

Minutes of the
Third Regular Meeting of the Fifth Senate
Purdue University Fort Wayne
November 14 and 21, 2022
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of October 10 and October 24
3. Acceptance of the agenda – A. Nasr
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 – H. Strevel
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 22-8) – P. Eber
 - b. Annual Report on the Budget (Senate Reference No. 22-12) – G. Nakata
 - c. Administration Response to Senate Document SD 22-6 (Review of the Created Equal Event on Campus on Tuesday, September 20, 2022) (Senate Reference No. 22-13) – R. Elsenbaumer
 - d. Athletics Report (Senate Reference No. 22-14) – R. Elsenbaumer
7. Unfinished business
8. Committee reports requiring action
 - a. Faculty Affairs Committee (Senate Document SD 22-7) – D. Holland
 - b. Executive Committee (Senate Document SD 22-8) – A. Nasr
 - c. Subcommittee Task Force (Senate Document SD 22-9) – B. Buldt
9. New business
10. Question time
11. Committee reports “for information only”
 - a. Graduate Subcommittee (Senate Reference No. 22-9) – K. Fineran
 - b. Student Affairs Committee (Senate Reference No. 22-10) – S. Buttes
 - c. Executive Committee (Senate Reference No. 22-11) – A. Nasr
12. The general good and welfare of the University
13. Adjournment*

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

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

Attachments:

“Memorial Resolution-Linda Wark” (SR No. 22-8)
 “Annual Report on the Budget” (SR No. 22-12)
 “Administration Response to Senate Document SD 22-6 (Review of the Created Equal Event on Campus on Tuesday, September 20, 2022)” (SR No. 22-13)
 “Annual Athletics Report 2020-2021” (SR No. 22-14)
 “Approval of Revised Sabbatical Policy” (SD 22-7)
 “Support for WL Senate Document SD 22-08 Addressing the Negative Impact of Indiana Senate Bill I” (SD 22-8)
 “Filling Vacancies” (SD 22-9)
 “Graduate Concentration in Student Affairs Counseling” (SR No. 22-9)
 ““Leveraging Covid-19 Data” Review and Findings” (SR No. 22-10)
 “Chancellor’s Response to 2020-2021 and 2021-2022 Administrative Compliance Reports” (SR No. 22-11)

Senate Members Present:

J. Badia, K. Barker, D. Bauer, S. Betz, B. Buldt, S. Buttes, Z. Chen, S. Cody, Y. Deng, C. Drummond, B. Elahi, R. Elsenbaumer, T. Foley, R. Friedman, K. Gyi, S. Hanke, V. Inukollu, P. Jing, J. Johns, S. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, A. Livschiz, H. Luo, D. Maloney, E. Mann, J. McHann, A. Montenegro, G. Nakata, A. Nasr, K. O’Connor, E. Ohlander, H. Park, P. Saha, R. Shoquist, W. Sirk, T. Soule, G. Steffen, K. Stultz-Dessent, K. Surface, D. Tembras, N. Virtue, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

S. Bischoff, B. Chen, M. Gruys, M. Hammonds, D. Holland, J. Lewis, J. Mbuba, I. Nunez, J. O’Connell, M. Perkins Coppola, A. Pinan-Llamas, S. Wight

Guests Present:

A. Blackmon, N. Borbieva, K. Burtnette, J. Cashdollar, L. Clark, P. Eber, K. Fineran, C. Fox, D. Hoile, C. Huang, M. Kelsey, T. Luce, J. Malanson, C. Marcuccilli, R. Nerad, T. Swim, K. Wagner

Acta

1. Call to order: H. Strevel called the meeting to order at 12:00 p.m.
2. Approval of the minutes of October 10 and October 24: The minutes were approved as distributed.

3. Acceptance of the agenda:

A. Nasr moved to accept the agenda.

Motion to accept the agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

a. Deputy Presiding Officer:

N. Younis: Dear colleagues,

My report today is about the importance of a clean campus in educational institutions.

It's essential to keep a campus clean because keeping a well maintained campus is very important for everybody's health, student learning, and the positive image of the institution.

Studies show that when it comes to the quality of education for a student, universities should think of campus cleanliness as one of the key contributing factors.

Campus buildings cleanliness and smell don't require strategic planning, forums, or reports. Essential daily campus cleaning includes: sweeping and mopping all hard surface flooring. Faculty and students expect an attractive campus to have high standards when it comes to cleanliness and overall environment, especially in restrooms.

I would like to suggest that the vice chancellor for financial and administrative affairs to visit campus buildings to assess the cleaning aspects of the campus, not the hallways only. If we can come up with the budget to hire and promote executives, we certainly should be able to hire more custodians and pay them more.

In conclusion, a well cleaned campus is vital for PFW faculty and students as it offers the ideal learning environment to them.

Thank you!

b. IFC Representative:

A. Livschiz: The university has engaged in a public large scale effort to focus on the goal of embracing diversity, equity, and inclusion and to enhance quality of place. There have been forums, and there is a survey out to all of us—which we should all fill out of course.

“Rape is not an excuse”—that is a phrase that was screamed at a PFW student by a representative of Created Equal on September 22 as she was running away from them. It was one of the many examples shared with me and other faculty, in this case by the friend of that chased student, who happened to have been a victim of sexual assault. The student telling us the story knew that her friend was not in any shape to do it herself, and felt it was her responsibility to advocate on her friend’s behalf. Other shared examples included videos of PFW students posted by the organization on their social media that open our students to scrutiny and mockery in the comments section. The preliminary response from the university as articulated by an upper administrator is that students should “learn to exist in a world where things are harsh.” Another administrator referred to what happened on September 20 as “good discourse happening.” Students were hiding in the library, trying to calm down and deal with the verbal and visual attacks. Our administration is most concerned that students did not avail them of the counseling services that the university prepared for them on the day of Created Equal visit in anticipation that students may need those services. Concerned students have been told that nobody saw counselors that day, with our administration choosing to interpret this fact as a sign that students were not traumatized and not as a sign that students 1) don’t know about resources or 2) choose to find help with more trusted resources, including faculty and other staff.

Last month, senate voted overwhelming (all but one member present in favor) in support of the resolution that basically asked for some accountability from the administration—to better understand what policies we currently have to deal with outside visitors, what policies were followed, etc. The resolution asked for a presentation in senate. Last week, we got the memo that the administration will not be making a presentation in senate, citing “constraints” of the way the senate body operates calling for dialogue in other settings instead.

In emphasizing the constraints of senate, the memo from the chancellor overlooked one very important objectively positive thing that a senate presentation does—that we have a record of the report and answers to the questions raised in the report, available to the university community. Any work that would need to be done to help look at policies and changes to policies has to start with the open sharing of existing practices, what policies we have, which were followed, etc.

As a historian, having a record of our work is important. We are constantly told that something “never happened” on campus before, when even a casual check of existing written records can often point to the opposite. So we can go back and look at the records of senate meetings going back decades. If one did that, one could find, for example, lively and spirited discussions about whether or not then-IPFW could actually afford a Division I athletics

program. That discussion is remarkable to re-read today because the issues raised by faculty at the time are the same issues that continue to be raised year after year after year, as the budget situation becomes more and more dire as the size of our student body continues to decrease. If one went back, one can find discussion about problems with student dorm construction including concerns about black mold. And last but certainly not least, if one goes back to look at past minutes, one can find many many examples of senate NOT acting as a rubberstamping body for work done in committees but discussing and at times even sending back materials to committees for additional revisions. Neither then nor now, are such actions a sign of disrespect for committee work, but rather senators behaving with due diligence to do their job as senators. And consistent through the years—laments about there not being enough volunteers for committee service—suggesting that maybe the problem is not the lack of senate’s respect for committee work, and a reminder that correlation is NOT causation.

5. Report of the Presiding Officer:

H. Strelvel: I would just like to remind senators that you be prepared for Senate by reading the documents ahead of time so that you can participate in Faculty Senate. Obviously, if you participate in Senate then you are able to report back to your colleagues in your respective areas, giving them the necessary insight to understand where their future lies. As a representative of them, you are responsible for that. Of course, that entails that you attend meetings, and I encourage you to do so. If you have not done so very much in the past, I know that attendance is being taken more rigorously now, so please be reminded that you are obligated to attend meetings and participate. Thank you.

6. Special business of the day:

- a. Memorial Resolution (Senate Reference No. 22-8) – P. Eber

P. Eber read the memorial resolution for Linda Wark.

- b. Annual Report on the Budget (Senate Reference No. 22-12) – G. Nakata

Please see attached PowerPoint.

N. Younis: What is the equation for the state funding or assistance?

G. Nakata: Nash, I am going to be honest with you. I don’t know it off the top of my head. I can definitely find it out. I know they are looking to modify that though. They are currently in the process of talking about that. I can definitely get back to you though and will get you the calculations.

S. Buttes: The fiscal year 23 budget by segment slide, is there a way to have a more granular breakdown of the budget numbers there? Are these numbers including salary

and wages, in addition to S&E? What percentage of that big number is salary? What percentage of it is money available to support the various other aspects of meeting the mission? I assume the athletics budget is in finance and administration, so what percent of the \$39 million plus is athletics versus other kinds of things?

G. Nakata: So, basically these are operating budgets. This is what everyone's budget is to get their job done, which includes paying people, buying supplies, getting equipment, and hiring student workers. Everything like that is included. If you would like to shoot me an email with the types of things you would like to look at then I would be more than happy to work with you.

S. Buttes: Great. Thank you so much.

A. Livschiz: Glen, thank you so much for the presentation. It was super educational. My question is out of sheer ignorance. In the beginning, when you were talking about the surplus and you mentioned that we had an \$8.5 million surplus, what does that mean? If we have a surplus, do we put it into that \$66 million account in order to try to get to \$70 million? Or is that the money that we use to decide on raises? Or is that the money that is reallocated and redistributed into the different units on campus? Do you see what I mean?

G. Nakata: Totally. Basically. the surplus is compared to our budget. When we say we are budgeting a balanced budget, well we actually performed \$8 million better than what we thought through a combination of increased revenue and more fiscal management than we had. Those monies would potentially go to carry forward balances or reserves. That is part of the budgeting process where people will say that they want to use x amount of dollars of the carry forward amount for next year. Or they will say they want to use x amount of dollars for reserves for the following year. Part of that is true cash and would help to build our cash balances. But, I think from your standpoint with what you are asking is that these are monies that would help us to plan for the following year. We have a pretty good idea of where we think we are going to lie and that is where the business managers work with the faculty and staff to help them to better understand what resources are available for the following year.

A. Livschiz: Thank you. You mentioned that in 2021 we got put on the bad index. It makes sense that it was that year. Did that happen to a lot of other public institutions in Indiana? Was that an anomaly? I know that it has already been fixed.

G. Nakata: Right.

A. Livschiz: I am curious as to how we fit, in terms of our budgetary health, with other public institutions in Indiana.

G. Nakata: I will be honest with you. I don't know. But, I can definitely ask some folks to see if anyone else fell below that 1.0 mark. That is kind of the floor. You want to be at 1.0 or above. I can definitely ask around and see if anyone else knows of

any other institutions, either in the state, United States, or region, that fell below the 1.0 mark. I will get back to you.

B. Buldt: Thank you, Glen, for the presentation. The question I have is about professional development money that seems to be coming back now.

G. Nakata: Yeah.

B. Buldt: In the past, everyone got assigned basically a default amount. It was within the authority of the chair how to distribute it among the faculty in their department. Now we need to make requests, which is fine, but the problem that I see is that I need to make requests now for what will happen in the next academic year. If I do not know what kind of travel I will do in the next academic year, are there any ideas how we can work this out?

G. Nakata: Yeah. I totally understand. I think one of the things we are trying to do is just give us a roadmap for the following year so that we can earmark x hundreds of thousands of dollars for professional development. If there are things that go above and beyond that, we are definitely not above having discussions and trying to figure out if there is more money that needs to go to that, depending on how the year is going with regards to our enrollment and retention rates. We could potentially be in a better position. That may free up some funds to increase professional development during the year or allow certain trips to happen that weren't known about until the actual fiscal year. Hopefully that helps.

S. Betz: My question is about this last slide, about the point that the continued budget cuts aren't going to be the solution. But, when we know there is a decreasing high school age population, I think somewhere around 2% is what I read at some point for Indiana over the next few years, how realistic is it to assume we are going to have increased enrollments when we got increased competition from other universities and a decreasing number of high school age students?

G. Nakata: Right. If you look at the mix of that one slide, we are seeing an increase in out of state, international, and graduate students. That is one area that we are using now to help supplant the decreases we are seeing from in state, and especially from northeast Indiana, enrollment on our campus. A bigger piece of it is looking to increased enrollment from our nontraditional area of northeastern Indiana, and look toward out of state, and out of country, students and graduate students to help. But, also, to retaining those students. That is such a key piece where it is great, but we have to have them here for all four years to really make sure they get the education they need, and that they end up being alumni of our campus.

C. Drummond: I wanting to get back to Bernd's question briefly, if I could. Bernd, you remember from your time as chair, we had sort of fixed historical S&E budgets that didn't really change from year to year. One of the achievements that came out of the restructuring and realignment process was that we move from historical S&E

budgets to formulaic S&E distribution that was based upon number of faculty, mix of faculty types, number of students, credit hours generated, and a number of different factors that helped define the scale and scope of departmental operations. We had a fixed amount of professional development money earmarked for each faculty member. With the budget challenges associated with the COVID interval, we were unable to sustain that. My goal, I don't know if we are going to get there this next fiscal year, is for us to move back to that kind of formulaic structure so that faculty have a clear understanding of what resources will be available to them in future years. I think your point is very well taken, and we are working towards that.

A. Nasr: Thank you for the presentation, Glen. This is actually very helpful. I heard throughout references to international students and how that has become more of a place of investment for the university as we are increasingly getting more international students. My question is, and I am not sure if this is a question to you specifically or to all from the administration present, what measures is the university taking in order to support international students? And to perhaps help with alleviating the cost? Although, yes, understandably we are looking for their tuition fees. But, in order for us to be competitive, what is it that we are offering as a campus? How is it that we are supporting the international education office, and helping in assistance to international students, especially if they are overwhelmed with all of the increases? That is my question. Thank you.

G. Nakata: I will defer to any of my other coworkers who are more familiar with the international side than I am.

K. Surface: Thanks, Glen. Assem, great question. As you indicated perfectly, with the influx of students comes the need to increase support services. We are looking at multiple different ways to additionally resource the Office of International Education, as you mentioned. We are also in what I would consider to be the final stages of working through a pilot program to begin in January that will help specifically all students, but in this case, specifically the international students with transportation from various localized, meaning localized to campus, apartment complexes to help them get to campus. We continue to look at resources and partner with student government from an allocations perspective to provide additional support for the students who are here from international populations. By no means are we perfect, but, absolutely, it is on our radar, and is something that we are working with Ryan Wooley, the Interim Associate Vice Chancellor for Enrollment Management, and Brian Mylrea and his entire team, who clearly have done an exceptional job recruiting and yielding those students. It behooves all of us, as Glen mentioned multiple times, to do what we can to support and assist them while they are here.

A. Livschiz: Glen, I have one more question. Slide eight from the PowerPoint, I just wanted to get clarification about the process. Is the process that is outlined under slide eight, is that the process for the future moving forward? It is not quite how it seemed to have happened last year. I just want to make sure that I understand that this process is going to be this way, and it is going to be for sure this way.

G. Nakata: As I am coming in, I have only been here for a little over a year, we are trying to do tweaks every year just to make sure we make the process easier. This is definitely how we are going to make sure the budget process happens when we are doing the fiscal year 24 budget. This is very important, and it is a collaborative effort between everybody in the department working with their department chairs, deans, business managers, and vice chancellors to make sure that we have a very good understanding of what people are asking for in funding for the following year.

A. Livschiz: If it didn't happen that way in the last year, is there any recourse for that? Or are we just looking forward to the future and moving forward?

G. Nakata: There are things that are needed this fiscal year. I would always tell people that if you need additional funding or things that you need, please talk with your department chair or dean. And then work with the business manager to try to find a solution. If we need to go higher up than we will go higher up and have those discussions.

N. Younis: Can you go back, if you would, to the slide when the music building was figured in the numbers. \$6 million, I think.

G. Nakata: Slide four.

N. Younis: \$6 million for the music building. Did I hear that correctly?

G. Nakata: Yes.

N. Younis: When the building will be finished, will that be considered expenses that year?

G. Nakata: It is going to help pay for the construction of the building.

N. Younis: Will it be figured out in the budget as expenses?

G. Nakata: Yes. When we did the budget, the building was considered a capital project. So, the \$6 million that we received in donations would help to fund the expenses of the building.

N. Younis: But really this is not in our budget because we are going to spend it?

G. Nakata: It is just part of our cash balance.

N. Younis: Alright. Thank you.

G. Nakata: Hopefully that makes sense. We have \$66 million of cash right now, but \$6 million of that has already been earmarked for the new music technology building.

A. Nasr: Going back to that in terms of budgeting, is there anything in regards to scholarships to international students or any financial assistance when they cannot really go for financial aid per se? I also wanted to add my thanks to Krissy for her answer, and add to that that many faculty, whether in this forum or beyond, are more than happy and willing to work with you on developing something for international students, as we are very much engaged in that. Thank you.

K. Surface: Assem, thank you so much. I will absolutely take you up on that and will connect with you post this meeting. Briefly to your question about scholarships, when we looked at the evolving PFW scholarships for this current academic year we increased the amount of scholarship for out of area and international students, while we decreased some of the others. So, obviously, they are looking to allocate those resources to places that we can continue to use them from a recruitment perspective. At this moment, we are scholarshiping international and out of state students higher than in state students. Again, that is nothing brand new or innovative, but it is certainly a difference for us on this campus. We continue to look for ways, to your point, to ease some of that financial burden coming from out of area students. Absolutely.

H. Strevel: Glen, did you have any closing comments?

G. Nakata: No. I just want to thank everybody for allowing me to present this information to you. As I said in the past, if you have any other questions or items you would like to talk about, please feel free to email me, or we can go grab a coffee at Bon Bon's. Thank you very much.

- c. Administration Response to Senate Document SD 22-6 (Review of the Created Equal Event on Campus on Tuesday, September 20, 2022) (Senate Reference No. 22-13) – R. Elsenbaumer

Please see attachment.

N. Virtue: I am just wondering, who was responsible for making the various decisions, but mainly the decision to invite or allow Created Equal to come to campus? Would it be possible for you to just at least give us a sense of the key decision maker in all of this?

R. Elsenbaumer: It is important to recognize the multidimensional nature of these activities. Again, I really think that it is important to have participation in a committee that has all of these individuals present and involved in that discussion. So, not only do you understand who is involved, but what level of involvement they have in coming to the conclusion that this is an appropriate activity to engage on campus. It is not just one person, it is multiple people, and that depends on who the individuals are that are making the request to come to campus. Again, this is not a straight forward

simple answer. There are lots of folks that are involved. I think that it is important to get engaged in these conversations with people that do make these kinds of decisions.

N. Virtue: This feels like a dodge to me. In light of what Ann Livschiz started the meeting out with, I wonder if you could just address those comments a little bit more specifically? Right now, it is just feeling as if this isn't being treated with the kind of transparency and importance that it should be.

R. Elsenbaumer: Again, I have asked for engagement and involvement of the Faculty Senate. The presiding officer has provided that opportunity. I really do think this is the right way to procedurally go. Process matters. This is the process that I choose to use going forward to make decisions. Thank you.

N. Virtue: Well, okay.

B. Buldt: My understanding that I took away from the meeting with the chancellor was that this engagement process is not limited to just the Executive Committee of the Senate. My understanding that I took away is that the Executive Committee in coordination with other stakeholders can open up to other interested faculty. So, this is one thing. Maybe the chancellor wants to confirm or disconfirm whether I remember it correctly or not. I mention this just to alleviate some of the concerns that I hear. Thank you.

R. Elsenbaumer: We welcome all engagement of all interested parties, and Bernd you are absolutely correct. While the Executive Committee was offered as one official body for the Faculty Senate, we welcome all engagement from those that are interested and want to be involved. I did mention to you, at the Executive Committee, that we had quite a few students that were interested and willing to participate in this process as well. So, yes, as much input as we can get. We would welcome that input. Thank you.

A. Nasr: I just wanted to reiterate and thank the chancellor for the opportunity to meet and talk about this, but I want to echo what Bernd just said in terms of how this can be more open to anybody interested. I think that is a very welcome point. It is just that, I am going to go ahead and say it, I am personally not comfortable representing an issue that I have not experienced myself. In other words, I am a straight man speaking on behalf of those that have been subject to this harassment and subject to this trauma. I think that it is part and parcel of the process to involve students, which the chancellor has welcomed, but I am very cautious in how the power dynamics play into this. We ought to recognize that if faculty are coming in then how do we make this an issue more beneficial to representation of students who ultimately are the ones who we are trying to serve. Granted, there are faculty who were also involved in this, perhaps they could come forward as well. It has been mentioned that the Executive Committee is taking part of this, at least from my own personal opinion, it should be more of a facilitator. We should be taking a step back and letting those who are directly involved speak for themselves to enable them to be the ones to oversee the

measures that take place because otherwise we are just practicing involuntarily a sense of power and that could be intimidating to students or to those who are affected. Just something to put out there. Thank you.

R. Elsenbaumer: I think that Assem is right on the money. We absolutely want to hear from and engage with those individuals that have personal experience. As I mentioned to the Executive Committee last week, we have already engaged with students who were directly involved in and experienced the event. These students came forward and provided us with their experiences during this event, and even offered some very good suggestions for what we might do in the future. Again, hearing these suggestions and understanding the actual engagement and involvement and issues around the presence of these individuals on campus was to me very enlightening. It was very helpful in all of us coming together to recognize some issues and procedures that we might anticipate doing differently in the future. So, we would like to hear more of that. It was just an hour engagement, but it was a productive engagement. Now I would like others to hear that same experience. Assem, you are absolutely right. But, on the other side of the coin, we do need people in the room, like Faculty Senate to bring in perspectives from a more general approach, such as free speech, equal access to the campus, and those sorts of things as well. All of these I think are important dynamics that will help all of us understand how to come to make better practices in the future, and that is what we are trying to engage in. Hopefully these experiences and meetings are not intimidating. I didn't find any of our students to be intimidated at all, with respect to the conversations that we had. I would hope that people would feel comfortable engaging in these open and honest conversations. It would be very helpful to all of us if they were. Thank you.

S. Buttes: In the Senate Document, in the "be it resolved" that we had, a lot of those questions are really just informational questions. So, before the Executive Committee could even figure out what an appropriate process would be, having information about what took place, very clearly there were deliberations to figure out how best to accommodate the group, the signs about free speech, we don't endorse whatever the signs said. Somebody decided on that language for the sign, somebody said "go put this on," somebody put the sign in, and so on. There is clearly some kind of process that we followed. In the "be it resolved," the first one is really just about trying to get information and so it seems like that is step one. I guess I will speak for myself, I don't think it is unreasonable to have committees do a lot of the heavy lifting on figuring out what to do next, but I think the piece that is missing is something before committees can actually do any work. Those are the questions that need to be answered. It seems like we still don't have answers to the basic questions that are in that Senate Resolution.

R. Elsenbaumer: Certainly, I very much agree with that. But, again, process is really important here. To have answers to those questions, and I would say other questions that are also relevant, we are going to do that in a committee with a lot of folks involved, and a lot of eyes and ears on this process. As I said before, many people are involved in evaluating these kinds of outside group requests. What is really important

is not just answering these questions. “Who did this? Who is responsible for that?” But, sharing and understanding the thought process that went behind in how they made decisions and why they were asking questions and what they were evaluating is all very helpful information. There is a lot of information that we already have, and we are more than willing to share that, but we want to share that with everybody that is involved and wants to be involved all at the same time. Not just a fifteen-minute conversation.

