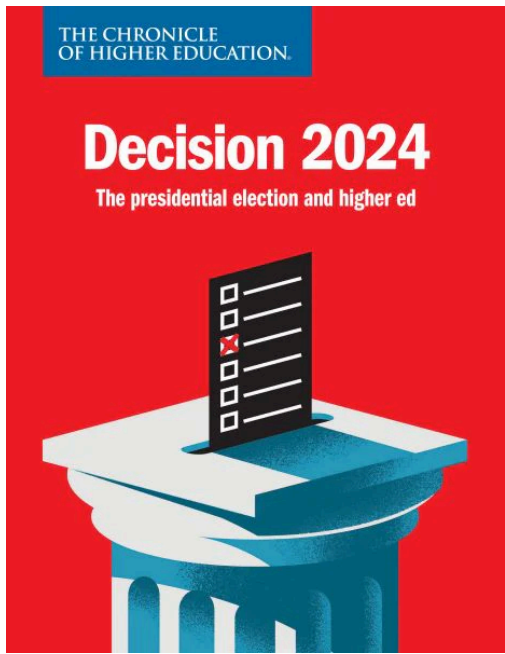
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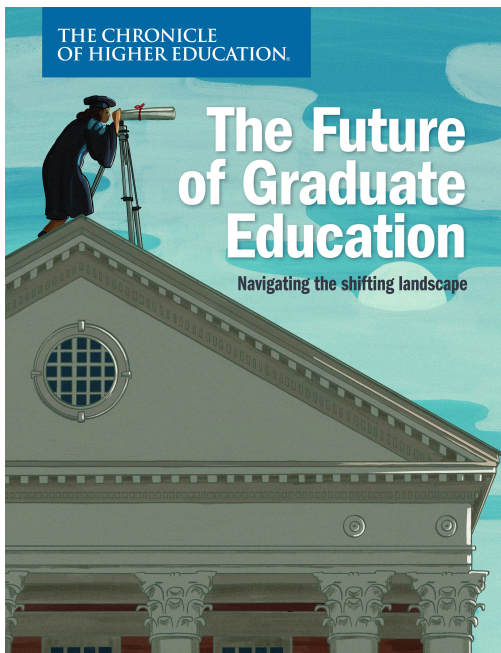
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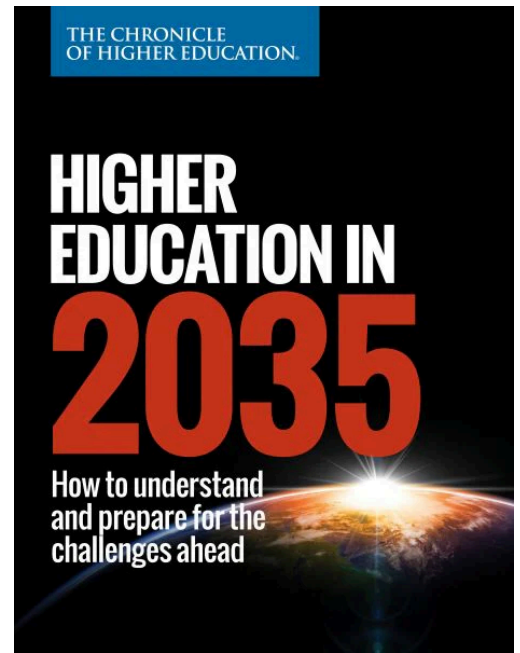
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November 04, 2024

October Brings Deep Cuts at Several Campuses

Portland State University sent layoff notices to nearly 100 faculty members, while St. Louis University axed 23 jobs and froze hiring for 130 vacant positions last month.

By [Josh Moody](#)



Portland State University sent layoff notices to nearly 100 non-tenure-track faculty members.

gregobagel/iStock/Getty Images



October brought deep cuts at several universities grappling with budget deficits.

2/5

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CAMPUS CUTBACKS



Other institutions made smaller, more targeted cuts, or implemented hiring freezes and program reviews. Some blamed slipping state support and enrollment woes; several universities missed admissions goals by a wide margin, prompting cuts to ease deficits.

Here's a look at cuts announced across the sector last month.

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Portland State University

Reeling from an estimated \$18 million budget deficit, Portland State University sent out layoff notices to nearly 100 non-tenure-track faculty members, [Oregon Public Broadcasting](#) reported.

“Portland State University’s structural deficit requires us to make difficult trade-offs this year in order to fulfill our mission,” a Portland State spokesperson told the news outlet. “Potential layoffs are one part of a comprehensive financial sustainability plan that includes a process of academic program revitalization, curricular stewardship, administrative operational adjustments, a focus on revenue growth opportunities and retirement incentives.”

The layoffs come in what has been a turbulent year for Portland State, which is navigating enrollment challenges and was beset by pro-Palestinian protests in the spring, including a four-day occupation of the university’s library, which [cost an estimated \\$1.2 million to repair](#).

St. Louis University

St. Louis University has eliminated 23 positions and frozen hiring for 130 vacancies as

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Dispatch reported. Though no current faculty members were laid off, 30 faculty positions are among those frozen.

The university will also seek another \$40 million in cost savings over the next two years.

Administrators previously told St. Louis Public Radio that SLU is facing a budget deficit after it sought to enroll 1,300 new international graduate students this fall but only landed about 300. Officials blamed the gap on the U.S. government issuing fewer visas to international grad applicants this year. Increased financial aid and faculty research investments also played a role in swelling SLU's budget deficit, STLPR reported.

More cuts are likely on the horizon; in an Oct. 11 message to campus, officials wrote, "Ultimately, we will become an organization with fewer faculty and staff."

Western Washington University

In an effort to shave \$18 million from its budget, the public university in Bellingham announced initial cuts, with more expected to come next year, My Bellingham Now reported.

So far the university has eliminated 25 jobs, 20 of which were vacant, according to WWU. Another 30 positions are expected to be cut in the 2025–26 academic year.

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A restructuring effort is also underway.

“WWU’s budget challenges are due to lingering [coronavirus] pandemic revenue shortfalls, as smaller class sizes work through the system, in addition to insufficient state funding, cost-of-living increases, and higher costs of goods and services,” [officials wrote in a statement.](#)

Elizabethtown College

The private institution in Pennsylvania plans to cut 13 full-time faculty positions and drop several majors as part of cost-cutting measures, [LancasterOnline reported.](#)

Majors affected include the fine arts, sociology and Spanish.

“The focus of planning for Elizabethtown College’s sustained fiscal health and well-being is the top priority,” Keri Straub, the vice president for enrollment management, marketing and communications, wrote in a statement to the news outlet addressing the cuts.

Officials noted challenges brought on by evolving student interests and shifting demographics.

Brandeis University

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long-running Lydian String Quartet, which has called Brandeis home since 1980, [The Boston Globe](#) reported.

The group received notice in a Zoom meeting on Oct. 1 that the university would not keep them beyond the 2024–25 academic year. Housed in the music department, the quartet has released various albums over the years while its members have served in faculty roles.

The move is expected to save \$275,000 a year.

Earlier this year, Brandeis announced it would cut dozens of positions due to an estimated \$2 million budget gap. That decision, among others, prompted a [faculty no-confidence vote](#) in President Ron Liebowitz, who stepped down on Nov. 1 after leading Brandeis since 2016.

University of Connecticut

A sweeping program review is underway at the flagship in Storrs, where administrators are weighing the future of nearly 250 underenrolled programs, according to [local media reports](#).

Fox 61 reported that 70 majors, 72 master's degrees, 76 graduate certificates and 27 doctoral programs were included in the program review announced in mid-October. Low-enrollment majors include philosophy, art, music and social work, among other disciplines.

The program review comes amid an estimated \$70 million shortfall for fiscal year 2025.

“Given the budget situation of the university, evaluation of low-

and to meet the needs of our students, in addition to being common sense academic ‘housekeeping’ the university should engage in on a regular basis,” University of Connecticut president Radenka Maric and provost Anne D’Alleva [wrote to faculty last month](#). “Programs do close and change over time—if we look at university catalogs from ten, twenty, thirty years ago and more, we’ll see numerous majors that we no longer offer.”

Officials are expected to present proposed cuts to the UConn Board of Trustees in December.

Sonoma State University

Sonoma State University has implemented a hiring freeze and suspended travel and nonessential purchases amid an estimated \$21 million budget deficit, [The Sonoma Index-Tribune](#) reported.

The hiring freeze is expected to save the university about \$5 million.

Written By

Josh Moody

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EXODUS

Penn State Offered Buyouts. At This Campus, 40 Percent of Staff Raised Their Hands.

By [Adrienne Lu](#) September 12, 2024



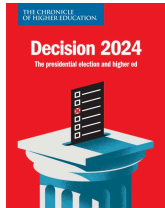
PAT KINSELLA FOR THE CHRONICLE

At Pennsylvania State University at New Kensington, a tight-knit campus about 30 minutes northeast of Pittsburgh, faculty members and staff kicked off the fall semester with a sense of dread.

Forty percent of the staff and 10 percent of the faculty there had taken voluntary buyouts that were offered across the system's regional campuses earlier this year. Among those leaving the campus, where enrollment has dropped by about a third over the past 10 years, were the registrar, the director of student affairs, all three employees in the business and finance office, and the chancellor.

Buyouts are intended to be a humane way to cut costs while avoiding layoffs and allowing employees a measure of agency in deciding when to leave a job. But they can hurt morale and have unintended consequences, like when more people — or different ones than expected — raise their hands to go. That's what many faculty and staff think happened at New Kensington.

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While buyouts are fairly common in higher education as a way to reduce costs, according to Robert Kelchen, a professor in educational leadership and policy studies at the University of Tennessee at Knoxville, they are typically aimed at employees closer to retirement. “It’s not exactly the most strategic option, but it’s an option,” Kelchen said. “If the goal is to try to free up money or turn over the work force, it’s probably the best way to do it, but you have an issue of the people you really want to take the buyout may not take the buyout, or you have too many people take the buyout and a unit is effectively demolished.” In addition, he said, laws and union contracts mean colleges may have limited options for how they implement buyouts.

Across Penn State’s regional campuses, about one in five eligible employees took the buyout, although the numbers varied significantly across the 20 institutions. Many left in June; the rest, who were asked to stay on to help ease the transition, will leave by the end of December.

It’s too early to know the precise impact of the loss of so many people and the decades of institutional knowledge they embodied. At New Kensington, professors and staff welcoming new students to campus for orientation on a sparkling, sunny day in late August said they were anxious that students might not get the help that they need —

when college seems too expensive, too hard, or just too much — with so many fewer people around to catch them.

Buyout participation by campus

Pennsylvania State University offered a voluntary buyout program to employees across its regional campuses earlier this year.

Campus ▲	Staff Participation	Faculty Participation	10-Year Enrollment Change
Abington	18%	4%	-16%
Altoona	15%	3%	-37%
Beaver	8%	6%	-28%
Behrend	17%	6%	-18%
Berks	14%	3%	-29%
Brandywine	29%	5%	-18%
DuBois	20%	3%	-50%
Fayette	15%	2%	-50%
Great Valley	35%	9%	-45%
Greater Allegheny	14%	8%	-42%
Harrisburg	15%	9%	5%
Hazleton	15%	2%	-46%
Lehigh Valley	18%	2%	3%
Mont Alto	20%	6%	-43%
New Kensington	40%	10%	-33%
Schuykill	15%	6%	-22%
Scranton	25%	0%	-29%
Shenango	15%	6%	-42%
Wilkes-Barre	38%	7%	-42%
York	41%	10%	-40%

“I always worry about the students who are, quote unquote, fall-through-the-cracks students — that maybe with one piece of information or one additional contact with someone, they would learn how to better navigate a situation,” said Andrea Adolph, an

associate professor of English. Like many of the faculty, staff, and students at New Kensington, Adolph was the first in her family to attend college.

Administrators insist that students will not feel the impact of the buyouts. “Our campus did not experience staff departures in vital student-service areas, and we do not anticipate any diminishment of the quality or availability of these services at the campus,” Corinne Coulson, a spokeswoman for New Kensington, wrote in an email to *The Chronicle*.

The Buyout Program

The buyouts — formally known as the voluntary separation-incentive program — offered one year’s salary and six months of subsidized health insurance to most of the tenure-track faculty, staff, and administrators with at least one year on the job at Penn State’s regional institutions, known as the Commonwealth Campuses. Over the past 10 years, enrollment on these campuses has declined about 24 percent, while the number of faculty and staff have remained about the same, according to administrators. Student enrollment declined at 18 of the 20 Commonwealth Campuses over the past decade, with nine campuses seeing decreases of more than 40 percent.

Across the regional campuses, 383 employees, or about 21 percent of those who were eligible, took the buyouts, cutting overall personnel by 10 percent. Seventy-seven percent of those who took the buyout were staff; fewer faculty members took the offer. The buyouts cut \$43 million in expenses from salaries and benefits, although the actual savings will depend on the number of positions that are backfilled.

In addition to New Kensington, the campuses hit hardest by the buyouts are York, where 41 percent of staff took buyouts, and Wilkes-Barre, with 38 percent. New Kensington and York lost more professors — 10 percent each — than any of the other campuses.

Penn State will also cut costs by [consolidating](#) leadership at the Commonwealth Campuses; some chancellors will oversee two or three campuses. The university will centralize facilities, information technology, and finance, moving salaries and benefits for those employees from the individual campuses to the university’s general overhead budget. Penn State’s president, Neeli Bendapudi, has promised to spend up to \$20 million

of her strategic funds as a one-time infusion to facilitate these changes and allow the university until June of 2026 to balance the budget for the Commonwealth Campuses. In January, the university also announced a [review](#) to better align its academic programs with what students and employers want.

Colleges in Pennsylvania face many of the same headwinds as their peers across the country, including population shifts and anemic state funding. In fiscal year 2023, Pennsylvania ranked 41st in the nation for public higher-education appropriations per full-time equivalent student, according to a 2023 [analysis](#) by the State Higher Education Executive Officers Association. And Penn State receives [less funding](#) from the state per resident student than any other public institution, according to the university.

Pennsylvania also has a relatively large number of colleges for the size of its traditional college-aged student population, a 2022 *Chronicle* [analysis](#) found.



Kevin J.G. Snider, chancellor of Pennsylvania State U. at New Kensington, is among those who will depart the campus after accepting a buyout offer. NATE SMALLWOOD FOR THE CHRONICLE

Penn State's Commonwealth Campuses serve more first-generation college students, Pell Grant recipients, and historically underrepresented students than the university's main campus, at University Park. About 42 percent of undergraduate students at University Park come from out-of-state, compared to only 15 percent at New Kensington. Many students at New Kensington go there because they want to stay closer to home, don't have the means to pay for college elsewhere, or want to save money by starting there and finishing up at University Park. New Kensington had 456 students last year, down from 1,089 20 years ago.

When the buyout program was announced in May, some at New Kensington were relieved it wasn't worse news. "There has been worry about closing the entire time I've been here," said Kevin J.G. Snider, the chancellor, now in his 17th year at the campus.

Some employees close to retirement were happy to take a year's salary as a parting gift. Some younger employees took the separation money, went on vacation, and said they would look for a job when they return. Most tenured professors farther from retirement didn't have to think long about turning down the buyout.

But others had harder decisions to make. Some took the buyout because they were afraid that if they didn't, they could get laid off down the road. Others considered taking the buyout but decided to stay because their children receive generous employee discounts on Penn State tuition.

Non-tenure-track faculty, whom the university recently started shifting to one-year contracts, were not eligible for the buyouts. Some felt the university was sending a message that they were expendable. Why offer a buyout to someone whose contract you can just decide not to renew?

Welcome Day

At New Kensington's orientation day, a student-affairs staff member took advantage of a brief lull in the morning's activities to take down two posters with photos of the student-affairs team. She and a colleague pointed out all the people who were now gone.

Other departments were also affected by the buyouts. One of the college's two academic advisers moved over to student affairs, leaving the remaining adviser stretched. The coordinator who helped students with tutoring and disability services would soon be gone. The chancellor, Snider, will stay on through December, in part to ease the transition for the [Digital Foundry](#), a facility providing training on digital-manufacturing technologies created under his leadership. The Foundry has played a part in revitalizing the [once-dilapidated downtown](#) area a few miles from campus. It now boasts a pub, a brewery, a Mexican restaurant, a used record store, bakeries, and an axe-throwing venue.

After the buyouts, Penn State plans to consolidate services for many of the regional campuses. But it's still unclear exactly what that will look like.

In the past, if a student on another campus had a family emergency two weeks into a semester and wanted to return home and enroll at New Kensington, the registrar there could pick up the phone and smooth the way, making sure that the student could get into the classes they needed. Until now, students would sometimes bring cash to the business office to pay their tuition (about \$6,900 a semester for state residents, compared to about [\\$9,800](#) at University Park), to keep from having to pay a credit-card fee online.

Many of these transactions can be completed online or by phone. But each of those interactions once represented a chance to talk with a student, to help them figure out what they didn't know they didn't know, to help them feel seen. Where does a budget account for the value of a human connection?

Allie Miller, a senior at New Kensington, will miss seeing the faces of a couple of staff members who helped her to feel at home — and to thrive — at college. Jim Shields, the associate director of career services and professional-development programs, spent time talking with Miller about her future, suggesting multiple careers based on her skills and interests, along with possible alternatives if her master's program didn't work out. "He was present at almost every event that went on at campus," said Miller. "He was everywhere and everyone knew him."



New Kensington student Allie Miller poses for a portrait on campus. NATE SMALLWOOD FOR THE CHRONICLE

Miller will also miss checking in with Susan Dale, an administrative-support assistant in the academic-affairs office. Dale supervised Miller in her job as a campus facilitator, helping professors to set up classrooms for remote students. Dale trained Miller, and somewhere along the way, Miller started visiting Dale in her office just to talk “about daily life things,” Miller said.

When Miller graduated from high school, not far from New Kensington, she was unsure whether she wanted to go to college. Today, she is pursuing a master’s degree, thanks in part to the connections she made with professors and staff.

‘Where Do We Start to Rebuild?’

On campus, professors and staff still seemed to be adjusting to their new reality. John Craig Hammond, an associate professor of history and the assistant director of academic

affairs, has had to find instructors to cover classes for the three tenure-track professors and one tenured professor who took the buyout. “There was nothing strategic about it,” Hammond said of the buyouts. “There was no consultation with the campuses.”

Adolph, the English professor, said faculty members are only able to do their jobs with the support of staff. “It denigrates the labor of people who are front-facing and student-facing,” she said of the buyouts. “And that’s really sad and unfortunate.”

Penelope Morrison, an associate professor of biobehavioral health, said she understands that Penn State had to make cuts. But she wants to know the endgame. “Where do we start to rebuild? What’s that path forward going to be looking like?”

Snider, the soon-to-depart chancellor, seems to have mostly made his peace with the changes. With enrollment shrinking so much, he says, staying the same is not an option.

For now, many at New Kensington are focused on getting through the fall semester. “We’re at the point where if somebody walks in with a question about how do I get this bill paid ... there’s nobody to go to with that question,” said Hammond. “We’ll pull it off to the best of our ability. But what that’s going to look like, we don’t know.”

Said Morrison: “We’re all just kind of holding our breath to see how it’s going to shake out.”

Interactive News Editor Brian O’Leary contributed to this article.

We welcome your thoughts and questions about this article. Please [email the editors](#) or [submit a letter](#) for publication.

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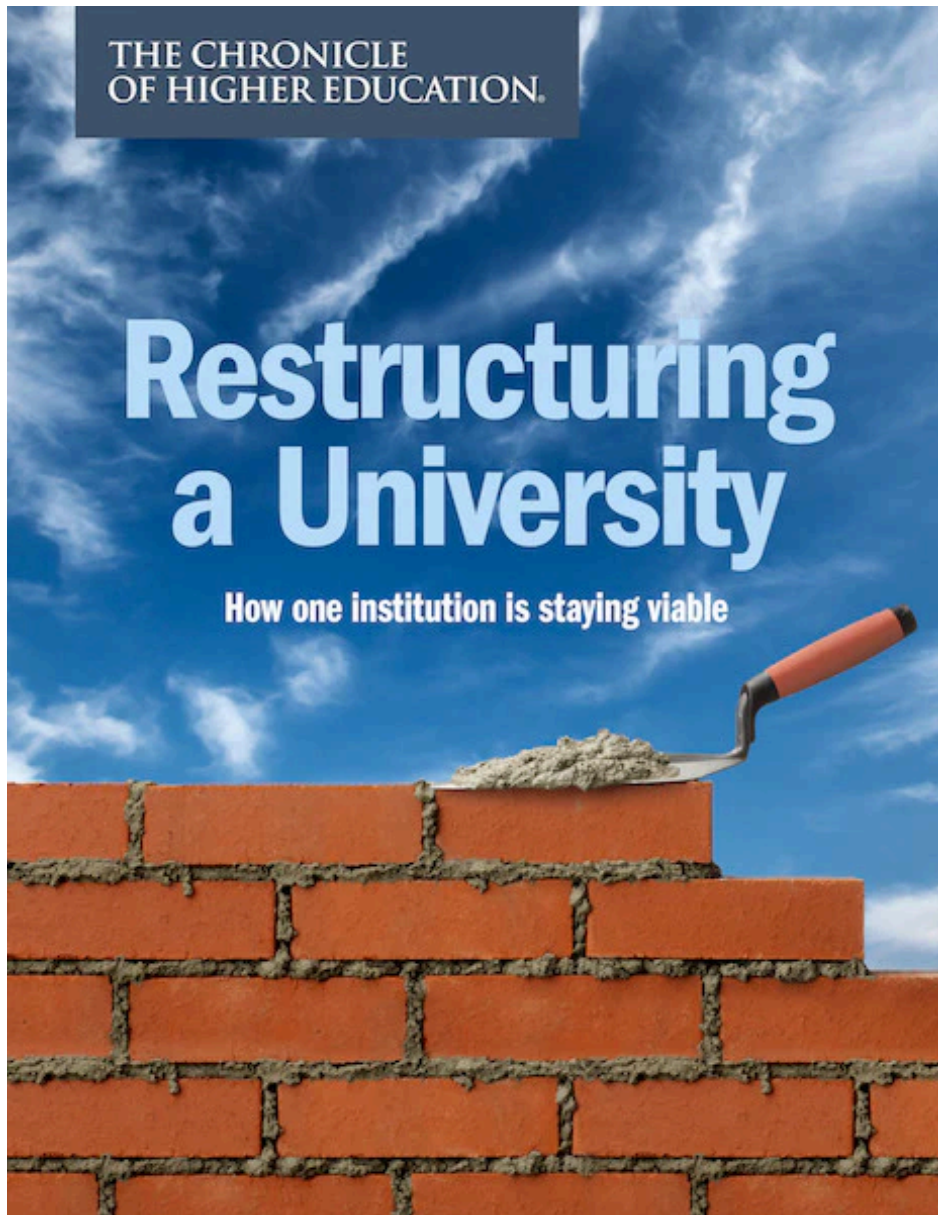


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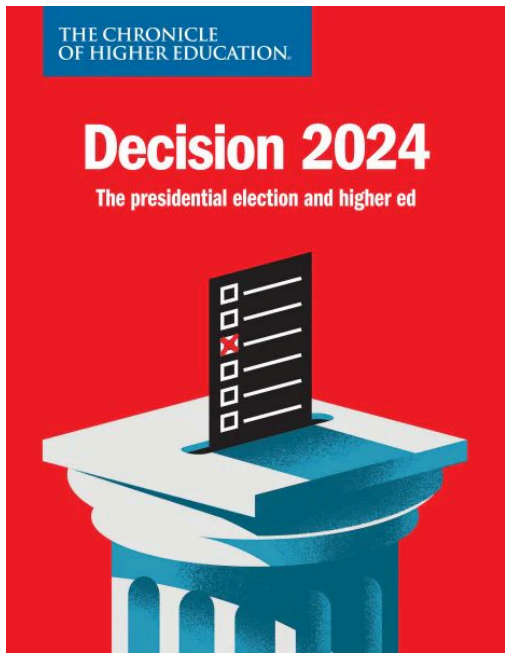
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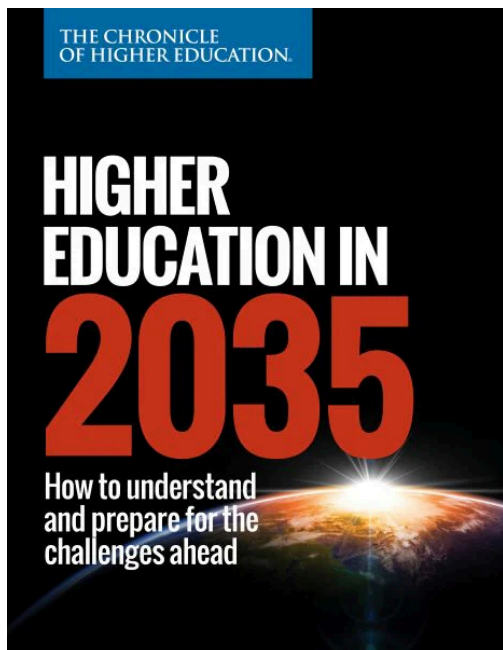
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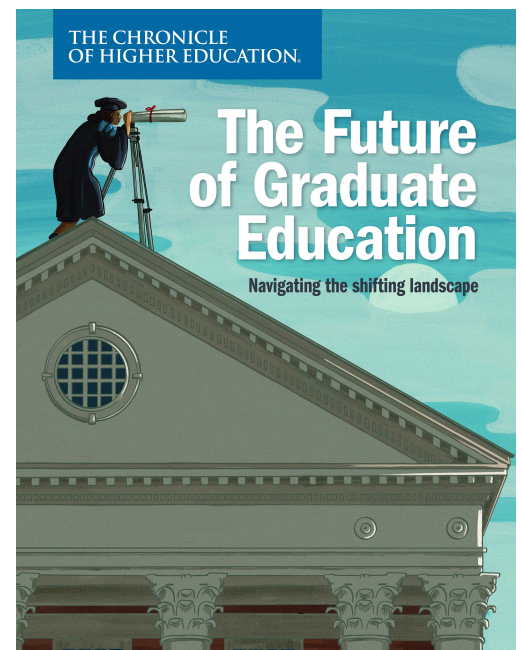
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Minutes of the
Eight Regular Meeting of the Sixth Senate
Purdue University Fort Wayne
April 15 and 22, 2024
KT G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of April 15 and April 22
3. Acceptance of the agenda – J. Johns
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – B. Buldt
5. Report of the Presiding Officer – C. Lawton
6. Special business of the day
7. Unfinished business
 - a. Proposal for Revision Senate Bylaws, SD 23-11 – SAC, N. Younis (for action)
 - b. Commencement Ceremony Schedule, SD 23-19 – EPC, S. Hanke (for action)
 - c. Recommendation on Assigned Academic Work During Scheduled Breaks, SD 23-20 – EPC, S. Hanke (for action)
8. Committee reports requiring action
 - a. Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees, SD 23-30 – EC, J. Johns (for discussion/action)
 - b. Two Updates to SD 14-36 for Campus P&T Committee, SD 23-28 – FAC, W. Sirk (for action)
 - c. Update to SD 19-13 for Campus P&T Committee, SD 23-29 – FAC, W. Sirk
 - d. Updating Academic Regulations 9.4: Notice of Academic Notice, Separation and Readmission, SD 23-21 – EPC, S. Hanke (for action)
 - e. Clarifying Academic Regulations 5.1 and 5.2 Apply to 16-Week Courses, SD 23-23 – EPC, S. Hanke (for action)
 - f. Academic Calendar for 2027-2028, SD 23-24 – EPC, S. Hanke (for action)
 - g. Change to Academic Regulations 10.4: Graduation with Distinction, SD 23-25 – EPC, S. Hanke (for action)
 - h. Updating Resident Credit, SD 23-26 – EPC, S. Hanke (for action)
 - i. English Language Pathway to PFW, SD 23-22 – EPC, S. Hanke (for discussion/action)
9. New business

- a. PFW Faculty Senate Position on Conflict in the Middle East, SD 23-27 – A. Nasr (for discussion/action)

10. Question time

- a. RE: Budget Shortfall, SR 23-28 – M. Wolf
- b. RE: PFW Debt Collection Practices, SR 23-29 – A. Nasr
- c. RE: FAFSA Issues, SR 23-30 – S. Carr

11. Committee reports “for information only”

- a. Charge to Ask for Self-Removal from Committee, SR 23-31 – J. Johns
- b. Minor in Forensic Investigations, SR 23-26 – CRS, L. Roberts

12. The general good and welfare of the University

13. Adjournment*

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

Presiding Officer: C. Lawton
 Parliamentarian: C. Ortsey
 Sergeant-at-arms: S. Carr
 Assistant: J. Bacon

Attachments:

- “Proposal for Revision Senate Bylaws - MAAS” (SD 23-11)
- “Commencement Ceremony Schedule” (SD 23-19)
- “Recommendation on Assigned Academic Work During Scheduled Breaks” (SD 23-20)
- “Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees” (SD 23-30)
- “Two Updates to SD 14-36 for Campus P&T Committee” (SD 23-28)
- “Update to SD 19-13 for Campus P&T Committee” (SD 23-29)
- “Updating Academic Regulations 9.4: Notice of Academic Notice, Separation and Readmission” (SD 23-21)
- “Clarifying Academic Regulations 5.1 and 5.2 Apply to 16-Week Courses” (SD 23-23)
- “Academic Calendar for 2027-2028” (SD 23-24)
- “Change to Academic Regulations 10.4: Graduation with Distinction” (SD 23-25)
- “Updating Resident Credit” (SD 23-26)
- “English Language Pathway to PFW” (SD 23-22)
- “PFW Faculty Senate Position on Conflict in the Middle East” (SD 23-27)
- “Question Time – re: Budget Shortfall” (SR No. 23-28)
- “Question Time – re: PFW Debt Collection Practices” (SR No. 23-29)
- “Question Time – re: FAFSA Issues” (SR No. 23-30)
- “Charge to Ask for Self-Removal from Committee” (SR No. 23-31)
- “Minor in Forensic Investigations” (SR No. 23-26)

Senate Members Present:

J. Badia, K. Barker, B. Berry, S. Bischoff, B. Buldt, R. Burton, Y. Deng, R. Elsenbaumer, R. Friedman, M. Hammonds, S. Hanke, J. Johns, S. Johnson, M. Jordan, D. Kaiser, M. Kirchner, J. Lawton, J. Leatherman, J. Li, H. Luo, D. Maloney, E. Mann, D. Miller, D. Momoh, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, E. Ohlander, H. Park, L. Roberts, B. Rueger, P. Saha, R. Shoquist, W. Sirk, J. Toole, L. Whalen, M. Wolf

Senate Members Absent:

N. Adilov, S. Cody, B. Dattilo, C. Drummond, S. Elfayoumy, C. Freitas, A. Khalifa, J. Lewis, V. Maloney, J. McHann, J. O’Connell, H. Odden, M. Perkins Coppola, A. Pinan-Llamas, S. Schory, K. Stultz-Dessent, K. Surface, D. Tembras, N. Younis, Y. Zhang

Guests Present:

A. Blackmon, S. Buttes, A. Dircksen, C. Huang, T. Grady, C. Marcuccilli, M. Parker, D. Patten, A. Schwab, P. Wallis

Acta

1. Call to order: C. Lawton called the meeting to order at 12:00 p.m.
2. Approval of the minutes of April 15 and April 22: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Johns moved to accept the agenda.

Motion to accept the agenda passed on a voice vote.

4. Reports of the Speakers of the Faculties:

- a. Deputy Presiding Officer:

N. Younis: Nothing to report.

- b. IFC Representative:

B. Buldt: Good afternoon, everyone!

My report from IFC, the Intercampus Faculty Council, can be brief. The split of IUPUI into “PIN” and “IUI” is almost done with few wrinkles left to ironed out. While PIN will be an extension of PWL, it is expected that IUI will be re-classified as an R1. This leaves us as PWL as the only metropolitan university in the Purdue System for the foreseeable future as the new Chancellor of PNW seems to have no ambition to get PNW re-classified. PWL Senate has put out a Qualtrics survey to solicit input from Faculty on how SB 202 should be implemented; once their results are in, we can use their data to guide our own thinking in the fall. Speaking of SB 202, we are still hopeful that we can have a joint statement made by Faculty Leadership and the Administration before the spring semester comes to a close.

My second set of remarks conflate my roles as Faculty Speaker and Chair of the Subcommittee Taskforce whose previous AY membership continued to

work throughout this AY on the revision of the Bylaws, which are on the agenda for today. Whether Senate approves of the proposed revision today or not, there will be more steps we think we need to take to improve the work of Senate. The reason is simple: we cannot expect committees to do important and meaningful work if they don't understand the expectations we have. This is why we plan to offer "Senate 101" workshops in the fall during on-duty week for all incoming Senators and incoming committee members but will also offer one-on-one sit-downs with all committee chairs who request it. If committees don't meet because their chairs don't know what to do, then we have to provide them with the training they need. In the end, we envision a Senate that in addition to its policy work and its advisory role will also create its own agenda to help advance the academic mission of our University. But this requires faculty who dedicate a fair amount of their time to faculty (self-)governance, or as it is called—somewhat misleading, I think—to service. Now the economic notion of rationality is the following: a person acts rationally if the person avoids a certain or a guaranteed loss, say, loss of money or of other resources. But as things stand currently, engaging in meaningful faculty governance on this campus guarantees you a certain loss, so we are forcing people to act irrationally. Not a good idea for a university, which should be a paragon of rationality. Something has to change. To be clear, I'm in no position whatsoever to announce anything, but what I can still say is that Faculty Leadership is at least hopeful that starting this fall we will have conversations about finding ways to better recognize those who engage in faculty governance.

Thank you!

5. Report of the Presiding Officer:

C. Lawton: As you will have seen, our agenda today is quite full. Because the April meeting (with possible continuation next week) is our last of the year and we would like to wrap up as much as we can, the Executive Committee has decided to suspend our new practice of introducing and discussing at one meeting and voting at the next and instead do both for some of the items at this meeting. One such item is the revision of Senate by-laws. Drafting of this proposal was an enormous undertaking and we owe gratitude to the Subcommittee Task Force for doing this work. The main goal was to reduce the number of subcommittees so that a smaller number of fewer faculty will be required to accomplish the work of the Senate. This is an issue close to my heart and brings me back to my very first PO remarks at the Senate meeting in September when I told you that I only stepped up to take the PO position after repeated calls for someone to step up. It was not something I aspired to in the last year of my career and also appeared to be a role that was unpleasant at times. But this turned out not to be the case at all; I have enjoyed being involved in the behind-the-scenes work and the actual leading of meetings. I thank you all for that and wish you a wonderful summer and the very best going forward.

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

7. Unfinished business:

a. Student Affairs Committee (Senate Document SD 23-11) – N. Younis

W. Sirk moved to take Senate Document SD 23-11 (Proposal for Revision Senate Bylaws - MAAS) off the table.

Motion to take Senate Document SD 23-11 (Proposal for Revision Senate Bylaws – MAAS) off the table passed on a voice vote.

Motion to amend with the following:

Page 3:

Deleting “We ask that Student Affairs notify the Senate Executive Committee to start the process of updating the Bylaws of the Senate. I have included the resolution in a separate document.”

Adding “After the resolution was sent to the Executive Committee, it was highlighted that adding a CSSAC seat would violate the faculty voting percentage on the sub-committee. There was also question as to if the Senior Women’s Administrator was a voting or non-voting member of the committee. She had never voted, but it was interpreted as she was a voting member.

The MAAS subcommittee has rewritten the membership requirement of the subcommittee to make it clearer and make sure that it is in alignment with the Voting Faculty percentage and passed with a unanimously (10-0).

Voting	Non Voting
8 Faculty	1 Athletic Director
1 FAR	1 Senior Women’s Administrator
1 Student	1 Compliance Officer
1 Alumni	
1 APSAC	
1 CSSAC	
Total Votes = 13	
Total Faculty Votes = 9	
Faculty % = 69%	

Page 4:

Adding “WHEREAS, adding a CSSAC representative would then put the Faculty Voting percentage out of compliance with the Senate Bylaws, we recommend reducing the Student Government representative from 2 to 1, as Student Government has had trouble appointing 2 members.

WHEREAS, there was confusion from the current by-laws if the Senior Women's Administrator was a voting or non-voting member of the committee."

Deleting "two students selected by the Student Government; the Faculty Athletics Representative (ex officio); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna appointed ex officio by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member; the senior women's athletic administrator; and the administrator of athletic programs (nonvoting).

