Minutes of the
Eight Regular Meeting of the Fifth Senate
Purdue University Fort Wayne
April 10, 17, and 24, 2023
Via Webex

Agenda

1. Call to order

2. Approval of the minutes of March 13

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. Student Success Standard Process Lifecycle (Senate Reference No. 22-28) – N. Borbieva
   b. Update on Policy Regarding Outside Groups – G. Nakata

7. Unfinished business

8. Committee reports requiring action
   a. Faculty Affairs Committee (Senate Document SD 22-24) – M. Jordan
   b. Educational Policy Committee (Senate Document SD 22-25) – S. Hanke
   c. Senate Ad-Hoc Committee on Community Engagement (Senate Document SD 22-26) – S. Steiner
   d. Educational Policy Committee (Senate Document SD 22-27) – S. Hanke
   e. Educational Policy Committee (Senate Document SD 22-28) – S. Hanke
   f. Faculty Affairs Committee (Senate Document SD 22-29) – M. Jordan
   g. Executive Committee (Senate Document SD 22-30) – A. Nasr
   h. University Resources Policy Committee (Senate Document SD 22-31) – B. Chen

9. New business
   a. Faculty Affairs Committee (Senate Document SD 22-17) – W. Sirk
   b. Update on Policy Regarding Outside Groups – G. Nakata

10. Question time
    a. (Senate Reference No. 22-25) – S. Betz

11. Committee reports “for information only”
    a. Academic Computing and Information Technology Advisory Subcommittee (Senate Reference No. 22-26) – E. Mann

b. Executive Committee (Senate Reference No. 22-27) – 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:
"Student Success Standard Process Lifecycle" (SR No. 22-28)
"Approval to Rescind SD 22-14 and Amend SD 14-36 to include Procedures of Promotion for Professors of Practice" (SD 22-24)
"Commencement Ceremony Schedule" (SD 22-25)
"Request for Extension of the Ad-Hoc Committee on Community Engagement" (SD 22-26)
"Purdue University Fort Wayne Absence Policies for Students" (SD 22-27)
"Amendment to the Bylaws - Resolution to Update the Charge of the International Education Advisory Subcommittee" (SD 22-28)
"Approval of Revision and Addition to the COS Promotion and Tenure Document" (SD 22-29)
"Reminder to Our Administrative Leadership" (SD 22-30)
"Recommendations for Policies for the Use of Brightspace Learning Management System (LMS) Data" (SD 22-31)
"Approval of School of Education Procedures for the Promotion of Clinical Faculty" (SD 22-17)
"Question Time – re: PFW Website" (SR No. 22-25)
"PFW Information Technology Services Policy on Local Administrative Rights" (SR No. 22-26)
"Executive Committee Report on Administrative Compliance 2019-2020" (SR No. 22-27)

Senate Members Present:
J. Badia, K. Barker, S. Betz, S. Bischoff, B. Buldt, S. Buttes, Z. Chen, Y. Deng, C. Drummond, B. Elahi, R. Elsenbaumer, R. Friedman, M. Gruys, M. Hammonds, S. Hanke, V. Inukollu, J. Johns, S. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Lewis, A. Livschiz, H. Luo, D. Maloney, E. Mann, J. Mbuba, J. McHann, A. Montenegro, K. O'Connor, E. Ohlander, M. Perkins Coppola, P. Saha, R. Shoquist, G. Steffen, S. Steiner, K. Stultz-Dessent, K. Surface, D. Tembras, N. Virtue, N. Welsh, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:
D. Bauer, B. Chen, S. Cody, B. Dattilo, T. Foley, K. Gyi, P. Jing, J. Leatherman, G. Nakata, A. Nasr, I. Nunez, J. O'Connell, H. Park, A. Pinan-Llamas, W. Sirk

Guests Present:
A. Blackmon, N. Borbieva, K. Burtnette, J. Cashdollar, K. Christmon, F. Combs, D. Cochran, P. Eber, K. Fineran, K. Grannan, M. Helmsing, D. Hoile, C. Honkomp, C. Huang, X. Jia, M. Kelsey, M. Kirchner, C. Kuznar, J. Malanson, C. Marcuccilli, R. McCombs, A.

Seilheimer, J. Smith

Acta

1. Call to order: H. Strevel called the meeting to order at 12:00 p.m.

2. Approval of the minutes of March 13: The minutes were approved as distributed.

3. Acceptance of the agenda:

   A. Livschiz moved to accept the agenda.

   Motion to accept the agenda passed on a voice vote.

4. Reports of the Speakers of the Faculties:

   a. Deputy Presiding Officer:

      N. Younis: Dear colleagues,

      As this is the last meeting of the year, I would like to thank those senators whose terms are ending. And especially, I would like to thank Speaker Livschiz and Presiding Officer Strevel. They will be missed.

      All of us are grateful to Josh Bacon, who does an outstanding job on behalf of this body and the university in general.

      I would also like to congratulate and extend my best wishes to Bernd Buldt, who will be engaging in the role of faculty speaker in the fall.

      Have a wonderful day!

   b. IFC Representative:

      A. Livschiz: This is my last speaker remarks as my term is ending this year. It has been an honor to serve as the Purdue Faculty Speaker for the past two years.

      My motivation to run for speaker was based on my understanding of what my responsibility is as a person with relative privilege on a university campus—a faculty member with tenure. As a person with this kind of privilege, I believe it was my responsibility to serve as the voice for the people on this campus who are not able to speak out for fear of repercussions: students, staff, LTLs, faculty without tenure and faculty who have been treated unfairly. I want to thank those people on our campus who trusted me with their concerns and problems, and I am glad that we were able to help find solutions to some of

the problems. Knowing that I was able to make a difference in someone's life is very meaningful to me personally.

In light of the conversation that we've been having on this campus since the completion of the campus climate survey, I want to say a few things about the results. There is a narrative that is emerging from the "analysis" of the campus climate survey data, that I find extremely troubling, and that's the conversation that conflates "incessantly negative" faculty with "mean" faculty with "abusive" faculty.

As someone who has been labeled as "incessantly negative" and "overly critical," let me take a moment to explain myself. I know that I come of as angry in a lot of the comments I make publicly, eps. on the floor of the senate. I sound angry because I AM angry, because that is how I personally respond to examples of unfairness and injustice. I get angry and I want to do something about it. By virtue of my position as speaker, but even before that, through my committee work and service as lead advisor, I have been able to see and hear about the many ways that the university fails people: students, staff, faculty.

It is profoundly disturbing to me that many people on our campus are not able to distinguish "meanness" from attempts to hold people in positions of power responsible and accountable. Faculty criticism of administration on the floor of the senate is a consistent feature of university politics. It is easy to frame "incessant negativity" as a problem, esp. when some of those who are "incessantly negative" are women. Nobody likes an angry outspoken woman who is willing to publicly express criticism… until the moment they need someone who is willing to speak up and criticize those in power publicly. I have done what I believe is my job—amplified voices of people who are not in the position to speak up themselves, and it is not the positive stuff that people are afraid to speak about.

But I would also argue that incessant negativity is not the problem. Incessant positivity is a problem. Unwillingness to see that there are people on this campus who are treated unfairly is a problem. Unwillingness to acknowledge that ignoring their concerns is heartless and cruel is a problem. Unwillingness to understand that the only way we can make change is if we are willing to have honest conversations about not just what works great, but also the many things that do not work the way that they should—this is a problem.

Faculty leaders had a meeting with Jeff Malanson and the chancellor, where we wanted to know what we can do about the problematic faculty, with the caveat that for the analysis done on the survey data, problematic faculty include: people who criticize the administration AND people who post problematic things on the AAUP list (because apparently free speech is just for external organizations that can sue the university and not for everyone)

AND faculty who yell and otherwise abuse staff and other faculty.

So I want to take this opportunity to remind everyone that being treated fairly should be the baseline expectation at your place of employment. What broke my heart was working with people who believed that being treated unfairly was how it had to be—that there was no point in fighting it. If you are a victim of actual abuse—please report it. If your department chair is not doing anything about it, go above your chair. Document your concerns. Talk to the faculty speakers about your concerns. Do not let abusers get away with their actions. The only way we can truly improve the climate on our campus is if we stop pretending that everything is great, but actually do something about the problems. And while we are on the subject of fairness, being undercompensated is also unfair. If your workload is increasing significantly, consider having a conversation with your supervisor about your workload and compensation. If you fear retaliation for doing so, reach out to HR or seek another pathway.

Any and all positive change happens because someone speaks up. Positive change does not happen organically or automatically, and it requires someone to be loud and to be negative, in order to make a positive change.

The other thing that I wanted to add was that I wanted to pass along a thank you for Purdue Northwest for passing the resolution that we passed last month to express our support for them in their fight to address their continued existence of having a racist chancellor.

Finally, I want to thank all of the faculty who have worked this year on a variety of committees doing important work that often goes unrecognized and unnoticed but forms the foundation for our ability to function as a university. Thank you.

5. Report of the Presiding Officer:

   H. Strevel: I am not going to be here next semester. I enjoyed my time here. I took this position to learn some leadership. I think everyone needs to have that experience over time. I appreciate the administration's support, as well as the faculty leaders and staff here. Thank you for the privilege of serving you.

6. Special business of the day:

   a. Student Success Standard Process Lifecyle (Senate Reference No. 22-28) – N. Borbieva

      Please see attached PowerPoint.

   b. Update on Policy Regarding Outside Groups – G. Nakata

A. Livschiz moved to table the update.

Motion to table passed on a voice vote.

7. Unfinished business: There was no unfinished business.

8. Committee reports requiring action:

   a. Faculty Affairs Committee (Senate Document SD 22-24) – M. Jordan

      M. Jordan moved to approve Senate Document SD 22-24 (Approval to Rescind SD 22-14 and Amend SD 14-36 to include Procedures of Promotion for Professors of Practice).

      Resolution passed on a voice vote.

   b. Educational Policy Committee (Senate Document SD 22-25) – S. Hanke

      S. Hanke moved to approve Senate Document SD 22-25 (Commencement Ceremony Schedule).

      B. Buldt moved to amend by changing "graduation ceremony" to "commencement ceremony" everywhere listed in the resolution.

      Resolution passed on a voice vote.

   c. Senate Ad-Hoc Committee on Community Engagement (Senate Document SD 22-26) – S. Steiner

      N. Younis moved to approve Senate Document SD 22-26 (Request for Extension of the Ad-Hoc Committee on Community Engagement).

      Resolution passed on a voice vote.

   d. Educational Policy Committee (Senate Document SD 22-27) – S. Hanke

      S. Hanke moved to approve Senate Document SD 22-27 (Purdue University Fort Wayne Absence Policies for Students).

      N. Younis moved to amend by switching the order of "2. Conflicts with Religious Observances" and "3. University Excused Absences." "Conflicts with Religious Observes" will then be added under the new "2. University Excused Absences."

      Motion to amend failed due to lack of a second.

The meeting is suspended at 1:15 until noon, Monday, April 17, 2023.

Session II
(April 17)

Acta

Senate Members Present:

J. Badia, K. Barker, S. Betz, B. Buldt, S. Buttes, Z. Chen, S. Cody, Y. Deng, B. Elahi, K. Gyi, S. Hanke, P. Jing, J. Johns, S. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, D. Maloney, E. Mann, J. Mbuba, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, K. O'Connor, E. Ohlander, M. Perkins Coppola, A. Pinan-Llamas, P. Saha, R. Shoquist, W. Sirk, S. Steiner, K. Stultz-Dessent, K. Surface, D. Tembras, N. Virtue, N. Welsh, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

D. Bauer, S. Bischoff, B. Chen, B. Dattilo, C. Drummond, R. Elsenbaumer, T. Foley, R. Friedman, M. Gruys, M. Hammonds, V. Inukollu, H. Luo, J. McHann, J. O'Connell, H. Park, G. Steffen

Guests Present:

A. Blackmon, N. Borbieva, L. Butcher, J. Cashdollar, P. Eber, K. Fineran, D. Hoile, C. Huang, X. Jia, M. Kelsey, J. Malanson, C. Marcuccilli, K. Surface, T. Swim

H. Strevel reconvened the meeting at 12:00 p.m. on April 17, 2023.

d. Educational Policy Committee (Senate Document SD 22-27) – S. Hanke

A. Nasr moved to suspend the rules in order to grant speaking privileges to Terri Swim and Chris Huang.

Motion to grant speaking privileges passed on a voice vote.

