FORT WAYNE SENATE AGENDA
MONDAY
December 13, 2021
12:00 P.M., Via Webex

1. Call to order

2. Approval of the minutes of November 8

3. Acceptance of the agenda – A. Marshall

4. Reports of the Speakers of the Faculties
    a. Deputy Presiding Officer – N. Younis
    b. IFC Representative – A. Livschiz

5. Report of the Presiding Officer – J. Nowak

6. Special business of the day

7. Unfinished business

8. Committee reports requiring action
    a. Executive Committee (Senate Document SD 21-10) – A. Marshall
    b. Faculty Affairs Committee (Senate Document SD 21-11) – D. Holland
    c. Executive Committee (Senate Document SD 21-12) – A. Marshall

9. New business

10. Question time
    a. (Senate Reference No. 21-19) – S. Betz
    b. (Senate Reference No. 21-18) – A. Livschiz

11. Committee reports "for information only"
    a. Graduate Subcommittee (Senate Reference No. 21-16) – S. Johnson
    b. Executive Committee (Senate Reference No. 21-17) – A. Marshall
    c. Executive Committee (Senate Reference No. 21-20) – A. Marshall

12. The general good and welfare of the University

13. Adjournment*

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

Approved	Opposed	Abstention	Absent	Non-Voting
B. Buldt				C. Ortsey
A. Livschiz				
A. Marshall				

A. Nasr
J. Nowak
D. Tembras
N. Younis

Attachments:
"Senate Document Renumbering for SD 20-34" (SD 21-10)
"School of Education Governance Document" (SD 21-11)
"Graduation Requirement Resolution" (SD 21-12)
"Question Time – re: Bursar's Office Fee Information" (SR No. 21-19)
"Question Time – re: Scholarship Funds" (SR No. 21-18)
"Engineering Management Concentration MBA" (SR No. 21-16)
"Charge to Faculty Affairs Committee: Competency in Teaching Language in "Guiding Principles of Promotion for Clinical Faculty at PFW" (SR No. 21-17)
"Sharing of Report Submissions on COVID-19 Lessons with Senate Committees and Invitation for Recommendations" (SR No. 21-20)

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: A. Marshall
        Executive Committee

DATE: November 3, 2021

SUBJ: Senate Document Renumbering for SD 20-34

WHEREAS, the Fort Wayne Senate approved Senate Document SD 20-34 (Senate Oversight in Abuse Allegations Against Coach Nelson) during new business on January 25, 2021; and

WHEREAS, the Fort Wayne Senate approved another document numbered Senate Document SD 20-34 (Proposed Alignment of Purdue Fort Wayne Pass/Not Pass Regulations with Purdue Systemwide Pass/Not Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures) on March 22, 2021);

BE IT RESOLVED, that the second Senate Document SD 20-34 (Proposed Alignment of Purdue Fort Wayne Pass/Not Pass Regulations with Purdue Systemwide Pass/Not Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures) be renumbered as Senate Document SD 20-34a.

Approved	Opposed	Abstention	Absent	Non-Voting
B. Buldt				C. Ortsey
A. Livschiz				
A. Marshall				
A. Nasr				
J. Nowak				
D. Tembras				
N. Younis				

TO: Fort Wayne Senate

FROM: Donna Holland, Chair Faculty Affairs Committee

SUBJECT: School of Education Governance Document

DATE: 11/19/2021

Whereas, The School of Education has created a new Governance Policy Manual; and

Whereas, new School of Education Promotion and Tenure Process and Procedures are contained

in that manual; and

Whereas, the School of Education and the Senate Faculty Affairs Committee have approved the new Promotion and Tenure Process and Procedures;

Be it Resolved, that the Senate approve the attached School of Education Governance Document Promotion and Tenures Processes and Procedures as a replacement for SD 02-17.

Approved	Opposed	Abstention	Absent	Non-Voting
Deborah Bauer			Hui Di	Marcia Dixson
Talia Bugel				
Bin Chen				
Wylie Sirk				
Donna Holland, Chair				

SCHOOL OF EDUCATION
GOVERNANCE DOCUMENT

Approved on 3.31.2021

Table of Contents

SCHOOL OF EDUCATION

I. GOVERNANCE

A. FACULTY
The members of the faculty include all tenure-track and tenured professors, clinical faculty (visiting or otherwise), as well as full-time instructors and/or continuing lecturers, but does not include limited term lecturers. Members of the faculty are hired within their respective departments.

B. DEPARTMENTS
Policy matters that impact the internal operations of departments will be resolved according to departmental policies and procedures.

C. DEPARTMENT CHAIRS
The responsibilities and duties for department chairs are delineated in Office of Academic Affairs Memorandum 05-3: *Authority and Responsibilities of the Department Chair.* The chair will be reviewed annually by the Director of the SOE and by the faculty in her/his department. The Director of SOE will coordinate the review.

D. ASSOCIATE/ASSISTANT DIRECTOR
The Associate/Assistant Director of the SOE is appointed by the Director and reports to the Director. The responsibilities of the Associate/Assistant Director will be articulated by the Director in consultation with the Vice Chancellor for Academic Affairs. The Associate/Assistant Director will be reviewed annually by the Faculty in the SOE through university level procedures.

E. DIRECTOR
The responsibilities and duties for the Director are delineated in Office of Academic Affairs Memorandum 05-2: *Authority and Responsibilities of the Academic Dean*. The Director will be reviewed annually by SOE faculty through university level procedures.

F. SOE COMMITTEES
As adapted from SD 15-22 section 5.1, the SOE has established three types of committees: a policy committee, which shall be a standing committee charged with advising the School on substantive matters, and which may establish subcommittees to assist in their efforts; service committees, which shall be standing committees charged with assisting in routine operations of the School; and ad hoc committees, which shall

be established by the School for special purposes. All voting faculty are eligible to serve on SOE standing committees.