The Presiding Officer of the Senate shall annually request the Student Government to select the student representatives ~~and~~, the Administrative Council to select the administrative/professional staff representative, and the Campus Support Staff to select a Support Staff representative. Student representatives shall serve staggered two-year terms with the terms to commence one week before the beginning of regular fall classes. The administrative/professional staff representative ~~and the Support Staff representative~~ shall serve for one year. The Faculty Athletics Representative shall serve as the chair of the committee."

Page 5:

Adding the "Faculty Athletics Representative (ex officio, voting, chair); the Athletic Director (ex officio, nonvoting), the senior women's athletic administrator (ex-officio, nonvoting); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna (voting) appointed by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member appointed by the Administrative and Professional Staff Advisory Council (voting) , a support staff member appointed by the Campus Support Staff Advisory Committee (voting); one student selected by the Student Government (voting). The Chair of the Senate shall annually request that Student Government select the student representative and they shall serve for one year term. The administrative/professional staff and the support staff representatives shall serve up to a two-year term. All terms to commence one week before the beginning of regular fall classes."

Motion to amend passed on a voice vote.

Amended resolution passed on a voice vote.

- b. Educational Policy Committee (Senate Document SD 23-19) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-19 (Commencement Ceremony Schedule).

Resolution passed on a voice vote.

- c. Educational Policy Committee (Senate Document SD 23-20) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-20 (Recommendation on Assigned Academic Work During Scheduled Breaks).

Resolution passed on a voice vote.

8. Committee reports requiring action:

- a. Executive Committee (Senate Document SD 23-30) – J. Johns

J. Johns moved approve Senate Document SD 23-30 (Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees).

C. Lawton moved for unanimous consent to give speaking privileges to Abe Schwab.

No objections to vote of unanimous consent.

Speaking privileges approved.

Resolution passed on a voice vote.

- b. Faculty Affairs Committee (Senate Document SD 23-28) – W. Sirk

W. Sirk moved to approve Senate Document SD 23-28 (Two Updates to SD 14-36 for Campus P&T Committee).

Resolution passed on a voice vote.

- c. Faculty Affairs Committee (Senate Document SD 23-29) – W. Sirk

W. Sirk moved to approve Senate Document SD 23-29 (Update to SD 19-13 for Campus P&T Committee).

Resolution passed on a voice vote.

- d. Educational Policy Committee (Senate Document SD 23-21) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-21 (Updating Academic Regulations 9.4: Notice of Academic Notice, Separation and Readmission).

Resolution passed on a voice vote.

- e. Educational Policy Committee (Senate Document SD 23-23) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-23 (Clarifying Academic Regulations 5.1 and 5.2 Apply to 16-Week Courses).

Resolution passed on a voice vote.

- f. Educational Policy Committee (Senate Document SD 23-24) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-24 (Academic Calendar for 2027-2028).

Resolution passed on a voice vote.

- g. Educational Policy Committee (Senate Document SD 23-25) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-25 (Change to Academic Regulations 10.4: Graduation with Distinction).

The meeting is suspended at 1:15 until noon, Monday, April 22, 2024.

Session II
(April 22)

Acta

Senate Members Present:

J. Badia, B. Berry, S. Bischoff, B. Buldt, R. Burton, B. Dattilo, Y. Deng, S. Hanke, S. Johnson, M. Jordan, M. Kirchner, J. Lawton, H. Luo, D. Maloney, V. Maloney, E. Mann, J. McHann, D. Miller, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, H. Odden, H. Park, M. Perkins Coppola, L. Roberts, R. Shoquist, W. Sirk, D. Tembras, J. Toole, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

N. Adilov, K. Barker, S. Cody, C. Drummond, S. Elfayoumy, R. Elsenbaumer, C. Freitas, R. Friedman, M. Hammonds, J. Johns, D. Kaiser, A. Khalifa, J. Leatherman, J. Lewis, J. Li, D. Momoh, J. O'Connell, E. Ohlander, A. Pinan-Llamas, B. Rueger, P. Saha, S. Schory, K. Stultz-Dessent, K. Surface

Guests Present:

P. Alexander, A. Blackmon, S. Buttes, T. Grady, R. Herrell, C. Marcucculli, D. Patten, T. Swim, P. Wallis, R. Wooley

C. Lawton reconvened the meeting at 12:00 p.m. on April 22, 2024.

- g. Educational Policy Committee (Senate Document SD 23-25) – S. Hanke

Resolution passed on a voice vote.

h. Educational Policy Committee (Senate Document SD 23-26) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-26 (Updating Resident Credit).

C. Lawton moved for unanimous consent to give speaking privileges to Terri Swim.

No objections to vote of unanimous consent.

Speaking privileges approved.

Resolution passed on a voice vote.

i. Educational Policy Committee (Senate Document SD 23-22) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-22 (English Language Pathway to PFW).

Resolution passed on a voice vote.

9. New business:

a. PFW Faculty Senate Position on Conflict in the Middle East (Senate Document SD 23-27) – A. Nasr

A. Nasr moved to approve Senate Document SD 23-27 (PFW Faculty Senate Position on Conflict in the Middle East).

B. Buldt moved to amend the title by changing it from “PFW Faculty Senate Position on Conflict in the Middle East” to “PFW Faculty Senate Position on World Crises.”

Motion to amend failed on a voice vote.

J. Badia moved to amend by changing the fourth “whereas” from “WHEREAS, Purdue University (WL) has yet to issue a statement, nor has PFW declared position on the crisis unfolding and how it impacts our community” to “WHEREAS, Purdue University (WL) nor has PFW have yet to issue statements.”

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

L. Roberts moved to amend “Committee reports “for information only” to add Senate Reference No. 23-26 (Minor in Forensic Investigations) to the agenda as item 11.b.

Motion to amend passed on a voice vote.

10. Question time:

C. Lawton moved for unanimous consent to allow speaking privileges for Ryan Wooley, Ron Herrell, Polly Wallis, and Allyson Mills.

No objections to vote of unanimous consent.

Speaking privileges approved.

Questions answered in reverse order.

c. (Senate Reference No. 23-30) – S. Carr

Given recent issues involving the Free Application for Federal Student Aid (FAFSA), can PFW administration explain what concrete steps or measures it has put into place so that students enrolled for fall semester will have full and timely access to any and all aid packages for which those students are eligible? Beyond extending student commitment deadlines to 30 June, what additional flexibility will the university have in place for fall so that students do not experience compounded financial hardship due to delays, glitches, and confusion that clearly went or will go beyond their control?

R. Elsenbaumer: (Answer delivered via email and read by C. Lawton).

The FAFSA Simplification Act, which is being implemented by the U.S. Department of Education, has caused major disruption to universities and colleges nationwide. Some institutions may see as much as a 30% decline in enrollment owing to this major disruption in awarding financial aid. The issues associated with the Department of Education rollout have brought about major changes and major delays in how financial aid is allocated to students. While this is having a profound effect on Purdue Fort Wayne and our students, our institution is addressing concerns head-on. Nonetheless, there is a significant unknown as to how this might impact our enrollments and revenue projections for this coming Fall semester, and thus our budget planning.

Despite challenges at the Department of Education—including multiple delays and inaccuracies—our Office of Financial Aid has been committed to supporting students through the process. Initiatives include extending scholarship deadlines, proactive communication with current and prospective students, FAFSA Completion Events, and Banner system upgrades. Despite the federal delays, our Financial Aid team has been ensuring accurate information for students as timely as possible.

The Office of Financial Aid's current plan is to send award letters to students and have their financial aid posted by the end of April or early May. Meanwhile, emergency funds are available for students in need. More on that to follow below.

Let me outline several initiatives that the university is actively pursuing to ensure that we offer support for our students during this transition:

- The deadline for Purdue Fort Wayne Scholarship consideration has been extended from June 1, 2024 to August 1, 2024. This most likely will considerably delay student decisions and may negatively impact enrollments for Fall.
- Both the Office of Admissions and the Office of Financial Aid have been communicating with prospective students who are eligible for the PFW Scholarship before finalizing students' financial aid packages. Previously, students were informed of their PFW Scholarship at the time of receiving their complete financial aid award. So, at least prospective students are getting some indication of what financial aid PFW will provide to possibly help students with a timely decision to attend.
- As reported multiple times since January via sources such as the *Don Life* student newsletter, the *Inside PFW* faculty and staff newsletter, the twice-weekly *What It Takes* emails to students, and local and state media outlets, the Office of Financial Aid has organized multiple FAFSA support and completion events to assist current and prospective students, as well as parents and members of the community.
- The Office of Financial Aid, in collaboration with the Banner Steering Committee, comprised of representatives from various university departments including the Registrar's Office, Student Information Systems, Bursar's Office, Information Technology Services, and Admissions, has been diligently implementing Banner upgrades as they are released by Ellucian, Banner's parent company. Several weekends have been dedicated to installing, testing, and resolving any issues encountered.
 - It's important to note: Just as students and higher education institutions have experienced delays in receiving information from the Department of Education, third-party vendors have also faced delays in obtaining the necessary information to update their systems, resulting in delayed access to Banner upgrades from Ellucian. Banner has now been upgraded at PFW, and testing has begun. The upgrades were successfully implemented and in production on April 12, enabling the Office of Financial Aid to begin testing their ability to award aid. Official award letters are expected to be delivered to students by the end of April or early May.
 - A tremendous commendation is well-deserved for the ongoing dedication and prompt action of this group in ensuring that our university systems are updated with the most accurate and up-to-date information.
- Once award letters begin being distributed and aid is posted to student accounts, the Office of Financial Aid will maintain its commitment to providing student support and advocacy while also remaining available to address any questions or concerns

students may have.

- For students facing extenuating circumstances and additional financial burdens, the university has established two funds to provide support—emergency funding, as well as additional funds for students nearing completion of their degree but requiring additional financial assistance.

The Financial Aid team is well-equipped and committed to ensuring our students receive the support they need as they make this significant investment in themselves.

B. Buldt: How much money set aside was used to help students complete their degrees?

R. Wooley: The funds for the emergency, I believe, have roughly a \$25,000 balance. That is for each year.

b. Senate Reference No. 23-29 – A. Nasr

According to a [report from WANE-15](#), PFW sues more students in small claims court than any other public university in the state; PFW charges as much as 33% interest on defaulted loans (according to the WANE-15 report); the majority of students sued by PFW are low income. By way of comparison, in 2023, PFW filed 340 lawsuits in small claims court and PWL filed one.

Aside from the glaring ethical issues, PFW's debt collection practices are antithetical to who the institution claims to be. This appears to violate institutional DEI policies as it marginalizes a financially disadvantaged group.

1. How is the institution being diverse, inclusive, and equitable when it targets low income students in small claims court?
2. Could the Administration please explain PFW's debt collection practices and corresponding data to provide clarity on this important issue?
3. Higher education is already under scrutiny. How does suing low income students in Northeast Indiana combat shrinking enrollment?
4. How many of the students sued completed a degree program and how many did not? How many sued students retained legal representation? How many sued students received a default judgment in favor of PFW? How many sued students, after being ruled against, had wages garnished? How many sued students transferred to another school? How many sued students dropped out of higher education? What are average judgment amounts?

R. Elsenbaumer: (Answer delivered via email and read by C. Lawton).

Purdue Fort Wayne is committed to the success of its students, including financial success. To that end, the university makes every effort to help students achieve an education that is both attainable and affordable.

We are especially proud of the fact that Purdue Fort Wayne students are not saddled with enormous debt following graduation. Our students graduate with average debt of just over \$12,000, compared to the national average of \$20,000. Additionally, the loan default rate for our students is only 2.6 percent, compared to the national average of 7 percent. These are strong indicators of the financial health and well-being of our students following graduation and a testament to the fact that the university helps students steward their financial resources—including financial aid, grants, and scholarships—throughout their college journey.

This includes providing students with ample opportunities to avoid having their accounts become delinquent. First and foremost, all students are offered the option of enrolling in a payment plan if they anticipate financial hardships or are having difficulty keeping their account current. This is perhaps the best way for a student to help mitigate their financial obligation and avoid having their account become delinquent. Any student enrolled in a payment plan and current on payments will not have any holds placed on their account.

The dollar value of delinquent accounts is not insignificant. From 2010 to 2024, delinquent accounts totaled \$26.7 million. As of February 2024, about \$15.5 million of that amount had been collected. The remaining uncollected debt—any uncollected debt—is a direct financial hit on the university's bottom line. Purdue Fort Wayne, as a state-operated business, is not budgeted to absorb such losses. This loss of tuition revenue has a direct effect on the financial well-being of the university's academic enterprise, including faculty salaries and merit increases.

If a student does end up with an account that has become delinquent, at the end of the semester the student will begin receiving a paper invoice mailed to them monthly. Should a student fail to pay the invoice or make payment arrangements, they will then be sent a notice requesting payment within 30 days. If there is still no action by the student, a final notice is sent requiring payment within 10 days.

If none of these actions are successful, the university takes the final step of referring delinquent accounts to an attorney. Only accounts with balances exceeding \$500 (over four long semesters) or balances exceeding \$1,000 (over one long semester) are referred to an attorney. Then and only then, will the attorney send the student a letter and proceed with a lawsuit in small claims court.

Any decision to involve the court system is made as a last resort and only after the university has determined that its multiple attempts to work with the student or their family to establish a manageable resolution have been rejected or ignored. It should also be noted that the university no longer places any holds on transcripts or diplomas for non-payment.

- a. Senate Reference No. 23-28 – M. Wolf

There has been considerable discussion in official and unofficial meetings on campus of a significant, critical, and unexpected shortfall in the university's budget. The shortfall has triggered the suspension of academic searches, disrupted the strategic procedural decisions on position requests of at least one college, and the closing of a minor program out-of-line with university procedures. The issue is that numerous narratives have emerged about the scale of the shortfall (from \$1 million to \$10 million) as well as the cause of the shortfall (pressing facilities maintenance costs, expenses beyond budget for Athletics). Given that the shortfall has wrongly negatively influenced the academic mission of the university and narratives have spread that are full of inaccuracies, can the administration:

- Detail the shortfall relative to budget expectations discussed in the November 2023 Fort Wayne Senate meeting.
 - What is the size of the shortfall?
 - What are the specific causes of the unexpected shortfall?
 - Why were these unexpected?
- How have Athletics spending and unexpected building repairs contributed to this shortfall, and what were the respective dollar amounts involved?
- What dollar amount will Academic Affairs have to cover, and what is this amount reflected as an overall percentage of Academic Affairs' budget?
- In particular, the year-end cash balances, reserve balances, and CFI were indicated to be healthy in the Fall 2023 report to the Senate (see PowerPoint slide). Why are reserves not a source of covering the shortfall rather than dipping into the already too small \$200,000 of new funding toward Academic Affairs for new positions, when the university had promised to begin addressing the backfilling of academic positions that we have not rehired in recent years?

The primary mission of this comprehensive regional university is to provide a comprehensive education to this region's students and others that we can draw. We are diminishing our comprehensiveness without a sufficient understanding of the financial reasons for doing so.

N. Younis moved to extend the meeting by ten minutes.

Motion to extend the meeting passed on a voice vote.

R. Elsenbaumer: (Answer delivered via email and read by C. Lawton).

Universities across the country have been struggling with budget challenges and shortfalls following the COVID-19 pandemic, and Purdue Fort Wayne is no exception.

Federal Higher Education Emergency Relief (HEERF) funding provided much-needed relief to public universities grappling with the financial repercussions of the COVID-19 pandemic. PFW utilized these HEERF funds to strengthen our efforts to retain students and minimize the negative financial impacts of the pandemic.

It is against that backdrop that Purdue Fort Wayne finds itself projecting short-term budget issues here at the end of this fiscal year. While this situation is unfortunate and will require immediate attention, it is important to stress that we are not anticipating a major disruption to campus operations—rather, a wake-up call and a reality check.

We have the wherewithal to manage our way through this. We are confident we can rectify the situation, both for the short-term and the long-term, if we work together and take necessary corrective steps during the remaining months of this fiscal year and in our planning and spending habits for FY 2025.

For the current fiscal year, we budgeted for a \$3,000,000 deficit to cover some essential needs. This included spending \$1,200,000 from reserves to fund the PFW Scholarship program and another \$300,000 to cover other one-time expenses that were identified by academic and administrative units as high priorities. The additional \$1,500,000 of spend used the carry-forward balance of state funding to support our academic expansion initiative.

Based on current spending trends, however, the university is projecting an additional deficit that could range from \$2,300,000 to \$3,800,000 by fiscal year end. While the vast majority of the deficit spending has been unavoidable and directly supports our students, our academic enterprise, campus safety, and critical infrastructure, it is not sustainable.

Our immediate focus and goal must now be to mitigate the potential of the projected deficit.

First, we need to acknowledge that the current budget situation can be attributed to two primary factors, both of which we will be addressing going forward:

- Costs associated with unanticipated expenses, emergency repairs, and critical maintenance. For the future, we will work closely with affected units to be sure that relevant budgets are realistic, that reasonable contingencies are built in, and that expenditures are more closely scrutinized.
- Overspending from allocated budgets and reserves by some units. It is incumbent upon each of us to be good stewards of university funds that we have been entrusted with. We will be taking a very close look at these instances on an individual basis to determine if corrective action is needed.

In order to lessen the potential impact of the projected deficit, we are implementing some short-term strategies and practices to help conserve financial resources and control spending through the end of the current fiscal year on June 30.

- Effective immediately, all purchases, regardless of amount, will require appropriate signoffs via a Purchasing Approval Form that is being distributed to all budget managers. Purchases of \$10,000 and above will require review and approval by the Chancellor's Cabinet and Purchasing.
- We are urging all campus leaders to seriously consider which major expenditures are essential for the remainder of the current fiscal year, which ones can be deferred to FY 2025, and which ones could be considered for elimination.

The very reason we develop annual budgets across the university is to anticipate financial needs and expenditures for the year ahead. In most cases, this works well. However, there will always be unanticipated emergencies and extenuating circumstances that cannot be avoided. Our goal and our responsibility are to budget wisely, ensure compliance, and build sufficient reserves to more effectively deal with these types of occurrences.

As we continue to manage the current budget situation, we also are in the final phase of developing budgets for FY 2025. We are emphasizing the expectation that all units must, at a minimum, operate within their allocated budgets.

Finally, we should all be cognizant of the fact that Purdue Fort Wayne is in many ways a fragile institution without deep pockets and multiple revenue streams. As an institution that depends so heavily on tuition revenue, our efforts must continue to be focused on increasing our student population to levels that are necessary to support not just our academic and administrative operations, but also our aspirations. This is critical to the university's long-term financial security.

M. Wolf: I still have a lot of questions, but we don't have time to deal with this. There is more at stake.

11. Committee reports "for information only":

- a. Faculty Affairs Committee (Senate Reference No. 23-22) – W. Sirk

Senate Reference No. 23-22 (Formal Joint Appointment Policy Request) was presented for information only.

- b. Curriculum Review Subcommittee (Senate Reference No. 23-26) – L. Roberts

Senate Reference No. 23-26 (Minor in Forensic Investigations) was presented for information only.

12. The general good and welfare of the University:

J. McHann: The Nominations and Elections Committee wants to remind everybody that the Qualtrics survey that Josh sent out to nominate for committees is due on April 29. We still have several very important committees for which we need Senators to nominate. So much work has been done to try to reorganize the Senate committees. We are all busy with final exams coming up, but we really need to pay attention to this Qualtrics survey.

13. Adjournment: The meeting adjourned at 1:23 p.m.

Joshua S. Bacon
Assistant to the Faculty

TO: Fort Wayne Senate
FROM: Stephen Buttes, Chair of the Student Affairs Committee
DATE: 11/17/2023
SUBJ: Proposal for Revision Senate Bylaws

WHEREAS, the Mastodon Athletics Advisory Subcommittee (MAAS) received the below charge from the Senate Executive Committee to consider its membership and composition as stated in the Senate Bylaws; and,

WHEREAS, the MAAS approved the resolution below to change the Senate Bylaws to meet the charge the Senate Executive Committee sent to it; and,

WHEREAS, the MAAS, as a subcommittee of the Student Affairs Committee (SAC), sent their resolution to the SAC for review; and,

WHEREAS, the members of the SAC requested no revisions to the MAAS resolution;

BE IT RESOLVED, that the Senate consider the proposed change in membership composition outlined in the MAAS resolution; and,

BE IT FURTHER RESOLVED, that the Senate's approval of this resolution shall be considered an approval of the MAAS resolution below.

MEMORANDUM

To: Michelle Parker;
Chair, Mastodon Athletics Advisory Subcommittee

And

Stephen Buttes;
Chair, Student Affairs Committee

From: Jay Johns
Chair, Executive Committee of the Fort Wayne Senate

Date: October 2nd, 2023

Subj: Charge to Consider CSSAC Representation on Mastodon Athletics Advisory Subcommittee

Dear Mastodon Athletics Advisory Subcommittee:

The Campus Support Staff Advisory Committee (CSSAC) has asked the Senate Executive Committee to consider adding a seat to the Mastodon Athletics Advisory Subcommittee so they can have representation. It is noted that the Administrative & Professional Staff Advisory Council (APSAC) already has a standing seat on the Mastodon Athletics Advisory Subcommittee.

The Executive Committee hereby asks you to work on the following charges:

- (1) Consider adding a CSSAC seat to the Mastodon Athletics Advisory Subcommittee.
- (2) Report the decision to the Student Affairs Committee (SAC) by the end of November 2023. The SAC will notify the Senate Executive Committee. If the decision is to add a CSSAC seat to the Mastodon Athletics Advisory Subcommittee, the Senate Executive Committee can start the process of updating the Bylaws of the Senate.

Sincerely,



Jay Johns

Chair, Senate Executive Committee

MEMORANDUM

To: Stephen Buttes;
Chair, Student Affairs Committee

From: Michelle Parker
Chair, Mastodon Athletics Advisory Subcommittee (MAAS)

Date: March 20, 2024

Subj: Change to the Membership of the MAAS in the Bylaws

Dear Student Affairs Committee:

The Mastodon Athletics Advisory Subcommittee (MAAS) received a charge from the Senate Executive Committee on October 2, 2023 to consider adding a Campus Support Staff Advisory Committee (CSSAC) seat to MAAS so they can have representation. MAAS unanimously (7-0) agreed to add a CSSAC seat to MAAS at our meeting on October 6, 2023.

After the resolution was sent to the Executive Committee, it was highlighted that adding a CSSAC seat would violate the faculty voting percentage on the sub-committee. There was also question as to if the Senior Women’s Administrator was a voting or non-voting member of the committee. She had never voted, but it was interpreted as she was a voting member.

The MAAS subcommittee has rewritten the membership requirement of the subcommittee to make it clearer and make sure that it is in alignment with the Voting Faculty percentage and passed with a unanimously (10-0).

<u>Voting</u>	<u>Non Voting</u>
8 Faculty	1 Athletic Director
1 FAR	1 Senior Women’s Administrator
1 Student	1 Compliance Officer
1 Alumni	
1 APSAC	
<u>1 CSSAC</u>	
Total Votes = 13	
Total Faculty Votes = 9	
Faculty % = 69%	

Sincerely,



Michelle R. Parker
Chair, Mastodon Athletics Advisory Sub-committee

TO: Stephen Buttes, Chair of the Student Affairs Committee
FROM: Michelle Parker, Chair of the Mastodon Athletics Advisory Subcommittee
DATE: 3/20/24
SUBJ: Proposal for Revision Senate Bylaws

WHEREAS, the Senate Bylaws currently state in Section 5.3.4.3.1 under the Mastodon Athletics Advisory Subcommittee heading:

5.3.4.3.1.	<p>Membership: The Mastodon Athletics Advisory Subcommittee shall consist of eight Voting Faculty and lecturers elected by the Senate in such manner that at least four of the Major Units shall be represented; two students selected by the Student Government; the Faculty Athletics Representative (ex officio); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna appointed ex officio by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member; the senior women’s athletic administrator; and the administrator of athletic programs (nonvoting).</p> <p>The Presiding Officer of the Senate shall annually request the Student Government to select the student representatives and the Administrative Council to select the administrative/professional staff representative. Student representatives shall serve staggered two-year terms with the terms to commence one week before the beginning of regular fall classes. The administrative/professional staff representative shall serve for one year. The Faculty Athletics Representative shall serve as the chair of the committee.</p>
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WHEREAS, to gain perspective from multiple areas of the campus, the Mastodon Athletics Advisory Subcommittee would like to change the Senate Bylaws and add a Campus Support Staff Advisory Committee (CSSAC) representative to the subcommittee.

WHEREAS, the Mastodon Athletics Advisory Subcommittee already has representation from each unit on campus, including the Administrative & Professional Staff Advisory Council (APSAC)

WHEREAS, adding a CSSAC representative would then put the Faculty Voting percentage out of compliance with the Senate Bylaws, we recommend reducing the Student Government representative from 2 to 1, as Student Government has had trouble appointing 2 members.

WHEREAS, there was confusion from the current by-laws if the Senior Women’s Administrator was a voting or non-voting member of the committee.

BE IT RESOLVED, that section 5.3.4.3.1 of the Senate Bylaws is updated to state:

5.3.4.3.1.	<p>"5.3.4.3.1. Membership: The Mastodon Athletics Advisory Subcommittee shall consist of eight Voting Faculty and Lecturers elected by the Senate in such manner that at least four of the Major Units shall be represented; the Faculty Athletics Representative (ex officio, voting, chair); the Athletic Director (ex-officio, nonvoting), the senior women’s athletic administrator (ex-officio, nonvoting); the NCAA Compliance Coordinator (ex officio, nonvoting); one PFW alumnus/alumna (voting) appointed by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member appointed by the Administrative and Professional Staff Advisory Council (voting) , a support staff member appointed by the Campus Support Staff Advisory Committee (voting); one student selected by the Student Government (voting). The Chair of the Senate shall annually request that Student Government select the student representative and they shall serve for one year term. The administrative/professional staff and the support staff representatives shall serve up to a two-year term. All terms to commence one week before the beginning of regular fall classes.</p>
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In Favor

Against

Abstain

Michelle Parker
Troy Tonner
Roy Danielian
Talia Bugel
Michelle Shaw
Jens Clegg
Nurgul Aitaliev
Julia Smith
Barton Price
Kate White

MEMORANDUM

Approved, 4/15/2024

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 2/12/2024
SUBJ: Commencement Ceremony Schedule

WHEREAS SD 22-25 charged the Education Policy Committee (EPC) to complete its information-gathering process related to scheduling an alternative weekend date for the commencement ceremony,

WHEREAS the EPC discussed the issue with Jerry Lewis (VC Communications & Marketing) and Marcus Weemes (Executive Director of Housing),

WHEREAS the EPC believes that the information provided indicates the net benefits (e.g., utilized venue, operational demands on PFW employees, minimizing scheduling conflicts, housing costs) by Jerry Lewis and Marcus Weemes on the following pages supports maintaining the current commencement ceremony schedule of the Wednesday following the conclusion of finals week,

BE IT RESOLVED that PFW maintain its current commencement ceremony schedule of the Wednesday following the conclusion of final exams.

Information provided by Jerry Lewis

PFW COMMENCEMENT ATTENDANCE

The 2022 Commencement marked the first ceremony following the Indiana University teach out. In other words, 2022 marked the first ceremony featuring only PFW graduates.

Participation among graduating students increased significantly in 2023, which corresponded with a more than 50 percent increase in overall attendance (graduating students and guests).

2023 Commencement Attendance

Undergraduate Students	806
Graduate Students	<u>218</u>
Total Graduating Students	1,024

Total Attendance (including guests) 7,949

2022 Commencement Attendance

Undergraduate Students	595
Graduate Students	<u>112</u>
Total Graduating Students	707

Total Attendance (including guests) 5,136

VENUE / LOCATION ISSUES

- The Coliseum and Expo Center is the only venue that is large enough to accommodate both the Commencement Ceremony (main arena) and the Commencement Celebration (Expo Center). There is no other suitable venue in Fort Wayne, as is evidenced by the fact that so many universities and high schools use the Coliseum for their commencement ceremonies.
- The Coliseum is also the only venue that has the dozen or so large breakout rooms and spaces that can accommodate the undergraduate lineup area, graduate hooding area, faculty robing area, platform party/VIP robing area, luncheons, alumni dinner, and staff/tech areas.
- The Coliseum has robust catering facilities capable of meeting all of the catering required for the various events and activities related to commencement.
- Having adequate parking and traffic flow is essential, and the Coliseum is equipped to meet the university's needs.
- The university stores a significant volume of Commencement-related staging and infrastructure in PFW's on-campus warehouse. Additional time and cost would be incurred in transporting these materials back and forth to a different location.

SCHEDULING ISSUES

- The Commencement Ceremony and related functions currently require a minimum of two full days of space rental at the Coliseum. Load-in and set-up begin early morning the day before Commencement and often the night before (pending whether Komets are in the playoffs, and the space is available).

- In order to have a Ceremony there on a Sunday, this setup would ideally have to begin on a Friday evening; a Saturday ceremony would require setup to begin on a Thursday evening. These are prime rentable days and nights for the Coliseum and Expo Center for concerts, trade shows, and other events. Even if we could find weekends in future years that the space is available, it would be at a premium price.
- The Sunday following the current Wednesday Commencement Ceremony dates is usually Mother's Day. That would be a very unpopular weekend to schedule a Commencement Ceremony.

STAFFING ISSUES

- A weekend Commencement Ceremony would require having a significant number of university staff work off hours and beyond their normal work schedules. It's already a challenge to adequately staff for the setup, ceremony, and celebration/after-party.
- Additionally, a large number of staff and volunteers are hourly employees who would need to be paid overtime, thus resulting in additional expense.

IMPACT ON GRADUATING STUDENTS AND THEIR FAMILIES

- Moving the Commencement Ceremony to a weekend would impact students and families of various religious faiths who have observances, services, and gatherings on Saturdays and Sundays.
- Moving the Commencement Ceremony to a weekend would impact families with children who have sporting events and club activities that meet on Saturdays and Sundays.
- Having the Commencement Ceremony at a later date than currently scheduled could have an impact on international students who might incur additional costs to extend their stay in the country.

Information provided by Marcus Weemes

- Housing Operational Costs would increase (utilities and extra staffing due to having additional students in all buildings) creating also a shorter period of time for summer camps, conferences and summer interns that help offset the costs for students during the academic year by delaying the arrival by over a week and a half from the current ceremony. This could also add additional costs for having vendors come in to flip and prepare rooms for summer and fall.
- We are already providing all graduating students 5 nights of free housing beyond their housing contract which is at least ~\$135 per student.
- In an ideal world for operations if Graduation could be the weekend of finals that would create the least friction on our operations and actually improve our ability to serve students (preparing for transition to summer housing/interns/summer camps). This has been my first institution that has had graduation beyond Sunday of Finals Week.

MEMORANDUM

Approved, 4/15/2024

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 2/12/2024
SUBJ: Recommendation on Assigned Academic Work During Scheduled Breaks

WHEREAS the Executive Committee of the Faculty Senate tasked the Educational Policy Committee to create a proposal to address the assignment of academic coursework and exams over scheduled breaks such as Fall Break, Thanksgiving Break, and Spring Break.

WHEREAS the aforementioned scheduled breaks are placed throughout the academic year intentionally to provide students rest and a break from coursework.

BE IT RESOLVED that it is best practice and it is strongly recommended that faculty not schedule a graded exam, quiz, or other graded assignment that is only available to students and due solely over a scheduled break; and

BE IT FURTHER RESOLVED that students be made aware (via the syllabus and/or other instructional materials) of course-level assignment schedules, requirements and expectations, including the expectation that students be prepared for exams and/or assignments on the scheduled dates following a break.

Recommendation on Assigned Academic Work During Scheduled Breaks

The Educational Policy Committee considers it best practice and strongly recommends that instructors not schedule a graded exam, quiz, or other graded assignment that is only available to students and due solely over a scheduled break. While students should always be prepared for class, framing assignments in such a way that requires academic work over Fall Break, Thanksgiving Break, and Spring Break is strongly discouraged. Students should be given sufficient time to carry out assignments without being required to devote their breaks to such coursework.

The following exceptions may apply:

- Students are expected to be prepared for class sessions that meet immediately after scheduled breaks, for example, by keeping up with reading assignments during scheduled breaks as normally expected;
- Students who have been granted extensions through scheduled breaks for graded academic coursework may find it necessary to complete such coursework or prepare for such assessments over break;
- Courses with a travel/field or clinical component may expect students to conduct such academic coursework during scheduled breaks.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Fort Wayne Senate Executive Committee
DATE: April 8, 2024
SUBJ: Amendments to the Bylaws: Restructuring of Senate Committees and Subcommittees

WHEREAS, the Executive Committee charged the Subcommittee Task Force in SR 21-32 to review, and propose necessary changes to, the structure of the Senate's committees and subcommittees for the reasons outlined in that resolution; and

WHEREAS, the members of the Subcommittee Task Force have worked since September 2022 to produce a set of suggestions along these lines; and

WHEREAS, the Executive Committee has received this set of proposed amendments to the Bylaws and wishes to place it before the entire Senate;

BE IT RESOLVED, that the Senate approve the Bylaws amendments contained within this resolution; and

BE IT FURTHER RESOLVED, that these amendments go into effect immediately upon their adoption by the Senate.

MEMORANDUM

TO Senate Executive Committee,
Fort Wayne Senate

FROM: Bernd Buldt, Chair
Subcommittee Task Force

DATE: 09/04/2024

SUBJ: Amendments to the Bylaws of the Fort Wayne Senate

WHEREAS, the Senate Executive Committee had charged the Subcommittee Task Force to conduct a “review of the Senate’s committee structure ... and ... the Bylaws and Constitution to suggest to the Executive Committee potential amendments” (see SD 21-32); and

WHEREAS, the Subcommittee Task Force met weekly throughout the AY 2022–23, conducted one faculty survey and one Senate (sub-)committee chair survey, and solicited feedback on a first draft from administrators, managerial/professional staff, Senate (sub-)committee chairs as well as the Student Government Association, the All Professional Staff Advisory Committee, and the Clerical and Service Staff Advisory Committee; and

WHEREAS, the proposed amendments to the Bylaws are tracked and documented in the attached document;

BE IT RESOLVED, that the Executive Committee make this resolution its own and bring the proposed amendments to the Senate for a vote, and that the Fort Wayne Senate approve the revised Bylaws; and

BE IT FURTHER RESOLVED, that any elected member serving on a Senate committee or subcommittee that, when these Bylaws amendments go into effect, continues to exist (according to the attached chart) shall be able to complete their term even if that means there are temporarily more individuals serving on those bodies than the amended Bylaws would ordinarily mandate; and

BE IT FURTHER RESOLVED, that any elected member serving on a Senate subcommittee that, when these Bylaws amendments go into effect, ceases to exist in name but whose charges are continued in a new or merged subcommittee (according to the attached chart) shall be able to complete their term in the successor committee even if that means there are temporarily more individuals serving on those bodies than the amended Bylaws would ordinarily mandate.