S. Betz moved to amend by changing the wording under "2. Conflicts with Religious Observances" from (old wording):

"The University values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise. Instructors are required to cooperate with students in dealing with coursework missed due to absences resulting from participation in religious observances.

Students requesting an absence for a religious observation are encouraged to make this known to instructors well in advance, in order to arrange alternative times to complete any assignments they might miss."

to (new wording):

“The University values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise.

Instructors are urged to be sensitive to the fact that scheduling of examinations, class assignments, meetings, and other significant events on certia holidsy or days of religious observance may place some members of the Purdue Fort Wayne community in a very difficult situation. Instructors’ cooperation with students in in rescheduling coursework missed due to absences resulting from participation in religious observances is appreciated.

Students requesting an absence for a religious observation are strongly encouraged to make this known to instructors well in advance, in order to arrange alternative times to complete any assignments they might miss.”

J. Badia moved to amend the amendment by changing the second paragraph from (old wording):

“Instructors are urged to be sensitive to the fact that scheduling of examinations, class assignments, meetings, and other significant events on certia holidsy or days of religious observance may place some members of the Purdue Fort Wayne community in a very difficult situation. Instructors’ cooperation with students in in rescheduling coursework missed due to absences resulting from participation in religious observances is appreciated.”

to (new wording):

“Instructors are urged to be sensitive to the fact that scheduling of examinations, class assignments, meetings, and other significant events on certain holidays or days of religious observance may place some members of the Purdue Fort Wayne community in a very difficult situation. Instructors’ cooperation with students in rescheduling coursework missed due to absences resulting from participation in religious observances is appreciated.”

Motion to amendment the amendment passed on a voice vote.

S. Betz moved to call the question on the amendment.

Motion to call the question passed on a voice vote.

N. Virtue moved to recommit the resolution back to the Educational Policy Committee.

Motion to recommit ruled out of order.

Motion to amend passed on a voice vote.

N. Virtue moved to recommit the resolution back to the Educational Policy Committee for further discussion.

Motion to recommit failed on a poll vote.

S. Betz moved to have a roll call vote on the resolution.

Motion to have a roll call vote passed on a voice vote.

Votes and reasoning will be displayed in the minutes.

C. Drummond: (No response).
A. Livschiz: (Approve). I vote in support of this document. I believe that it is important for us to make sure that we allow our students to take advantage of their military benefits, and it is a good step towards providing protection for students from arbitrariness.
N. Younis: (Approve). Yes.
J. Badia: (Approve). Yes.
K. Barker: (Approve). Yes.
S. Betz: (Approve). Yes.
S. Bischoff: (No response).
B. Buldt: (Approve). Yes, for the reason mentioned.
B. Chen: (Absent).
S. Cody: (Approve). Yes.
B. Dattilo: (Absent).
Y. Deng: (No response).
R. Friedman: (Absent).
M. Gruys: (Absent).
S. Hanke: (Approve). Yes.
V. Inukollu: (Absent).
P. Jing: (Approve). Yes.
J. Johns: (Approve). Yes.
S. Johnson: (Approve). Yes.
M. Jordan: (Approve). Yes.
D. Kaiser: (Disapprove). No.
C. Lawton: (Approve). Yes.
J. Leatherman: (Approve). Yes.
H. Luo: (No response).
D. Maloney: (Approve). Yes, because we need the policy for the military students.
E. Mann: (Approve). Yes.
J. Mbuba: (Approve). Yes.
J. McHann: (No response).

A. Nasr: (Approve). Yes.
I. Nunez: (Approve). Yes.
J. O'Connell: (No response).
K. O'Conner: (Approve). Yes.
E. Ohlander: (Approve). Yes.
H. Park: (No response).
M. Perkins-Coppola: (Approve). Yes.
A. Pinan-Llamas: (No response).
P. Saha: (Approve). Yes.
G. Steffen: (No response).
S. Steiner: (Approve). Yes.
D. Tembras: (Approve). Yes.
N. Virtue: (Disapprove). No.
M. Wolf: (Approve). Yes.
Y. Zhang: (No response).
D. Bauer: (No response).
W. Sirk: (Approve). Yes.
Z. Chen: (No response).
B. Elahi: (No response).
S. Buttes: (Disapprove). I want to explain the reason for my vote. I believe that the policy that we are discussing is too restrictive for military students. I think a policy should read something like "Students will be excused and no penalty will be applied to a student's absence for mandatory military training, and be given the opportunity to make up coursework as defined in the course syllabus. Total absences, including travel, may not exceed one-third of the course meeting for any course." No restrictions on travel. No restrictions of any other kind. If they need to go for military training they should be able to go. I think that this is too restrictive for military students. I also think it is too restrictive for many of the other categories. I don't think our discussion of this policy has been focused on the purpose, which is, what does an attendance policy need to be in order to advance student learning. This is an educational policy. Our discussion has not been on student learning and student outcomes. It has been on a lot of other things. I think we are too hard on military students. I think we are too hard on many of the other students. For all of those reasons, I vote no.
L. Whalen: (Approve). Yes.
A. Montenegro: (Approve). Yes.
R. Shoquist: (Disapprove). No.
K. Stultz-Dissent: (Approve). Yes.

Motion to approve passed on a roll call vote (30-4).

e. Educational Policy Committee (Senate Document SD 22-28) – S. Hanke

S. Hanke moved to approve Senate Document SD 22-28 (Amendment to the Bylaws - Resolution to Update the Charge of the International Education Advisory Subcommittee).

Resolution passed on a voice vote.

f. Faculty Affairs Committee (Senate Document SD 22-29) – M. Jordan

M. Jordan moved to approve Senate Document SD 22-29 (Approval of Revision and Addition to the COS Promotion and Tenure Document).

Resolution passed on a voice vote.

g. Executive Committee (Senate Document SD 22-30) – A. Nasr

A. Nasr moved to approve Senate Document SD 22-30 (Reminder to Our Administrative Leadership).

S. Buttes moved to amend by adding the following to the end of the resolution:

"BE IT FURTHER RESOLVED, that the Executive Committee of the Senate shall convene a meeting during duty week in Fall 2023 with the Chancellor's Cabinet, the Academic Officers Council and chairs of standing Senate committees to review the Senate Constitution and bylaws; and

BE IT FURTHER RESOLVED, that this group shall develop a plan of action during that meeting for Academic Year 2023-2024 to improve the operation of shared governance structures and educate faculty, staff and administrators on how those structures function on our campus."

M. Wolf called the question.

Failed due to lack of a second.

S. Buttes called the question.

Failed due to lack of a second.

Motion to amend failed on a voice vote.

Resolution passed on a voice vote.

h. University Resources Policy Committee (Senate Document SD 22-31) – B. Chen

E. Mann moved to approve Senate Document SD 22-31 (Recommendations for Policies for the Use of Brightspace Learning Management System (LMS) Data).

Resolution passed on a voice vote.

The meeting is suspended at 1:15 until noon, Monday, April 24, 2023.

Session III
(April 24)

Acta

Senate Members Present:

J. Badia, K. Barker, S. Betz, B. Buldt, S. Buttes, S. Cody, B. Dattilo, C. Drummond, B. Elahi, R. Elsenbaumer, R. Friedman, K. Gyi, M. Jordan, C. Lawton, J. Lewis, A. Livschiz, D. Maloney, E. Mann, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, E. Ohlander, R. Shoquist, W. Sirk, S. Steiner, K. Stultz-Dessent, K. Surface, D. Tembras, N. Virtue, N. Welsh, L. Whalen, M. Wolf, Y. Zhang

Senate Members Absent:

D. Bauer, S. Bischoff, B. Chen, Z. Chen, Y. Deng, T. Foley, M. Gruys, M. Hammonds, S. Hanke, V. Inukollu, P. Jing, J. Johns, S. Johnson, D. Kaiser, J. Leatherman, H. Luo, J. Mbuba, J. McHann, J. O'Connell, K. O'Connor, H. Park, M. Perkins Coppola, A. Pinan-Llamas, P. Saha, G. Steffen, N. Younis

Guests Present:

M. Ball, A. Blackmon, K. Burtnette, L. Butcher, J. Cashdollar, K. Christmon, R. Clark, F. Combs, P. Eber, K. Grannan, C. Huang, M. Kelsey, C. Kuznar, J. Malanson, C. Marcuccilli, T. Swim, R. Wooley

H. Strevel reconvened the meeting at 12:00 p.m. on April 24, 2023.

9. New business:

   a. Faculty Affairs Committee (Senate Document SD 22-17) – W. Sirk

      W. Sirk moved to amend Senate Document SD 22-17 (Approval of School of Education Procedures for the Promotion of Clinical Faculty) by striking out SD 21-15 in the "be it resolved" and replacing it with SD 21-25.

      Motion to amend passed on a voice vote.

   b. Update on Policy Regarding Outside Groups – G. Nakata

      A. Livschiz moved to take "update on policy regarding outside groups" off the table.

      Motion passed on a voice vote.

      G. Nakata: I just wanted to give everyone an update of where we are at, and where we have finalized some of the issues that were brought up within the committee. As I

have mentioned in past meetings, there were three issues that were brought up by this group.

Number one was the campus policy regarding use of campus facilities. We found that the reference in one of the forms that we had still went to an old IPFW policy. I have asked that that now be changed to the overall Purdue University system use of facilities. That has already been done.

The second was, I love getting people information on when events are being held, and when groups are going to be on campus and things like that. So, what we have done is that we worked with Communications and Marketing. If you look at current issues of Don Life in Inside PFW, towards the bottom you will see links on there for the calendar events. In that calendar of events you will see the specific groups, organizations, events that are going on on campus at any given time. That way if people want to find out what is going on this week or this month, they have the ability to click on that link and be able to see the list of events.

The third issue that was identified is regarding solicitation on campus of materials. We had a long discussion about our current procedure, which is active solicitation, where folks can hand out to others their materials. We discussed if this is something we wanted to change to a more passive solicitation, where folks would leave their materials on the table and invite people to be able to take one of their brochures or materials that they were handing out. We had a pretty robust discussion about this. We actually even got some information from West Lafayette's general counsel regarding this. Their feeling was that we would probably get challenged on a passive solicitation approach because it is considered a protective expressive activity. Also, we had to make sure that when we first discussed this, that we discussed that it would apply to everyone. That there wouldn't be specific groups or organizations or individuals that this would apply to. This would apply to all events on campus, that they would have to move to a passive solicitation. What we did is that we asked the committee members to go back to all their key stakeholders in their areas to get comments, both pro and against this. We then put all of those comments together, sent it to the group, and asked for feedback on their thoughts about if we should stay with our current procedure of active solicitation or if we felt that a more passive solicitation procedure would be more appropriate. After a certain time period that we set to receive the feedback, it was overwhelming that we should stay with the active solicitation of materials. So, we have decided to stay with that moving forward. That is kind of where we are at right now.

A. Livschiz: Thank you so much, Glen, for the update. I have a couple of concerns that I would like to raise.

My first one is that on the list of problems that have been identified, there is one that you didn't mention, and that was consequences for violating policies on campus. When we first began this conversation, the question was, "do we have bad rules?" or "do we have good rules, but lack of enforcement?" The issue of "lack of

enforcement" was not fully discussed, and we certainly did not come to a conclusion about that particular issue. I think that without some kind of a statement about what happens to outside groups that violate our policies, we are going to continue to have problems. So, the issue of enforcement and consequences absolutely has to be addressed. That is the first concern.

The second one is that I am not sure that I can agree with your characterization of the overwhelming consensus by the committee that we should keep the active solicitation policy. That is not the impression that I have. That is not what the email exchange for the committee looks like. I am not sure that we have a definitive conclusion that has fully incorporated the range of concerns that many groups on this campus have, including many students and student groups that we have. I understand that this is one of the many things that you have on your plate, but I think we have to be very careful about considering this matter resolved and closed, given a number of really significant unresolved issues related to this as of the last time that we met and exchanged emails on the committee.