1. **Standing Policy Committee:**
    i. The Faculty Governance Committee shall consist of one voting faculty representative elected from each department to serve a two-year term. If a member is unable to attend, they may send a proxy, with voting privileges, from the voting members of their respective department. Members of the committee will elect a committee chair. Department chairs will serve as ex officio, non-voting members. The members of the Faculty Governance Committee will be charged with the execution of the general policies of the SOE as adopted by the faculty, including soliciting nominations and holding elections for elected positions on campus committees and subcommittees; ensuring that standing service committees within the School are staggered with equitable departmental representation; and communicating results of such elections to the Purdue Fort Wayne Senate.

2. **Standing Service Committees:**
    i. Assessment of Student Academic Achievement Committee (see section V)
    ii. Curriculum Committee (see section VI)
    iii. Appeals Committee (see section VII)

3. **Ad Hoc Committees:**
    i. Ad hoc committees are temporary committees created from time to time by the Director or the Faculty Governance Committee to address specific tasks in the SOE. Ad hoc committees will not supplant the duties of the Faculty Governance Committee or the service committees.

II. FACULTY

A. VOTING FACULTY

Voting faculty members, as defined in the [Constitution of the Faculty of Purdue Fort Wayne](), include tenured and tenure-track faculty, as well as all those who hold the rank of assistant, associate, or full clinical professor. Whereas visiting faculty do not have voting rights at the university-level or for university-level decisions, the School of Education maintains that our visiting faculty have voting rights for School-level decisions.

B. EVALUATION OF TENURED & NON-TENURED FACULTY

Each faculty member is required to submit an annual report to their department chair as well as the Director. Guidelines and timelines are established by each department. Third-year reviews are required for all tenure-track faculty members in the SOE in conjunction with applicable department and senate guidelines and timelines.

C. SOE FACULTY MEETINGS

The Director will schedule School-level faculty meetings as needed. In addition, the chair of the Faculty Governance Committee can schedule meetings at the request of a simple majority of the members.

D. AMENDMENTS TO THE SOE GOVERNANCE DOCUMENT

The SOE Governance Document may be amended by a two-thirds majority vote of the SOE voting faculty. Voting shall be done electronically.

E. VOTING CLARIFICATION

Voting shall be done either electronically or face-to-face.

F. SENATE APPORTIONMENT, ELECTION, & REPLACEMENT

Purdue University Fort Wayne Senate allocation is determined by the ratio of one (1) Senator for every six (6) voting faculty within the School. In the School of Education each department is allotted at least one (1) Senate representative to be selected by the department, regardless of the number of voting faculty. If there are additional allotted Senators, then at-large Senate representatives would be elected from the voting faculty of the School in a process led by the Faculty Governance Committee.

A representative for each of the three (3) subcommittees for the Senate will be filled at the School level: Curriculum Review Subcommittee, Academic Computing and Information Technology Advisory Subcommittee, and Graduate Subcommittee. The Faculty Governance Committee will coordinate the election of the members on the

three (3) subcommittees when vacancies occur.

All voting faculty may serve in the Senate or on Senate Subcommittees, with the exception of visiting faculty regardless of their rank as assistant, associate, or full clinical professor, per the [Constitution of the Faculty of Purdue Fort Wayne](#).

III. Promotion and Tenure

A. POLICY & PROCEDURES FOR PROMOTION, TENURE, & THIRD-YEAR REVIEW

Promotion and Tenure is a time-honored process in higher education designed to encourage the advancement and scholarship of teaching, research/creative endeavor, and service through the professional development of faculty. Preparation of the dossier and compilation of evidence to support an application for Tenure and Promotion or Promotion is the sole responsibility of the candidate.

Candidates for tenure with promotion to Associate Professor must demonstrate excellence in either research or teaching with competence in service, research or teaching. Candidates for promotion to Professor must demonstrate excellence in research, teaching or service, with competence in service, research or teaching. The School of Education has adopted the following procedures to guide candidates, departments and the School through the process of Promotion and/or Tenure in compliance with the Purdue University Fort Wayne SD 14-36: *Procedures for Promotion and Tenure and Third Year Review.*

B. PROMOTION & TENURE CASE PROCESS

Candidates seeking tenure and/or promotion must identify the Department Promotion and Tenure Criteria document that should be used to evaluate the case. The Departmental Promotion and Tenure Criteria used must have been in effect at some point during the six years preceding the submission of the case. 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. The promotion and tenure criteria for each department shall be approved by the voting faculty in the respective department and approved by the School of Education, per SD 14-36. All cases for promotion and/or tenure shall pass sequentially through the decision levels below.

1. **Candidate cases for promotion and/or tenure shall be considered at several levels in the following order** (adapted from SD 14-36):

     i. Department committee
     ii. Chief academic officer of the department (i.e., Department Chair)
     iii. School committee
     iv. Chief academic officer of the School (i.e., Director)
     v. Purdue Fort Wayne (Purdue FW) campus committee
     vi. Chief academic officer of Purdue FW
     vii. The chief administrative officer at Purdue FW shall forward recommendations to the President of Purdue University

2. 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 (adapted from SD 14-36).

   i. Each decision level submits a letter of recommendation to the next level. Recommendations may not include attachments/supplemental information.

   ii. 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.

      1. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included.
      2. 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 the written response must proceed with the case.
      3. 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).

   iii. 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, either in-person or virtually, during deliberations in order to vote.

3. The following rules shall apply for participation in the review process at any level (adapted from SD 14-36):

   i. Only tenured faculty may serve as voting members of promotion and tenure committees for tenure-track candidates at any level.

ii.   Clinical professors and associate professors may serve as voting members for clinical candidates.

iii.   No person shall serve as a voting member of any promotion/tenure 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.

iv.   Individuals may serve and vote at the department level and one other level (i.e., either School or campus).

v.   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 School committees.

vi.   The Faculty Governance Committee of the School shall identify those individuals who are eligible to serve on the campus committee based on tenure status and prior service on a department P&T committee. Individuals who meet the minimum requirements shall be asked if they would like to have their names placed into consideration for the campus committee. A slate of interested individuals shall be developed and the School of Education voting faculty shall select two nominees. The nominees selected by the faculty shall be forwarded to the Office of Vice Chancellor for Academic Affairs for consideration.

vii.   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.

viii.   Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.

ix.   Chief academic officers who have written a letter of recommendation as part of the case will recuse themselves from discussion or vote on that candidate's case at a higher level.