Chart

Committee Structure Old and Proposed

<i>number of committees and faculty seats</i>	<i>#Com</i>	<i>#Fac</i>	<i>#Com</i>	<i>#Fac</i>
Grand Total	24	175	18	108
		reductions	-6	-67
A. Service Committees:				
1. Executive Committee	2	9	1. Executive Committee	2
2. Nominations and Elections Committee		7	2. Nominations and Elections Committee	9
B. Policy Committees:		2	B. Policy Committees	2
1. Academic Personnel Grievance Board (=> Boards: 9.1)	22	159	3. Educational Policy Committee	10
2. Educational Policy Committee		15	3.1. Advising Program Council	49
2.1. Advising Subcommittee (=> 3.1)		6	3.2. Curriculum Subcommittee	7
2.2. Campus Appeals Board (=> Boards: 9.2)		6	3.3. Programs Subcommittee	0
2.3. Givies Literacy Subcommittee (=> 3.3 new)		6	3.4. Honors Program Subcommittee	5
2.4. Curriculum Review Subcommittee (=> 3.2 new)		4	4. Faculty Affairs Committee	5
2.5. General Ed. Subcommittee (=> 3.3 new)		7	4.1. P&T Subcommittee	7
2.6. Grade Appeals Subcommittee (=> Boards: 9.3)		7	5. Student Affairs Committee	7
• 2.7. Graduate Subcommittee (=> 3.2 new)		9	5.1. Mastodon Athletics Advisory Subcom.	5
2.8. Honors Program Council (=> 3.4; name change)		5	6. Senate Task Force	3
2.9. International Edu. Subcom. (=> 8; name change)		7	C. Advisory Committees	13
3. Faculty Affairs Committee		5	7. University Resources Advisory Committee	7
3.1. Professional Development Sub (=> 4 new)		6	7.1. Information Subcommittee	3
3.2. Promotion and Tenure Subcommittee		7	8. International Education Advisory Board	3
4. Student Affairs Committee		7	D. Boards	3
4.1. Mastodon Athletics Advisory Subcommittee		6	9.1. Academic Personnel Grievance Board	30
5. University Resources Policy Committee (name change)		8	9.2. Campus Appeals Board	15
5.1. AGHHS (=> 7.1 new)		10	9.3. Grade Appeals Board	6
5.2. Budgetary Affairs Subcom. (=> 7 new)		7		9
5.3. Library Subcommittee (=> 7.1 new)		8		
5.4. University Advancement Subcom. (=> 7 new)		8		
6. Subcommittee Task Force (name change)		10		
		6		
C. Representatives		7	E. Representatives	7

Purdue University Fort Wayne
BYLAWS OF THE FACULTY SENATE

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BYLAWS OF THE FORT WAYNE SENATE

I. GENERAL PROVISIONS

A. GENERAL PROVISIONS REGARDING SENATE AND ITS MEETINGS

- 1. Rules of Order.** Except as otherwise provided herein, *Robert's Rules of Order, Newly Revised* shall govern the conduct of meetings of the Senate, assemblies and convocations of the Faculty, and proceedings of committees and subcommittees established by the Senate or by Senate committees.
- 2. Definitions and References.** In these Bylaws,
 - 2.1. Purdue University Fort Wayne shall be referred to as "the University" or "PFW," and all references to titles, roles, offices, or committees refer, unless otherwise stated, to those of the University or the Senate;
 - 2.2. the PFW Faculty Senate shall be referred to as "the Senate," and the Executive Committee shall be that of the Senate and Constitution that of the PFW Faculty;
 - 2.3. the words "major unit" shall mean "college, school, or the library;"
 - 2.4. the words "Voting Faculty" shall be read inclusively and mean "Voting Faculty and/or Senators;"
 - 2.5. the word "lecturer" shall be read inclusively and mean "lecturer and/or senior lecturer;"
 - 2.6. the word "Faculty" shall be read inclusively and mean "Voting Faculty and/or lecturer;" and
 - 2.7. cross-references that refer to other items at the same level of subdivision omit mention of higher levels (e.g., "Section 3" instead of "Section II.B.3"). Language rendered in italics is either taken from the Constitution or, if bracketed by superscript 'S,' the Statement on Government of Colleges and Universities (1966, rev. 1990).
 - 2.8. In these Bylaws, and in all existing and future Senate documents and references that make reference to departments, those references shall be understood to also apply to schools within colleges, unless otherwise stated in a document or reference (see SD 17-10).

3. Meetings of the Senate

3.1. Scheduling

3.1.1. Regular meetings of the Senate shall be held on the second Monday of each month, September through April, except that the date of a regular meeting may be moved by not more than one week in either direction by action of the Executive Committee announced at least one week in advance of the actual date of the meeting. The beginning and ending of Senate meetings shall conform to the pattern for the scheduling of classes. If the agenda for a regular meeting is not exhausted during this session, the meeting will continue for a second session, at the same time one class week thence. The Senate shall not schedule regular meetings for on average more than two such sessions per month.

3.1.2. Special meetings of the Senate shall be held upon petition by twenty percent of the Voting Faculty, by forty percent of the Senate, or by action of the Executive Committee. Meetings that are the result of petition shall be scheduled in a timely manner, but in no case shall they be scheduled for later than one week after receipt of the petition by the chairperson of the Executive Committee. Special meetings, whether the result of petition or decision of the Executive Committee, require written notice to the membership at least forty-eight hours in advance of the meeting, and only those resolutions circulated with the agenda distributed with the meeting notice may be considered.

3.2. **Agendas and minutes.** The Clerk shall distribute agendas of regular meetings and convocations one week in advance and post agendas and minutes of all Senate meetings, convocations, and assemblies on the Senate's webpage.

3.3. **Attendance.** Except as provided herein, meetings of the Senate will be open to all members of the PFW community, as observers, and to other persons invited to attend by the Executive Committee. Representatives of the press will normally be invited to be present. At any meeting, the Senate may, by a majority vote of the Senators present, exclude all observers. Once excluded, certain observers may be permitted to return, at the request of the Presiding Officer approved by a majority vote of the Senators present, or by a majority vote of the Senators present.

3.4. **Quorum.** A majority (i.e., more than half) of the Senate membership shall constitute a quorum.

3.5. **Order of business.** The order of business at each regular meeting of the Senate shall be as follows:

3.5.1. Call to order

3.5.2. Approval of the minutes of the previous meeting

3.5.3. Acceptance of the agenda

- 3.5.4. Reports of the Faculty Chairs. They shall report in order of their seniority in office.
- 3.5.5. Special business for the day. This includes memorial resolutions.
- 3.5.6. Unfinished business
- 3.5.7. Committee reports requiring action. Every agenda item shall be labelled as “for discussion,” “for action,” or “for information.” Unless the Executive Committee decides otherwise, the default shall be that no item is designated as “for action” that was not designated as “for discussion” on a previous agenda.
- 3.5.8. New business. No formal business may be conducted, nor action taken on any motion or resolution, after the close of new business.
- 3.5.9. Question time. At this time, the University administration will respond to written questions submitted in advance through the Executive Committee unless the administration gave a written response in advance of the meeting that was included as a Senate Reference to the agenda.
- 3.5.10. Committee reports “for information only.” Time permitting, a representative of the originating body of the report should give a brief summary and answer any questions from the floor.
- 3.5.11. The general good and welfare of the University
- 3.5.12. Adjournment

3.6. Speaking privileges

- 3.6.1. Members. Senators shall obtain the floor by raising a hand to seek recognition.
- 3.6.2. Nonmembers.
 - 3.6.2.1. The PFW Representative in the Purdue University Senate shall have speaking privileges (see Section VI.B.1).
 - 3.6.2.2. Upon request prior to a meeting, any nonmember, Faculty or member of the administration, may be invited by the Executive Committee to participate without vote in the meeting. On its own initiative, the Executive Committee may invite any nonmember to participate in the discussion of matters of particular interest to the observer.
 - 3.6.2.3. Any such invitation shall be subject to the exercise by the Executive Committee of its responsibility for taking varied points of view into account and for the efficient management of the Senate’s time.
 - 3.6.2.4. The Clerk shall ensure that all observers are seated apart from Senators.
- 3.6.3. Affiliates. Affiliates identified below are encouraged to participate, without vote, in Senate meetings.

- 3.6.3.1. The Faculty of Indiana University Fort Wayne shall be accorded one Senate affiliate.
- 3.6.3.2. The Registrar's Office shall be accorded one Senate affiliate.
- 3.6.3.3. The Office for Student Conduct and Care shall be accorded one Senate affiliate.
- 3.6.3.4. Students shall be accorded representation by an affiliate who shall be the President of the Student Government Association (SGA) or that person's designee.
- 3.6.3.5. The All Professional Staff Advisory Committee (APSAC) shall be accorded representation by an affiliate who shall be the President of APSAC or that person's designee.
- 3.6.3.6. The Clerical and Service Staff Advisory Committee (CSSAC) shall be accorded representation by an affiliate who shall be the Chair of CSSAC or that person's designee.

3.7. **Majority.** A majority shall be more than half of the votes cast.

3.8. **Alternates and proxy voting.** Neither alternates for members nor proxy voting shall be permitted. A member who will be absent from a meeting may present views in a letter to the Presiding Officer or request that the Executive Committee invite a person named by the member to speak on a particular issue.

3.9. **Roll-call votes.** Upon request of 20% of the Senators present and voting by a show of hands, a roll-call vote shall be taken on the pending motion, and the minutes shall record the names of those voting aye, no, and present.

3.10. **The elected Representative of the Lecturers.** The Representative of the Lecturers (see Subsection V.A.1 below) shall be eligible to serve on all Senate committees and subcommittees, but may not vote on issues regarding promotion and/or tenure for tenured, tenure-track, or clinical faculty or professors of practice in the Senate or its committees.

3.11. **Rights and duties of a Senator**

3.11.1. The privileges of a Senator shall include the right to:

3.11.1.1. receive meeting materials one week prior to regularly scheduled meetings;

3.11.1.2. be treated with respect and decorum by the Presiding Officer and fellow-Senators during Senate proceedings;

3.11.1.3. vote on all matters according to one's best judgment; and to

3.11.1.4. shape Senate proceedings by bringing motions to the floor, appealing rulings of the Presiding Officer, or interrupting proceedings by urgent, time-sensitive points of order.

3.11.2. The duties of a Senator shall include the obligation to:

- 3.11.2.1. attend meetings of the Senate prepared, ready to discuss and vote;
- 3.11.2.2. treat the Presiding Officer and fellow-Senators with respect and decorum during Senate proceedings;
- 3.11.2.3. serve as a two-way conduit of information between Senate and the unit they represent (i.e., informing the unit and soliciting its input to inform Senate discussions and voting decisions); and to
- 3.11.2.4. contribute to the work of the Senate by running for or serving on at least one Senate committee.

4. CONVOICATIONS

4.1. **Quorum.** At convocations of the Faculty, twenty percent of the Voting Faculty shall constitute a quorum.

B. GENERAL PROVISIONS REDARDING SENATE COMMITTEES AND SUBCOMMITTEES

1. **Scope.** In this section, provisions stated for committees shall equally apply to subcommittees unless otherwise stated.

2. **Types of Committee.** To aid in its functioning, the Senate may establish five types of committees:

- 2.1. **service committees**, which shall be standing committees charged with assisting in the routine operations of the Senate;
- 2.2. **policy committees**, which shall be standing committees charged with crafting policy and advising the Senate and the administration on substantive matters, and which may establish subcommittees to assist in their efforts;
- 2.3. **advisory committees**, which shall be standing committees charged with advising the Senate and the administration on substantive matters, and which may establish subcommittees to assist in their efforts;
- 2.4. **ad-hoc committees**, which shall be established by the Senate for special purposes; and
- 2.5. **boards**, which, while being committees populated (mostly) by Faculty and subject to review by the Senate, operate outside the usual reporting structure of the Senate.

3. Composition, Elections, and Appointments

3.1. **Composition.** Except as otherwise provided in these Bylaws,

- 3.1.1. Committees and subcommittees shall be composed of Faculty, with Voting Faculty comprising at least two-thirds (2/3) of its voting membership and at least one of them being a Senator.
- 3.1.2. Committee members designated as “ex-officio” may send a designee when unable to attend the meeting of a committee they are on.

3.2. **Elections.** Except as otherwise provided in these Bylaws,

3.2.1. Voting Faculty shall appoint or elect committee members, and elect representatives, in April, using the preferential voting system and with terms to commence one week before the beginning of regular fall classes following election.

3.2.2. Committees shall have the power to fill vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in this document (see subsections 3.1.1 and 4.1).

3.3. **Appointments and nominations.** Affiliate members of the Senate, representatives on and nominations for Senate committees from the All Professional Staff Advisory Committee (APSAC), the Clerical and Service Staff Advisory Committee (CSSAC), and the Student Government Association (SGA) shall be appointed or nominated, and their names communicated to the Clerk, each April, with terms to commence one week before the beginning of regular fall classes that same year.

4. Membership, Terms, and Voting Rights

4.1. **Membership.** No one may serve on more than two standing committees in a given academic year, and no one may be nominated to serve on any standing committee such that the results of the relevant election could lead that nominee to serve on more than two standing committees in a given academic year.

4.2. **Terms.**

4.2.1. Senators and Faculty. Except as otherwise provided in these Bylaws,

4.2.1.1. all committee terms shall be staggered;

4.2.1.2. the terms of Faculty who are not Senators shall be for three years;

4.2.1.3. the terms of Senators shall continue for the remainder of the Senator's elected term; and

4.2.1.4. becoming a Senator during one's term on a committee shall not affect one's membership in that committee.

4.2.2. Sabbatical Replacement. A member of the Faculty who goes on a sabbatical leave shall resign at the end of the semester before their sabbatical leave begins but give advance notice of their plans so that the committee can fill the vacancy in due time; or, if they serve on the Faculty Affairs Committee, they shall resign at the end of the semester that precedes the review of their sabbatical application.

4.2.3. Representatives. Except as otherwise provided in these Bylaws, administrative/professional staff representatives (APSAC), clerical/service staff representatives (CSSAC), and student representatives (SGA) shall serve for one year.

- 4.3. **Voting Rights.** Except as otherwise provided in these Bylaws, all members of a committee, except for student representatives, shall have voting rights in that committee.
- 4.4. **Majority.** When voting in a committee, it is considered a majority, or a majority decision, if it includes more than half of all votes cast, but also includes more than half of all votes from Faculty.

5. General Responsibilities of Senate Committees

5.1. First Meeting of a committee

- 5.1.1. At the beginning of each academic year, preferably during the week before the beginning of regular fall classes (also known as “on-duty week”), committees shall be convened for a first time by the senior committee member designated by the Presiding Officer, with assistance from the Clerk, to do so. The Clerk shall send out this information after the elections have to come to a close in April.
- 5.1.2. At this meeting, except as otherwise provided in these Bylaws or the Constitution; committees shall select their own chairs from the ranks of Faculty. If no one volunteers at this meeting, the most senior faculty member shall serve as acting chair until a chair has been elected.
- 5.1.3. At this meeting, committees shall collectively review their charges and set a preliminary agenda for the academic year.

5.2. Committee chairs. Except as otherwise provided in these Bylaws or the Constitution,

- 5.2.1. The committee chair’s main responsibility shall be to thoroughly prepare, facilitate, and preside over regular meetings of the committee and to coordinate the work done both within the committee as well as its subcommittees or its parent committee, respectively.
- 5.2.2. The committee chair must not do the majority of the committee work but rather ensure that the work is distributed and carried out as equitably as possible among all committee members.
- 5.2.3. The committee chair shall report out of the committee and communicate, unless delegated, with people or units outside the committee on its behalf.
- 5.2.4. The committee chair, assisted by the Clerk of the Senate, shall keep timely minutes and maintain the committee’s activity log on the Senate webpage, available to all members of the Faculty.

5.3. Committee members

- 5.3.1. Committee members shall assume an active role in the work of the committee and be willing to pull their weight.

5.3.2. Committees, with the majority vote of their members, shall have the power to remove members who fail to attend unexcused two consecutive meetings and/or fail to contribute to the work of the committee; this includes chairs who fail to do their duties. In case a committee member gets removed, the vacancy shall be filled as soon as possible (as per Subsection 3.2.2 above).

5.4. **Report and review.** Committees shall report to and be subject to review by the Senate.

5.4.1. Committees shall report to the Senate at the Senate's request, as requested by the Executive Committee, or on their own initiative.

5.4.2. Committees may give information concerning their activities to the campus administration, to any academic unit, or to any PFW committee, subcommittee, or council (but see Subsection 5.2.4 above).

5.5. **Shared Governance.** Committees shall conduct their work in the spirit of shared governance as outlined in the Constitution, Section VI.A.

II. SERVICE COMMITTEES

A. THE EXECUTIVE COMMITTEE

1. Membership. The Executive Committee shall have the membership established in the Constitution, Subsection C.3.a: *the Chair, the Chair-Elect, and the Past Chair of the Senate, the Parliamentarian of the Senate as an ex officio, non-voting member; and four senators elected by the Senate* in such manner that each is from a different major unit.

2. Responsibilities

2.1. **Constitutional Charges.** The Executive Committee shall exercise powers and the responsibilities as specified in the Constitution, subsections C.3.a.i–vii, and

2.1.1. *shall, at the beginning of the academic year, establish and publicize twenty dates during that academic year to be reserved for the conduct of Senate business;*

2.1.2. *shall formulate the agenda for each Senate meeting and shall be responsible for the circulation of the meeting agenda at least one week prior to a regular Senate meeting;*

2.1.3. *may, with the approval of the Senate, recommend a procedure for the efficient conduct of items of business on the agenda;*

2.1.4. *shall maintain online a list of Senate documents that are currently under deliberation in the various Senate committees, along with document status and name of committee and committee chairperson;*

2.1.5. *shall serve as a clearing house for all Faculty matters that concern policy, shall help coordinating the work of all other Senate committees, and shall liaise with the administration;*

2.1.6. *shall periodically review the committee structure of the Faculty to ensure the effectiveness of Senate and to encourage efficient Faculty participation;*

2.1.7. *shall formulate and submit for Senate approval the Bylaws for the Senate. Amendments to the Bylaws may be proposed by this Committee and must be promptly reported to the Senate if proposed by a senator.*

2.2. **Specific Responsibilities.** In carrying out its responsibilities, the Executive Committee shall:

2.2.1. Receive proposals for consideration by the Senate from any member of the Faculty, or have the power to initiate such proposals unprompted. The Executive Committee shall either place any such proposal on the agenda for the next Senate meeting, or, if that agenda is full, on the agenda for the following Senate meeting; or may send the proposal to a Senate committee or subcommittee. If the latter course is followed, the text of the proposal, and its immediate disposition, shall be distributed “for information only” with the agenda of the next Senate meeting; and the ultimate disposition of the proposal shall consist of a report on the proposal from that committee or subcommittee to the Senate. If the Executive Committee decides not to do any of the above, then it should promptly state its reason for non-action to the initiator in writing.

2.2.2. Receive written questions, for response by the campus administration, from any member of the Faculty. The Executive Committee shall ensure that these questions are routed to the appropriate University office, and shall place the text of each question on the agenda of the following meeting of the Senate or the next Faculty Assembly or Convocation, whichever is first. If the Executive Committee decides not to do any of the above, then it should promptly state its reason for non-action to the initiator in writing.

2.2.3. Review the attendance record of Senators. If a Senator is frequently absent, the Executive Committee shall, as appropriate, draw this to the attention of that Senator and the represented unit.

B. NOMINATIONS AND ELECTIONS COMMITTEE

1. Membership. The Nominations and Elections Committee shall consist of two Senators, elected by the Senate in such manner that each is from a different major unit.

2. Responsibilities

2.1. **Responsibilities in respect to the Senate.** The Nominations and Elections Committee shall, except as otherwise provided herein,

2.1.1. nominate elective members for all Senate committees;

2.1.2. solicit annually from the Faculty information concerning preferences and qualifications for committee assignments;

2.1.3. establish, in cooperation with the Clerk, the procedure for, and conduct, such votes as are required among the Senators and/or the Faculty;

2.1.4. establish, in cooperation with the Presiding Officer and the Clerk, the procedures for and solicit candidate names from

2.1.4.1. the All Professional Staff Advisory Council (APSAC) for their representatives on select committees;

2.1.4.2. the Campus Support Staff Advisory Committee (CSSAC) for their representatives on select committees ;

2.1.4.3. the Student Government Association (SGA) for their representatives on select committees; and

2.1.4.4. various administrative units for their representatives on select committees.

2.2. **Responsibilities in respect to the Faculty.** The Nominations and Elections Committee shall, except as otherwise provided herein,

2.2.1. nominate members, after consultation with the appropriate Senate committee or the Faculty Chairs, to administrators for their consideration for appointment to other committees.

(Appendix A, while not being a proper part of the Bylaws, lists all committees that require representatives.)

III. POLICY COMMITTEES

A. THE EDUCATIONAL POLICY COMMITTEE (EPC)

1. **Membership.** The Educational Policy Committee shall consist of ten (10) members, namely,

1.1. three (3) ex-officio members:

1.1.1. the Chief Academic Officer;

1.1.2. the Registrar;

1.1.3. the Director of Student Conduct and the Care Team; and

1.2. seven (7) Faculty, elected in such manner that at least five of the major units shall be represented.

2. Responsibilities

2.1. **Constitutional Charges.** The Educational Policy Committee shall exercise powers and responsibilities as specified in the Constitution (see subsections VI.B.1–2, 3.a, and 4.a) and:

2.1.1. determine through legislative authority:

2.1.1.1. *the academic calendar;*

2.1.1.2. the policies for class scheduling; and

2.1.2. review and approve through operational authority:

2.1.2.1. the titles of the academic degrees conferred at PFW;

2.1.2.2. the general requirements for the curricula leading toward academic degrees or certificates;

2.1.2.3. the nomination of all candidates for degrees and certificates; and

2.1.3. set policies through joint effort concerning:

2.1.3.1. the admission and academic placement of students; and

2.1.4. make formal recommendations through established processes of consultation before the University reaches decisions concerning:

2.1.4.1. changes in academic organization.

2.2. Additional Responsibilities. In carrying out its responsibilities, the Educational Policy Committee shall be concerned with, but not limited to,

2.2.1. maintaining accurate and current Catalog information (e.g., standards for admission-and academic placement, grades and grading, academic notice, separation, and reinstatement as well as aligning PFW Catalog language with that of Purdue WL where appropriate);

2.2.2. the academic calendar and class scheduling policies;

2.2.3. the Honors Program, the Civics Literacy Proficiency Program, the General Education Program, the Advising Program, the military training and continuing education programs;

2.2.4. general education policies and curriculum standards as well as the coordination of interdepartmental education programs and of Fort Wayne curricula with those of West Lafayette; and

2.2.5. the improvement of instruction in general and the general academic organization.

2.3. Subcommittees. In order to exercise more effectively its rights and responsibilities, the Educational Policy Committee shall establish one council and three subcommittees:

2.3.1. the Advising Program Council, which is concerned with the academic Advising Program;

2.3.2. the Curriculum Subcommittee, which is concerned with both undergraduate and graduate education;

2.3.3. the Programs Subcommittee, which is concerned with the programs for general education and civics literacy as well the military training and continuing education programs; and

2.3.4. the Honors Program Subcommittee, which is concerned with the Honors Program.

3. The Advising Program Council

3.1. **Membership.** The Advising Program Council shall consist of ten (10) members, namely,

3.1.1. two (2) ex-officio members:

3.1.1.1. the Chief Academic Officer;

3.1.1.2. the Director of Academic Accountability and Student Success; and

3.1.2. five (5) representatives:

3.1.2.1. three (3) professional advisors, each representing a different major unit and appointed by the Director of Academic Accountability and Student Success to staggered three-year terms;

3.1.2.2. two (2) students, each appointed by the Student Government Association (SGA); and

3.1.3. three (3) Faculty from the Educational Policy Committee.

3.2. Responsibilities

3.2.1. Responsibility for administering the Advising Program shall reside with the Director of Academic Accountability and Student Success, assisted by the Advisory Council, which shall report to the Faculty and submit any documents through the Educational Policy Committee.

3.2.2. Specifically, the Council shall:

3.2.2.1. analyze assessment data from the Office of Academic Accountability and Student Success;

3.2.2.2. recommend to the Senate and to the Chief Academic Officer policies related to the campus advising program; and

3.2.2.3. conduct an ongoing review of the goals and operations of the program, with annual reports and recommendations to the Educational Policy Committee and the Chief Academic Officer each fall.

4. The Curriculum Subcommittee

4.1. **Membership.** The Curriculum Subcommittee shall consist of fourteen (14) members, namely,

4.1.1. four (4) ex-officio members:

4.1.1.1. the Chief Academic Officer (†/‡):

4.1.1.2. the Associate Vice Chancellor for Academic Programs (‡);

- 4.1.1.3. the member of the Faculty who serves as Director of Graduate Studies (‡, voting), who may vote only to break or create tie votes;
- 4.1.1.4. the member of the Faculty who serves as the liaison with the Purdue Graduate School (‡, voting);
- 4.1.2. five (5) representatives:
 - 4.1.2.1. a representative of the Registrar's Office (†/‡);
 - 4.1.2.2. two undergraduate student representatives (†), appointed by the Student Government Association (SGA);
 - 4.1.2.3. two graduate student representatives (‡), elected annually by the members of the Subcommittee named under 4.4.1 below from among nominations, solicited by the Nominations and Election Committee and submitted by departments or other units responsible for graduate degree programs; and
- 4.1.3. five (5) Faculty (†/‡), elected in such manner that at least four of the major units shall be represented. and at least two are from a department that offers a graduate degree and who holds membership on the graduate faculty.
- 4.2. **Definitions.** In this subsection, “academic program” or simply “program” shall mean any group of courses constituting a major, minor, degree, degree option, concentration, certificate program, or similar entity.
- 4.3. **Responsibilities in respect to undergraduate curricula.** The Curriculum Subcommittee shall advise the Senate concerning the exercise of the Faculty's right of review of the undergraduate curricula and report to the Faculty and submit any documents through the Educational Policy Committee.
 - 4.3.1. Only members of the Subcommittee indicated by the dagger symbol ‘†’ shall participate in the activities listed in this subsection.
 - 4.3.2. Review of new programs. The Curriculum Subcommittee shall examine and report on proposals for new academic programs prior to their approval by the Chief Academic Officer or, if such approval is not required, prior to final approval at the highest possible level of campus review.
 - 4.3.2.1. During this examination, the Subcommittee shall evaluate: (i) the rationale for the proposed program; (ii) the use of PFW resources; (iii) the relationship among proposed and existing programs; (iv) other effects on PFW and on PFW's constituencies of the proposed program.
 - 4.3.2.2. Upon the completion of this examination, the Subcommittee shall (i) report to the Senate “for information only” its finding that the new program requires no Senate review; or (ii) advise the Senate of its finding that the Senate should exercise its right of review.

4.3.3. Review of existing programs. Upon a request from the Senate, an academic unit, or the Chief Academic Officer, the Curriculum Subcommittee shall examine and report on existing academic programs and new or proposed courses.

4.3.3.1. Such examinations shall be requested only when one of the following circumstances occur: (i) significant questions of proper sponsorship or academic quality arise; (ii) there are administrative or Faculty-led initiatives to reorganize, merge, reduce, or eliminate academic programs or units; (iii) there is a University-wide effort to ensure the periodic review of academic programs by a body functioning above the department level.

4.3.3.2. Procedures for carrying out these responsibilities can be found in Senate Document SD 19-24.

4.3.3.3. Upon the completion of this examination, the Subcommittee shall (i) report to the Senate “for information only” its finding that no Senate review is appropriate; or (ii) advise the Senate of its finding that the Senate should exercise its right of review.

4.4. **Responsibilities in respect to graduate curricula.** The Curriculum Subcommittee shall advise the Senate concerning the planning and any policy as well as the exercise of the Faculty’s right of review of all graduate curricula, subject to the rules established by Purdue University and its Graduate School, and report to the Faculty and submit any documents through the Educational Policy Committee.

4.4.1. Only members of the Subcommittee indicated by the double dagger symbol ‘‡’ shall participate in the activities listed in this article.

4.4.2. Planning and policy functions. To encourage and coordinate the development of graduate education at PFW, the Subcommittee shall:

4.4.2.1. foster program coordination among PFW units and among PFW and the Purdue Graduate School;

4.4.2.2. evaluate and make recommendations concerning the need for new programs;

4.4.2.3. advise on policies for admission procedures and standards; and

4.4.2.4. advise on policies for fellowships, assistantships, and other forms of financial assistance.

4.4.3. Review of new programs. The Curriculum Subcommittee shall examine and report on proposals for new graduate programs prior to the formal transmission of these documents to off-campus bodies charged with further review. In so doing, it shall follow the steps specified in 4.3.2 above.

4.4.4. Review of existing programs. Upon a request from the Senate, an academic unit, or the Chief Academic Officer, the Curriculum Subcommittee shall

examine and report on existing academic programs and new or proposed courses. In so doing, it shall follow the steps specified in 4.3.3. above.

5. The Programs Subcommittee

5.1. **Membership.** The Programs Subcommittee shall consist of thirteen (13) members, namely,

5.1.1. four (4) ex-officio members:

5.1.1.1. the Chief Academic Officer (†);

5.1.1.2. a representative of the Office of Academic Affairs who serves as Director of the Civics Literacy Proficiency Program (‡, voting) and who may vote only to break or create tie votes;

5.1.1.3. the Director of Continuing Studies (*);

5.1.1.4. the Director of Military Student Services (*); and

5.1.2. four (4) representatives:

5.1.2.1. a representative of the Registrar's Office (†/‡);

5.1.2.2. a representative of the Division of Enrollment Management and the Student Experience (†/‡);

5.1.2.3. two (2) undergraduate student representatives (†/‡), each from a different major unit and appointed by the Student Government Association (SGA); and

5.1.3. five (5) Faculty (†/‡/*), elected in such manner that at least four of the major unit shall be represented.

5.2. Responsibilities in respect to the General Education Program (GenEd)

5.2.1. Only members of the Subcommittee indicated by the dagger symbol '†' shall participate in the activities listed in this subsection.

5.2.2. Responsibility for administering the General Education Program shall reside with the Chief Academic Officer, assisted by the Subcommittee, which shall report to the Faculty and submit any documents through the Educational Policy Committee.

5.2.3. Specifically, the Subcommittee shall:

5.2.3.1. recommend to the Senate all policies related to the program;

5.2.3.2. approve courses for incorporation in the areas of the-program; and

5.2.3.3. conduct an ongoing review of the goals and operations of the program, with annual reports and recommendations to the Educational Policy Committee and the Chief Academic Officer each fall.

5.3. Responsibilities in respect to the Civics Literacy Proficiency Program (CLPS)

- 5.3.1. Only members of the Subcommittee indicated by the double dagger symbol ‘‡’ shall participate in the activities listed in this subsection.
- 5.3.2. Responsibility for administering the Civics Literacy Proficiency Program shall reside with the Chief Academic Officer, assisted by the Subcommittee, which shall report to the Faculty and submit any documents through the Educational Policy Committee.
- 5.3.3. Specifically, the Subcommittee shall:
 - 5.3.3.1. Establish, review, and revise the learning objectives of the program.
 - 5.3.3.2. Review and approve courses for the course path annually. The review should consider prerequisites, capacity of course offerings, impact on the PFW General Education Program, degree-specific curriculum maps, potential for student success, and other issues deemed appropriate by the Subcommittee.
 - 5.3.3.3. Develop a Civics Literacy Module for voluntary use in “Freshman Success” courses. The Civics Literacy Module will include links to the test, events, recordings, and resources.
 - 5.3.3.4. Recruit faculty to produce recordings specific to the required exam and to programs on campus, and approve events and broadcasts for inclusion in the program.
 - 5.3.3.5. Establish the assessment plan for the program.
 - 5.3.3.6. Work with relevant offices at PFW to ensure methods for verifying attendance, development and administration of artifacts that can be used for assessment, and completion of the requirement.
 - 5.3.3.7. Review the annual assessment report and make recommendations based on that report to the Director of the Civics Literacy Proficiency Program and the Educational Policy Committee each fall.

5.4. Responsibilities in respect to the military training and continuing education program

- 5.4.1. Only members of the Subcommittee indicated by the asterisk symbol ‘•’ shall participate in the activities listed in this subsection.
- 5.4.2. While the responsibility for administering the military training and continuing education program reside outside Senate, the Subcommittee shall annually review both programs and report its findings and recommendations to the Faculty through the Educational Policy Committee each fall.

6. The Honors Program Subcommittee

- 6.1. **Membership.** The Honors Program Subcommittee shall consist of twelve (12) members, namely,

6.1.1. two (2) ex-officio members:

6.1.1.1. the Chief Academic Officer;

6.1.1.2. the Director of the Honors Program, who may vote only to break or create tie votes;

6.1.2. five (5) representatives:

6.1.2.1. three (3) members of the Honors Faculty, appointed jointly by the Chief Academic Officer and the Director of the Honors Program to staggered three-year terms;

6.1.2.2. two (2) undergraduate students, at least one of whom shall have successfully completed, or be enrolled in, at least one honors course and each appointed by the Student Government Association (SGA); and

6.1.3. five (5) Faculty, elected in such manner that at least four of the major units shall be represented.

6.2. **Special regulations**

6.2.1. Student members shall participate and vote in all matters concerning the Honors Program, except questions of student admission, scholarships, retention, and satisfaction of program requirements.

6.3. **Responsibilities**

6.3.1. Responsibility for administering the Honors Program shall reside with its Director, assisted by the Subcommittee, which shall report to the Faculty and submit any documents through the Educational Policy Committee.

6.3.2. Specifically, the Subcommittee shall carry out the functions described in Senate Document SD 04-4 and shall exercise the Faculty's authority with regard to academic matters related to the Honors Program.

B. THE FACULTY AFFAIRS COMMITTEE (FAC)

1. Membership. The Faculty Affairs Committee shall consist of nine (9) members, namely,

1.1. two (2) ex-officio members:

1.1.1. the Chief Academic Officer;

1.1.2. the Director of the Center for Excellence in Learning and Teaching (voting); and

1.2. seven (7) Faculty, elected in such manner that at least five of the major units shall be represented.

2. Special regulations

- 2.1. Unless the Director of the Center for Excellence in Learning and Teaching is a member of the Faculty, they shall participate only in matters concerning teaching (grants, awards, training) as per Section 4 below.
- 2.2. During their term on the committee, its Faculty members shall be eligible to submit grant proposals and sabbatical leave requests but must recuse themselves from discussions and voting regarding grant types for which they have submitted a proposal and resign in case they submit a sabbatical application (see Section I.B.4.2.2).

3. Responsibilities

- 3.1. **Constitutional Charges.** The Faculty Affairs Committee shall exercise powers and responsibilities as specified in the Constitution, Subsection VI.B.3.e, and

- 3.1.1. *set policies through joint effort concerning:*

- 3.1.1.1. *the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the Faculty; and*

- 3.1.2. *make formal recommendations through established processes of consultation before the University reaches decisions concerning:*

- 3.1.2.1. *the screening and selecting of academic and chief academic or administrative officers.*

- 3.2. **Additional Responsibilities.** In carrying out its responsibilities, the Faculty Affairs Committee shall also be concerned with, but not limited to,

- 3.2.1. setting policies through joint effort and overseeing procedures relating to the professional development of the Faculty, including:

- 3.2.1.1. research and teaching grants;

- 3.2.1.2. research and teaching awards;

- 3.2.1.3. sabbatical leaves;

- 3.2.1.4. general research policies; and

- 3.2.1.5. helping to provide opportunities for all persons who hold academic appointment at PFW for their professional growth in teaching, research, and/or creative endeavor;

- 3.2.2. setting policy through joint effort and in consultation with the Information Subcommittee concerning academic priorities, policies, and procedures for Helmke Library, its collections, facilities, operations, and other educational and research support facilities and aids;

- 3.2.3. making formal recommendations before, and exercising the right to review after, the University reaches decisions concerning accreditation activities or other matters that pertain to the Faculty, its powers and responsibilities; and

3.2.4. the morale of the Faculty and its associate members, both as defined in Constitution, collectively and as individuals.

3.3. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the Faculty Affairs Committee shall establish one subcommittee:

3.3.1. the Promotion and Tenure Subcommittee.

4. The Promotion and Tenure Subcommittee (also known as the “Campus Committee”)

4.1. **Membership.** The Promotion and Tenure Subcommittee shall have the membership established in Senate Documents SD 14-36 and SD 19-13, subsections 2.5.2 and 2.6.2, respectively.

4.2. **Responsibilities.** The Promotion and Tenure Subcommittee shall have the responsibilities and follow the procedures established in Senate Documents SD 14-36 and SD 19-13.

C. THE STUDENT AFFAIRS COMMITTEE (SAC)

1. Membership. The Student Affairs Committee shall consist of thirteen (13) members, namely,

1.1. four (4) ex-officio member:

1.1.1. the Chief Student Affairs Officer;

1.1.2. the Chief Diversity Officer;

1.1.3. the Director of Student Conduct and Care;

1.1.4. the Director of Student Housing; and

1.2. four (4) representatives:

1.2.1. two (2) students, each from a different unit and appointed by the Student Government Association (SGA);

1.2.2. one representative of the All Professional Staff Advisory Council (APSAC);

1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC); and

1.3. five (5) Faculty, elected in such manner that at least four of major units shall be represented.