G. Nakata: Ann, let me address your two questions. The first, regarding implications for what we will say is "bad behavior." So, on two forms that we used on campus events, the long contract for events and also request for solicitation, there are explicit sections in there, and I will say on the long contract on section number nineteen on that one, it says "Disruptive People: Purdue Fort Wayne reserves the right to eject, or cause to be ejected from the premises, any person or persons, including unruly and unsupervised children, engaging in disruptive, belligerent, or threatening conduct. Purdue Fort Wayne reserves the right to refuse submission to any person displaying the above behaviors, or appearing to be intoxicated, and Purdue Fort Wayne shall not be held liable for any damages through exercising this right."

Also, in the request to solicit form, we have on there under the policy highlights, "You may not impair with the free travel of students, staff, and faculty, in and around the campus. You may not force your materials on people, if they say no, you must walk away. Disruptive people will be removed from campus." So, I feel between the two contracts that we utilize for our on campus events, we have sufficient wording in there to where someone becomes a bad actor they need to then be notified, the appropriate people need to be notified at the time it happens, not an hour later, not two hours later, not three hours later, so that way we can take appropriate action at that time. That is one thing that I have talked about in the past, that we need to change our culture to make sure people realize who and when to report things, so that way we can take appropriate action.

For Ann's second question, the reason I said overwhelming is that I set a specific date for feedback from everybody in the committee, and based on the feedback that I received by that date, it was fairly overwhelming that people wanted to stay with the active solicitation of materials. So, that is what I am basing that statement on.

S. Buttes: Glen sort of got at part of my question when referring to the long contract and request for solicitation. So, in the first point that Glen mentioned, he mentioned a change between a campus level policy that was an IPFW document and then sort of retiring that and kind of moving to a Purdue system policy. I am interested in knowing a little bit more about the differences between the previous policy and the current policy, and the process followed for both developing the initial campus level policy and now adopting a similar policy. I am mainly interested in those kinds of questions, aside from the specific aspects of the contracts that we have, both the request for solicitation and the long contract. If you could talk a little bit about the differences between the campus level and the system level, that would be appreciated.

G. Nakata: Steve, I will be honest with you. I have not done a documented comparison between the old IPFW policy, which was very old, I think it was from 2016 or 2017, or maybe even before, and the current one. One of the things that we as a system campus have to understand is that any time there is a system policy, we need to follow that policy. We can have individual procedures and guidelines on the campus, but where there is a systemwide policy, we have to follow that as a member of the Purdue system. You can look on the link. I don't know the wording or changes specifically between the two. I have not done that, but it is something that you can definitely look at.

L. Whalen: I had a question with regard to not just in terms of the timing of the reporting on the day, but also one of the issues that came up with the original event that caused some of this debate. What happens when organizations walk around with GoPros and then upload intentionally edited videos of our students intended to make them look foolish, etc.? In other words, stuff that happened at the event, but then is only uploaded later, because, again, I am sure it is probably technically legal to do that since it is happening in a public space, but to me it just seems highly unethical and problematic that if we have instances of these groups putting up sort of humiliating videos of our students, that we should reconsider them to be allowed back on campus to do the same thing again. Thanks.

G. Nakata: Thank you, Lachlan. I will be honest, unfortunately we don't have control over what an organization posts or takes video of. That is up to them and we cannot control what they do in that respect. That is definitely out of our purview in that respect.

A. Livschiz: I have two concerns. The first one is on the consequences. I appreciate the quotes from the document, but none of the quotations that you provided offer any long-term consequences. Somebody may be penalized at the moment, but there is nothing in place to suggest that if an organization behaves inappropriately, that they may not be allowed to come back next time. That seems to be a very important thing that needs to be addressed because there is a tendency to pretend like nothing happened before, as if these kinds of instances are each isolated incidents, rather than a systemic policy.

My other concern is this question of recording, because I think that part of the reason why we have a problem with recording is the way that using this specific event and its aftermath as an example, is the way that students' concerns were consistently delegitimatized and devalued. That I was in meetings where upper administrators said that they were there and they didn't see anything wrong so the suggestion that students who were traumatized or experienced the event very differently are not valid. That kind of attitude from the administration is what helps contribute to the atmosphere that students do not feel comfortable reporting these kinds of instances, because what is the point of subjecting yourself to additional trauma if that is how your attempt to report things is going to be treated.

More broadly, I appreciate that we are afraid of being sued by these various outside organizations, but I am concerned about the fact that we spend so much time talking about campus climate and quality of place, but in these conversations, we are not prioritizing a safe environment for our students. In fact, we have competing discourses on this campus about freedom of speech, where the students who experienced harassment at that event are being told by people in positions of authority that they need to toughen up and that they need to be used to bad things happening because that is just how it is. In other meetings, we have conversations where faculty leaders are being criticized that people are posting unpleasant things on a listserv and that is something that we need to address. This idea that freedom of speech is sacred and that we can't do anything about it when it comes to harassment of students, staff, and faculty by outside groups, but we are okay limiting free speech when it comes to other situations by groups that we are not worried are going to sue the university, is really really problematic.

I know we can't resolve this issue today, but I would just vehemently like to say that this matter has not been resolved. I know you said that there was supposed to be feedback. There are procedural issues there as well. The composition of the committee. Who has the right to vote on that committee is not clear. We never saw the final vote of how the different groups felt. None of that was clear. Again, I don't feel that this issue has been satisfactorily addressed or resolved, and it is something that absolutely needs to continue to be worked on next year so that we can make sure that our campus is a safe place for students, faculty, and staff

G. Nakata: Ann, I just want to point one thing out. I noticed Steve also put a question in the chat. In the Purdue University system policy, section four, there is a persona non grata section. "The CFO, chancellor, or authorized representative may bar an individual or group who has demonstrated inability or unwillingness to exhibit conduct in accordance with university policy or applicable laws in or on university facilities from campus, or any part thereof, for a specified period of time or indefinitely. Any such action will be consistent with the university's policy persona non grata."

So, we do have a mechanism to where, if we feel that this is becoming an issue that warrants a persona non grata, we have an ability to do that. Thank you.

L. Whalen: I understand that there was maybe not a direct policy, but if subsequently a group does something that is deemed to be in violation of our rules, like they post something to their website that we find objectionable then we could potentially qualify them as persona non grata as result of that.

G. Nakata: No, I think we are good, Lachlan. Hopefully that one section about the persona non grata will, like I said, give us that mechanism to be able to manage any groups as appropriate.

10. Question time:

a. (Senate Reference No. 22-25) – S. Betz

In previous discussions in senate regarding ideas for improving the PFW website it was mentioned that a method for submitting website suggestions/needs might be created. Difficulties with getting changes made to webpages are ongoing. Is there a formal process for requesting such changes? If so, what is that process and what is the typical timeline one could expect?

R. Elsenbaumer: During calendar year 2022, the Office of Communications and Marketing — in close collaboration with deans and the Office of Academic Affairs — launched completely redesigned websites for each college and school. Concurrently, a new university home page, landing pages, News Center, academic program finder, calendar of events, and numerous other pages and enhanced features were launched. Some college and school websites that were previously getting 400 or 500 visits a year are now getting that many visits in a day.

The current priority is to design, develop, and launch new websites to support admissions, financial aid, student experience, wellness, student housing, advising, and other critical student-facing sites. Additional administrative sites are in process, as the university continues to move fully into the Drupal/Acquia content management system.

As part of the planning and launch of the college and school websites and other university pages last year, the Office of Communications and Marketing developed a plan for each college and school to have full access to own and update their new sites. Each dean provided—and continues to provide— names of staff and faculty designated to become publishers who have access to update their sites.

This plan included a robust training program, developed and administered by the Office of Communications and Marketing's web team. To date, more than 100 people have been trained university wide, including 62 individuals in the colleges and schools. In order to supplement the formal training and provide ongoing technical support and troubleshooting for publishers, the Communications and Marketing web team also holds open office hours every other Friday. Should anyone need Drupal

access and/or training, please contact Bennett Winters. Training is required before publisher access can be granted.

Questions and requests that fall outside of this established process may be directed to Bart Tyner, Director of Web Services, for review. Requests for custom solutions are evaluated on a case-by-case basis for feasibility and appropriateness by the senior leadership team in Communications and Marketing. Timelines vary based on priority and complexity.

That's where we are right now. If there are any other specific questions on this, hopefully Jerry and his team can answer them. Thank you.

A. Livschiz: I am not Stacy so I don't know the specific concerns that Stacy had, but I was glad that this question was asked because I am hearing that we are using the number of visits as a metric to decide how successful the website is. I am just curious if we are using any other kinds of metrics because one other explanation for why people are going to so many websites is that it is impossible to find any information. You have to click and click and click and click in the hopes of finding something useful, and sometimes that never happens. I have never had this many concerns or complaints from students about not being able to find information on our university website. I know that I can't find anything on there. This is not a criticism of Bennett. He is available, but there are kind of two issues here. There is the putting content on the page and then there is the overall logic and what information we have on the website. This is a concern that is really not going away. We are being told that it is being aimed not at us, and that is fine, but incoming freshmen have questions and they can't find any information either. So, do we have any way of measuring whether our overall strategy is actually effective beyond simply how many times somebody actually clicked on the specific links?

J. Lewis: Ann, I will take the analytics question first. Yes, we have a lot of analytics that we track, not just site visits. We can track where visitors are coming from by geographic location and zip code. We can also track how long they are staying here. We can also track if they are coming in from mobile or from a desktop. We can analyze how long they are staying on the page, and what they are interacting with when they are on the page. There are a lot of analytics that we are deriving from this. Since we have had most of the college and school websites launched for a year now, we have a year's worth of data. David Johnson and I will be touring around this summer and meeting with each dean to go over the analytics. We will start to look at some trends and see how things are evolving across the website. We do have some really robust tracking analytics that we have through Purdue Global, which is really important in terms of content. The college and school websites and a lot of the other sites on the university's overall website have been looked at for content. We have been improving that content and streamlining that content. The content that I think you are probably referencing is for prospective students, in particular it is the content that is on the Admissions and Student Affairs and Student Experiences' websites. We are already in a deep dive into those sites right now. We are working with Krissy and

Ryan and other members of the administration and Student Affairs' teams. We will be starting to launch sites over the summer and into the fall for all of those new sites. It has been a heavy lift getting out of the old dotCMS system and into the new Drupal system. It has been a long process. It has been a really difficult process, not just because of all the complexities, but we have it under control and feel like we are making great progress on it.

B. Buldt: I have a simple question. Will there ever be a time when the directory will list office locations? I mean it is okay. We usually find our way around, but I had an outside visitor recently. They called the switchboard and even the switchboard said "well, I cannot look up the office location," which I believe is not a good place to be in. Thank you.

J. Lewis: Bernd, the way that we develop that, and Carl might want to chime in on this as well, is that we discussed that actually in a meeting. We discussed whether to have office numbers on there. We agreed that it is probably a safety concern to have specific room numbers on there, especially on a public facing website, so we opted not to include those.

C. Lawton: I wanted to ask these follow up questions on behalf of Stacy based on what she left in the chat. She seems to have three additional issues. One is that when doing a Google search per PFW there is not an icon of Brown Ink. She also asks about whether we could have our newsfeed appear when a Google search is done for PFW, such as one sees with the main campus and Purdue Northwest. Also, she is asking about whether Google Maps can provide building level information for our campus. Thanks.

J. Lewis: I will answer those the best I can. In terms of the icon for Google, we do submit stuff to Google constantly. It sometimes takes weeks, if not months, for them to update the information that we send them. We are constantly in that process. I will double check on that and see where we are on that.

The newsfeed, again, is a matter of us submitting information to Google and seeing when they can get it done. In terms of the way that we come up in a search, if you are coming up first in a search, it is probably because you are paying good money to be there, which we don't have those kinds of funds. But, what we can do, and it is a result of updating and completely relaunching all of the college and school sites, is that by getting a lot of extraneous information off the website the Google analytics tend to pick us up quicker through the algorithms because they are not seeing pages that have never been visited in there. So, they see an active site with active pages that tells Google that the algorithm that we are an active site with a lot of stuff going on. We are coming up higher in searches already. I know that doesn't exactly answer the question about the newsfeed, and I can look into that, but that does give you an idea about how we come up in searches. Google Maps is something that we have just minimal input into. Again, it is just one of those things where Google runs the show.

We are not a big spender with Google. We are toward the bottom of the priority in terms of getting requests in with Google.