D. Bauer: I was not fully satisfied with the answer that the chancellor just gave. Again, I also want to reiterate that I love that this is being discussed as an open engagement inviting so many different representatives from the campus, but looking at these lists of questions that the Senate passed last meeting, this is almost twenty questions. I just don’t understand how representatives from the Student Affairs Committee and the Executive Committee, how they are going to be able to answer those. Chancellor, I absolutely appreciate that we don’t want to dedicate fifteen or twenty minutes to this in a faculty meeting. I would like to repeat what Steve asked, and also ask if it possible for whoever was responsible could answer these questions. Could they prepare a list of responses to these questions before this committee is formed? I think we all do a lot of work on this campus, and the people who are always volunteering to serve on these committees, I think their time would be much better served if these questions were written down and answered, to speak to the issue that Ann brought up at the beginning of this meeting about having a record of these answers. As Steve said much more eloquently than I can, I don’t see how an open forum and open committee is going to be able to really get to the bottom of this without somebody having typed up and answered as many of these questions as they can because just looking at them, they look like something that somebody with inside information would have, and not some random representative from the Student Affairs Committee or Executive Committee and the various committees. Again, thank you so much for your attention. It is super important, but the Senate did overwhelmingly pass this resolution last time, and I think we would really like to see some written down answers to this before we can take those important next steps.

R. Elsenbaumer: I agree. We will provide that information to our committee when we have our committee together. Good questions need good answers. I think that we will make sure that we provide that to our individuals that are going to be looking at this in great detail.

A. Livschiz: I appreciate the fact that the chancellor can choose to address this issue however he wants by virtue of the power of his office. The thing that I want to reiterate again is that the concern is less that the chancellor is choosing to do something in a way that is different from what we asked for, but rather that the change shifts the answer out of public view and off to a committee that I thought was already constituted, but now it sounds like maybe it hasn’t been constituted yet, and that the information will be available to them and not to the Senate as a whole. I think that given the issues that are at stake, I think that it is at the end of the day, even if everybody says they want to be a part of this committee, you can’t actually have a

committee with that many people and find a time that meets. It is logistically impossible, so you are never going to have a committee that is actually going to consist of everybody who wants to be on it, if that is what you are claiming that you want to do. I am just concerned about the way this process is unfolding and that in fact the record of the discussions is not going to be made accessible.

I also just want to, as one of the authors of the original memo before it got edited and amended and voted on by Senate, take issue with part of the conclusion of the memo that seems to suggest that the authors of the memo were not truly interested in understanding what happened. I think that the idea that what we wanted was a fifteen-minute presentation, and we thought that everything would be magically resolved by that, is extremely insulting to the people who worked on this resolution. The point of the presentation is information gathering, basic information about what happened, because there are so many rumors. Frankly, we are hearing conflicting information from different people about what happened. We need basic information. After that, appropriate Senate committees could do the work that they needed to do with this basic information. If the chancellor wants to do it a different way than that is fine. But, again, on the record, the fact that we are moving away from transparency and any semblance of a public record is deeply troubling given the subject matter of this particular issue, and the implication that the goal of the resolution was something other than “true understanding” or “positive outcome for the campus.” We can respectfully disagree with the chancellor’s decision without implying that we want something other than “true understanding” or “positive outcome.”

R. Elsenbaumer: Thank you for your perspective. Thank you.

N. Virtue: Just to sort of add on to Ann’s comments right there, I just want to point out that the rationale for moving this from a Senate forum to more of a smaller committee setting had to do with expediency and efficiency of discussion. Going back to Deborah Bauer’s points, that doesn’t preclude writing a detailed list of responses to the questions raised in the resolution. That doesn’t take any time away from Senate, it provides more of a sense of transparency that I think we are really pushing for here. I am wondering if the chancellor would agree, in the spirit of transparency, which we all know is very important to some kind of written response either before or after the meeting with detailed information to the Senate Resolution.

R. Elsenbaumer: I will certainly consider that, but I think it might be better to have that kind of report come out of the final committee and determination for what we will do going forward, along with the background information that led to those decisions and changes and practices and procedures, if there are any. So, yes, I do agree with transparency, but I would rather do that when we are at the end point when we have good decisions and then why those decisions were reached.

d. Athletics Report (Senate Reference No. 22-14) – R. Elsenbaumer

A. Livschiz moved to postpone the Athletics Report until December.

A. Livschiz withdrew the motion.

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

Session II
(November 21)

Acta

Senate Members Present:

J. Badia, K. Barker, S. Bischoff, B. Buldt, S. Buttes, B. Chen, Z. Chen, S. Cody, Y. Deng, B. Elahi, R. Elsenbaumer, R. Friedman, K. Gyi, V. Inukollu, P. Jing, J. Johns, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, A. Livschiz, H. Luo, D. Maloney, E. Mann, J. Mbuba, J. McHann, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, K. O'Connor, E. Ohlander, A. Pinan-Llamas, G. Steffen, S. Steiner, K. Stultz-Dessent, D. Tembras, N. Virtue, L. Whalen, M. Wolf

Senate Members Absent:

D. Bauer, S. Betz, C. Drummond, T. Foley, M. Gruys, M. Hammonds, S. Hanke, S. Johnson, J. Lewis, J. O'Connell, H. Park, M. Perkins Coppola, P. Saha, R. Shoquist, W. Sirk, T. Soule, K. Surface, N. Younis, Y. Zhang

Guests Present:

A. Blackmon, K. Burtnette, J. Cashdollar, A. Dircksen, M. Dixson, P. Eber, K. Fineran, C. Fox, M. Helmsing, D. Hoile, M. Kelsey, T. Luce, J. Malanson, C. Marcuccilli, R. Nerad, C. Springer, T. Swim, K. Wagner

H. Strelvel reconvened the meeting at 12:00 p.m. on November 21, 2022.

- d. Athletics Report (Senate Reference No. 22-14) – R. Elsenbaumer

Please see attached PowerPoint.

A. Livschiz: This is out of sheer ignorance about the terms that are used in discussing budgets. I am confused about Athletics having a surplus of roughly \$1.5 million. If the expenses for Athletics are subsidized by the university by student fees, what does it mean to have a surplus? I appreciate the fact that the surplus went back into the central fund and that is what helped us with a healthier budget. But essentially, the surplus exists because there was less travel, and thanks to that, based on the presentation that Glen did last week, it is why we are in better financial shape than before, which sort of begs the question of how much better shape we would be in if we always didn't have these particular expenses. More generally, how do you have a surplus if you are heavily subsidized?

R. Elsenbaumer: A very good question. It is the same as it is for any department on campus. Every department has a budget, and that budget is comprised of sources of funds from a variety of different locations or sources on campus. Nonetheless, each unit is given a budget, and one expects that unit to stay within its budget with respect to expenses for that year. If they don't spend all of their funds, regardless of where the funds come from, then their unit records a surplus or excess revenue. That is exactly what happened here. I would also like to point out that less travel was definitely one aspect where we saved money. The reduced number of sports that were participated in, you may have forgotten, but the Athletics program, 40-41 individuals in that program, took a one-month furlough. That furlough was unpaid. That resulted in some significant savings as well. That is where that large number came from. I don't think we will see that in the future, but when you underspend your budget that causes a surplus. It doesn't matter where the money comes from. It is relative to their allocated budget. I hope that answers the question.

A. Livschiz: Yes. Thank you.

S. Buttes: I wanted to ask a question about metric number ten and a related metric that I didn't jot the number down. Metric number ten was talking about the average GPA of student athletes relative to all students. The related one is the four-year graduation rate; I think it was 56% since 2013 for student athletes versus 39% for all students. What I was interested in was knowing what the support mechanisms are for student athletes that contribute to being able to achieve this academic progress, which is amazing. Obviously, there is the question of scholarships, but I was wondering what other kinds of academic support are available to student athletes, and how those are utilized to bring about this high GPA relative to the general student population.

R. Elsenbaumer: Very good question, and very relevant question to student success overall. There are really two important components here. Number one is that our Athletics program in general recruits and attracts very high performing students, just in general. So, right out of the box, these individuals are well prepared to perform very well. The second component, which of course is incredibly important, is the advising and the support that these students receive. Just like centralized advising, at the university there is centralized advising within the Athletics program that makes sure that students are progressing appropriately. If they ever find out that there are any issues with respect to students in the class, they try to address those directly and support our students. Yes, student athletes are supported with advisors, and those advisors are very effective.

J. Badia: Thank you, chancellor. A question about the student fee. The \$9 per credit is out of what amount that students pay in total fees?

R. Elsenbaumer: I don't know that amount. It is a much larger amount than \$9. I don't know the total amount. We will find out for you and get back to you. I don't know the total student fee because it changes, I think, every year. What it was for that particular year, I am not sure, but it was much more than \$9. We will find out.

J. Badia: Can I ask a follow up to that too? Much like the comparisons to the other universities in terms of revenue and expenses, is it possible to know what amount of student fees at our peer institutions are going to the athletic programs there?

G. Nakata: Janet, just so you know, in fall 2020 the student service fee was \$13.95 per credit hour. For peer institutions, I would have to do some digging. I don't have that right now, but we could try to see if we can find out among our other Horizon League members what percentage of their student service fee also goes to athletics.

H. Strevel: Thank you, Glen. Ron, did you also want to comment?

R. Elsenbaumer: I just want to caution us here about the student service fees. Students pay a lot of fees, and not just the service fee. I wasn't here when all of this was first decided, but generally these fees are decided by the students and approved by the students, with respect to their service fees. I don't know in the past how things were done here, but I do know with other institutions generally those fees that go to athletics are approved by the students.

L. Whalen: I just wanted to ask a question regarding what constitutes peer institutions, is it just membership in the Horizon League? Just looking at the four institutions that were cited, they seem quite different in terms of their academics. For example, Cleveland State offers thirty-three different Ph.D. programs. Oakland, if it is the Oakland in Rochester, Michigan, offers 21 Ph.D. programs. Wright State offers 7 Ph.D. programs. Northern Kentucky offers 4 Ph.D. programs. Are we basing our athletics peer institutions solely on membership in the Horizon League? Those sort of levels of Ph.D. programs are quite unlike us as an institution.

R. Elsenbaumer: When we joined the Horizon League, to answer your question directly, yes, we are comparing ourselves to the Horizon League institutions, and trying to choose those that are most like we are because we are all Division I athletics programs. When we joined the Horizon League, that was an important metric that was looked at by the individuals who made the decision for us to join or not join. How well did we fit within the cohort of institutions currently in the league, at that time twelve, and these are the sorts of metrics that were being looked at and what our investments were in athletics relative to these other institutions. That is the reason that these were chosen for this purpose. I am sure anyone can choose any other institutions, and I do have as supplemental material, just how we compare to not only the Horizon League, but to the Summit League and NCAA schools across the country. You can see how we are positioned relative to those other institutions. Quite honestly, we are very conservative in our expenses relative to most other schools. We just chose the Horizon League because that is initially how we were compared, and we are continually compared within the Horizon League relative to our expenditures on athletics. We just use that as the benchmark because that is what others are paying attention to.

A. Livschiz: I appreciate the chancellor's response to Steve Buttes' question about how to explain the success of student athletes compared to the student body as a whole, but the answer is problematic because the chancellor says that during the recruiting process the recruiters do a really good job of recruiting really strong students. That is great, and I think those of us who had student athletes in their classes can attest to how great the students are and what a pleasure it is to have them in class, but the problem that I have is these comparisons between the GPAs and graduation rates of student athletes to non-student athletes. This success and value of investing in athletes is constantly being pointed out to us, but we are not comparing comparable pools. Our student body as a whole is not as rigorously preselected as student athletes are. So, when we are thinking about what accounts for their success, it just seems like there are these variables that conveniently don't get taken into account when it is being emphasized just how much worse the rest of us are doing with non-student athletes. Ultimately, some of this is going to have to be addressed through improving and revising the questions that we have for this particular report, but I just want to draw attention to this particular issue and the methodological problems that we have when we are making these kinds of comparisons.

R. Elsenbaumer: You are absolutely right. There is no question about that. But, I want to make sure that we all understand that all of our students are doing extremely well. If you look at a 2.8 or 2.95 GPA for all of the student body, that is a pretty high GPA. It is a very respectable performance by all of our students across campus. Sure, student athletes may be performing a little bit better than they are, but these numbers that you are looking at for student athletes aren't too different from what you would expect from honors level students, which of course are obviously much higher than the average student body as well. So, I don't want to give the impression that our students on our campus are not doing well. I think they are doing extremely well. It is just that our student athletes are performing a little bit better. I am very proud of all of our students, our student athletes, as well as our general student body. We should celebrate those successes that we all have.

B. Buldt: I offer very naïve questions. The first one is that during the first meeting of Senate we have seen a budget by segments, but Athletics is nowhere listed there, unless I missed it. My first question is, where does the Athletics budget fit into this budget by segments that we have seen a week ago? The second question I have, again, very general question, this report talks about student athletes, but then a lot of more detailed information is just about the basketball and volleyball teams. We have many more, like track and field and golf. My question is, when we talk about student athletes, is it just those that are in these four teams or is it all our student athletes? The last question I have is whether it is known what the ratio between advisors and athletes is compared to general academic advisors and all of our students. I hope that was not too much. Thank you.

R. Elsenbaumer: Let me answer the middle question there first. Yes, this is all student athletes. We are not cherry picking. I will answer your first question. In the budget process, Athletics reports to the Vice Chancellor for Financial and Administrative

Affairs, Glen Nakata. The last part of your question, and we would have to get back to you on that, there are not a lot of advisors in Athletics, but if you wanted a breakdown by percentage versus the general population, we can certainly get that for you now that we have centralized advising at the lower division level. We have many advisors at the upper division level. We can get that information for you. That should be relatively soon to report.

J. Malanson: I am just clarifying that on the \$9, the rule has been in place going back at least seven or eight years, if not longer than that, that 65% of the student service fee supports student intercollegiate athletics. That has been the rule in place for a very long time.

R. Elsenbaumer: I just wanted to say thank you for giving me the opportunity to present today.

7. Unfinished business: There was no unfinished business.
8. Committee reports requiring action:
 - a. Faculty Affairs Committee (Senate Document SD 22-7) – D. Holland
 - A. Livschiz moved to suspend the rules to grant Marcia Dixson speaking privileges.
 - Motion passed on a voice vote.
 - A. Livschiz moved to approve Senate Document SD 22-7 (Approval of Revised Sabbatical Policy).
 - Resolution passed on a voice vote.
 - b. Executive Committee (Senate Document SD 22-8) – A. Nasr
 - A. Nasr moved to approve Senate Document SD 22-8 (Support of WL Senate Document SD 22-08 Addressing the Negative Impact of Indiana Senate Bill I).
 - Resolution passed on a voice vote.
 - c. Subcommittee Task Force (Senate Document SD 22-9) – B. Buldt
 - B. Buldt moved to approve Senate Document SD 22-9 (Filling Vacancies).
 - Resolution passed on a voice vote.
9. New business: There was no new business.
10. Question time: There were no questions for question time.

11. Committee reports “for information only”:

- a. Graduate Subcommittee (Senate Reference No. 22-9) – K. Fineran

Senate Reference No. 22-9 (Graduate Concentration in Student Affairs Counseling) was presented for information only.

- b. Student Affairs Committee (Senate Reference No. 22-10) – S. Buttes

Senate Reference No. 22-10 (“Leveraging Covid-19 Data” Review and Findings) was presented for information only.

- c. Executive Committee (Senate Reference No. 22-11) – A. Nasr

Senate Reference No. 22-11 (Chancellor’s Response to 2020-2021 and 2021-2022 Administrative Compliance Reports) was presented for information only.

12. The general good and welfare of the University:

S. Buttes: I am on EPC this year and Steven Hanke asked if I would be able to announce the fact that we have a vacancy on the committee and are actively looking for Senators who might be interested in filling that vacancy. If anyone is interested in working on that committee that looks at policies about a variety of things from pass-fail policies to absence policies to all sorts of other things, you can take a look at the Senate bylaws and see what the charge is. If you are interested in filling the vacancy, you can get in touch with Steven Hanke. Also, I am on Student Affairs and we have a vacancy on Student Affairs, so if you are interested in filling a vacancy on Student Affairs, you can let me know. Thank you.

J. Malanson: As everyone is hopefully well aware, the university is about two weeks into administering a campus climate survey. We last administered this campus climate survey in fall 2019. This was actually the first part of the then new Strategic Plan that we implemented. We are implementing it now again for a second time to all Purdue Fort Wayne students, staff, and faculty, and then a separate but closely related survey to students as well. If you have not already taken the survey, you should have received a reminder message this morning, I would strongly encourage you to take this at some time over the next few days to fill that out. The response we get from that is going to be extremely helpful in crafting DEI initiatives and Quality of Place initiatives, both in the near term and the longer term. I will say that if you have taken the survey already, a significant thank you to you for that. We have already, with almost two weeks left in the survey window, surpassed our response rate from fall 2019 on the employee side. More than 40% of our employees have completed the survey, so we would love to see that continue to get higher. We have more than 1,000 students that have completed the survey as well. I recognize that this week probably isn’t the best time to talk to students about it, but if you do see students this week, or certainly after we get back from break, if you

could also encourage your students to complete it. That would be greatly appreciated. As always, I am happy to answer any questions here or offline about the survey.

13. Adjournment: The meeting adjourned at 12:59 p.m.

Joshua S. Bacon
Assistant to the Faculty

In Memoriam

Dr. Linda Wark

Linda Wark, a professor in the Department of Human Services, passed away on July 13, 2022. Linda was a licensed family therapist and she was certified as a human services board-certified practitioner. She earned her bachelor degree in Psychology from Purdue University as well as her masters in Family Studies and her PhD in Marriage and Family Therapy. From 1994 to 1998 she taught at Northern Illinois University. She then served as the executive director of the Thera-play Institute in Chicago from 1999 to 2002. Linda was a faculty member at Purdue University in Fort Wayne from 2002 until 2021, when she retired. During her tenure at the university, she served in various positions.

Linda was highly involved in the National Organization of Human Services where she chaired the national ethics committee and served as a senior reviewer for national conferences. In 2004 she received the National Organization for Human Services' Professional Development Award and in 2012 she received the National Organization for Human Services' President's Award for Service. Linda was also recognized locally for her service and for her teaching. In 2012 and again in 2016 she received Excellence in Teaching Awards. In 2017 she received the College of Health and Human Services' Award for Service. Linda earned promotion to full professor in 2018 based on her dedication to the field of human services and to her students.

In addition to her service and teaching, Linda was an avid writer. She was known at the national level for her numerous publications on ethics in the field of human services and on play therapy. In addition, she presented annually at regional and national conferences.

For several years, Dr. Wark was the conference coordinator for the National Organization of Human Services Tau Upsilon Alpha Honor Society. In 2009, she began a local chapter of TUA for the Department of Human Services. For ten years she mentored students in the honor society and helped the student organization grow and its members be recognized at several national conferences.

Linda will perhaps be remembered most for her endearing dedication to her students.



NOVEMBER 2022

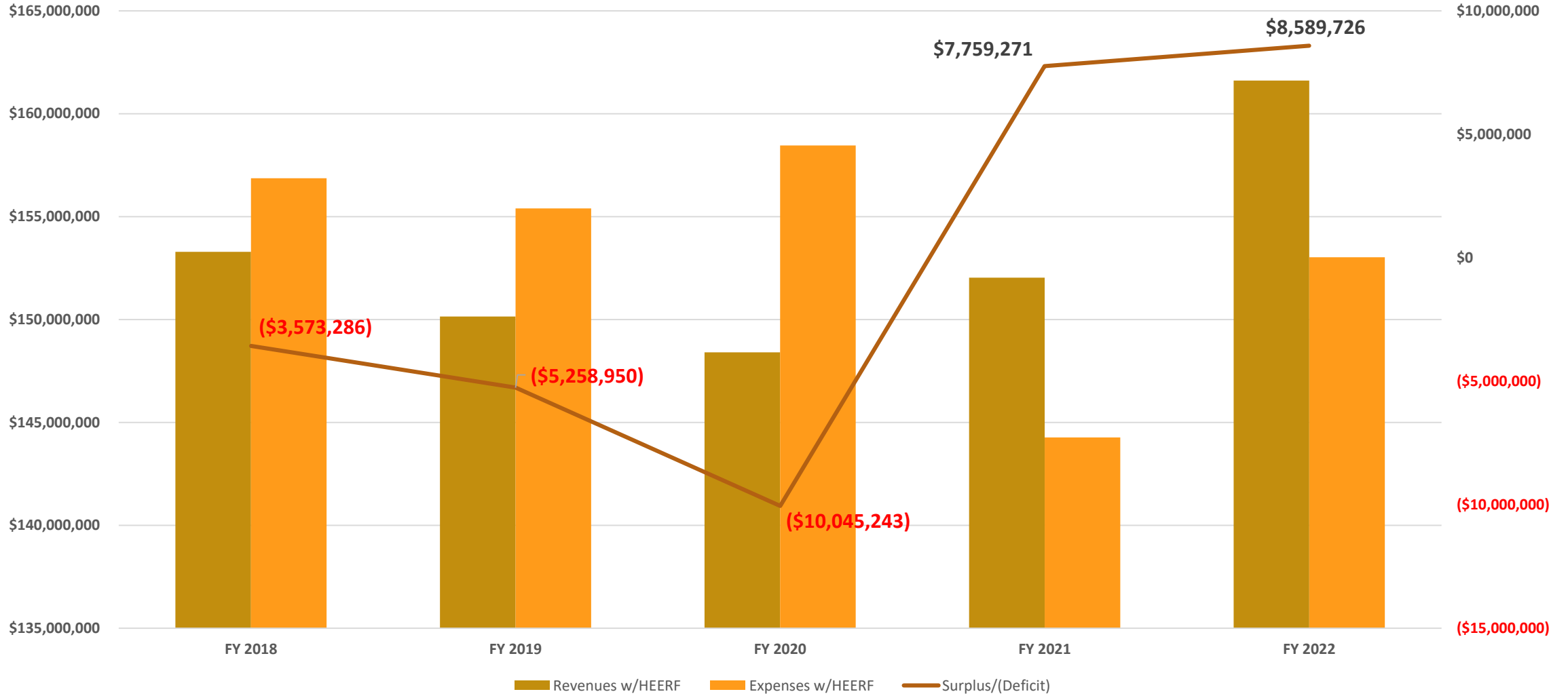
Senate Reference No. 22-12

FY23 ANNUAL BUDGET

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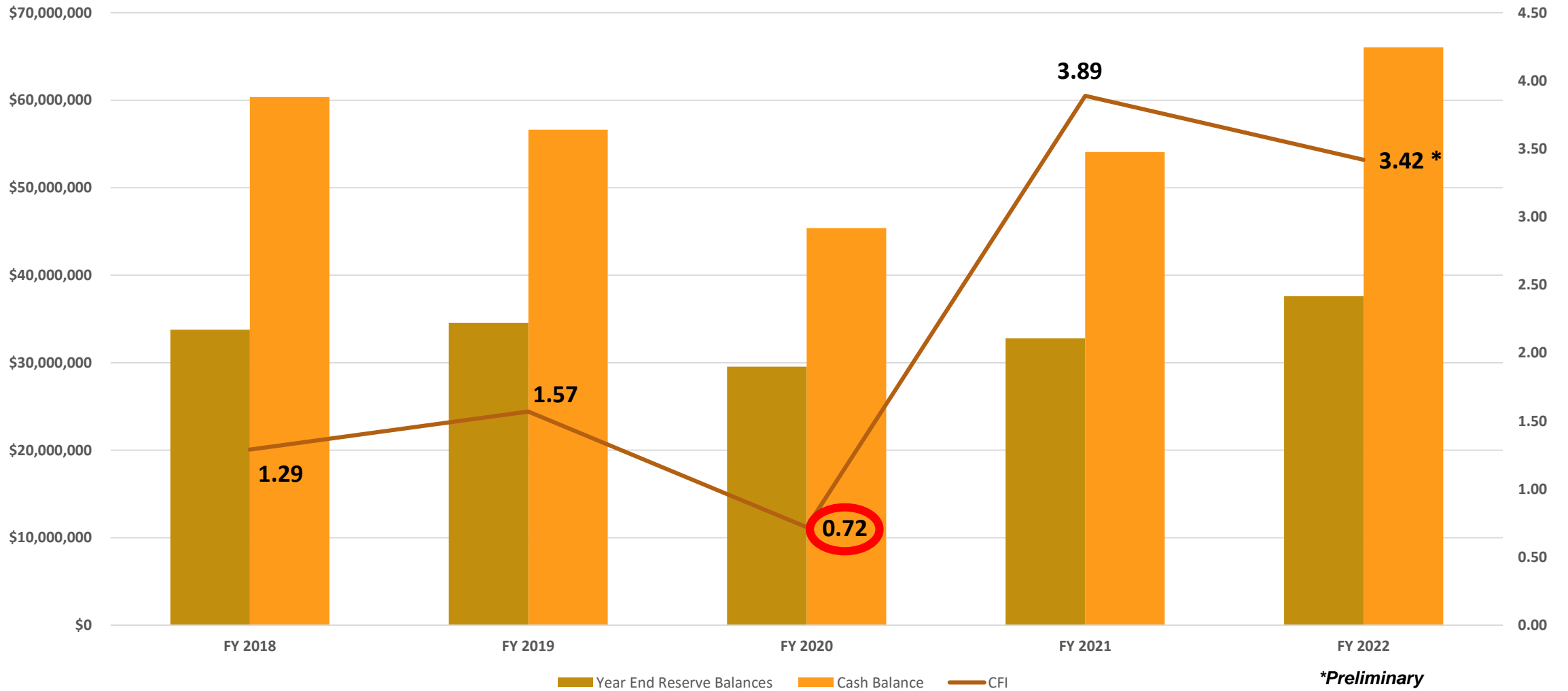
PFW OPERATING PERFORMANCE

FY 2018 – FY 2022



CASH & RESERVE BALANCES & CFI TREND

FY 2018 – FY 2022



FY22 YEAR END CASH BALANCES

- PFW's year-end cash balance was \$66.0MM
- This represents an increase of approximately \$12.0MM
 - Several items contributed to the increase
 - \$6.0MM from donations for the new music building
 - Responsible fiscal management across campus
 - HEERF/CARES funding
- We are still under our targeted cash balance of \$70MM (4.5-5 mos.)