2. Responsibilities

2.1. **Constitutional Charges.** The Student Affairs Committee shall exercise powers and responsibilities as specified in the Constitution (see subsections VI.B.1.c and 3.b+c) and

2.1.1. determine through legislative authority

2.1.1.1. *the policies for student participation in athletic affairs;*

2.1.2. set policies through joint effort concerning:

2.1.2.1. *student conduct and discipline; and*

2.1.2.2. *student participation in group extracurricular activities.*

2.2. **Additional Responsibilities.** In carrying out those its responsibilities, the Student Affairs Committee shall

2.2.1. work closely with the Student Government Association (SGA)

and be concerned with all ^s*aspects of student life which relate to the educational process^s*, which may include

2.2.2. the general social, cultural, and practical welfare of all PFW students; and

2.2.3. any other matter that would enhance the student's campus environment for their learning, living, and flourishing, during their time on campus and thereafter.

2.3. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the Student Affairs Committee shall establish one subcommittee:

2.3.1. the Mastodon Athletics Advisory Subcommittee.

3. The Mastodon Athletics Advisory Subcommittee (MAAS)

3.1. **Membership.** The Mastodon Athletics Advisory Subcommittee shall consist of twelve (12) members, namely,

3.1.1. four (4) ex-officio member:

3.1.1.1. the Director of Athletics;

3.1.1.2. the Senior Woman Administrator;

3.1.1.3. the Director of Compliance;

3.1.1.4. the Faculty Athletics Representative; and

3.1.2. five (5) representatives:

3.1.2.1. one PFW alumnus/alumna appointed by the Chief Administrative Officer in consultation with the Director of Alumni Engagement;

3.1.2.2. two (2) students, each from a different unit and appointed by the Student Government Association (SGA);

3.1.2.3. one representative of the All Professional Staff Advisory Council (APSAC)

3.1.2.4. one representative of the Campus Support Staff Advisory Committee (CSSAC); and

3.1.3. three (3) Faculty, elected in such manner that each is from a different major unit.

3.2. **Special regulations**

3.2.1. The Faculty Athletics Representative shall serve as the chair of the subcommittee.

3.2.2. Representatives shall serve staggered two-year terms.

3.3. **Responsibilities.** The Mastodon Athletics Advisory Subcommittee shall:

3.3.1. monitor and advise regarding schedules for intercollegiate athletics;

3.3.2. establish eligibility requirements for participation in intercollegiate athletics;

3.3.3. approve intercollegiate sport additions or deletions;

3.3.4. approve participation in post-season activities beyond conference tournaments;

3.3.5. propose, for the approval of the Senate, membership in athletic conferences;

3.3.6. advise the ex-officio members;

3.3.7. when requested by administrators, make personnel recommendations in the athletic area to the Chief Administrative Officer;

3.3.8. serve on ad hoc compliance committees;

3.3.9. make recommendations with respect to procedures and policies to assist in student-athlete academic success;

3.3.10. participate and be consulted within University-wide discussions and decisions regarding the Athletic Department.

D. **THE SENATE TASK FORCE**

1. Rationale. In order to ensure the efficient and timely operation of the service and policy committees of the Senate, Faculty shall be elected to the Senate Task Force. The Senate Task Force shall be called into service by the Executive Committee when a service or policy committee is not able to complete work that is deemed to be important and not already the responsibility of an existing subcommittee. A service or policy committee may request that the Executive Committee call the Senate Task Force into service. The Executive Committee shall respond to such requests within two weeks. When the Senate Task Force is called into service, the Executive Committee shall issue an enabling memo.

2. Membership. The Senate Task Force shall consist of five (5) Faculty elected in such manner that at least four of the major units shall be represented. A service or policy committee requesting that the Senate Task Force be called into service shall recommend to the Executive Committee the administrators, clerical/support staff, administrative/professional staff, or student representatives it deems appropriate. The Executive Committee shall be responsible for inviting such non-Faculty members.

3. Responsibilities. The Senate Task Force shall limit its activities and timeline to those detailed in the enabling memo from the Executive Committee.

E. AD HOC COMMITTEES

1. Rationale. Ad hoc committees shall be established by the Senate to carry out work that (a) does not clearly fall under the purview of an existing Senate (sub-)committee, or that (b) Senate feels would be better conducted by a group specially appointed for the purpose.

2. Membership

2.1. All Faculty are eligible to serve on an ad hoc committee, and so are all administrators, administrative/professional staff, clerical/support staff, or student representatives who are deemed appropriate for stated charge.

2.2. A Senate document establishing an ad hoc committee shall specify the membership and the voting membership of the committee. It is desirable to have Voting Faculty constitute two-thirds (2/3) of its voting membership (see Subsection I.B.3.1.1).

2.3. A Senate document establishing an ad hoc committee shall specify how the members of the committee will be appointed, nominated, or elected. For this, the document may call unto the help of one or both of the service committees.

3. Responsibilities. A Senate document establishing an ad hoc committee shall specify:

3.1. the task to be carried out by the committee, including deliverables to the Senate; and

3.2. the date by which the committee should complete its work; and

3.3. through which other Senate committee the ad hoc committee will report to the Faculty.

4. Special Regulations. Ad hoc committees cannot be carried over to a new academic year without special authorization by the Senate.

IV. ADVISORY COMMITTEES

A. UNIVERSITY RESOURCES ADVISORY COMMITTEE (URAC)

1. Membership. The University Resources Advisory Committee shall consist of eighteen (18) members, namely,

1.1. seven (7) ex-officio members:

1.1.1. the Chief Academic Officer (†);

1.1.2. the Chief Financial Officer (†);

1.1.3. the Chief Officer of Facilities (†);

1.1.4. the Chief Officer for Communications and Marketing (†/‡);

1.1.5. the Chief Officer for Development and Alumni Engagement (‡);

- 1.1.6. the Director of Alumni Engagement (†);
- 1.1.7. the Director Development Services (†); and
- 1.2. four (4) representatives:
 - 1.2.1. two (2) student representatives (†/‡), each from a different unit and appointed by the Student Government Association (SGA);
 - 1.2.2. one representative of the All Professional Staff Advisory Council (APSAC, (†/‡);
 - 1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC, (†/‡); and
- 1.3. seven (7) Faculty (†/‡), elected in such manner that at least five of the major units shall be represented.

2. Responsibilities

- 2.1. Only members of the committee indicated by the dagger symbol ‘†’ shall participate in the activities listed in subsections 2.2–2.4.1 and 2.4.3 below.
- 2.2. **Constitutional Charges.** The University Resources Advisory Committee shall exercise powers and responsibilities as specified in the Constitution (see subsections VI.B.4.c–e) and *make formal recommendations through established processes of consultation before the University reaches decisions concerning*:
 - 2.2.1. *the determination and management of the budget and ^sits short- and long-range priorities^s*;
 - 2.2.2. *the planning, maintenance, and optimal utilization of ^sexisting or prospective^s physical facilities*; and
 - 2.2.3. *staff needs, utilization and planning, that is, increases and decreases in staff.*
- 2.3. **Additional Responsibilities.** In carrying out those its responsibilities, the University Resources Advisory Committee shall also be concerned with making formal recommendations concerning
 - 2.3.1. *^sthe framing and execution of long-range strategic plans^s*, including
 - 2.3.2. short- and long-range strategies and priorities for research, recruitment, scholarships and grants, as well as communication and marketing.
- 2.4. **Specific Responsibilities**
 - 2.4.1. **Budgetary Affairs.** The University Resources Advisory Committee shall:
 - 2.4.1.1. advise the administration and the Senate on budgetary and revenue matters pertaining to the needs of the University, which shall include:
 - (i) paying particular attention to (a) the ways the budget and the budgetary process as well as (b) trends in revenue can affect the University’s ability to carry out its mission to provide excellence in

higher education, and (ii) giving advice on financial matters which affect the work of other Senate committees; and

2.4.1.2. make annual recommendations on: (i) sources of revenue; (ii) annual campus operating budgets and legislative budget requests; (iii) financial needs of new programs and of new facilities proposed for the University; (iv) the annual athletic budget and supportive activities after review and comment in the fall semester each year; and

2.4.1.3. work with other Senate Committees and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs (see Senate Documents SD 15-26, SD 19-1, and SD 19-24).

2.4.2. **Advancement**

2.4.2.1. Only members of the committee indicated by the double dagger symbol ‘‡’ shall participate in the activities listed in this subsection.

2.4.2.2. The University Resources Advisory Committee shall: (i) advise the Senate and the Chief Advancement Officer on all matters that affect advancement; (ii) serve as a forum for discussion about plans for advancement and advancement issues in general; (iii) make recommendations regarding major fund-raising efforts for the campus.

2.4.3. **Oversight**

2.4.3.1. The University Resources Advisory Committee shall oversee the Faculty Representative to the Campus Space Committee (see Subsection VI.A.2 below).

2.5. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the University Resources Advisory Committee shall establish one subcommittee:

2.5.1. the Information Subcommittee

3. The Information Subcommittee

3.1. **Membership.** The Information Subcommittee shall consist of twelve (12) members, namely,

3.1.1. five (5) ex-officio members:

3.1.1.1. the Chief Student Affairs Officer;

3.1.1.2. the Chief Information Technology Officer;

3.1.1.3. the Director of the Center for the Enhancement of Teaching and Learning;

3.1.1.4. the Director of Continuing Studies;

3.1.1.5. the Director of Helmke Library; and

3.1.2. four (4) representatives:

3.1.2.1. two (2) student representatives, each from a different unit and appointed by the Student Government Association (SGA);

3.1.2.2. one representative of the All Professional Staff Advisory Council (APSAC);

3.1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC); and

3.1.3. three (3) Faculty, elected in such manner that each is from a different major unit.

3.2. Responsibilities. The Information Subcommittee shall:

3.2.1. advise the Senate, through the University Resources Advisory Committee, as well as the Chief Academic Officer and the Chief Information Technology Officer on any and all matters that affect present and evolving information technology in support of the mission of the University, including on how Information Technology Services communicate with faculty, staff, and students;

3.2.2. serve as a forum for discussion and as an advocate for acquisition and use of information technology for the University and plans for its use, support, and evaluation-

3.2.3. advise, in consultation with the Faculty Affairs Committee, the Senate, through the University Resources Advisory Committee, as well as the Chief Academic Officer and the Director of Helmke Library concerning administrative and budgetary priorities, policies, and procedures for Helmke Library, its collections, facilities, and operations, and other educational and research support facilities and aids.

B. THE INTERNATIONAL EDUCATION ADVISORY COMMITTEE

1. Membership. The International Education Advisory Board shall consist of eight (8) members, namely,

1.1. two (2) ex-officio members:

1.1.1. the Director of International Education;

1.1.2. the Director of Study Abroad; and

1.2. three (3) representatives:

1.2.1. two students, at least one of whom shall be at or beyond the second-year level in International Education and each appointed by the Student Government Association (SGA) in consultation with the Director of International Education;

1.2.2. one representative of the Office of Enrollment Management and the Student Experience; and

1.3. three (3) Faculty, elected in such manner that each is from a different major unit.

2. Responsibilities. The International Education Advisory Board is charged with:

2.1. advocating for and steering efforts across the University to enhance and foster opportunities for international cooperation, international education, and immersion for students, faculty, and the broader community;

2.2. being a liaison between the Faculty and the Director of International Education and Director of Study Abroad;

2.3. advising on policies relating to international services, international education, and Study Abroad and recommending related policies and goals to the Senate.

V. OTHER COMMITTEES

A. THE ACADEMIC PERSONNEL GRIEVANCE BOARD

1. Rationale. The Board shall fulfill the combined roles of the various Grievance Committees, as provided for in Purdue University Executive Memoranda (see Academic and Research Affairs Policy I.B.1 on Faculty Grievances and related documents).

2. Membership. The Board shall be composed of fifteen (15) tenured members of the Voting Faculty. The Nominations and Election Committee shall solicit nominations from which members get elected to staggered two-year terms. Ten members shall be regular members, and the remaining five shall be alternate members.

3. Special Regulations. At the time the Board elects its chair, it shall also elect a secretary.

4. Responsibilities. When it is necessary to compose a grievance committee, that committee shall be selected from the ten regular members of the Board according to the procedures and restrictions in Purdue University Executive Memoranda. If a need for additional members should arise in the formation of any grievance committee, they shall be selected from the five alternate members of the Board in the same way. If additional members still should be required, they shall be randomly selected from the other tenured members of the Voting Faculty.

B. THE CAMPUS APPEALS BOARD

1. Membership. In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, the Faculty portion of the Campus Appeals Board shall consist of a total of six (6) elected members of the Faculty, including three members and three alternates.

2. Special Regulations. In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, Faculty terms on this Board shall be for two years commencing one week before the beginning of regular fall classes following election. No member of the Faculty may serve more than two consecutive terms.

3. Responsibilities. The responsibilities of the Faculty portion of the Campus Appeals Board shall be those explained in the PFW Code of Student Rights, Responsibilities, and Conduct.

C. THE GRADE APPEALS BOARD

1. Membership. The Grade Appeals Board shall consist of nine (9) members of the Faculty, elected in such manner that no more than two shall be from the same major unit.

2. Responsibilities. The responsibilities of the Grade Appeals Board shall be those explained in the campus grade appeals policy. If a case is to be heard, a five-member panel drawn from the Board membership shall hear the appeal. The panel shall act for the Board, and its decisions shall be final and not subject to review by other Faculty bodies.

D. NON-SENATE COMMITTEES

1. Rationale. To assure that the Senate and the Faculty are informed of the activities, studies, and recommendations of any PFW committee upon which members of the Faculty serve by virtue of appointment thereto, certain reports shall be issued.

2. Definitions

2.1. A committee subject to these reporting procedures shall:

2.1.1. consist of a group of persons, at least one of whom is a member of the Faculty appointed to the committee by a University administrator;

2.1.2. function above the major-unit level;

2.1.3. has been established to perform a task or group of tasks related to the powers and responsibilities of the Faculty; and

2.1.4. not necessarily have the word “committee” in its name.

2.2. A report shall consist minimally of written notice to the Faculty through the Executive Committee that written information concerning a committee is available in a specified, accessible location.

3. Procedures

3.1. Initial reports shall be written and caused to be distributed by the person establishing a new committee, within thirty days of the establishment of said committee. They shall contain the committee’s name, membership, and full charge. If that person fails to do so, one of the Faculty members on the said committee should do so in their place.

3.2. Progress reports shall be written and caused to be distributed by the chair of a committee, or a designee, in a timely fashion. They shall make known all significant committee activities, studies, and recommendations, and all changes in the name, membership, or charge of a committee. The disestablishment of a committee shall also be made known in a progress report. If the chair fails to do so, one of the Faculty members on the said committee should do so in their place.

VI. REPRESENTATIVES

A. REPRESENTATIVES TO PFW BODIES

1. The Elected Representative of the Lecturers to the Senate

1.1. **Eligibility.** All lecturers are eligible to vote for, and be elected to, the position of elected Representative of the Lecturers.

1.2. Election and Term

1.2.1. The term of office of the elected Representative of the Lecturers shall be three years, beginning one week before the start of regular fall classes following election. When necessary, the Nominations and Elections Committee shall conduct this election among the lecturers so that the name of the incoming elected Representative of the Lecturers shall be transmitted to the Clerk of the Senate on the same schedule as that of incoming Senators.

1.2.2. Should a vacancy in the position of the elected Representative of the Lecturers occur, the Nominations and Elections Committee shall immediately hold an election among the lecturers for any remaining time in that term.

1.3. **Representation.** The elected Representative of the Lecturers shall be considered a member of the academic department to which the most service is assigned, and the major unit to which that academic department is assigned. If the Representative of the Lecturers serves in more than one unit, the representative shall be counted as a member of the unit to which the most service is assigned; an elected Representative of the Lecturers who serves equally in two or more units shall inform the Chief Academic Officer, prior to the annual certification, of the unit in which the representative wishes to be counted.

1.4. **Apportionment.** As stated in the Constitution, Subsection III.A 4, the elected Representative of the Lecturers does not count toward an academic unit's apportionment.

1.5. **Rights.** See Subsection I.A.3.9 above.

2. Faculty Representative to the Campus Space Committee

2.1. Election and term

2.1.1. This representative shall be an elected member of the Faculty and serve a three-year term beginning one week prior to the start of regular fall classes following election.

2.1.2. The University Resources Advisory Committee shall fill any vacancy in this position for the remainder of the academic year, in which case, subject to Senate ratification, a special election among the Faculty shall be held to select a member of the Faculty to complete that term.

2.2. Responsibilities

2.2.1. The University Resources Advisory Committee shall oversee the Faculty Representative to the Campus Space Committee.

2.2.2. The Faculty Representative to the Campus Space Committee shall periodically report on its activities to the Faculty through the University Resources Advisory Committee, which shall update the Senate on those activities at least once each academic year.

B. REPRESENTATIVES TO SYSTEM-WIDE BODIES

1. Purdue West Lafayette Senate

1.1. **Eligibility.** The PFW Representative in the Purdue University Senate (hereinafter referred to as the “Purdue Senator”) shall be a tenured member of the Voting Faculty whose teaching schedule must allow for attendance at the monthly meetings of the Purdue University Senate.

1.2. Election and term

1.2.1. The Purdue Senator shall be elected to a three-year term with the term of office to commence with the fall classes following election. The Purdue Senator may not serve more than two consecutive terms.

1.2.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a tenured member of the Voting Faculty to complete that term.

1.3. Responsibilities

1.3.1. The Purdue Senator shall represent the PFW Faculty in the Purdue University Senate. In doing so, the Purdue Senator should disseminate information about the deliberations and activities of the Purdue University Senate to the PFW Faculty, take steps to understand the views of PFW Faculty on these deliberations and activities, and present views of PFW Faculty to the Purdue University Senate.

1.3.2. The Purdue Senator shall periodically report, but at least once per semester, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the Purdue University Senate.

1.3.3. The Purdue Senator may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

1.3.4. The Purdue Senator shall represent the PFW Faculty on the Intercampus Faculty Council (IFC).

2. Intercampus Faculty Council (IFC)

2.1. **Assuming office.** The two PFW representatives to the Intercampus Faculty Council shall be the PFW Senator (see Subsection 1.3.3 above) and one the Faculty Chairs (see Constitution, subsections III.B.1.b.i.4+ii.3).

2.2. Responsibilities

2.2.1. The two representatives shall periodically report, but at least once per academic year, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the Intercampus Faculty Council.

2.2.2. The representatives may also seek guidance from the (other) Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

3. University Policy Committee (UPC)

3.1. **Assuming office.** The PFW representative to the University Policy Committee shall be one the Faculty Chairs (see Constitution, subsections III.B.1.b.i.4+ii.3).

3.2. Responsibilities

3.2.1. The representative shall periodically report, but at least once per academic year, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the University Policy Committee.

3.2.2. The representative may also seek guidance from the other Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

4. Liaison to the Purdue Graduate School

5. Purdue University Advisory Committee on Equity

5.1. **Appointment and term.** The Vice-President for Ethics and Compliance of Purdue University appoints, upon the nomination of the PFW Chancellor, a member representing PFW to a three-year term.

5.2. **Nomination.** A shortlist of candidates for nomination by the Chancellor shall be selected by the Faculty Chairs from a panel of nominees solicited by the Nominations and Elections Committee.

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

6. Representatives to the Purdue University Sustainability Committee

6.1. Faculty representative

6.1.1. Election and term

6.1.1.1. The PFW Faculty representative to the Purdue University Sustainability Committee shall be a member of the Voting Faculty elected to a three-year term starting on the first day of the fall semester following election.

6.1.1.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a member of the Voting Faculty to complete that term.

6.1.2. Responsibilities

6.1.2.1. The Faculty representative shall periodically report, but at least once per academic year, to the Faculty through the Executive Committee on the activities of the Sustainability Committee.

6.1.2.2. The representative may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

6.2. Student representative

6.2.1. Election and term

6.2.1.1. The PFW student representative to the Purdue University Sustainability Committee shall be selected by the PFW Student Government Association (SGA) to serve a one-year term dating from the first day of regular fall classes.

6.2.1.2. Vacancies in this position shall be filled by the PFW Student Government Association at the request of the Presiding Officer of the PFW Senate.

6.2.2. **Responsibilities.** The student representative shall periodically report, but at least once per academic year, to the PFW Student Government Association on the activities of the Sustainability Committee.

7. Undergraduate Curriculum Council

7.1. Election and term

7.1.1. The PFW representative to the PFW Undergraduate Curriculum Council shall be a member of the Voting Faculty elected to a three-year term starting on the first day of the fall semester following election.

7.1.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a member of the Voting Faculty to complete that term.

7.2. Responsibility

7.2.1. The representative shall periodically report, but at least once per academic year, to the Faculty through the Educational Policy Committee on the activities of the Undergraduate Curriculum Council.

7.2.2. The representative may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

VII. MISCELLANEOUS PROVISIONS

A. RECALL OR EXPULSION OF SENATORS

1. For Excessive Absence

1.1. In the case of an elected Senator or the Representative of the Lecturers, who is absent excessively, the Senate may petition the Senator's unit to recall the Senator or the Representative of the Lecturers and elect another. To pass a recall petition, the affirmative vote by secret written ballot of two-thirds of the Senators present at a regular meeting shall be required.

1.2. In the case of an ex-officio member, who is absent excessively, the Senate may petition the Presiding Officer of the Faculty to reprove the offender. To pass a reproof petition, the affirmative vote by secret written ballot of two-thirds of the Senators present at a regular meeting shall be required.

2. For Obstructing the Senate

2.1. The Senate may unseat, by a two-thirds majority of its membership voting by secret written ballot, any member whose actions or behavior habitually obstructs normal parliamentary procedures. Any member so unseated shall be ineligible to be returned to the Senate during the academic year, and in the case of an elected Senator the unit shall elect a replacement for the remainder of the elected term.

B. ENABLEMENT

1. Upon acceptance of these Bylaws, the Senate shall cause timely elections to be held for all committees, subcommittees, and boards named above. Initial terms on these bodies shall expire at the scheduled times.

C. AMENDMENTS

1. Amendments to these Bylaws may be proposed to the Executive Committee by any Senator (see II.A.2.1.7) or Senate committee or subcommittee.

2. If any committee or subcommittee report requires amendment of these Bylaws to become effective, then the report shall incorporate a proposal for such amendment. Such proposals shall be submitted to the Executive Committee in order to ensure that they are placed in the proper form.

3. Amendments to the Bylaws of the Senate, consistent with the Constitution of the PFW Faculty, may be adopted by vote of two-thirds of those Senators present and voting at a meeting of the Senate, after the text of the proposed amendment has been distributed with the agenda for that meeting under the title "Amendment(s) to the Bylaws of the Senate." If the proposed amendment is approved by a simple majority of those voting, but not by

two-thirds of those voting, it may then be adopted at the next regular meeting by vote of a simple majority of those present and voting.

4. Amendments to these Bylaws become effective immediately upon their successful adoption by the Senate, unless the text of the resolution containing those amendments indicates otherwise.
5. The Clerk, after consultation with and the approval of both the Parliamentarian and the Executive Committee, may correct, provided they do not change the intended meaning, minor clerical mistakes in this document without Senate approval. If the Clerk, Parliamentarian, and Executive Committee do, they must give written notice to the Senate, detailing the changes.

Purdue University Fort Wayne
BYLAWS OF THE FACULTY SENATE

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BYLAWS OF THE FORT WAYNE SENATE

I. GENERAL PROVISIONS

A. GENERAL PROVISIONS REGARDING SENATE AND ITS MEETINGS

1. **Rules of Order.** Except as otherwise provided herein, *Robert's Rules of Order, Newly Revised* shall govern the conduct of meetings of the Senate, assemblies and convocations of the Faculty, and proceedings of committees and subcommittees established by the Senate or by Senate committees.
2. **Definitions and References.** In these Bylaws,
 - 2.1. Purdue University Fort Wayne shall be referred to as “the University” or “PFW,” and all references to titles, roles, offices, or committees refer, unless otherwise stated, to those of the University or the Senate;
 - 2.2. the PFW Faculty Senate shall be referred to as “the Senate,” and the Executive Committee shall be that of the Senate and Constitution that of the PFW Faculty;
 - 2.3. the words “major unit” shall mean “college, school, or the library;”
 - 2.4. the words “Voting Faculty” shall be read inclusively and mean “Voting Faculty and/or Senators;”
 - 2.5. the word “lecturer” shall be read inclusively and mean “lecturer and/or senior lecturer;”
 - 2.6. the word “Faculty” shall be read inclusively and mean “Voting Faculty and/or lecturer;” and
 - 2.7. cross-references that refer to other items at the same level of subdivision omit mention of higher levels (e.g., “Section 3” instead of “Section II.B.3”). Language rendered in italics is taken from the Constitution or, if postfixed by “[S],” the Statement on Government of Colleges and Universities (1966, rev. 1990).
 - 2.8. In these Bylaws, and in all existing and future Senate documents and references that make reference to departments, those references shall be understood to also apply to schools within colleges, unless otherwise stated in a document or reference (see SD 17-10). ~~See Senate Document SD-17-10 for background.~~

3. Meetings of the Senate

3.1. Scheduling

3.1.1. Regular meetings of the Senate shall be held on the second Monday of each month, September through April, except that the date of a regular meeting may be moved by not more than one week in either direction by action of the Executive Committee announced at least one week in advance of the actual date of the meeting. The beginning and ending of Senate meetings shall conform to the pattern for the scheduling of classes. If the agenda for a regular meeting is not exhausted during this session, the meeting will continue for a second session, at the same time one class week thence. The Senate shall not schedule regular meetings for **on average** more than two such sessions ~~in any~~ **per** month.

3.1.2. Special meetings of the Senate shall be held upon petition by twenty percent of the Voting Faculty, by forty percent of the Senate, or by action of the Executive Committee. Meetings ~~that~~ **which** are the result of petition shall be scheduled in a timely manner, but in no case shall they be scheduled for later than one week after receipt of the petition by the chairperson of the Executive Committee. Special meetings, whether the result of petition or decision of the Executive Committee, require written notice to the membership at least forty-eight hours in advance of the meeting, and only those resolutions circulated with the agenda distributed with the meeting notice may be considered.

3.2. **Agendas and minutes.** The **Secretary Clerk** shall distribute agendas of regular meetings and convocations one week in advance and **post agendas and minutes** of all Senate meetings, convocations, and assemblies **on the Senate's webpage**.

3.3. **Attendance.** Except as provided herein, meetings of the Senate will be open to all members of the PFW community, as observers, and to other persons invited to attend by the Executive Committee. Representatives of the press will normally be invited to be present. At any meeting, the Senate may, by a majority vote of the Senators present, exclude all observers. Certain observers may be permitted to return, at the request of the Presiding Officer approved by a majority vote of the Senators present, or by a majority vote of the Senators present.

3.4. **Quorum.** A majority (**i.e., more than half**) of the Senate membership shall constitute a quorum.

3.5. **Order of business.** The order of business at each regular meeting of the Senate shall be as follows:

3.5.1. Call to order

3.5.2. Approval of the minutes of the previous meeting

3.5.3. Acceptance of the agenda

- 3.5.4. Reports of the ~~Speakers of the~~ Faculty Chairs. ~~The Speaker in the second year of his/her term~~ They shall ~~will~~ report ~~first~~ in order of their seniority in office.
~~e.—Report of the Presiding Officer~~
- 3.5.5. Special business for the day. This includes memorial resolutions
- 3.5.6. Unfinished business
- 3.5.7. Committee reports requiring action. Every agenda item shall be labelled as “for discussion,” “for action,” or “for information.” Unless the Executive Committee decides otherwise, the default shall be that no item is designated as “for action” that was not designated as “for discussion” on a previous agenda.
- 3.5.8. New business. No formal business may be conducted, nor action taken on any motion or resolution, after the close of new business.
- 3.5.9. Question time. At this time, the ~~U~~niversity administration will respond to written questions submitted in advance through the Executive Committee unless the administration gave a written response in advance of the meeting that was included as a Senate Reference to the agenda.
- 3.5.10. Committee reports “for information only.” Time permitting, a representative of the originating body of the report should give a brief summary and answer any questions from the floor.
- 3.5.11. The general good and welfare of the University
- 3.5.12. Adjournment

3.6. Speaking privileges

- 3.6.1. Members. Senators shall obtain the floor by raising a hand to seek recognition.
- 3.6.2. Nonmembers.
- 3.6.2.1. The PFW Representative in the Purdue University Senate shall have speaking privileges (see Section VI.B.1).
- 3.6.2.2. Upon request prior to a meeting, ~~Voting Faculty, lecturers~~ any nonmember, Faculty or a member of the administration, may be invited by the Executive Committee to participate without vote in the meeting, ~~subject, however, to the exercise by the Executive Committee of its responsibility for taking varied points of view into account and for the efficient management of the Senate’s time~~. On its own initiative, the Executive Committee may invite any nonmember to participate in the discussion of matters of particular interest to the observer.
- 3.6.2.3. Any such invitation shall be subject, ~~however,~~ to the exercise by the Executive Committee of its responsibility for taking varied points of view into account and for the efficient management of the Senate’s time.

3.6.2.4. The ~~Secretary~~ Clerk shall ensure that all observers are seated apart from Senators.

3.6.3. ~~Affiliates~~. Affiliates identified below are encouraged ~~will be permitted~~ to participate, without vote, in Senate meetings.

~~Faculties WHAT IS THIS ABOUT? If Lecturer (but see below) or Adjunct, can we say so? which are resident on the Fort Wayne campus but which include no members of the Voting Faculty shall be accorded representation by Senate affiliates. Each such faculty shall select annually one of its number to serve as Senate affiliate.~~

3.6.3.1. The ~~f~~Faculty of Indiana University Fort Wayne shall be accorded one Senate affiliate.

3.6.3.2. The Registrar's Office shall be accorded one Senate affiliate.

3.6.3.3. The Office for Student Conduct and Care shall be accorded one Senate affiliate.

3.6.3.4. Students shall be accorded representation by an affiliate who shall be the President of the Student Government Association (SGA) or that person's designee.

3.6.3.5. The ~~Administrative and~~ All Professional Staff Advisory Committee (APSAC) shall be accorded representation by an affiliate who shall be the President of APSAC or that person's designee.

3.6.3.6. The Clerical and Service Staff Advisory Committee (CSSAC) shall be accorded representation by an affiliate who shall be the Chair of CSSAC or that person's designee.

3.7. **Majority.** A majority shall be more than half of the votes cast.

3.8. **Alternates and proxy voting.** Neither alternates for members nor proxy voting shall be permitted. A member who will be absent from a meeting may present views in a letter to the Presiding Officer or request that the Executive Committee invite a person named by the member to speak on a particular issue.

3.9. **Roll-call votes.** Upon request of 20% of the Senators present and voting by a show of hands, a roll-call vote shall be taken on the pending motion, and the minutes shall record the names of those voting aye, ~~nay~~ no, and present.

3.10. **The elected ~~r~~Representative of the ~~l~~Lecturers.** The ~~r~~Representative of the ~~l~~Lecturers (see Subsection V.A.1 below) shall be eligible to serve on all Senate committees and subcommittees, but may not vote on issues regarding promotion and/or tenure for tenured, ~~and~~ tenure-track, or clinical faculty or professors of practice in the Senate or ~~in~~ its committee.

~~Unless explicitly stated otherwise, all references to "lecturers" in these Bylaws shall apply to both lecturers and senior lecturers.~~

Moved to Article V

~~All lecturers are eligible to vote for, and be elected to, the position of elected representative of the lecturers.~~

~~The term of office of the elected representative of the lecturers shall be three years, beginning one week before the start of regular fall classes following election. When necessary, the Nominations and Elections Committee shall conduct this election among the lecturers so that the name of the incoming elected representative of the lecturers shall be transmitted to the Secretary-Clerk of the Senate on the same schedule as that of incoming Senators. Should a vacancy in the position of the elected representative of the lecturers occur, the Nominations and Elections Committee shall immediately hold an election among the lecturers for any remaining time in that term.~~

~~The elected representative of the lecturers shall be considered a member of the academic department to which the most service is assigned, and the Major Unit to which that academic department is assigned. If the representative of the lecturers serves in more than one unit, the representative shall be counted as a member of the unit to which the most service is assigned; an elected representative of the lecturers who serves equally in two or more units shall inform the Chief Academic Officer, prior to the annual certification, of the unit in which the representative wishes to be counted.~~

~~As stated in the Constitution (VIII.A 4.), the elected representative of the lecturers does not count toward an academic unit's apportionment.~~

~~The elected representative of the lecturers shall be eligible to serve on all Senate committees and subcommittees, but may not vote on issues regarding promotion and tenure for tenured and tenure-track faculty in the Senate or in committee.~~

3.11. Rights and duties of a Senator

3.11.1. The privileges of a Senator shall include the right to:

3.11.1.1. receive meeting materials one week prior to regularly scheduled meetings;

3.11.1.2. be treated with respect and decorum by the Presiding Officer and fellow-Senators during Senate proceedings;

3.11.1.3. vote on all matters according to one's best judgment; and to

3.11.1.4. shape Senate proceedings by bringing motions to the floor, appealing rulings of the Presiding Officer, or interrupting proceedings by urgent, time-sensitive points of order.

3.11.2. The duties of a Senator shall include the obligation to:

3.11.2.1. attend meetings of the Senate prepared, ready to discuss and vote;

- 3.11.2.2. treat the Presiding Officer and fellow-Senators with respect and decorum during Senate proceedings;
- 3.11.2.3. serve as a two-way conduit of information between Senate and the unit they represent; and to
- 3.11.2.4. contribute to the work of the Senate by running for or serving on at least one Senate committee.

4. CONVOICATIONS

- 4.1. **Quorum.** At convocations of the Faculty, twenty percent of the Voting Faculty shall constitute a quorum.

~~AGENDA AND MINUTES~~

Moved to, amended, and merged into 3.2

~~The Secretary shall distribute agendas and minutes of all Senate meetings and convocations to all members of the Faculty. Agendas of regular meetings and convocations shall be distributed one week in advance.~~

B. GENERAL PROVISIONS REDARDING SENATE COMMITTEES AND SUBCOMMITTEES

- 1. **Scope.** In this section, provisions stated for committees shall equally apply to subcommittees unless otherwise stated.
- 2. **Types of Committee.** To aid in its functioning, the Senate may establish ~~three~~ five types of committees:
 - 2.1. **service committees**, which shall be standing committees charged with assisting in the routine operations of the Senate;
 - 2.2. **policy committees**, which shall be standing committees charged with **crafting policy** and advising the Senate **and the administration** on substantive matters, and which may establish subcommittees to assist in their efforts;
 - 2.3. **advisory committees**, which shall be standing committees charged with advising the Senate and the administration on substantive matters, and which may establish subcommittees to assist in their efforts;
 - 2.4. **ad-hoc committees**, which shall be established by the Senate for special purposes; ~~and Service and policy committees in addition to those provided herein must be established by amendment of these bBylaws; ad-hoc committees may be established by Senate legislation.~~
 - 2.5. **boards**, which, while being committees populated (mostly) by Faculty and subject to review by the Senate, operate outside the usual reporting structure of the Senate.

~~Membership. No one may serve on more than four Senate committees and/or subcommittees in a given academic year.~~

~~Terms. All committee and subcommittee terms shall be staggered.~~

3. Composition, Elections, and Appointments

3.1. **Composition.** Except as otherwise provided in these ~~b~~Bylaws,

3.1.1. Committees and subcommittees shall be composed of Faculty, with Voting Faculty comprising at least two-thirds (2/3) of its voting membership and at least one of them being a Senator.

3.1.2. Committee members designated as “ex-officio” may send a designee when unable to attend the meeting of a committee they are on.

~~Committees shall report to and be subject to review by the Senate; shall select their own chairs at the first meeting of each academic year (but see Constitution B.1.b.ii); this meeting to be convened by the committee member designated by the Senate Secretary Clerk of the Senate to do so and by a date set by the Executive Committee; and shall keep minutes on the Senate homepage available to all members of the Faculty.~~

3.2. **Elections.** Except as otherwise provided in these Bylaws,

3.2.1. ~~Committees shall have their members appointed or elected~~ Voting Faculty shall appoint or elect committee members, and elect representatives, in April, using the preferential voting system; and with terms to commence one week before the beginning of regular fall classes following election. ~~The terms of Senators shall continue for the remainder of the Senator’s elected term. The terms of Voting Faculty who are not Senators shall be for three years except as otherwise provided in these Bylaws. In the event that a committee member who is not a Senator should subsequently be elected to the Senate, their term on the committee shall come to an end. If the new Senator wishes to serve on the committee, they must be elected in April or appointed to fill a vacancy.~~

3.2.2. Committees shall have the power to fill ~~committee~~ vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in subsections 3.1.1 and 4.1 ~~5.1.2. and 5.1.4~~

3.3. **Appointments and nominations.** Affiliate members of the Senate, representatives on and nominations for Senate committees from the All Professional Staff Advisory Committee (APSAC), the Clerical and Service Staff Advisory Committee (CSSAC), and the Student Government Association (SGA) shall be appointed or nominated, and their names communicated to the Clerk, each April, with terms to commence one week before the beginning of regular fall classes that same year.