C. DEPARTMENT P&T COMMITTEE

Each department in the School of Education follows the guiding principles as established in Purdue FW Senate Document SD 14-36: Procedures for Promotion and/or Tenure and Third Year Review.

1. **Establishing the department committee** (adapted from SD 14-36: 2.1.1):

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 School with a majority vote. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the School or, in the absence of such procedures, by the Senate.

2. **Composition of the department committee** (adapted from SD 14-36: 2.1.2):

    i. The majority of the department committee shall be persons possessing the same or higher rank to which a candidate aspires.

    ii. 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 School the names of faculty members from other departments whom it deems suitable to serve on the department committee.

        1. Persons outside of the department but within the School shall be considered for membership on the committee prior to persons outside of the School.
        2. If persons outside of the School are selected to serve on the committee, rationale for their participation must be documented by the chief academic officer of the School.
        3. From this list, the chief academic officer of the School shall appoint enough faculty members to bring the committee membership to three.

    iii. Members of the department committee shall serve three-year staggered terms.

    iv. Members of the department committee shall elect a chair from among its members.

    v. The chief academic officer of the department may not serve on the department committee or participate in meetings.

vi. Any faculty member subject to the procedures and guiding principles of promotion at Purdue FW shall have the opportunity to read and provide feedback on cases in their home department until such time as 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.

3. The Role of the Department Committee (adapted from SD 14-36: 2.1.3. & 2.1.4):

i. Review the evidence presented in the case.

ii. Evaluate the case in light of department criteria.

iii. Make a recommendation to the chief academic officer of the department in the form of a letter. The letter from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee.

D. CHIEF ACADEMIC OFFICER OF THE DEPARTMENT (adapted from SD 14-36: 2.2):

The role of the chief academic officer of the department is to:

1. Review the case and compare to department criteria.
2. Review how well the process has adhered to the documented procedures to this point.
3. Review the recommendation of the lower level.
4. Make a recommendation to the School Committee in the form of a letter. 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.

E. SCHOOL P&T COMMITTEE

1. Establishing the School committee (adapted from SD 14-36: 2.3.1):

The School committee composition and functions shall be established by the School faculty, incorporated into the documents which define the procedures of faculty governance within the School, 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. Composition of the School committee ([adapted from SD 14-36: 2.3.2](#)):

   i. The Faculty Governance Committee will initiate and manage the process for selection of School committee membership.

   ii. Each department will submit the name of one eligible faculty to be its representative on the School committee. Total membership in the committee will be three. If after following established procedures, there are no faculty from a department to serve on the School committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the School committee. Persons outside of the department but within the School will be considered for membership on the committee prior to persons outside of the School. If persons outside of the School are selected to serve on the School level committee, rationale for their participation must be documented by the Chief Academic Officer of the School. From this list, the chief academic officer of the School shall appoint enough faculty members to bring the committee membership to three.

   iii. There is no requirement that the majority of the School committee members be at the same or higher rank than the rank to which a candidate aspires.

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

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

   vi. Members of the School committee may not serve consecutive terms. Terms shall be for three years and must be staggered.

   vii. Members of the School committee shall elect a chair from among its members.

   viii. The chief academic officer of the School may not serve on the School committee or participate in the meetings.

3. Role of the School Committee (adapted from SD 14-36: 2.3.3 & 2.3.4):

    i.   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.

    ii. Review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels.

        1. The "basis of the decisions" is understood to specifically mean departmental criteria, as it is the responsibility of the School committee to ensure that the decision made at the lower level accurately reflects those criteria.

            a. Due to the diversity of fields within our School, it is vital that the School Committee follows the criteria of each department.

    iii. 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.

        1. In the circumstance that the School committee believes that a decision has been rendered at a lower level due to a misreading of departmental criteria, then the School Committee will identify those procedural discrepancies.

            a. The purpose of this policy is to ensure due process for a candidate, as the School Committee is tasked with ensuring that the process has adhered to documented procedures.

    iv. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the School 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.

4. The Chief Academic Officer of the School (adapted from SD 14-36: 2.4)

The Role of the Chief Academic Officer of the School is to:

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

ii.   Review the recommendations of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels and may include consideration of evidence in the case as it compares to department criteria if a lower-level decision is judged to be contrary to the evidence.

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

The letter of recommendation from the chief academic officer of the School 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.

5. **Campus Promotion and Tenure Committee** (adapted from SD 14-36: 2.5)
The Faculty Governance Committee, in consultation with the chief academic officer of the School, will solicit eligible nominees for consideration by the voting faculty of the School. Faculty will vote for nominees and the two faculty names with the most votes will be sent to the Office of the Vice Chancellor for Academic Affairs for consideration for the Campus Promotion and Tenure Committee.

6. **Third Year Review of Tenure-Track Faculty**
It is in the best interest of PFW and the School of Education to see faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point. Each department of the School of Education will develop, approve, and implement its own Third Year Review Process based on guidance in accordance with SD 14-36. Procedures must be explained in each department's policy document and approved by the School of Education. The following principles must be followed (adapted from SD 14-36: 5.1-5.6):

1.   The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).

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 halfway through the third year.

3.   The third-year review must be evaluated by the department promotion and tenure committee, who will submit their vote and recommendation to the chief academic officer of the department. Their vote and recommendation is also submitted to the tenure track faculty.

4. The chief academic officer of the department must comment on the case and the review from the committee.

5. The tenure track faculty member must have opportunities to respond during the reviews.

6. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a tenure track faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

IV. Accreditation

A. UNIT
Programs and/or departments within the SOE may affiliate for the purpose of acquiring or maintaining accreditation.