CORE TUITION CHANGES

Tuition & Fee Revenues

	FY22 vs. FY21 Actuals	FY23 vs. FY22 Budget	Fall 22 vs. Fall 21 Actuals
UG Resident	-6%	1%	-3%
GR Resident	19%	26%	17%
UG Non Resident	24%		3%
GR Non Resident	44%		77%
UG International	84%		32%
GR International	67%		104%
Total Revenue Change	0%	2%	3%
Revenue Changes	\$29,214	\$1,404,505	\$869,791

- Even with continual budget reductions and a shift in our revenue mix, PFW still does not have a balanced budget and continues to suffer from a structural deficit

FY23 BUDGET

- The FY23 Budget of \$143.6MM represents a \$6.5MM increase (4.6%) over the FY22 Budget
 - The increase reflects spending reserve and carry-forward balances (\$4.2MM)
 - But we are still showing a **\$3.5MM deficit balance**
- The budget reflects:
 - Increase of 1.45% in the tuition and fee rate as approved in the prior biennial
 - Implementing a 2% Merit Pool for all employees
 - Staff salary recalibrations initiated by Purdue West Lafayette HR
 - Increased utility costs and reinstating faculty travel funding
 - Continued right-sizing budgets across the university

FY23 BUDGET BY SEGMENT

	FY23 Budget	FY22 Budget	FY23 vs. FY22 Inc/(Decr)	Percent Inc/(Decr)
Institutional Aid	22,861,021	22,587,087	273,934	1.2%
Chancellor	1,626,647	1,199,226	427,421	35.6%
Office of Diversity, Equity & Inclusion	937,803	795,739	142,064	17.9%
Communications & Marketing	3,169,869	3,032,209	137,660	4.5%
Development	1,480,495	1,488,182	(7,687)	(0.5%)
Enrollment Mgt. & Student Experience	16,518,919	15,807,939	710,980	4.5%
Finance & Administration	39,544,744	38,546,055	998,689	2.6%
Academic Affairs	60,125,546	56,314,733	3,810,813	6.8%
TOTAL	146,265,044	139,771,170	6,493,874	4.6%

BUDGET PROCESS

- The annual budget process starts within each person's department
 - Discuss with your Department Chair or Dean the resources you need to accomplish your goals for the coming academic year (e.g., recurring funding, gift funds, carry-forward balances, reserve spending, professional development funds, etc.).
- The Deans and Department Chairs will work with their Business Manager to compile a list of all of the new funding requests and send them on to their respective Vice Chancellors for their review.
- The Cabinet will then discuss which requests the University are able to fund for the coming year.
- The budget is then forwarded on to West Lafayette for their review.
- Once finalized, the budget is presented to the Purdue Board of Trustees for approval.

BUDGET GOALS

- A balanced budget every year
- Recurring annual merit increases
- Resources are aligned with the goals and mission of PFW
- Right sizing budgets (Control Expenses)
 - Recurring and non-recurring expenses
- Simplify the budget process and make it consistent from year to year

- Can't "continually cut our budgets to achieve prosperity"
 - Increased enrollment and retention are key to financial stability



OFFICE OF THE CHANCELLOR

Memorandum

Date: November 10, 2022

To: Faculty Senate Executive Committee

From: Ronald L. Elsenbaumer, Chancellor

A handwritten signature in blue ink that reads "Ronald L. Elsenbaumer".

Dear Assem and Executive Committee Members:

I, and our entire senior leadership team, appreciate the faculty Senate's concern for the well-being of our students, staff, and faculty. Specifically with regard to [Senate Document SD 22-6](#), and a review of the Created Equal Event on campus on Tuesday, September 20, 2022, we fully recognize many of the concerns that have been expressed about the conduct of this outside group while they were on our campus. Vice Chancellor Nakata spoke about a review of university policies that is being undertaken in response to the Created Equal event at the recent [town hall on Campus Safety and Well-Being](#) (starting at the 17:50 mark in the recording.)

In furtherance of this effort, and to support it, we welcome the opportunity to engage in a collaborative dialogue with the Executive Committee; Student Affairs Committee; an ad hoc committee; or some other suitable collection of Senators, faculty, staff, and/or students to talk about the event and, more importantly, how we might respond in the future while still upholding our obligations as a public campus. Please be assured, we are ready and willing to support such a dialogue.

From a process perspective, we believe that this approach will be much more likely to produce mutual understanding of university policies and principles, how they were applied in this instance, and what appropriate next steps might be in evaluating our current policies and practices. In general, we do not believe that the proper forum for such an undertaking is a Senate meeting, with all of the necessary constraints under which that body operates. For example, a brief presentation followed by Q&A during a meeting would not lend itself to the kind of deliberative work or detailed, nuanced dialogue from multiple dimensions that the list of questions in SD 22-6 requires if they are intended to result in true understanding or positive outcomes for the campus.

We look forward to a truly collaborative engagement to review current policies and practices for vetting and approving outside engagements on our campus. As such, we await an indication from the Executive Committee on how you would like to proceed in support of the spirit of collaboration outlined above.

NOVEMBER 2022

Senate Reference No. 22-14

Annual Athletics Report 2020-2021

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Annual Report Metrics

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

Percentage of Athletic Scholarships compared to total scholarship funds: 24.3%
Dollar amount of Athletic Scholarships: \$2,595,059.
Total University Aid: \$10,668,251

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

This metric is now irrelevant as the Chancellor's Merit Scholarship Fund has been eliminated. Academic Aid is awarded from university scholarship aid.

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

A student fee of \$9.05 per credit hour is used in support of athletics. Total student fees are \$585.10 per semester.

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

Student fees fund 17% of total expenses.

Annual Report Metrics

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

No coaching staff and support personnel costs are allocated to the general fund. Each fiscal year, a general fund subsidy is transferred to an Athletics Budget that, along with other sources of revenue, is used to pay Athletics expenses.

6. *Surplus or deficit in annual athletic budget as shown on the EADA report.*
Surplus of \$1,557,162.

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

- **The university has had one major violation in the last ten years.** It was self-reported to the NCAA and was reviewed through the cooperative summary disposition process, with the infractions decision occurring on November 24, 2015. The university was given two years of probation and monitoring for the infraction. **The probationary period was completed successfully, and the university has no current major infractions. For this year’s report we have included information on Secondary infractions as well.** Secondary infractions are isolated and limited in nature and often inadvertent. Institutions are obligated to monitor their athletics programs and are required to report even the smallest of infractions. At Purdue Fort Wayne, **we emphasize and cultivate a culture of self-reporting** as we are committed to operating in a manner consistent with the letter and spirit of NCAA, Horizon League, MIVA and institutional rules and regulations. The NCAA considers an institution’s track record of self-reporting as a potential mitigating factor when deciding sanctions. **Institutions that report no secondary infractions are scrutinized heavily. In 2020-2021, we submitted 4 secondary infractions: one related to promotion of a club team, one related to pre-enrollment benefits, one related to official visits, and one related to recruiting communication.** As is common practice with secondary infractions, additional rules education was conducted as a result of these violations. **When appropriate and required, a reduction in recruiting opportunities, deletion of social media posts, and repayment of the value of the impermissible benefit to a charity also occurred.**

Annual Report Metrics

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

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

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

IPEDES Graduation Rate Surveys	<u>Athletes</u>	<u>All Students</u>
2014-2015 Cohort	56%	39%
4-class average thru 2013	57%	35%

Annual Report Metrics

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

	<u>Student-Athletes</u>	<u>All Students</u>
Fall 2020 GPA	3.21	2.79
Spring 2021 GPA	3.37	2.95
Total Number of Athletics Advisors: 3 per 300 students		
Total Number of Primary Advisors Campus wide: 250		

11. Attendance to athletics events.

Average single game attendance during season

Women’s Basketball:	0
Men’s Basketball:	0
Women’s Volleyball:	0
Men’s Volleyball:	0

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

Annual Report Metrics

12. Gate receipts.

Total Ticket Revenue (four indoor sports)

2015-16 \$91,323

2016-17 \$260,937 (includes \$170,645 from Nov. 11, 2016 IU game)

2017-18 \$93,929

2018-19 \$91,691

2019-20 \$93,173

2020-21 \$6,435 (No in-person attendance owing to COVID. Revenue is from virtual ticket sales and fan cutouts.)

13. EADA comparable institution data, including gender-equity measures.

EADA – Comparable Institutional Data – all for 2020-2021

	Purdue Fort Wayne	Cleveland State	Northern Kentucky	Oakland	Wright State
FT UG Male Enrollment	2,513	3,915	3,237	4,980	2,833
FT UG Female Enrollment	2,636	4,851	4,631	7,051	3,475
FT UG Total Enrollment	5,149	8,766	7,868	12,031	6,308
Total Male Participants	229	192	145	202	108
Total Female Participants	190	211	166	246	119
Total Participants	419	403	311	448	227
Total Operating Expenses Men's Teams	\$521,302	\$742,098	\$751,771	\$701,289	\$428,372
Total Operating Expenses Women's Teams	\$384,209	\$569,776	\$587,835	\$558,103	\$301,715

ANNUAL ATHLETICS REPORT

Total Revenues Men's Teams	\$3,267,541	\$4,230,668	\$3,764,827	\$4,571,978	\$4,061,834
Total Revenues Women's Teams	\$3,056,681	\$4,308,847	\$4,000,104	\$5,160,762	\$2,905,204
Total Revenues not allocated by sport	\$6,096,734	\$4,143,314	\$2,867,019	\$6,508,308	\$2,590,120
Total Revenues	\$12,420,956	\$12,682,829	\$10,631,950	\$16,241,048	\$9,557,158
Total Expenses Men's Teams	\$2,878,554	\$4,360,424	\$3,764,827	\$4,571,978	\$4,061,834
Total Expenses Women's Teams	\$2,739,213	\$4,149,448	\$4,000,104	\$5,160,762	\$2,905,204
Total Expenses not allocated by sport	\$5,246,027	\$3,242,145	\$2,867,019	\$6,508,308	\$2,590,120
Total Expenses	\$10,863,794	\$11,752,017	\$10,631,950	\$16,241,048	\$9,557,158

ANNUAL ATHLETICS REPORT

Men's Teams Head Coaches	8/50%	8/44%	6/46%	7/44%	5/56%
Women's Teams Head Coaches	8/50%	10/56%	7/54%	9/56%	4/44%
Men's Teams Assistant Coaches	15/48%	16/53%	11/44%	17/46%	14/61%
Women's Teams Assistant Coaches	16/52%	14/47%	14/56%	20/54%	9/39%
Men's Teams Athletically Related Student Aid	\$1,221,486	\$1,785,617	\$1,079,393	\$2,233,572	\$1,179,340
Women's Teams Athletically Related Student Aid	\$1,373,573	\$2,390,767	\$1,820,000	\$3,155,891	\$1,376,079
Men's Teams Recruiting Expenses	\$21,104	\$16,818	\$15,246	\$12,343	\$18,481
Women's Teams Recruiting Expenses	\$7,273	\$32,744	\$19,390	\$9,599	\$5,369

ANNUAL ATHLETICS REPORT

Men's Average Annual Institutional Salary per Head Coaching Position	\$61,872	\$93,889	\$104,550	\$87,782	\$138,654
Men's Number of Head Coaching Positions Used to Calculate the Average Salary	8	8	6	7	5
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$82,496	\$120,178	\$139,400	\$111,723	\$167,862
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	6	6.25	4.5	5.5	4.13
Women's Average Annual Institutional Salary per Head Coaching Position	\$48,807	\$58,109	\$62,910	\$69,098	\$85,694
Women's Number of Head Coaching Positions Used to Calculate the Average Salary	8	10	7	9	4
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$55,779	\$80,109	\$80,067	\$78,678	\$88,573
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7	7.25	5.5	7.50	3.87

ANNUAL ATHLETICS REPORT

Men's Average Annual Institutional Salary per Assistant Coaching Position	\$26,335	\$41,410	\$40,117	\$32,545	\$63,944
Men's Number of Assistant Coaching Positions Used to Calculate the Average Salary	15	16	10	14	7
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$47,308	\$50,966	\$59,433	\$56,812	\$79,504
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	8.35	13	6.75	8.02	5.63
Women's Average Annual Institutional Salary per Assistant Coaching Position	\$15,165	\$30,088	\$30,642	\$20,864	\$49,822
Women's Number of Assistant Coaching Positions Used to Calculate the Average Salary	16	14	13	15	6
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$30,254	\$41,096	\$41,066	\$45,095	\$50,925
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	8.02	10.25	9.70	6.94	5.87

13. EADA comparable institution data, including gender-equity measures.

- Part II. NCAA Financial Audit Report - Review of findings
 - 2020-21 Audit (most recent available)
 - The audit found no exceptions to compliance with NCAA Financial Audit Guidelines.
- Part III. Athletics Certification Self-Study Report (2004, completed every 10 years). The NCAA ceased its Athletic Certification process in in April of 2011.

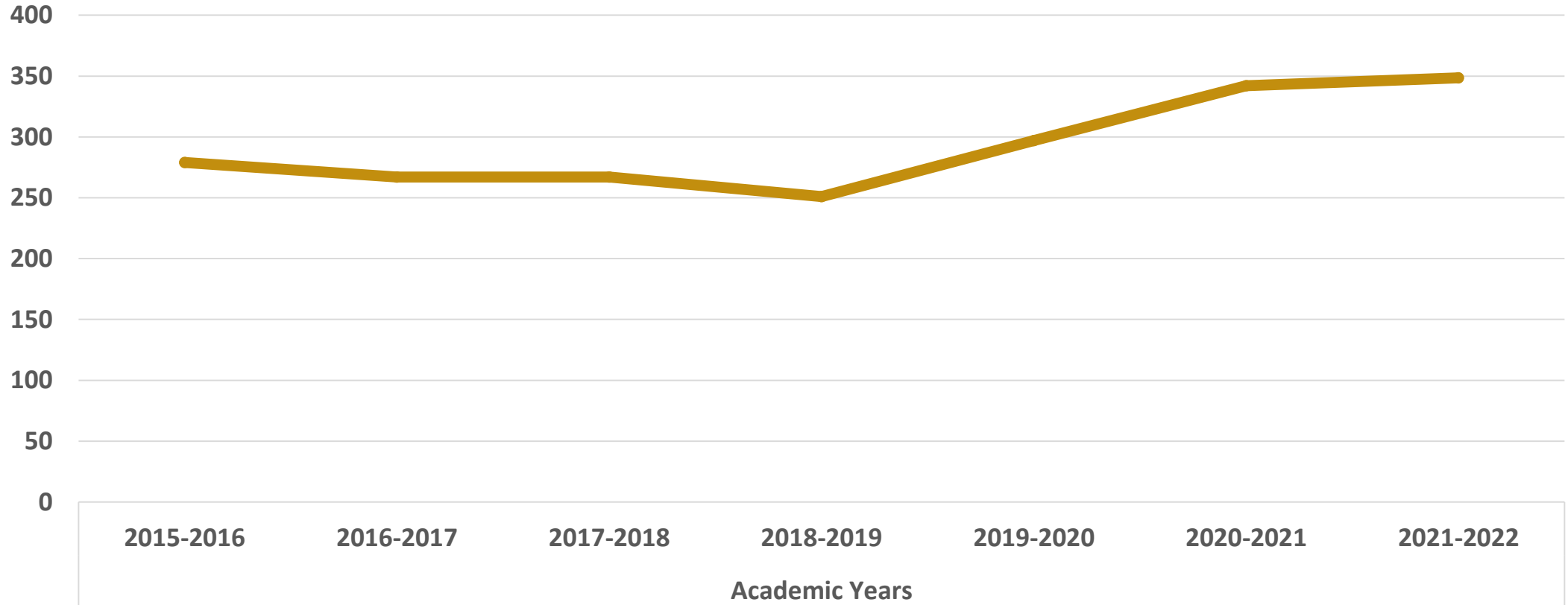
Questions?

A photograph of a mounted deer head with large, curved antlers. The head is mounted on a wooden wall, and the background is a blurred outdoor scene with greenery and a blue sky. The lighting is warm, suggesting a sunset or sunrise.