~~Except as otherwise provided in these bylaws, Senate subcommittees shall be composed of Voting Faculty and lecturers, who need not be members of the establishing committee or of the Senate; Voting Faculty must comprise at least 2/3 of the voting membership of any subcommittee. Subcommittees shall report to and be subject to review by the Senate and by the relevant Senate committee; shall select their own chairs at the first meeting of each academic year; this meeting to be convened by the subcommittee member designated by the Senate Secretary of the Senate to do so and by a date set by the Executive Committee; and shall keep minutes available to all members of the Faculty.~~

~~Senate subcommittees shall have their members appointed or elected by the preferential voting system in April, with terms to commence one week before the beginning of regular fall classes following election. Except as otherwise provided in these Bylaws, the terms shall be three years. Senate subcommittees shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in sections 5.1.2. and 5.1.5.~~

4. Membership, Terms, and Voting Rights

4.1. **Membership.** No one may serve on more than ~~four~~ two **Senate** standing committees ~~and/or four subcommittees~~ in a given academic year, and no one may be nominated to serve on any standing committee such that the results of the relevant election could lead that nominee to serve on more than two standing committees in a given academic year.

4.2. Terms.

4.2.1. Senators and Faculty. Except as otherwise provided in these Bylaws,

4.2.1.1. all committee ~~and subcommittee~~ terms shall be staggered;

4.2.1.2. the terms of Senators shall continue for the remainder of the Senator's elected term;

4.2.1.3. the terms of ~~Voting~~ Faculty who are not Senators shall be for three years; ~~except as otherwise provided in these Bylaws. All student representatives and all shall serve for one year, with the term to commence one week before the beginning of regular fall classes.~~
{UP&DOWN}

4.2.1.4. becoming a Senator during one's term on a committee shall not affect one's membership in that committee.

4.2.2. Sabbatical Replacement. A member of the Faculty who goes on a sabbatical leave shall resign at the end of the semester before their sabbatical leave begins but give advance notice of their plans so that the committee can fill the vacancy in due time; or, if they serve on the Faculty Affairs Committee, they shall resign at the end of the semester that precedes the review of their sabbatical application.

4.2.3. Representatives. Except as otherwise provided in these Bylaws, administrative/professional staff representatives (APSAC), clerical/service staff representatives (CSSAC), and student representatives (SGA) shall serve for one year.

4.3. **Voting Rights.** Except as otherwise provided in these Bylaws, all members of a committee, except for student representatives, shall have voting rights in that committee.

- 4.4. **Majority.** When voting in a committee, it is considered a majority, or a majority decision, if it includes more than half of all votes cast, but also includes more than half of all votes from Faculty.

5. General Responsibilities of Senate Committees

5.1. First meeting of a committee

- 5.1.1. At the beginning of each academic year, preferably during the week before the beginning of regular fall classes (also known as “on-duty week”), committees shall be convened for a first time by the senior committee member designated by the ~~Senate Secretary~~ Presiding Officer, with assistance from the Clerk, to do so. The Clerk shall send out this information after the elections have to come to a close in April.
- 5.1.2. At this meeting, except as otherwise provided in these Bylaws or the Constitution; committees shall select their own chairs from the ranks of Faculty. If no one volunteers at this meeting, the most senior faculty member shall serve as acting chair until a chair has been elected.
- 5.1.3. At this meeting, committees shall collectively review their charges and set a preliminary agenda for the academic year.

5.2. Committee chairs

~~shall select their own chairs at the first meeting of each academic year (but see Constitution B.1.b.ii);~~

- 5.2.1. Except as otherwise provided in these Bylaws or the Constitution,
- 5.2.2. The committee chair’s main responsibility shall be to thoroughly prepare, facilitate, and preside over regular meetings of the committee and to coordinate the work done both within the committee as well as its subcommittees or its parent committee, respectively.
- 5.2.3. The committee chair shall report out of the committee and communicate, unless delegated, with people or units outside the committee on its behalf.
- 5.2.4. The committee chair, assisted by the Clerk of the Senate, shall keep timely minutes and maintain the committee’s activity log on the Senate ~~home~~ webpage, available to all members of the Faculty.
- 5.2.5. The committee chair must not do the majority of the committee work but rather ensure that the work is distributed and carried out as equitably as possible among all committee members.

5.3. Committee members

- 5.3.1. Committee members shall assume an active role in the work of the committee and be willing to pull their weight.

- 5.3.2. Committees ~~and subcommittee chairs~~, with the majority vote of their members ~~committee/subcommittee~~, shall have the power to remove ~~committee/subcommittee~~ members who fail to attend unexcused two consecutive meetings and/or fail to contribute to the work of the ~~committee/subcommittee~~; this includes chairs who fail to do their duties. In case a committee member gets removed, the vacancy shall be filled as soon as possible (as per Subsection 3.2.2 above)
- 5.4. **Report and review.** Committees shall report to and be subject to review by the Senate.
- 5.4.1. Committees shall **also** report to the Senate at the Senate's request, as requested by the Executive Committee, or on their own initiative, ~~and If any committee or subcommittee report requires amendment of these bBylaws to become effective, then the report shall incorporate a proposal for such amendment. Such proposals shall be submitted to the Executive Committee in order to ensure that they are placed in the proper form.~~
- 5.4.2. Committees may give information concerning their activities to the campus administration, to any **Faculty** academic unit, or to any ~~Fort Wayne campus~~ PFW committee, subcommittee, or council (but see Subsection 5.2.2 above).
- 5.4.3. **Shared Governance.** Committees shall conduct their work in the spirit of shared governance as outlined in the Constitution, Section VI.A.

~~Senate committees and subcommittees shall provide to the Secretary Senate, for attachment to the agenda of the last regular meeting of each academic year, a brief report on committee activities and actions during the year.~~

II. SERVICE COMMITTEES

A. THE EXECUIVE COMMITTEE

1. **Membership.** The Executive Committee shall have the membership established in the Constitution, Subsection C.3.a: *the Chair, the Chair-Elect, and the Past Chair of the Senate, the Parliamentarian of the Senate as an ex officio, non-voting member; and four senators elected by the Senate*, elected by the Senate in such manner that each is from a different major unit.
2. **Responsibilities**
- 2.1. **Constitutional Charges.** The Executive Committee shall **have** exercise powers and the responsibilities as specified **established** in the Constitution, subsections C.3.a.i–vii, and
- 2.1.1. *shall, at the beginning of the academic year, establish and publicize twenty dates during that academic year to be reserved for the conduct of Senate business;*

- 2.1.2. *shall formulate the agenda for each Senate meeting and shall be responsible for the circulation of the meeting agenda at least one week prior to a regular Senate meeting;*
 - 2.1.3. *may, with the approval of the Senate, recommend a procedure for the efficient conduct of items of business on the agenda;*
 - 2.1.4. *shall maintain online a list of Senate documents that are currently under deliberation in the various Senate committees, along with document status and name of committee and committee chairperson;*
 - 2.1.5. *shall serve as a clearing house for all Faculty matters that concern policy, shall help coordinating the work of all other Senate committees, and shall liaise with the administration;*
 - 2.1.6. *shall periodically review the committee structure of the Faculty to ensure the effectiveness of Senate and to encourage efficient Faculty participation;*
 - 2.1.7. *shall formulate and submit for Senate approval the Bylaws for the Senate. Amendments to the Bylaws may be proposed by this Committee and must be promptly reported to the Senate if proposed by a senator.*
- 2.2. **Specific Responsibilities.** In carrying out ~~these~~ its responsibilities, the Executive Committee shall:
- 2.2.1. Receive proposals for consideration by the Senate from any member of the ~~Voting Faculty and lecturers~~. or have the power to initiate such proposals unprompted. The Executive Committee shall either place any such proposal on the agenda for the next Senate meeting, or, if that agenda is full, on the agenda for the following Senate meeting; or may send the proposal to a Senate committee or subcommittee. If the latter course is followed, the text of the proposal, and its immediate disposition, shall be distributed “for information only” with the agenda of the next Senate meeting; and the ultimate disposition of the proposal shall consist of a report on the proposal from that committee or subcommittee, to the Senate. *If the Executive Committee decides not do any of the above, then it should promptly state its reason for non-action to the initiator in writing.*
 - 2.2.2. Receive written questions, for response by the campus administration, from any member of the ~~Voting Faculty and lecturers~~. The Executive Committee shall ensure that these questions are routed to the appropriate University office, and shall place the text of each question on the agenda of the following meeting of the Senate or the next Faculty Assembly or Convocation, whichever is first. *If the Executive Committee decides not do any of the above, then it should promptly state its reason for non-action to the initiator in writing.*

2.2.3. Review the attendance record of Senators. If a Senator is frequently absent, the Executive Committee shall, as appropriate, draw this to the attention of that Senator and the represented unit.

~~Group multiple requests, for Senate approval for filling committee vacancies for the remainder of an academic year, into a single agenda item, subject to the right of the Senate to separate those items.~~

B. NOMINATIONS AND ELECTIONS COMMITTEE

1. Membership. The Nominations and Elections Committee shall consist of two Senators, elected by the Senate in such manner that each is from a different major unit ~~two Major Units shall be represented.~~

2. Responsibilities

2.1. **Responsibilities in respect to the Senate.** The Nominations and Elections Committee shall, except as otherwise provided herein,

2.1.1. ~~N~~nominate elective members for all Senate committees;

~~Nominate members, after consultation with the appropriate Senate committee, to administrators for their consideration for appointment to other committees;~~

2.1.2. ~~S~~solicit annually from the ~~Voting Faculty and lecturers~~ information concerning preferences and qualifications for committee assignments;

2.1.3. ~~E~~establish, in cooperation with the Clerk, the procedure for, and conduct, such votes as are required among the Senators; and/or the ~~Voting Faculty, and the lecturers;~~ ~~The Nominations and Elections Committee shall place at least two names in nomination for each vacancy on the Executive Committee.—~~

2.1.4. establish, in cooperation with the Presiding Officer and the Clerk, the procedures for and solicit candidate names from

2.1.4.1. the All Professional Staff Advisory Council (APSAC) for their representatives on select committees;

2.1.4.2. the Campus Support Staff Advisory Committee (CSSAC) for their representatives on select committees;

2.1.4.3. the Student Government Association (SGA) for their representatives on select committees; and

2.1.4.4. various administrative units for their representatives on select committees.

2.2. **Responsibilities in respect to the Faculty.** The Nominations and Elections Committee shall, except as otherwise provided herein,

2.2.1. ~~N~~nominate members, after consultation with the appropriate Senate committee or the Faculty Chairs, to administrators for their consideration for appointment to other committees.

(Appendix A, while not being a proper part of the Bylaws, lists all committees that require representatives.)

III. POLICY COMMITTEES

A. THE EDUCATIONAL POLICY COMMITTEE (EPC)

1. Membership. The Educational Policy Committee shall consist of ten (10) members, namely,

1.1. three (3) **ex-officio** members:

1.1.1. the Chief Academic Officer (~~nonvoting~~), ~~who may send a designee, when unable to attend committee meetings, a designee to serve as a nonvoting member;~~

1.1.2. the Registrar (~~nonvoting~~);

1.1.3. the Director of Student Conduct and the Care Team (~~nonvoting~~); and

1.2. ~~six~~ seven (7) ~~Senators and Faculty~~, elected ~~by the Senate~~ in such manner that at least ~~four~~ five of the ~~M~~major ~~U~~units shall be represented.

2. Responsibilities

2.1. **Constituional Charges.** The Educational Policy Committee shall exercise powers and responsibilities as specified in the Constitution (see subsections VI.B.1–2, 3.a, and 4.a) and:

2.1.1. determine through legislative authority:

2.1.1.1. *the academic calendar;*

2.1.1.2. *the policies for class scheduling;* and

2.1.2. review and approve through operational authority:

2.1.2.1. *the titles of the academic degrees conferred at PFW;*

2.1.2.2. *the general requirements for the curricula leading toward academic degrees or certificates;*

2.1.2.3. *the nomination of all candidates for degrees and certificates;* and

2.1.3. set policies through joint effort concerning:

2.1.3.1. *the admission and academic placement of students;* and

2.1.4. make formal recommendations through established processes of consultation before the University reaches decisions concerning:

2.1.4.1. *changes in academic organization.*

2.2. **Additional Responsibilities.** In carrying out ~~those~~ its responsibilities, the Educational Policy Committee shall be concerned with, but not limited to,

- 2.2.1. maintaining accurate and current ~~Bulletin~~ **Catalog** information (e.g., standards for admission, and academic placement, grades and grading, ~~scholastic probation, dismissal separation for academic reasons~~ academic notice, separation, and reinstatement as well as aligning PFW Catalog language with that of Purdue WL where appropriate);
- 2.2.2. the academic calendar and ~~policies for scheduling classes~~ class scheduling policies; ~~library and other learning resource policies [FAC]~~;
- 2.2.3. ~~the h~~Honors ~~p~~Programs, the Civics Literacy Proficiency Program, the General Education Program, the Advising Program, the military training and continuing education programs;
- 2.2.4. general education policies, ~~general research policies [FAC]~~ **general** and curriculum standards, ~~and~~ as well as the coordination of interdepartmental education programs and of Fort Wayne curricula with those of West Lafayette; and
- 2.2.5. ~~the improvement of instruction in general and the general academic organization, interdepartmental and interinstitutional research and education programs [FAC & Up], and continuing education programs [moved up].~~

~~Academic Calendar. In developing the academic calendar, the Educational Policy Committee shall:~~

~~Study those regulations of the Purdue University System and Indiana University Fort Wayne which bear upon the Purdue University Fort Wayne calendar.;~~

~~Develop and propose a formula for the establishment of an academic calendar, after considering starting dates, examination schedules, reading days, official holidays, vacations, and the number of weeks in the semester.;~~ Poll the Faculty and student body from time to time regarding preferences for an academic calendar.;

~~By January 1 of each year, develop, discuss, and evaluate the formula or specific dates for the academic year calendar (and following summer) beginning in the fall of the calendar year two years thence (i.e., the academic year beginning approximately 2 1/2 years thence).;~~

~~By February 1 of each year, present to the Senate the above formulas or calendars.;~~

~~By March 1 of each year, present to the Senate for adoption the specific dates of the academic year calendar (and following summer).~~

~~A calendar shall be considered adopted when it has been accepted by the Senate. Once a calendar has been adopted, it may not be modified or rescinded except by 2/3 vote of the Senate.~~

2.3. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the Educational Policy Committee shall establish one council and three subcommittees:

2.3.1. the Advising Program Council, which is concerned with the academic Advising Program;

2.3.2. the Curriculum Subcommittee, which is concerned with both undergraduate and graduate education;

2.3.3. the Programs Subcommittee, which is concerned with the programs for general education; and civics literacy as well the military training and continuing education programs; and

2.3.4. the Honors Program Subcommittee, which is concerned with the Honors Program.

3. The Advising Program Council

3.1. **Membership.** The Advising Program Council shall consist of ten (10) members, namely,

3.1.1. two (2) ex-officio members:

3.1.1.1. the Chief Academic Officer;

3.1.1.2. the Director of Academic Accountability and Student Success (~~nonvoting~~); and

3.1.2. five (5) representatives:

3.1.2.1. three (3) professional advisors (~~nonvoting~~), each representing a different major unit and appointed by the Director of Academic Accountability and Student Success to staggered three-year terms;

3.1.2.2. two (2) students, each appointed by the Student Government Association (SGA); and

3.1.3. three (3) Faculty from the Educational Policy Committee.

3.2. Responsibilities

3.2.1. Responsibility for administering the Advising Program shall reside with the Director of Academic Accountability and Student Success, assisted by the Advisory Council, which shall report to the Faculty and submit any documents through the Educational Policy Committee.

3.2.2. Specifically, the Council shall:

3.2.2.1. analyze assessment data from the Office of Academic Accountability and Student Success;

3.2.2.2. recommend to the Senate and to the Chief Academic Officer policies related to the campus advising program; and

- 3.2.2.3. conduct an ongoing review of the goals and operations of the program, with ~~biennial~~ annual reports and recommendations to the Educational Policy Committee and the Chief Academic Officer ~~as appropriate~~ each fall .

4. The Curriculum Subcommittee

4.1. **Membership.** The Curriculum Subcommittee shall consist of fourteen (14) members, namely,

4.1.1. four (4) ex-officio members:

- 4.1.1.1. the Chief Academic Officer (†/‡) ~~, nonvoting), who may send a designee, when unable to attend committee meetings, a designee to serve as a nonvoting member;~~;
- 4.1.1.2. the Associate Vice Chancellor for Academic Programs (‡, ~~nonvoting~~),
- 4.1.1.3. the member of the Faculty who serves as Director of Graduate Studies (‡, voting), who may vote only to break or create tie votes;
- 4.1.1.4. the member of the Faculty ~~member~~ who serves as the ~~in-charge of~~ liaison with the ~~Purdue G~~graduate ~~S~~school of ~~Purdue~~ University (‡, voting);

4.1.2. five (5) representatives:

- 4.1.2.1. a representative of the Registrar's Office (†/‡);
- 4.1.2.2. two undergraduate student representatives (†), ~~nominated~~ appointed by the Student Government Association (SGA);
- 4.1.2.3. two graduate student representatives (‡), elected annually by the other members of the Subcommittee from among nominations, ~~solicited by the Nominations and Election Committee and submitted by departments or other units responsible for graduate degree programs~~ ; ~~student representatives shall serve for one year, with the term to commence one week before the beginning of regular fall classes.~~; and

4.1.3. five (5) Faculty (†/‡), elected in such manner that at least four of the major units shall be represented, ~~preferably including the Library~~, and at least two are from a department that offers a graduate degree and who hold membership on the ~~appropriate~~ graduate faculty.

4.2. **Definitions.** In this subsection, "~~A~~academic program" or simply "program" ~~in this context~~ shall mean any group of courses constituting a major, minor, degree, degree option, concentration, certificate program, or similar entity.

4.3. **Responsibilities in respect to undergraduate curricula.** The Curriculum ~~Review~~ Subcommittee shall advise the Senate concerning the exercise of the Faculty's right of review of the undergraduate curricula and report to the Faculty and submit any documents through the Educational Policy Committee. ~~Specifically, it shall:~~

- 4.3.1. Only members of the Subcommittee indicated by the dagger symbol ‘†’ shall participate in the activities listed in this subsection.
- 4.3.2. Review of new programs. The Curriculum Subcommittee shall examine and report on proposals for new academic programs prior to their approval by ~~PFW’s~~ the Chief Academic Officer or, if such approval is not required, prior to final approval at the highest possible level of campus review.
 - 4.3.2.1. During this examination, the Subcommittee shall evaluate: (i) the rationale for the proposed program; (ii) the use of PFW resources; (iii) the relationship among proposed and existing programs; (iv) other effects on PFW and on PFW’s constituencies of the proposed program.
 - 4.3.2.2. Upon the completion of this examination, the Subcommittee shall (i) report to the Senate “for information only” its finding that the new program requires no Senate review; or (ii) advise the Senate of its finding that the Senate should exercise its right of review.
- 4.3.3. Review of existing programs. Upon a request from the Senate, an academic unit, or ~~PFW’s~~ the Chief Academic Officer, the Curriculum Subcommittee shall examine and report on existing academic programs and new or proposed courses.
 - 4.3.3.1. Such examinations shall be requested only when one of the following circumstances occur: (i) significant questions of proper sponsorship or academic quality arise. ~~Second;~~ ; (ii) there are administrative or ~~F~~faculty-led initiatives to reorganize, merge, reduce, or eliminate academic programs or units. ~~Third;~~ ; (iii) there is a ~~PFW~~University-wide effort to ensure the periodic review of academic programs by a body functioning above the department level.
 - 4.3.3.2. Procedures for carrying out these responsibilities can be found in Senate Document SD 19-24.
 - 4.3.3.3. Upon the completion of this examination, the Subcommittee shall (i) report to the Senate “for information only” its finding that no Senate review is appropriate; or (ii) advise the Senate of its finding that the Senate should exercise its right of review.
- 4.4. **Responsibilities in respect to graduate curricula.** ~~In matters affecting graduate education at PFW, and subject to the rules established by Purdue University and its graduate school,~~ The Curriculum Subcommittee shall advise the Senate concerning the planning and any policy ~~and as well~~ as the exercise of the Faculty’s right of review of ~~the~~ all graduate curricula, ~~subject to the rules established by Purdue University and its Graduate School,~~ and report to the Faculty and submit any documents through the Educational Policy Committee. ~~Specifically, it shall:~~
 - 4.4.1. Only members of the Subcommittee indicated by the double dagger symbol ‘‡’ shall participate in the activities listed in this article.

- 4.4.2. Planning and policy functions. To encourage and coordinate the development of graduate education at PFW, the Subcommittee shall:
- 4.4.2.1. foster program coordination among PFW units and among PFW and the **Purdue Graduate Schools**;
 - 4.4.2.2. evaluate and make recommendations concerning the need for new programs;
 - 4.4.2.3. advise on policies for admission procedures and standards; **and**
 - 4.4.2.4. advise on policies for fellowships, assistantships, and other forms of financial assistance.
- 4.4.3. Review of new programs. The Curriculum Subcommittee shall examine and report on proposals for new graduate programs prior to the formal transmission of these documents to off-campus bodies charged with further review. **In so doing, it shall follow the steps specified in 4.3.2 above.**

~~During this examination, the Subcommittee shall evaluate the rationale for the proposed program; the use of PFW resources; the relationship among proposed and existing programs; other effects on PFW and on PFW's constituencies of the proposed program.~~

~~Upon completion of this examination, the Subcommittee shall report to the Senate "for information only" its finding that the new program requires no Senate review; or advise the Senate of its finding that the Senate should exercise its right of review.~~

- 4.4.4. Review of existing programs. Upon a request from the Senate, an academic unit, or **PFW's** the Chief Academic Officer, the Curriculum Subcommittee shall examine and report on existing academic programs and new or proposed courses. **In so doing, it shall follow the steps specified in 4.3.3. above.**

~~Such examinations shall be requested only when one of the following circumstances occur: First, significant questions of proper sponsorship or academic quality arise. Second, there are administrative or faculty-led initiatives to reorganize, merge, reduce, or eliminate academic programs or units that impact graduate-level programs. Third, there is a PFW-wide effort to ensure the periodic review of academic programs by a body functioning above the department level.~~

~~Procedures for carrying out these responsibilities can be found in Senate Document SD-19-24.~~

~~Upon the completion of this examination, the Subcommittee shall report to the Senate "for information only" its finding that no Senate review is appropriate; or advise the Senate of its finding that the Senate should exercise its right of review.~~

5. The Programs Subcommittee

5.1. **Membership.** The Programs Subcommittee shall consist of thirteen (13) members, namely,

5.1.1. four (4) ex-officio members:

5.1.1.1. the Chief Academic Officer (†, ~~nonvoting~~), ~~who may send a designee when unable to attend~~;

5.1.1.2. a representative of the Office of Academic Affairs who serves as Director of the Civics Literacy Proficiency Program (‡, voting) and who may vote only to break or create tie votes;

5.1.1.3. the Director of Continuing Studies (*);

5.1.1.4. the Director of Military Student Services (*); and

5.1.2. four (4) representatives:

5.1.2.1. a representative of the Registrar's Office (†/‡, ~~nonvoting~~);

5.1.2.2. a representative of the Division of Enrollment Management and the Student Experience ~~office of Student Conduct and Care~~ (†/‡, ~~nonvoting~~);

5.1.2.3. two (2) undergraduate student representatives (†/‡, ~~nonvoting~~), each from a different major unit and ~~nominated~~ appointed by the Student Government Association (SGA); and

5.1.3. five (5) Faculty (†/‡), elected in such manner that that at least four of the major units shall be represented.

5.2. **Responsibilities in respect to the General Education Program (GenEd)**

5.2.1. Only members of the Subcommittee indicated by the dagger symbol '†' shall participate in the activities listed in this subsection.

5.2.2. Responsibility for administering the ~~G~~general ~~E~~ducation ~~P~~rogram shall reside with the Chief Academic Officer, assisted by the Subcommittee, which shall report to the Faculty and submit any documents through the Educational Policy Committee.

5.2.3. Specifically, the Subcommittee shall:

5.2.3.1. ~~R~~ecommend to the Senate all policies related to the ~~general education~~ program;

5.2.3.2. ~~A~~pprove courses for incorporation in the areas of the ~~general education~~ program; and

5.2.3.3. ~~C~~onduct an ongoing review of the goals and operations of the program, with ~~biennial~~ annual reports and recommendations to the Educational Policy Committee and the Chief Academic Officer ~~as appropriate~~ each fall.

5.3. Responsibilities in respect to the Civics Literacy Proficiency Program (CLPS)

- 5.3.1. Only members of the Subcommittee indicated by the double dagger symbol ‘‡’ shall participate in the activities listed in this subsection.
- 5.3.2. Responsibility for administering the Civics Literacy Proficiency Program shall reside with the Chief Academic Officer, assisted by the Subcommittee, which shall report to the Faculty and submit any documents through the Educational Policy Committee.
- 5.3.3. Specifically, the Subcommittee shall:
 - 5.3.3.1. Establish, review, and revise the learning objectives of the program.
 - 5.3.3.2. Review and approve courses for the course path annually. The review should consider prerequisites, capacity of course offerings, impact on the PFW General Education Program, degree-specific curriculum maps, potential for student success, and other issues deemed appropriate by the Subcommittee.
 - 5.3.3.3. Develop a Civics Literacy Module for voluntary use in ~~the~~ “Freshman Success” courses. The Civics Literacy Module will include links to the test, events, recordings, and resources.
 - 5.3.3.4. Recruit faculty to produce recordings specific to the required exam and to programs on campus, and approve events and broadcasts for inclusion in the program.
 - 5.3.3.5. Establish the assessment plan for the program.
 - 5.3.3.6. Work with relevant offices at PFW ~~such as the Registrar’s Office and Student Life and Leadership, and the Assessment Office~~ to ensure methods for verifying attendance, development and administration of artifacts that can be used for assessment, and completion of the requirement.
 - 5.3.3.7. Review the annual assessment report and make recommendations based on that ~~the assessment~~ report to the Director of the Civics Literacy Proficiency Program and ~~Senate based on the assessment report.~~ the Educational Policy Committee each fall.

5.4. Responsibilities in respect to the military training and continuing education program

- 5.4.1. The two members of the Subcommittee indicated by the asterisk symbol ‘*’ shall participate only in the activities listed in this subsection.
- 5.4.2. While the responsibility for administering the military training and continuing education program reside outside Senate, the Subcommittee shall annually review both programs and report its findings and recommendations to the Faculty through the Educational Policy Committee each fall.

6. The Honors Program Subcommittee

6.1. **Membership.** The Honors Program Subcommittee shall consist of twelve (12) members, namely,

6.1.1. two (2) ex-officio members:

6.1.1.1. the Chief Academic Officer (~~nonvoting~~);

6.1.1.2. the Director of the Honors Program (voting), who may vote only to break or create tie votes;

6.1.2. five (5) representatives:

6.1.2.1. ~~two~~ three (3) members of the Honors Faculty (voting), appointed jointly by the Chief Academic Officer and the Director of the Honors Program to staggered three-year terms;

6.1.2.2. two (2) undergraduate students ~~members~~, at least one of whom shall have successfully completed, or be enrolled in, at least one honors course and each appointed by the Student Government Association (SGA), ~~at least one of whom shall have successfully completed, or be enrolled in, at least one honors course, to one-year terms; and who shall participate and vote in all matters before the Council except questions of student admission, scholarships, retention, and satisfaction of program requirements;~~

6.1.3. five (5) Faculty, elected in such manner that at least four of the major units shall be represented.

6.2. **Special regulations.**

6.2.1. Student members indicated by the dagger symbol ‘†’ shall only participate and vote in all matters ~~before the Council~~ concerning the Honors Program, except questions of student admission, scholarships, retention, and satisfaction of program requirements.

6.3. **Responsibilities**

6.3.1. Responsibility for administering the Honors Program shall reside with its Director, assisted by the Subcommittee. which shall report to the Faculty and submit any documents through the Educational Policy Committee.

6.3.2. Specifically, the Subcommittee shall carry out the functions described in Senate Document SD 04-4 and shall exercise the Faculty’s authority with regard to academic matters related to the Honors Program.

B. THE FACULTY AFFAIRS COMMITTEE (FAC)

1. **Membership.** The Faculty Affairs Committee shall consist of nine (9) members, namely,

1.1. two (2) **ex-officio** members:

- 1.1.1. the Chief Academic Officer (~~nonvoting~~), ~~who may send a designee, when unable to attend committee meetings, a designee to serve as a nonvoting member;~~
- 1.1.2. the Director of the Center for Excellence in Learning and Teaching (voting);
and
- 1.2. ~~six~~ seven (7) ~~Senators and Voting Faculty~~, elected ~~by the Senate~~ in such manner that at least ~~four~~ five of the ~~M~~major ~~U~~units shall be represented.

2. Special regulations.

- 2.1. Unless the Director of the Center for Excellence in Learning and Teaching is a member of the Faculty, they shall participate only in matters concerning teaching (grants, awards, training) as per Section 4 below
- 2.2. During their term on the ~~Sub~~Committee, its Faculty members shall be eligible to submit grant proposals and sabbatical leave requests but must recuse themselves from discussions and voting regarding grant types for which they have submitted a proposal and resign in case they submit a sabbatical application (see Section I.B.4.2.2), ~~including sabbaticals. Members of this Subcommittee shall be eligible to submit proposals and sabbatical leave requests reviewed by the Subcommittee during their term on the Subcommittee. Members must recuse themselves from discussions and voting regarding grant types for which they have submitted a proposal including sabbaticals.~~

3. Responsibilities.

- 3.1. **Constitutional Charges.** The Faculty Affairs Committee shall exercise powers and responsibilities as specified in the Constitution (see subsection VI.B.3.e) and
 - 3.1.1. set policies through joint effort concerning:
 - 3.1.1.1. *the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the Faculty;* and
 - 3.1.1.2. make formal recommendations through established processes of consultation before the University reaches decisions concerning:
 - 3.1.2.1. *the screening and selecting of academic and chief academic or administrative officers.*
- 3.2. **Additional Responsibilities.** In carrying out its responsibilities, the Faculty Affairs Committee shall also be concerned with, but not limited to,
 - 3.2.1. ~~recommending~~ setting policies through joint effort and overseeing procedures relating to the professional development of the Faculty, including:
 - 3.2.1.1. research and teaching grants;
 - 3.2.1.2. research and teaching awards ; ~~international travel grant~~
 - 3.2.1.3. sabbatical leaves;

3.2.1.4. general research policies; and

3.2.1.5. helping to provide opportunities for all persons who hold academic appointment at PFW for their professional growth in teaching, research, and/or creative endeavor;

3.2.2. setting policy through joint effort and in consultation with the Information Subcommittee concerning academic priorities, policies, and procedures for ~~the~~ Helmke Library, its collections, facilities, operations, and other educational and research support facilities and aids;

3.2.3. making formal recommendations before, and exercising the right to review after, the University reaches decisions concerning accreditation activities or other matters that pertain to the Faculty, its powers and responsibilities; and

3.2.4. the morale of the Faculty and its associate members, both as defined in Constitution, collectively and as individuals.

3.3. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the Faculty Affairs Committee shall establish one subcommittee:

3.3.1. the Promotion and Tenure Subcommittee. ~~;~~ ~~and~~

~~3.4. the Professional Development Subcommittee.~~

4. The Promotion and Tenure Subcommittee (also known as the “Campus Committee”)

4.1. **Membership.** The Promotion and Tenure Subcommittee shall have the membership established in Senate Documents SD 14-36 and SD 19-13, subsections 2.5.2 and 2.6.2, respectively.

4.2. **Responsibilities.** The Promotion and Tenure Subcommittee shall have the responsibilities and follow the procedures established in Senate Documents SD 14-36 and SD 19-13.

C. THE STUDENT AFFAIRS COMMITTEE (SAC)

1. **Membership:** Membership: The Student Affairs Committee shall consist of thirteen (13) members, namely,

1.1. four (4) ex-officio member:

1.1.1. the Chief Student Affairs Officer (~~nonvoting~~), ~~who may send a designee, when unable to attend committee meetings, a designee to serve as a nonvoting member;~~

1.1.2. the Chief Diversity Officer;

1.1.3. the Director of Student Conduct and Care;

1.1.4. the Director of Student Housing; and

1.2. four (4) representatives:

- 1.2.1. two (2) students, each from a different unit and appointed by the Student Government Association (SGA);
- 1.2.2. one representative of the All Professional Staff Advisory Council (APSAC, (†/‡));
- 1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC, (†/‡); and
- 1.3. ~~six~~ five (5) ~~Senators and Voting~~ Faculty, elected ~~by the Senate~~ in such manner that at least four of the ~~M~~major ~~U~~units shall be represented.

2. Responsibilities

- 2.1. **Constitutional Charges.** The Student Affairs Committee shall exercise powers and responsibilities as specified in the Constitution (see subsections VI.B.1.c and 3.b+c) and

- 2.1.1. determine through legislative authority

- 2.1.1.1. *the policies for student participation in athletic affairs;*

- 2.1.2. set policies through joint effort concerning:

- 2.1.2.1. *student conduct and discipline; and*

- 2.1.2.2. *student participation in group extracurricular activities.*

- 3. **Additional Responsibilities.** In carrying out those its responsibilities, the Student Affairs Committee shall

- 3.1. work closely with the Student Government Association (SGA)

and be concerned with all *aspects of student life which relate to the educational process* [S], which may include

- 3.2. the general social, cultural, and practical welfare of all PFW students; and

- 3.3. any other matter ~~which~~ that would enhance the student's ~~university~~ campus environment ~~of the student~~ for their learning, living, and flourishing, during their time on campus and thereafter.

~~Specific non-classroom matters of concern shall include but not be limited to intramural and intercollegiate athletics, counseling, orientation of new students, scholarships, loans, conduct and discipline, health, living conditions, student political activities and organizations, student government actions and recommendations, extracurricular activities, provision of equal rights and opportunities, recruiting and placement policies, and other matters which would enhance the university environment of the student for learning and living.~~

- 4. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the Student Affairs Committee shall establish one subcommittee:

- 4.1. the Mastodon Athletics Advisory Subcommittee.

5. THE MASTODON ATHLETICS ADVISORY SUBCOMMITTEE (MAAS)

5.1. **Membership.** The Mastodon Athletics Advisory Subcommittee shall consist of ten (14) members, namely,

5.1.1. four (4) ex-officio member:

5.1.1.1. the Director of Athletics;

5.1.1.2. the Senior Woman Administrator;

5.1.1.3. the Director of Compliance;

5.1.1.4. the Faculty Athletics Representative; and

~~the Administrator of Athletic Programs;~~

~~the Senior Women's Athletic Administrator;~~

5.1.2. five (5) representatives:

5.1.2.1. one PFW alumnus/alumna appointed ~~ex-officio~~ by the Chief Administrative Officer in consultation with the ~~administrator of alumni relations~~ Director of Alumni Engagement;

5.1.2.2. two (2) students, each from a different unit and appointed by the Student Government Association (SGA);

5.1.2.3. one representative of the All Professional Staff Advisory Council (APSAC)

5.1.2.4. one representative of the Campus Support Staff Advisory Committee (CSSAC); and

5.1.3. ~~eight Voting Faculty and lecturers~~ three (3) Faculty, elected ~~by the Senate~~ in such manner that each is from a different major unit ~~at least four of the Major Units shall be represented.~~

5.2. **Special regulations.**

5.2.1. The Faculty Athletics Representative shall serve as the chair of the subcommittee.

5.2.2. ~~Student r~~Representatives shall serve staggered two-year terms.

5.3. **Responsibilities.** The Mastodon Athletics Advisory Subcommittee shall:

5.3.1. ~~M~~onitor and advise regarding schedules for intercollegiate athletics;

5.3.2. ~~E~~establish eligibility requirements for participation in intercollegiate athletics;

5.3.3. ~~A~~pprove intercollegiate sport additions or deletions;

5.3.4. ~~A~~pprove participation in post-season activities beyond conference tournaments;

- 5.3.5. ~~P~~propose, for the approval of the Senate, membership in athletic conferences;
- 5.3.6. ~~A~~advise the ex-officio members;
- 5.3.7. ~~W~~when requested by administrators, make personnel recommendations in the athletic area to the Chief Administrative Officer;
- 5.3.8. ~~S~~serve on ad hoc compliance committees;
- 5.3.9. ~~M~~make recommendations with respect to procedures and policies to assist in student-athlete academic success;
- 5.3.10. ~~P~~participate and be consulted within ~~U~~niversity-wide discussions and decisions regarding the Athletic Department.