J. Badia: In Jerry's answer to the question about office locations, it was framed as a question of whether it was good to have that information on a public facing website, given public safety concerns. I guess my question is that implies that there is a not public version of our website where students can go to to find faculty office numbers. So, if we are not presenting that information to students via a public facing website, how are they getting it?

I guess I want to give a little bit of context here. I surveyed our departments in the College of Liberal Arts and faculty overwhelmingly prefer to be visible to students for students to be able to find them. I am concerned that we are relying on students to look up a faculty's office number or a phone number or to write an email. I just don't think that is something this generation is likely to do. I don't see them picking up the phone to call a faculty member to ask where their office is. I just was wondering if we could revisit this question, and also if we could get clarity on what the alternative to the public facing website is for information that is internal that students have access to.

J. Lewis: Janet, that is a good question. I am relatively certain, probably 98% or 99% certain, that the office location information is in the database. Right now, it is just a matter of that information being suppressed and not visible in the display.

To answer the other part of your question, there is only one website, and it is the publicly facing site. That is where that information is. I am wondering, and I am just thinking out loud, there are complexities here, but there might be a way to push that information into goPFW so that it is behind a password authentication in terms of the office locations.

S. Steiner: To add to that, I think that the lack of it is sometimes interfering with the functioning of things. I have found students trying to go to meet with their advisor and none of us can find where the advisor is. Is it possible for you to send around a list of locations to us, sooner rather than later, of where everybody is located, so that when students are asking, we at least know where people are?

J. Lewis: I am not sure I have an answer for that question. There might be. I don't know if Kent Johnson is on the call, but there might be a way for that to be handled through Navigate, the EAB solution for advising. That might be an option.

S. Steiner: This goes way beyond advising, advising faculty, etc. We used to have phone books that went around that provided basic information about people's phone numbers and locations. I don't see why we can't have a similar reference that is sent around that includes faculty, advisors, etc. This goes way beyond advising.

J. Lewis: I misunderstood your question. Most universities don't do printed phone books anymore. They are outdated the minute they are printed, and they are expensive to produce. Telecommunications is within the ITS area, so there might be some other solution for this. Glen, maybe you and I can get together and look at that. Most universities, I might say just about every university, has moved away from doing phone books.

S. Steiner: This is not about a phone book. This is about location.

J. Lewis: I understand.

S. Steiner: Thank you.

I. Nunez: I think I can find people's locations in Outlook in the offline global address list through the email system. I don't know if students can as well, but students do have access to our email system. I assume they also have access to the address system.

A. Livschiz: Obviously, I don't want to be the person who is against safety, but we did have a consultant on campus, I believe it was this fall, that was supposed to assess various safety things. At least when I met with her and talked to her, when I mentioned the fact that we can't find office information on the website, she seemed really surprised by that. At least my impression from our conversation, she didn't seem to think that that was a reasonable approach. I am just curious if she has competed her report. Did she issue some kind of a ruling on whether hiding office locations is a reasonable safety measure or is simply something that complicates people's lives? Do we have any information on that?

J. Lewis: I do not know that. Glen, I don't think the consultant's recommendations included anything on that. Ann, I don't feel really strongly about this. This is something that Carl, maybe the rest of the cabinet, can talk about to see if we want to change that. I think it would be easy enough to change. Technologically, we would just go in and not suppress that information if it is something that the university committee really feels strongly about. We could probably do that. It is possible. It is just a matter of if it is something we want to do.

G. Nakata: Ann, that specific issue was not addressed in the final report we received from Davis Consulting. There were somewhat broader issues that were discussed in there. I will say when you said try to find out information, we have been having town halls as it relates to the campus safety initiative and the report. There will be some more town halls coming up here very soon to give updates. We are currently in the process of having some subcommittees meet based on the report to provide some recommendations and implement some plans on campus. That is where we are at now.

B. Buldt: Coming back to office locations, instead of having a blanket policy, maybe it would be a good idea to have an opt in part for faculty where they can have a say whether they want to have the office location listed or not so that those who feel threatened can have their office location listed and those who feel more safe can opt out. Thank you.

11. Committee reports "for information only":

    a. Academic Computing and Information Advisory Subcommittee (Senate Reference No. 22-26) – E. Mann

       Senate Reference No. 22-26 (PFW Information Technology Services Policy on Local Administrative Rights) was presented for information only.

    b. Executive Committee (Senate Reference No. 22-27) – A. Nasr

       Senate Reference No. 22-27 (Executive Committee Report on Administrative Compliance 2019-2020) was presented for information only.

12. The general good and welfare of the University:

J. Malanson: Two quick announcements. Hopefully you saw in last week's issue of Inside PFW that we have two upcoming open forums this Wednesday at 1:30 in both Neff 101 and livestreamed via Zoom. We are going to have an open forum on the university budget, which is kind of an overview of how the university budget works, and then a preview of where things currently stand in terms of budgetary outlook for this upcoming academic year. Next Monday, May 1 at 1:00, a livestream via Zoom, we will have our final open forum of the year on quality of place, recapping all the initiatives we undertook this year, and then summarizing the final recommendations for the quality of place action planning team. The action planning team was composed of about twenty-three representatives from across campus. They worked diligently throughout this past academic year and have put in some excellent work to share some excellent ideas for how we address some pretty acute faculty and staff concerns moving forward in the area of quality of place. Both of those open forums will also be recorded for later viewing by anyone who is unable to attend live. If anyone has any questions about those, please let me know. Reminders will be coming out in upcoming issues of Inside PFW with those links to the Zooms as well.

A. Nasr: I just have to say, Hank, you have been an incredibly great and courteous presiding officer. I know that the university has lost you to whatever chapters follow forward but thank you for being the presiding officer and taking on all of the work. As well, I thank all of the members of Senate and the campus community for that. That is all I have to say. We are grateful. Thank you.

A. Livschiz: I mentioned this in my IFC report back when we started this Senate meeting many weeks ago, but I did have a really quick update. The IFC Council, also in part

because now every campus issued a resolution in support for Purdue Northwest about their chancellor and his racist comments, has issued some kind of joint resolution in support of PNW as well. That happened in part because of our resolution. I just wanted to say thank you to Senate for passing that in March.

S. Buttes: Everyone should have received from Josh Bacon, thank you Josh for all you do for the Senate, the final call for nominations for Senate Committees and Subcommittees for next year. The Executive Committee has one vacancy, Student Affairs has two, and then there are several subcommittees that have vacancies, as well as the Task Force on Academic Regulations. We don't have a presiding officer for next year and no nominees. We need a Purdue Fort Wayne Representative for the Purdue West Lafayette Senate. There are a couple of Senate Committees that are currently seeking nominations to replace our representative on the University Policy Committee, which reviews and works on systemwide policies and updates the system with policies. If you have questions about any of those or you are interested in any service for the Senate or the university, please respond to Josh's email or reach out to me or Jim McHann. Thank you.

R. Elsenbaumer: Hank, I just want to thank you for your service this year. Excellent. Thank you so much for all that you have done. Excellent leadership.

13. Adjournment: The meeting adjourned at 12:50 p.m.

Joshua S. Bacon
Assistant to the Faculty

UPDATE FOR APRIL 2023 SENATE MEETING

Since our presentation at the September senate, the Student Success Standard Process Lifecycle has been meeting throughout the fall and spring semesters [slide of lifecycle]. We are happy to report the following milestones:

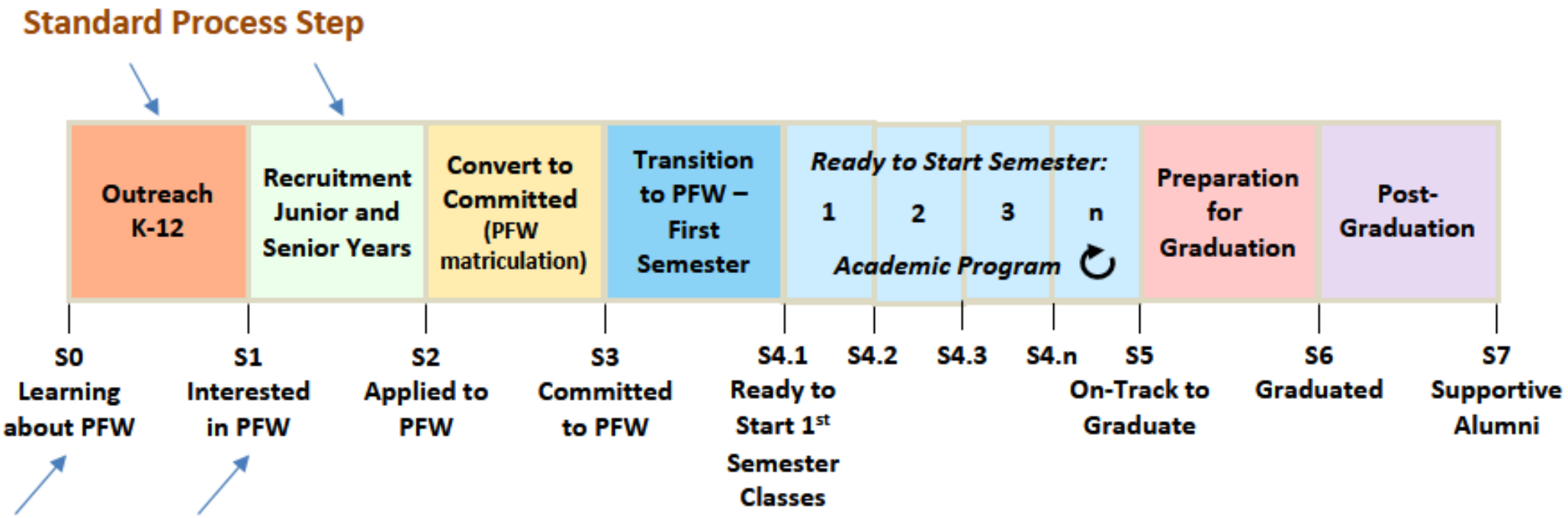
1. We have finished defining standard processes that move high school students from the step we call 3 (the state of committed to PFW) to the step we call 4.1, (the state of ready for first semester). This involved creating a flow chart that diagrammed the activities of different units at the university and students during this important transition [show swim lanes].
2. We improved these activities, making the student experience clearer and more streamlined.
3. We developed a way to check our work through verification and validation. Verification checks that activities are being completed as defined and validation checks that the activities we have defined do achieve the student success outcomes that are our goals for each state.
4. We are doing the same things for transfer students for the step 3 to 4.1 and high school admits for the step 4.1 (ready for first semester) to 4.2 (ready for second semester).
5. We are defining standard processes for what we call “normal deviations” to the path students take toward graduation. Examples include withdrawal from a class and change of major.

On March 17, we brought our entire team together and invited guest students [picture of event]. We read through all the activities for the transition 3 to 4.1 for both high school admits and transfer students, and we got feedback from the students. We are currently working with that feedback to improve the standard process for activities.

Moving forward, we will be working on activities that involve both academic and administrative units. In order to do this, we will form a design group drawing from faculty who work most closely with first year students. In the past few months, a small team met with groups of these faculty from nearly all the colleges and gathered information about faculty perspectives on first year student success. The design groups will be trained in the systems thinking and collective system design that informs our work and then explore ways to turn faculty perspectives on student success into actionable processes. We anticipate being able to offer a small stipend to each faculty who participates. More information will be directed to deans.