Additional Data

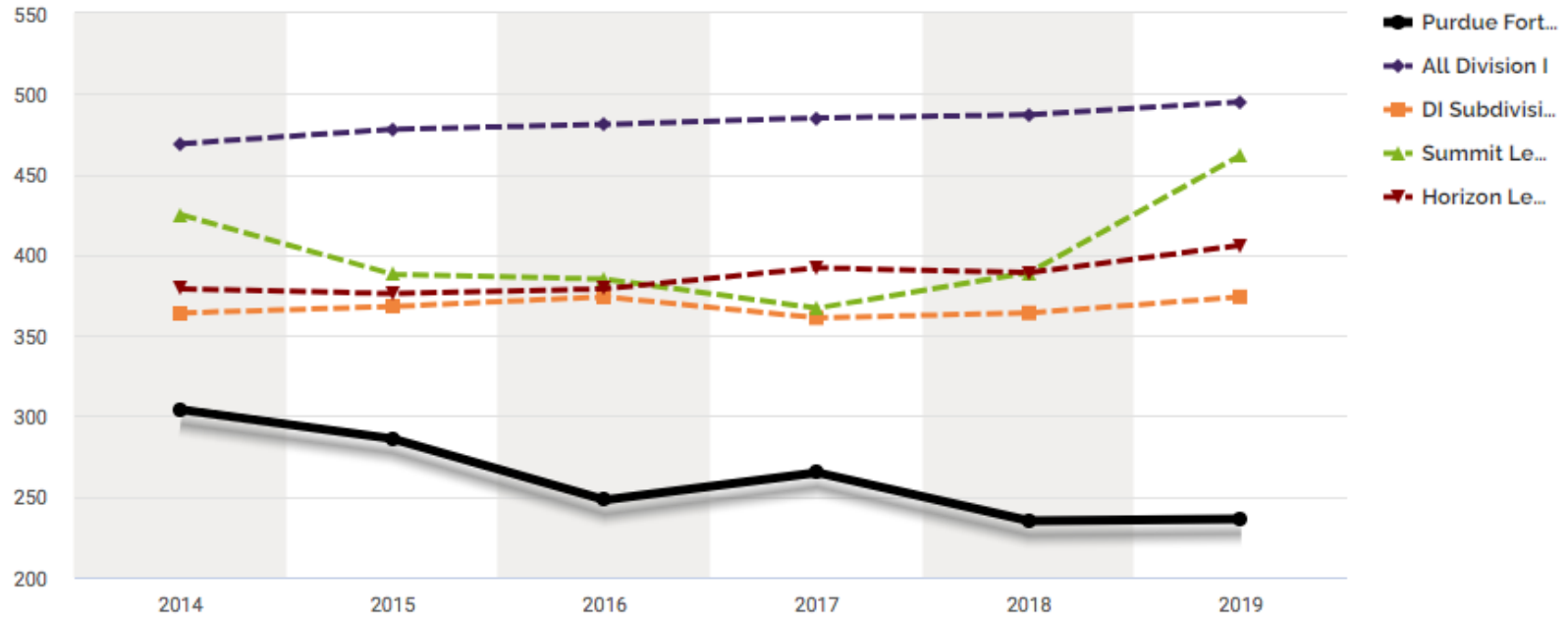
PURDUE
UNIVERSITY®
FORT WAYNE

Number of Student Athletes - Unduplicated Count



NCAA Metrics

Student-Athletes



PERCENTILE RANK IN DIVISION I



9%

2014

5%

2015

3%

2016

3%

2017

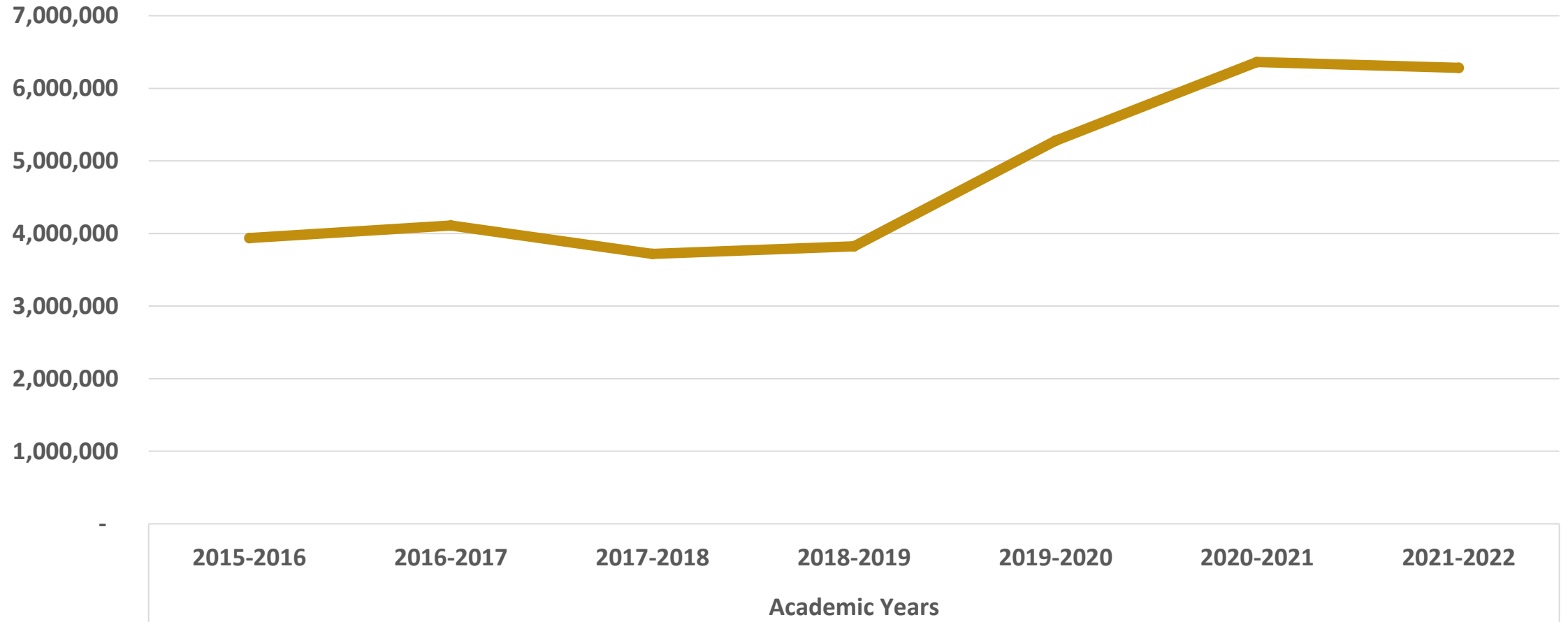
1%

2018

1%

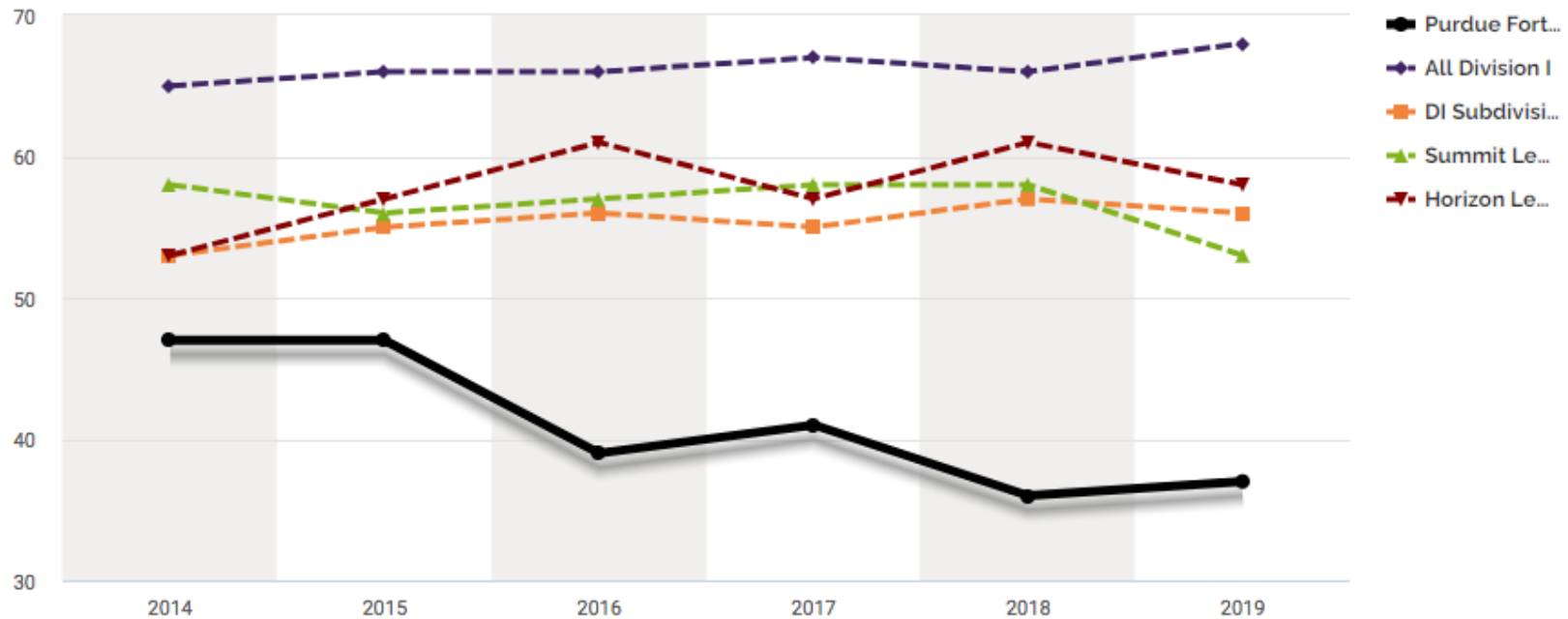
2019

Tuition/Fee and Housing Income to the University



NCAA Metrics

Coaches



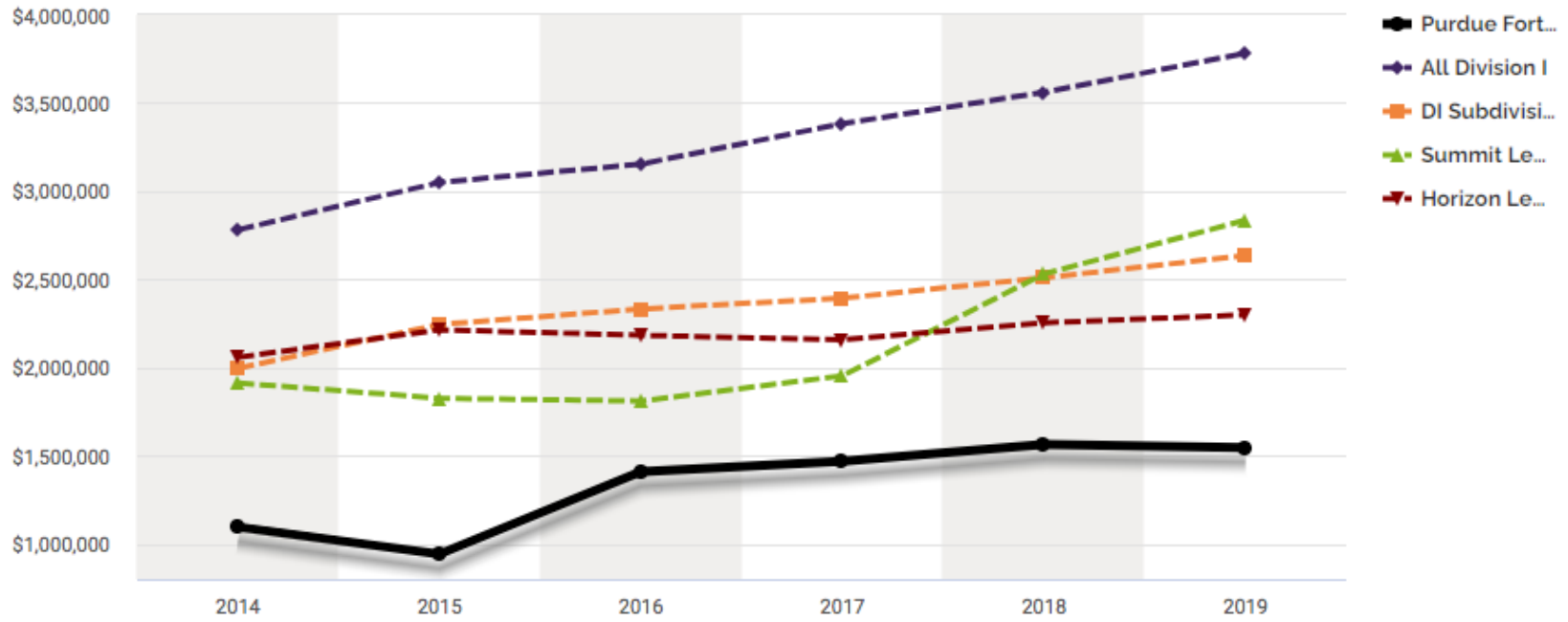
PERCENTILE RANK IN DIVISION I

11% 12% 3% 4% 1% 1%

2014 2015 2016 2017 2018 2019

NCAA Metrics

Administrative Staff Compensation

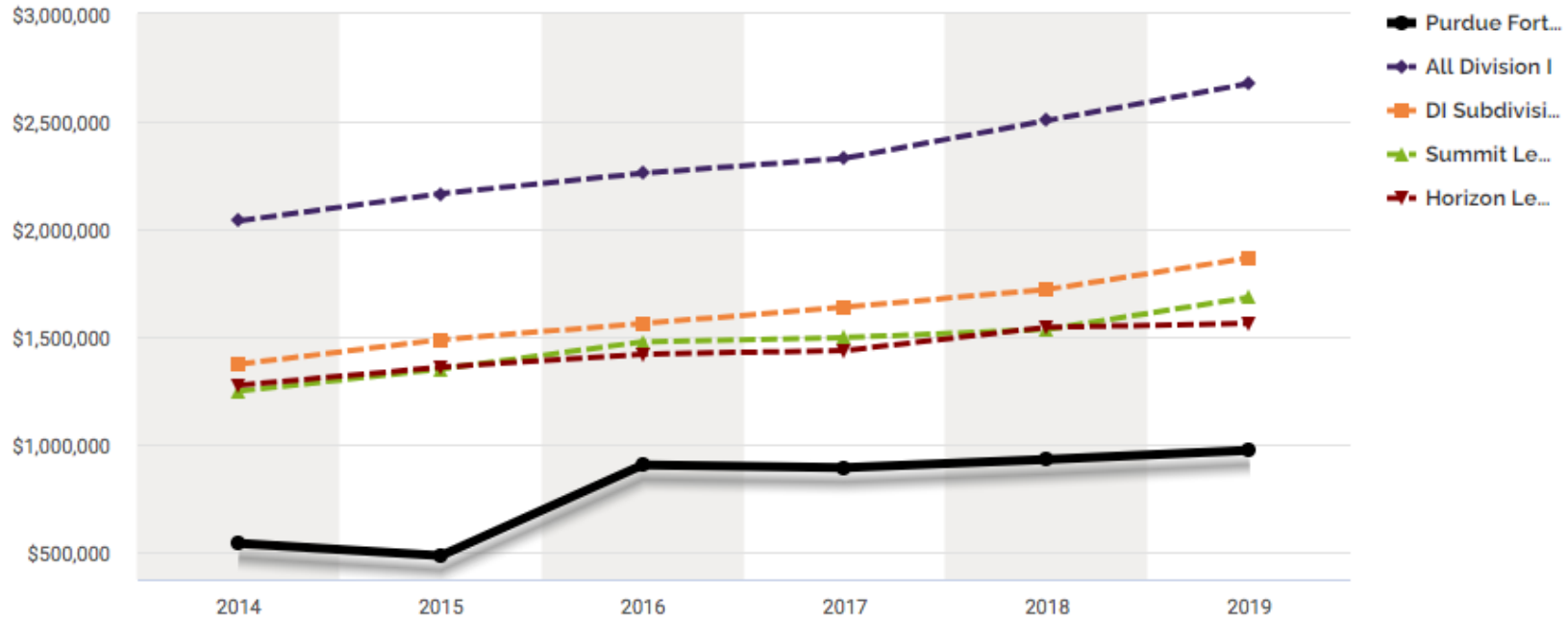


PERCENTILE RANK IN DIVISION I > 9% 4% 12% 12% 13% 11%

2014 2015 2016 2017 2018 2019

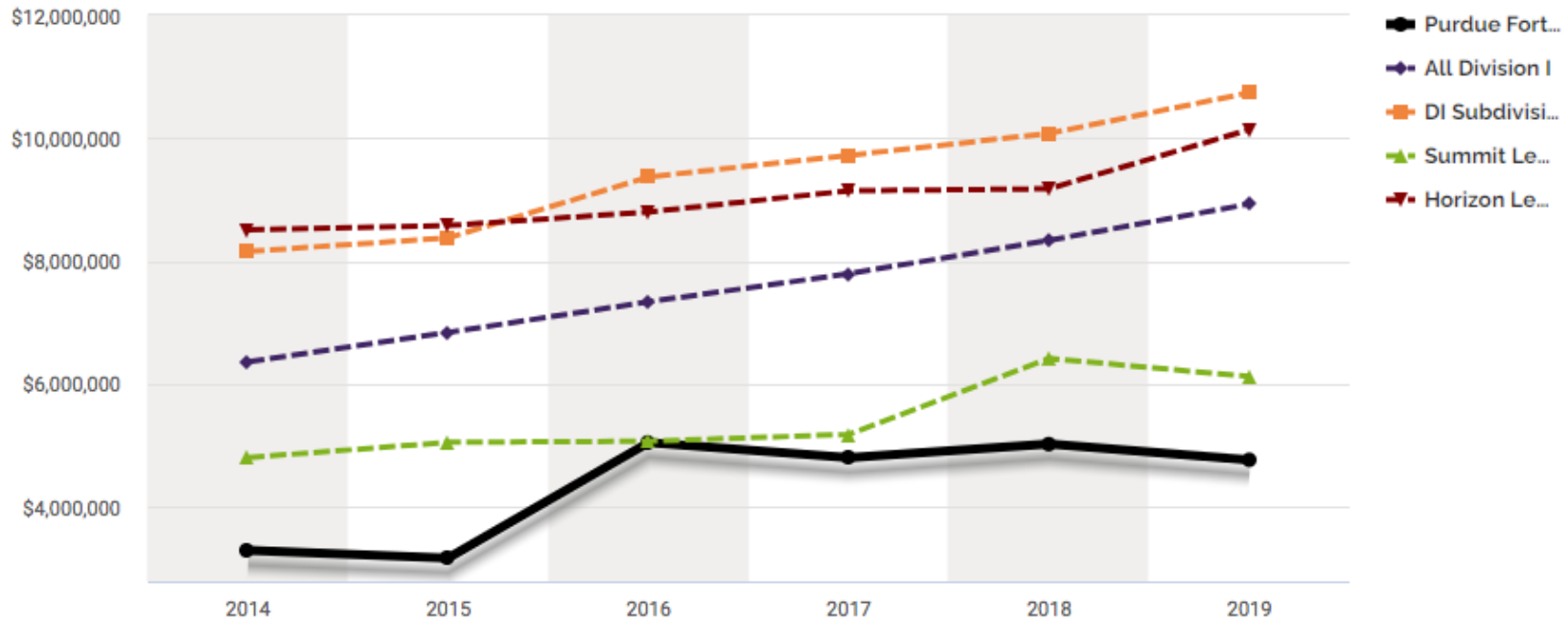
NCAA Metrics

Head Coaches Compensation



NCAA Metrics

Direct Institutional Support



PERCENTILE RANK IN DIVISION I

32% 30% 39% 37% 35% 32%

2014 2015 2016 2017 2018 2019

MEMORANDUM

TO: Fort Wayne Senate

FROM: Faculty Affairs Committee

DATE: October 26, 2022

SUBJECT: Approval of revised sabbatical policy

WHEREAS, there has been confusion regarding procedures in evaluating applications for sabbatical leaves,

WHEREAS, a number of faculty applications for sabbatical leaves in the Fall 2021 semester have been denied despite providing necessary documentation as evidence warranting for granting of leaves,

WHEREAS, decisions to decline sabbatical leaves were issued regardless of the denied faculty applications having demonstrably met the requirements and protocols established by their respective departments and SD 06-14: Sabbatical Leaves

WHEREAS, policies related to sabbatical leaves are currently distributed in SD 06-14 (recently updated by SD 21-39), SD 06-19, SD 12-9, and SD 18-16 which may cause confusion;

BE IT RESOLVED, that the Senate adopt the attached policy; and

BE IT FURTHER RESOLVED, that this resolution supersedes all earlier sabbatical procedure documents.

SABBATICAL LEAVES

Purdue University Fort Wayne's mission includes the search for new knowledge, excellent teaching, and service to the university, profession, and community. In order to maintain and continue the high level of academic excellence necessary to support this mission, it is important for the faculty to periodically update and strengthen their professional skills. A sound program of sabbatical leaves is thus of vital importance to the University in that it provides for this continued professional growth and new or renewed intellectual achievement through significant study, research, and writing that cannot easily be done while engaged in the ongoing duties of a faculty member.

A sabbatical leave is not a leave which a faculty member automatically "earns" by having been employed for a given period of time. Rather, it is an investment by the University in the expectation that the sabbatical leave will significantly enhance the faculty member's capacity to contribute to the objectives of the University. For this reason, all periods of sabbatical leave count as full-time service to the University and will be approved only if there is adequate reason to believe that they will achieve this purpose. Candidates should know that the way this belief is evaluated will be based on the presentation (via narrative, CV, and/or department support letters) of a candidate's scholarly productivity in recent years. If a candidate has devoted considerable time to service, teaching-related work, or other activity at the expense of research productivity, they should plan to explain this.

A statement of goals for the sabbatical, an outline of the type of evidence that will be used to demonstrate how those goals will be achieved, and a statement of the proposed use of the applicant's time during the sabbatical period are required as part of the sabbatical application. Acceptable programs for the use of time may include:

1. Research on significant issues and problems, including pedagogical issues.
2. Important creative or descriptive work in any means of expression, for example, writing, painting, and so forth.
3. Retraining in new domains of scholarship or creative endeavor in one's discipline. Such retraining may be used to enhance one's scholarship and/or one's teaching capabilities.

Each department or division should establish specific criteria for the granting of sabbatical leaves that will serve as the basis of evaluation for applications coming from that department or division, and that are consistent with the above guidelines.

Before being evaluated by the Professional Development Subcommittee, applications for sabbatical leave must have been reviewed to ensure that the applications meet the guidelines specified in this document by appropriate administrators (chair/dean or director). A departmental or division faculty committee (e.g., the Promotion and Tenure or Personnel Committee) must make a written recommendation about sabbatical applications to the appropriate administrator at that level, which must factor into PDS' evaluation process. The administrator will consider this recommendation in his or her own recommendation that is forwarded to the next level.

The Professional Development Subcommittee is responsible for recommendations to the Vice Chancellor for Academic Affairs regarding sabbatical leave applications. Professional Development Subcommittee should follow only this document and department criteria in evaluating sabbatical applications. PDS operates as an independent faculty committee. The Vice Chancellor for

Academic Affairs makes final decisions regarding sabbatical leave applications. Process questions should be brought to Faculty Affairs Committee for guidance. Denied applications should be given clear and individualized explanations for the rejection of their applications with an opportunity to respond.

Within one semester (or six months for fiscal year faculty) of the conclusion of the leave, a report describing the accomplishments of the sabbatical period must be submitted by the recipient to the department chair or program director to whom they report. The Chair forwards the report to the next level, usually the Dean or Director, who forwards the report to the Office of Academic Affairs. This report must outline how the sabbatical period was used, what outcomes were achieved, and indicate further outcomes that are expected as a result of the sabbatical project. All such reports must be included with subsequent sabbatical applications. Information about the outcome of previous sabbaticals will be used to evaluate subsequent sabbatical applications.

Administrators who hold faculty rank should follow the normal faculty process to be granted a sabbatical, and have the normal faculty obligations attached to taking a sabbatical.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Assem Nasr, Executive Committee Chair
Steve Carr, Voting Faculty
DATE: 27 October 2022
SUBJ: Support for WL Senate Document 22-08 Addressing the Negative Impact of
Indiana Senate Bill I

**Support for WL Senate Document 22-08 Addressing the Negative Impact of
Indiana Senate Bill I**

WHEREAS the West Lafayette Senate has introduced SD 22-08 Addressing the Negative Impact of Indiana Senate Bill I for discussion and an anticipated vote on 21 November 2022; and,

WHEREAS the Fort Wayne Senate already has voted to approve Fort Wayne SD 22-1 Endorsement of Revision to Rachel Barney's Anti-Authoritarian Code of Conduct and SD 22-4 Access to Reproductive Health Care for All Benefited Purdue Employees,

BE IT RESOLVED that the Fort Wayne Senate supports and endorses the attached West Lafayette SD 22-08 Addressing the Negative Impact of Indiana Senate Bill I and its supporting materials; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate recommends its passage at the 21 November meeting of the West Lafayette Senate.

To: The University Senate

From: Antonio Bobet, Civil Engineering
Min Chen, Mathematics
Daniel Frank, Philosophy
Katie Jarriel, Honors College
Cara Kinnally, Languages and Cultures
Richard Mattes, Public Health
Shannon McMullen, Interdisciplinary Studies
Alice Pawley, Engineering Education*
Alex Seto, President, Purdue Graduate Student Government
Susan South, Psychological Sciences
Anish Vanaik, Honors College
Steve Yaninek, Entomology

*Indicates Corresponding Senator

Subject: The negative impact of Indiana Senate Bill 1 on Purdue students, staff, and faculty.

Reference: Indiana Senate Bill 1:
<http://iga.in.gov/legislative/2022ss1/bills/senate/1>

Disposition: University Senate for Discussion and Adoption

Rationale: In special session in June/July 2022, the Indiana Legislature passed SB-1 [1], eliminating almost all abortion care provided in the State of Indiana, endangering the health, safety, and lives of Hoosier citizens who can gestate and give birth, their families, and communities. Indiana currently has the 10th highest maternal mortality rate in the nation [2], and research indicates that states with more abortion restrictions have increases in the total maternal mortality rate [3]. The World Health Organization has stated that being able to obtain a safe abortion is a crucial part of health care. [4]

Since the passage of SB1 and signing by the governor into law, it has become increasingly clear the threat the bill's passage brings to the state's economy and to the health and wellbeing of the citizens of Indiana, including the students, staff, and faculty at Purdue University-West Lafayette campus.

Experts predict a number of deleterious effects of this bill, some of which have already begun to occur.

Reducing access to abortion disproportionately affects university students more than the general population.

University students as a population experience significant barriers to healthcare, including inexperience navigating the healthcare system, dependence on distant healthcare networks (e.g. in their hometown), avoiding seeking healthcare due to cost concerns, and the unregulated and variable care offered by campuses [5-6]. University students are also at high risk of sexual violence and sexual assault [7], so have a higher need for access to emergency contraception and abortion care for those students who would choose it.

Over half of all abortion patients in the US are in their twenties, and one-fifth of all abortion patients are active students seeking post-high school degrees.

Students often seek abortions to ensure they can complete their schooling successfully. Students who have a child while at university are less likely to graduate than those who do not, and students report that having a child would disrupt their educational goals [8]. Patients denied an abortion are less likely to have aspirational life plans for the coming year [8]. Patients who receive an abortion are six times more likely to have positive one-year plans are more likely to achieve them, compared to those denied an abortion [8]. These references are not limited to students as patients, but indicate particularly grievous impacts on students.

Restricted access to abortion requiring students to travel out of state increases out-of-pocket expenses, causes delay in receiving care, causes students to miss class, and limits students' options in finding an appointment that works with their schedule.

Access to abortion care for vulnerable populations will decrease, and associated healthcare costs will increase.

The groups most affected by restricted access to abortions, including women, people with low income, people of color, and transgender, nonbinary, and gender-expansive (TGE) people are groups who are already minoritized at Purdue [9-10].

The negative impacts of abortion restrictions fall disproportionately on people with low income and communities of color [11]. These occur within a broad context of healthcare disparities experienced by these groups on a systemic level [12].

Abortion restrictions also exacerbate structural barriers to abortion care faced by transgender, nonbinary, and gender-expansive (TGE) people. These existing barriers include policy

restrictions, healthcare refusals, discrimination, and misgendering [9].

Abortion denial compounds existing social and health inequities by creating economic hardship, e.g., increased household poverty, long-term loss of income, and increased debt. This insecurity lasts for years. [13]. Not being able to afford a child is one of the most common reasons for seeking an abortion [14].

The cost of healthcare for students who need to travel out of state for abortion care will increase [14]. When patients have to travel out of state to receive abortion care, a number of negative, compounding consequences occur: delays in care, negative mental health impacts as a result of the barriers to care, and considering self-induction. [15] In Indiana, patients who traveled out of state had abortions about three weeks later than those in-state [15], which further reduces access to abortions due to gestational age limits for care.

Candace Shaffer, Senior Director for Human Resources, confirmed to the University Senate on 9/12/22 that Purdue is not anticipating not changing any aspects of the existing healthcare plan in light of SB1 [16].

That abortion care is eliminated in Indiana has consequences for other aspects of health care.

Reports are already being published across the country how people who have health conditions whose treatment requires essential medication that can also be used to induce abortions are having difficulty accessing that medication. [17]

Treatment for miscarriage is clinically identical to abortion care. Restricting access to abortion creates a false distinction between abortion care and miscarriage care and can lead to healthcare providers being hesitant to provide time-sensitive care in circumstances where the line between miscarriage treatment and abortion is blurry. It also limits access to the medication mifepristone, which can be used in both abortion and miscarriage care. [18]

Students and faculty in healthcare-related areas at Purdue (such as in the School of Nursing and College of Pharmacy) need their academic freedoms affirmed and protected around topics relating to abortion.

Abortion training is, both, required for accreditation, and seen as one of the “best predictors of a physician’s providing the full range of miscarriage-management options.” [19-20]

Faculty at the University of Idaho are having their academic freedom of what to teach in the classrooms restricted by an abortion ban in Idaho. Instructors who express their own beliefs, informed by their expertise, about abortion in the classroom risk prosecution. In addition, the university is prevented from providing condoms for birth control purposes, and only for prevention of STDs. [21]

SB1 will cause Purdue to have more difficulty recruiting, retaining, and helping succeed more diverse groups of students, staff, and faculty.

Given the people who can get pregnant, and those groups who seek out abortions more frequently, that Indiana has eliminated abortion care statewide will have consequences for the recruitment of diverse students, staff, and faculty to Purdue, particularly from out of state. Without affordable options for contraception and abortion, students who might get pregnant will think twice about coming to Purdue. [22] Parents will think twice about sending their children to Purdue. Like employees at other businesses in Indiana [23-24], staff and faculty recruited from out of state, whether they themselves are capable of getting pregnant, or have partners who can, or have children who can, will think twice about coming to Purdue.

SB1 will limit Purdue’s in-state industry partners, reducing opportunities for students, staff, faculty, and advancement of such collaborations.

Eli Lilly and Co., one the largest employers in Indiana and a strategic research partner of Purdue, announced that it is looking to expand outside Indiana as a result of SB1 [23]. Indiana businesses have expressed that SB1 will impede their ability to attract and retain top talent [24].

Proposal:

From the University Senate bylaws [25]: “...subject to the authority of the Board of Trustees and in consultation with the President, [the University Senate] has the power and responsibility to propose or to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.”

