

Minutes of the  
Sixth Regular Meeting of the Fourth Senate  
Purdue University Fort Wayne  
February 14 and 21, 2022  
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of January 10
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
  - a. Purdue West Lafayette Senate Update – T. Cooklev
7. Unfinished business
8. Committee reports requiring action
  - a. Budgetary Affairs Subcommittee (Senate Document SD 21-16) – S. Betz
  - b. Educational Policy Committee (Senate Document SD 21-17) – S. Hanke
  - c. Educational Policy Committee (Senate Document SD 21-18) – S. Hanke
  - d. Executive Committee (Senate Document SD 21-19) – A. Marshall
  - e. Executive Committee (Senate Document SD 21-20) – A. Marshall
  - f. Executive Committee (Senate Document SD 21-21) – A. Marshall
9. New business
10. Question time
  - a. (Senate Reference No. 21-30) – C. Erickson
11. Committee reports “for information only”
  - a. Civics Literacy Proficiency Requirement Ad Hoc Committee (Senate Reference No. 21-28) – A. Downs
  - b. Curriculum Review Subcommittee (Senate Reference No. 21-29) – S. Johnson
12. The general good and welfare of the University
13. Adjournment\*

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

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Presiding Officer: J. Nowak  
 Parliamentarian: C. Ortsey  
 Sergeant-at-arms: G. Steffen  
 Assistant: J. Bacon

Attachments:

“Approval of Filling in of a Vacancy in the Budgetary Affairs Subcommittee” (SD 21-16)  
 “Academic Calendar for 2024-2025” (SD 21-17)  
 “Expanding Class Scheduling Options” (SD 21-18)  
 “Senate Ad-hoc Committee on Community Engagement” (SD 21-19)  
 “Amendment to the Bylaws-Subcommittee Task Force Amendment” (SD 21-20)  
 “Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory” (SD 21-21)  
 “Question Time – re: Program Finder on PFW Homepage” (SR No. 21-30)  
 “Civics Literacy Proficiency Requirement Ad Hoc Committee – Summary of Activities and Recommendation” (SR No. 21-28)  
 “Certificate in Cultural Resource Management” (SR No. 21-29)

Senate Members Present:

J. Badia, D. Bauer, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, B. Chen, Z. Chen, S. Cody, K. Dehr, Y. Deng, H. Di, A. Downs, C. Drummond, P. Eber, B. Elahi, R. Elsenbaumer, R. Friedman, M. Gruys, K. Gyi, M. Hammonds, S. Hanke, D. Holland, V. Inukollu, P. Jing, S. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, L. Lolkus, D. Maloney, A. Marshall, J. Mbuba, G. Nakata, A. Nasr, I. Nunez, J. O’Connell, E. Ohlander, M. Perkins Coppola, A. Pinan-Llamas, G. Schmidt, A. Smiley, H. Strevel, D. Tembras, N. Virtue, L. Whalen, S. Wight, N. Younis, Y. Zhang, M. Zoghi

Senate Members Absent:

K. Creager, M. Ridgeway, R. Shoquist, W. Sirk, T. Soule, D. West

Guests Present:

A. Blackmon, M. Ball, N. Borbieva, K. Burtnette, S. Carr, J. Cashdollar, T. Cooklev, S. Davis, S. Ding, A. Dirksen, M. Dixson, C. Erickson, C. Fox, M. Frye, M. Helmsing, D. Hoile, M. Kelsey, C. Kuznar, J. Malanson, C. Marcuccilli, R. Nerad, S. Randall, K. Smith, C. Springer, K. Wagner, M. Wolf

Acta

1. Call to order: J. Nowak called the meeting to order at 12:00 p.m.
2. Approval of the minutes of January 10: The minutes were approved as distributed.
3. Acceptance of the agenda:
  - A. Marshall moved to accept the agenda.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

a. Deputy Presiding Officer:

N. Younis: Happy Valentine's Day colleagues,

In the spirit of this day, I would like to summarize the latest 4 good news that I know of:

1. Spring enrollment numbers are better than expected and what we have planned for.
2. There is a serious discussion about a modest merit raise.
3. The faculty professional development fund is a priority for the academic arena leadership.
4. We might be able to rejuvenate the cooperative education program. There are initial positive steps to tackle this issue.

Enjoy the day! Spend time with your loved ones and have some fun.

Thank you.

b. IFC Representative:

A. Livschiz: I will be very brief today.

At the last IFC meeting, we got an update about the Shared Governance Task Force, and the plans for changing the shared governance process at Purdue. Stephen Beaudoin, chair of the University Senate, explained to us that all the opposition to the plans (what resulted in SD 21-14 Opposition to an Attempt at Restructuring/Dissolution of the Purdue University Senate) was just "faculty being emotional in response to something they didn't understand rather than approaching things rationally."

On the bright side, I asked if we would have to follow what they are doing, and the answer was no.

You can read more information about all of this in the email Steve Carr sent to the AAUP list on February 4.

5. Report of the Presiding Officer:

J. Nowak: While it rarely occurs, since our last Senate meeting, we experienced the closing of campus due to inclement weather. Hopefully you were able to take a moment to enjoy the beautiful view of that awesome blanket of snow encapsulating us before going over to grab the snow shovel.

On February 8<sup>th</sup> Josh Bacon on behalf of the Senate Nominations and Elections Committee sent an email opening nomination(s) for the positions of Fort Wayne Senate Presiding Officer and Speaker. The Presiding Officer's term is for one year from 2022-2023 and the Speakers term is for two years from 2022-2024. As I will be on sabbatical this coming Fall, having had the honor of serving in both capacities I would encourage you to consider running for either position. Service on the Executive Committee and in either of these leadership roles provides you an opportunity to help fellow peer faculty and staff as well as work with our administration for betterment of our campus community, and most of all for the betterment of our students. Many of us chose a vocation in higher education because we hold dear an appreciation for the mentorship and guidance a faculty member or members provided us during the formative years we spent as a student in college. Service in either the Presiding Officer or Faculty Speaker role can afford you both an opportunity to better understand how this enterprise we call PFW functions, and serve as an advocate for faculty, staff, and to most our most precious resource our students. Please "toss your hat in the ring" as they say, and run for an opportunity to serve this campus community as a Faculty Speaker and/or Presiding Officer.

6. Special business of the day:

a. Purdue West Lafayette Senate Update – T. Cooklev

T. Cooklev: I have prepared several things that I think are appropriate for me to provide an update on. Purdue West Lafayette Senate does like any other university senate does things related to committees and committee appointments and other university business. The items on which there is a discussion right now and which are substantive from that perspective are the following:

A big topic, quite clearly, has been COVID. This has been the case over the last year, and it largely continues to be the case. What has been discussed in the Senate is that automatic tenure clock extensions be provided. They have been provided, as I understand. Almost 70% of those eligible for these extensions have accepted them.

Also, ability to include professional impact statements to P&T packages. This is something that has been discussed and is viewed as very important. There are some other aspects of that, such as there is a fund that will provide funding for research, in particular for those faculty whose research is being particularly impacted by the pandemic.

There is also a discussion about how P&T procedures should be changed to acknowledge lack of childcare during the pandemic. Faculty that had children at

home, they had to provide childcare for that. There was a separate discussion about the university essentially providing and taking steps to provide childcare on campus. That was mentioned as something that would be desirable in Purdue being able to attract faculty.

These are some of the aspects of COVID.

Another topic that I want to report, that I think is particularly of interest to us, is enrollment. At Purdue West Lafayette Senate, the enrollment report is about Purdue West Lafayette, so it doesn't include our numbers and the issues that we have regarding enrollment. I think this is something that is just as important. I also recall last year, a discussion about enrollment.

Regarding enrollment, Purdue West Lafayette reports record enrollment, which in my opinion is largely due to efforts of the president of Purdue. So, the incoming freshman class this academic year exceeds 10,000 students. Out of these more than 10,000 students, approximately 45% are in state, approximately 47% are out of state, and about 8% are international students. This is a significant increase in the incoming freshman class considering that only in 2015 the incoming freshman class was about 6,800. It has grown from under 7,000 for several years, up to about 2015, to more than 10,000 today. The total enrollment is over 38,000 undergraduates and 11,000 graduate students. It is close to 50,000 students. This has been characterized by an enrollment bump. That is how it has been characterized.

Something that was not reported in these numbers to the Senate, but there was a discussion about enrollment. There is considerable demand right now for Purdue degrees, and enrollment at Purdue West Lafayette is up for this reason. In addition, it was mentioned that Purdue West Lafayette is getting these students, in particular these in state students, which there was a recognition at West Lafayette that if they are getting them then someone else is not getting these students. I did not make a statement, but it made me think that there is a realization that if they are getting them then someone else is not.

In particular, there was also a report with a question, what is the university doing to handle this enrollment bump? What the university is doing, other than addressing the demand for dormitories and other arrangements, it is hiring faculty. This academic year, 38 new faculty lines. The report says 38 new faculty lines above and beyond normal hiring. This immediately made me think that I don't quite realize what this means. What does it mean to have 38 new faculty lines approved above and beyond normal hiring?