D. ~~SUBCOMMITTEE~~ THE SENATE TASK FORCE

1. **Rationale.** In order to ensure the efficient and timely operation of the service and policy committees of the Senate, Faculty shall be elected to the ~~Subcommittee~~ Senate Task Force. The ~~Subcommittee~~ Senate Task Force shall be called into service by the Executive Committee when a service or policy committee is not able to complete work that is deemed to be important and not already the responsibility of an existing subcommittee. A service or policy committee may request that the Executive Committee call the ~~Subcommittee~~ Senate Task Force into service. The Executive Committee shall respond to such requests within two weeks. When the ~~Subcommittee~~ Senate Task Force is called into service, the Executive Committee shall issue an enabling memo.
2. **Membership.** The ~~Subcommittee~~ Senate Task Force shall consist of ~~six~~ five (5) Faculty elected ~~by the Senate~~ in such manner that at least four of the ~~M~~major ~~U~~nits shall be represented. A service or policy committee requesting that the ~~Subcommittee~~ Senate Task Force be called into service shall recommend to the Executive Committee the administrators, clerical/support staff, administrative/professional staff, or student representatives it deems appropriate. The Executive Committee ~~is~~ shall be responsible for inviting such ~~non-Faculty~~ members.
3. **Responsibilities.** The ~~Subcommittee~~ Senate Task Force shall limit its activities and timeline to those detailed in the enabling memo from the Executive Committee.

E. AD HOC COMMITTEES

1. **Rationale.** Ad hoc committees shall be established by the Senate to carry out work that
 - (a) does not clearly fall under the purview of an existing Senate (sub-)committee ~~or subcommittee~~, or that
 - (b) Senate feels would be better conducted by a group specially appointed for the purpose.
2. **Membership.**
 - 2.1. All Faculty are eligible to serve on an ad hoc committee, and so are all administrators, administrative/professional staff, clerical/support staff, or student representatives who are deemed appropriate for stated charge.

- 2.2. A Senate document establishing an ad hoc committee shall ~~should~~ specify ~~(a)~~ the membership and the voting membership of the committee. It is desirable to have Voting Faculty constitute two-thirds (2/3) of its voting membership (see Subsection I.B.3.1.2).
- 2.3. A Senate document establishing an ad hoc committee shall specify how the members of the committee will be appointed, nominated, or elected. For this, the document may call unto the help of one of both of the service committees.
3. **Responsibilities.** A Senate document establishing an ad hoc committee ~~should~~ shall specify ~~(2)~~:
 - 3.1. the task to be carried out by the committee, including deliverables to the Senate; and ~~(3)~~
 - 3.2. the date by which the committee should complete its work; and
 - 3.3. through which other Senate committee the ad hoc committee will report to the Faculty.
4. **Special Regulations.** Ad hoc committees cannot be carried over to a new academic year without special authorization by the Senate.

IV. ADVISORY COMMITTEES

A. UNIVERSITY RESOURCES ~~POLICY~~ ADVISORY COMMITTEE (URAC)

1. **Membership.** The University Resources ~~Policy~~ Advisory Committee shall consist of eighteen (18) members, namely,
 - 1.1. seven (7) **ex-officio** members:
 - 1.1.1. the Chief Academic Officer (†) ~~or designee~~;
 - 1.1.2. the Chief Financial Officer (†) ~~or designee~~;
 - 1.1.3. the Chief Officer of Facilities (†);
~~the chief officer in charge of space allocation (nonvoting);~~
~~the chief officer in charge of campus planning (ex officio, nonvoting);~~
 - 1.1.4. the Chief Officer for Communications and Marketing (†/‡);
 - 1.1.5. the Chief Officer for Development and Alumni Engagement (‡);
 - 1.1.6. the Director of Alumni Engagement (‡);
 - 1.1.7. the Director Development Services (‡); and
 - 1.2. four (4) **representatives**:
 - 1.2.1. two (2) student representatives (†/‡), each from a different unit and appointed by the Student Government Association (SGA);

- 1.2.2. one representative of the ~~Administrative and~~ All Professional Staff Advisory Council (APSAC, †/‡);
- 1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC, †/‡); and
- 1.3. ~~ten~~ seven (7) ~~Senators or Voting Faculty~~ (†/‡), elected ~~by the Senate~~ in such manner that at least ~~four~~ five of the ~~M~~major ~~U~~units shall be represented.

2. Responsibilities.

- 2.1. Only members of the committee indicated by the dagger symbol ‘†’ shall participate in the activities listed in subsections 2.2–2.4.
- 2.2. **Constitutional Charges.** The University Resources ~~Policy~~ Advisory Committee shall exercise powers and responsibilities as specified in the Constitution (see subsection VI.B.4.c–e) and *make formal recommendations through established processes of consultation before the University reaches decisions concerning:*
 - 2.2.1. *the determination and management of the budget and its short- and long-range priorities* [S];
 - 2.2.2. the planning, maintenance, and optimal utilization of *existing or prospective* [S] physical facilities ~~of the university, including architecture, buildings, landscaping, student housing, parking and traffic, the library, scientific and other equipment, and educational aids;~~ and
 - 2.2.3. staff needs, utilization and planning, that is, *increases and decreases in staff.*
- 2.3. **Additional Responsibilities.** In carrying out those its responsibilities, the University Resources Advisory Committee shall also be concerned with, ~~but not limited to,~~ making formal recommendations concerning
 - 2.3.1. *the framing and execution of long-range strategic plans* [S], including
 - 2.3.2. short- and long-range strategies and priorities for research, recruitment, scholarships and grants, as well as communication and marketing.

~~interdepartmental and interinstitutional cooperation for improved facilities and staff utilization; and~~

~~nonacademic planning, including architecture, landscaping, parking, and traffic.~~
- 2.4. **Specific Responsibilities**
 - 2.4.1. **Budgetary Affairs.** The University Resources ~~Policy~~ Advisory Committee ~~is concerned with the PFW budget. Specifically, the Budgetary Affairs Subcommittee~~ shall:
 - 2.4.1.1. *Advise the administration* and the Senate on budgetary and revenue matters pertaining to the needs of the ~~campus~~ University; which shall include: (i) ~~P~~paying particular attention to (a) the ways the budget and

the budgetary process as well as (b) trends in revenue can affect the University ~~this institution~~'s ability to carry out its mission to provide excellence in higher education ~~for northeastern Indiana~~; and (ii) giving advice on financial matters which affect the work of other Senate committees; and

~~Pay particular attention to the trends in revenue and how this can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana;~~

2.4.1.2. ~~M~~make annual recommendations on: (i) sources of revenue; (ii) annual campus operating budgets and legislative budget requests-
~~Additionally, the Subcommittee may consider requests for advice on financial matters which affect the work of other Senate committees;~~ (iii) financial needs of new programs and of new facilities proposed for the University ~~campus~~; (iv) the annual athletic budget and supportive activities after review and comment in the fall semester each year; and
~~review and comment on the annual athletic budget and supportive activities in the fall semester each year;~~

2.4.1.3. ~~W~~ork with other Senate Committees and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. (see ~~Procedures can be found in~~ Senate Documents SD 15-26, SD 19-1, and SD 19-24).

2.4.2. Advancement

2.4.2.1. Only members of the committee indicated by the double dagger symbol '‡' shall participate in the activities listed in this subsection.

2.4.2.2. The University Resources ~~Policy~~ Advisory Committee ~~is concerned with the PFW budget. Specifically, the Budgetary Affairs Subcommittee~~ shall: (i) ~~A~~advise the Senate, ~~through the University Resources Policy Committee~~, and the Chief Advancement Officer on ~~any and~~ all matters that affect advancement; ~~Advise the Chief Advancement Officer on matters of advancement~~; (ii) ~~S~~serve as a forum for discussion about plans for advancement and advancement issues in general; ~~Consult on plans for all areas of advancement~~; (iii) ~~M~~make recommendations regarding major fund-raising efforts for the campus.

2.4.3. Oversight

2.4.3.1. The University Resources ~~Policy~~ Advisory Committee shall oversee the Faculty ~~r~~Representative to the ~~e~~Campus Space Committee (see subsection VI.A.2 below).

2.4.4. **Subcommittees.** In order to exercise more effectively its rights and responsibilities, the University Resources Advisory Committee shall establish one subcommittee:

2.4.4.1. the Information Subcommittee

3. THE INFORMATION SUBCOMMITTEE

3.1. **Membership.** The Information Subcommittee shall consist of twelve (12) members, namely,

3.1.1. five (5) ex-officio members:

3.1.1.1. the Chief Student Affairs Officer;

3.1.1.2. the Chief Information Technology Officer ~~or designee~~;

3.1.1.3. the Director of the Center for the Enhancement of Teaching and Learning;

3.1.1.4. the Director of Continuing Studies;

3.1.1.5. the ~~Dean~~ Director of Helmke Library; and

3.1.2. four (4) representatives:

3.1.2.1. two (2) student representatives, each from a different unit and appointed by the Student Government Association (SGA);

3.1.2.2. one representative of the ~~Administrative and~~ All Professional Staff Advisory Council (APSAC);

3.1.2.3. one representative of the Campus Support Staff Advisory Committee (CSSAC); and

3.1.3. ~~ten~~ three (3) ~~Senators or~~ Faculty, elected ~~by the Senate~~ in such manner that each is from a different major unit ~~at least four of the Major Units shall be represented.~~

3.2. **Responsibilities.** The Information Subcommittee shall:

3.2.1. ~~A~~advise the Senate, through the University Resources ~~Policy~~ Advisory Committee, as well as the Chief Academic Officer and the Chief Information Technology Officer on any and all matters ~~which~~ that affect present and evolving information technology in support of the mission of the University, including on how Information Technology Services communicate with faculty, staff, and students;

~~Advise the Chief Academic Officer and the Information Technology Policy Committee on the matters listed in the above paragraph paragraph;~~

3.2.2. ~~S~~serve as a forum for discussion and as an advocate for acquisition and use of information technology for the University and plans for its use, support, and evaluation;

~~Develop plans for the use, support, and evaluation of academic computing resources;~~

~~Advise Information Technology Services on how to communicate with faculty.~~

- 3.2.3. Advise, in consultation with the Faculty Affairs Committee, the Senate, through the University Resources Policy Advisory Committee, as well as the Chief Academic Officer and the Director of Helmke Library concerning administrative and budgetary priorities, policies, and procedures for Helmke Library, its collections, facilities, and operations, and other educational and research support facilities and aids.

B. THE INTERNATIONAL EDUCATION ADVISORY BOARD SUBCOMMITTEE

1. **Membership.** The International Education Advisory Board shall consist of eight (8) members, namely,

- 1.1. two (2) ex-officio members:

- 1.1.1. the Director of International Education;

- 1.1.2. the Director of ~~a representative from~~ Study Abroad; and

- 1.2. three (3) representatives:

- 1.2.1. two students, at least one of whom shall be at or beyond the second-year level in International Education and each appointed by the Student Government Association (SAG) in consultation with the Director of International Education;

- 1.2.2. one representative of ~~staff member appointment by~~ the Office of ~~the Vice-Chancellor of~~ Enrollment Management and the Student Experience; and

- 1.3. three (3) Faculty, elected in such manner that each is from a different major unit.

2. **Responsibilities.** The International Education Advisory Board Subcommittee is charged with:

- 2.1. advocating for and steering efforts ~~on-campus~~ across the University to enhance and foster opportunities for international cooperation, international education, and immersion for students, faculty, and the broader community;

- 2.2. being a liaison between the Faculty and the Director of International Education and ~~a representative from~~ Director of Study Abroad;

- 2.3. advising on policies relating to international services, international education, and Study Abroad and recommending related policies and goals to the Senate.

V. OTHER COMMITTEES

A. THE ACADEMIC PERSONNEL GRIEVANCE BOARD

1. **Rationale.** The Board shall fulfill the combined roles of the various Grievance Committees, as provided for in Purdue University Executive Memoranda (see Academic and Research Affairs Policy I.B.1 on Faculty Grievances and related documents).
2. **Membership.** The Board shall be composed of fifteen (15) tenured members of the Voting Faculty, ~~nominated and elected~~. The Nominations and Election Committee shall solicit nominations from which members get elected to staggered two-year terms. Ten members shall be regular members, and the remaining five shall be alternate members.
3. **Special Regulations. Organization.** ~~Within two weeks of the beginning of each fall term, the Board shall meet to review its charge and to elect a chair and~~ At the time the Board elects its chair, it shall also elect a secretary.
4. **Responsibilities. Grievance Committees.** When it is necessary to compose a grievance committee, that committee shall be selected from the ten regular members of the Board according to the procedures and restrictions in Purdue University Executive Memoranda. If a need for additional members should arise in the formation of any grievance committee, they shall be selected from the five alternate members of the Board in the same way. If additional members still should be required, they shall be randomly selected from the other tenured members of the Voting Faculty.

B. THE CAMPUS APPEALS BOARD

1. **Membership.** In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, the Faculty portion of the Campus Appeals Board shall consist of a total of six (6) elected members of the Faculty ~~members~~, including three members and three alternates, ~~elected by the Senate~~. ~~In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, the members shall be elected by the Senate from among the Voting Faculty and lecturers.~~
2. **Special Regulations.** In accordance with the PFW Code of Student Rights, Responsibilities, and Conduct, Faculty terms on this Board shall be for two years commencing one week before the beginning of regular fall classes following election. No member of the Faculty ~~member~~ may serve more than two consecutive terms.
3. **Responsibilities.** The responsibilities of the Faculty portion of the Campus Appeals Board ~~are~~ shall be those explained in the PFW Code of Student Rights, Responsibilities, and Conduct. ~~The Campus Appeals Board shall not consider appeals that fall within the jurisdiction of the Grade Appeals Subcommittee.~~

C. THE GRADE APPEALS BOARD SUBCOMMITTEE

1. **Membership.** The Grade Appeals Board Subcommittee shall consist of nine (9) members ~~elected from the Voting Faculty and lecturers~~ of the Faculty, elected ~~by the Senate~~ in such manner that no more than two shall be from ~~one~~ the same ~~M~~major ~~U~~unit.
2. **Responsibilities.** The responsibilities of the Grade Appeals Board Subcommittee shall ~~consider cases that come before it under~~ be those explained in the campus grade appeals policy. If a case is to be heard, a five-member panel drawn from the Board Subcommittee

membership shall hear the appeal. The panel shall act for the **Board Subcommittee**, and its decisions shall be final and not subject to review by other Faculty bodies.

D. **OTHER NON-SENATE COMMITTEES**

1. **Rationale.** To assure that the Senate and the Faculty are informed of the activities, studies, and recommendations of any PFW committee upon which members of the **Voting Faculty and lecturers** serve by virtue of appointment thereto, certain reports shall be issued.

2. **Definitions**

2.1. A committee subject to these reporting procedures shall:

2.1.1. consist of a group of persons, at least one of whom is a member of the **Voting Faculty or a lecturer** appointed to the committee by a University administrator;

2.1.2. function above the **Mmajor-Uunit** level;

2.1.3. **have** been established to perform a task or group of tasks related to the powers and responsibilities of the Faculty; and

2.1.4. not necessarily have the word “committee” in its name.

2.2. A report shall consist minimally of written notice to the Faculty **through the Executive Committee** that written information concerning a committee is available in a specified, accessible location. ~~Such notice may be published separately, as part of a campus newsletter, or in any other appropriate form.~~

3. **Procedures**

3.1. Initial reports shall be written and caused to be distributed by the person establishing a new committee, within thirty days of the establishment of said committee. They shall contain the committee’s name, membership, and full charge. **If that person fails to do so, one of the Faculty members on the said committee should do so in their place.**

3.2. Progress reports shall be written and caused to be distributed by the chair of a committee, or a designee, in a timely fashion. They shall make known all significant committee activities, studies, and recommendations, and all changes in the name, membership, or charge of a committee. The disestablishment of a committee shall also be made known in a progress report. **If the chair fails to do so, one of the Faculty members on the said committee should do so in their place.**

VI. ~~PFW REPRESENTATIVES TO PURDUE WEST LAFAYETTE (PWL) INSTITUTIONS~~

A. **REPRESENTATIVES TO PFW BODIES**

1. **The Elected Representative of the Lecturers to the Senate**

~~Unless explicitly stated otherwise, all references to “lecturers” in these Bylaws shall apply to both lecturers and senior lecturers.~~

1.1. **Eligibility.** All lecturers are eligible to vote for, and be elected to, the position of elected ~~R~~Representative of the ~~L~~Lecturers.

1.2. Election and Term

1.2.1. The term of office of the elected ~~R~~Representative of the ~~L~~Lecturers shall be three years, beginning one week before the start of regular fall classes following election. When necessary, the Nominations and Elections Committee shall conduct this election among the lecturers so that the name of the incoming elected ~~R~~Representative of the ~~L~~Lecturers shall be transmitted to the ~~Secretary~~ Clerk of the Senate on the same schedule as that of incoming Senators.

1.2.2. Should a vacancy in the position of the elected ~~R~~Representative of the ~~L~~Lecturers occur, the Nominations and Elections Committee shall immediately hold an election among the lecturers for any remaining time in that term.

1.3. **Representation.** The elected ~~R~~Representative of the ~~L~~Lecturers shall be considered a member of the academic department to which the most service is assigned, and the ~~M~~major ~~U~~unit to which that academic department is assigned. If the ~~R~~Representative of the ~~L~~Lecturers serves in more than one unit, the representative shall be counted as a member of the unit to which the most service is assigned; an elected ~~R~~Representative of the ~~L~~Lecturers who serves equally in two or more units shall inform the Chief Academic Officer, prior to the annual certification, of the unit in which the representative wishes to be counted.

1.4. **Apportionment.** As stated in the Constitution, ~~Subsection VIII.A 4~~, the elected ~~R~~Representative of the ~~L~~Lecturers does not count toward an academic unit's apportionment.

1.5. **Rights.** See Subsection I.A.3.9.

~~1.6. The elected representative of the lecturers shall be eligible to serve on all Senate committees and subcommittees, but may not vote on issues regarding promotion and tenure for tenured and tenure-track faculty in the Senate or in committee.~~

2. Faculty Representative to the Campus Space Committee

2.1. Election and term

2.1.1. This representative shall be an elected member of the ~~Voting~~ Faculty ~~-elected-~~ ~~by the Voting Faculty~~ and serve a three-year term beginning one week prior to the start of regular fall classes following election.

2.1.2. The University Resources Policy ~~Advisory~~ Committee shall fill any vacancy in this position for the remainder of the academic year ~~-Should any time remain in the vacated representative's term at the end of the academic year,~~ in which case, subject to Senate ratification, a special election among the ~~Voting~~ Faculty shall be held to select a member of the ~~Voting~~ Faculty to complete that term.

2.2. Responsibilities

- 2.2.1. The University Resources ~~Policy~~ Advisory Committee shall oversee the ~~f~~Faculty ~~r~~Representative to the ~~e~~Campus Space Committee.
- 2.2.2. The ~~f~~Faculty ~~r~~Representative to the ~~C~~ampus Space Committee shall periodically report on its activities to the Faculty through the University Resources ~~Policy~~ Advisory Committee, which shall update the Senate on those activities at least once each academic year.

B. REPRESENTATIVES TO SYTEM-WIDE BODIES

1. Purdue West Lafayette Senate

1.1. **Eligibility.** The PFW Representative in the Purdue University Senate (hereinafter referred to as the “Purdue Senator”) shall be a tenured member of the Voting Faculty whose teaching schedule must allow for attendance at the monthly meetings of the Purdue University Senate.

1.2. Election and term.

1.2.1. The Purdue Senator shall be elected ~~by the Voting Faculty~~ to a three-year term with the term of office to commence with the fall Senate following election. The Purdue Senator may not serve more than two consecutive terms.

1.2.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a tenured member of the Voting Faculty to complete that term.

~~In the event that the Purdue Senator vacates the position before the completion of a term, the Fort Wayne Senate shall elect a tenured member of the Voting Faculty to serve for the remainder of the academic year. If there is any time remaining in the term at the end of that academic year, a special election will be held among the Voting Faculty to select a replacement to complete that term.~~

1.3. Responsibilities

1.3.1. The Purdue Senator shall represent the PFW Faculty in the Purdue University Senate. In doing so, the Purdue Senator should disseminate information about the deliberations and activities of the Purdue University Senate to the PFW ~~f~~Faculty, take steps to understand the views of PFW ~~f~~Faculty on these deliberations and activities, and present views of PFW ~~f~~Faculty to the Purdue University Senate.

1.3.2. The Purdue Senator shall periodically ~~annually~~ report, but at least once per semester, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the Purdue University Senate.

1.3.3. The Purdue Senator may also ~~report to the Senate, or~~ seek guidance from the Faculty ~~Leaders~~ Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

1.3.4. The Purdue Senator shall ~~also~~ represent the PFW ~~f~~Faculty on the Intercampus Faculty Council (IFC). ~~The Purdue Senator will serve on IFC in conjunction with a Speaker of the Faculty.~~

2. Intercampus Faculty Council (IFC)

2.1. **Assuming office.** The two PFW representatives to the Intercampus Faculty Council shall be the PFW Senator (see subsection 1.3.3 above) and one the Faculty Chairs (see Constitution, subsections III.B.1.b.i.4+ii.3).

2.2. Responsibilities

2.2.1. The two representatives shall periodically report, but at least once per academic year, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the Intercampus Faculty Council.

2.2.2. The representatives may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

3. University Policy Committee (UPC)

3.1. **Assuming office.** The PFW representative to the University Policy Committee shall be one the Faculty Chairs (see Constitution, subsections III.B.1.b.i.4+ii.3).

3.2. Responsibilities

3.2.1. The representative shall periodically report, but at least once per academic year, to the Fort Wayne Senate, either directly or through the Executive Committee, on the deliberations and activities of the University Policy Committee.

3.2.2. The representative may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

4. Liaison to the Purdue Graduate School

5. Purdue University Advisory Committee on Equity

5.1. **Appointment and term.** The Vice-President for Ethics and Compliance of Purdue University appoints, upon the nomination of the PFW Chancellor, a member representing PFW to a three-year term.

5.2. **Nomination.** A shortlist of candidates for nomination by the Chancellor shall be selected by the Faculty Chairs from a panel of nominees solicited by the Nominations and Elections Committee.

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

6. Representatives to the Purdue University Sustainability Committee

6.1. Faculty representative

6.1.1. Election and term

6.1.1.1. The PFW ~~f~~Faculty representative to the ~~PWL faculty~~ Purdue University Sustainability Committee shall be a member of the Voting Faculty elected ~~by the Voting Faculty~~ to a three-year term starting on the first day of the fall semester following election.

6.1.1.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a member of the Voting Faculty to complete that term.

~~Vacancies in this position shall be filled for the remainder of the academic year by the Fort Wayne Senate, with a special election for the remainder of that term to be held among the Voting Faculty at the end of the academic year if any time remains in that term.~~

6.1.2. Responsibilities

6.1.2.1. The ~~f~~Faculty representative shall **periodically** report, **but at least once per academic year**, to the ~~Senate~~ Faculty through the ~~Executive Committee~~ on the activities of the Sustainability Committee ~~at least once per academic year~~.

6.1.2.2. The representative may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

6.2. Student representative

6.2.1. Election and term

6.2.1.1. ~~At the request of the Presiding Officer of the PFW Senate, t~~The PFW student representative to the ~~PWL faculty~~ Purdue University Sustainability Committee shall be selected by the PFW ~~s~~Student ~~g~~Government ~~a~~Association (SGA) to. ~~This student representative shall~~ serve a one-year term dating from the first day of regular fall classes.

6.2.1.2. Vacancies in this position shall be filled by the PFW ~~s~~Student ~~g~~Government ~~a~~Association at the request of the Presiding Officer of the PFW Senate.

6.2.2. **Responsibilities**. The student representative shall **periodically** report, **but at least once per academic year**, to the PFW ~~s~~Student ~~g~~Government ~~a~~Association on the activities of the Sustainability Committee ~~at least once per academic year~~.

7. Undergraduate Curriculum Council

7.1. Election and term

- 7.1.1. The PFW representative to the PWL Undergraduate Curriculum Council shall be a member of the Voting Faculty elected ~~by the Voting Faculty~~ to a three-year term starting on the first day of the fall semester following election.
- 7.1.2. The Senate shall fill any vacancy in this position for the remainder of the academic year, in which case a special election among the Voting Faculty shall be held to select a member of the Voting Faculty to complete that term.

~~Vacancies in this position shall be filled for the remainder of the academic year by the Fort Wayne Senate, with a special election for the remainder of that term to be held among the Voting Faculty at the end of the academic year if any time remains in that term.~~

7.2. Responsibility

- 7.2.1. The representative shall periodically report, but at least once per academic year, to the ~~Senate~~ Faculty through the Educational Policy Committee on the activities of the Undergraduate Curriculum Council ~~at least once per academic year.~~
- 7.2.2. The representative may also seek guidance from the Faculty Chairs, Executive Committee, full Senate, or members of the Faculty at any point during the academic year as circumstances warrant.

VII. MISCELLANEOUS PROVISIONS

A. RECALL OR EXPULSION OF SENATORS

1. For Excessive Absence

- 1.1. In the case of an elected Senator or the ~~r~~Representative of the ~~L~~Lecturers, who is absent excessively, the Senate may petition the Senator's unit to recall the Senator or the ~~r~~Representative of the ~~L~~Lecturers and elect another. To pass a recall petition, the affirmative vote by secret written ballot of two-thirds of the Senators present at a regular meeting shall be required.
- 1.2. In the case of an ex-officio ~~Senator~~ member, who is absent excessively, the Senate may petition the Presiding Officer of the Faculty to reprove the offender. ~~To pass a reproof petition, the affirmative vote by secret written ballot of two-thirds of the Senators present at a regular meeting shall be required.~~

2. For Obstructing the Senate

- 2.1. The Senate may unseat, by a two-thirds majority of its membership voting by secret written ballot, any member whose actions or behavior habitually obstructs normal parliamentary procedures. Any member so unseated shall be ineligible to be returned to the Senate during the academic year, and in the case of an elected Senator the unit shall elect a replacement for the remainder of the elected term.

B. ENABLEMENT

1. Upon acceptance of these ~~b~~Bylaws, the Senate shall cause timely elections to be held for all committees, subcommittees, and boards named above. Initial terms on these bodies shall expire at the scheduled times.

C. AMENDMENTS ~~to the Bylaws~~

1. Amendments to these Bylaws may be proposed to the Executive Committee by any Senator (see II.A.2.1.7) or Senate committee or subcommittee.
2. If any committee or subcommittee report requires amendment of these ~~b~~Bylaws to become effective, then the report shall incorporate a proposal for such amendment. Such proposals shall be submitted to the Executive Committee in order to ensure that they are placed in the proper form.
3. Amendments to the Bylaws of the Senate, consistent with the Constitution of the PFW Faculty ~~of Purdue University Fort Wayne~~, may be adopted by vote of two-thirds of those Senators present and voting at a ~~regular~~ meeting of the Senate, after the text of the proposed amendment has been distributed with the agenda for that meeting under the title "Amendment(s) to the Bylaws of the Senate." If the proposed amendment is approved by a simple majority of those voting, but not by two-thirds of those voting, it may then be adopted at the next regular meeting by vote of a simple majority of those present and voting.
4. Amendments to these Bylaws become effective immediately upon their successful adoption by the Senate, unless the text of the resolution containing those amendments indicates otherwise.
5. The Clerk, after consultation with and the approval of both the Parliamentarian and the Executive Committee, may correct, provided they do not change the intended meaning, minor clerical mistakes in this document without Senate approval. If the Clerk, Parliamentarian, and Executive Committee do, they must give written notice to the Senate, detailing the changes.

Approved, March 13, 2016

Amended, April 11, 2016

Amended, October 17, 2016

Amended, February 13, 2017

Amended, October 16, 2017

Amended, November 13, 2017

Amended, March 12, 2018

Amended, December 9, 2019

Amended, March 23, 2020

Amended, October 12, 2020

Amended, November 16, 2020

Amended, February 24, 2021

Amended, March 22, 2021

Amended, April 12, 2021

Amended, April 26, 2021

Amended, September 13, 2021

Amended, January 10, 2022

Amended, February 14, 2022

Amended, March 14, 2022

Amended, April 17, 2023

TO: Fort Wayne Senate Executive Committee
FROM: Wylie Sirk and Deborah Baur, Co-Chairs of the Faculty Affairs Committee
DATE: March 22, 2024
SUBJECT: Two Updates to SD 14-36 for Campus P&T Committee

PFW Faculty Senate Bylaws Update for Campus P&T Committee

WHEREAS, one of the most consequential changes made by updating the Faculty Senate Constitution (SD 23-7) was altering the Presiding Officer-Speakers system to one involving three Chairs who act as a collective leadership for the Senate. The new titles are Chair, Chair-Elect, and Past Chair of the Senate. And;

WHEREAS, the current Bylaws state that the Campus Promotion & Tenure Committee membership is determined by SD 14-36 and SD 19-13. These documents state that the Campus P&T Committee shall be selected “by the Chief Administration Officer of PFW and the two Speakers of the Faculty.” And;

[Current] SD 14-36:

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

2.5.1. Establishing the campus committee

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

WHEREAS, SD 14-36 section (2.5.1. Establishing the Campus Committee) does not provide language that allows the P&T Committee to replace faculty vacant seats during the academic year. SD 19-13 provides language in (section 2.6.1.3) “Vacancies shall be filled for the remainder of the term through a process similar to that which selects campus committee members.” And;

WHEREAS, since the campus P&T committee is regulated by both SD 14-36 and SD 19-13, currently, the only vacant seats that can be filled during the Academic year are Lecturer/Senior Lecturer seats. The same option should be allotted to faculty members.

BE IT RESOLVED that Senate Documents SD 14-36 section 2.5.1.1. be updated to change the wording from “two Speakers of the Faculty” to “two members of the Senate Executive Committee who must be tenured and hold the highest academic rank or else not undergo promotion in the next three years.”

[Proposed] SD 14-36:

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

2.5.1. Establishing the campus committee

2.5.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and two members of the Senate Executive Committee who must be tenured and hold the highest academic rank or else not undergo promotion in the next three years.

BE IT FURTHER RESOLVED that SD 14–36 adopts the language of SD 19-13 for filling vacant seats during the Academic year. SD 14-36 adds (section 2.5.1.3.) “Vacancies shall be filled for the remainder of the term through a process similar to that which selects campus committee members.”

PROCEDURES FOR PROMOTION AND/OR TENURE AND THIRD YEAR REVIEW

Purdue Fort Wayne and its autonomous academic units shall establish, within the timeframes and by means of guiding principles and criteria established in other documents, procedures for the evaluation of faculty for promotion and tenure according to the following procedures. Autonomous academic units shall consist of those units subject to the powers of the Faculty detailed in Section VI of the Constitution of the Faculty; other units may, at their option, adhere to these guidelines and procedures.

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

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

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

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

1. Document Review and Approval
 - 1.1. Department documents
 - 1.1.1. Departments must include procedures and criteria for promotion and tenure in documents.

- 1.1.2. Department procedures must adhere to the guidelines and procedures laid out in college and Senate documents.
 - 1.1.3. Department criteria must align with college guiding principles.
 - 1.1.4. Department procedures must be submitted to the Senate Faculty Affairs Committee for feedback and then reviewed and approved at the college level. The feedback from the Senate Faculty Affairs Committee shall be forwarded to the college.
 - 1.1.5. Department criteria must include:
 - 1.1.5.1. Criteria for quality of performance (e.g. competence, excellence) in all relevant areas (e.g. teaching, service, research/creative endeavor) for all levels (e.g. associate professor, associate professor of practice, clinical professor and full professor, librarian), except criteria for excellence in service to associate professor.
 - 1.1.5.2. Rationale of the department for the criteria.
 - 1.1.6. Department criteria must be reviewed and approved at the college level. The review by the college must focus on:
 - 1.1.6.1. The completeness of the department criteria document.
 - 1.1.6.2. The explanation of how the department criteria align with the guiding principles of the college. This explanation should reference credible evidence as to the appropriateness of the criteria for the discipline.
 - 1.1.7. If a college rejects the criteria of a department, a thorough explanation of the rejection must be sent to the department.
 - 1.1.8. If there is a disagreement between a department and college about criteria, the Senate Faculty Affairs Committee will arbitrate the disagreement.
 - 1.1.9. Upon passage of this document by the Senate, departments have one academic year to draft, approve, and seek review of department promotion and tenure documents.
- 1.2. College documents
- 1.2.1. Colleges must include procedures and guiding principles in documents. Colleges may choose to elect the campus guiding principles as the guiding principles of the college.
 - 1.2.2. College procedures must adhere to the guidelines and procedures laid out in senate documents.
 - 1.2.3. College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate.
2. Decision Levels: Nominations for promotion and/or tenure shall be considered at several levels. The quality of the evidence presented in the case is best evaluated at the department level. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case.
- 2.1. The department committee
 - 2.1.1. Establishing the department committee: The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate shall have the right of review of this procedure. The

department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.

2.1.2. Composition of the department committee:

2.1.2.1. The majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires.

2.1.2.2. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the chief academic officer of the college shall appoint enough faculty members to bring the committee membership to between three and five.

2.1.2.3. Members of the department committee shall elect a chair from among its members.

2.1.2.4. The chief academic officer of the department may not serve on the department committee or participate in meetings.

2.1.3. Primary Tasks: The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.

2.1.4. Letter of Recommendation: The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.

2.1.5. Other:

2.1.5.1. Any full-time lecturer, clinical, professor of practice, tenure track or tenured faculty member at PFW shall have the opportunity to read and provide feedback on cases in their home department until the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.

2.2. The chief academic officer of the department

2.2.1. Primary Tasks: The chief academic officer of the department shall:

2.2.1.1. Review the case and compare the case to department criteria.

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

2.2.1.3. Review the recommendation of the lower level.

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

2.2.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

2.3. The college committee

2.3.1. Establishing the college committee: The college committee composition and

functions shall be established by the college faculty, incorporated into the documents which define the procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2.3.2. Composition of the college committee

- 2.3.2.1. There is no requirement that the majority of the college committee members be at the same or higher rank than the rank to which a candidate aspires.
- 2.3.2.2. Members of the college committee must have prior experience serving at a lower level in the process before serving on the college committee.
- 2.3.2.3. Members of the college committee may serve at the department level, but not at the campus level in the promotion and tenure process while serving on the college committee.
- 2.3.2.4. Members of the college committee may not serve consecutive terms. Terms shall be staggered and may not be longer than three years.
- 2.3.2.5. Members of the college committee shall elect a chair from among its members.
- 2.3.2.6. The chief academic officer of the college may not serve on the college committee or participate in the meetings.

2.3.3. Primary Tasks: The college committee shall:

- 2.3.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
- 2.3.3.2. Review the recommendation of the lower levels.
 - 2.3.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
 - 2.3.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
- 2.3.3.3. Make a recommendation to the next level in the form of a letter.

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

2.4. The chief academic officer of the college

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

- 2.4.1.1. Review how well the process has adhered to the documented procedures to this point.
- 2.4.1.2. Review the recommendations of the lower levels. This review:
 - 2.4.1.2.1. Shall include a consideration of the basis of the decisions from the lower levels.
 - 2.4.1.2.2. May include consideration of the evidence in the case as it compares to department criteria if a decision from a lower level is judged to be contrary to the evidence.
- 2.4.1.3. Make a recommendation to the next level in the form of a letter.