The University Senate is the representative body of the Faculty at Purdue-West Lafayette, and speaks with the voice of this Faculty. Here, this document is offered in the spirit of commenting about the general welfare of those at Purdue involved in these educational processes.

The University Senate expresses its gravest concern about how SB1 will affect the recruitment, retention, and success of a diverse array of students, staff, and faculty. It makes the following requests:

1. The Senate requests the administration to find sustainable ways to improve access to affordable or free contraception for students, staff, and faculty, and increase benefits to cover anticipated increased costs for receiving reproductive healthcare out of state.
2. The Senate requests the Educational Policy Committee to revise Academic Regulation [26] on class attendance and parental leave (A.7) or on medical excused absences (A.8) to include travel needed for abortion care or time at home needed for a medication abortion. The Senate cautions that policy revisions should focus on the time needed for recovery, or on including the type of facilities that can provide said care, rather than the specific reasons for the need for care.
3. The Senate requests Human Resources and the Vice Provost for Student Life ensure that the Center for Healthy Living and PUSH provide a standard of care that ensures patients know up-to-date information about abortion services and providers, and they are part of the mix of services medical providers can prescribe.
4. The Senate requests for the administration to ensure a commitment for providing access to Plan B through PUSH, the Center for Healthy Living, and the forthcoming micro-hospital serviced by Ascension-St Vincent Hospital, a faith-based health-care provider, in the Discovery Park District. [27]
5. The Senate requests the administration make a public statement as part of its aggressive protection of academic freedom, asserting the right of healthcare faculty and students to teach and study the material judged worthy given their professional standing and by the standards of their field.
6. The Senate strongly requests the administration to assess the health risks for students, staff, and faculty at the Purdue-Northwest and Purdue-Fort Wayne campuses in terms of access to contraception and healthcare providers who will provide a

standard of care that ensures patients know up-to-date information about abortion services and providers, and they are part of the mix of services medical providers can prescribe.

The Senate acknowledges and appreciates the Purdue-Fort Wayne Senate's SD 22-1 [28] and urges faculty at Purdue-West Lafayette to become familiar with and adopt the principles referred therein.

While there is currently an injunction against SB1 [29] that has temporarily suspended its implementation, we do not trust that this ban will be overturned and not come back. We stand together, irrespective of how we personally feel about abortion, to push back on the increased healthcare costs that our community members face and that we all bear because of SB1, and to protect the academic freedom of our students, staff, and faculty.

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SD 22-08

***NEGATIVE IMPACT OF INDIANA SB-1 ON
PURDUE STUDENTS, STAFF, AND FACULTY***

FOR DISCUSSION – 10/17/22

Antonio Bobet, Civil Engineering
Min Chen, Mathematics
Daniel Frank, Philosophy
Katie Jarriel, Honors College
Cara Kinnally, Languages and Cultures
Richard Mattes, Public Health
Shannon McMullen, Interdisciplinary Studies

Alice Pawley, Engineering Education*
Alex Seto, President, Purdue Graduate Student
Government
Susan South, Psychological Sciences
Anish Vanaik, Honors College
Steve Yaninek, Entomology



Indiana Senate Bill 1

SB1 makes almost all forms of abortion in Indiana illegal

- Passed Indiana Senate July 30, 2022
- Passed Indiana House, August 5, 2022
- Signed by Governor Holcomb August 5, 2022
- Came into effect Sept 15, 2022
- Preliminary judicial injunction blocking enforcement imposed Sept 22, 2022
- Second preliminary injunction argued Oct 14, 2022

SB1 will have a detrimental effect on the Purdue community

We cite peer-reviewed research to support the argument that:

1. Reducing access to abortion disproportionately affects university students more than the general population.
2. Access to abortion care for vulnerable populations will decrease, and associated healthcare costs will increase.
3. That abortion care is eliminated in Indiana has consequences for other aspects of healthcare.
4. Students and faculty in healthcare-related areas at Purdue (such as in the School of Nursing and College of Pharmacy) need their academic freedoms affirmed and protected around topics relating to abortion.
5. SB1 will cause Purdue to have more difficulty recruiting, retaining, and helping succeed more diverse groups of students, staff, and faculty.
6. SB1 will limit Purdue's in-state industry partners, reducing opportunities for students, staff, faculty, and advancement of such collaborations.

What can the University Senate do?

From the University Senate bylaws:

“..subject to the authority of the Board of Trustees and in consultation with the President, [the University Senate] has the power and responsibility to propose or to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.”

1. Make statements that express the will of the faculty;
2. Change the text of policies that we are in charge of (like the Academic Regulations).

What can the University Senate do?

From the University Senate bylaws:

“..subject to the authority of the Board of Trustees and in consultation with the President, [the University Senate] has the power and responsibility to propose or to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.”

1. **Make statements that express the will of the faculty;**
2. Change the text of policies that we are in charge of (like the Academic Regulations).

Proposal

6 actions

1. Administration should increase access to free or affordable contraception on campus, and increase benefits to cover the increased cost of receiving healthcare out of state.
2. EPC should revise Academic Regulation on class attendance to be inclusive of students needing to receive reproductive care out of state, but without needing to divulge the need for such care (as records are not protected sufficiently).
3. HR and Student Life should ensure that CFHL and PUSH providers can comprehensively educate patients on reproductive care, and refer patients for abortion care out of state.

Proposal

6 actions

4. Administration should ensure Plan B (which is emergency contraception not related to abortion) is accessible at CFHL, PUSH, and Ascension-St Vincent micro-hospital when built.
5. Administration should publicly reassert its aggressive protection of academic freedom around topics related to reproductive healthcare.
6. Administration should review similar health risks for students, staff, and faculty at Purdue-Northwest and Purdue-Fort Wayne.

If this were to pass, what would happen?

This would only represent the voice of the faculty.

Relevant Senate committees would then have specific standing from the Faculty to take up specific points with the administration to bring them about.

1. Affordable contraception and improved benefits
3. Comprehensive reproductive care and prescriptions at PUSH and CFHL
4. Access to Plan B at all healthcare facilities on/near campus, including religious ones
 - Faculty Compensation and Benefits (FAC), working with MAPSAC Compensation and Benefits subcommittee, and CSSAC Executive Subcommittee, to talk with HR
 - Student Affairs Committee, PSG, PGSG working with Student Life
2. Academic Regulations Absence Policy – Educational Policy Committee
5. Public declaration of academic freedom on matters relating to reproductive healthcare – Faculty Affairs Committee
6. Review of policies at PNW and PFW – Intercampus Faculty Council

Please send questions, revisions by Nov 3 to

apawley@purdue.edu

Vote anticipated Nov 21

MEMORANDUM

To: Fort Wayne Senate

From: Bernd Buldt, Chair
Subcommittee Task Force of the Fort Wayne Senate

Date: September 16, 2022

Subj: Filling Vacancies

WHEREAS, the Bylaws of the Senate (5.1.5.1.) provide 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 (5.1.2.) provide 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 (5.1.5.) provide that “Voting Faculty must comprise at least 2/3 of the voting membership of any subcommittee”;

WHEREAS, there are two vacancies on the Subcommittee Task Force; and

WHEREAS, Erika Mann (Helmke Library) and Isabel Nunez (College of Professional Studies) are members of the voting faculty and are not already serving on more than three Senate committees and/or subcommittees in the current academic year;

BE IT RESOLVED, that the Senate approves the appointment of Isabel Nunez and Erika Mann to the Subcommittee Task Force.

MEMORANDUM

TO: 2022-2023 Senate Executive Committee
FROM: K. Fineran
Chair, Graduate Subcommittee
DATE: October 20, 2022
SUBJECT: Graduate Concentration in Student Affairs Counseling

The Graduate Subcommittee reviewed and supports the proposal from the Department of Counseling and Graduate Education for a new concentration in the Counselor Education Program in Student Affairs. We find that the proposal requires no Senate review.

Thank you for the opportunity to review this new concentration.

Approved	Opposed	Absent	Non-Voting
Kerrie Fineran		Ebenezer Amartey	Abraham Schwab
Alan Legg			
Terri Swim			
Kate White			
Sarah Wagner			
Hadi Alasti			
Elliot Barger			

Graduate Academic Program Memo

Date: 5.4.22

From: Brett Wilkinson

To: Teri Swim

RE: College Counseling and Student Affairs Concentration in the Counselor Education Program

Program: College Counseling and Student Affairs (CCSA) track/concentration

Degree: M.S.Ed

Area: Counselor Education Program; School of Education

Proposed Launch Date: August 2023

SLO: Students would take most courses alongside the other tracks, and would thus be required to meet normal assessment/SLO standards established within our program's Broad Areas of Counseling Practice (BACP) framework. However, we intend to build track-specific curricula that aligns with faculty-selected CACREP standards for a CCSA specialization: <https://www.cacrep.org/section-5-entry-level-specialty-areas-college-counseling-and-student-affairs/>

Program Need: We have had many enrolled as well as prospective students over the years request this counseling concentration. Having spoken with current higher education professionals who require a master's degree to achieve promotion, there is a clear need for a CCSA track both within this university and beyond. Although we would ultimately like to offer a 60-credit CACREP-accredited program, our initial 48-credit program can meet the needs of prospective candidates at reduced cost.

We would launch this track with six (6) students, thereby increasing our yearly cohort enrollment from 30 to 36 students. Due to CACREP-accreditation standards, we are restricted in the total number of students we can instruct in clinical courses such as practicum and internship. Thus, capping enrollment at 36 students ensures that we maintain national accreditation standards (i.e., internship courses must not exceed 1:12 faculty/student ratio). We also believe some students in this track will seek eligibility for licensure as a mental health or school counselor, either of which would be available to them with extra coursework. To our knowledge, there are only three (3) Master's degrees in Higher Education in Indiana (Ball State, Indiana University, and Indiana State University), but all of these have foci in administration rather than a core in counseling.

Staffing Rotation: CCSA students would take nearly all courses with the other tracks in our program but would have one (1) track specific course in the 48-credit, non-CACREP-accredited plan of study: Organization and Development of CCSA Programs. In speaking with VCAA Carl Drummond, this track expansion plan is contingent upon the hiring of a new tenure-track faculty member to support growth of the Counselor Education program. With a new hire, the additional CCSA-specific course will be covered indefinitely without the need for specialized staffing rotations over 2-3 years.

CIP Code: 131101



Department Chair Signature

5/25/2022

Date



School Dean Signature

5/26/22

Date



Director of Graduate Studies

5/27/2022

Date

Carl Drummond

Vice Chancellor for Academic Affairs Signature

5/31/22

Date

G-25 Form: New Graduate Concentration—Curriculum Information

Graduate Program Directors may request, with approval of Chair, Dean, and program faculty, that one or more concentration(s) be established within their majors, to allow a specialized area of graduate study to be reflected on a student's final transcript. A minimum of (9) nine credit hours of graded, graduate level coursework, i.e., 50000 and 60000 level courses, is required for a concentration.

Campus: Fort Wayne

School or College: School of Education

Department: Counseling and Graduate Education

Graduate Program Name: Counselor Education

Title of Concentration: Student Affairs

CIP Code:

Effective Date (Session and Academic Year): Fall 2023

Degrees to which Concentration Applies:

Master of Science (Use Other for specific masters)

Master of Arts

Doctor of Philosophy

Other

If other is selected, please explain: Master of Science in Education (MSEd)

Mode of Delivery: Campus/Online/Distance/Hybrid

80% or more online:

Yes

No

If Hybrid, explain:

Who will administer the online aspect of this program (vendor, program)? n/a

Brief Description of Concentration:

The Student Affairs concentration will provide graduates with the skills and degree requirements necessary for employment as student affairs professionals in college and/or university settings.

Justification

This section provides statements regarding the mission of the proposed concentration.

Need for the concentration: We have had many enrolled as well as prospective students request this concentration over the years. Having spoken with current higher education professionals who require a master's degree to achieve promotion, there is a clear need for a Student Affairs track both within this university and beyond. O*net OnLine shows that "Educational, Guidance, and Career Counselors and Advisors" have a "Bright Outlook" nationally, with "faster than average (10% to 15%)" expected growth nationally from 2020 to 2030. Although we would ultimately like to offer a 60-credit CACREP-accredited concentration, our initial 48-credit concentration can meet the needs of prospective candidates at reduced cost. To our knowledge, there are only three (3) Master's degrees in Higher Education in Indiana (Ball State, Indiana University, and Indiana State University) that offer a Student Affairs program, but those programs focus on administrative skills training rather than a counseling-based foundation. As a result of our counseling emphasis, students in the Student Affairs track will have the option to complete twelve (12) additional credits to become eligible for licensure in either school counseling or clinical mental health counseling in the state of Indiana.

Target audience, including the expected number of students:

Prospective students who would like to work at the college/university level to provide direct student affairs services to college students. We would launch this track with six (6) students, thereby increasing our yearly cohort enrollment from 30 to 36 students. Due to CACREP-accreditation standards, we are restricted in the total number of students we can instruct in clinical courses such as practicum and internship. Thus, capping enrollment at 36 admitted students per year ensures that we maintain national accreditation standards (i.e., internship courses must not exceed 1:12 faculty/student ratio).

Focus of Research or Professional Program:

The PFW Counselor Education program strives to be a premiere training institution that prepares clinically skilled, research-informed, compassionate, and reflective professional counselors. We uphold a multidimensional training philosophy that includes emphasizing mental "health" (vs. pathology), understanding common developmental themes throughout the lifespan, embodying the value of process-oriented clinical awareness, and conceptualizing individuals as integrally embedded within dynamic systems. We maintain that understanding and appreciating multiculturalism, diversity, and social justice is critical to the core preparation of professional counselors. We are therefore committed to training professionals who actively seek to become advocates for both individual and systemic change at local through global levels.

Description of how the concentration fits into and supports the degree program:

The Student Affairs concentration will effectively expand our training mission beyond school and community-based services to include higher education services. As we seek to grow our program's size and scope, training higher education professionals will serve the needs of our program, prospective students, and the university.

Description of the relationship to other concentrations in the degree program:

All three concentrations require learning foundational counseling knowledge and skills, so there is considerable overlap in terms of training and preparation. We have a strong core curriculum that serves the interest of students across all three tracks. We believe some students in the proposed Student Affairs

track will seek eligibility for licensure as a mental health or school counselor, either of which would be available to them with extra coursework.

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

Dr. Brett Wilkinson, Associate Professor of Counselor Education

Dr. Kerrie Fineran, Associate Professor of Counselor Education

Dr. Jim Burg, Associate Professor of Counselor Education

Dr. Joel Givens, Assistant Professor of Counselor Education

Core Courses (in Counseling program):

- EDU 50200 Professional Orientation and Ethics (SC/SA)
- EDU 50601 Essential Counseling Skills
- EDU 50300 Counseling Theories and Techniques I
- EDU 51400 Lifespan Development (SC/SA)
- EDU 56400 Child and Adolescent Counseling
- EDU 57500 Multicultural Counseling
- EDU 50400 Counseling Theories and Techniques II (12 week)
- EDU 55200 Career Counseling-Theory/Practice
- EDU 53200 Introduction to Group Counseling
- EDU 59001 Research in Counseling & Guidance

Concentration-Specific Courses (min of 9 hours of unique courses for this concentration):

- EDU 5xx00 Organization & Development of Student Affairs (new course; 3 credits)
- EDU 58000 Addictions and Trauma (CMHC/SA)
- EDU 5xx00 Practicum in Student Affairs (new course; 3 credits)
- EDU 5xx00 Advanced Practicum in Student Affairs (new course; 3 credits)
- EDU 5xx00 Internship in Counseling and Student Affairs (new course; 3 credits)
- EDU 5xx00 Advanced Internship in Counseling and Student Affairs (new course; 3 credits)

Will new courses be created for this concentration?

Yes

No

If yes, list new courses and if proposals have been submitted:

- EDU 5xx00 Organization and Development in Student Affairs (3 credits)
- EDU 5xx00 Practicum in Student Affairs (3 credits)
- EDU 5xx00 Advanced Practicum in Student Affairs (3 credits)
- EDU 5xx00 Internship in Counseling and Student Affairs (3 credits)
- EDU 5xx00 Advanced Internship in Counseling and Student Affairs (3 credits)

Proposals have not yet been submitted.

Learning outcomes (e.g., unique knowledge or abilities, capacity to identify and conduct original research, ability to communicate to peer audiences, critical thinking and problem-solving skills, etc.):

Although this concentration will not be CACREP-accredited initially, we will be following the professional standards of CACREP, our accrediting body, in building the unique learning outcomes for the Student Affairs concentration. The list of CACREP standards include:

- history and development of student affairs
- organizational, management, and leadership theories relevant to higher education
- roles and settings of student affairs professionals
- roles of student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- roles of student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- models of violence prevention in higher education settings
- current trends in higher education and the diversity of higher education environments
- organizational culture, budgeting and finance, and personnel practices in higher education
- environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- higher education resources to improve student learning, personal growth, professional identity development, and mental health
- professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
- legal and ethical considerations specific to higher education environments
- collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings
- use of multiple data sources to inform programs and services in higher education settings

Based upon this full CACREP standards list, we will be dividing SLO's across four courses:

EDU50200 Professional Orientation and Ethics (SC/SA)

- history and development of student affairs
- roles and settings of student affairs professionals
- legal and ethical considerations specific to higher education environments
- professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings

EDU 5xx00 Organization and Development in Student Affairs

- organizational culture, budgeting and finance, and personnel practices in higher education
- organizational, management, and leadership theories relevant to higher education
- roles of student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions

- policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- higher education resources to improve student learning, personal growth, professional identity development, and mental health
- environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- roles of student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- use of multiple data sources to inform programs and services in higher education settings

EDU 5xx00 Practicum in Student Affairs + EDU 5xx00 Advanced Practicum in Student Affairs

- unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- models of violence prevention in higher education settings

EDU 5xx00 Internship in Student Affairs + EDU 5xx00 Advanced Internship in Student Affairs

- current trends in higher education and the diversity of higher education environments
- collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings

Name of Person who Submitted Proposal: Brett Wilkinson, Ph.D., LMHC

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

Liaison Librarian Memo

Date: September 6, 2022

From: Denise Buhr

To: Brett Wilkinson

Re: Student Affairs concentration in Counselor Education

Describe availability of library resources to support proposed new program:

Helmke Library provides a number of education, psychology, sociology, and other databases, as well as journals, books, and media in these areas that are applicable to the research needs of students in the current Counselor Education concentrations of school counseling and clinical mental health counseling. Document Delivery Services provides additional access to materials not available in this library. A limited number of new one-time purchases, such as books and media, can be added throughout the academic year from the library's materials budget as long as funds are available. This new concentration overlaps in core curriculum with the other counseling areas and according to the School of Education's proposal will not require additional material resources at this time.

Comments:

According to the proposal, only 6 additional graduate students could enroll in this concentration in its first year due to accreditation standards. While this is a small number of students, it does raise the possibility of additional services being needed, including librarian consultations and/or increased Document Delivery and Interlibrary Loans at additional costs. Supporting this concentration appears doable at this time with the library's current resources. However, if this concentration (or any areas in the School of Education) grows and expands, the kind and number of resources required would have to be revisited, including the need for a dedicated liaison librarian for the School of Education.

Denise Buhr

9/6/22

Liaison Librarian Signature

Date

To: Fort Wayne Senate Executive Committee
From: Student Affairs Committee
Regarding: "Leveraging Covid-19 Data" review and findings
Date: 10/28/2022

In Spring 2022, the Student Affairs Committee reviewed documents provided by Dr. Jeff Malanson, director of the Office of Strategic Planning. The documents, collected under the title "Leveraging COVID 19 Data," were the results of an internal study conducted by Dr. Malanson's office, to collect and analyze how different university units adapted to challenges created by the COVID-19 pandemic. One focus in the documents is the new challenges students faced during the pandemic and how units responded. Twenty-two university units responded to the call for reports and the collection includes individual reports as well as analyses and summaries completed by Dr. Malanson's office.

The Committee reviewed the findings in these reports. It notes that the data speak to two of the PFW Strategic Plan's four Aspirations: "Champion Student Success" and "Enhance Quality of Place." It also noted that the overwhelming take-away from these reports is how much effort and care faculty have put into responding to the pandemic in such a way as to ensure student success and well-being. The Student Affairs Committee felt the report confirmed conventional wisdom on our campus that faculty truly care about students, are expert teachers, and that they are devoted to doing what is best for students, even if that means additional time, effort, and thought.

SAC offers the following recommendations regarding what the reports reveal about how faculty can support student success as the university moves out of the pandemic crisis.

ATTENDANCE POLICIES

1. During the pandemic, many faculty instituted more flexibility in their attendance policies, but some are now reverting to earlier practices. Although attendance is important, "Leveraging Covid-19" findings suggest it may be appropriate for some faculty to maintain flexible attendance policies, allowing students to determine how to prioritize attendance in relation to other challenges they face.
2. Faculty that use attendance in calculating grades should ensure they are applying these policies consistently to students. Inconsistent policies is one of the most frequent complaints the Student Affairs Office hears from students. Toward creating more consistency, faculty are reminded that the Disability Access Center can assess students' health and mental health challenges and determine whether a student faces a situation that requires additional flexibility. Faculty who are approached by students about leniency because of a health or mental health issue should encourage their students to go to DAC to ask about an official accommodation letter. DAC is the only office on campus that is authorized to ask for medical information and documentation from students, so they are best positioned to determine whether students are dealing with a health (or mental health) issue that merits more
3. "Leveraging Covid-19" revealed that during the pandemic, many faculty were willing to add additional materials to their courses to accommodate students who had trouble attending class in

person. These materials included recording lectures and creating discussion boards. Some reports indicate that some faculty are scaling back these practices. Students have reported that even as Covid-19 conditions are relaxed, they really appreciate having these additional resources. Faculty should consider continuing these enhancements permanently.

SUPPORTING STUDENT MENTAL HEALTH

4. As many faculty are aware, many PFW student face mental health struggles, some of which were intensified during the pandemic. “Leveraging Covid-19” confirmed the value of maintaining a tone of patience, empathy, and compassion when dealing with PFW students. Treating students with kindness first, even if they present with possible disciplinary or academic deficiencies, can go far toward helping every student succeed. For our most vulnerable students, even a little bit of institutional “friction” can be enough to lose course.

5. Faculty should communicate to students that students may bring up to them personal challenges they face, such as mental health and family issues. At the same time, faculty are not counselors and should not offer therapy to students. Instead, faculty who hear from students about mental health struggles, family emergencies, and related struggles should immediately contact the CARE team to submit a CARE referral. Faculty can also encourage students to make use of the newly-expanded walk-in counseling hours at the student health clinic.

TEACHING ONLINE

6. Students communicate consistently that they prefer in-person educational experiences to being on-line. Nevertheless, on-line teaching is an important part of many faculty members’ jobs. Faculty are encouraged, whenever possible, to explore ways to incentivize active participation when teaching online, so that students are engaged.

RESOURCES

SAC offers the following best practices and other resources for faculty who would like more guidance and support as they navigate this part of the pandemic.

Disability Access Center:

Ryan McCombs, M.A. (He, Him, His)

Director, Disability Access Center

Purdue University Fort Wayne

Walb 113 | O:260-481-6658 | F: 260-481-6018 | mcombsr@pfw.edu

<https://www.pfw.edu/offices/disability-access-center/>

Office of Student Conduct and CARE

<https://www.pfw.edu/student-conduct-care/policies-and-resources>

CELT list of pedagogical resources: <https://www.pfw.edu/offices/enhancement-learning-teaching/pedagogical-resources/>.

Approving

Noor Borbieva
Stephen Buttes
Lynn Acevedo
Cutter Mask
Wylie Sirk
Nashwan Younis

Opposed

Abstention

Absent

Kristina Creager (ex officio)
Kerrie Fineran, 2020-23

Senate Reference No. 22-11

To: The Fort Wayne Senate

From: A. Nasr, Chair of the Senate Executive Committee

Date: October 28, 2022

Subj: Chancellor's Response to 2020-2021 and 2021-2022 Administrative
Compliance Reports

Please see below for the Chancellor's Response to the 2020-2021 and 2021-2022
Administrative Compliance Reports.