For the next academic year, 2022-2023, there were 84 new faculty lines. Again, above and beyond normal hiring. Maybe the rest of Senate understands what this means and it is only me who doesn't quite understand. This number is primarily tenure and tenure-track, so out of these 84 new faculty lines, 51 are tenure and tenure-track, 33 are in the clinical and professional category.

This is about enrollment, another statistic with which the president is quite pleased is the graduation rates, which have improved. 65% is the four-year graduation rate. 83% is the six-year graduation rate. Even on the average, they say, takes less than four years to graduate with a bachelor's degree. In particular, it takes 3.95 years. It is just about four years. This was about the enrollment. What is going over there.

Some other aspects which are generally aimed at improving the operation of the campus. Regarding the reexamination of shared governance, which Ann just reported what was discussed at the faculty council as well, as Ann discussed, the proposed resolution, which was forwarded to the AAUP, there had been an initiative on reexamination of shared governance. That started last year. A reexamination of shared governance with some objectives, such as improving the collaboration among all stakeholders, and also creating opportunities for those groups that have not been traditionally involved, such as staff and students. Those were the objectives. This group, what is significant, envisioned that work would be conducted in a similar way as to the group, which led to the establishment of the University Senate in the first place, with a resolution, as I understand, by the Board of Trustees in 1964. This is significant. Potentially it was envisioned, uncertain as to what the outcome will be, but it was envisioned that it could replace the Senate as the main legislative body with a university council, which will include generally the functions of the Senate, but in a different form. So, as I think this body can imagine, a number of Senators did not like this. I am here just making an objective report. We will see what happens out of this issue.

J. Nowak: Todor, we appreciate that. This is just for West Lafayette, correct? There was a question, did this this involve Purdue Global?

T. Cooklev: That is absolutely correct. This is just for Purdue West Lafayette. There was never an indication that this is a model and the Board of Trustees will force this model on other campuses. I don't think that is the case. It is at least my opinion that the Board of Trustees is aware that this cannot be imposed, I think, on other campuses without essentially these campuses examining these issues and providing their opinion to the board.

J. Nowak: Thank you, Todor. Was there anything else that you wanted to add that relates to our campus?

T. Cooklev: Another thing that caught my attention is an initiative of the provost that the provost calls transformative education 2.0. The goal is to make Purdue the most innovative learning program among R1 institutions. That caught my attention. Taking interest in initiatives that are aimed at improving the operation of the campuses and improving the position of the university in general.

7. Unfinished business: There was no unfinished business.

8. Committee reports requiring action:

a. Budgetary Affairs Subcommittee (Senate Document SD 21-16) – S. Betz

S. Betz moved to approve Senate Document SD 21-16 (Approval of Filling in of a Vacancy in the Budgetary Affairs Subcommittee).

Resolution passed on a voice vote.

b. Educational Policy Committee (Senate Document SD 21-17) – S. Hanke

S. Hanke moved to approve Senate Document SD 21-17 (Academic Calendar for 2024-2025).

Resolution passed on a voice vote.

c. Educational Policy Committee (Senate Document SD 21-18) – S. Hanke

S. Hanke moved to approve Senate Document SD 21-18 (Expanding Class Scheduling Options).

A. Downs moved to table until the Registrar is hired and there is some additional time for the Registrar to look into things.

Motion to table passed on a voice vote.

d. Executive Committee (Senate Document SD 21-19) – A. Marshall

A. Marshall moved to approve Senate Document SD 21-19 (Senate Ad-hoc Committee on Community Engagement).

Resolution passed on a voice vote.

e. Executive Committee (Senate Document SD 21-20) – A. Marshall

A. Marshall moved to approve Senate Document SD 21-20 (Amendment to the Bylaws-Subcommittee Task Force Amendment).

Resolution passed on a voice vote.

f. Executive Committee (Senate Document SD 21-21) – A. Marshall

A. Marshall moved to approve Senate Document SD 21-21 (Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory).

A. Downs moved to postpone until next month.

Motion to postpone passed on a poll vote.

9. New business: There was no new business.

10. Question time:

a. (Senate Reference No. 21-30) – C. Erickson

Could the administration please explain the reasoning behind the new “Program Finder: Who Are You” on the PFW homepage? I am puzzled why the administration would think these “Cards” with titles such as “Budding Einstein” (“Relatively speaking, you have big ideas too”), “Spotlight Star” (“If anyone needs you, they just look for the spotlight”), and “Born Leader” (“You know how to inspire a team”) would be attractive to students (and to their parents). To what extent were departments and programs consulted about these descriptions, descriptions that have nothing to do with actual career guidance? Not only does the whole concept seem flawed, but also the execution leaves something to be desired. The category “Born Leader” could conceivably include every one of PFW’s departments and programs, but leaves out, for example, Women’s Studies (while every other Political Science offering is listed) and suggests a History minor, but not a major.

R. Elsenbaumer: The university’s new website is targeted primarily to prospective students and current students, as well as to their families and other influencers. This is consistent with the approach most universities are taking in this era of intense enrollment competition.

The Program Finder was developed to create a user-friendly way for visitors to quickly locate and learn more about the university’s broad range of academic programs and degrees. It creates access and transparency—especially for high school sophomores, juniors, and seniors who are exploring options for college. Previously, visitors had to sort through Purdue Fort Wayne’s online catalog or conduct time-consuming searches for program information in multiple other locations.

The marketing descriptions and entry points are simply devices to pique interest and entice visitors to explore further. The copy is written with the Gen Z student in mind, with the object being to convey that Purdue Fort Wayne possesses a friendly, supportive, and special environment, one that is focused on student success. This welcoming tone illustrates that we are here to help students, to guide them on their journey toward their Purdue degree. The underlying search function (with extensive filters) helps visitors to quickly find what they’re looking for among the university’s approximately 250 programs and degrees in an organized and consistent presentation. Likewise, the ease of use and robust content provide opportunities for visitors to discover other academic options that may be available and appealing to them. This powerful functionality simply didn’t exist before.



In just the first three weeks since the launch of the Program Finder in mid-January, the feature has attracted almost 13,000 visitors. Of those visitors, 398 individuals clicked on the “Apply” button or the “Request for Information” button. The top three cities that visitors accessed the Program Finder from were Fort Wayne, Indianapolis, and Chicago.

The Office of Communications and Marketing created the Program Finder site and functionality in close collaboration with the Office of Academic Affairs, including the Office of the Registrar and the Student Advising and Advocacy Center.

A. Livschiz: We are running out of time. I hope that we can continue this at the next Senate meeting. I don’t want to take up time right now because we don’t have any time, but I am kind of concerned about a number of things that were said about this. So, I think this conversation needs to continue because the website situation is absurd.

The meeting is suspended at 1:15 until noon, Monday, February 21, 2022.

Session II  
(February 21)

Acta

Senate Members Present:

J. Badia, D. Bauer, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, Z. Chen, S. Cody, K. Creager, K. Dehr, Y. Deng, A. Downs, P. Eber, B. Elahi, R. Elsenbaumer, R. Friedman, M. Gruys, K. Gyi, V. Inukollu, P. Jing, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, L. Lolkus, D. Maloney, A. Marshall, J. Mbuba, G. Nakata, A. Nasr, I. Nunez, E. Ohlander, A. Pinan-Llamas, M. Ridgeway, G. Schmidt, H. Strelvel, N. Virtue, L. Whalen, N. Younis, Y. Zhang, M. Zoghi

Senate Members Absent:

B. Chen, H. Di, C. Drummond, M. Hammonds, S. Hanke, D. Holland, J. O’Connell, M. Perkins Coppola, R. Shoquist, T. Soule, W. Sirk, A. Smiley, D. Tembras, D. West, S. Wight

Guests Present:

A. Blackmon, N. Borbieva, K. Burtnette, S. Carr, J. Cashdollar, F. Combs, C. Erickson, M. Frye, D. Hoile, T. Lewis, T. Luce, J. Malanson, R. Nerad, S. Randall, C. Springer, K. Wagner

J. Nowak reconvened the meeting at 12:00 p.m. on February 21, 2022.

10. Question time:

- a. (Senate Reference No. 21-30) – C. Erickson

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The Office of Communications and Marketing created the Program Finder site and functionality in close collaboration with the Office of Academic Affairs, including the Office of the Registrar and the Student Advising and Advocacy Center.

Updates on 2/21/2022:

- Last week, I reported that the Program Finder module had generated **398 clicks on the “Apply” button or the “Request for Information” buttons** since it was launched in mid-January. As of today, that number has grown to 600. Of those visits, 231 individuals have clicked on the apply button in just the first month. The Program Finder has attracted almost 18,000 visitors since it was deployed last month.
- The Program Finder module is only one of the new features on the new university website, and it will become even more successful at supporting and driving student recruitment as more college and school websites are launched and linked to it.
- Wherever possible, the new website relies on data feeds from other university sources to ensure consistent and current information across the entire university site and to reduce the need for manually updating information on multiple sites.
- College and school websites are the top priority for the Office of Communications and Marketing, and that team has been working closely with the deans to develop and launch those sites. The Visual and Performing Arts site was the first to launch earlier this month, and **the plan is for all colleges and schools to launch by the end of May.**
- Communications and Marketing is working on a comprehensive training plan that is expected to be launched by June. This will ensure that units moving into the new Drupal content management system will have the training and access they need to maintain and update their websites. Communications and Marketing will continue to support these efforts going forward.
- Since the launch of the university’s new website last month, more than 57,000 people have visited just the home page.