- 2.4.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.
- 2.5. The Senate Promotion and Tenure Committee (a.k.a. the campus committee)
- 2.5.1. Establishing the campus committee
- 2.5.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and **two members of the Senate Executive Committee who must be tenured and hold the highest academic rank or else not undergo promotion in the next three years.**
- 2.5.1.2. The committee members will be selected from a panel of nominees composed of at least two representatives from the faculty of each college elected according to procedures adopted by the college faculty and incorporated into the documents which define the protocols of faculty governance within the college and a person with prior service on a college committee. The vote totals from the elections shall be included with the panel of nominees.
- 2.5.1.3. **Vacancies shall be filled for the remainder of the term through a process similar to that which selects campus committee members.**
- 2.5.2. Composition of the campus committee
- 2.5.2.1. The campus committee shall consist of seven (7) members.
- 2.5.2.2. A minimum of five (5) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.
- 2.5.2.3. A majority of the members of the campus committee must be at the rank of professor, or librarian.
- 2.5.2.4. Members of the campus committee must have prior experience serving at a lower level in the process before serving on the campus committee.
- 2.5.2.5. Members of the campus committee may serve at the department level, but not at the college level in the promotion and tenure process while serving on the campus committee.
- 2.5.2.6. Members of the campus committee may not serve consecutive terms.
- 2.5.2.7. Members of the campus committee shall elect a chair from among its members.
- 2.5.2.8. The chief academic officer of PFW may not serve on the campus committee or participate in the meetings.
- 2.5.3. Primary Tasks: The campus committee shall:
- 2.5.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
- 2.5.3.2. Review the recommendations of the lower levels.
- 2.5.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
- 2.5.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

- 2.5.3.3. Make a recommendation to the next level in the form of a letter.
 - 2.5.3.4. Letter of Recommendation: The letter of recommendation from the campus committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.
- 2.6. The chief academic officer of PFW
- 2.6.1. Primary Tasks: The chief academic officer of PFW shall:
 - 2.6.1.1. Recognize the credibility of the decisions of lower levels.
 - 2.6.1.2. Review split votes and/or inconsistencies in findings and recommendations at, and between, lower levels. When there is a split vote and/or inconsistency, the chief academic officer of PFW will focus the review on that part of the case dealing with the split vote and/or inconsistency.
 - 2.6.1.3. Review how well the process has adhered to the documented procedures.
 - 2.6.1.4. Make a recommendation to the next level in the form of a letter.
 - 2.6.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of PFW shall be based on the chief academic officer's review of recommendations from lower levels, the process to this point, and must clearly explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of the lower level(s).
- 2.7. The chief administrative officer of PFW shall forward recommendations to the President of Indiana University or to the President of Purdue University.
3. Case Process: Nominations for promotion and/or tenure shall be considered at several levels.
- 3.1. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the six years preceding the submission of the case. Tenure-track faculty approved to use the one-year extension due to the pandemic may elect to adopt the P&T criteria that they were hired under.
 - 3.2. All cases for promotion and/or tenure shall pass sequentially through the decision levels above.
 - 3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.
 - 3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendation may not include attachments or supplemental information.
 - 3.5. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefor, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the

majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s). Committee chairs shall distribute copies to committee members.

- 3.6. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

4. Individual Participation:

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

REVIEW OF PROGRESS OF PROBATIONARY FACULTY TO
TENURE AND PROMOTION

It is in the best interest of PFW to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point.

The diversity of colleges and departments at PFW makes it difficult to develop a single procedure for reviewing progress of probationary faculty to tenure and promotion.

5. Development of Review Procedure: Departments must develop a procedure for reviewing progress of probationary faculty toward tenure and/or promotion that adheres to the following principles.
 - 5.1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
 - 5.2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur half way through the third year.
 - 5.3. The formative review must be voted on by the department promotion and tenure committee.
 - 5.4. The chief academic officer of the department must comment on the case and the review from the committee.
 - 5.5. The probationary faculty member must have opportunities to respond during the review.
 - 5.6. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

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

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

TO: Fort Wayne Senate Executive Committee

FROM: Wylie Sirk and Deborah Baur, Co-Chairs of the Faculty Affairs Committee

DATE: March 22, 2024

SUBJECT: Update to SD 19-13 for Campus P&T Committee

PFW Faculty Senate Bylaws Update for Campus P&T Committee

WHEREAS, one of the most consequential changes made by updating the Faculty Senate Constitution (SD 23-7) was altering the Presiding Officer-Speakers system to one involving three Chairs who act as a collective leadership for the Senate. The new titles are Chair, Chair-Elect, and Past Chair of the Senate. And;

WHEREAS, the current Bylaws state that the Campus Promotion & Tenure Committee membership is determined by SD 14-36 and SD 19-13. These documents state that the Campus P&T Committee shall be selected “by the Chief Administration Officer of PFW and the two Speakers of the Faculty.”

[Current] SD 19-13:

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

BE IT RESOLVED that Senate Documents SD 19-13 section 2.6.1.1. be updated to change the wording from “two Speakers of the Faculty” to “two members of the Senate Executive Committee who must be tenured and hold the highest academic rank or else not undergo promotion in the next three years.”

[Proposed] SD 19-13:

2.6.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and two members of the Senate Executive Committee who must be tenured and hold the highest academic rank or else not undergo promotion in the next three years.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
Faculty Affairs Committee

DATE: November 8, 2019

SUBJ: Procedures of promotion for Lecturers at PFW

WHEREAS, the Fort Wayne Senate approved guiding principles and procedures for tenure-track faculty at IPFW in the spring of 2015; and

WHEREAS, the Fort Wayne Senate determined that it was prudent to draft separate guiding principles and procedure documents for promotion of Lecturers;

BE IT RESOLVED, that the Fort Wayne Senate adopt SD 19-13 as the procedures for promotion of Lecturers at PFW.

PROCEDURES FOR PROMOTION OF LECTURERS

(Based on SD 14-36)

Purdue Fort Wayne and its autonomous academic units shall establish, within the timeframes and by means of guiding principles and criteria established in other documents, procedures for the evaluation of Lecturers for promotion according to the following procedures. Autonomous academic units shall consist of those units subject to the powers of the Faculty detailed in Section VI of the Constitution of the Faculty; other units may, at their option, adhere to these guidelines and procedures.

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

The procedures and guiding principles for evaluating Lecturers for promotion are discussed in separate documents (see SD 19-9 for guiding principles for Lecturers), but the two are interrelated. The procedures for evaluating Lecturers are the method for implementing the guiding principles.

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

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

1. Document Review and Approval

1.1. Department documents

- 1.1.1. Departments must include procedures and criteria for promotion of Lecturers.
- 1.1.2. Department procedures must adhere to the guidelines and procedures laid out in college and Senate documents.
- 1.1.3. Department criteria must align with college guiding principles, if they exist.
- 1.1.4. Department procedures must be submitted to the Senate Faculty Affairs Committee for feedback and then reviewed and approved at the college level. The feedback from the Senate Faculty Affairs Committee shall be forwarded to the college.
- 1.1.5. Department criteria must include:
 - 1.1.5.1. Criteria for quality of performance in teaching for promotion to Senior Lecturer.
 - 1.1.5.2. Rationale of the department for the criteria.

- 1.1.6. Department criteria must be reviewed and approved at the college level. The review by the college must focus on:
 - 1.1.6.1. The completeness and clarity of the department criteria document.
 - 1.1.6.2. The alignment of department criteria with Senate and (if they exist) college guiding principles.
 - 1.1.6.3. Compliance with Purdue procedural document “Operating Procedures for Lecturer Appointments”.
- 1.1.7. If a college rejects the criteria of a department, a thorough explanation of the rejection must be sent to the department.
- 1.1.8. If there is a disagreement between a department and college about criteria, the Senate Faculty Affairs Committee will arbitrate the disagreement.
- 1.1.9. Upon passage of this document by the Senate, departments with Lecturers have one calendar year to draft, approve, and seek review of department Lecturer promotion documents.
- 1.2. College documents
 - 1.2.1. Colleges must include procedures and guiding principles in documents. Colleges may choose to elect the campus Lecturer guiding principles as the guiding principles of the college.
 - 1.2.2. College procedures must adhere to the guidelines and procedures laid out in Senate documents.
 - 1.2.3. College procedures and guiding principles must be reviewed and approved at the campus level, first by the Senate Faculty Affairs Committee and then by the Senate.
2. Decision Levels: Nominations for promotion to Senior Lecturer shall be considered at several levels. The quality of the evidence presented in the case is best evaluated at the department level. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within seven (7) calendar days of the date of the recommendation and proceed with the case. Cases for promotion to Senior Lecturer will be submitted on the same time schedule as tenure and promotion cases, and at all relevant levels will receive review at the same time as other tenure and promotion cases. To constitute a promotion committee for Senior Lecturer, one or more current Senior Lecturers or other eligible faculty members may join an existing promotion and tenure committee as needed, and for the sole purpose of reviewing cases for promotion to Senior Lecturer. Members joining a promotion and tenure committee for the purpose of reviewing lecturer promotion cases may not review, discuss, or vote on any other case before the committee, including any case for tenure or any case involving the promotion of a tenured faculty member.
 - 2.1. The department committee
 - 2.1.1. Establishing the department committee: The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college in compliance with Operating Procedures for Lecturer Appointments. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.
 - 2.1.2. Composition of the department committee:
 - 2.1.2.1. A faculty member deemed the equivalent of a department’s “head for teaching and learning”(i.e., chair of curriculum or faculty affairs

committee, a faculty member recognized for teaching excellence), one or more faculty with teaching responsibilities in the same general area as the Lecturer, and one or more Senior Lecturers (if not available from within the department, recruited from another unit).

- 2.1.2.2. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the chief academic officer of the college shall appoint enough faculty members to bring the committee membership to between three and five.
- 2.1.2.3. Senior Lecturers and other eligible faculty may join an existing promotion and tenure committee for the sole purpose of reviewing cases for promotion to Senior Lecturer.
- 2.1.2.4. Members of the department committee shall elect a chair from among its members.
- 2.1.2.5. The chief academic officer of the department may not serve on the department committee or participate in meetings.
- 2.1.3. Primary Tasks: The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.
- 2.1.4. Letter of Recommendation: The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.
- 2.1.5. Other:
 - 2.1.5.1. Any faculty member, Lecturer and Senior Lecturer subject to the procedures and guiding principles of promotion to Senior Lecturer or promotion/tenure at PFW shall have the opportunity to read and provide feedback on cases in their home department until the department committee has made a recommendation regarding promotion. Any document that is provided does not become part of the case and does not move forward with the case.

2.2. The chief academic officer of the department

- 2.2.1. Primary Tasks: The chief academic officer of the department shall:
 - 2.2.1.1. Review the case and compare the case to department criteria.
 - 2.2.1.2. Review how well the process has adhered to the documented procedures to this point.
 - 2.2.1.3. Review the recommendation of the lower level.
 - 2.2.1.4. Make a recommendation to the next level in the form of a letter.
- 2.2.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria and the process to this point, and clearly state and explain the recommendation of the chief academic officer, including an explanation of agreement or disagreement with the decision of the lower level.

2.3. The college committee

- 2.3.1. Establishing the college committee: Each college committee's composition and functions shall

be established by each college's faculty and Lecturers, incorporated into the documents that define the procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2.3.2. **Composition of the college committee**

2.3.2.1. Members of the college committee should have prior experience serving at a lower level in the process before serving on the college committee.

2.3.2.2. The college committee will include at least one Senior Lecturer. If the college does not currently have Senior Lecturers, one or more may be recruited from other colleges to serve this role. The electoral procedures for the Senior Lecturer position(s) and the procedures for filling vacancies shall be the same as for other members of the college promotion and tenure committee.

2.3.2.3. Senior Lecturers and other eligible faculty may join an existing college promotion and tenure committee for the sole purpose of reviewing cases for promotion to Senior Lecturer.

2.3.2.4. Members of the college committee may not serve consecutive terms. Terms shall be staggered and may not be longer than three years.

2.3.2.5. Members of the college committee shall elect a chair from among its members.

2.3.2.6. The chief academic officer of the college may not serve on the college committee or participate in the meetings.

2.3.3. **Primary Tasks: The college committee shall:**

2.3.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

2.3.3.2. Review the recommendation of the lower levels.

2.3.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.

2.3.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

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

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

2.4. **The chief academic officer of the college**

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

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

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

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

2.4.1.2.2. May include consideration of the evidence in the case as it compares to department criteria if a decision from a lower level is judged to be contrary to the evidence.

2.4.1.3. Make a recommendation to the chief academic officer of PFW in the form of a letter.

2.4.2. **Letter of Recommendation:** The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's

review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.

2.5. The chief academic officer of PFW

2.5.1. Primary Tasks: The chief academic officer of PFW shall:

- 2.5.1.1. Recognize the credibility of the decisions of lower levels.
 - 2.5.1.2. Review split votes and/or inconsistencies in findings and recommendations at, and between, lower levels. When there is a split vote and/or inconsistency, the chief academic officer of PFW will focus the review on that part of the case dealing with the split vote and/or inconsistency.
 - 2.5.1.3. Review how well the process has adhered to the documented procedures.
 - 2.5.1.4. Make a recommendation to the next level in the form of a letter.
- 2.5.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of PFW shall be based on the chief academic officer's review of recommendations from lower levels and the process to this point, and must clearly explain the recommendation of the chief academic officer, including an explanation of agreement or disagreement with the decisions of the lower level(s).

2.6. The Senate Lecturer Promotion Committee (a.k.a. the campus committee)

2.6.1. Establishing the campus committee: In the event of a positive promotion decision by the chief academic officer of PFW, the campus promotion committee shall not review a candidate's case. However, in the event of a negative promotion decision by the chief academic officer of PFW, the input and vote of the campus promotion committee must be sought. This committee must be established at the start of each academic year in case it is needed.

- 2.6.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and **two members of the Senate Executive Committee who must be tenured and hold the highest academic rank or else not undergo promotion in the next three years.**
- 2.6.1.2. The committee members will be selected from a panel of nominees composed of at least two nominees from the faculty of each college elected according to procedures adopted by the college faculty and incorporated into the documents which define the protocols of faculty governance within the college. If a college has more than three Senior Lecturers, then at least one nominee from that college should be a Senior Lecturer. The vote totals from the elections shall be included with the panel of nominees.
- 2.6.1.3. Vacancies shall be filled for the remainder of the term through a process similar to that which selects campus committee members.

2.6.2. Composition of the campus committee

- 2.6.2.1. The campus committee shall consist of at least seven (7) members.
- 2.6.2.2. A minimum of four (4) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.
- 2.6.2.3. At least two members of the committee must be Senior Lecturers when that is possible given the panel of nominees. Members of the campus committee should have prior experience serving at a lower level in the

- process before serving on the campus committee.
- 2.6.2.4. Senior Lecturers and other eligible faculty may join the existing campus promotion and tenure committee for the sole purpose of reviewing cases for promotion to Senior Lecturer.
- 2.6.2.5. Members of the campus committee may serve at the department level, but not at the college level, in the promotion process while serving on the campus committee.
- 2.6.2.6. Members of the campus committee may not serve consecutive terms.
- 2.6.2.7. Members of the campus committee shall elect a chair from among its members.
- 2.6.2.8. The chief academic officer of PFW may not serve on the campus committee or participate in its meetings.
- 2.6.3. Primary Tasks: The campus committee shall:
 - 2.6.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
 - 2.6.3.2. Review the recommendations of the lower levels.
 - 2.6.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
 - 2.6.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
 - 2.6.3.3. Make a recommendation to the next level in the form of a letter.
 - 2.6.3.4. Letter of Recommendation: The letter of recommendation from the campus committee shall be based on the committee's review of the process to this point and must clearly state and explain the recommendation of the committee, including an explanation of agreement or disagreement with the decisions of lower levels.
- 2.7. The chief administrative officer of PFW will make the final determination of promotion to Senior Lecturer.
- 3. Case Process: Nominations for promotion shall be considered at several levels.
 - 3.1. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the five years preceding the submission of the case.
 - 3.2. Unless noted otherwise, all cases for promotion to Senior Lecturer shall pass sequentially through the decision levels above.
 - 3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation at the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.
 - 3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
 - 3.5. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement of the administrator or the committee chair within seven (7) calendar days of the date of the recommendation and must

proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also ensure a copy of the

recommendation and statements of reasons, and the candidate's response, if any, are sent to administrators and committee chairs at the lower level(s).

- 3.6. The deliberations of committees at all levels shall be strictly confidential. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

4. Individual Participation

- 4.1. Only tenured faculty, associate and full clinical professors, and Senior Lecturers may serve as voting members of promotion committees at any level.
- 4.2. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion is under consideration, nor shall any individual make a recommendation on his or her own promotion nomination.
- 4.3. Individuals may serve and vote at the department level and one other level (college or campus).
- 4.4. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor, team teaching, service projects or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
- 4.5. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
- 4.6. Chief academic officers who have written a letter of recommendation as part of Section 2.2.2. of this document will recuse themselves from discussion or vote on that candidate's case at a higher level.

REVIEW OF PROGRESS TOWARD PROMOTION

In compliance with Purdue's Operating Procedures for Lecturer Appointment, each Lecturer will be reviewed for promotion at least every five years.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Educational Policy Committee

DATE: 03/11/2024

SUBJ: Updating Academic Regulations 9.4: Notice of Academic Notice, Separation and Readmission

WHEREAS, Senate Document SD 23-14 was passed in February 2024; and

WHEREAS, the document that was passed contained 'probation' and 'suspension' instead of 'notice' and 'separation' throughout the document.

BE IT RESOLVED that PFW Academic Regulations 9.4 Academic notice, separation and readmission be updated with the changes noted on the following pages.

Proposed Changes to PFW Academic Regulations 9.4 (9.0 Academic Standing)

- **9.4:** Academic notice, separation, and readmission. The following Academic notice, separation, and readmission criteria are minimums for PFW; academic units may set higher standards which shall become effective upon publication in the Catalog or its supplement.
- **9.4.1:** Academic Notice. A student shall be placed on academic notice if their fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0. A student on academic probation-notice shall be removed from that standing at the end of the first subsequent fall or spring semester in which they achieve semester and cumulative GPA's equal to or greater than 2.0.
 1. IF: Semester GPA or Cumulative GPA is <2.0= ACADEMIC PROBATIONNOTICE
 2. IF: On academic probation-notice and Cumulative GPA is <2.0 but Semester GPA is \geq 2.0= CONTINUED PROBATIONNOTICE
 3. IF: On academic probation-notice and Semester GPA is <2.0 but Cumulative GPA is \geq 2.0= CONTINUED PROBATIONNOTICE
 4. Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation-notice standing.
 5. Academic standing will not be assessed in summer sessions.
- **9.4.2:** Academic SuspensionSeparation. A student on academic notice shall be placed on the suspension-separation list at the close of any fall or spring semester in which their semester and cumulative GPA is less than a 2.0. Each case will be reviewed, by Academic Advisors, Chairs, and Deans. The review will be carried out using shared criteria. If the criteria show reason why a student should be removed from the suspension list, the Chair/Dean will notify the Registrar's office of that decision. Otherwise,
 - IF: On academic probation-notice and both the Semester GPA and Cumulative GPA are <2.0=ACADEMIC SUSPENSIONSEPARATION
 - Any grade change will result in a recalculation of the index and redetermination of the suspension-separation status.
 - A student who wishes to appeal an academic suspension-separation standing should follow the directions provided by the Registrar's office in the Notice of SuspensionSeparation.

- **9.4.3:** Readmission. A student who has been ~~suspended-separated~~ from PFW or from another campus of Purdue University may not enroll at PFW until one fall or spring semester has passed. All readmissions are into ~~probationary-notice~~ status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically ~~suspended-separated~~ more than once is not eligible to enroll for at least one year.
 - A student ~~suspended-separated~~ by this policy must apply to PFW for readmission. A fee is assessed for processing the readmission application. Readmission is not guaranteed.
 - When a student is ~~suspended-separated~~ from a program with academic standards higher than the university standards, they may be eligible to continue in another program and are encouraged to seek guidance from their Academic Advisor.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Educational Policy Committee

DATE: 03/18/2024

SUBJ: Clarifying Academic Regulations 5.1 and 5.2 Apply to 16-Week Courses

WHEREAS, there was uncertainty during a grade appeal regarding if the “dead-week” policy found in Academic Regulation 5.1 applies to 8-week classes; and

WHEREAS, future uncertainty could also arise regarding Academic Regulation 5.2 for an 8-week course that concludes during the last week of the fall or spring semester; and

WHEREAS, the EPC members believe Academic Regulations 5.1 and 5.2 both were intended to apply to only 16-week courses.

BE IT RESOLVED that PFW Academic Regulations 5.1 and 5.2 be updated with the changes noted on the following pages.

FINAL EXAMINATIONS AND INSTRUCTORS' GRADE REPORTS

- **5.0:** Final Examinations and Instructors' Grade Reports
- **5.1:** Penultimate week. No instructor [of a 16-week course](#) may schedule an examination--comprehensive or non-comprehensive, except for laboratory practicums--during the week preceding the last week of a fall or spring semester.
- **5.2:** Final week. With the exception of those courses classified as individual instruction, clinic, studio, practice teaching, research, or distance courses and those offered for zero credits, each [16-week](#) class is expected to meet for a two-hour session during the last week of each fall or spring semester. The two-hour session may be used for:
 1. a final examination
 2. a last, non-comprehensive examination
 3. submission of out-of-class examination or assignments, or
 4. a regular class meeting.

MEMORANDUM

From: Steven A. Hanke, Chair of the Educational Policy Committee

Subject: Academic Calendar for 2027-2028

Date: 03/18/2024

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2027-2028

BE IT RESOLVED, that the Senate approve the academic calendar for 2027-2028

ACADEMIC CALENDAR FOR 2027-2028

Fall Semester, 2027

Monday	23 August	Full Term and First Eight-Week Session Begin
Friday	3 September	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Monday	6 September	Labor Day Holiday
Tuesday	7 September	Classes Resume
Sunday	17 October	First Eight-Week Session Ends
Mon.-Tues.	18-19 October	Fall Recess/Mid Term
Wednesday	20 October	Classes Resume and Second Eight-Week Session Begins
Tuesday	23 November	Thanksgiving Recess Begins After Last Class
Wed.-Sun.	24-28 November	Thanksgiving Recess and Holiday Observed
Monday	29 November	Classes Resume
Mon.-Sun.	13-19 December	Final Exam Week/Last Week of Classes

Spring Semester, 2028

Monday	10 January	Full Term and First Eight-Week Session Begin
Monday	17 January	Martin Luther King Jr. Holiday
Sunday	5 March	First Eight-Week Session Ends
Mon.-Sun.	6-12 March	Spring Recess/Mid Term
Monday	13 March	Classes Resume and Second Eight-Week Session Begins
Friday	14 April	Classes Suspended at 4:30 p.m.
Monday	17 April	Classes Resume
Mon.-Sun	1-7 May	Final Exam Week/Last Week of Classes
Wednesday	10 May	Tentative Date of Commencement

Summer Semester, 2028

Monday	8 May	Summer Semester Begins
Monday	15 May	Full Term and First Six-Week Session Begin
Friday	26 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Monday	29 May	Memorial Day Holiday
Tuesday	30 May	Classes Resume
Friday	23 June	First Six-week Session Ends at 4:30 p.m.
Monday	26 June	Second Six-Week Session Begins
Tuesday	4 July	Independence Day Holiday Observed
Wednesday	5 July	Classes Resume
Friday	4 August	Second Six-Week Session Ends at 4:30 p.m.
Sunday	20 August	Summer Semester Ends

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven Hanke, Chair of the Educational Policy Committee

DATE: 3/11/2024

SUBJ: Change to Academic Regulations 10.4: Graduation with Distinction

WHEREAS, the current academic regulation 10.4 articulates criteria for graduating with distinction; and

WHEREAS, the Commission for Higher Education has created 18 Transfer Single Articulation Pathways (TSAP) in specific content areas; and

WHEREAS, PFW has created numerous other articulation agreements with local, state, regional, and national 2-year institutions; and

WHEREAS, the current policy denies the vast majority of students who transfer with an associate degree completed, which is a requirement of all of previously mentioned articulation agreements, from graduating with distinction;

BE IT RESOLVED, that PFW Academic Regulations 10.4 Graduation with Distinction be updated to set the minimum number of credits completed at 60 (see next page).

Academic Regulations

10.4: Graduation with Distinction

10.4: Graduation with Distinction. A candidate for the bachelor's degree with distinction must have a minimum of ~~65~~ 60 resident credits included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a minimum of 35 resident credits included in the computation of the cumulative GPA. The required GPA, calculated each spring as outlined below, shall also apply to degrees for the following summer sessions and fall semester.

10.4.1: In each college, school or division, the minimum cumulative GPA for graduation with distinction from an associate or bachelor's- degree program shall be 3.80-3.94.

10.4.2: In each college, school or division, the minimum cumulative GPA for graduation with highest distinction from an associate or bachelor's-degree program shall be 3.95-4.00.

10.4.3: In each school or division, the requirements for graduation with distinction or with highest distinction from an associate-degree program shall be separately calculated as outlined above for bachelor's-degree programs.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Educational Policy Committee

DATE: 03/18/2024

SUBJ: Updating Resident Credit

WHEREAS, The Academic Regulations defines Resident Credit in section 1.2.1 as “credit earned at Purdue University Fort Wayne, or at another campus of Purdue University”; and

WHEREAS, the online offerings of courses (including 300 level and above) continues to increase from all campuses in the Purdue system; and

WHEREAS, there is deemed a need to ensure that students earning a Purdue University Fort Wayne (PFW) degree continue to take a substantial number of courses offered from the PFW campus; and

WHEREAS, the Purdue University Northwest campus has already updated their regulations to specify resident credits as being those taken through their campus; and

WHEREAS, there is a need for each department to define the phrase “course applicable to major” in the catalog;

BE IT RESOLVED, the PFW Academic Regulations be updated with the changes as noted with track changes on the following pages.

Current Catalog Language: Resident Credit

Section 1.0 (Definitions):

<https://catalog.pfw.edu/content.php?catoid=62&navoid=3410#definitions>

Academic Regulations

Definitions

1.0 Definitions: As used herein, the terms below have the specified meanings.

1.1 Academic record: the Purdue Fort Wayne (PFW) cumulative record maintained by the Registrar in accordance with these academic regulations. The PFW academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Official transcripts will continue to be produced using Purdue University procedures, and it is the responsibility of the PFW Registrar to maintain consistency between the PFW cumulative record and official transcripts.

1.2 Credit: the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.

1.2.1 Resident credit: credit earned at Purdue University Fort Wayne or at another campus of Purdue University.

1.2.1.1 Course credit: resident credit awarded by PFW on the basis of a student's enrollment in and satisfactory completion of courses.

1.2.1.2 Special credit: resident credit awarded by Purdue University Fort Wayne and based on bases other than a student's enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

1.2.1.2.1 Credit by examination: credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)

Proposed Revision:

1.2.1 Resident credit: credit earned at Purdue University Fort Wayne, ~~or at another campus of Purdue University.~~

Current Catalog Language: Resident Credit

Section 10.0: Degrees

<https://catalog.pfw.edu/content.php?catoid=62&navoid=3410#degrees>

Degrees

10.0: Degrees. Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.

10.1: Degrees offered. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

10.2: Requirements for degrees. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the catalog current at the time of entry or re-entry to the university.

The primary reasons for a student to be required to meet the requirements of a subsequent catalog include:

- Re-entry to Purdue University Fort Wayne (PFW) (after a one year period of non-enrollment)
- By request with the written acknowledgment of the academic advisor
- When required by accreditation, a department may require students to complete the curriculum defined by the most current catalog.

Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the term of entry or re-entry to the university unless the student chooses to change to a subsequent with the written acknowledgment of the academic advisor.

Any student who is not continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the catalog of the most recent entry or re-entry to the university.

In addition:

Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.

The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

To gain any associate or bachelor's degree at Purdue University Fort Wayne (PFW), the student shall satisfy the following requirements:

10.2.1: The completion by resident credit or transfer credit (see Section 1.2) of the plan of study underlying the degree, including:

10.2.1.1: For an associate degree, the registration in and completion of at least 32 credits of resident course credit, including at least 15 credits in courses applicable to the major.

10.2.1.2: For a bachelor's degree, the registration in and completion of at least 32 credits of resident course credit at the 200 level or above, including at least 15 credits at the 300 level or above in courses applicable to the major.

10.2.2: Normally, completion of the entire final year in residence. However, with the approval of the student's school/division, a student who has satisfied the resident course credit requirement may complete the remaining requirements in another approved college or university.

10.2.3: Establishment of a cumulative GPA of 2.00 or better.

10.2.4: Registration, either in residence or in absentia, as a candidate for the desired degree during the academic session immediately preceding its conferral.

10.3: Double majors and double degrees. A student who will be completing the requirements for two or more degree programs simultaneously may be eligible to be registered as a candidate for more than one degree according to the following criteria:

10.3.1: Double major. If the degree programs are in the same school and lead to the same degree, only one degree shall be awarded. The academic record shall reflect multiple fields of study, as appropriate.

10.3.2: Double degree. If the degree programs are in different schools, two (or more) degrees may be awarded upon special request approved by the deans of the schools concerned and filed with the registrar at the beginning of the semester or session in which the degrees are to be awarded. If the degree programs are in the same school and lead to different degrees, the appropriate degrees shall be awarded.

10.4: Graduation with distinction. A candidate for the bachelor's degree with distinction must have a minimum of 65 resident credits included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a minimum of 35 resident credits included in the computation of the cumulative GPA. The required GPA, calculated each spring as outlined below, shall also apply to degrees for the following summer sessions and fall semester.

10.4.1: In each college, school or division, the minimum cumulative GPA for graduation with distinction from an associate or bachelor's- degree program shall be 3.80-3.94.

10.4.2: In each college, school or division, the minimum cumulative GPA for graduation with highest distinction from an associate or bachelor's degree program shall be 3.95-4.00.

10.4.3: In each school or division, the requirements for graduation with distinction or with highest distinction from an associate-degree program shall be separately calculated as outlined above for bachelor's-degree programs.

10.5: Conferring of degrees. Degrees may be granted as of the close of each academic session. The names of the degree nominees will be presented by the Registrar to the appropriate board of trustees for approval.

Proposed Revision:

10.2.1.1: For an associate degree, the registration in and completion of at least 32 credits of resident ~~course~~ credit (see Section 1.2), including at least 15 credits ~~of resident credit~~ in courses applicable to the major ~~as defined by each department in the catalog~~.

10.2.1.2: For a bachelor's degree, the registration in and completion of at least 32 credits of resident ~~course~~ credit (see Section 1.2) at the 200 level or above, including at least 15 credits ~~of resident credit~~ at the 300 level or above in courses applicable to the major ~~as defined by each department in the catalog~~.

10.2.2: Normally, ~~completion of the entire final year in residence~~ final 30 credits must be completed with resident credit (see Section 1.2). However, ~~with the approval of the student's school/division, with the prior approval of their major department and their school/division/college~~, a student who has satisfied the resident ~~course~~ credit requirement may complete the remaining requirements in another approved college or university.

Information for committee drafting process (reference from Purdue Northwest residency requirement)

- Documents that a model like the proposed revision already exists within the Purdue system.

Purdue Northwest Residency Requirements

3. **Residency Rule.** Resident study at Purdue University Northwest for at least two semesters and the enrollment in and completion of at least 32 credit hours required and approved for the completion of the degree on Purdue University Northwest campuses. These courses are expected to be at least junior-level courses. Students must earn a minimum of 50 percent of coursework in their major concentration area in resident study with resident credit as defined above. A college/school/department/program may require more than 50 percent of resident credit to fulfill a major concentration for a given program. Students normally are expected to complete the senior year in residence; however, with the approval of the dean of the college concerned, a student who has had four semesters of resident study may complete the last year or a portion of it at another college or university, provided that the number of semester hours of credit to be taken does not exceed 25 percent of the total hours required for the degree. The foregoing stipulations do not apply to students who earn credit elsewhere through a contract or arrangement entered into by the University or one of its academic units.

MEMORANDUM

Approved, 4/22/2024

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 03/1/2024
SUBJ: English Language Pathway to PFW

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

WHEREAS, the International Education Advisory Subcommittee requested that EPC review a resolution to create an English Language Pathway to PFW; and

WHEREAS, EPC completed the review and voted in support of the document going forward;

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

MEMORANDUM

TO: Steven Hanke
Chair, Educational Policy Committee

FROM: Assem Nasr
Chair, International Education Advisory Subcommittee

DATE: February 8, 2024

SUBJECT: English Language Pathway to PFW

WHEREAS, the International Education Advisory Subcommittee (IEAS) is a subcommittee of the Educational Policy Committee (EPC);

WHEREAS, the Indiana University Purdue University (IPFW) campus once offered English for non-native speakers through an ELS Educational Services affiliate that has closed since 2019,

WHEREAS, the ELS Center on campus provided a gateway for students already acquainted with the PFW community, level of education, and services to enroll in PFW degree programs,

WHEREAS, PFW is committed to serving a diverse population among which are students from non-English speaking countries,

WHEREAS, PFW seeks to augment its student enrollment by, among other means, cater to international students,

WHEREAS, English Language Pathway to PFW seeks to leverage language abilities of non-native English speaking students and improve their chances to transition to a university-level course of study,

BE IT RESOLVED, that the Fort Wayne Senate approves the establishment of the English Language Pathway to PFW program based on the attached proposal.

Approve

Nurgul Aitalieva
Adolfo Coronado
Cheu-jey Lee
Assem Nasr
Mieko Yamada

Object

Abstain

Non-voting

John Jensen
Maureen Linvill
Ryan Meriweather
Sandy Oo

English Language Pathway to PFW

Purdue Fort Wayne English Language Courses for International Students (Undergraduate level)

Proposal by Mary Encabo Bischoff and Shannon Bischoff ([TENL Program](#) Faculty)

The purpose of this proposal is to assist prospective international undergraduate students and those who need to demonstrate English language proficiency in meeting their PFW admissions requirement. This proposal also affects local immigrant and refugee community members who wish to pursue higher education but may not yet have a high level of English language proficiency to succeed in college.

Background

At present, in order for international students to be admitted to PFW, they need to meet one of the following options for English language proficiency:

Undergraduate	Graduate
TOEFL: 79 TOEFL Essentials: 8 IELTS: 6.5 SAT Reading Test: 25 ACT: 20 ELS: Level 112 O, AS, A Level First Language English (C or above) IB SL or HL English: 5 PTE Academic: 58 Duolingo English Test: 110	TOEFL: 80 overall TOEFL Essentials: 8 overall Duolingo English Test: 115 overall IELTS: 6.5 overall <i>All of the tests above must also demonstrate a certain cut off for each of the portions of the test.</i> ELS: Level 112
In addition, a "College-level English from an accredited US institution with a grade of C or better" will also meet the requirement.	

Students, especially those who come from low and middle-income countries or have had their formal education disrupted, experience the following barriers when striving to meet the above requirements:

- Test preparation – access, time, and money to enroll in a test prep course or tutor

- Test taking – access, time, and money to take the test potentially multiple times (\$200+ per test)

In order to address these barriers and to allow greater access to higher education without compromising quality, the TENL faculty proposes to develop and deliver the following more cost-effective courses that will be equivalent to the “College-level English from an accredited US institution with a grade of C or better” for undergraduate students interested in matriculating to PFW.

Courses

There are plenty of English/ESL/ELL classes offered in the community either at a low fee or for free. However, the majority of these courses prepare students for English for their daily living or workplace. Very few have classes that are dedicated to English for college and academic purposes. There are courses for GED and HSE, but those do not necessarily focus on giving students the language of the academy. This makes our proposed courses different.

Given this initial threshold, our courses are designed for students who are already at a minimum of a [B1 CEFR level](#) (intermediate), where they...

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.”

Students who are most suited for our courses have a general knowledge of spoken English but need to develop more sophisticated forms of expression and literacy skills to thrive in a college classroom. For students to be admitted to PFW, they need to be at a C1 CEFR level (advanced). Our goal is that by the end of each course, they will demonstrate competencies near or at a C1 level:

“Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.”

In addition, because we want to offer these courses globally to attract more international students to PFW, these courses will be held virtually with synchronous class meetings. We have experience in this area as we have conducted the English Language Partners (ELP) program since 2020 and have seen the positive impact of weekly synchronous class meetings of international students with our own PFW students.

Entering Proficiency Level	Course name	Semester	Synchronous meeting	Asynchronous tasks
B1	LING #* English for American Universities I	Fall, 8-week Spring, 8-week	MWF, 1-hour per day	TR
B2	LING # English for American Universities II	Fall, 8-week Spring, 8-week	MWF	TR
B2	LING # Special topics course – focus on 1 or 2 key topics (e.g. Research writing, Presentation skills) - <i>This course is intended for those who want to do research and develop more advanced skills.</i>	Summer session 1 or 2, 6-week	MWF	TR

**The specific course number will be generated.*

The time for the synchronous class meetings will either be 8-9/9-10 AM or 7-8/8-9 PM, which is the time frame for most of our existing ELP classes that cater to individuals currently residing in the Asia-Pacific region. Morning class times are also accessible for students residing in Africa, South America, and the Middle East.