B. FACULTY
Faculty members within an accreditation unit will be responsible for addressing all accreditation requirements.

V. Assessment of Student Academic Achievement

The Assessment of Student Academic Achievement Committee in the School of Education shall consist of one voting faculty representative elected from each department to serve a two-year term and shall be chaired by a member of that committee. The assessment process will include the evaluation of each program/department and a written summary following the guidelines in SD 15-6.

The Faculty Governance Committee in conjunction with the Associate/Assistant Director will oversee the School-level assessment process which includes assessments from each department in SOE in alignment with SD 15-6 Assessment of Student Academic Achievement. This assessment report will be completed within the timeframe presented by the VCAA.

VI. Curriculum Review

The Curriculum Review Committee in the School of Education shall consist of one voting faculty representative elected from each department to serve a two-year term and shall be chaired by a member of that committee.

The Faculty Governance Committee in conjunction with the Associate/Assistant Director shall oversee the School-level curriculum review process in accordance with guidelines set forth in SD 19-1: Changes to Academic Programs and Structures. The curriculum review process shall include review of undergraduate and graduate level proposals for new or revised academic programs and new or revised courses from each department in SOE. The process may also include examination of existing academic programs or courses when significant questions of proper sponsorship or academic quality arise, or as part of a PFW-wide effort to ensure the periodic review of academic programs by a body, functioning above the department level.

The Curriculum Review Committee shall be responsible for ensuring that new or revised academic programs and new or revised courses are evaluated based upon:
1. The rationale for the new or revised program or course.

2. The use of PFW resources.
3. The relationship among proposed and examined programs or courses.
4. Other effects of the proposed program or course on PFW and on PFW's constituents.

The Curriculum Review Committee shall either: (1) recommend to the Director of the School that reviewed proposals be advanced for additional campus-level reviews; or (2) provide feedback to the submitting Department with a request for revisions and resubmission.

VII. Grade Appeals

The Grade Appeals Committee in the School of Education shall consist of one voting faculty representative elected from each department to serve a two-year term and shall be chaired by a member of that committee. The Grade Appeals Committee shall review both undergraduate and graduate grade appeals as part of the "Step 2" process outlined in the PFW undergraduate and graduate catalogs.

Prior to September 1st of each academic year, the membership of the Grade Appeals Committee will meet to elect a Chair and review the following School procedures for hearing Step 2 grade appeals:

1. After a student receives a decision on their grade appeal at the Department level (i.e., Step 1), the student has three calendar weeks to file a written request to have their appeal reviewed by the Grade Appeals Committee of the School. Written appeals received more than three calendar weeks following a decision at the Department level (i.e., Step 1) will not be heard by the Grade Appeals Committee of the School.

2. As per the University Catalog, the student's Department Chair will direct the student procedurally in making an appeal to the Grade Appeals Committee of the School.

3. A School level grade appeal (i.e., Step 2) shall be initiated when a student files a written letter of appeal with their Department Chair requesting to have their grade appeal heard by the Grade Appeals Committee of the School.

4. The student's Department Chair shall record the date and time of the student's written appeal and immediately forward the student's written appeal to the Director's Office who will forward the student's appeal to the Chair of the Grade Appeals Committee of the School.

5. Within ten (10) business days of a student filing a written appeal through their

Department Chair, the Chair of the Grade Appeals Committee shall organize and communicate a date and time for the Grade Appeals Committee of the School to hear the student's appeal.

6. As per the University Catalog, the student filing a Step 2 grade appeal shall have the opportunity to be heard in person by the Grade Appeals Committee of the School. The Committee shall invite the instructor. The instructor has the right to determine if they will choose to attend and address the Committee.

7. The Grade Appeals Committee of the School will communicate a written decision within thirty (30) days of the student's submitted appeal. Per the process outlined in the undergraduate and graduate catalogs, this decision will be sent electronically by the Committee's Chair to the student and the instructor. A copy of the committee's procedures will be given to the vice chancellor for academic affairs, to the dean of students, and to students upon request.

8. As per the University Catalog, a student seeking to appeal a decision of the Grade Appeals Committee of the School must make an appointment with the Director of Students, who will direct the student procedurally in submitting the case to the University Grade Appeals Committee.

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: A. Marshall
       Executive Committee
       Steve Buttes
       Senator at Large for the College of Liberal Arts

DATE: November 19, 2021

SUBJ: Graduation Requirement Resolution

WHEREAS one of the enumerated powers given to the Faculty through its representative body, the Fort Wayne Senate, by the Constitution of the Faculty of Purdue University Fort Wayne is to "review and approve the general requirements for the curricula leading toward academic degrees or certificates"; and,

WHEREAS the Purdue Board of Trustees unilaterally voted to establish a new graduation requirement for PFW undergraduate students without consulting the PFW Faculty through its representative body, the Fort Wayne Senate; and,

WHEREAS Indiana state law (IC 21-26-5-3) stipulates that "The board of trustees, the president, the faculty, and the administration of Purdue University shall recognize the need for Purdue University Fort Wayne to develop unique policies and practices in support of its mission and shall encourage within the Purdue University system opportunities for flexibility and autonomy"; and,

WHEREAS the University Senate of Purdue University West Lafayette found that the Purdue Board of Trustees "failed to appropriately engage the governing bodies at Purdue-Fort Wayne and Purdue-Northwest before making its unilateral decision to . . . apply [the graduation requirement] to students at those campuses" and "failed to undertake appropriate self-limitation when it comes to areas for which the faculty are primarily responsible" and therefore failed to adhere to "authoritative norms of shared governance" (SD 20-60); and,

WHEREAS in an October 18, 2021 letter to Professor Stephen Beaudoin, Chair of the University Senate at Purdue University West Lafayette, Professor Kim Scipes, Chair of the Purdue University Northwest Senate, announced that the Purdue Northwest Senate voted unanimously to support the Purdue University West Lafayette Senate's resolution; and,