G. Schmidt: I appreciate the stats on people coming to the website and seeing things on the new website and the program finder. My concern is related to what the program finder actually has you find and how things are ranked. I just looked up, for example, “Born Leader,” and I would assume that organizational leadership would be something important to that, unless a born leader doesn’t need leadership skills because they already have them, then maybe they should do something else. But, assuming that the born leaders need to get leadership skills, organizational leadership degrees come up sixteenth out of seventeen on that sort. Educational leadership comes up seventh out of seventeen programs. So, I am a little concerned about how these are being pulled and how these things are being ranked. It doesn’t necessarily make sense to me, so I think that it is great if people are coming to the website. My

question is, are they getting good information out of this or accurate things for what they want to do? I am at least concerned how the program finder is deciding to steer you towards particular programs or not. That is where my concern was.

R. Elsenbaumer: This is exactly, Gordon, what we are looking for. When you launch something new we fully recognize that not everything is going to be perfect right out of the box. So, in order to strive for perfection, that takes constant improvement. We are hoping that people, everyone, will look at this website and start providing us with good constructive information and say “hey, maybe you ought to take a look at this” or maybe we “forgot this” or we could “add this detail in this particular location.” This is the kind of constructive feedback that constantly makes this better and better. So, thank you for that, and we are looking for more. Please give us those kinds of suggestions and send them. You can send them to David Johnson over in Communications and Marketing. Together, we will start continuing to tweak this and get better and better, and more focused in areas. Lots of eyes are on this and that constructive criticism will just help make it better. Thank you.

A. Livschiz: I have a couple of concerns that I wanted to raise. First of all, this issue that the website is designed for current and prospective students, with them in mind. What about a website for us? I am not questioning what the best practices are, as far as websites are concerned, but the fact remains that people who work at PFW do not have a functional website in which they can find information that they need. This is a serious problem.

As far as whether or not it works for students is purely antidotal. In the last couple of years, I have had more and more students email me to ask me for information that they previously were able to easily find themselves. Each time I get frustrated that they would ask me this, and then I try to find that information myself, and I would find myself, even when I know for a fact this information exists, I also can’t find this information. So, I am just curious if there has been any attempt to figure out whether this website that is allegedly aimed at students is actually usable by students.

The other concern that I have is kind of the clicks. It does sound very impressive, and it is great that there is so many clicks, but I am curious how that compares to previous years. As of right now, 231 people wanted to apply. That number is meaningless unless we know how it compares to data on applications at approximately the same time.

The last issue is this issue of speaking to students in Gen Z language. First of all, I don’t know, one can argue that maybe students are capable of code switching and that maybe they don’t need a university website to talk to them the way that they talk to their friends. But, more importantly, and this kind of echoes Gordon’s concern, nobody expects the website to be perfect. It is not a question of perfection. It is a question of that some of this information should have been solicited from departments. If it is true that we are getting more clicks than before, we shouldn’t have just randomly put information talking about our programs in a language that

somebody in marketing thinks is appealing to young people. We should have been asked how we want to be mapped and what we think our strengths are, rather than have somebody guess for us, and now we are desperately playing catch up and trying to submit constructive suggestions and corrections. Why weren't we asked for this information earlier? Why were we completely ignored during this process? This process of asking us for feedback and suggestions, I mean, literally, every page is riddled with mistakes. Ron Friedman is listed as an interim dean of the College of Arts and Sciences, at least as of a few days ago. The college doesn't exist and he is not interim. There are inaccuracies all over the website. Whose job is it to make sure that we have an up to date website. It shouldn't be dependent on who stumbles on what page desperately looking for what information to make suggestions and corrections to somebody whose job it is to work on the website.

R. Elsenbaumer: All of the colleges and schools are still in the process of being rolled out. So, yes, some information on the website may be out of date because we haven't got to that part yet. I think maybe many people have forgotten that this website redesigned has started from scratch almost three years ago. So, yes, some information when Marketing and Communications started this, over time some of this is going to become slightly out of date. No question about it. But, what we are trying to do is get to the point where each college and school can start doing and making updates themselves so that they can do things up to date. That is what is happening. That is what is rolling out and that is where the training is coming in later this semester.

All of these are good criticisms. They are all valid and they have some valid points to them. But, you know, together, I think with your continued suggestions, this thing will get better. It just takes time.

C. Erickson: Thank you for the response, chancellor. I also agree with what Gordon and Ann have just said. One of my concerns here is that chancellor in the response never answered the question, to what extent were departments, programs, and faculty consulted about this website? I think you just said that Academic Affairs has been kept in the loop. That is not the same thing. This seems to be a huge omission. Again, going on what Ann was just saying, considering that faculty and not administrators and not the folks in com and marketing, we are ones who are in contact with the Gen Z students that the chancellor refers to. We are the ones who are teaching them. We are interacting with them. We are advising them on possible career choices. That is our area of expertise, and that expertise was not considered in the making of this website.

The second thing, again, I am going off of what Ann had said, is that the chancellor has cited lots of numbers of visitors to the website, but numbers don't carry much meaning unless there are comparisons with previous years. More important, we don't know if visitors are saying what a fantastic concept these little cards are or that it is a ridiculous concept. We don't know what those clicks actually mean. I will express some concern to, for the lack of for a better word, unusability of the website. It is not easy to find things. That is all I will say for now. Thank you.

R. Elsenbaumer: I think we handled that already. I understand your viewpoints, but I would also remind you that our folks in Marketing and Communications have been in constant contact with our deans as these websites have been developed. It doesn't mean that everybody's viewpoint has been incorporated every step along the way, but there certainly was a lot of interaction and interest in getting feedback from the academic units through the deans. So, you will probably see a little bit more of that as each of the colleges and schools begin to roll out.

J. Nowak: I don't want to belabor the point, so for further questions, please make sure that they are unique to this concept and discussion of this question.

S. Buttes: I don't know that I am necessarily added something unique, but more to express a certain level of frustration that when working with the dean and with Marketing and Communications on aspects of departmental websites, those concerns were not incorporated. We spent a significant amount of time kind of going over the templates of the websites and the information that was going to go to the program finder and that wasn't taken into account. I find that frustrating, but the other piece of this is if those clicks can be turned into information that is provided to departments, and if a department is not getting clicks, if students aren't learning about a program, how might we sort of proactively engage that issue so that we can carry out efforts for recruitment necessary to sustain our programs. That is another part of this, the clicks happen, but that information is not getting to where we could contribute positively to the process of increasing exposure for our programs.

S. Betz: I wanted to speak on a little bit of middle ground perhaps here. I agree with what has been said. I think that if I were a student looking for a program, this is not necessarily what would be most appealing to me, but just like I try to teach not only what would be useful for me learning as a student, but for who the students are in the classroom, if this is useful for our prospective students then I think that is a positive. I do agree that it is probably too early to know if those numbers really suggest that it is a positive, but I personally believe in being open minded to what might be useful for our prospective students.

With that said, I also do really agree with the need to have this particular program finder and this aspect of the website to make sure that students are finding the right programs. So, maybe instead of all of us emailing Marketing and Communications, if departments could receive a survey for what kind of key words should link to their programs, for example, in the program finder, when you type in "teacher" nothing shows up, and if I were in the School of Education I think that would frustrate me because I would assume that someone would think "I want to be teacher." If you type in "engineer" then physics pops up, but none of the programs in ETCS. So, rather than having one person in marketing sort of go through and try to figure that out, if each department were given the opportunity to send some key words that might help solve some of the current new difficulties with the feature. Thank you.

R. Elsenbaumer: I think these are good ideas. Again, we are just at the very beginning of the analytics. I do think that it is a really good idea to be able to parse those analytics down even further so that each department and academic program is getting some feedback. Yes, it is too early to give you all that information right now, but also to Stacy's point, I really think that as we begin to roll out and create each of the new college and school sites, all of that information that Stacy was talking about in terms of key words, all of that gets linked back to the main website. So, that is exactly right. That is exactly what we are looking for, and that will come with time and input from each of the academic programs and colleges and schools. Again, this is going to take some time to get to the point where it is functional 95% of what we are looking for. We are not there yet, but with your input and suggestions like this, it is going to help us improve everything over time. Thank you.

A. Livschiz: There is one point that I feel like is not getting addressed. I understand that the question of design is in the eye of the beholder, but as far as accuracy of information is concerned, that is not just something that is a matter of opinion. Some of the examples, if you have a category like "Born Leader" and you, for example, don't include Women's Studies but include History, that is not just a coding issue, there is some really deep fundamental problems there that reflect the biases of the people, or the carelessness of the people who are putting this together. Not all of this can be caught simply by feedback. There is kind of a structural issue.