**Chancellor's Response to
2020-2021 Administrative Compliance Report**

SD # Link	Senate Document Title	Approval Date
<u>SD 20-1:</u>	Resolution on Publicizing COVID-19 Statistics for Purdue University Fort Wayne <ul style="list-style-type: none">- BE IT RESOLVED that the Fort Wayne Senate commends the University for disseminating health statistics through its COVID-19 Dashboard; and,- BE IT FURTHER RESOLVED that the Fort Wayne Senate requests for the University administration, the PFW Prepared Team, and the Purdue University Board of Trustees to take the following additional actions:<ul style="list-style-type: none">• Coordinate with state and local health agencies to arrange for a neutral third party as an additional self-reporting option that can ensure confidentiality and anonymity for those who do not wish to self-report to the University; and that can allow faculty, staff, and others who may have visited campus to self-report cases of infections without reporting directly to the University;• Work with state and local officials to ensure that the online platform continues to report only aggregated and anonymous infection rates among faculty, students, staff, and others on campus in a manner that does not disclose any personally identifiable information for any one individual;• Continue to update this platform at least weekly as the results of each self-reported test and tests of symptomatic individuals become available;• Provide specific information about contact tracing operations at the University and within the Purdue System, including but not limited to the number of contact tracers dedicated to tracing each occurrence on campus; what specifically will be deemed to constitute “exposure” to the virus and how that information will be systematically collected; and the methods that will be used to notify members of the campus community of possible COVID exposure;• Establish and disseminate to all members of the campus community a clear designation of the multiple factors that the University will use to determine actions as each campus, including the Fort Wayne campus, reaches different thresholds of COVID-19 community spread, both across the University generally and within specific classes, housing units, student groups, or other constituencies of the campus. The University will publicize this information, in addition to its COVID-19 Dashboard, in multiple easy-to-find venues, including press releases, social media platforms, and email.	9/14/2020

Administrative Response and Actions:

Purdue Fort Wayne maintained a public-facing COVID-19 data dashboard from August 2020 through March 2022 based on self-reported information from members of our university community. Neither students nor employees were required to disclose personal medical information to the university, and could not be required to make such disclosures to a neutral third party. Given how thinly stretched state and local public health authorities were in fall 2020, it did not seem reasonable to attempt to set up the third-party dashboard that was proposed in the resolution, especially because there were significant privacy and FERPA

concerns about disclosing employee and student rosters to the neutral third party to be able to verify employment and/or enrollment at the university.

The Allen County Department of Health already collected information on positive cases and, at the point in time when this resolution was adopted, still engaged in fairly rigorous contact tracing. The County also contacted the university when a student reported that they were a resident of Student Housing.

Information on the university's contact tracing program, including how notifications and information sharing worked, was made available through the PFW Prepared and Ready websites within our Student Plan of Action for a positive COVID-19 test. Additional information was provided each semester when we asked instructors to complete classroom seating charts for their in-person and hybrid courses to make contact tracing possible. Finally, information was regularly shared at our weekly PFW Prepared/Ready virtual Q&A sessions.

It was determined that it was not possible to delineate in September 2020 precise metrics and/or other factors that would trigger specific responses from the university. While much still needed to be learned about COVID-19, it was clear at that time that one metric in isolation rarely told a complete story about the impact that COVID was having on campus or the capacity of the campus to respond and adapt as necessary. The university also relied on and regularly responded to updated guidance from Purdue University and local, state, and national public health authorities.

SD 20-5: Temporary Exemption from Procedures of Promotion for Lecturers 10/12/2020
at PFW

- BE IT RESOLVED, that the lecturer promotion process outlined in SD 19-10 be utilized for any Lecturer who moves through the promotion process in academic year 2020-2021.

Administrative Response and Actions:

Academic Affairs allowed Lecturers to go up for promotion under the previous year's guidelines created by the Faculty Affairs Committee; apparently in compliance with the intent of the resolution. We only had one Lecturer in 20-21 (it was a resubmission).

SD 20-10: Guidelines for Keeping Campus Open During the Pandemic 10/26/2020

- BE IT RESOLVED that administration work with the Fort Wayne Senate, including but not limited to the Senate University Resources Policy Committee, to ensure that the health and safety of students, faculty, and staff will be the primary consideration in any decision to keep campus open, as well as any decision concerning campus operations during the pandemic that involve curriculum or the delivery of curriculum; and,

- BE IT FURTHER RESOLVED that administration work with the Fort Wayne Senate to provide reasonable accommodations for all members of the campus community who have underlying health conditions; and,
- BE IT FURTHER RESOLVED that administration include and adequately weigh the concerns of all affected members of the campus community in decisions about whether to remain open and how best to control any outbreaks; and,
- BE IT FURTHER RESOLVED that administration work with the Fort Wayne Senate, including but not limited to the Senate Educational Policy Committee, to facilitate planning and decision making so that departments and programs can develop their own policies and procedures in advance of Spring 2021 for determining such matters as enrollment caps, instructional modality, communication with students, course cancellations, and other matters specific to delivering departmental and program curricula before the semester begins; and,
- BE IT FURTHER RESOLVED that administration work with the Fort Wayne Senate, including but not limited to the Senate Educational Policy Committee, to facilitate clear and transparent processes so that departments and programs have their own policies and procedures in place for Spring 2021 to determine any changes to curricula, including but not limited to making changes to instructional modality, communication with students, and other matters specific to delivering departmental and program curricula once the semester has begun; and,
- BE IT FURTHER RESOLVED that administration work with the Fort Wayne Senate, including but not limited to the Senate Educational Policy Committee, to ensure basic fairness and consistency across academic departments and programs to implement these policies and procedures fairly, leaving the development and implementation of these policies and procedures to the departments and programs themselves; and,
- BE IT FURTHER RESOLVED that both the administration and the Fort Wayne Senate pledge to work with the Purdue Board of Trustees and all state and local health authorities to close campus in a timely manner if Purdue University Fort Wayne is unable to ensure as the primary consideration the health and safety of all students, faculty, and staff

Administrative Response and Actions:

All employees were required to go through the ADA accommodations process with Human Resources in order to request the ability to work a hybrid or fully remote schedule. If faculty were not approved for remote work, they were allowed to request remote instruction from their departments, and it was at the chair's discretion whether to approve. Students worked with the Disability Access Center to document needs and request accommodations.

Throughout the pandemic, the university repeatedly urged instructors to demonstrate flexibility, empathy, and compassion in determining appropriate accommodations to support students who could not come to campus due to COVID-19 exposures or positive tests, but it was ultimately up to instructors to determine what accommodations, if any, would be provided.

The university relied heavily on the PFW Prepared and Ready Committees to make recommendations on relevant university health and safety protocols. The Committee was

composed of a broad cross-section of university stakeholders, including representatives from each of the shared governance organizations at the university (including multiple members of the Fort Wayne Senate).

Throughout the pandemic, the university conducted several rounds of surveying to gather feedback from students, staff, and faculty on the university's response to COVID-19 and ways that improvements could be made in future semesters. This input and feedback informed immediate responses during the Fall 2020 semester and planning efforts for Spring 2021 and beyond. The university also regularly worked with the Educational Policy Committee, the Faculty Affairs Committee, the University Resources Policy Committee, and others as appropriate to discuss policies, ideas, accommodations, etc., relevant to the remit of those committees. Greg Justice, associate vice chancellor for facilities management, provided regular updates to URPC on the efforts of the PFW Prepared/Ready Committee. Jeff Malanson, university COVID-19 point of contact, provided regular updates to the faculty leaders on the deliberations of the PFW Prepared/Ready Committee as well.

SD 20-19:

Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne

2/8/2021

- BE IT RESOLVED that Senate discuss this analysis and its implications for our campus; and,
- BE IT FURTHER RESOLVED that any future requests of Senate to recommend or approve budget cuts resulting in the reduction, merger, or elimination of academic programs and/or units will include additional discussion of this analysis, along with consideration of the latest self-reported institutional data involving budget allocations for both to instruction and administration; and,
- BE IT FURTHER RESOLVED that Senate consider making further recommendations concerning “the determination and management of the budget,” consistent with SD 17-7 Constitution of the Faculty of Purdue University Fort Wayne; and,
- BE IT FURTHER RESOLVED that any subsequent Senate recommendations concerning “the determination and management of the budget” will go through a formal procedure of consultation with faculty, where the faculty will present its judgment in the form of an independent recommendation or vote, and;
- BE IT FURTHER RESOLVED that a Senate recommendation will remain separate from any other procedure of informal expression of opinion from the faculty, or participation by individual faculty members appointed to committees outside of Senate governance and structure; and,
- BE IT FURTHER RESOLVED that Senate expects its recommendations concerning “the determination and management of the budget” to receive adequate and appropriate weight, including but not limited to receiving a detailed response and explanation where a final determination differs from a Senate recommendation.

Administrative Response and Actions:

The budget process for Purdue University Fort Wayne starts at the department level with the department chairs/heads and their business manager. Once their budget has been completed, Deans/Directors present their overall budget to their respective Vice Chancellors for review.

All of the budgets are then reviewed and discussed by the University's Cabinet, where final responsibility and authority lies. Appropriate reviews and presentations to Faculty Senate leaders and Senate Budget Subcommittees have been a common and usual practice.

SD 20-30:

Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges of Universities

3/22/2021

- BE IT RESOLVED that Fort Wayne Senate discuss its role, as a governing body accountable to the faculty as a whole, in the accreditation process and in light of the attached AAUP Statement; and,
- BE IT FURTHER RESOLVED that Senate create a standing committee to prepare for inclusion in future self-evaluations a description of "faculty status and morale (including working conditions and total compensation)" that, where warranted, reflects "significant differences of opinion in these and other areas;" and,
- BE IT FURTHER RESOLVED that Fort Wayne Senate receive on behalf of the entire faculty and prior to submission to the Higher Learning Commission, the completed self-evaluation so that the report is "subject to amendment in the light of faculty suggestions;" and,
- BE IT FURTHER RESOLVED that during site visits, "representatives of the faculty, including members of appropriate faculty committees" will have opportunities to meet with any visiting committees "to discuss questions of faculty concern;" and,5
- BE IT FURTHER RESOLVED that the entire faculty will have access to the complete report of the visiting committee; and,
- BE IT FURTHER RESOLVED that the accreditation process keep the entire faculty fully informed of the HLC's actions following submission of the self-evaluation, including but not limited to "all significant developments and issues arising between the accrediting commission and the institution;" and that faculty, through the governing body of the Senate, participate meaningfully and fully "in any subsequent activities regarding the institution's accreditation."

Administrative Response and Actions:

The Executive Director for Academic Accountability and Student Success in the office of the Vice Chancellor for Academic Affairs worked closely with Faculty Senate Executive Committee in support of a Senate Standing Committee on Accreditation. Together, they have recommended roles for the committee and discussed those recommendations throughout the last couple of years. A meeting is being arranged with the Executive Committee to finalize. Our Assurance Review is scheduled for 2024-25 and it would be desirable to have the committee formed by January 2023 to get improved engagement and communication from Senate as we prepare the review.

Also, all accreditation submissions, HLC reviews, and HLC Action Status and Determinations are available to all university members on a website: <https://www.pfw.edu/offices/accreditation/> The most recent Comprehensive Study is available at: <https://www.pfw.edu/offices/accreditation/2020-comprehensive-evaluation/> Our most recent visits, the Change of Control and the Assurance review have all resulted in no recommendations. The mandatory 6 month review following the Change in

Control requested minor additional comments on two sub-criteria and resulted in no recommendations from HLC. Our standing with HLC is excellent and we work closely with them to assure this standing continues.

A draft copy of the report was provided prior to submission to HLC and accepted recommendations. Where appropriate the final document was modified to reflect recommendations.

In the comprehensive visit from HLC, faculty senate representatives were included in all open sessions as well as closed sessions when HLC allowed. There were meetings wherein HLC requested specific audiences for and some of those they did not include faculty senate representation at HLC request.

HLC Assumed Practices and Criterion specify the materials presented in the report. As far as issues of Faculty Morale, etc., HLC (as well as all the major accreditors) does not specifically reference the AAUP statements as they no longer reflect the core purposes of accreditation. However, a faculty session is always part of the site visit in the comprehensive review (typically an open forum) and faculty are free to raise concerns in that session. We have one of the most transparent HLC practices in the Commission and plan to continue on that path. The delay in the formation of the Standing Committee is largely out of administrative control and we welcome their involvement moving forward.

For additional clarity, the only HLC criterion tangentially related to the statement in the Senate Document on faculty morale or compensation are 5.A.1 and 5.A.3. They state:

5.A.1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

5.A.3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Our description of shared governance (planning, policies, and procedures) and evidence of meeting the criterion on shared governance as presented to HLC (5.A.1 in the Comprehensive Review) and HLC's review and evaluation of 5.A.1. are provided below.

PFW Information Submitted to HLC:

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

The governance structure of Purdue Fort Wayne as an independently accredited public regional university that is part of the Purdue System results in complex blended shared governance model operating on both a system and campus level. In addition, as a public, state educational institution, IPFW is subject to the general policies and budgets enacted by the Indiana General Assembly. By law, PFW is also subject to the policies set by ICHE. ICHE has authority to approve new programs and recommend capital and operating budgets for PFW to the Indiana General Assembly. ICHE's current policies concerning PFW are summarized in the document "[Policy on Purdue Fort Wayne](#)".

Shared Governance at the System Level

While the Purdue Board of Trustees and Purdue's President have ultimate authority and responsibility to manage and operate PFW, the Board of Trustees of Purdue delegates the majority of programmatic and operational responsibilities to the Chancellor as Chief Executive Officer of PFW including:

- Programmatic mission and responsibilities of organizational units
- Budget development and management in accordance with Purdue policy and guidelines and all applicable statutes in collaboration with the treasurer and chief financial officer
- Employment and appointment actions for all staff, other than direct reports, in collaboration with the treasurer and chief financial officer
- All other operational duties related to the management of areas of responsibility not otherwise assigned to another executive office of Purdue by its board of trustees.
- Matters related to intercollegiate athletics with respect to PFW

The delegation by the Board of programmatic and operational responsibilities to PFW's Chancellor creates more institutional autonomy for Purdue Fort Wayne than typical university system structures. This level of autonomy aligns with ICHE's authorization of Purdue Fort Wayne as a regional public university maintaining its own accreditation. From a Human Resources perspective, the Chancellor reports to the President of Purdue and is accountable to the President for demonstrating that his execution of programmatic and operational duties meet the expectations of the Board. As CEO of the Fort Wayne campus, therefore, the university under the leadership of the Chancellor retains day to day operational autonomy. The Board of Trustees has final responsibility and authority for Purdue Fort Wayne. With respect to governance of academic programs, Purdue has given PFW authority to control its undergraduate academic programs but graduate level control is retained at West Lafayette.

The Purdue Board of Trustees actively engage in shared governance informed primarily by the PFW Chancellor in consultation with the President of Purdue. As evidenced by the delegation of responsibilities to the Chancellor as Chief Executive Officer, PFW is afforded a high level of autonomy and responsibility. ICHE policies assure that PFW interests are considered in the state appropriation processes and budget processes and the state apportions appropriations to Purdue Fort Wayne as part of their biennial process. Biennial appropriations are allocated directly to PFW. The Indiana Commission for Higher Education Policy on Purdue Fort Wayne defining the campus mission to operate as the Flagship Metropolitan Campus for the Fort Wayne Metropolitan and surrounding areas in Northeast Indiana and direct participation in the Purdue

Board of Trustees meetings further serves as an additional level of shared governance between PFW and the Indiana General Assembly. As evidenced by Board of Trustees Meeting Agendas, the Purdue Trustees regularly and actively are involved in discussions of PFW and are knowledgeable of the campus. The Chancellor regularly addresses the board in their quarterly meetings and specific agenda items concerning the operations and welfare of Purdue Fort Wayne as well as requests from PFW are included in the formal agenda as evidenced by [2020 Purdue Board Agenda](#).

Shared governance at the system levels extends throughout organizational entities that are part of the campus level shared governance structure. This assures campus interests are considered in policy decisions in light of the policy hierarchy discussed throughout the Criteria and Core Competencies in this argument. Purdue Fort Wayne's organizational units for faculty, administrators, and staff are represented in the equivalent units at the system level including Senate, Administrative and Professional Staff Advisory (APSAC) and the Clerical and Service Staff Advisory Committee (CSSAC).

Purdue Fort Wayne Senate is apportioned membership in the Purdue Senate in the Purdue University [University Senate Bylaws](#). Purdue Fort Wayne's [Senate Bylaws](#) elaborate the qualifications (Bylaw 7.1), term of office and method of election (Bylaw 7.2), and Responsibilities (Bylaw 7.3) including that the Purdue Senator represent PFW faculty on the Intercampus Faculty Council (IFC) in conjunction with a Speaker of the Faculty (7.3.2) and a requirement to report annually to the Fort Wayne Senate on the deliberations and activities of the Purdue University Senate (7.3.3) for the Senator apportioned to the University Senate.

Purdue Fort Wayne APSAC representation in the Management and Professional Staff Advisory Committee (MaPSAC) ensures that interests of professional staff are represented at the system level. [V.B.2 University Policy Office Management and Staff Advisory Committee](#) states the role of the organization in university governance in its purpose statement:

It is Purdue University's policy to solicit and carefully consider suggestions and advice from Management and Professional staffs (M/P) when forming University policies and procedures and in other matters relating to the terms and conditions of staff employment. To this end, the Management and Professional Staff Advisory Committee (MaPSAC) provides members of the Management staff, Professional staff and Operations/Technical staff with a means of participation through suggestion and advice in the formulation or change of policies and procedures affecting conditions of employment. serves as a representative committee of M/P staff.

Subject matter for discussion and action by MaPSAC may originate by any of the following methods:

1. By the University administration via any of its officers or unit heads or by chairpersons of duly appointed University committees;
2. By any individual staff member via a member of the committee; or
3. By placing a written and signed statement of the matter on file with the committee.

CSSAC is represented by a liaison to Purdue's Campus Support Advisory. As described in Purdue Policy [V.B.6 - University Policy Office Campus Support Staff Advisory Committee](#),

This policy provides members of the Administrative and Operational Support staff and Police, Fire and Skilled Trades staff with a means of participation through suggestion and advice in the formulation or change of policies and procedures affecting conditions of employment.

Campus Level Shared Governance

The Fort Wayne Campus has and employs policies and procedures to engage its internal constituencies in institutional governance. The University Senate actively engages faculty through the development and implementation of academic policies consistent with a traditional

operational paradigm of shared governance. The [PFW Constitution of the Senate](#) (Section VI, pg 3-4) enumerates powers and responsibilities for voting members of the Senate. The senate has determinatory powers over:

- The academic calendar
- Policies for class scheduling, and
- Policies for student participation in athletic affairs.

The senate can recommend policies related to:

- Admission and academic placement of students
- Student conduct and discipline
- Student participation in group extracurricular activities
- Administration of the library and other educational support facilities
- Faculty conduct, welfare, privileges, tenure, appointment, retention, and promotion of faculty

Direct involvement in shared governance of the institution rests in the right to engage in decision making on issues including:

- Changes in academic organization
- Determination and management of the budget
- The planning of physical facilities
- Increases and decreases in staff
- The screening and selecting of academic and administrative officers.

Senate Documents and Senate Resolutions provide evidence of Senate Engagement in Shared Governance. Recent examples include:

[Senate Bylaws](#), further define the scope of the senate, its organization, procedures for fair representation across the colleges, establishes specific policy committees, advisory committees, and other advisory and policy making groups as described in the bylaws.

Faculty Senate engages with administration and students through inclusion in multiple committees and subcommittees as described in [Senate Bylaws](#). 2.5.3 of the Bylaws identifies Senate affiliates who participate in Senate Meetings without vote including:

- Faculties which are resident on the Fort Wayne campus but which include no members of the Voting Faculty shall be accorded representation by Senate affiliates. Each such faculty shall select annually one of its number to serve as Senate affiliate.
- The faculty of Indiana University Fort Wayne shall be accorded one Senate affiliate.
- Students shall be accorded representation by an affiliate who shall be the President of the Student Government or that person's designee
- The Administrative and Professional Staff Advisory Committee (APSAC) shall be accorded representation by an affiliate who shall be the President of APSAC or that person's designee

The Administrative and Professional Staff Advisory Council defines their purposes in their Constitution ([APSAC Constitution 2016](#)). ASPAC states its specific roles related to shared governance as statements of purpose:

- Serve as a formal communications link with the Chancellor to effectively present administrative staff views, positions and interests.
- Serve as a consultative body for the Chancellor on matters of policy affecting the operation of the campus.
- Serve as formal means of communication among administrators of the Fort Wayne campus.
- Serve as an advocate for APSAC members and their families, raising funds when appropriate.

- The Clerical and Service Staff Advisory Committee (CSSAC) shall be accorded representation by an affiliate who shall be the Chair of CSSAC or that person's designee. CSSAC provide avenues for active representative participation in the governance process. Student Government formulates policies governing the activities and welfare of the student body and serves in an advisory capacity for university administration and faculty. The Purdue University Board actively engages internal constituents through regular inclusion in agenda items and periodic meetings on the Fort Wayne Campus as described in the Criterion 2 discussion and as evidenced by the agenda item related to a consideration of the institution's proposal to revise the mission and associated statements as well as a new strategic plan developed independently on the Purdue University Fort Wayne Campus in the [Purdue Trustees Stated Meeting Agenda June 11 2020](#) and the approval of the plan without modification in [PFW Mission and Strategic Plan Board Approval](#).

The Student Government Association participates in shared governance through multiple activities. Student Senate is the Student Government branch responsible for advocating for students' rights and interests, allocating funding to student organizations for events and programs, chartering new student organizations, confirming presidential nominations, and more.

5.A.2 The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The institution's administration uses data for institutional decision making. The majority of data is obtained through the Office of Institutional Research (OIR) to assure data integrity as well as ensuring that data and analysis used for decision making are consistent, accurate, and reliable. OIR maintains and provides data supporting Purdue Fort Wayne's compliance-reporting, accreditation, decision-making, and strategic planning processes. As a part of the Office Academic Affairs, the OIR provides maintains census data resources that support annual department reports, comprehensive program review, and tracking of program viability metrics. In support of the University's enrollment management objectives, the OIR maintains a series of dashboards that track daily enrollment and credit hour production. In support of overall University budgeting and revenue forecasting, the OIR maintains enrollment and tuition revenue projection models.

OIR annually prepares a template for Departments to use in their annual review of departmental performance. As evidenced by reports included in the ([CollegeAnnualReportsAY18-19](#)) file, the reports include five years of census data that are used as metrics to evaluate departmental viability. This information is reviewed by the Deans to produce reports that are reviewed by the Executive Director of Academic Accountability and the VCAA. By tracking viability metrics, the VCAA and Dean can make recommendations to the departments to improve performance. In addition, targets for the metrics drive departmental actions to demonstrate how they are making progress relative to the metrics.

OIR maintains The Statistical Profile to provide institutional users access to valid and reliable data necessary to support decisions. The Statistical Profile is organized in three main categories: Student Information, Faculty Information, and Financial Information. The Office of Institutional Research maintains the first two sections (Students / Faculty) via interactive dashboards. These dashboards allow for consumers to slice, or filter, the data into specific views to better respond to data requests or inquires. Currently there are 12 interactive dashboards maintained by the Office of Institutional Research. Additional dashboards are being developed based on university need. Student Information Dashboards commonly used in enrollment management decisions and more recently as part of strategic planning priorities in "diversity, equity, and inclusion" and in "student success and retention" include:

[Student Enrollment UG and G by FTPT](#)

[Student Enrollment UG by FTPT.pdf](#)

[Student Enrollment by Race Ethnicity.pdf](#)

These three reports from the Statistical Profile illustrate the utility of the dashboards in planning. Each of these reports were filtered to exclude students enrolled in dual credit courses. While each of these reports were selected by headcount, the same three reports can be selected based on FTE providing a different perspective on enrollment.