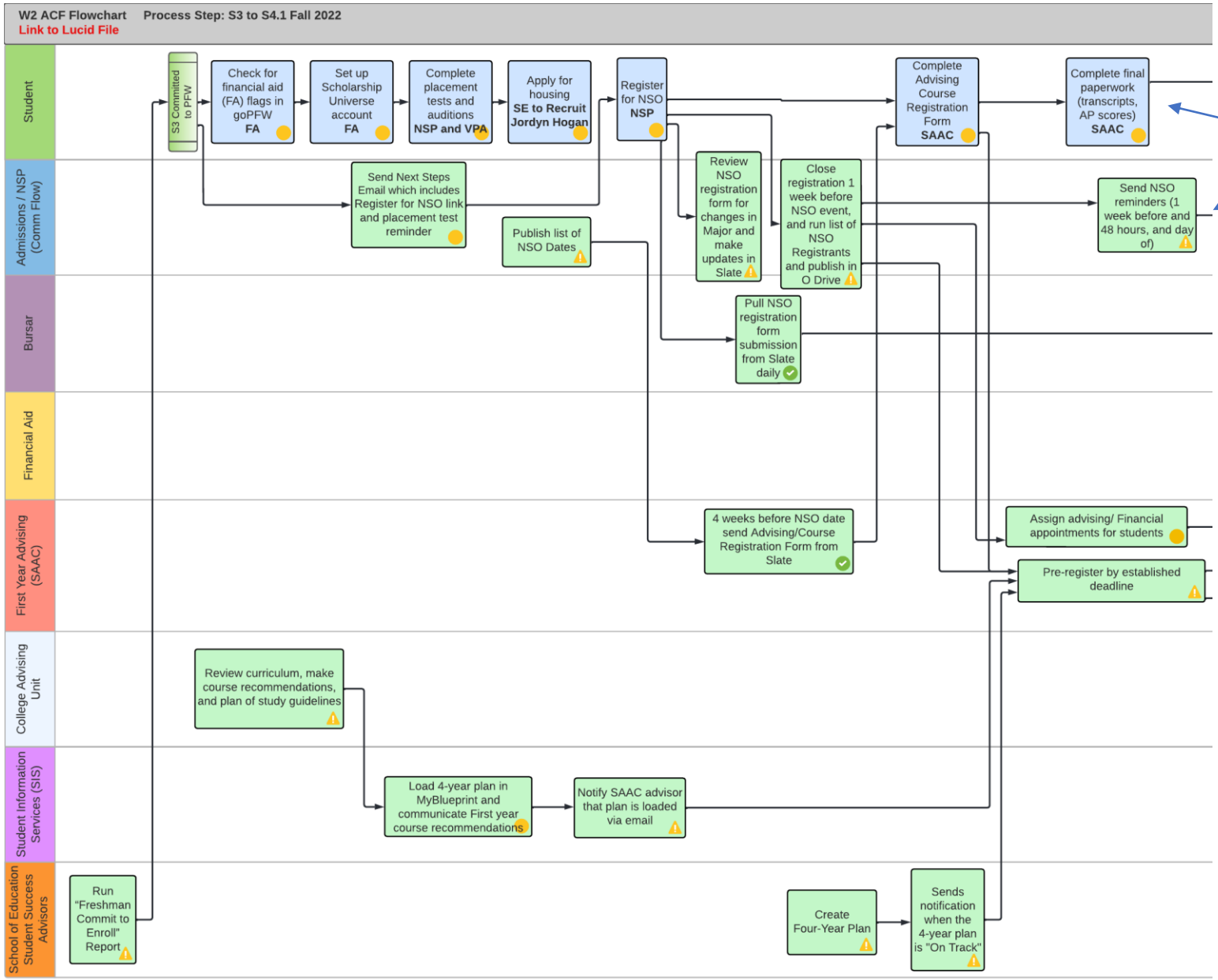
We would like to recognize the hard work of Vice Chancellor Carl Drummond and the Office of Academic Affairs. We also would like to recognize the contributions of all Vice Chancellors and deans, who have provided input and advice and dedicated their time and the time of their team members to the Lifecycle. We also recognize the many staff, administrators, and graduate students who have been working on the lifecycle [slide with list].

Student Success Standard Process Lifecycle



Student Success States (S0, S1 …) - Academic, Financial, Career/Professional, Living Wellness

PURDUE UNIVERSITY
FORT WAYNE



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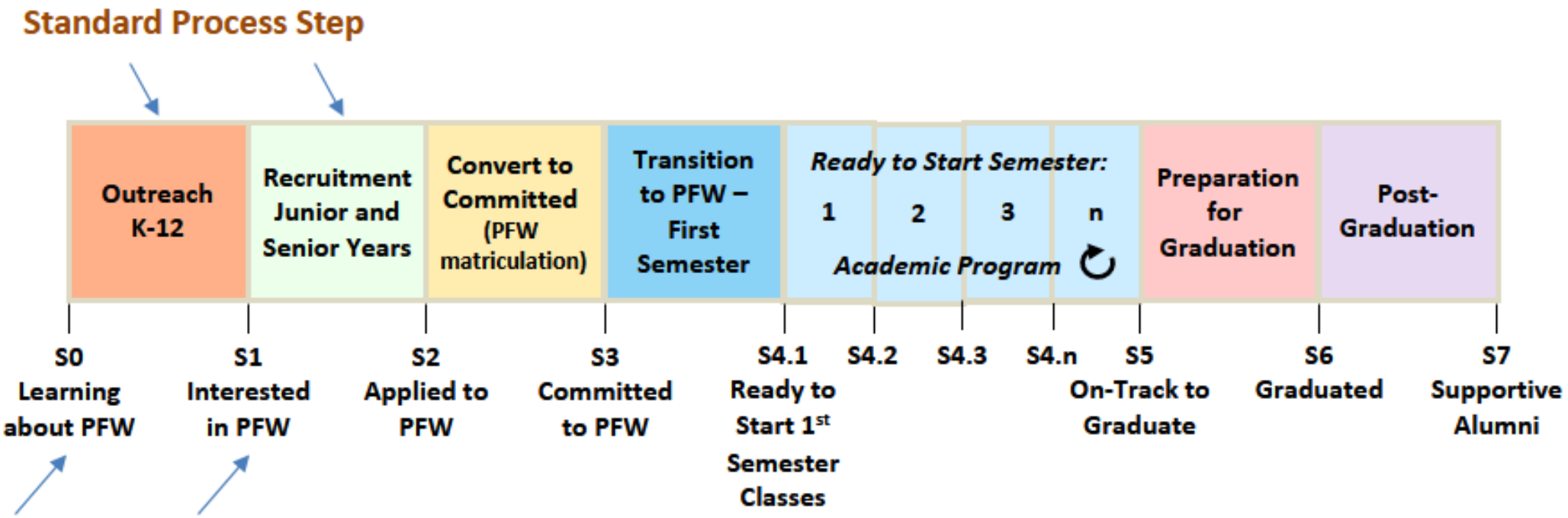
Student Success Standard Process Lifecycle

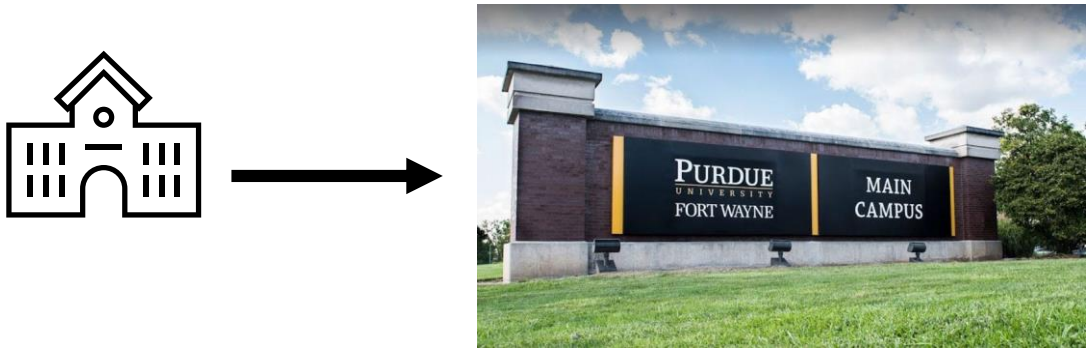


Student Success States (S0, S1 …) - Academic, Financial, Career/Professional, Living Wellness

PURDUE UNIVERSITY
FORT WAYNE

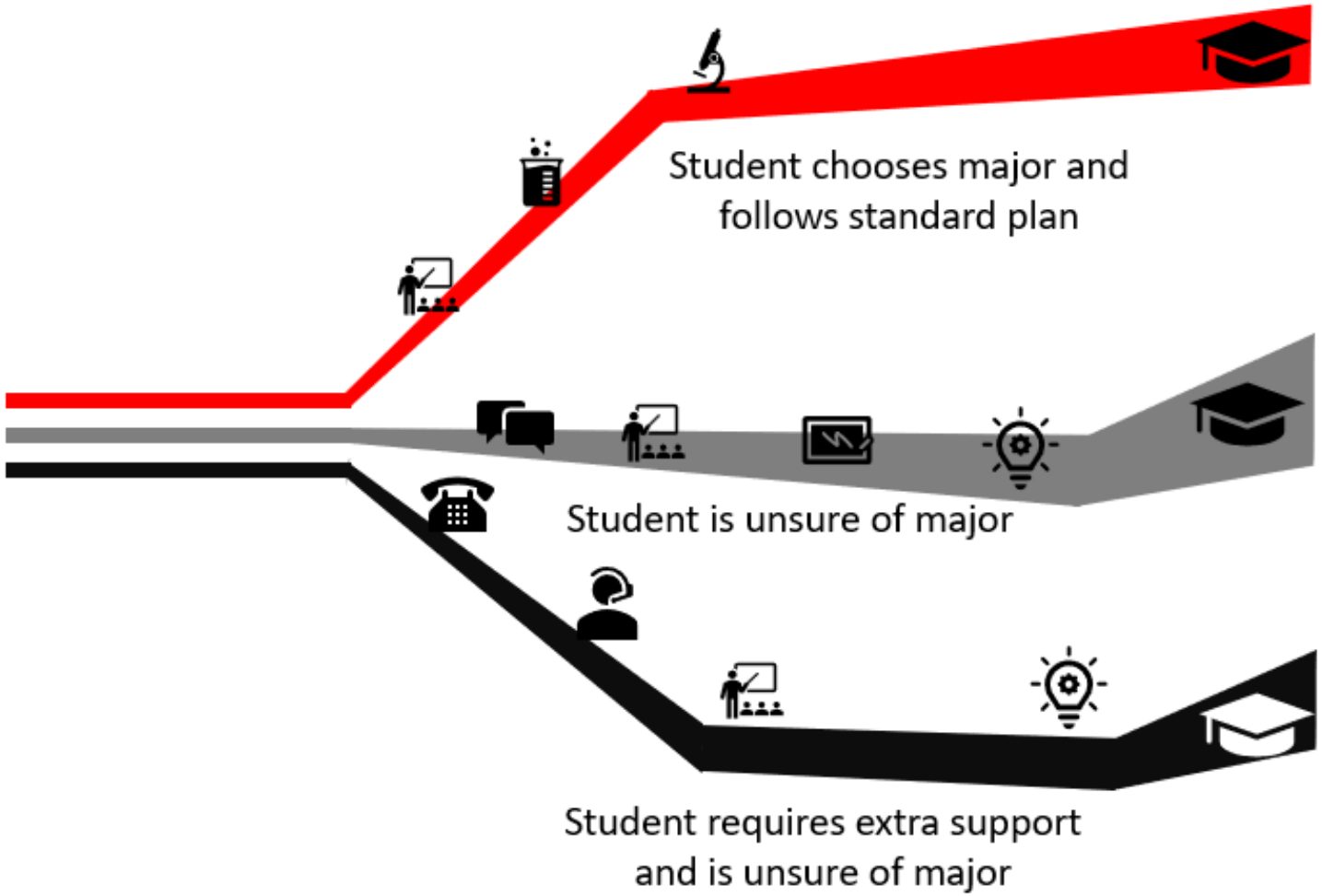
Student pathways

S3 to S4.1 (high school admits)



S3 to S4.1 (transfer students)

Standard abnormalities



March 17 workshop

PURDUE UNIVERSITY
FORT WAYNE

The Lifecycle has benefited from the hard work of people from the following units:

- Vice Chancellors
- Office of Academic Affairs
- Admissions Office
- Bursar
- College Primary Role Advisors
- Deans
- Office of Financial Aid
- Office of Institutional Equity
- Office of Military Students
- Registrar
- Student Advising and Advocacy Center
- Center for Excellence in Systems Engineering
- And many others!

MEMORANDUM

TO: Fort Wayne Senate

FROM: Wylie Sirk, Chair
Faculty Affairs Committee

DATE: March 13, 2023

SUBJ: Approval to Rescind SD 22-14 and Amend SD 14-36 to include Procedures of Promotion for Professors of Practice

WHEREAS, the Fort Wayne Senate approved SD 22-14 to allow Professors of Practice to be promoted given the procedures in SD 14-36 on 1/9/2023.

WHEREAS, the most recent version of SD 14-36 was not used in making the revisions for resolution SD 22-14.