I understand the point about how we started the website from scratch. No, we didn't start the website from scratch. There was content there. There is still content there. I think the frustration is that the content that existed either gets continued or is completely thrown away. All of our attempts to try to make sure that personal information included in our department website of our faculty doing things, all of that got replaced by generic images. Why? How many more times can we offer feedback on this while we talk about this 95% functionality, which I really disagree with where that 95% could possibly be coming from.

The last issue, still, what about a website for people who already are at this university? It is impossible to find that information on our website. It is absolutely impossible. What is the long-term plan for having a functional website that allows us to accurately and easily find information that we used to be able to do and we no longer can? Recruiting students is obviously very important and I definitely don't want to diminish that, but we also need to have a website to get information from it. There seems to be no plan for even looking at that or even acknowledging that that is a serious problem.

R. Elsenbaumer: I wouldn't say that it is not a serious problem. I say that it is definitely something that I am hearing that people would like to have. I would say that that is secondary to our first primary task to get our website to be student friendly and prospective student friendly. That was the first objective. That doesn't mean that we are going to ignore the second objective.

L. Whalen: I wanted to return to something that Stacy said, and while I think that it is important to have data like that, that is gathered from clicks, I am worried somewhat, especially in the current state of the website, that that will be weaponized. For example, if it turns out that X number of clicks goes to one department and X number of clicks goes to department D, but department D wasn't included in the leadership category in which students were funneled, that could potentially be weaponized by saying "look, on our website, department X didn't get any clicks at all." But, they don't have control over that because they weren't in a particular category that students were directed to. So, this is a real concern to me that this has a potential effect on the image that a department has used and on which decisions might be made.

R. Elsenbaumer: Certainly, so noted, but I hope that we are not looking at it from that perspective. I am sorry that you tend to look at it from that perspective, but I certainly would not think that we would look at it that way.

N. Virtue: I am sorry. I am going to speak pretty honestly here. I get frustrated at these Senate meetings. With all due respect, Chancellor Elsenbaumer, I am frustrated with the way you answer questions. It often feels like we are glad-handled in the way that you answer and then nothing happens. Nothing gets truly meaningfully addressed. I mean that with respect because I can see that you are addressing us respectfully as well. I just really would like a clearer answer as to why the faculty perspective and chair perspective was not included from the beginning. As you said, this process has been going on for three years. In three years, surely it would have been possible to reach out and get meaningful input from departments.

I am in the Department of International Language and Culture Studies. When I saw those tabs, there were misspellings. It wasn't even proofread. Bonjour was spelled as two words. I get it that this is an ongoing process that you are supposedly open to input now, but that just seems like a really inefficient way to have handled this process, and this isn't the first time that this has come up. I have been hearing people urging for more faculty input. I guess I would just really appreciate more of a clear answer from you, Chancellor Wartell. Sorry, Chancellor Elsenbaumer. I am an old person. Can you please just answer directly why it is that faculty weren't consulted because it just feels to some of us faculty here like this is just part of a pattern of ignoring or undermining of faculty perspectives. Could you just tell us why it was so hard to include us?

R. Elsenbaumer: Again, there is a chain of command here. What we intended to do is go through the chain of command and look to the deans to provide the kind of input that we are looking for. That is a process issue. We just can't communicate with every faculty member across campus, but what we can do is work through the academic infrastructure, and that is what we are trying to do.

#### 11. Committee reports "for information only":



- a. Civics Literacy Proficiency Requirement Ad Hoc Committee (Senate Reference No. 21-28) – A. Downs

Senate Reference No. 21-28 (Civics Literacy Proficiency Requirement Ad Hoc Committee – Summary of Activities and Recommendation) was presented for information only.

- b. Curriculum Review Subcommittee (Senate Reference No. 21-29) – S. Johnson

Senate Reference No. 21-29 (Certificate in Cultural Resource Management) was presented for information only.

12. The general good and welfare of the University:

C. Drummond: (Email response). The Office of Academic Affairs plans to fund between 6 and 8 summer grants for probationary faculty and 2 for tenured faculty for summer 2023.

13. Adjournment: The meeting adjourned at 12:33 p.m.

Joshua S. Bacon  
Assistant to the Faculty

MEMORANDUM

TO: Executive Committee

FROM: Zafar Nazarov, Chair  
Budgetary Affairs Subcommittee

DATE: January 14<sup>th</sup>, 2022

SUBJECT: Approval of filling in of a vacancy in the Budgetary Affairs Subcommittee

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WHEREAS, The Bylaws of the Senate provide (5.1.5.1.) that “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.”; and

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that “No one may serve on more than four Senate committees and/or subcommittees in a given academic year”; and

WHEREAS, The Bylaws of the Senate provide (5.1.5.) that “Voting Faculty must comprise at least 2/3 of the voting membership of any subcommittee”;

WHEREAS, There is one vacancy on the Budgetary Affairs Subcommittee; and

WHEREAS, Shubham Singh (Doermer School of Business) is a voting faculty and is not already serving on more than three Senate committees and/or subcommittees in the current academic year;

BE IT RESOLVED, That the Executive Committee requests that the Senate approve Shubham Singh for this appointment.

MEMORANDUM

From: Steven A. Hanke, Chair of the Educational Policy Committee

Subject: Academic Calendar for 2024-2025

Date: December 6, 2021

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2024-2025

BE IT RESOLVED, that the Senate approve the academic calendar for 2024-2025

## ACADEMIC CALENDAR FOR 2024-2025

### Fall Semester, 2024

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

### Spring Semester, 2025

Monday	13 January	Full Term and First Eight-Week Session Begin
Monday	20 January	Martin Luther King Jr. Holiday
Mon.-Sun.	10-16 March	Spring Recess
Monday	17 March	Classes Resume and Second Eight-Week Session Begins
Friday	18 April	Classes Suspended at 4:30 p.m.
Monday	21 April	Classes Resume
Mon.-Sun	5-11 May	Final Exam Week/Last Week of Classes
Wednesday	14 May	Tentative Date of Commencement

### Summer Semester, 2025

Monday	12 May	Summer Semester Begins
Monday	19 May	Full Term and First Six-Week Session Begin
Friday	23 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	27 May	Classes Resume
Friday	27 June	First Six-week Session Ends at 4:30 p.m.
Monday	30 June	Second Six-Week Session Begins
Thursday	3 July	Classes Suspended at 4:30 p.m. (Independence Day Recess)
Friday	4 July	Independence Day Holiday Observed
Monday	7 July	Classes Resume
Friday	8 August	Second Six-Week Session Ends at 4:30 p.m.
Sunday	24 August	Summer Semester Ends

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Educational Policy Committee

DATE: 1/10/2022

SUBJ: Expanding Class Scheduling Options

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WHEREAS, The Bylaws of the Senate provide (5.3.3.2.1.) that the Educational Policy Committee shall be concerned with “policies for scheduling classes”; and

WHEREAS, the PFW Strategic Plan states that our Students First core value should lead us to consider all strategic decisions from the perspective of student impact; and

WHEREAS, more class scheduling options would provide greater flexibility to our students; and

WHEREAS, the data for Spring 2022 enrollment (as of December 3, 2021) indicates higher enrollment for two-day (9:00 -10:15 AM and 10:30-11:45 AM) a week morning courses (1,336 enrolled students in T/R morning courses) compared to three-day (8:00 – 8:50 AM, 9:00-9:50 AM, 10:00-10:50 AM and 11:00-11:50 AM) a week morning courses (906 enrolled students in MWF morning courses); and

WHEREAS, the current Class Scheduling Patterns for Fall and Spring semesters has both three-day a week (MWF) and two-day a week (MW) courses scheduled in the afternoons so it is possible to have three-day a week courses scheduled on the same days as two-day a week courses; and

WHEREAS, there is adequate available classroom space on Fridays to allow for one-day a week, three-hour courses to be offered on Fridays; and

WHEREAS, the current scheduling pattern includes Fridays 4:30 - 7:20 PM and 6:00 - 8:50 PM options while those comparable timeslots for other weekdays are 4:30 - 7:15 PM and 6:00 - 8:45 PM;

BE IT RESOLVED beginning in the Fall 2023 semester, the Classroom Scheduling Patterns include MW from 9:00-10:15 am and 10:30-11:45 am; and

BE IT FURTHER RESOLVED beginning in the Fall 2023 semester, the Classroom Scheduling Patterns include 9:00 AM-11:45 AM, 1:30-4:15 PM, 4:30-7:15 PM and 6:00-8:45 PM times on Fridays.