WHEREAS the "Fort Wayne Senate Statement on Shared Governance" (SD 16-26) asserts that "[t]he Fort Wayne Senate views the American Association of University Professors' (AAUP) 'Statement on Government of Colleges and Universities' as the starting point of reference for all conversations about shared governance" (SD 16-26); and,

WHEREAS the "Statement on Government of Colleges and Universities," written jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges (to which the Purdue Board of Trustees belongs), recommends that "The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved"; and,

WHEREAS the Higher Learning Commission concluded in its 2021 "Reaffirmation Review" that the "faculty own academic requirements, policies, and procedures" (SR 21-5) because Purdue Fort Wayne, in coordination with the PFW Chancellor, Purdue President, and Purdue Board of Trustees, created an Assurance Argument for Accreditation that asserts that "Purdue has given PFW authority to control its undergraduate academic programs" through "[t]he University Senate [which] actively engages faculty through the development and implementation of academic policies consistent with a traditional operational paradigm of shared governance" (Assurance filing 5.A.1); and

WHEREAS in its unilateral decision to mandate a graduation requirement without first consulting faculty on the campuses impacted, the Purdue Board of Trustees failed to engage in the collaborative and democratic decision-making processes at the heart of civics education and embedded in shared governance policies and norms at PFW;

BE IT RESOLVED that the Purdue Fort Wayne Senate endorses Purdue University West Lafayette Senate Resolution 20-60; and

BE IT FURTHER RESOLVED that the Purdue Fort Wayne Senate endorses the Purdue University Northwest Senate's unanimous vote to support Resolution 20-60; and

BE IT FINALLY RESOLVED that the Purdue Fort Wayne Senate calls on the PFW Chancellor, Purdue President and Purdue Board of Trustees to follow authoritative norms of shared governance, respecting its prior delegation of authority on matters of the curriculum and graduation to the purview of the Faculty through the Fort Wayne Senate.

Approved	Opposed	Abstention	Absent	Non-Voting
B. Buldt				C. Ortsey
A. Livschiz				
A. Marshall				

A. Nasr
J. Nowak
D. Tembras
N. Younis

Question Time

This question relates to the level of detail and transparency provided on the Bursar's Office website regarding fees.

- The table listing tuition rates does not state that it also includes "fees." There is a statement that says, "Additional fees may apply." Are there any fees that always apply in addition to tuition or are they included in the per credit tuition cost? For example, are there any fees that students are charged that are not associated with a specific class (i.e., fees other than lab fees, included textbooks, differential tuition, etc)?
- Are the courses which are charged a differential tuition fee listed anywhere that a student can view prior to registering? For example, a list of courses or course prefixes for which there is differential tuition? The "enrollment/fee matrix" is a separate document to open from the main Bursar's website. It lists a fee amount but not which courses the added fee applies to.

I recently had a difficult situation watching a student struggle to develop a plan to pay off a few hundred dollars of an outstanding balance in order to register for the following semester only to have them realize they could be $77 closer to paying off that balance had they chosen a different general education course that did not charge an added differential tuition cost.

Is it possible for this website to be edited to increase transparency regarding details of fees in a manner that students can easily access and understand?

S. Betz

Question Time

Based on the information presented by the chancellor at the November meeting, 23% of scholarship funds went to student athletes, who constitute (according to the university website) 2.9% of the student body.

What percentage of the scholarship funds is earmarked due to donor intent or any other non-PFW set requirements for student athletes? If the % is close to 23%, what is being done to increase scholarship opportunities for non-athletes? If it's significantly below 23%, what accounts for the disparity?

A. Livschiz

<u>MEMORANDUM</u>

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair
        Graduate Subcommittee

DATE: November 12, 2021

SUBJ: Engineering Management Concentration MBA

The Graduate Subcommittee approved on November 12, 2021the attached documents regarding the Engineering Management Concentration MBA.

The committee finds that the proposed program requires no Senate review.

Shannon Johnson, MLS
Chair, Graduate Subcommittee
Walter E. Helmke Library

<u>Approving</u>:	<u>Not Approving</u>:	<u>Abstain</u>:	<u>Absent:</u>
Hank Strevel			Kerrie Fineran
Hadi Alasti			Abe Schwab
Alan Legg			
Kate White			
Terri Swim			
David Cochran			
Shannon Johnson			

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):

Graduate School Form 25

(Revised 01/15)

☒ **Request for New Concentration**

☐ **Request for Revision of Existing Concentration**

☐ **Request for Deletion of Existing Concentration**

PURDUE UNIVERSITY
GRADUATE SCHOOL

Request for a Concentration

Heads of graduate programs may request that one or more concentration(s) be established within their majors, to allow a specialized area of graduate study to be reflected on a student's final transcript.

Graduate Program (Major) __MBA Program_____ Major Code _520101___

Title of Concentration __Engineering Management_____

Effective Session: __X__ Fall _____ Spring _____ Summer   Academic year: 20 __22__ - 20 __23__

Degrees to which this concentration applies:
_____ Master of Science
_____ Master of Arts
_____ Doctor of Philosophy
____X_____ Other __MBA_____

Mode of Delivery (i.e.: Campus Based/ Distance-Online):
_Hybrid - Campus based and Distance Learning blended___
_____
_____
_____

Campus(s) at which this concentration applies:
_____ Calumet
____X_____ Fort Wayne
_____ Indianapolis
_____ North Central
_____ West Lafayette

Justification: Please address the following topics (in order) when requesting a concentration: (Attach additional sheets as necessary.)

- Statement of the mission of the proposed concentration including, but not limited to, the need for the concentration, the target audience, the relationship to the major under which the concentration will be listed, and the relationship to other concentrations in the degree program
- Focus of the research or professional program
- Participating faculty, including name, academic rank, and departmental affiliation
- Currently enrolled or expected number of students
- Core courses and a description of how they fit into and support the degree program. List only the courses required for this concentration.
- Learning outcomes (e.g., unique knowledge or abilities, capacity to identify and conduct original research, ability to communicate to peer audiences, critical thinking and problem-solving skills, etc.).