OIR provides update information to Enrollment Management daily during recruiting cycles to help monitor projected enrollment for upcoming semesters through the [Purdue Fort Wayne Daily Enrollment Tracking](#) dashboard. Other information that is used regularly for decision making includes:

In addition to data provided by OIR, data gathered from surveys, assessments, and other qualitative studies are routinely used. Often OIR data is used in conjunction with other sources of data to inform university decisions. As an example, Purdue Fort Wayne has increased its focus on first year success. The impetus for this focus is a need to increase student retention and graduation as evidenced in OIR's [Retention 4yr and 6yr graduation](#) dashboard analysis. The report identified that while graduation rates were increasing, first fall to second fall retention was decreasing over the last several cohorts from a high of 68.4% in the 2013 cohort to 54.6% in the Fall 2017 cohort. In response to the data an emphasis was put on the first year and in 2017 new first year programming was designed for the Fall 2018 Cohort. The Student Success and Transitions Unit conducted surveys of first year students as reported in [Pilot CIRP and FYSS Narrative Summary 17 and 18](#) and [FYSS 2019 Results](#). The evaluation of the various efforts to improve first year success was documented in the Student Affairs Annual Report Section on First Year Programming ([FY Programming SA Annual Report 19 to 20](#)). In addition, the information informed changes in Financial Aid Policy that formed the basis for reconfiguring aid distribution to first year students. As a result of these multiple efforts guided by data analysis, Fall to Fall retention rose to 57% in Fall 2018 and in Fall 2020, as reported earlier and after adjusting for students who would have been academically dismissed but were allowed to re-enroll due to COVID the equivalent retention rate for the Fall 2019 Cohort rose to over 60%.

5.A.3 The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

ICHE states the educational policy for Purdue Fort Wayne as follows in their Policy on Purdue Fort Wayne in their definition of the university profile and educational responsibility for the institution.

1. Profile: Purdue University Fort Wayne serves a diverse student body including both recent high school graduates and adults, many of whom are first generation students, low income students, or other students balancing their education with work and family obligations. Purdue University Fort Wayne should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and Purdue University Fort Wayne can improve both completion and on- time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.
2. Educational Responsibility: The primary educational responsibility of Purdue University Fort Wayne is baccalaureate degree programs as well as an array of master's degrees and professional doctoral degrees that are offered in disciplines needed in the metropolitan

area. Professional practice doctoral programs are offered collaboratively with a doctoral intensive research campus already authorized to offer such a program. Purdue University Fort Wayne facilitates seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.

These framing statements both define and in some cases constrain the setting of academic requirements, policies and processes. In addition, as discussed throughout the argument, the Policy Hierarchy of the Purdue System affects how academic requirements, policies, and processes are established for the university.

The Purdue Fort Wayne [Senate Bylaws](#). (5.3.2.1) established the Educational Policy Committee and charged it with setting academic requirements as well as developing policies and processes for academic processes as described by their policy.

5.3.3.2.1. The Educational Policy Committee shall be concerned with, but is not limited to, the improvement of instruction, grades and grading, scholastic probation, dismissal for academic reasons and reinstatement, standards for admission, academic placement, the academic calendar, policies for scheduling classes, library and other learning-resource policies, honors programs, general education policies, general research policies, military training programs, general curriculum standards, coordination of Fort Wayne curricula with those of West Lafayette, general academic organization, interdepartmental and inter-institutional research and education programs, and continuing education programs.

To assure collaboration necessary for effective and responsible decision making the membership of the committee is specified in the policy in 5.3.3.1.

The Educational Policy Committee shall consist of the Chief Academic Officer, who may send, when unable to attend committee meetings, a designee to serve as a nonvoting member, the Registrar (nonvoting), and six Senators and Voting Faculty elected by the Senate in such manner that at least four of the Major Units shall be represented.

Students and other members of the university, consistent with their roles in administering the application of academic regulations, policies and procedures are members of specific subcommittees of the EPC including:

- **Honors Program Council - 5.3.3.2.3.2.1.2.** Two members of the Honors Faculty, appointed by the Chief Academic Officer of PFW to staggered three-year terms.
5.3.3.2.3.2.1.3. Two student members appointed by the Student Government, at least one of whom shall have successfully completed, or be enrolled in, at least one honors course, to one-year terms. Student members shall participate and vote in all matters before the Council except questions of student admission, scholarships, retention, and satisfaction of program requirements
- **International Education Advisory Subcommittee - 5.3.3.2.3.3.1.** Membership: The International Education Advisory Subcommittee shall consist of the director of the program, one student at or beyond the second-year level in International Education selected annually by Student Government upon the recommendation of the chief officer of the International Students Association or successor organization, a staff member in either the Center for Academic Support and Achievement or Student Success and Transition selected annually by the Chief Student Affairs Officer, and five Voting Faculty members or continuing lecturers elected by the Senate.
- **Curriculum Review Subcommittee - 5.3.3.2.3.4.1.3.** The Presiding Officer of the Senate shall request the Student Government to select two nonvoting student representatives. Student representatives shall serve for one year, with the term to commence one week before the beginning of regular fall classes

- **Graduate Subcommittee - 5.3.3.2.3.5.1.4.** Two graduate students elected annually by the other members of the Subcommittee from among nominations submitted by departments or other units responsible for graduate degree programs.
- **General Education Subcommittee - 5.3.3.2.3.7.1.** Membership: The General Education Subcommittee shall consist of the Chief Academic Officer or a designee and seven members of the Voting Faculty or continuing lecturers elected by the Senate in such manner that at least four of the Major Units shall be represented.

Sources

- 2016 Agreement and Plan of Realignment Final
- 2020 Purdue Board Agenda
- APSAC Constitution 2016
- CollegeAnnualReportsAY18-19
- FY Programming SA Annual Report 19 to 20
- FYSS 2019 Results
- LSA Report
- OIR 5 Year Enrollment Projections at Realignment
- PFW Constitution of the Senate
- PFW Mission and Strategic Plan Board Approval
- Pilot CIRP and FYSS Narrative Summary 17 and 18
- PolicyonPurdueFortWayne
- Purdue Fort Wayne Daily Enrollment Tracking
- Purdue Trustees Stated Meeting Agenda June 11 2020
- Retention 4yr and 6yr graduation
- Senate Bylaws.
- Student Enrollment UG and G by FTPT.pdf
- Student Enrollment UG by FTPT.pdf
- University Senate Bylaws
- V.B.2 University Policy Office Management and Staff Advisory Committee
- V.B.6 - University Policy Office Campus Support Staff Advisory Committee

HLC Response:

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Purdue University Fort Wayne (PFW) is an independently accredited institution in Indiana that is part of the Purdue University System (System). It operates on a blended shared governance model encompassing the campus level in Fort Wayne and system level in West Lafayette. As a state educational institution, PFW is guided by policies and budgets approved by the Indiana General Assembly, set by the Indiana Commission for Higher Education (ICHE). Principally, ICHE has authority to approve PFW’s new academic programs and recommend operating and capital budgets on a biennial cycle. As described in the Assurance Argument, while the Purdue University Board of Trustees and Purdue University President have ultimate responsibility for PFW, the majority of programmatic and operational responsibilities for PFW are entrusted to the campus’ Chancellor whose duties include, but are not limited to, employment and appointment actions and budget development and management in accordance with established Purdue University System and campus policies. The Chancellor reports directly to the Purdue University President and is accountable for the day-to-day operations at PFW. Noteworthy for the Team is that PFW enjoys full authority to control and manage its undergraduate academic programs but graduate level control is vested at West Lafayette. Shared governance at the System level is achieved in practice through the PFW Chancellor’s consultations with the Purdue University President. Cited as evidence of System shared governance was a sample of the Board of Trustees’ minutes showing that that PFW Chancellor made reports on Fort Wayne specific agenda items and fully participated in the state budget appropriation process. In addition, various PFW organizational constituent groups (faculty, administrators, and staff) are reserved membership on System-wide committees which ensures FW campus interests are heard and considered at the System level. In sum, PFW engages its internal constituencies in shared governance processes locally at Fort Wayne and System at West Lafayette with defined policies and procedures.

In the Assurance Argument evidence files (PFW Constitution of the Senate, Senate Bylaws, Administrative and Professional Staff Advisory Council Constitution 2016, and PFW Strategic Plan 2020-25), PFW provides an expansive array of functioning committees that engage internal constituencies. The University Senate's powers and responsibilities are clearly delineated as well as areas of limitation. For example, faculty control and have final say over the academic calendar and policies regarding class scheduling and student participation in athletics and offering recommendations regarding policies on student conduct and admission and academic placement.

Faculty are directly involved in PFW shared governance and decision-making issues from changes in academic organization to determining the budget, to increases and decreases in staff, and to screening and selection of academic and administrative officers. In addition, PFW students participate in campus-level shared governance through the Student Senate, a branch of the Student Government Association. The Student Senate is asked to advocate for students' rights, to represent student interests on various committees, and to allocate funding to recognized student organizations and boards. The Team affirms that PFW provides avenues for which internal constituents, including students, can participate in the governance process.

The Assurance Argument notes that PFW uses data to reach informed decisions to address the best interests of the regional campus and its constituents. The Office of Institutional Research (OIR) is responsible for maintaining and supplying data designed to address compliance-reporting, accreditation, and strategic planning. As part of the Academic Affairs unit, OIR provides the critical census data used to formulate department reports, comprehensive program reviews, retention and graduation dashboards, and tracking of program viability. For example, OIR supports the PFW enrollment management objectives by producing dashboards (Student Information Dashboards) that track daily enrollment and credit hour production. Another important OIR responsibility is budget and revenue tracking forecasting in support of enrollment and tuition projection models. In addition, OIR provides the templates departments use annually in review of their performance. The Annual Year 2018-19 College Annual Report contained five-years of census data on metrics measuring departmental viability. In addition to OIR, other data sources are used to support decision-making including surveys, assessments, and qualitative studies. During the visit, the Team participated in a demonstration of an extensive data dashboard maintained by OIR. The interactive dashboard includes real-time data that is meant to inform decision-making at various levels in addition to providing public accountability on institutional success metrics. It is the judgment of the Team that PFW has a myriad of data gathering, collecting, and analyzing tools in place to make prudent decisions.

Purdue University Fort Wayne's administrative leadership provided evidence that it values faculty input regarding academic policies, and as appropriate that of students and staff, and has structures in place. The Team met with the Chancellor's Cabinet and heard about how PFW faculty, staff, and students can voice any concerns or issues they might have regarding academic policies and procedures, and why issues and concerns are taken seriously and responded to promptly. The Assurance Argument cited the Profile and Educational Responsibility components of the ICHE approved Policy on Purdue University Fort Wayne (dated June 13, 2019) as guiding statements on which the institution acts in setting academic requirements, policies, and processes. In addition, PFW Senate Bylaws 5.3.2.1 references the establishment of the Educational Policy Committee. The Team's review of the Educational Policy Committee charge revealed customary academic responsibilities entrusted to faculty (such as grades, academic sanctions, admission standards, academic calendar, general education policies, improvement of instruction, library policies, and scheduling of classes). Committee membership is diverse, including the Chief Academic Officer, Registrar, and six Senators. Students are included as members on subcommittee. Appropriate structures are in place to ensure the faculty own academic requirements, policies, and procedures and have engaged other parties (staff and students) in meaningful ways.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.


- BE IT RESOLVED, that the FW Senate immediately sets up an ad hoc Senate committee that will be responsible for fielding confidential reports from athletes while the FW Senate sets up its independent investigation; and
- BE IT FURTHER RESOLVED, that this ad hoc Senate committee does not include any current or past members of the Mastodon Athletics Advisory Subcommittee to ensure impartiality; and
- BE IT FURTHER RESOLVED, that contact information for members of this ad hoc Senate committee will be made available to all student athletes at PFW; and
- BE IT FURTHER RESOLVED, that the FW Senate take the necessary steps to set up or participate in an independent investigation, ensuring that the people involved in the first version of the investigation are not allowed to be voting members of the investigative team; and
- BE IT FURTHER RESOLVED, that Senate takes AAUP's suggestion to "conduct an internal investigation led by an independent committee composed of a majority of faculty and academic administrators, and chaired by a faculty member elected by the Faculty Senate. The charge of this committee will be to examine the manner in which the university handled these allegations initially, how it reached its decision to reinstate the women's basketball coach, and whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations as well as the investigation;" and
- BE IT FURTHER RESOLVED, that the university administration and all athletics staff, including the Chancellor and Athletic Director, make clear to the students that the university does not tolerate retaliation and will protect all students and staff who participate in the investigation by ensuring that all allegations of retaliation will be investigated thoroughly.

Administrative Response and Actions:

Resolution SD 20-34 seeks to have administration and athletics staff make clear to students that the University does not tolerate retaliation and that those who participate in a University investigation are protected from retaliation. Retaliation is specifically prohibited by the University's systemwide Anti-Harassment policy. There are many ways in which students are notified of their rights under the University's Nondiscrimination and Anti-Harassment policies, including the right of non-retaliation. A non-exhaustive list of resources where students (and employee) can find explanation of these rights are: in the Student Handbook; in the Student Athlete Handbook; in the University catalog (all available online); on the Student Care and Conduct website; and on the Office of Institutional Equity & Title IX website. The latter two sites contain links to report any incident of harassment, discrimination, retaliation, or bias. All incoming students are provided with mandatory online training on Title IX rights and resources, and all athletic staff and student athletes are provided in-person training by the Office of Institutional Equity at the beginning of each academic year. Finally, individuals who participate in a University investigation are reminded of the prohibition against retaliation and are advised to report any incident of retaliation.

Support:

- Student Handbook:
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pfw.edu/offices/dean-of-students/docs/071-DOS-Student-Handbook-2022-23-COMPv3%20(1).pdf
- Student Athlete Handbook:
https://gomastodons.com/documents/2022/8/9/Student-Athlete_Handbook_2022_Final_BBB.pdf
- Student Conduct and Care website:
 - Report an Incident: <https://www.pfw.edu/student-conduct-care/report-incident>



SEXUAL MISCONDUCT, BIAS, HARASSMENT, RETALIATION, AND DISCRIMINATION

Always remember, if you or someone you know is in an emergency situation, call 911.

We are committed to ensuring that all students are able to thrive in the safest and healthiest environment possible. We are here to support you in the event that you need to report an incident involving yourself or someone you know. You may report sexual misconduct, bias, harassment, retaliation, and discrimination by completing an [Office of Institutional Equity Incident Report](#).

For more information, read the university's [Title IX Harassment Policy](#) and [Discrimination and Anti-Harassment Policy](#).

If you would like to discuss your situation before submitting a form, please contact us at scc@pfw.edu or 260-481-6601. We will assist you and provide you with information and resources. You also can learn more about [Title IX and sexual assault resources](#).

- Policies & Resources: <https://www.pfw.edu/student-conduct-care/policies-and-resources>
- Contained in the University Catalog:
<https://catalog.pfw.edu/content.php?catoid=60&navoid=3117>
- HR/OIE - Institutional Equity and Title IX: <https://www.pfw.edu/offices/human-resources/Institutional%20Equity%20and%20Title%20IX/#office-of-institutional-equity-committed-to-equality-11>

SD 20-34a:

Proposed Alignment of Purdue Fort Wayne Pass/Not Pass Regulations with Purdue Systemwide Pass/Not Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures

3/22/2021

- BE IT RESOLVED, that Purdue Fort Wayne align regulations related to Pass/Not-Pass grading with Purdue West Lafayette and Purdue Northwest and in so doing eliminate the university-level free-elective limitation from the academic regulation, which was adopted to align with Indiana University regulations; and

- BE IT FURTHER RESOLVED, that colleges/schools are required to clearly state in the catalog any limitations on P/NP courses and their applicability toward degree requirements. In the absence of such catalog language, P/NP courses will be subject to university-level limitations only.
- BE IT FURTHER RESOLVED, that courses taken with a P/NP grade mode cannot be used to fulfill general education requirements.

Administrative Response and Actions:

Each department was asked to add information about P/NP to their program description page during the open editing of the Catalog. This is evidenced in the Catalog by programs such as:

Majors:

Art & Design

Computer Engineering

Electrical Engineering

Music Education

Music Industry

Music Performance

Music Technology

Minors:

Art & Design

Jazz

Music

2021-2022 Administrative Compliance Report

SD # Link	Senate Document Title	Approval Date
<u>SD 21-4:</u>	Resolution to Mandate COVID-19 Vaccines for Students and Employees <ul style="list-style-type: none">- BE IT RESOLVED that the Senate requests that Purdue University Fort Wayne adopt a stand modelled after IU's Prevent the Spread mandate program requiring students and employees to receive the vaccinations per CDC guidelines before the first day of Spring 2022 classes.	9/20/2021

Administrative Response and Actions:

In response to this resolution, the Student Government Association launched a survey of students, and the Office of Institutional Research launched a survey of employees, to assess the proposed vaccine mandate. [Results of both surveys were released to campus on October 14, 2021](#), as part of an announcement that the university would not pursue a vaccine mandate. The full range of considerations and input that went into the decision is discussed in the message from Chancellor Elsenbaumer and the senior leadership team.

PFW WILL NOT PURSUE VACCINE MANDATE

October 14, 2021

Dear Students, Faculty, and Staff,

Since the beginning of the COVID-19 pandemic, Purdue Fort Wayne has been focused on providing our students with an uninterrupted academic experience while keeping our campus community as safe and secure as possible. Like other universities, we have had our challenges, but we have persevered and we have fared remarkably well.

As many of you are aware, our students, faculty, and staff have been engaged in campus-wide conversations and information gathering this fall regarding the possibility of implementing a COVID-19 vaccine mandate for the spring semester. We should all take great pride in the thoughtful and thorough work that has been done to weigh the pros and cons of a measure that would affect every single member of our campus community.

After careful due diligence and consideration—and with significant input from the campus community—our leadership team has reached the unanimous decision that implementation of a vaccine mandate for the spring semester is simply not feasible.

We took into account a number of important factors in making this decision, not the least of which is the acute disruption such a major policy change would cause for our students in the middle of an academic year.

Our decision was also based on recommendations from the PFW Ready Committee, which we have relied on during the pandemic for expert guidance related to campus safety protocols, logistics, and operations. Our mitigation efforts have proven very effective, most notably the mask requirement that has been in effect during most of the pandemic. We have had no outbreaks of the virus on campus, and campus infection rates continue to decline.

We also considered feedback from campus surveys conducted during the past few weeks. A total of 2,441 students responded to **a survey administered by the Student Government Association**, and 669 employees responded to **a survey administered by the Office of Institutional Research and Analysis**. Additional information was gleaned from two student town halls, our weekly PFW Ready Q&A sessions for faculty and staff, and input from the Faculty Senate.

The absence of a vaccine mandate does not change our commitment to the critical importance of being vaccinated. Throughout this pandemic, we have strongly encouraged all members of our university community to get vaccinated. Indeed, we have held numerous clinics on campus since last spring to ensure availability and access to the free vaccines, and many of you have taken advantage of those opportunities.

As we look to the future with hope and optimism, we will continue to remain vigilant. This is no time to let down our guard. We have learned during the course of the pandemic that we must be nimble and flexible, yet very thoughtful, in our planning and response. We will work together as we always have to ensure that Purdue Fort Wayne continues to flourish and that we emerge from the pandemic stronger than ever.

Sincerely,

Ron Elsenbaumer
Chancellor

Carl Drummond
Vice Chancellor for Academic Affairs

Krissy Creager
Vice Chancellor for Enrollment Management and the Student Experience

Glen Nakata
Vice Chancellor for Financial and Administrative Affairs

Jerry Lewis
Vice Chancellor for Communications and Marketing

MarTeze Hammonds
Chief Diversity Officer

Kim Wagner
Chief of Staff to the Chancellor

SD 21-9:

Proposed Elimination of June Degree Conferrals by Purdue University Fort Wayne following the conclusion of Summer Session One and Retention of Grade Submission following the conclusion of Summer Session One

11/8/2021

- BE IT RESOLVED, Purdue University Fort Wayne will confer degrees in December, May and August and cease to confer degrees in June;
- BE IT FURTHER RESOLVED, When needed to begin a graduate program prior to the conferral of summer degrees, the registrar's office will provide documentation that a student has completed the relevant degree program earlier in the summer; and
- BE IT FURTHER RESOLVED, Purdue University Fort Wayne's Office of the Registrar will continue to request final grade submissions from instructors for class sections ending within the first six weeks of summer class offerings in order for pre-requisite checking to be undertaken for summer courses offered later in the summer semester.

Administrative Response and Actions:

According to Cheryl Wolever (Admin Asst, SOE), degrees were conferred in May. Summer I graduates were put on August list and won't graduate until then. Thus, this new policy is being fully implemented by the Registrar's office.

SD 21-12:

Graduation Requirement Resolution

12/13/2021

- BE IT RESOLVED that the Purdue Fort Wayne Senate endorses Purdue University West Lafayette Senate Resolution 20-60; and
- BE IT FURTHER RESOLVED that the Purdue Fort Wayne Senate endorses the Purdue University Northwest Senate's unanimous vote to support Resolution 20-60; and
- BE IT FINALLY RESOLVED that the Purdue Fort Wayne Senate calls on the PFW Chancellor, Purdue President and Purdue Board of Trustees to follow authoritative norms of shared governance, respecting its prior delegation of authority on matters of the curriculum and graduation to the purview of the Faculty through the Fort Wayne Senate.

Administrative Response and Actions:

- The PFW administration agrees to continue to pursue norms of shared governance and respects its prior delegation of authority on matters of the curriculum and graduation to the purview of the Faculty through the Fort Wayne Senate.

SD 21-21:

Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory

3/14/2022

- BE IT RESOLVED that Senate resolutely rejects any attempts by bodies either from or external to the faculty to impose educational gag orders meant to chill academic or educational discussion by restricting or dictating university curriculum on any matter related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or by the Boards of Trustees when they 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 either from or external to the faculty to impose educational gag 3 orders meant to chill academic or educational discussion by restricting or dictating university curriculum on any matter 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.

Administrative Response and Actions:

The administration has not been contacted by any outside agency regarding the above issues. Nonetheless, the PFW administration respects its prior delegation of authority on matters of the curriculum and graduation to the purview of the Faculty through the Fort Wayne Senate.

SD 21-23:

Academic Units' Cooperation on University Website

3/14/2022

- BE IT RESOLVED, the Senate requests that the administration present at the April meeting a specific action plan for academic units to report misstatements, inaccuracies, and other incorrect information about their programs appearing on the website, including a clear point of contact who can respond to academic units quickly and consistently when someone reports a web page needing correction.
- BE IT FURTHER RESOLVED, the Senate insists upon all academic units having final approval of any content on the new website representing the academic programs for which they are responsible.

Administrative Response and Actions:

This was addressed in the following Memorandum:

MEMORANDUM

TO: Executive Committee
Faculty Senate, Purdue University Fort Wayne

FROM: Jerry Lewis
Vice Chancellor for Communications and Marketing

SUBJECT: SD 21-23 (Resolution Passed March 2022)

DATE: April 8, 2022

This memorandum addresses the information that was presented in resolution SD 21-23, which was passed with amendments at the March 2022 Faculty Senate meeting. Specifically, I'd like to address the process by which the college and school websites have been produced, reviewed, approved, and launched.

From the outset of the website redesign and redeployment project, the Office of Communications and Marketing has been engaged in a strategic discussion and administrative process that follows the chain of command in the colleges and schools, i.e., working directly with the deans and department chairs and the Office of Academic Affairs. As background, this project uncovered several serious technology issues early on, as the dotCMS content management system was failing and had not had critical software upgrades for many years during the IPFW years. A decision was made to follow Purdue University's lead and switch to the Drupal content management system before developing any sites within the university's new website.

The website project process started in earnest in early 2020 with intake meetings conducted by Communications and Marketing with each dean—just a month before the pandemic forced remote learning and remote work. This process continued with a fall 2020 presentation to all deans that included the initial website design, content, structure, and process. Communications and Marketing was assisted in this major effort by Purdue University's marketing and branding partner, Ologie, which helped develop the initial phases of Purdue Fort Wayne's project within the new Drupal content management system.

Communications and Marketing also conducted an additional round of individual meetings with each dean in December 2020 to further review the process and to begin work on all of the individual college and school sites. These meetings included a review of the initial design and evolving content strategy and modules, as well as a discussion about the fact that colleges and schools would need to move internal, archival, human resources, committee, governance, and other documents to SharePoint (or other linkable location outside of the content management system environment if the documents needed to be accessed publicly). Following these meetings, each dean received a website development document that defined the stages and scope of the work that would follow.

In February 2021, Communications and Marketing met with the Academic Leadership Team (all PFW deans and department chairs) to further review and discuss the overall plan and process for creation of the college and school websites. In January and February 2021, each dean was provided with a draft outline to review and approve in advance of work

commencing for their college/school's respective website. As each outline was approved, a Communications and Marketing team was assigned to begin writing, designing, and developing a website for each college and school. This work continued through fall 2021.

In order to accomplish a necessary change in scope, during late spring 2021, Communications and Marketing held several meetings with the transition teams for the new College of Liberal Arts and the new College of Science, along with Vice Chancellor for Academic Affairs Carl Drummond. As a result of those meetings, Communications and Marketing quickly developed new interim websites for the new colleges, as well as an interim site for the new School of Education. The leader of each of these new colleges/schools reviewed the sites, provided input, and approved the sites prior to launch. The interim sites were designed and organized in a similar brand presence as the new sites that were already in development.