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: A. Marshall  
Executive Committee

DATE: December 6, 2021

SUBJ: Senate Ad-hoc Committee on Community Engagement

WHEREAS, a number of faculty on the PFW campus, including professors, lecturers, and clinical faculty, have focused on community engagement endeavors as central to their research and/or teaching; and

WHEREAS, questions have been raised about what policies PFW should enact to make clear that these community engagement endeavors are adequately rewarded for purposes of promotion and tenure; and

WHEREAS, faculty and student engagement with local, national, and international organizations and the public at-large can positively impact student retention, student social mobility, health and well-being, environmental sustainability, and related goals ([2020 PFW Strategic Plan](#)); and

WHEREAS, Section 5.4.1. of the Bylaws empowers the Senate to create an ad-hoc committee when it believes that a specially constituted group is necessary to accomplish a particular task;

BE IT RESOLVED THAT, a Senate Ad-hoc Committee on Student Engagement be created; and

BE IT FURTHER RESOLVED THAT, this Committee have seven voting members that constitute a representative from each PFW College, namely the Doermer School of Business, Liberal Arts, Sciences, Engineering, Technology and Computer Science, Visual and Performing Arts, School of Education, and Helmke Library; and

BE IT FURTHER RESOLVED THAT, each College will submit a name of a person to serve on this Ad Hoc Committee to the Executive Committee by a date of February 18<sup>th</sup>, 2022, if they have not already done so; and

BE IT FURTHER RESOLVED THAT, at its first meeting, the Committee shall elect a Chair of the Ad Hoc Committee from one of its voting members; and

BE IT FURTHER RESOLVED THAT, this Committee be tasked with gathering input from faculty, especially those involved in community engaged teaching, research, and service, on how the university should best document, track, measure the impact of, and/or reward such

engagement activities; and

BE IT FURTHER RESOLVED THAT, this Committee include in its efforts a consideration that PFW may intend to undertake efforts to reestablish its Carnegie Community Engagement classification; and

BE IT FURTHER RESOLVED THAT, since “Ad hoc committees cannot be carried over to a new academic year without special authorization by the Senate” (Senate Bylaws 5.4.3), that, with this resolution, that the Senate authorizes this Ad-hoc Committee’s to, first, begin its work from February of 2022 through April of 2022, and then to reconvene this work in fall of 2022, with a deadline of submitting a preliminary report to both the Faculty Senate Executive Committee and to the Faculty Affairs Committee by October 1, 2022.

TO: Fort Wayne Senate

FROM: Ann Marshall, Chair of the Executive Committee

DATE: January 18, 2022

SUBJ: Amendment to the Bylaws--Subcommittee Task Force Amendment

WHEREAS, the Subcommittee Task Force is, in the words of Section 5.3.6. of the Senate Bylaws, designed to “ensure the efficient and timely operation of the policy committees of the Senate”; and

WHEREAS, the Subcommittee Task Force has not been utilized for this purpose in recent memory; and

WHEREAS, the Executive Committee wishes to revivify the Subcommittee Task Force by, in part, assigning it a task to demonstrate to the other Senate committees how it is supposed to operate; and

WHEREAS, the Executive Committee is a “service committee” under Section 5.2. of the Bylaws; and

WHEREAS, the current language of the Bylaws does not allow the Executive Committee to directly call the Subcommittee Task Force into action because only policy committees can take that step; and

WHEREAS, the Executive Committee believes that service committees should be able to take advantage of the existence of the Subcommittee Task Force even though they have no subcommittees of their own; and

WHEREAS, the Executive Committee is aware that the Subcommittee Task Force currently lacks a sufficient number of members to take on any task; and

WHEREAS, the Executive Committee will not expect the Subcommittee Task Force to take any actions until it possesses an adequate membership; and

WHEREAS, the Executive Committee hopes that interest in serving on the Subcommittee Task Force will be increased at the upcoming committee and subcommittee elections by the impending assignment due to be given to the Subcommittee Task Force; and

WHEREAS, the secondary effects of an earlier amendment to the Bylaws dealing with a subcommittee (SD 21-1, as amended) were not fully accounted for in that document;

BE IT RESOLVED, that Section 5.3.6. of the Bylaws be amended in the following manner:

“In order to ensure the efficient and timely operation of the **service and** policy committees of the Senate, Voting Faculty and lecturers shall be elected to the Subcommittee Task Force. The Subcommittee 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** ~~Policy committees~~ may request that the Executive Committee call the Subcommittee Task Force into service. The Executive Committee shall respond to **such** requests ~~from policy committees~~ within two weeks. When the Subcommittee Task Force is called into service, the Executive Committee shall issue an enabling memo.”; and



BE IT FURTHER RESOLVED, that the second sentence of Section 5.3.6.1. of the Bylaws be amended in the following manner:

“**A service or policy committee** ~~Policy committees~~ requesting that the Subcommittee Task Force be called into service shall recommend to the Executive Committee the administrators, clerical or support staff, administrative/professional staff, and student representatives it deems appropriate.”; and

BE IT FURTHER RESOLVED, that Section 5.3.3.2.3 of the Bylaws be amended in the following manner:

“The Educational Policy Committee shall establish ~~seven~~ **eight** subcommittees: a Grade Appeals Subcommittee, an Honors Program Council, an International Education Advisory Subcommittee, a Curriculum Review Subcommittee, a Graduate Subcommittee, a Campus Appeals Board, ~~and~~ a General Education Subcommittee, **and an Advising Subcommittee.**”

TO: Purdue University Fort Wayne Senate  
FROM: Ann Marshall, Executive Committee  
Steve Carr (COM Faculty Member)  
Mary Ann Cain (ENGL Senator)

RE: Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and  
Critical Race Theory  
Date: 15 December 2021

**WHEREAS** state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities; and,

**WHEREAS** our [University Principles](#) affirm the importance of academic freedom to the proper functioning of universities consistent with the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#); and,

**WHEREAS** faculty have responsibility for the curriculum through our governing body, as stated in VI.B. of The Constitution of the Faculty of Purdue University Fort Wayne; and,

**WHEREAS** the term “divisive” is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and,

**WHEREAS** educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21<sup>st</sup> century to produce engaged and informed citizens; and,

**WHEREAS** over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (16 June 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning;” and,

**WHEREAS** Purdue University Fort Wayne’s [Mission](#) is to “educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment;” and,

**WHEREAS** the University [Diversity Statement](#) calls for “creating an environment that enhances learning by recognizing the inherent worth of all individuals,” by encompassing “differences of culture, background, and experience among individuals and groups,” which can include but not limited to “differences of race, ethnicity, color, gender, sexual orientation, gender identity or expression” and other identities; and,

**WHEREAS** in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of the histories of Black, Indigenous, and People of Color (BIPOC); or of the histories of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGTBQIA); or of the history and the policies that have contributed to social inequities and the targeting of these and other identities simply on the basis of who people were, Purdue University Fort Wayne has a responsibility and opportunity to help build equity and social justice through our curriculum and teaching;

RESOLUTION:

**THEREFORE BE IT RESOLVED** that Senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or by the Boards of Trustees who violate norms and principles of collaboration and shared governance; and,

**BE IT FURTHER RESOLVED** that the Senate stands with our K-12 colleagues throughout the country who may be affected by pernicious legislation simply because these educators seek to teach the truth in U.S. history and civics education; and,

**BE IT FURTHER RESOLVED** that Senate calls upon President Mitch Daniels, Chancellor Ronald Elsenbaumer, and Vice Chancellor of Academic Affairs Carl Drummond all to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees when they violate norms and principles of collaboration and shared governance; and,

**BE IT FURTHER RESOLVED** that Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

Background:

- Scholarly Groups Condemn Laws Limiting Teaching on Race (New York Times, June 16, 2021)
- Texas 'critical race theory' bill limiting teaching of current events signed into law (ABC13, June 16, 2021)

- Republicans Want Federal Funding Cuts to Schools Using ‘1619 Project’—But There’s a Twist  
(Education Week, June 15, 2021)
- Critical race theory battle invades school boards — with help from conservative groups  
(NBC News, June 15, 2021)
- Teachers across the country protest laws restricting lessons on racism  
(Washington Post, June 12, 2021)
- ‘Children deserve to be taught’: Teachers in 22 cities are planning protests over laws restricting racism lessons in schools  
(USA Today, June 11, 2021)
- ‘Critical Race Theory Is Simply the Latest Bogeyman.’ Inside the Fight Over What Kids Learn About America’s History (TIME Magazine, June 24, 2021)
- Uncovering Who Is Driving The Fight Against Critical Race Theory In Schools (LISTEN) (Fresh Air, June 24, 2021)
- How the media’s helping GOP fuel critical race theory hysteria  
(Press Run, June 23, 2021)
- Critical race theory has been around for decades — why’s it a powder keg now? (LISTEN)  
(Marketplace, June 22, 2021)
- VIDEO: Creator of term ‘Critical Race Theory’ Kimberlé Crenshaw explains what it really is  
(MSNBC/The Reid Out, June 21, 2021)
- VIDEO: The truth about ‘critical race theory’: co-founder breaks down GOP gaslight  
(MSNBC/The Medhi Hasan Show, June 20, 2021)
- Fox’s anti-“critical race theory” parents are also GOP activists  
(Media Matters, June 17, 2021)
- Critical Race Theory: What It Means for America and Why It Has Sparked Debate  
(Wall Street Journal, June 17, 2021)
- Why are states lining up to ban critical race theory?  
(University World News, June 12, 2021)
- The New York Times’ Culture-War Definition of Free Speech  
(Melissa Gira Grant, The New Republic, June 8, 2021)
- Guest Blog: Where Does the Bizarre Hysteria About ‘Critical Race Theory’ Come From? Follow the Money!  
(Inside Higher Ed, June 3, 2021)
- Opinion: Why Conservatives Really Fear Critical Race Theory  
(Christine Emba, The Washington Post, May 26, 2021)
- (VIDEO) What critical race theory is really about  
(CNN/Don Lemon Tonight, May 17, 2021)

**Approved**

B. Buldt  
A. Livschiz  
A. Marshall  
A. Nasr  
J. Nowak  
D. Tembras  
N. Younis

**Opposed**

**Abstention**

**Absent**

**Non-Voting**

C. Ortsey

Question Time

Could the administration please explain the reasoning behind the new “Program Finder: Who Are You” on the PFW homepage? I am puzzled why the administration would think these “Cards” with titles such as “Budding Einstein” (“Relatively speaking, you have big ideas too”), “Spotlight Star” (“If anyone needs you, they just look for the spotlight”), and “Born Leader” (“You know how to inspire a team”) would be attractive to students (and to their parents). To what extent were departments and programs consulted about these descriptions, descriptions that have nothing to do with actual career guidance? Not only does the whole concept seem flawed, but also the execution leaves something to be desired. The category “Born Leader” could conceivably include every one of PFW’s departments and programs, but leaves out, for example, Women’s Studies (while every other Political Science offering is listed) and suggests a History minor, but not a major.