WHEREAS, we have now used the most recent version of SD 14-36 to make the necessary changes to allow Professors of Practice to be promoted given the procedures in SD 14-36.

BE IT RESOLVED, that the Fort Wayne Senate amend SD 14-36 with the following revisions to allow Professors of Practice to be promoted given the procedures in SD 14-36 and rescind SD 22-14.

Senate Document SD 14-36
(Supersedes SD 88-13)
(Amended & Approved, 4/27/2015)
(Amended & Approved, 3/14/2016)
(Amended & Approved, 3/23/2020)
(Amended & Approved, 4/12/2021)

PROCEDURES FOR PROMOTION AND/OR TENURE AND THIRD YEAR REVIEW

Purdue Fort Wayne and its autonomous academic units shall establish, within the timeframes and by means of guiding principles and criteria established in other documents, procedures for the evaluation of faculty for promotion and tenure according to the following procedures. Autonomous academic units shall consist of those units subject to the powers of the Faculty detailed in Section VI of the Constitution of the Faculty; other units may, at their option, adhere to these guidelines and procedures.

The procedures for evaluating faculty for promotion and tenure ensure fair and consistent treatment of candidates. The procedures include multiple levels of review with clear expectations for each level. When considered in its entirety, the procedures create a coherent whole that includes a system of checks and balances. While there are variations between academic units, all procedures are based on these principles. If a department/program (department) or college/school/division (college) cannot comply with specific procedures in this document, they are expected to explain why they cannot and utilize a procedure that conforms as closely as possible to the procedures in this document. The explanation and amended procedure shall be included in a separate document with recommendations regarding cases for promotion and tenure.

The procedures and guiding principles for evaluating faculty for promotion and/or tenure are discussed in separate documents (see SD 14-35 & SD 18-15 for guiding principles), but the two are interrelated. The procedures for evaluating faculty members are the method for implementing the guiding principles.

Amendments to this document shall trigger reviews of college and department procedure documents. It shall be the responsibility of the Presiding Officer of the Senate, in concert with the Senate Secretary, to notify colleges and departments of any amendments to this document and the need to review their procedure documents.

The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee.

1. Document Review and Approval
    1.1. Department documents
        1.1.1. Departments must include procedures and criteria for promotion and tenure in documents.
        1.1.2. Department procedures must adhere to the guidelines and procedures laid out in college and Senate documents.
        1.1.3. Department criteria must align with college guiding principles.
        1.1.4. Department procedures must be submitted to the Senate Faculty Affairs Committee for feedback and then reviewed and approved at the college level. The feedback from the Senate Faculty Affairs Committee shall be forwarded to the college.
        1.1.5. Department criteria must include:

1.1.5.1. Criteria for quality of performance (e.g. competence, excellence) in all relevant areas (e.g. teaching, service, research/creative endeavor) for all levels (e.g. associate professor, associate professor of practice, clinical professor and full professor, librarian), except criteria for excellence in service to associate professor.

1.1.5.2. Rationale of the department for the criteria.

1.1.6. Department criteria must be reviewed and approved at the college level. The review by the college must focus on:

1.1.6.1. The completeness of the department criteria document.

1.1.6.2. The explanation of how the department criteria align with the guiding principles of the college. This explanation should reference credible evidence as to the appropriateness of the criteria for the discipline.

1.1.7. If a college rejects the criteria of a department, a thorough explanation of the rejection must be sent to the department.

1.1.8. If there is a disagreement between a department and college about criteria, the Senate Faculty Affairs Committee will arbitrate the disagreement.

1.1.9. Upon passage of this document by the Senate, departments have one academic year to draft, approve, and seek review of department promotion and tenure documents.

1.2. College documents

1.2.1. Colleges must include procedures and guiding principles in documents. Colleges may choose to elect the campus guiding principles as the guiding principles of the college.

1.2.2. College procedures must adhere to the guidelines and procedures laid out in senate documents.

1.2.3. College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate.

2. Decision Levels: Nominations for promotion and/or tenure shall be considered at several levels. The quality of the evidence presented in the case is best evaluated at the department level. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case.

2.1. The department committee

2.1.1. Establishing the department committee: The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.

2.1.2. Composition of the department committee:

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

2.1.2.2. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department

committee. From this list, the chief academic officer of the college shall

appoint enough faculty members to bring the committee membership to between three and five.

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

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

2.1.3. Primary Tasks: The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.

2.1.4. Letter of Recommendation: The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.

2.1.5. Other:

2.1.5.1. Any full-time lecturer, clinical, professor of practice, tenure track or tenured faculty member at PFW shall have the opportunity to read and provide feedback on cases in their home department until the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.

2.2. The chief academic officer of the department

2.2.1. Primary Tasks: The chief academic officer of the department shall:

2.2.1.1. Review the case and compare the case to department criteria.

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

2.2.1.3. Review the recommendation of the lower level.

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

2.2.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

2.3. The college committee

2.3.1. Establishing the college committee: The college committee composition and functions shall be established by the college faculty, incorporated into the documents which define the procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2.3.2. Composition of the college committee

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

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

2.3.2.3. Members of the college committee may serve at the department level, but not at the campus level in the promotion and tenure process while serving on the college committee.
2.3.2.4. Members of the college committee may not serve consecutive terms. Terms shall be staggered and may not be longer than three years.
2.3.2.5. Members of the college committee shall elect a chair from among its members.
2.3.2.6. The chief academic officer of the college may not serve on the college committee or participate in the meetings.

2.3.3. Primary Tasks: The college committee shall:
2.3.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
2.3.3.2. Review the recommendation of the lower levels.
2.3.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
2.3.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
2.3.3.3. Make a recommendation to the next level in the form of a letter.

2.3.4. Letter of Recommendation: The letter of recommendation from the college committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.4. The chief academic officer of the college
2.4.1. Primary Tasks: The chief academic officer of the college shall:
2.4.1.1. Review how well the process has adhered to the documented procedures to this point.
2.4.1.2. Review the recommendations of the lower levels. This review:
2.4.1.2.1. Shall include a consideration of the basis of the decisions from the lower levels.
2.4.1.2.2. May include consideration of the evidence in the case as it compares to department criteria if a decision from a lower level is judged to be contrary to the evidence.
2.4.1.3. Make a recommendation to the next level in the form of a letter.

2.4.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.

2.5. The Senate Promotion and Tenure Committee (a.k.a. the campus committee)
2.5.1. Establishing the campus committee
2.5.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and the two Speakers of the Faculty.

2.5.1.2. The committee members will be selected from a panel of nominees composed of at least two representatives from the faculty of each college elected according to procedures adopted by the college faculty and incorporated into the documents which define the protocols of faculty governance within the college and a person with prior service on a college committee. The vote totals from the elections shall be included with the panel of nominees.

2.5.2. Composition of the campus committee

2.5.2.1. The campus committee shall consist of seven (7) members.

2.5.2.2. A minimum of five (5) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.

2.5.2.3. A majority of the members of the campus committee must be at the rank of professor, or librarian.

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

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

2.5.2.6. Members of the campus committee may not serve consecutive terms.

2.5.2.7. Members of the campus committee shall elect a chair from among its members.

2.5.2.8. The chief academic officer of PFW may not serve on the campus committee or participate in the meetings.

2.5.3. Primary Tasks: The campus committee shall:

2.5.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

2.5.3.2. Review the recommendations of the lower levels.

2.5.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.

2.5.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

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

2.5.3.4. Letter of Recommendation: The letter of recommendation from the campus committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.6. The chief academic officer of PFW

2.6.1. Primary Tasks: The chief academic officer of PFW shall:

2.6.1.1. Recognize the credibility of the decisions of lower levels.

2.6.1.2. Review split votes and/or inconsistencies in findings and recommendations at, and between, lower levels. When there is a split vote and/or inconsistency, the chief academic officer of PFW will focus the review on that part of the case dealing with the split vote and/or inconsistency.

2.6.1.3. Review how well the process has adhered to the documented procedures.
2.6.1.4. Make a recommendation to the next level in the form of a letter.

2.6.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of PFW shall be based on the chief academic officer's review of recommendations from lower levels, the process to this point, and must clearly explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of the lower level(s).

2.7. The chief administrative officer of PFW shall forward recommendations to the President of Indiana University or to the President of Purdue University.

3. Case Process: Nominations for promotion and/or tenure shall be considered at several levels.
   3.1. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the six years preceding the submission of the case. Tenure-track faculty approved to use the one-year extension due to the pandemic may elect to adopt the P&T criteria that they were hired under.
   3.2. All cases for promotion and/or tenure shall pass sequentially through the decision levels above.
   3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.
   3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
   3.5. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefor, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s). Committee chairs shall distribute copies to committee members.
   3.6. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

4. Individual Participation

   4.1. Only tenured faculty may serve as voting members of promotion and tenure committees to Associate Professor and Professor

4.2. Clinical Associate Professors, ~~and~~ Clinical Professors, Associate Professors of Practice and Professors of Practice may serve as voting members for Clinical and Professor of Practice promotion cases.
4.3. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.
4.4. The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before college committees.
4.5. Individuals may serve and vote at the department level and one other level (college or campus).
4.6. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
4.7. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
4.8. Chief academic officers who have written a letter of recommendation as part of 2.2.2. will recuse themselves from discussion or vote on that candidate's case at a higher level.

REVIEW OF PROGRESS OF PROBATIONARY FACULTY TO TENURE AND PROMOTION

It is in the best interest of PFW to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point. The diversity of colleges and departments at PFW makes it difficult to develop a single procedure for reviewing progress of probationary faculty to tenure and promotion.

5. Development of Review Procedure: Departments must develop a procedure for reviewing progress of probationary faculty toward tenure and/or promotion that adheres to the following principles.
5.1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
5.2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur half way through the third year.
5.3. The formative review must be voted on by the department promotion and tenure committee.
5.4. The chief academic officer of the department must comment on the case and the review from the committee.
5.5. The probationary faculty member must have opportunities to respond during the review.

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

Department procedures for reviewing progress shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate Faculty Affairs Committee shall be consulted about any newly established review procedures and any changes to a review procedure. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.

6. Senate Procedure to be used in the absence of a department or college procedure:

6.1. The required review of the progress of probationary faculty to tenure and/or promotion must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
6.2. This review must be formative and be based on department criteria.
6.3. This review must occur halfway through the third year.
6.4. This review must move forward with the reappointment documentation for that year.
6.5. This review must occur at the first two levels (department promotion and tenure committee and chief academic officer of the department referred to in 2.1 and 2.2 above) and result in a written recommendation from both levels.
6.6. This review must be voted on by the department promotion and tenure committee.
6.7. The chief academic officer of the department must comment on the case and the review from the committee.
6.8. The probationary faculty member must have opportunities to respond during the reviews.
6.9. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

Senate Document SD 22-25
Amended and Approved, 4/10/2023

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven Hanke, Chair of the Educational Policy Committee

DATE: 03/20/2023

SUBJ: Commencement Ceremony Schedule

WHEREAS, IPFW traditionally had its commencement ceremony on a Wednesday following the conclusion of final exams; and,

WHEREAS, that tradition was based on logistical practicalities related to attendance by the Indiana University President and/or Board of Trustees and the Purdue University President and/or Board of Trustees; and,

WHEREAS, these scheduling requirements and practicalities have changed since the completion of the university's realignment to PFW; and,

WHEREAS, these changes provide the possibility of exploring alternative scheduling options for the commencement ceremony to enable participation by more students and their families; and,

WHEREAS, the Educational Policy Committee has gathered preliminary information regarding a potential change in scheduling practices regarding the commencement ceremony;

BE IT RESOLVED, that the Senate requests that the Educational Policy Committee complete its information-gathering process related to scheduling an alternative weekend date for the commencement ceremony.