Target learning outcomes for each course will come from the descriptors from CEFR, TOEFL, and IELTS.

Scenario: Student A enrolls in the fall or spring semester.

First 8 weeks	Second 8 weeks
LING # English for American Universities I	LING # English for American Universities II
Earns a C- or D+	Takes the second course and gets a C --> admitted to PFW

Scenario: Student B enrolls in the fall or spring semester.

First 8 weeks	Second 8 weeks
LING # English for American Universities I	LING # English for American Universities II
Earns a C --> admitted to PFW	Does not need to take this second course

Class size per course: 40 students maximum

Assessment

Students will be graded on their speaking, reading, listening, and writing as in any language course. Students will also receive a letter grade at the end of the semester (C = 73-76%)

Domain	Summative assessment: Evidence of learning
Speaking	1 10-minute presentation
Reading	Comprehension test of an academic article
Listening	2 Short listening tasks
Writing	1 analytical or argumentative essay (4-5 pages)

If this proposal is approved, then the student's grade from the course will be used in lieu of an English language proficiency test; thus, making them eligible for undergraduate admissions to PFW if they meet all other undergraduate admissions requirements.

Fees

During this pilot phase (fall 2024-2026), we would be hosting the courses under the Division of Continuing Studies. Each course would cost minimally \$100, which while it is still expensive for some countries, is much more valuable especially if they pass the course with a C or higher. For comparison, [an ELS class for 8 weeks](#) costs anywhere from \$3,280 (15 lessons) to \$4,400 (30 lessons), depending on the number of lessons that students want. Our proposal is 24 lessons/course. We will reevaluate the fee structure after 2 years.

- The other option would be to create a sliding scale for fees to reflect the disparity in country incomes per the [World Bank](#):
 - High-income and upper middle-income countries: = \$500
 - Lower middle-income countries and low-income countries = \$100

Instructors

- TENL faculty, graduate teaching assistant, and/or an LTL with TENL certification or equivalent
 - Many of our PFW intro-level Gen Ed courses are taught by LTLs and graduate teaching assistants, so it would not be unusual to have them teach these courses as well.

The bottom line is that we want prospective international undergraduate students to not only meet the admissions criteria, but to also receive quality college preparation as they get ready to matriculate to PFW.

Senate Document SD 23-27
Amended and Approved,
4/22/2024

TO: Fort Wayne Senate
FROM: Assem Nasr and Steve Carr
DATE: February 22, 2024
SUBJECT: PFW Faculty Senate Position on Conflict in the Middle East

PFW Faculty Senate Position on Conflict in the Middle East

WHEREAS, the conflict in the Middle East has been ongoing for several months resulting in a tragic loss of countless innocent lives along with a spiraling humanitarian crisis;

WHEREAS, politically motivated violence and extremism now taking place in Israel, Gaza, and beyond deeply and directly affects members of this academic community;

WHEREAS, the Purdue University Fort Wayne community includes peoples representing many different nationalities, religions, and political beliefs;

WHEREAS, Purdue University (WL) nor has PFW have yet to issue statements,

WHEREAS, PFW's vision ("empower every person, every day, to improve our world") and [mission](#) compel us as an institute of higher education to tackle difficult conversations to enable and afford members of our community the tools to positively impact our world;

WHEREAS, the catastrophic circumstances and colossal violence present a learning opportunity by exposing students to complex global issues, thereby, detrimental to developing world knowledge, global citizenship, and empathy;

WHEREAS, the leadership skills and qualities that we strive to cultivate in our students require confronting challenging issues and finding creative solutions with tact, compassion, and respect for fellow human beings;

WHEREAS, as of the time of writing this Senate Document, there has been little to no serious informed engagement in conversations about the conflict, related context, stakeholders, and the role we individually play as citizens;

WHEREAS, individuals in our community may not have adequate resources to counter some misinformation appearing in news outlets and social media venues;

cont'd

WHEREAS, PFW as an educational institution has both the right and responsibility to share our scholarly expertise, academic talent, and multifaceted perspectives in ways that promote access to accurate information and a safe space for meaningful dialogue on difficult or controversial topics,

BE IT RESOLVED that the PFW Senate expresses its grief and support to all members of our community who may be affected by the violence taking place in the Middle East;

BE IT FURTHER RESOLVED that Fort Wayne Senate encourages anyone struggling to cope with this violence or its effects upon their family and friends to seek without shame or fear of stigma any and all mental health resources available on or off campus, including those listed on <https://www.pfw.edu/offices/wellrec/mental-health/>.

BE IT FURTHER RESOLVED that Fort Wayne Senate urges students, faculty, staff, administration, and others within our academic community to show the utmost levels of compassion, kindness, and sensitivity to our fellow community members grieving and suffering amid the count of all wounded or killed by this wave of horrific violence;

BE IT FURTHER RESOLVED that the PFW Senate foster the essence of this statement by acknowledging world crises and by encouraging the university to embrace difficult conversations through increased public programming around this issue that involves our faculty and students and that models for our community the urgency of participating in informative, civil, and compassionate discussions during times of crisis.

Question Time

There has been considerable discussion in official and unofficial meetings on campus of a significant, critical, and unexpected shortfall in the university's budget. The shortfall has triggered the suspension of academic searches, disrupted the strategic procedural decisions on position requests of at least one college, and the closing of a minor program out-of-line with university procedures. The issue is that numerous narratives have emerged about the scale of the shortfall (from \$1 million to \$10 million) as well as the cause of the shortfall (pressing facilities maintenance costs, expenses beyond budget for Athletics). Given that the shortfall has wrongly negatively influenced the academic mission of the university and narratives have spread that are full of inaccuracies, can the administration:

- Detail the shortfall relative to budget expectations discussed in the November 2023 Fort Wayne Senate meeting.
 - What is the size of the shortfall?
 - What are the specific causes of the unexpected shortfall?
 - Why were these unexpected?
- How have Athletics spending and unexpected building repairs contributed to this shortfall, and what were the respective dollar amounts involved?
- What dollar amount will Academic Affairs have to cover, and what is this amount reflected as an overall percentage of Academic Affairs' budget?
- In particular, the year-end cash balances, reserve balances, and CFI were indicated to be healthy in the Fall 2023 report to the Senate (see PowerPoint slide). Why are reserves not a source of covering the shortfall rather than dipping into the already too small \$200,000 of new funding toward Academic Affairs for new positions, when the university had promised to begin addressing the backfilling of academic positions that we have not rehired in recent years?

The primary mission of this comprehensive regional university is to provide a comprehensive education to this region's students and others that we can draw. We are diminishing our comprehensiveness without a sufficient understanding of the financial reasons for doing so.

M. Wolf

Question Time

According to a [report from WANE-15](#), PFW sues more students in small claims court than any other public university in the state; PFW charges as much as 33% interest on defaulted loans (according to the WANE-15 report); the majority of students sued by PFW are low income. By way of comparison, in 2023, PFW filed 340 lawsuits in small claims court and PWL filed one.

Aside from the glaring ethical issues, PFW's debt collection practices are antithetical to who the institution claims to be. This appears to violate institutional DEI policies as it marginalizes a financially disadvantaged group.

- 1.** How is the institution being diverse, inclusive, and equitable when it targets low income students in small claims court?
- 2.** Could the Administration please explain PFW's debt collection practices and corresponding data to provide clarity on this important issue?
- 3.** Higher education is already under scrutiny. How does suing low income students in Northeast Indiana combat shrinking enrollment?
- 4.** How many of the students sued completed a degree program and how many did not? How many sued students retained legal representation? How many sued students received a default judgment in favor of PFW? How many sued students, after being ruled against, had wages garnished? How many sued students transferred to another school? How many sued students dropped out of higher education? What are average judgment amounts?

A. Nasr

Question Time

Given recent issues involving the Free Application for Federal Student Aid (FAFSA), can PFW administration explain what concrete steps or measures it has put into place so that students enrolled for fall semester will have full and timely access to any and all aid packages for which those students are eligible? Beyond extending student commitment deadlines to 30 June, what additional flexibility will the university have in place for fall so that students do not experience compounded financial hardship due to delays, glitches, and confusion that clearly went or will go beyond their control?

S. Carr

MEMORANDUM

TO Jane Leatherman, Chair
Nominations and Elections Committee

FROM: Jay Johns, Chair
Senate Executive Committee

DATE: 03/26/2024

SUBJ: Charge to Ask for Self-Removal from Committee

The Executive Committee was informed that one faculty member, whose name you know, currently serves on five (5) Senate committees or subcommittees, which is a clear violation of article 5.1.2 of the Senate Bylaws.

While there are no provisions in the Bylaws or even *Robert's Rules of Order*, to remedy such a situation, our Parliamentarian, Craig Ortsey, gave it some thought and concluded that it would be best if that member of the Faculty would be asked by the Nominations and Elections Committee to resign from the Campus P&T Committee so that they are no longer in violation of the relevant Bylaws provision.

The Executive Committee concurs with our Parliamentarian's judgment and wishes to charge the Nominations and Elections Committee to work with the faculty member and have them choose which committee to step down from by 4/03/24. If the Faculty member fails to state which committee they will resign from, it will default to the P&T Committee.

Please, do not hesitate to get the Executive Committee involved in case of questions or problems.

Approved	Opposed	Abstention	Absent	Non-Voting
Kristin Barker				Craig Ortsey
Bernd Buldt				
Jay Johns				
Carol Lawton				
Assem Nasr				
Daniel Tembras				
Nash Younis				

MEMORANDUM

TO: 2023-2024 Senate Executive Committee
 FROM: Teri Hogg
 Chair, Undergraduate Curriculum Subcommittee
 DATE: March 14, 2024
 SUBJECT: Minor in Forensic Investigations

The Undergraduate Curriculum Subcommittee reviewed and supported the proposal from the College of Liberal Arts for a new minor in the Department of Criminal Justice and Public Administration in the College of Liberal Arts . We find that the proposal requires no Senate review.

Thank you for the opportunity to review this new concentration.

Approved	Opposed	Absent	Non-Voting
Laurel Campbell Claudio Freitas, Teri Hogg Jordan Marshall Lee Roberts Xiaoguang Tian Emily Tock			Terri Swim

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 80% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):



Undergraduate Academic Program Memo

Date: 1/10/24

From: Dr. Jospeter Mbuba, Chair, Department of Criminal Justice and Public Administration

To: Dr. Carl Drummond, Vice Chancellor for Academic Programs

Re: Proposal for a new minor - Forensic Investigations

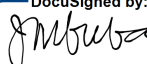

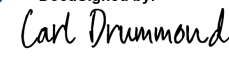
Brief description of the program:

This minor will be hosted in the Department of Criminal Justice and Public Administration. Students declaring the minor will be required to take a minimum of 18 credit hours or 6 courses with a 2.00 grade point average. The program requires four (4) courses and two (2) elective courses. No more than 3 resident credits will be below the 20000+ level. Students taking this minor will gain skills and understand the techniques used in criminal investigations. They will learn how to analyze crime scenes, collect and preserve evidence, and apply scientific methods to solve complex criminal cases. Legal and ethical considerations in forensic work will also be covered.

Brief rationale for program request:

Students have consistently inquired about forensic studies programs. At the same time, the United States Bureau of Labor Statistics projects a “much faster than average” growth rate for jobs whose roles include collecting, identifying, and analyzing physical evidence related to criminal investigations, with a projected national growth rate of 13% from 2022-2032. In Indiana, this growth rate is even higher at 16%. Moreover, the Bureau projects an “average” growth rate for jobs under “Detectives and Criminal Investigators” with a projected nationwide annual growth rate of 2% from 2022 to 2032. In Indiana, a slightly higher growth rate of 4% is anticipated for the same period. This minor can be administered with no additional resources beyond what is currently available in the department and collaborating academic units.

CIP Code: 43.0104**For completion by Office of Academic Affairs**

DocuSigned by:  57E3F1335B05464...	1/15/2024
<i>Department Chair Signature</i>	<i>Date</i>
DocuSigned by:  F061D0DC482G4E6...	1/17/2024
<i>School Dean Signature</i>	<i>Date</i>
DocuSigned by:  27109142004745C...	1/16/2024
<i>Vice Chancellor for Academic Affairs Signature</i>	<i>Date</i>

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

PFW
Request for a New UG Minor

Proposed Title of Minor:
Forensic Investigations

College/School and Department Offering the Minor:
College of Liberal Arts, Department of Criminal Justice and Public Administration

Projected Date of Implementation: Fall 2024

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.*

Students taking this minor will gain skills and understand the techniques used in criminal investigations. They will learn how to analyze crime scenes, collect and preserve evidence, and apply scientific methods to solve complex criminal cases. Legal and ethical considerations in forensic work will also be covered.

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

Rationale: Over the recent years, the Department of Criminal Justice and Public Administration has undergone significant programmatic changes, transitioning from offering a Bachelor of Science in Public Affairs to gaining approval for the current Bachelor of Science in Criminal Justice by the Indiana Commission for Higher Education in 2020, followed by its official launch in 2021. The introduction of the BSCJ significantly enhanced the prominence of the criminal justice program on our campus. Consequently, prospective students consistently inquire about forensic studies programs during the annual New Students Orientations. Additionally, students majoring in Biology, Chemistry, and Anthropology have occasionally expressed similar interests. These inquiries affirm the demand for a minor in forensic investigations and justify why this proposal should be approved.

Evidence of Labor Market Need: The United States Bureau of Labor Statistics projects a “much faster than average” growth rate for job positions whose roles include collecting, identifying, and analyzing physical evidence related to criminal investigations. Specifically, within the category of “Forensic Science Technicians” which encompasses roles such as crime lab analysts, crime scene analysts, crime scene technicians, criminalists, crime scene investigators, evidence technicians, forensic science examiner, forensic scientists, and forensic specialists, among others, the projected national growth rate from 2022-2032 is 13%. Within the state of Indiana, this growth rate is even higher at 16%. In terms of remunerations for these positions, the reported current wages are \$30.64 per hour and \$63,740 annually.¹ This bright outlook for the job market in forensic studies provides further justification why this proposal should be approved.

¹ <https://www.onetonline.org/link/summary/19-4092.00>

Additionally, the United States Bureau of Labor Statistics, as reported by the Occupational Information Network (onetonline.org), projects an “average” growth rate for the category of jobs under “Detectives and Criminal Investigators.” This category includes crime scene investigators, criminal investigators, detectives, fugitive detectives and investigators, narcotics detectives, narcotics investigators, police detectives, and special agents, among others. The projected annual growth rate for this job category nationwide from 2022 to 2032 is 2%. In the state of Indiana, a slightly higher growth rate of 4% is anticipated for the same period. The reported wages for these positions are currently \$41.48 hourly, \$86,280 annually.²

Moreover, a recent online job search for *forensic investigation* positions posted 30 days prior to November 15, 2023, by ZipRecruiter – an employment marketplace for both job seekers and employers – revealed the availability of 36 jobs within a 100-mile radius of Fort Wayne, 6 within 50 miles, 4 within 25 miles, and 2 within 10 miles. For *criminal investigations* jobs during the same timeframe, there were 46 job postings within 100 miles of Fort Wayne, 27 within 50 miles, 23 within 25 miles, and 14 within 10 miles. Job opportunities span various agencies, ranging from the Juvenile Probation office to the IRS. Although some agencies may impose additional qualification requirements, such as specific years of experience, the demand for the skill set that the proposed minor aims to provide is clear and well demonstrated.³

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.*

Only one of the required courses, Forensic Linguistics, needs to be developed. This course will be at the 2000 level. The proposed syllabus is attached here.

IV. Credits required:

The proposed minor requires a minimum of 18 credits or 6 courses.

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, etc.

This minor should be declared within the Department of Criminal Justice and Public Administration. The minor requires a minimum of 18 credit hours or 6 courses with a 2.00 grade point average. The 6 courses include 4 required courses and 2 electives. At least 9 credits must be earned as resident credits at the 2000+ level or above.

Required courses:

- CRIM 10100 – The American Criminal Justice System
- CRIM 22200 – Introduction to Criminalistics
- CRIM 34800 – Criminal Investigation
- PSY 33200 – Forensic Psychology or LING 2xx – Forensic Linguistics

² <https://www.onetonline.org/link/summary/33-3021.00>

³ <https://www.ziprecruiter.com>

CRIM 10100 (The American Criminal Justice System) is a prerequisite to all CRIM courses and requires a grade of C– or better. This course can also be completed as part of the General Education requirements (B.5) or the College of Liberal Arts Thematic Area C.

Elective Courses:

- AD 20201 – Introduction to Photography
- HSRV 10500 – Basic Interviewing Skills
- HSRV 35000 – Drugs and Society
- ANTH 42600 – Human Osteology
- SOCI 20100 – Sociology of Serial Killing
- CRIM 20100 – Causes of Crime (only for non-criminal justice majors)

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

The Forensic Investigations minor will be available to students who are enrolled in baccalaureate programs including the Bachelor of Science in Criminal Justice. The minor will equip students with practical skills in crime scene analysis, evidence collection, investigative techniques, and a hands-on understanding of criminal procedures. It will provide valuable specialization to enhance their competitiveness in job markets where expertise in forensic investigations is needed. The minor will also enhance the career opportunities for liberal arts and other majors. Upon the successful completion of this program, students will benefit from the following program learning outcomes:

1. Develop the necessary skills in crime scene management including evidence collection and preservation as well as documentation of findings.
2. Demonstrate the ability to interpret forensic evidence to support decision-making in the management of criminal cases.
3. Apply forensic techniques in criminal investigations including surveillance, interviews, and interrogations.
4. Differentiate the principles of criminal profiling and behavioral analysis, including the development of offender profiles.
5. Understand the importance of maintaining the integrity of evidence and ensuring that evidence is admissible in court.
6. Evaluate the strengths and limitations of different types of evidence and techniques used in forensic investigations.
7. Apply critical thinking and investigative skills to solve complex crime-related issues.

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

The introduction of the Forensic Investigations minor aligns with Purdue Fort Wayne’s mission to “educate and engage our students and communities with purpose” and supports the College of Liberal Art’s education agenda that emphasizes a broad education for students in an ever-changing world. This minor expands academic offerings in the Department of Criminal Justice and Public Administration, offering students a new set of skills in line with the institution and college’s missions.

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

Programs that exist at PFW with courses that are relevant to the proposed minor include Criminal Justice, Psychology, Arts and Design, Human Services, Anthropology, Sociology, and International Language and Culture Studies. Thus, the proposed minor incorporates courses from these programs.

- 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 Criminal Justice and Public Administration, part of the College of Liberal Arts. The department currently consists of three tenured/tenure-track faculty members, one clinical faculty member, and an administrative assistant. Additionally, there is an academic advisor shared equally with the Department of Communication Sciences and Disorders. The department also benefits from the assistance of three regular limited term lecturers. Furthermore, the department has a strong and supportive Community Advisory Board comprised of criminal justice professionals in the region. The proposed minor can be administered with the resources currently available in the department. For the elective courses, consultations with the relevant departments offering them have confirmed that the electives are offered regularly enough to fulfill the requirements of the minor.

Liaison Librarian Memo

Date: 1/11/24
From: Emily Tock, Reference & Instruction Librarian, COLA Liaison, GovDocs Coordinator
To: Carl Drummond
Re: Forensic Investigations minor

Describe availability of library resources to support proposed new program:

Helmke Library currently subscribes to a number of criminal justice databases, such as The Criminology Collection and Criminal Justice Database, which should provide a base for this minor program, as well as cross-disciplinary databases that would also provide classroom and research support (16 databases in total). In addition, Helmke has access to 29 current forensic science journal titles and a current count of 139 monograph/edited collection titles dating from 2018. This collection of resources is commensurate with other criminal justice programs with forensic science programs/minors in Indiana and across the Midwest. As with other programs, Document Delivery Services can provide materials not located within Helmke's physical and digital collections.

Comments:

I feel that Helmke Library is adequately-equipped to provide materials support for this new minor. However, there is a larger question of librarian research/reference support. As the liaison for all of COLA and with my government documents coordinator duties and various outreach duties, I am stretched quite thin at the current time. Additionally, we currently only have four other reference & instruction librarians supporting university academic programs, one of whom is doing double/triple duty as library director, director for library academic services and liaison to Education and Health Sciences. Even with the opportunity to hire an additional reference & instruction librarian for COS support in July of 2024, that still leaves us short one reference & instruction librarian from the optimal number of library faculty to ensure best services practices to academic programs. Currently, Helmke Library faculty are able to provide research and reference support - and this additional minor will be fully supported. However, continued growth in the number of academic programs will become an issue without analogous growth in Helmke Library faculty.



11 January 2024

Liaison Librarian Signature

Date

Please email academic_program@pfw.edu with questions about this form.
Send signed original to Associate Vice Chancellor for Academic Programs
Kettler Hall, Room 174



This Is Why Some Regional Public Colleges Are In So Much Trouble

Decisions made just before and during Covid-19 may be partially to blame.



FINANCIAL WORRIES

By [Lee Gardner](#) September 17, 2024

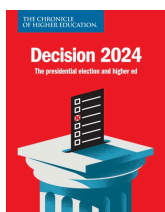
Deep cuts at public comprehensive colleges have often made news, but this year they seem deeper and more brutal than ever.

Last month, for example, Western Illinois University announced that it would [lay off](#) all eight of its tenured or tenure-track library staff members to help close a \$22-million hole in its budget, after laying off 52 other faculty members weeks earlier. It's the kind of move that might have been inconceivable for a four-year public university a few years ago. What's going on?

In addition to the looming demographic cliff and increasingly dire public confidence in higher education affecting many parts of the country, institutions' decisions just before and during Covid-19 may be partially to blame for the current wave of budget cuts roiling some public four-year institutions. More specifically, the federal funding that helped colleges withstand some of the worst financial challenges associated with the pandemic is now gone, leaving some institutions to face nagging problems that never really went away during Covid, and, in some cases, got even worse over the past four years. Now they face a reckoning that colleges that kept cutting through the pandemic may have avoided.

Take Western Illinois. In 2015, it enrolled about 11,000 students. By the fall of 2019, headcount had fallen to 7,624. The university's finances suffered from plummeting tuition revenue and a state-budget [standoff](#) between then-Gov. Bruce Rauner, a Republican, and the state General Assembly that led to a year without state support, creating a persistent budget deficit for the university. It had been cutting faculty and staff numbers for years by leaving vacant positions unfilled, and it offered incentives for early retirements — both tactics common at colleges looking to shave costs gradually, without major disruptions.

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But for many public regional universities, the days of gradual change are over. The waning numbers of projected college-bound high-school graduates in many parts of the

country, especially the Northeast and Midwest, have left many public four-year institutions already struggling to compete for students and tuition dollars with their more-affluent private and public-flagship peers.

When the pandemic swept the country in the spring of 2020, casting doubt on the future of enrollments, housing and dining revenues, and the wellbeing of college students and employees, the Trump administration passed the Higher Education Emergency Relief Fund Act, known as Heerf, funneling [\\$76 billion](#) to colleges and their students. Half of that money went, as intended, to aid students. The other half went, in part, toward protective gear, ventilation upgrades, online-education training for faculty, and other pandemic adaptations. But what colleges did with their half of the money was left up to them.

For many public regional universities, the days of gradual change are over.

Some leaders at struggling regional public colleges did not let the sudden infusion of cash stop them from continuing to downsize and adapt their institutions to a new reality. At Western Illinois, the federal dollars seemed to offer a temporary reprieve from their troubles.

“Three or four years ago, we should have been saying, we know what our enrollment is going to be, we know what our expenses are going to be, and we should be adjusting for that,” says Ketra M. Roselieb, executive director of financial affairs. “But we were able to push that decision off a little bit longer. We were all living day to day.”

No one was eager to lay people off during Covid, says Christopher A. Pynes, interim associate provost for academic affairs, research, and institutional effectiveness, and Western Illinois didn't. “Then all of a sudden, the Covid money dries up, and it's like, fix your budget today. And it's not that easy.”

Delaying Difficult Choices

Regional public colleges have been worrying over their budgets for more than 15 years, and disappearing government money has been a big reason why. When the Great Recession rocked the country in 2007-8, states responded by [slashing support](#) for higher education. Public colleges — especially regional four-year institutions and community colleges, which usually lack the diverse revenue streams and plump endowments of their four-year flagship peers — cut everything they could to stay operational, says Kevin R. McClure, an associate professor of higher education at the University of North Carolina at Wilmington. If many regional colleges cut at this point, they risk becoming very different institutions. “To the extent that there’s trimming that can happen, they have done that,” McClure says. “They’ve already got pretty thin staffs.”

While state support nationally finally [rose back above](#) pre-Recession levels in 2022, a dozen years’ worth of underfunding of public colleges by states damaged those institutions, says Edward Conroy, senior policy manager for higher-education policy at New America, a think tank, and it’s unlikely that states will ever make up for those lost dollars. It shouldn’t be surprising that some college leaders used federal Covid-aid dollars to paper over holes in their budgets, Conroy says, but “the gaps that the HEERF money plugged shouldn’t have existed in the first place.”

For public colleges facing an uncertain future due to Covid, the federal dollars were “a very welcome Band-Aid,” says Ruth Johnston, vice president for consulting at the National Association of College and University Business Officers. Once the aid salved the initial financial injuries of housing and dining refunds and pandemic-adaptation expenses, colleges faced two choices — to be strategic or to keep dressing wounds. Rising inflation and labor shortages made the choice tougher. “Some of them made great use of it and made plans for the future,” Johnston says, “and others kind of kicked the can down the road a little bit.”

Regional colleges have been worrying over their budgets for more than 15 years, and disappearing government money has been a big reason why.

Indiana University of Pennsylvania had also been losing enrollment for years prior to the pandemic — headcount enrollment fell from 15,379 in 2012 to 8,832 in 2022, a drop of 43 percent — and had been reducing its workforce through attrition for years. If a college president thinks that higher education is just in one of those temporary downturns and things will turn around in a few years, “then you just use one-time funds to bridge gaps, and you don’t make major changes or other kinds of investments,” says Michael A. Driscoll, the president. “I think a lot of people did that, and now we’re going to find out if they were right or not.”

In the fall of 2020, Indiana stepped up its personnel cuts. The institution lost 178 positions between June of 2019 and June of 2021 through retirements, not hiring for positions, and layoffs, including tenured faculty members and members of the president’s cabinet. People losing their jobs in the middle of a pandemic “was horrible in a human sense in multiple ways, but was necessary given where we were,” he says. “We could have ridden another year with the relief funds that we were seeing,” but the university would still be in financially untenable shape. Driscoll still mulls the decision. “I’m not saying it’s good or bad,” he says. “I could have easily been convinced to go the other way, with a different set of arguments on the table.”

In addition to spending its \$29 million in federal Covid aid on ventilation upgrades and online training for faculty and staff members, Indiana also used state Covid aid, in part, to pay off \$11 million in institutional dining debt, which now saves the university \$1.5 million a year. Indiana is currently undergoing a review to increase its operational efficiency, but it should not result in job or program losses, Driscoll says.

The University of Toledo had been losing students before the pandemic as well — its full-time equivalent enrollment fell from 20,381 in the fall of 2015 to 15,013 in 2023, a decline of 26 percent. It had been pruning back its budget, but it had also been ramping up the sophistication of its financial forecasting, says Matthew J. Schroeder, former vice president for finance and administration and now interim president. Understanding institutional finances better allowed leaders to better understand their costs and how they stacked up against projected revenues. When the university’s federal-aid dollars came in, “we were doing what was necessary, but trying to keep some of that powder dry,” he says,

“knowing that the pandemic was hopefully going to be a relatively short-term issue” and that the university’s long-standing issues would re-emerge.

Toledo had begun a process of downsizing its 800-acre campus to adjust to its new, smaller enrollment and reduce the costs of maintaining buildings it no longer needed. Since 2016, the university has shed 1.3 million square feet of facilities, or about 16 percent of its previous space. For example, a former community-college campus that the university owned was acquired by a local public-school system. In some ways, the pandemic made the downsizing easier. Due to Covid restrictions, the campus was still relatively underpopulated through the spring of 2021, “making it simpler to take buildings offline,” Schroeder says. “The disruption was minimal.”

The University of Toledo isn’t out of the woods, financially. It’s currently undergoing an academic-program review, which could lead to changes or even closures. But the stimulus funds “gave us a little bit of breathing room to continue to be disciplined around some of the restructuring and changes that we made during the pandemic,” Schroeder says, “and continue to make post pandemic.”

More Cuts Ahead

It’s tough to make deep cuts to a college, but making many shallow cuts can be just as difficult and damaging, in some respects. Western Illinois had been reducing employees for years, but “there are certain positions that can’t be reduced,” says Pynes, the interim associate provost. “You have to have a registrar’s office that can function, and you can’t reduce the registrar’s office 40 percent just because you’ve lost 40 percent of your students.”

But there were enough reductions in staff through retirements and attrition that day-to-day operations became a challenge. “We have an accountant who’s probably doing the work of what two accountants did 10 years ago,” says Roselieb, the executive director of financial affairs, “and that just hasn’t set us up for success from a morale standpoint, or really from a financial standpoint.”

“Multiple unbalanced budgets are going to lead to a significant cash concern, and that is, ultimately, where we’re at.”

The pandemic didn't help Western Illinois' enrollment or its expenses, but it did bring about \$22 million in federal stimulus aid, which alleviated immediate financial concerns for the short term. But the university continued to run structural budget deficits — for fiscal year 2025, it faces a \$22-million gap on an annual operating budget of about \$100 million. And the Covid money is gone. “Multiple unbalanced budgets are going to lead to a significant cash concern,” Roselieb says, “and that is, ultimately, where we’re at.”

In 2023, Western Illinois offered an “irrevocable retirement” deal newly approved by the state that allows faculty members to work for two years before leaving their jobs. When the 26 retirements take effect in 2025, they will save the university about \$2.6 million a year. In early 2024, Guiyou Huang also stepped down as president. Kristi Mindrup, formerly vice president of the university's Quad Cities branch campus, took over as interim president.

Despite the faculty cuts this summer, there are probably more cuts ahead. Western Illinois' enrollment was hit hard this year, not least due to trouble with the FAFSA — 26 percent of its students are eligible for Pell Grants. Its overall enrollment has gone from 7,073 in the fall of 2023 to 6,332 this fall, a drop of 10 percent. Freshman enrollment fell from 968 in the fall of 2023 to 634, a plunge of 35 percent.

Yet Western Illinois has never had a formal academic program review, though it has cut majors. (For example, the university no longer offers a philosophy major, though it does offer a minor. Pynes is a philosophy professor.) He adds that there are not many older professors left for whom early retirement is likely to appeal.

The campus should probably work on shrinking itself, too, he says — at 1,200 acres, it was built for more than 12,000 students, not half that. College leaders have been discussing moving faculty from half-occupied buildings to concentrate more people and

make it seem more lively, less vacant. But that could take a while. There's only one employee left on the maintenance staff who paints.

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Lee Gardner

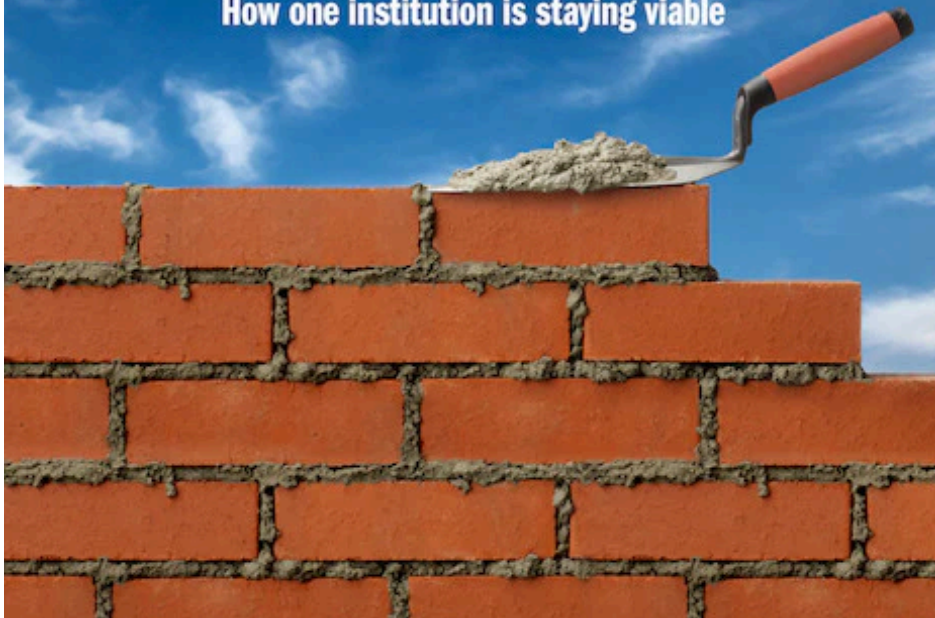
Lee Gardner writes about the management of colleges and universities. Follow him on Twitter [@_lee_g](#), or email him at lee.gardner@chronicle.com.

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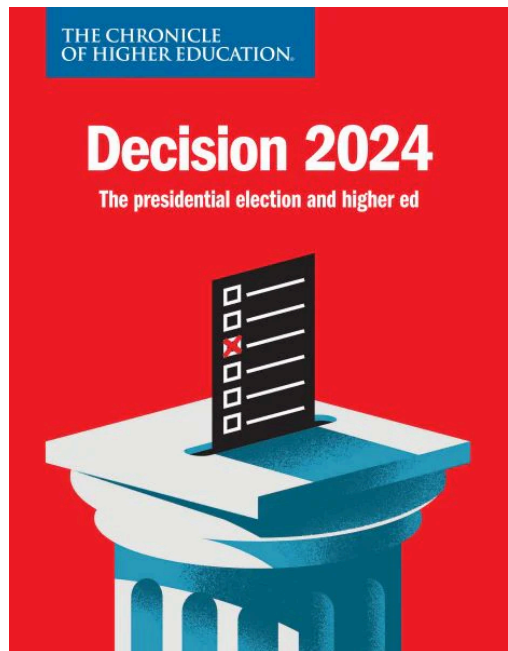
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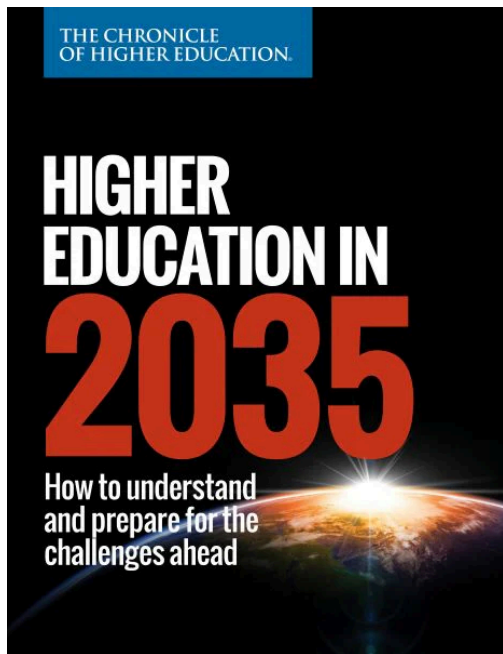
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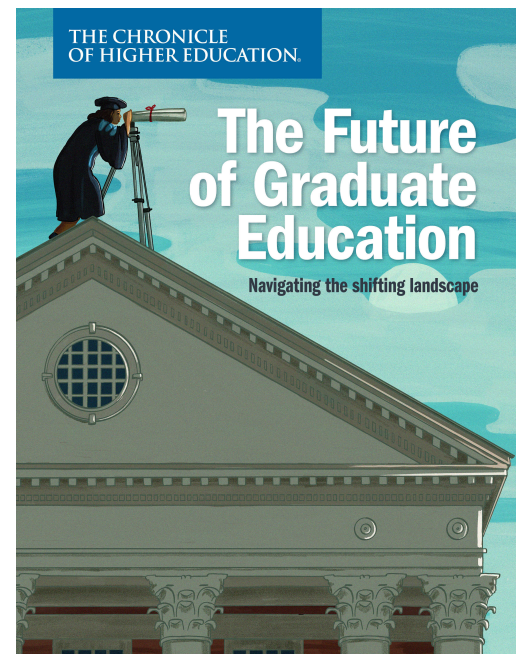
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