C. Erickson

**MEMO**

To: Senate Executive Committee  
 From: Civics Literacy Proficiency Requirement Ad Hoc Committee  
 Re: Summary of activities and recommendation  
 Date: January 7, 2021

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**The Requirement Mandated by the Purdue University Board of Trustees**

The requirement mandated by the Purdue University Board of Trustees (BOT) is that all students pass a civics literacy exam with an 80% or better. The exam is administered on-line out of West Lafayette. The exam can be taken at any point during a student's time in the Purdue University system.

**West Lafayette Program**

West Lafayette has a second mandatory component. Students must complete one of three "pathways."

1. Attend six approved civics-related events
2. Complete 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material (Students have to complete a written assignment after listening to a podcast. The Civics Literacy Proficiency Requirement Ad Hoc Committee (Ad Hoc Committee) was told the assignments are likely to be graded by graduate assistants.)
3. Complete an approved course

**Meetings with the Ad Hoc Committee**

The Ad Hoc Committee has met with:

- Purdue University West Lafayette Provost Jay Akridge
- Purdue University West Lafayette Dean of the College of Liberal Arts David Reingold
- Director of Student Life and Leadership James Velez
- Registrar's Office
  - Registrar Cheryl Hine
  - Associate Registrar Tara Lewis
  - Associate Registrar Kim De Leon
  - Business Analyst Christa Van De Weg
  - Business Analyst Crystal Milton
  - IU Registration System Liaison Kari Smith
- Director of the Office of Diversity and Multicultural Affairs Rhonda Meriwether

**Recommendation**

1. All students in the Purdue University system have to pass the exam with a grade of 80% or better.
2. All PFW students have to complete one of three pathways. (These are described as three separate pathways for explanatory purposes. The reality is that there is only one pathway – complete some combination of events and broadcasts that equals six (6).
  - 2.1. Path One: Attend six (6) approved events.
    - 2.1.1. A series of events will be held around Constitution Day (9/17).

- 2.1.2. There will be at least one event to which K-12 students can be invited as a recruitment tool.
- 2.1.3. There will be at least one event to which the public will be invited as a way to build connections to the community.
- 2.1.4. Student Life and Leadership likely can assist with tracking attendance at events.
- 2.1.5. Capacity will need to be built so that a similar series of events can be held during the spring semester around another civically significant date.
- 2.2. Path Two: Listen/watch six (6) approved broadcasts
  - 2.2.1. A list of recordings held by College Access Television at PFW and WBOI will be identified annually.
  - 2.2.2. Some of the recordings may be events mentioned above.
  - 2.2.3. The recordings will be available through Brightspace (or any other LMS used by PFW).
- 2.3. Path Three: Mix and match events and broadcasts to equal six (6)
  - 2.3.1. This will provide flexibility for students.
  - 2.3.2. This provides flexibility for unpredictable circumstances that might cancel events.
- 3. Oversight and administration
  - 3.1. Civics Literacy Proficiency Subcommittee
    - 3.1.1. Subcommittee of the Educational Policy Committee
    - 3.1.2. Membership: The Civics Literacy Proficiency Subcommittee shall consist of a representative of the Registrar's Office (non-voting), a representative of the office of Student Life and Leadership (non-voting), the Director of the Civics Literacy Proficiency Program, and four members of the Voting Faculty and lecturers/senior lecturers elected at large by the Voting Faculty subject to the restriction that at least three Major Units be represented. The Director shall chair the committee and vote only to break tie votes.
    - 3.1.3. Responsibilities: The Civics Literacy Proficiency Subcommittee shall:
      - 3.1.3.1. Establish, review, and revise the learning objectives of the program
      - 3.1.3.2. 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
      - 3.1.3.3. Establish the assessment plan for the program
      - 3.1.3.4. Approve events and broadcasts for inclusion in the program
      - 3.1.3.5. Review the annual assessment report and make recommendations to the Director and Senate based on the assessment report
  - 3.2. Director
    - 3.2.1. A full-time faculty member should be selected to run this program.
    - 3.2.2. The Director should be the PFW faculty representative for the Civics Literacy System Coordinating Group.
    - 3.2.3. The Director should be part of the structure of the Office of Academic Affairs.
    - 3.2.4. The Director should be awarded a release from one course in the fall and one course in the spring.
    - 3.2.5. The Director should be paid a stipend during the summer.



- 3.3. Staff: This program involves every undergraduate student at PFW and will require a great deal of administrative duties. The Director will need the assistance of a staff person on at least a half time basis.

### **Issues To Be Researched and Resolved**

There are several administrative issues that need to be investigated and/or resolved before the start of the 2022 fall semester. There is a possibility that failure to resolve one or more of these issues will result in PFW not being able to offer the additional component.

1. The required exam will be taken through Brightspace. There is no existing interface from Brightspace to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Brightspace will have to be entered manually into Banner.
2. The Community software used by Student Life and Leadership to track attendance at events receives data from Banner, but there are no automated processes for sending Community data back to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Community will have to be manually entered into Banner.
3. Brightspace can be used for the broadcasts, but there is no automated way for completion of the broadcasts to be sent to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Community will have to be manually entered into Banner.
4. Zero credit hour courses or non-course requirements are options for how participation is tracked. Each comes with issues to be investigated further and resolved. Fortunately, PFW Registrar's Office is communicating with WL Registrar's office in an attempt to align approaches and processes.
5. The completion of this requirement has to appear on transcripts.
6. It is not clear at this time how transfer students will be handled? This is a more significant issue, if the requirements in Fort Wayne and West Lafayette are not the same.
7. Job descriptions for the Director and Staff person have to be developed.

### **No Course Pathway at this Time**

The ad hoc committee does not recommend a course pathway at this time. Issues related to financial aid, capacity of course offerings, impact on the PFW General Education Program, degree-specific curriculum maps, and other issue have to be investigated before a recommendation can be made.

**TO:** 2021-22 Senate Executive Committee  
Ann Marshall, Chair  
**FROM:** Sarah S. LeBlanc, Chair, Curriculum Review Subcommittee  
**DATE:** January 13, 2022  
**SUBJECT:** Certificate in Cultural Resource Management

The Curriculum Review Subcommittee supports the proposal from the Department of Anthropology and Sociology, for their proposed Certificate in Cultural Resource Management. We find that the proposal requires no Senate review.

Thank you for your attention in this matter.

**Approving**

Laurel Campbell  
Behin Elahi  
Teresa Hogg  
Shannon Johnson  
Sarah LeBlanc  
Jaiyanth Daniel  
Haowen Luo

**Not Approving**

**Absent**

Terri Swim, exofficio (non-voting member)

## Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location:                      50% 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):

## **Request for a New UNDERGRADUATE Certificate Program**

Campus: Fort Wayne

Proposed Title of Certificate Program: Certificate in Cultural Resource Management

Projected Date of Implementation: Fall Semester 2022

**NOTE: Undergraduate Certificates generally require 12-27 credits of undergraduate-level academic work.**

I. Why is this certificate needed? (Rationale, including market research)

The Certificate in Cultural Resource Management (CRM) will train students in identifying and investigating cultural resources, such as archaeological and historical sites, structures, and artifacts, and developing plans for their preservation, curation, and ethical use. These activities are conducted to comply with the numerous legal statutes, mandates, and regulations affecting historical or cultural properties. The certificate meets or exceeds the requirements for the student to be hired as an “archaeological technician” (Federal government), “archaeological fieldworker” (Indiana), “field crew member” (Mississippi), “archaeological technician II” (California), and comparable designations elsewhere in the U.S. The certificate will prepare students for careers working for professional archaeological firms, environmental consulting and management firms, museums and archives, and relevant local, state, and federal government agencies. If approved, this certificate would be the only certificate or minor in cultural resource management in Indiana, and one of a relatively small number in the United States.