Senate Document SD 22-26
Approved, 4/10/2023

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Senate Ad-Hoc Committee on Community Engagement

DATE: March 24, 2023

SUBJ: Request for Extension of the Ad-Hoc Committee on Community Engagement

WHEREAS, Senate Document SD 21-19 established the Senate Ad-Hoc Committee on Community Engagement (hereinafter referred to as the committee); and

WHEREAS, The committee has worked over the past year to explore varying approaches to incorporating engagement into university promotion and tenure processes as a distinct area of faculty work; and

WHEREAS, The committee has considered the approaches to incorporating engagement into promotion and tenure processes at Purdue West Lafayette and Purdue Northwest; and

WHEREAS, The committee has met with the Academic Officers Committee and the Associate Vice Chancellor for Teaching and Learning (who oversees annual promotion and tenure processes) to share proposal drafts and solicit feedback; and

WHEREAS, The committee, based on the feedback it has collected, will not be able to submit a clear, high-quality proposal by the document deadline for the April 2023 meeting of the Fort Wayne Senate; and

WHEREAS, Section 5.4.3. of the Bylaws of the Fort Wayne Senate states that “Ad hoc committees cannot be carried over to a new academic year without special authorization by the Senate”;

BE IT RESOLVED, That the committee formally requests authorization to submit its final recommendations to the Senate Executive Committee and Faculty Affairs Committee at the beginning of the Fall 2023 semester.

Senate Document SD 22-27
Amended and Approved,
4/17/2023

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven Hanke, Chair of the Educational Policy Committee

DATE: 03/20/2023

SUBJ: Purdue University Fort Wayne Absence Policies for Students

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WHEREAS, Senate Reference 22-7 charged the Educational Policy Committee (EPC) with investigating the consideration and implementation of the Purdue University West Lafayette (PWL) Student Absence Policy into the Purdue Fort Wayne Academic Regulations; and,

WHEREAS, Purdue Fort Wayne does not have formal Student Absence Policies in its Regulations; and yet recognizes the importance in defending student rights; and,

WHEREAS, our current practices can result in inconsistencies and inequities for students who are taking more than one class at a time; and,

WHEREAS, Purdue Fort Wayne faculty desire to ensure that policies are specific to our campus; and,

WHEREAS, EPC discussed the Student Absence Policies at multiple committee meetings from October 2022 to March 2023 and developed multiple changes to the PWL policy to make the policy specific to our campus (e.g., an explicit statement that departments or colleges can have a supplemental absence policy that addresses issues unique to that unit; a subheading focused on specific course types with modified wording describing such course types; and a subheading explicitly describing the appeal process students can pursue); and,

WHEREAS, no policy can explicitly describe every absence that faculty may believe students should be reasonable excused for; and,

WHEREAS, the lack of an absence policy can result in negative repercussions for students; and,

BE IT RESOLVED, that the following Absence Policies for Students be integrated into the Purdue Fort Wayne Academic Regulations; and,

BE IT FURTHER RESOLVED, that this document supersede Senate Document SD 11-7 (2011), formalizing and recognizing students' rights related to specific absences.

Purdue University Fort Wayne Absence Policies for Students

Introduction:

The resources of Purdue University Fort Wayne are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable learning environment and to provide assurance of a registered student's right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University's expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and delivering a course of instruction and for certifying student accomplishment on the basis of performance. Coursework is defined as the assessment(s) used by the instructor to determine the student's grade, as outlined in the course syllabus.

Additionally, the University recognizes that in some circumstances, absence from class is unavoidable or is necessary for personal reasons beyond students' control. As such, the University has established the following as reasons to be granted an excused absence from class:

- Grief/Bereavement
- Military Service
- Jury Duty
- Parenting Leave
- Medical Excuse

Procedures and remedies for granting these absences are specified in the sections below. The student is responsible for informing the instructor in a timely fashion, if possible. The instructor is responsible for accommodating the student either by excusing the student or allowing the student to make up work.

Departments or colleges may have supplemental policies for absences outside this policy. If a department or college has such a policy, the course syllabus must include the relevant policy. If a student wishes to request an excused absence for a reason outside of University Excused Absences or Department/College policy, they must communicate directly with their instructor. It is each instructor's right to decide whether to approve the request.

The grade appeals policy applies to all students enrolled at Purdue University Fort Wayne. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned, or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error.

1. General Attendance Issues

Instructor Responsibility. Instructors are expected to establish and clearly communicate attendance policies relevant to individual courses in the course syllabus. Course attendance policies must be consistent with University policy. Individual course policies may state expected notification periods. Additionally, in their course syllabus, instructors must clearly and explicitly state procedures in which assignments and assessments can be made up. Only the instructor can excuse a student from a course requirement or responsibility.

Student Responsibility. The University expects each student to be responsible for class-related work missed due to an unavoidable absence; this work may be made up at the instructor's discretion. For unanticipated or emergency absences where advance notification to an instructor is not possible, the student or the student's representative should contact the Office of Student Conduct & CARE. A staff member in the Office of Student Conduct & CARE will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change the outcome of the instructor's decision regarding the student's academic work and performance in any given course.

When conflicts or absences can be anticipated, such as for many University sponsored activities or religious observances, the student should inform the instructor of the situation as far in advance as possible, and the instructor should strive to accommodate the student.

Specific Course Types. In certain laboratory-based, intensive short-term courses, or field-experiences, a student can jeopardize their academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. In courses with extensive laboratory exercises, group projects, group performances, or participation requirements, equivalent exercises or assessments may not be possible as determined by the instructor and subject to review by the Dean of the school or college offering the course or their designee. In such a case, the student may be eligible for retroactive withdrawal. The student should always consult with the instructor to determine the potential impact of any absence.

Licensing & Standard Considerations. When making a decision about the length of a given absence, variables such as state licensing requirements or national professional standards for a program will be considered. At times, absences may be approved, but hours/experiences in the field, practicum, internships, etc., must be completed before the course is completed. An incomplete grade may be awarded by the instructor.

2. Conflicts with Religious Observances

The University values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise.

Instructors are urged to be sensitive to the fact that scheduling of examinations, class assignments, meetings, and other significant events on certain holidays or days of religious observance may place some members of the Purdue Fort Wayne community in a very difficult situation. Instructors' cooperation with students in rescheduling coursework missed due to absences resulting from participation in religious observances is appreciated.

Students requesting an absence for a religious observation are encouraged to make this known to instructors well in advance, in order to arrange alternative times to complete any assignments they might miss.

3. University Excused Absences

The University Faculty Senate recognizes the following as types of absences that must be excused:

- Absences related to those covered under the Grief Absence Policy for Students (GAPS)
- Absences related to those covered under the Military Absence Policy for Students (MAPS)
- Absences related to those covered under Jury Duty Policy for Students
- Absences related to those covered under the Parenting Leave Policy for Students
- Absences related to those covered under the Medical Excused Absence Policy for Students (MEAPS)

4. Grief Absence Policy for Students (GAPS)

Students will be excused with no penalty to their attendance and will be given the opportunity to make up coursework as defined in the course syllabus for bereavement leave. This also includes being granted leave even in incidences where a student does not travel from campus.

The following parameters are established related to the relationship to the student of the deceased loved one.

- Immediate Family: Students are eligible for up to five (5) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

- Other Relationships: Students are eligible for up to three (3) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of relatives or friends falling outside of the category of immediate family.

In unique circumstances, a bereaved student should petition for extended grief absence through the Office of Student Conduct & CARE (OSCC) by meeting individually with an OSCC staff member for case evaluation.

In addition, students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified bereavement services from Fort Wayne, IN, as follows:

- Within 150 mile radius of Fort Wayne - no additional excused absence days
- Between 150-300 mile radius of Fort Wayne - one additional excused absence days
- Beyond a 300-mile radius of Fort Wayne - two additional excused absence days
- Outside the 48 contiguous United States - four additional excused absence days

A student should contact the OSCC to request that a notice of their leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the OSCC. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.

In cases of impending death, students should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, the student or the student's representative should contact the Office of Student Conduct & CARE. A staff member in the Office of Student Conduct & CARE will notify the student's instructor(s) of the circumstances. Instructors should work to reasonably accommodate students in these unique circumstances.

5. Military Absence Policy for Students (MAPS)

Students will be excused, and no penalty will be applied to a student's absence for mandatory military training and be given the opportunity to make up coursework as defined in the course syllabus.

It is the responsibility of the student to inform the instructor at the beginning of the semester of the potential for mandatory military training conflicts. Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.

Students are eligible for up to fifteen (15) days for military-required absences per academic year with no more than ten (10) academic calendar (during the fall and spring semesters) days taken consecutively for their mandatory military training. Total absences, including travel, may not exceed 1/4 of the course meetings for any course.

Students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified military training from the Purdue Fort Wayne campus, as follows:

- Within 150-mile radius of Fort Wayne - no additional excused absence days
- Between 150-300 mile radius of Fort Wayne - one additional excused absence days
- Beyond 300-mile radius of Fort Wayne- two additional excused absence days
- Outside the 48 contiguous United States - four additional excused absence days

A student should contact the Office of Student Conduct & CARE (OSCC) to request that a notice of the leave be sent to instructors when informed of the dates of mandatory military training. The student will provide documentation of the mandatory military training in the form of orders or equivalent documents as proof of legitimate absence to the OSCC as soon as these documents are available. If necessary, the OSCC may consult with Military Student Services about the nature of the documentation. When documentation is presented to the Office of Student Conduct & CARE, a verified absence notification will be sent to the student's instructors.

The student may provide verbal information about the leave to the OSCC, and an unverified preliminary (non-MAPS) notice will be sent to instructors for planning purposes only. MAPS will be applicable only when the student has returned to the OSCC with substantiating documentation and OSCC has sent a verified absence notification to the instructors.

With a verified absence notification from the OSCC, no penalty will be applied to a student's absence for mandatory military training, and the student will be given the opportunity to make up coursework as defined in the course syllabus.

Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, Dean of the school or college, OSCC, or Military Student Services to review and consult on their situation.

6. Jury Duty Absence Policy For Students

Students will be excused, and no penalty will be applied to a student's absence for Jury Duty and given the opportunity to make up course work as defined in the syllabus in the event that a student is summoned to serve as a potential juror and/or who have been empaneled as a juror in a criminal and/or civil trial. It is the responsibility of the student to inform the instructor at the earliest possible opportunity of the potential for jury duty conflicts. Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.

Students are eligible for up to ten (10) days for jury duty required absences per academic semester. Total absences, including travel, may not exceed 1/4 of the total course meetings for any course.

Students may be granted additional absences to account for travel considerations, to be determined by the distance of the jury duty from the Purdue University Fort Wayne campus as follows:

- Within 150-mile radius of Fort Wayne - no additional excused absence days
- Between 150-300 mile radius of Fort Wayne - one additional excused absence days
- Beyond 300-mile radius of Fort Wayne - two additional excused absence days
- Outside the 48 contiguous United States - four additional excused absence days

A student should contact the Office of Student Conduct & CARE (OSCC) to request that a notice of the leave be sent to instructors as soon as the student is aware of the dates of the summoned jury duty. The student will provide documentation of the jury duty in the form of a court summons.

With a verified absence notification from the OSCC, the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.

Unique jury duty situations (sequestered, empaneled as a Grand Jury member, etc.) should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, Dean of the school or college, or OSCC, to review and consult on the student's situation.

7. Parenting Leave Policy for Students

Students who are pregnant, have recently given birth, have experienced loss of pregnancy, or need a leave of absence to care for a newborn, adopted, legal guardian, or foster care, may petition for a leave of absence through the Title IX Coordinator or Deputy Title IX Coordinator. The student will be expected to provide documentation related to the petition for leave. If approved, the student will be excused, and no penalty will be applied to a student's absence and given the opportunity to make up course work as defined in the syllabus. The student will be excused from classes. The University will approve all absences due to pregnancy or childbirth for as long as a student's medical provider states that it is medically necessary and may approve other absences as appropriate.

The University will provide services for pregnancy, pregnancy-related, and post-partum conditions with the same special services it provides to students with temporary medical conditions.

The instructor will not penalize the student for missing class during an approved absence and will provide opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments and assessments.

8. Medically Excused Absence Policy for Students (MEAPS)

Students will be excused, and no penalty will be applied to a student's absence for situations involving hospitalization, emergency department, or urgent care visit, and be given the opportunity to make up coursework as defined in the course syllabus. Students experiencing hospitalization, emergency department, or urgent care visits can provide documentation to OSCC who will then assess the student's request for a Medical Excused Absence and issue notification of the start and end of the absence to the student's instructors. The student should follow up with the instructor to seek arrangements per the policy.