Recommended by:

_____
Head of the Graduate Program   Date

_____
Academic Dean   Date

_____
Additional Authorizing Signature (if applicable)   Date

Approved by:

_____ _____
Graduate School Dean (West Lafayette)   Date

Concentration Code ___ ___ ___ ___
(To be assigned by the Office of the Registrar if this request is for a new concentration)

Chadi Braish - Chadi.Braish@pfw.edu
_____
Contact person (& e-mail address) for questions regarding form

Please submit this form to the Graduate School, PWL. An approved copy will be returned to the department and academic college/school at the campus recommending the request.

Re: Proposed Engineering Management Concentration in the MBA Program

Statement of the mission of the proposed concentration:

This concentration leverages the already high enrollment of engineers in the MBA program and allows them to further customize their degree with electives in topics that will aide in their career growth, post-completion. This concentration facilitates systems thinking into business much more smoothly, a long-standing trend in manufacturing and industry. The economic industries in Northeast Indiana make this a required addition to the university offerings, in addition to the increased demand for STEM education in the region.

Focus of the research or professional program:

The focus of this professional program is to prepare business and engineering leaders who will grow and sustain regional businesses and enterprises through systems thinking and design.

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

Course	Instructor(s)	Academic Rank
BUS 50100	Dr. Mike Slaubaugh*	Associate Professor of Accounting
BUS 50200	Mike Reffeitt	Clinical Lecturer of Finance
BUS 50300	Dr. Carolyn Stumph*	Clinical Assistant Professor of Economics
BUS 50400	Prof. Kent Kauffman*	Associate Professor, Economics and Finance
BUS 52400	Dr. Zafar Nazarov*	Associate Professor of Economics
BUS 54001	Dr. Shubham Singh and Dr. David Cochran	Assistant Professor of OM, Professor of Systems Eng.
BUS 54200	Dr. Mike Slaubaugh* and John Minnich	Associate Professor of Accounting, Clinical Lecturer
BUS 54201	Dr. Haowen Luo*	Assistant Professor of Finance
BUS 54202	Dr. James McHann	Clinical Professor of Management
BUS 55200	Dr. Prasad Bingi and Dr. Xiaoguang Tian	Associate Prof. of Mgmt, Assistant Prof. of Mgmt.
BUS 56000	Dr. Nichaya Suntornpithug*	Associate Professor of Marketing
BUS 57000	Dr. Shubham Singh and Dr. David Cochran	Assistant Professor of OM, Professor of Systems Eng.
BUS 59000	Dr. Hank Strevel* and Dr. James McHann	Assistant Prof. of Mgmt, Clinical Prof. of Mgmt.
BUS 60001	Mike Reffeitt and Dr. James McHann	Clinical Lecturer of Finance, Clinical Prof. of Mgmt.

Course	Instructor(s)	Academic Rank
SE Electives	Dr. David Cochran**	Professor of Systems Engineering
TECH Electives	Varies	

*Current or recent members of the MBA Graduate Policy Committee
**Dr. Cochran assisted in the development and layout of the proposed concentration and currently teaches sections of core MBA courses when needed

Currently Enrolled or expected number of students:

When the current population of students were surveyed in 2020, over 60% of the total MBA population responded to the short questionnaire about concentrations. Over 30% of respondents were 'interested' or 'very interested' in switching to an Engineering Management concentration. Additionally, new students would be more likely to enter the MBA program if they see concentrations that are relevant to their career aspirations. This leads us to believe that 20-30 students would likely be in this concentration.

Core courses and a description of how they fit into and support the degree program:

MBA Core (required in all concentrations):
BUS 54202 Leadership and Management of People in Organizations
BUS 54001 Data Analysis and Management Science
BUS 52400 Decision Making in a Global Economic Environment
BUS 54200 Strategic Cost Management
BUS 55200 Management of Information Technology
BUS 54201 Financial Analysis and Decision Making
BUS 56000 Marketing and Customer Relationship Management
BUS 57000 Operations and Supply Chain Management
BUS 59000 Strategic Management Capstone
BUS 60001 Experiential Learning

New Engineering Management Concentration Electives (select 2):
SE 52000 Engineering Economics
SE 53000 Systems Engineering Management
SE 54000 System Architecture
TECH 59500 Workshop in Advance Technology: Lean
TECH 57400 Advanced Quality Engineering Methods
CPET 58100 E-Commerce and Business Technology
ECET 58100 Renewable Energy Technology

Learning Outcomes:
Current MBA learning outcomes include:
- Mastering business theory and application across functional areas
- Generation of innovative solutions to business problems
- Identifying and recognizing differences in business environment across countries
- Communicate effectively and professionally in various business settings
- Speak and present effectively in business settings
- Identify the relevant professional and social responsivity issues in a business decision
- Generate effective solutions to ethical dilemmas

Outcomes added because of the new concentration:
- Informed decision making through the use of analysis and systems design thinking with sustainability at the core

- Use of statistics for industry application and reduction of variation
- Language and tone of system design for long-term success of implementations and scalability

When developing a new degree program, major, certificate, minor, concentration, track, or specialization please review the questions below when developing your response to the library or additional resources sections. Please consult your liaison librarian for assistance.

Library Resources

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

- o Which databases/indexing sources will be used by the courses in this program?

  - **Business Source Complete**
  - **IBISWorld**
  - **Marketline**
  - **Compendex**
  - **IEEE Xplore**
  - **Scopus**

- o What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

  The following journal titles were selected based on their rankings according to the SJR and coverage of the interdisciplinary connections between business and engineering.

  - *Journal of Management in Engineering*
  - *Industrial Relations*
  - *International Journal of Industrial Organization*

  The journals listed above and others related to business and engineering are covered in databases subscribed to by the library. The library performs an annual review of journal titles and databases subscription to consider adding or discontinuing subscriptions. The library will need to consider maintaining these subscriptions in upcoming budget requests in order to retain the same level of support for the program.

- Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?