Training in Cultural Resource Management in Indiana has been in decline over the past 10 years due to faculty retirements and departures, the closure of Ball State’s master’s program in archaeology that focused on CRM, and a shift in research focus in Indiana Anthropology Departments away from CRM and North American archaeology towards research conducted on other continents. This decline in training, however, is not due to declining industry need. U.S. archaeological firms employing over 10,000 CRM professionals generated \$1 billion in revenue in 2016 (ACRA 2019) and environmental consulting firms, who frequently complete both environmental and cultural resource assessment and compliance work and employ far larger numbers, generated \$15 billion in revenue in 2019 (IBIS World 2020). The U.S. Bureau of Labor Statistics’ *2020-2030 Occupational Outlook Handbook* reports 7% growth for anthropology and archaeology but indicates that most employment (27%) is in scientific and technical consulting, which includes CRM. Local CRM firms report the need to advertise nationally and regularly hiring entry-level positions from across the US due to the lack of local talent (Odden 2020, personal communication). The recently signed \$1.2 trillion “Infrastructure Investment and Jobs Act” (Pub. L. 117-58) will lead to considerable growth in the CRM industry as they will be needed to determine compliance with federal, state, and local regulations for these new projects. The proposed certificate would provide education and practical training in a subfield of anthropology with considerable opportunities for employment in the region and nationally. The certificate would also be useful for students interested in historical preservation, museum curation, environmental consulting, and those interested in pursuing graduate studies in archaeology and related fields.

II. In narrative form, explain the major topics to be covered in the curriculum of the certificate.

The core courses will provide a strong introduction to archaeology as a discipline and CRM as a field of study and career. This will include an introduction to the study of archaeological artifacts,

architecture, sites, and cultural landscapes to understand cultural history and reconstruct past lifeways. Students will receive instruction in the complex laws, regulations, and ethical concerns surrounding the investigation, excavation, and preservation of cultural, historical, and archaeological remains. Students will also receive extensive laboratory and field training, including a six-week-long archaeological field school, and training in technical report writing. There will be instruction in the archaeology of North America, an area of study that is critical to anyone pursuing CRM as a profession and those with broader interest in cultural and historical preservation. Finally, students will complete an elective course in Anthropology, Biology, Geology (EAPS), or History that complements and extends their education in CRM. These courses include topics such as basic geology, the use of GIS in mapping, history of Colonial American, human osteology, and environmental science.

- III. How does this certificate complement the campus/college/departmental mission? Explain any relationship to existing programs on the campus or within the university.

This certificate is consistent with the Anthropology Program's mission of helping students acquire a comprehensive and integrated knowledge base within the discipline and the skills to apply this knowledge in their professional lives or post-graduate education. This certificate is consistent with the campus mission of championing student success by providing an educational resource that offers intellectual and economic advancement. The certificate also enables the university to enhance quality of place for the region by providing training necessary for regional development and historical preservation.

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

Certainly, the most innovative feature of the program is that instruction and training are provided both by PFW academics and professional archaeologists with years of experience in cultural resource management. The Anthropology Program has a close relationship with the environmental consulting firm RESCOM Environmental Corp that was formalized with a signed memorandum of understanding in 2020. Two of RESCOM's leadership team, Jamie Cochran-Smith (Vice President of Cultural Resources) and Andrew Smith (Chief Operating Officer) are now also Professors of Practice at PFW, and regularly teach three different courses for us, including the archaeological field school. This blend of training by both academics and professionals is rare in the social sciences.

The Anthropology Program also has an active and ongoing collaborating with the Indiana Department of Natural Resources Department Division of Historical Preservation and Archaeology (IN-DNR DHPA). The DHPA has been providing archaeological materials extracted from around the state but not yet analyzed for use in our archaeological laboratory methods course (ANTH 40002), which is a unique pedagogical opportunity for students. The Anthropology Program also has an agreement with DHPA so that our students can intern in their offices in Indianapolis for academic credit.

- V. What methods of delivery will be used for this program (check all that apply)?

- Residential
- Hybrid
- Online

Are all courses to be offered hybrid or online approved in Curriculog for that mode of delivery?  Yes  No

Two of the core courses / 6 credits (ANTH 20003 and 31300) must currently be completed online, and an additional 6 credits can be completed online depending upon the student's choice of elective and instructional modality for ENGL 23401. All remaining coursework is completed in-person.

- VI. List the major student learning outcomes (or set of performance-based standards) for the proposed certificate.

After completing the required coursework and archaeological field school to complete the certificate, students will be able to:

- Explain key concepts, theories, and perspectives of archaeology and Cultural Resource Management (CRM).
- Understand and apply Federal resource laws, regulations, and requirements surrounding cultural, historical, and archaeological remains.
- Demonstrate proficiency in the basic field techniques associated with CRM, including surveying, mapping, spatial analysis, and excavation.
- Identify and properly categorize historical and culturally significant sites, structures, and artifacts common to the Midwestern United States.
- Demonstrate proficiency in laboratory methods associated with the identification, analysis and preservations of physical artifacts.
- Communicate research findings effectively to diverse stakeholders, including the scientific community, government agencies, landowners, and the general public.

- VII. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

- Student portfolio, including selected graded assignments from the core courses and self-reflective narratives
- Survey of certificate recipients every two years after graduation over an eight-year period
- Report of archaeological field school supervisors on general student performance

Results from these assessments will be reviewed by the Anthropology Program every three years and used to improve the certificate program as needed.

- VIII. Describe target audience to be served as well as the goal for the number of participants. What are the admission requirements?

Students most interested in this certificate program will be Anthropology, History, and Biology majors and minors, and those who are interested in pursuing careers in cultural resource management, historical preservation, museum curation, and environmental consulting. The target audience may also include students interested in pursuing graduate work in archaeology, history, and environmental sciences.

Given the lack of formalized training in CRM in Indiana and existence of this as a “stand-alone” certificate, the target audience will also include students with undergraduate degrees interested in pursuing CRM as a career. We will actively promote the program through the Society for American Archaeological website and Anthropology, History, and Biology departments at other universities in the Midwest, particularly in areas with reciprocal tuition agreements. We think the ability of students to complete much of the degree online followed by a single Summer and Fall Semester in Fort Wayne may make the certificate particular appealing to those living relatively close to Fort Wayne.

The admissions requirement is a minimum GPA of 2.5. Students who pursue the certificate after receiving a baccalaureate degree must first be formally admitted to PFW.

- IX. List all specific program completion requirements, including all required courses, minimum course GPA, minimum overall GPA to earn certificate, maximum number of transfer credits, etc.

The proposed certificate requires a total of 21 or 22 credits depending upon the student's choice of electives. Students must receive a minimum grade of C- in all courses. A maximum of 9 transfer credits are allowed. Students pursuing a minor in Anthropology in addition to the certificate must have at least nine (9) credit hours in ANTH courses that do not count towards the certificate.

***Core Courses (12 credit hours)***

Name	Course	Credits	Modality	Pre-Reqs
Introduction to Prehistoric Archaeology	ANTH 20003	3	Online only	None
Archaeology of North America	ANTH 31300	3	Online only	None
Archaeological Methods & Techniques	ANTH 40002	3	In-person	None
Technical Report Writing	ENGL 23401	3	Online and in-person	ENGL 13100

***Archaeological Fieldwork Experience (6 credit hours)***

Name	Course	Credits	Modality	Pre-Reqs
Fieldwork in Archaeology	ANTH 40501	6	In-person	None

*Note:* Students may also complete this requirement by completing an approved archeological field school of the equivalent duration.

***Electives (3 – 4 credits)***

Name	Course	Credits	Modality	Pre-Reqs
Environmental Science	BIOL 34900	3	In-person	Jr or Sr standing
Elementary Surveying	CM 20400	3	In-Person	MA 15400
General Geology and lab	EAPS 10001 or 10003 & 10002	4	Both in-person & online (10001); in-person (10002)	None
Technical Writing Projects	ENGL 42100	3	Online	ENGL 23401
Physical Systems of the Environment	GEOG 10700	3	Online	None
Mapping our World / GIS	GEOG 23700	3	In-person	None
Colonial America	HIST 30101	3	Varies	None
Revolutionary America	HIST 30201	3	Varies	None
The United States from 1789-1865	HIST 30302	3	Varies	None
The American West	HIST 31801	3	Varies	None
Public History <sup>1</sup>	HIST 32503	3	In-person	None
Atlantic World 1400 – 1600	HIST 36001	3	Varies	None

*Note:* <sup>1</sup> HIST 32503 is only eligible when the variable title is "Public History".

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

The library allows full-text access to relevant journals, including *American Antiquity*, *Journal of Archaeological Science*, *Journal of Cultural Heritage*, *Archaeology of Eastern North America*, *Canadian Journal of Archaeology*, *Historical Archaeology*, *Central States Archaeological Journal*, *Journal of Archaeological Method and Theory*, *Journal of Archaeological Research*, and *Southeastern Archaeology*. All relevant maps and government documents are freely available online.

The Department of Anthropology & Sociology needs two resources to create and maintain the certificate program:

(1) *Sufficient LTL Funding*

Three of the required core courses (ANTH 31300, 40002, and 40501) and 12 of the required 21 credits hours for the certificate are taught by Professors of Practice Jamie Cochran-Smith and Andrew Smith. Their compensation is drawn from the Department of Anthropology & Sociology's limited term lecturer budget. For FY2023, their compensation will be \$13,248 based on the current LTL pay scale. Compensation for other LTLs teaching for the department is expected to be \$13,248 for a total predicted annual need of \$26,496. The department's original FY2022 LTL budget of \$23,332 was adjusted sharply downwards to an unmanageable \$8,156, which left us unable to pay for our LTLs even in Fall 2021. The certificate's success relies on a more realistic budget.