In November 2021, Communications and Marketing met with the Deans Council and Vice Chancellor Drummond to present a draft of the university's new website, which included significant new features and modules at the central university level, as well as an overview of what would be included in the college and school sites. Communications and Marketing incorporated feedback from that meeting into the website project.

Following that Deans Council meeting, Communications and Marketing focused on finalizing a college/school website launch plan for spring 2022, which began with a January 19, 2022, launch of top-level university pages and foundational features (Home Page, News Center, Events Calendar, Majors and Minors Program Finder, Audience Pages) and other content, modules, and elements.

In consultation with Vice Chancellor Drummond and Dean John O'Connell, it was decided that the College of Visual and Performing Arts would be the first college/school in the queue for launch in February 2022, as their website needed to be finalized in advance of spring 2022 accreditation activities for the Department of Art and Design.

Communications and Marketing shared a final draft of the new Visual and Performing Arts website with the dean in December 2021. Following a full review of the site by the dean, his office staff, and consolidated edits from the department chairs, Communications and Marketing incorporated their edits, received final approval by the dean, and the site was launched on February 1, 2022.

Communications and Marketing employed the same final review and approval process for each college and school—with deans, office staff, and department chairs having input and final approval for their respective sites. Subsequently, the School of Education website was finalized and launched on March 28, 2022.

Additionally, draft websites have been presented to the deans and department chairs for the Doermer School of Business (March 1, 2022); the College of Liberal Arts (March 24, 2022); the College of Engineering, Technology, and Computer Science (March 31, 2022); and the College of Science (April 7, 2022). These sites are currently being reviewed by deans, their office staffs, and department chairs and are anticipated to be launched in the coming weeks (anticipated by mid-May 2022).

Over the summer, Communications and Marketing will coordinate with the deans to provide official website training in the new Drupal environment. Following training, each college and school website will then be turned over to the respective college/school to maintain future content—with defined assistance and support from Communications and Marketing.

I hope this helps provide additional insight into the process for creating these sites and helps allay any remaining concerns about the input, review, and approval process for the college and school websites.

Thank you.

CC: Dr. Ron Elsenbaumer, Chancellor
Dr. Carl Drummond, Vice Chancellor for Academic Affairs
David Johnson, Associate Vice Chancellor for Communications and Marketing

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SD 21-31: Maintaining Faculty Role in Advising

4/18/2022

- BE IT RESOLVED that Fort Wayne Senate recommends the Office of Academic Affairs delay implementation of this change and return to a student-centered advising process that provides students with access to a Faculty Advisor within their intended major before registering the student for classes; and,
- BE IT FURTHER RESOLVED that the Office of Academic Affairs submit a formal proposal to change the advising process through the Advising Subcommittee, for Senate review during the 2022-23 academic year; and,
- BE IT FURTHER RESOLVED that the Office of Academic Affairs wait to implement any further changes to the advising process until it has sufficiently weighed and responded to Senate input on these changes.

Administrative Response and Actions:

The Vice Chancellor for Academic Affairs' office central advising unit has responded primarily through participation in the Senate Subcommittee and meetings with the colleges. Senate sub-committee has not made recommendations; however, we are responding to requests for evaluation and assessment activities that we are conducting as part of the implementation. Kent Johnson has communicated with the colleges (primarily ETCS and COLA) that we will transition to the new model over the course of this coming academic year with the implementation of EAB. We have also worked to more clearly communicate the model stressing that faculty will continue to be engaged in advising and student success, albeit, with a greater focus on specific advanced and discipline related advising focused on student matriculation through the degree and transition to post graduation pursuits.

To date, a formal proposal for the Senate sub-committee has not been developed.

Time is of the essence, and there is an administrative responsibility to improve student retention, and recent results indicate a very good outcomes thus far. As an example, VCAA partnered with COLA to focus on re-enrollments this summer and have worked closely with the dean to get our team taking the lead on their efforts this summer. It appears that the majority of faculty are now on board. ETCS is getting more and more comfortable with the new model – in fact, in discussions with the dean of engineering, VCAA is discussing the longer term plan to add a director for their advising unit.

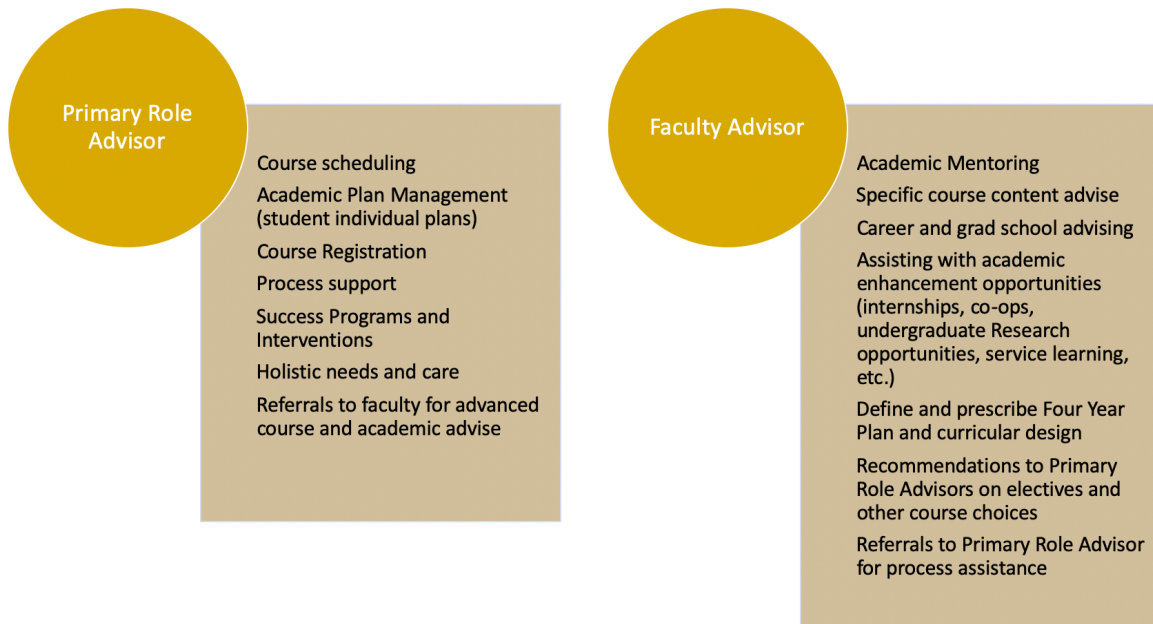
PFW Tandem Advising Model

Office of Academic Accountability and Student Success

D. Kent Johnson, PhD

Executive Director

PFW Tandem Advising Model



SD 21-32: Consideration and Implementation of the Recommendations by the Ad Hoc Committee to Examine the Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program

4/11/2022

- BE IT RESOLVED, that the University Administration provides a report to the Senate in the Fall of 2022 on the steps it plans to take to address the concerns and suggestions in the Ad Hoc Report

Administrative Response and Actions:

The University has a systemwide policy against Harassment and Discrimination and has accompanying procedures that are used to investigate or resolve a report of harassment or discrimination. Those Procedures are reviewed and revised periodically by the Office of the Vice President of Ethics and Compliance at West Lafayette. Concerns and suggestions for policy revisions can be communicated to West Lafayette at vpec@purdue.edu.

The concerns and suggestions by the Ad Hoc Committee relative to the process of investigating claims of harassment or discrimination can be addressed on our campus by training and awareness. The University will continue annually to train investigators, Title IX mandatory reporters, and others who may be involved in the process. We will continue to make harassment, discrimination, and Title IX training required for new employees and incoming students. Beyond what we require, we encourage individuals to take advantage of enterprise trainings available through Brightspace and SuccessFactors or to request specific training from HR-OIE. We encourage the entire campus community to report to Student Conduct and Care or to HR-OIE any concerns through the reporting mechanisms located on those websites. Those offices can also address individual questions about the policies and procedures.

SD Timely Information Sharing with Faculty About Financial Student Retention Policies 4/11/2022
21-33:

- BE IT RESOLVED, that the university administration communicate in a timely manner its planned campaigns for retention as broadly defined as possible, particularly those that include any financial incentives that students may receive as a result of taking advantage of those campaigns (this list is not meant to be exhaustive, but examples include: financial incentives for registering by a certain date; opportunities to take advantage of federal funding for debt forgiveness; tuition discount for registering by a certain date; free tuition for classes for registering by a certain date, etc.)
- BE IT FURTHER RESOLVED, that this information is provided to the Chair of the Senate Advising Subcommittee prior to the start of any planned campaign;
- BE IT FURTHER RESOLVED, that the Senate Advising Subcommittee develops an effective plan of timely dissemination of this information among faculty.

Administrative Response and Actions:

There are several issues that are important to include regarding this issue of retention and incentives. Almost all of this is related to the distribution of CARES ACT, HEERF II and III funds. Specifically:

- CARES, HEERF II and HEERF III had so many restrictions that every moment we had was spent on digesting and understanding all of those, while setting up all the processes to

get applications and money in students' hands. This was also occurring while the world was in turmoil and everyone was working from home, necessitating multiple steps, calls, etc. when guidance was changing literally on a daily basis.

- All CARES, HEERF II and HEERF III efforts necessitated sending specific emails to specific groups of students, therefore making a university announcement difficult as every student's offer and needs were different.
- In many cases, we were under a very tight deadline to get approval from PWL, Legal, DOE, etc. to distribute money to students, especially when there was an immediate need for students to receive money, whereby making additional steps of university notifications not productive.

To be clear and transparent, below are included the announcements that went out at various times for various CARES and HEERF efforts. Several others were sent directly to students from the VCSA account but did not include those as it appeared the ask in SD 21-33 was to inform the university staff members (not necessarily students).

CARES Act Funds Still Available for Eligible Students

Last week, the university sent out a notice to eligible students about a second round of available funds from the CARES Act. These funds can help students who may have incurred unexpected expenses as a result of COVID-19's disruption of our campus operations. The application provides an opportunity for eligible students to recover related expenses for such items as food, housing, course materials, technology, healthcare, and child care. The [application](#) illustrates all eligibility requirements and requires students to authenticate their understanding accordingly. Should students have any questions about their eligibility, application, processing time, etc., specific contact information is included upon submission of the application.

Important CARES Act Update for Student Financial Relief

We hope this email finds you well as you prepare to return to campus for the fall 2020 semester.

Earlier this summer, the US Congress, in its coronavirus relief legislation, provided funds, which you may have taken advantage of, to help students impacted by the COVID-19 pandemic. We first made this funding available on May 11, 2020, and can now open the next round of funding on a first-come, first-served basis. This CARES Act funding is available to Purdue Fort Wayne students who meet all eligibility requirements.

Purdue Fort Wayne recognizes, as Congress did, that you may have incurred unexpected expenses as a result of COVID-19's disruption of our campus operations. The application provides an opportunity for you to recover related expenses for such items as food, housing, course materials, technology, healthcare, and child care. Please see the application for additional details. We will make every effort to assist you in getting reimbursed for those expenses if they are allowable under guidance from the US Department of Education's Office of Federal Student Aid and if sufficient funds are available.

The [application](#) illustrates all eligibility requirements and asks you to authenticate your understanding accordingly. The Office of Financial Aid will check all aspects and provide assistance via direct deposit to those who are eligible.

Should you have any questions about your eligibility, application, processing time, etc., specific contact information is included upon submission of your application. Please read the entire application very carefully and adhere to all guidelines and questions accordingly.

Krissy Creager

Vice Chancellor for Student Affairs



Dear Alexandra,

We hope this email finds you well at this unprecedented and challenging time. You may have read that the U.S. Congress, in its coronavirus relief legislation, provided funds to help students impacted by the COVID-19 pandemic. To make this "CAREs Act" funding available to Purdue Fort Wayne students, we have established a CAREs Act Emergency Funding application, which can be accessed by clicking on the link below.

Purdue Fort Wayne recognizes, as Congress did, that you may have incurred unexpected expenses as a result of COVID-19's disruption of our campus operations. The application provides an opportunity for you to recover related expenses for such items as food, housing, course materials, technology, health care, and child care. Please see the application for additional details. We will make every effort to assist you in getting reimbursed for those expenses if they are allowable under guidance from the U.S. Department of Education's Office of Federal Student Aid and if sufficient funds are available.

To be eligible, you must have a FAFSA on file with the Financial Aid Office or be eligible to file a FAFSA. If you have not filed a FAFSA, more detailed eligibility information is outlined at the beginning of the application. To read more about eligibility and to complete the funding application, [click here](#).

Should you have any questions about your eligibility, application, processing time, etc., specific contact information is included upon submission of your application. Please read the entire application very carefully and adhere to all guidelines and questions accordingly.

All our best,
Dr. Creager

Krissy Creager, Ph.D.
Vice Chancellor
Student Affairs

CARES Act Funds Allocated to Help Students in Need

Purdue Fort Wayne remains committed to supporting members of our campus community who are experiencing hardships resulting from the COVID-19 pandemic. Now, more than ever, many students need assistance covering expenses such as food, housing, course materials, technology, healthcare, and childcare. A group of approximately 6,400 Purdue Fort Wayne students who were enrolled either part-time or full-time as of March 13 and through the completion of the spring semester may qualify for funding made available through the CARES Act. Communication with these individuals initiated by the Office of Student Affairs began last week.

To be eligible, in addition to experiencing unforeseen expenses directly related to campus disruptions as a result of COVID-19, students must have a FAFSA on file with the Office of Financial Aid, or be eligible to file a FAFSA. For those who have not filed a FAFSA, more detailed eligibility information is outlined at the beginning of the [application](#). Specific contact information for additional guidance will be provided upon submission. Applicants are encouraged to read all materials very carefully and adhere to each guideline and question accordingly.

Through the CARES Act, which was passed and signed into law in late March, Purdue Fort Wayne secured \$2.7 million for student relief in the first of what is expected to be two disbursements the university will receive in 2020.

Tuesday, April 12, 2022

Remaining HEERF III Funds to Be Distributed

Beginning today, select students with a balance owed to the university and/or Student Housing will receive a communication from the Division of Enrollment Management and the Student Experience via VCSA@pfw.edu with an offer to satisfy their balance with a one-time payment utilizing the remaining Higher Education Emergency Relief Fund, or HEERF III, money allocated to Purdue Fort Wayne. There are 1,066 individuals who will receive this offer, all of whom are currently registered students with a balance under \$5,000 for the 2021–22 academic year. Those eligible must fill out the form indicated in the email. They have until May 2 at 5 p.m. to do so.

Student questions regarding this offer should be directed to VCSA@pfw.edu

- SD 21-34:** Revising the Questions from the Annual Athletics Report 4/11/2022
- BE IT RESOLVED, that a member of Senate EC will work with relevant and interested senate committees and subcommittees (e.g. URPC, BAS, Mastodon Athletics Advising Committee, etc.), using the Athletics Budget Analysis from April 2022 (SD 21-30) and other relevant materials, on an emendation of SD-03-19 and thus on revising the questions that need to be reported on as part of the Athletics Report by the Chancellor, starting Fall 2022.

Administrative Response and Actions:

We agree that it would be appropriate to revisit these questions as several are out of date and no longer relevant.

- SD 21-35:** Public Sharing Information about Deaths of Faculty and Staff at PFW 4/11/2022
- BE IT RESOLVED, that the university returns to past practices of sharing information about deaths of members of the community through a centralized email notification,
 - BE IT FURTHER RESOLVED, that Communication and Marketing develops and makes available to Senate EC a memorandum that explains the process for submitting this information for dissemination by the September 2022 Senate meeting (or sooner),
 - BE IT FURTHER RESOLVED, that since the university also refuses to acknowledge deaths of students, the Senate Student Affairs Committee works to develop a set of recommendations for how to best handle that process for student deaths, regardless of the circumstances surrounding such deaths.

Administrative Response and Actions:

Purdue Fort Wayne is grateful for the contributions of faculty and staff who have served the university and, of course, is cognizant of the grief and mourning that are part of the natural process following the passing of a colleague.

Unfortunately, it is neither feasible, manageable, nor possible for the university to track, verify, and publish at the central level notification of the deaths of current or retired employees.

The Office of Human Resources is prohibited from releasing confidential personnel information that is derived from employment records such as benefits and/or family beneficiary contacts, which would be the only way to definitively verify that employees are deceased. There is no other central mechanism for developing a methodology for accurately and comprehensively verifying deaths.

Academic units and administrative units may, however, share obituaries informally among interested parties. It's a good practice to have the permission of the deceased's family.

Purdue University previously published faculty and staff death notifications for the West Lafayette campus but discontinued the practice, due to the time-consuming and inexact nature of the process, which required a full-time staff person.

Purdue Fort Wayne's Office of Communications and Marketing will consider publishing a death notification in the faculty and staff newsletter, *Inside PFW*, under certain conditions, which are included in its newsletter guidelines:

INSIDE PFW AND DON LIFE NEWSLETTER GUIDELINES

Introduction

The Office of Communications and Marketing is responsible for managing official university communications designed to help Mastodons stay informed about all that's happening within their own campus community. Central to these efforts is the publication of dedicated newsletters—*Inside PFW* for faculty and staff and *Don Life* for all currently enrolled students. The overarching goal of both newsletters is to provide short-form articles in a timely manner that help our university community stay informed, engaged, and proud of their shared experiences at Purdue University Fort Wayne.

Publication Schedule

Inside PFW is published on Tuesdays and Thursdays.

Don Life is published on Wednesdays during the fall and spring semesters.

Special Editions

Inside PFW Special Edition and *Don Life Special Edition* are supplements to the regularly scheduled newsletters. They cover breaking news and time-sensitive information directly related to university operations.

Method of Delivery

Each newsletter is delivered to the university email account of the recipient.

Policies and Best Practices

A. Content Considered for Publication

The primary focus of Purdue Fort Wayne's internal newsletters is to communicate information that may be of interest to all university employees and students, not just subsets of these respective audiences. The editorial staff will consider on a case-by-case basis exceptions to this general practice, especially if the submitted content is exclusive to faculty

and staff; it conveys a direct benefit to university students; or it has universal appeal including, but not limited to, all-ages events or those activities that highlight Purdue Fort Wayne's contributions to the betterment of the region.

B. Editorial Decisions

Decisions regarding publication of proposed content rest solely with the editorial staff. Appeals for inclusion, or clarification on policy, should be directed first to the editor at inside@pfw.edu or donlife@pfw.edu. Final decisions related to content are made by the vice chancellor for Communications and Marketing or their designee.

C. Submitting Story Ideas

University faculty and staff may submit story ideas for consideration to the *Inside PFW* editor by emailing inside@pfw.edu. Submissions from faculty and staff for consideration in *Don Life* may be emailed to the editor at donlife@pfw.edu.

D. Weekly Deadlines

The deadline for Tuesday editions of *Inside PFW* is 2 p.m. on Monday. The deadline for Thursday editions is 2 p.m. on Wednesday.

The deadline for Wednesday editions of *Don Life* is 2 p.m. on Monday.

Story ideas that are related to events, approaching deadlines, or other time-sensitive issues should be submitted no later than two weeks in advance of the target date, keeping in mind the respective publication schedules.

Special editions of the newsletters are distributed only when absolutely necessary. Special editions are not an option for general communications unless the topic is directly related to university operations as determined by the vice chancellor for Communications and Marketing or their designee.

E. Opting Out of Inside PFW or Don Life Communications

Inside PFW and *Don Life* are considered official university communications that convey important and often time-sensitive information about university news, policies, operations, procedures, and programs.

Employees and students may not opt out of receiving their designated newsletter.

Each edition contains essential news and information for faculty, staff, and students including benefits, events, safety and security, announcements about campus construction and disruptions, and other important messages. Additionally, there are times when information needs to be communicated urgently, such as campus closures, health and safety protocols, major leadership announcements, or changes to employee benefits that take effect immediately.

F. Individual Projects, Pursuits, Accolades

Purdue Fort Wayne is a dynamic university made up of students, faculty, and staff who regularly demonstrate success inside and outside of the classroom. Examples of these

accomplishments are reviewed on a case-by-case basis for newsletter inclusion with items of wider appeal receiving greater consideration.

- Published works including, but not limited to, books, articles, and academic papers are not featured in the newsletters unless they are mentioned in reference to university activities such as lectures or exhibits that are open to the entire community. Items of national or international significance will be considered.
- Awards and accolades of major significance will be assessed on a case-by-case basis for possible publication.
- Off-campus events need to have a direct connection to the university and clearly demonstrate how a member of our campus community is being highlighted in a featured role. Individual or group participation in external activities does not by itself guarantee promotion or coverage in *Inside PFW* or *Don Life*.
- Group and individual fundraising and/or involvement in initiatives benefitting an external organization will not be communicated unless the university is directly involved in the execution of the campaign or is a designated beneficiary of the efforts.

G. Student and Class Projects

Individual or group activities related to routine coursework, including capstone projects, do not qualify for newsletter inclusion unless the work involves a significant and clearly defined link between the university and community. Exceptions to this general practice may be considered if information on the project is submitted for review with adequate advance notice and if the topic is determined by the editorial team to be of interest to a broad university audience.

H. Optimal Length of Articles

Inside PFW and *Don Life* feature short-form articles typically two to three paragraphs long. Generally speaking, topics that require more information must include links to updated websites and the email addresses of primary points of contact to answer additional questions before the item will be considered for publication.

I. Obituaries

Purdue Fort Wayne will consider publishing notification of the death of current PFW faculty, staff, and students only if there will be an on-campus memorial service open to the entire university community.

J. Commercial Services

General information from internal commercial services—companies with Purdue University Fort Wayne contracts such as the Mastodon Campus Store, Don's at Walb, Einstein Bros. Bagels, Java Spot, Holiday Inn, etc.—will be considered for publication. Examples of these items include operating hours and special rates or discounts that are available to university employees and students. The newsletters do not publish or provide links to coupons.

External companies or organizations wishing to promote services and/or discounts through the newsletters will not be included.

Neither *Inside PFW* nor *Don Life* accept paid advertising.

K. Requests for Human Research Subjects

Purdue Fort Wayne does not publish requests for human research subjects from any university school, college, or department.

SD 21-37:

Change to PFW Academic Regulations Reconciliation Process

4/18/2022

- BE IT RESOLVED, that Senate approve the creation of an eight-member Summer Taskforce with six voting faculty members, one non-voting member representing the Office of Academic Affairs and non-voting representatives from the Registrar's Office; and
- BE IT FURTHER RESOLVED, that EPC members have first right to participate on the Summer Taskforce and the remaining voting faculty member positions be filled based on an election by Senate; and
- BE IT FURTHER RESOLVED, that the OAA fund \$3,000 stipends for non-12-month contract employees on the Summer Taskforce; and BE IT FURTHER RESOLVED, Senate approve the adoption of the format/structure of the PFW Academic Regulations and empower the Summer Taskforce to make any minor wording changes; and
- BE IT FURTHER RESOLVED, that the Summer Taskforce provide a set of recommendations to Senate by September 1, 2022 regarding how to handle policy differences between the PFW and PFW Academic Regulations; and
- BE IT FURTHER RESOLVED, if there are not six faculty willing to serve on the Summer Taskforce, then the intended charge of the Summer Taskforce would be given to a Fall 2022- Spring 2023 Taskforce that would be populated in the same manner as was intended for the Summer Taskforce.

Administrative Response and Actions:

Our understanding is that the taskforce did not get formed. EPC said it was because Senate Nomination Committee didn't contact anyone on EPC to find out who wanted to serve and what positions needed to be filled. The Nomination Committee said that EPC was to supply the names before they could seek nominations for vacancies. Apparently, the impasse lasted long enough for the April date to pass to form the committee.

Two other parts of SD that might be relevant to this discussion:

WHEREAS, elections will need to be held by Senate prior to the Friday April 29, 2022 (the Friday before Finals) to populate the remaining positions on the Taskforce;

WHEREAS, there is a chance that there may not be six faculty willing to serve on the Summer Taskforce, the backup plan should then be that the intended charge of the Summer Taskforce would be given to a Fall 2022-Spring 2023 Taskforce that would be populated in the same manner as was intended for the Summer Taskforce except for there would be no stipend. The logic being that the \$3,000 stipend is an incentive

to complete the work in time to allow for corresponding changes in the 2023-2024
Catalog;

They are trying again to fill the committee. No action at this time.