  At this time, no new references sources will be required to support the new concentration. If enrollment in the concentration grows significantly, the demand for additional materials may necessitate the need for an increase in the recurring materials budget to cover the cost of ongoing subscriptions.

- Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

  This concentration includes new and existing courses in leadership and management, data analysis, supply chain management, systems engineering, and e-commerce, among others. These areas are currently cover through existing collection development for the business and engineering programs and while modest additions may occur, no significant additional purchases to the print or electronic collections are anticipated in support of this concentration.

- Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?

  The addition of the concentration should not significantly impact Document Delivery Services.

- Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?

  Sarah Wagner, wagners@pfw.edu, is the liaison librarian for the College of Engineering, Technology, and Computer Science. The position of liaison librarian for business is currently open, but is expected to be filled by Fall 2021. The liaison librarians will be able to provide all of the services listed above. New services may be added as recommended by the liaison librarians.

- Memo from Liaison Librarian regarding resources.

  See attached document.

- Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

The Doermer School of Business holds AACSB accreditation. Separately, the ETCS programs are accredited by ABET.

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:

_____*Sarah Wagner*_____   *7-2-2021*_____

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

MEMORANDUM

TO: Donna Holland, Chair
Faculty Affairs Committee

FROM: Ann Marshall, Chair
Executive Committee

DATE: November 18, 2021

SUBJ: Charge to Faculty Affairs Committee: Competency in Teaching Language in
"Guiding Principles of Promotion for Clinical Faculty at PFW"

WHEREAS, while the Guiding Principles of Promotion for Clinical Faculty at PFW (SD 18-15) state that "PFW faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success," this Guiding Principles document does not specify that clinical faculty need to meet a minimum standard of competency in teaching when the areas of service or of scholarship and/or creative endeavor are the primary basis for promotion; and

WHEREAS, departments could interpret these Guiding Principles by creating promotion criteria for clinical faculty that do not require meeting a standard of competency in teaching;

BE IT RESOLVED, that the Faculty Affairs Committee review the Guiding Principles of Promotion for Clinical Faculty at PFW (SD 18-15) to consider whether language concerning a requirement to meet the criteria of competency in teaching for promotion of clinical faculty should be added and/or revised.

MEMORANDUM

TO: Kerrie Fineran, Chair
           Student Affairs Committee

TO: Steven Hanke, Chair
           Educational Policy Committee

TO: Erika Mann, Chair
           Academic Computing and Information Technology Advisory Subcommittee

FROM: Ann Marshall, Chair
           Executive Committee

DATE: November 22, 2021

SUBJ: Sharing of Report Submissions on COVID-19 Lessons with Senate Committees
           and Invitation for Recommendations

WHEREAS A request was made in fall of 2021 that units across campus share lessons and innovations during COVID-19 and that twenty-two units submitted such a report; and

WHEREAS The primary "Report on Findings" on "Documenting and Leveraging COVID-19 Lessons and Innovations" is attached as part of this Senate Reference Document; and

WHEREAS Jeff Malanson (University COVID-19 Point of Contact and Director of Strategic Planning), in conjunction with the Chancellor and Vice Chancellors, have asked the Executive Committee that the original submission reports be shared with relevant Senate Committees and that these Senate Committees be invited to offer recommendations;

BE IT RESOLVED that the Student Affairs Committee, Educational Policy Committee, and Academic Computing and Information Technology Advisory Subcommittee be provided with the original report submissions, that they review these submissions, and that these Committees are invited to offer recommendations and/or take additional action on how individuals, units, and/or the university as a whole might constructively leverage any of these lessons or innovations in the future; and

BE IT FURTHER RESOLVED that any other Senate committee, Senate subcommittee, faculty, and/or campus unit is also invited to contact Jeff Malanson to request access to the original report submissions.

Documenting and Leveraging COVID-19 Lessons and Innovations
Report on Findings

In October 2021, Purdue University Fort Wayne's academic and administrative units were asked to provide a brief overview of the lessons they had learned and innovations they had developed as a response to COVID-19 that they believe should be carried forward into our post-COVID operations. (See the last page for the solicitation that was shared with units.)

Reports were received from 22 units. These reports demonstrated thoughtful reflection on what had started as necessary adaptations to the pandemic-induced shutdown of in-person operations in Spring 2020 but became intentional innovations during the 2020-21 academic year to better support our students, employees, and the overall continuity and quality of university operations.

The dozens of specific lessons and innovations shared in the unit reports can be summarized in four thematic areas, as outlined below. Two additional considerations for implementing these lessons and innovations in the future are also included. There is naturally some overlap between these thematic areas, but it is important to recognize them each as distinct takeaways that impact student success and quality of place at Purdue Fort Wayne.

Access
Virtual meetings became and have largely remained standard practice since March 2020, with many units continuing to report utilization of Zoom, Microsoft Teams, Webex, etc., as a means of remaining flexible and increasing access for both students and employees.

While in-person classes or intentionally-designed online courses are generally seen as being better for student learning and engagement than attending via Zoom or watching recorded lectures, the availability of virtual meetings with instructors and advisors, virtual programs and engagement opportunities, and virtual support services are seen as having ongoing importance in the future. Not only do students appreciate the flexibility that virtual options provide, but they improve accessibility for students with disabilities, jobs, internships, children and other family commitments, and for students who belong to vulnerable populations.

Several units specifically highlighted the importance of providing our students with resources and opportunities that are less bound by place and time—our students have needs beyond their time on campus and outside of traditional work hours that at least some units have been able to better meet as a result of pandemic innovations.

Efficiency and Flexibility
The COVID-19 pandemic has exacerbated resource constraints across Purdue Fort Wayne, most importantly with regard to money and time. Many units pursued innovations as a response to the pandemic that have led to greater efficiency with each.

- Several units converted what had previously been paper-based processes into fully electronic processes that save time for units and end users and reduce reliance on and utilization of other resources.
- The ongoing use of videoconferencing for meetings with participants outside of campus has reduced the amount of time employees spend traveling and the reimbursement of mileage

expenses; this is especially true for units and personnel that regularly meet with colleagues at Purdue University West Lafayette and Purdue University Northwest.