(2) *Basic archaeological field equipment*

We request a one-time grant of \$985 to cover the cost of purchasing basic field archaeology equipment for use in the summer archaeological field school (ANTH 40501). An itemized list is provided in an appendix.

- XI. Include a Liaison Library Memo.

See attached.



Liaison Librarian Memo

Date: 10/28/21

From: Ann Marshall

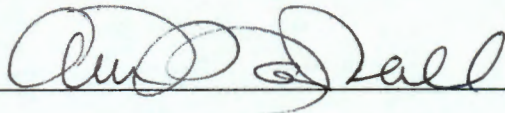
To: Hal Odden

Re: Certificate in Cultural Resource Management (CRM)

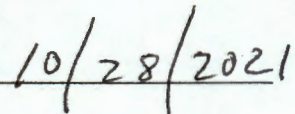
Describe availability of library resources to support proposed new program:

Helmke Library already subscribes to databases related to this program, as listed on the library resource questionnaire. Full text journal content is available through existing subscriptions and additional content may be accessed with document delivery. Acquisition of books to support the program can be purchased within the existing Helmke Library budget. If new subscriptions are needed at a future date, they may need to be funded by an increase in the Library's budget. Currently, the Library is able to support the new Certificate in Cultural Resource Management.

Comments:



*Liaison Librarian Signature*



*Date*

**Appendix: Requested funding for Archeological Equipment Purchases**  
 Proposal for new Certificate in Cultural Resource Management

As indicated in section X, the Anthropology Program requests \$984.38 in funds to purchase equipment for two courses associated with the proposed certificate: primarily ANTH 40501 “Fieldwork in Archaeology”, which would be the 6-credit hour course in which the summer archaeological field school will be taught, but also ANTH 40002 “Archaeological Methods & Techniques.” Lab fees are assessed when students enroll in these two courses, but those lab fees cover the cost of consumables (e.g., Ziplock bags, survey tape and string, photocopying) and replacement of damaged equipment. There are insufficient to cover the cost of purchasing the full range of necessary, new equipment.

Attached you will find an invoice from Forestry Supplies Inc, an approved Purdue FW vendor, for the equipment in question. I have replicated the items and pricing below but with additional information on the items’ uses.







Item	Price	Quantity	Extended Price
Archaeology Photo Board (used to label unit, site, stratigraphic level, and date in excavation photos)	\$161.95	1	\$161.95
Garmin GPSMAP 78 GPS receiver (used in initial surveying of large areas)	\$199.99	2	\$399.98
Munsell Soil Color Book (to aid color identification of archaeological specimens, rocks, animal pelage, etc. in soil)	\$227.00	1	\$227.00
Digital microscope 200x (for analysis of artifacts)	\$99.95	1	\$99.95
Hand trowel, 4.5” x 2.5” with pointed blade (for excavation)	\$18.25	4	\$73.00
	Shipping		\$22.50
	Tax		\$0
	Total		\$984.38

# Confirm Information

**Step 1:** Review the order information.

**Note:** To complete your purchase, you **MUST** click the Place This Order button at the bottom of this page.

<b>Billing Address</b> Purdue University Fort Wayne Harold Odden Dept Anthro and Sociology 2101 E Coliseum Blvd Fort Wayne, IN 46805 <a href="#">Edit Billing</a>	<b>Shipping Address</b> Same as Billing <a href="#">Edit Shipping</a>	<b>Payment</b> Open Account <a href="#">Edit Payment</a>	<b>Shipping Method</b> UPS Ground Shipping Ship Complete <a href="#">Edit Ship Method</a>
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	Item#	Name	Qty	Stock	Notes	Item Price	Item Total
	53416	<b>Forestry Suppliers Photo Board and Scales</b>	1	In Stock		161.95	\$161.95
	39097	<b>Garmin GPSMAP 78 GPS</b>	2	In Stock		199.99	\$399.98
	77321	<b>Munsell Soil Color Book</b>	1	In Stock		227.00	\$227.00
	61106	<b>American Scientific USB Digital Microscope, 200x</b>	1	In Stock		99.95	\$99.95
	53696	<b>Marshalltown Trowel, Pointing, 4-1/2" x 2-1/4" Blade</b>	4	In Stock		18.25	\$73.00
<a href="#">Edit Items</a>						<b>Subtotal:</b>	\$961.88
						<b>Shipping:</b>	\$22.50
						(Tax only collected on orders shipped to Mississippi) <b>Tax:</b>	\$0.00
						<b>Weight Total:</b> 10.1lbs	<b>Total:</b> <b>\$984.38</b>

**Step 2:** Include Any Special Instructions (Optional)

**PO Number:**

**Special Instructions:**

Purdue University Fort Wayne  
**Gainful Employment (GE) Form**  
 (must accompany Graduate Certifications Proposals)

**TO BE COMPLETED BY DEPARTMENT CHAIR/DIRECTOR**

**Application for Review for Title IV Federal Student Aid Eligibility**

**NAME OF PROGRAM:** Cultural Resource Management Certificate

**DEPARTMENT:** Anthropology and Sociology **SCHOOL/COLLEGE:** College of Liberal Arts

A program eligible to participate in Title IV federal student aid would be considered a Gainful Employment Program if it can be completed as a standalone certificate program and prepares students for “gainful employment in a recognized occupation.” A review and documentation of these criteria is essential prior to program implementation. Failure to meet these criteria may jeopardize Purdue University's eligibility to award federal student financial aid or take part in other programs under the Higher Education Act. Final approval for eligibility may be determined by the U.S. Department of Education.

QUESTION	ELIGIBILITY CRITERIA
1. Is this a standalone certificate program?	1. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. Is the student required to be enrolled in a degree-seeking program while pursuing this certificate?	2. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3. Would this certificate alone prepare a student for gainful employment in a recognized occupation?	3. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If YES, list the Standard Occupation Code(SOC): <u>19-3091.00</u> <i>(The Department of Labor's Standard Occupational Code (SOC) must be provided to show the occupation that the program prepares students to enter and can be found on the Department of Labor's O*NET website - <a href="http://www.onetonline.org">http://www.onetonline.org</a>)</i>
4. Is the program a one-year minimum training program that leads to a degree (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation?	4. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If YES, describe how this program prepares the student for gainful employment:  <u>The Certificate meets or exceeds the requirements for employment as an "archeology fieldworker" in Indiana (312 Ind. Admin. Code 21-3-4 sec 4e), for Federal employment in the archeology series (GS 0193), and comparable positions in other U.S. states</u>
<b>***If you answered NO to all of the above – STOP HERE. Certificate is not eligible for Gainful Employment***</b>	

AREA OF REVIEW	ELIGIBILITY CRITERIA
Academic Year Definition Requirements	<p>Number of weeks of instructional time per academic year for this program: <u>  32  </u> In an academic year, a full-time student must complete at least <u>  24  </u> semester hours.</p> <p>(NOTE: Federal regulations define academic year as a period of a minimum of 30 weeks of instructional time. In an academic year, a week of instructional time is any week in which at least one day of regularly scheduled instruction or examination occurs, or at least one day of study for exams for final exams if it occurs after the last scheduled day of classes for the semester. Instructional time does not include periods of orientation, counseling, vacation, or any other activity not related to class preparation or examinations. Internships, cooperative education, and independent study are forms of instruction that may be included in the definition of academic year. For an undergraduate educational program, an academic year is a period a full-time student must complete at least 24 semester hours.)</p> <p>The length of the program is <u>  less than 1  </u> academic years. (Federal regulations require that the program length is at least two academic years and provides an associate, bachelors, graduate, or professional degree or a one-year training program that leads to a degree or certificate (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation.)</p> <p><b>Department Head (please attach a Program of Study documenting the following):</b></p> <ul style="list-style-type: none"> <li>This program prepares students for gainful employment in the same or related recognized occupation as an educational program that has previously been designated as an eligible program at Purdue University Fort Wayne.</li> </ul>
Document(s) Required	If program proposal and approvals (Faculty Senate, Vice Chancellor for Academic Affairs, and Provost's Office, and the Indiana Commission for Higher Education, if applicable) are not on file with the Office of Academic Affairs, you may be asked to provide documentation.

*Harold Odden*

12/12/2021

Signature: Department Head

Date

When Completed Send to: Ron Herrell, Director of Financial Aid,  
Purdue University Fort Wayne  
2101 E. Coliseum Blvd, KT 103B  
Fort Wayne, IN 6805  
rherrell@pfw.edu

Office Use: This program is

       **Eligible** – Based on submitted documentation, the Division of Financial Aid has determined that this certificate IS ELIGIBLE for Title IV federal student aid.

       **Ineligible** – Based on submitted documentation, the Division of Financial Aid has determined that this certificate IS INELIGIBLE for Title IV federal student aid.

Signature: Director of Financial Aid

Date