- The continued use of videoconferencing for meetings with on-campus participants has reduced the amount of time employees spend walking between meetings and has also generally made it easier to schedule and keep meetings as individual employees navigate working on campus or remotely.
- The flexibility for at least some employees to work from home as circumstances dictate—and especially when they are feeling under the weather—has led to people making better decisions from a wellness perspective and has resulted in less lost work time.
- Several units reported an intentional effort to engage in cross-training to ensure that necessary work can continue if an employee becomes unavailable; this is a lesson that could likely be implemented by other units across campus to good effect.
- The movement of certain trainings, both locally and across the Purdue System, to virtual environments—especially when done asynchronously—enables employees to participate in those trainings as their schedules allow rather than at pre-determined times; the use of virtual trainings and other professional development opportunities also holds the promise of increasing access to these resources.

Communication and Collaboration

Several units reported very positive outcomes from their ongoing use of Microsoft Teams to support communication and collaboration both synchronously and asynchronously within their units. Many units likewise reported an increased effort to reach out to and work with other units on campus as a response to the pandemic. For example, ITS described increased collaboration with other units to better meet student and employee needs.

The Q Center specifically reports relying on Discord to build and foster a "community of care" between students who would normally rely on in-person programming. For students—especially members of vulnerable populations who do not always find necessary support structures at home or in their communities—the ability to connect to a virtual support network of peers has been essential.

In general, the pandemic has led the university to be more intentional about how we communicate critical information on campus and within the Purdue System. Our communication systems remain imperfect, but the pandemic has spurred improvements and highlighted the need for increased collaboration.

Teaching and Learning

While relatively few academic departments shared insights, those that did reported impressive innovation and ingenuity in both meeting course learning objectives in virtual environments and in taking virtual engagement strategies and bringing them back into the classroom. For many faculty who taught online or relied more heavily on online tools and pedagogies during the 2020-21 academic year, it forced them to rethink core aspects of their courses and teaching in ways they had never had to previously. In multiple cases, this led to improved student learning and overall quality of experience in online and hybrid courses and has changed the ways faculty approached their return to the classroom in Fall 2021. Examples provided by the departments of Counselor and Graduate Education and Psychology include sharing critical course information through multiple modalities to ensure that students engage with and understand course expectations, and intentionally using small group engagement opportunities in face-to-face courses to build community and grow networks of support.

While generally not raised in the unit reports for this initiative, a large number of faculty across the university have shared in other venues an increasing utilization of Zoom, Kaltura, and other similar technologies to livestream and/or record class sessions to better support students who cannot attend in-person due to illness or other factors. Students have expressed strong appreciation for these support mechanisms. We are witnessing significant differences across instructors and departments in how instructors are making these supports available—if they are at all—and should attempt to strive for greater consistency in the future.

Two Additional Considerations
1. While virtual experiences have been an important tool for many units to improve access, efficiency, communication, collaboration, teaching, and learning, every virtual experience is not created equal. Differences in quality and approach between people and units—differences in the ability of unit leaders and meeting facilitators to run effective online meetings, differences in the ability of instructors to create engaging online learning experiences—have led to uneven experiences for students and employees alike. While it is clear that virtual experiences will be a critical part of the university's future, additional thought, support, and training should go into how we design and implement these experiences to ensure high quality and positive outcomes.

2. We must be intentional in determining what meetings and activities will work best in person or in a virtual environment. Prior to the pandemic, best practice for designing effective meetings often asked organizers to consider if their meeting would be better as an email. While this remains good advice, nearly halfway through our third academic year impacted by the pandemic we should also start asking (1) if some of our emails would be more effective as meetings, and (2) if some of our virtual meetings would be more effective in-person.

Units that Submitted a Report
Academic Affairs
- Counselor and Graduate Education
- Hospitality and Tourism Management
- Major Scholarship Advising
- Management and Marketing
- School of Polytechnic
- Psychology
- Office of the Registrar

Diversity, Equity, and Inclusion
- Q Center
- TRIO Student Success Services
- TRIO Upward Bound
- Women's Center

Enrollment Management and the Student Experience
- Disability Access Center
- Financial Aid
- Leadership Programs
- New Student Programs
- Student Life and Leadership

Financial and Administrative Affairs
- Athletics
- Facilities Management
- Finance and Accounting
- Human Resources and the Office of Institutional Equity
- Information Technology Services
- University Police

Documenting and Leveraging COVID-19 Lessons and Innovations
Request for Information and Insights

The COVID-19 pandemic has afforded everyone at Purdue Fort Wayne the opportunity to rethink how we carry out most aspects of our jobs and contribute to the university's learning, discovery, and engagement missions.

Our strategic plan establishes "Innovation" as a core institutional value and highlights "Quality of Place" as a key aspiration. We want to learn more about the specific lessons and innovations your unit has learned and implemented since March 2020 that you will carry forward after the pandemic. As we work together to create a better normal for Purdue Fort Wayne, we can learn from each other about how to operate more effectively and efficiently and how we can better serve students, meet community needs, and carry out core responsibilities.

What Will We Do with This Information?
Our goal is to summarize and share your innovations and lessons learned with our university community so that we can multiply their positive impacts moving forward. We also aim to highlight particularly successful efforts in future university communications and events.

Share Your Lessons and Innovations
What are you proud of that you want to share with others? What changes, if they were adopted more broadly across campus, have the potential to be transformational? How should we best leverage these innovations and lessons moving forward?

In as much or as little detail as you would like to provide, please use the space below to share the key COVID-19 lessons and innovations that people in your unit will be carrying forward with them into their ongoing work.

Please do your best to submit your unit's completed form by Friday, October 29.

Unit:	
Person Submitting Form:	
Submitting Form For (highlight one):	Unit Individual

Share your lessons and innovations here (the box will automatically resize to accommodate your text):