Students are eligible for up to fifteen (15) days for medically excused absences per academic year with no more than ten (10) academic calendar (during the fall and spring semesters) days taken consecutively for the Medical Excused Absence Policy. Total absences, including travel, may not exceed 1/4 of the course meetings for any course. A student can contact the Office of Student Conduct & CARE (OSCC) to request that a notice of the leave be sent to instructors when a situation involving hospitalization, emergency department, or urgent care visit emerges. The student can then provide documentation of hospitalization, emergency department, or urgent care visit as proof of legitimate absence to the OSCC as soon as these documents are available.

When documentation is presented to the Office of Student Conduct & CARE, a verified absence notification will be sent to the student's instructors. With a verified absence notification from the OSCC, no penalty will be applied to a student's absence for reasons of hospitalization, emergency department, or urgent care visit, and the student will be given the opportunity to make up course work as defined in the course syllabus. Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, Dean of the school or college, or OSCC to review and consult on their situation.

Extended Medical Absences. A student who has or acquires a disability-related medical condition requiring extended absences from class must contact the Disability Access Center (DAC) to request an official University accommodation. The student will be expected to provide medical documentation related to the request for an absence-related accommodation. If approved by the DAC, instructors are required to work with students to implement the accommodation and provide reasonable alternatives to meeting course requirements.

In certain laboratory-based, intensive short-term courses, or field-experience courses, an unreasonable number of absences can fundamentally alter the course objectives and a student can jeopardize their academic status, particularly in lab courses that cannot be made up later. In courses with extensive laboratory exercises, group projects, group performances, or participation requirements, equivalent exercises or assessments may not be

possible as determined by the DAC, in collaboration with the instructor, and subject to review by the Dean of the school or college offering the course or their designee. In such a case, the student may be eligible for retroactive withdrawal. The student should always consult with the DAC and their instructor to determine the potential impact of any absence.

When making a decision about the length of a given absence the DAC, in collaboration with the instructor, will consider variables such as state licensing requirements or national professional standards for a program. At times, absences may be approved, but hours/experiences in the field, practicum, internships, etc., must be completed before the course is completed. The instructor may award an incomplete grade.

9. Other Considerations

Student Status. Students who have received an approved leave of absence will be permitted to return to the same academic and extracurricular status as before the absences began. Additionally, students who have had an approved leave of absence will maintain their fellowship and scholarship status for all Purdue University Fort Wayne-administered fellowships and scholarships.

Appeal Procedures. Students who believe that they have not been provided an excused absence(s) or the opportunity to complete make-up work are encouraged to attempt to resolve the matter informally with the instructor, chair, and Dean of the College or School that the course is offered. Additionally, the OSCC, or the OIE, in cases involving the Parenting Leave policy, may be consulted by the student for further review of their case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Senate Document SD 22-28
Approved, 4/17/2023

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven Hanke
Chair, Educational Policy Committee

DATE: March 24, 2023

SUBJECT: Amendement to the Bylaws - Resolution to Update the Charge of the International Education Advisory Subcommittee

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WHEREAS, the International Education Advisory Subcommittee (IEAS) is a subcommittee of the Educational Policy Committee (EPC)

WHEREAS, EPC approves the changes that IEAS proposed herewith;

WHEREAS, SD 15-22, PFW Senate Bylaws section 5.3.3.2.3.3.2 defines the responsibilities for IEAS as a subcommittee that "[…] shall be a liaison between the Faculty and the Director of International Education, advising the director on policies relating to the Office of International Education and recommending policies and goals for the Office of International Education to the Senate;"

WHEREAS, the recent restructuring has transformed the former Office of International Education into separate entities;

WHEREAS, Study Abroad and the Office of International Education are no longer under the same office;

BE IT RESOLVED, that Senate accept IEAS' revised bylaws:

Older Version	Proposed Version
5.3.3.2.3.3. 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	5.3.3.2.3.3. International Education Advisory Subcommittee 5.3.3.2.3.3.1. Membership: The International Education Advisory Subcommittee shall consist of the director of International Education, a representative from Study

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 lecturers elected by the Senate. 5.3.3.2.3.3.2. Responsibilities: The International Education Advisory Subcommittee shall be a liaison between the Faculty and the Director of International Education, advising the director on policies relating to the Office of International Education and recommending policies and goals for the Office of International Education to the Senate.	Abroad, 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 appointment by the Office of the Vice Chancellor of Enrollment Management and the Student Experience and five Voting Faculty members or lecturers elected by the Senate. Non-faculty individuals serving on this subcommittee shall be ex-officio non-voting members. 5.3.3.2.3.3.2. Responsibilities: The International Education Advisory Subcommittee is charged with advocating for and steering efforts on campus to enhance and foster opportunities for international cooperation, international education, and immersion for students, faculty, and the broader community. The Subcommittee shall also be a liaison between the faculty and the director of International Education and a representative from Study Abroad, advising on policies relating to international services, international education, and Study Abroad and recommending related policies and goals to the Senate.

Senate Document SD 22-29
Approved, 4/17/2023

MEMORANDUM

TO: Fort Wayne Senate

FROM: Wylie Sirk, Chair
Faculty Affairs Committee

DATE: March 24, 2023

SUBJ: Approval of Revision and Addition to the COS Promotion and Tenure Document

WHEREAS, the College of Science Voting Faculty approved the revised Principles and Procedures for Promotion and Tenure that the College P&T Committee (rather than the COS Strategic and Innovations Committee) review and approve changes to departmental P&T documents; and

WHEREAS, the College of Science Voting Faculty approved the revised Principles and Procedures for Promotion and Tenure to include Professors of Practice in accordance with SD 14-36; and

WHEREAS, Faculty Affairs Committee has reviewed these procedures and find them in compliance with SD 14-36;

BE IT RESOLVED, that the Fort Wayne Senate approve the revision and additions to the College of Science Principles and Procedures for Promotion and Tenure.

College of Science, Purdue University Fort Wayne

Principles and Procedures for Promotion and Tenure

(As amended through April 9, 2021)

1.0 GUIDING PRINCIPLES FOR PROMOTION AND TENURE

Fort Wayne Senate Document SD 14-36 charges each school/division faculty (1) to approve department/program promotion and tenure committee composition and functions (Section 1.1.4) and (2) to establish, with approval by the Senate, school/division promotion and tenure committee composition and functions (Section 1.2.1). The College faculty adopts Senate Documents SD 14-35, 14-36, 18-15, 19-9, 19-13, and 19-22 as College guiding principles regarding promotion and tenure. The procedures described in this document are subordinate to Senate legislation, and revisions to this section require Senate approval.

2.0 PROCEDURES FOR PROMOTION AND TENURE

2.1 Candidates and Their Cases

Each assistant professor must be considered for tenure not later than during the penultimate year of the probationary period. Faculty who are candidates for promotion (but not tenure) may submit a case whenever they are eligible for promotion. That case must be considered according to university policies and procedures.

Each candidate for promotion and/or tenure is responsible for the preparation and submission of the case according to applicable guidelines and schedules. The candidate must identify criteria documents to be used. These criteria must have been in effect sometime during the six years before submission of the case. Supporting documentation, such as copies of abstracts, papers, or books cited in the case itself, should be included in the appropriate folder but is not considered part of the case. The candidate shall determine the content of the case and the supporting documentation. No change in the case or the supporting documentation may be made without the consent of the candidate. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. Each decision level decides if evidence submitted after department level can be included and reviewed at that level.

2.2 Decision Levels

All cases for promotion and/or tenure shall pass sequentially through the following decision levels before being forwarded to the campus committee. Each decision level forwards a letter only, with no attachments.

2.2.1 Department Promotion and Tenure Committee

The composition and functions of the department committee shall be established according to a procedure adopted by the faculty of the department and approved by the College of Science Promotion and Tenure Committee, subject to Senate review. In establishing their committees, departments should be guided by two principles: first, that all lecturer, clinical, professor of practice, tenured, or tenure-track members of the department have the opportunity to read and give feedback to the committee on each case for promotion and/or tenure before the committee is done deliberating; but feedback from faculty not on the committee does not become part of the case, and second, that the majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires.

If, by established departmental criteria, fewer than three tenured persons, or in cases of promotion to associate or full clinical professor, no associate clinical or full clinical professors, or, in cases of promotion to senior lecturer, no senior lecturer, or in cases of promotion to associate or full professor of practice, no associate professor of practice or no full professor of practice are eligible to serve on the department committee, the department shall submit to the Dean the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the Dean shall appoint enough faculty members to bring the committee membership to between three and five.

Members of the committee shall elect a chair. The Chair of the department may not serve on the department committee or attend its meetings.

If a faculty member is appointed to more than one academic unit, the letter of appointment shall identify that department whose promotion and tenure process shall apply to the appointee.

In the case of lecturer promotion cases, the department committee should include a faculty member who has a focus on teaching excellence, one or more faculty with teaching responsibility in same general area as the candidate, and one or more senior lecturers. Senior lecturers may join an existing committee for the sole purpose of voting on the senior lecturer case(s).

The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter. The letter shall state and explain the recommendation of the committee.

2.2.2 Department Chair (Promotion and/or tenure cases of department chairs shall proceed directly from the department committee to the College committee)

The department chair reviews the case based on department criteria, reviews how well the process adheres to procedures, reviews the committee recommendation, and writes a letter in which the Chair's own recommendation is made. The letter should address agreement/disagreement with the committee's recommendation.

2.2.3 College Promotion and Tenure Committee

The college committee shall comprise one tenured faculty member from each department who is a voting faculty member (as defined in the College Governance Document). These members shall participate in discussion and vote on all promotion and/or tenure cases. In addition, one senior lecturer shall be selected at large from the College who will only participate in discussion of and vote on cases for promotion to senior lecturer and one associate clinical or full clinical faculty member shall be selected at large from the College who will only participate in discussion of and vote on cases for promotion of clinical faculty and one associate or full professor of practice shall be selected at large from the college who will only participate in discussion of and vote on cases for promotion of professors of practice. The committee shall elect a chair.

If, by established college criteria, there are not enough eligible promoted clinical faculty members or promoted professors of practice to serve on the committee, the Dean shall solicit the names of clinical faculty members or professors of practice from other departments or colleges and select one deemed suitable to serve on the committee. If, by established college criteria, there are not enough eligible senior lecturers to serve on the committee, the Dean shall solicit the names of senior lecturers from other colleges and select one deemed suitable to serve on the committee.

Terms shall be two years and staggered. Each year three tenured faculty committee members shall be elected as needed to maintain representation from each department in accord with the conditions described above. Every other year, a senior lecturer, a promoted professor of practice, and a promoted clinical faculty member shall be elected. In years when a senior lecturer, ~~or~~ promoted clinical faculty member, or promoted professor of practice must be elected to the committee, each department may also nominate one of its senior lecturers, ~~or~~ promoted clinical faculty members, or promoted professor of practice. Committee members whose terms have expired cannot serve on the promotion and tenure committee in the subsequent academic year. Department chairs or program directors whose departments have pending tenure or promotion cases and members of the campus promotion and tenure committee are ineligible to serve. The Dean may not serve as a committee member nor attend College committee meetings as an observer.

In the 2021-22 academic year, the Strategic and Innovations Committee will randomly determine which three departments will have members that serve one-year terms. Because this clause only deals with an initial staggering of member terms, it will be voided and expunged after December 31, 2022.

Each candidate may select from among the tenured, tenure-track, clinical, professor of practice, or lecturer faculty a nonvoting representative who will be available to answer questions pertaining to the case. The representative will have the option of

making an opening statement. The representative is bound by the same rules of confidentiality as committee members and shall withdraw before the committee's vote is taken. A candidate may not act as the representative before the committee, nor shall a committee member act as representative.

All committee deliberations shall be confidential. The committee's recommendation and vote shall be communicated only by the chair. Within the committee, individual votes shall be openly declared. Outside the committee, only the total vote shall be disclosed. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote. In the case of a tie vote, the committee should deliberate to the fullest extent possible in order to resolve the tie if at all possible. In the event the committee cannot resolve the tie, a tie vote will be interpreted to be a committee recommendation in favor of the candidate in recommending promotion and/or tenure.

When a committee member must step down due to an extreme personal emergency, the department will select a replacement to carry out the remainder of that committee member's term.

These College Committee composition and functions should be periodically distributed with the Bylaws of the Senate.

2.2.4 Dean of the College (The Dean's promotion and/or tenure case shall proceed directly from the College committee to the campus committee.)

The Dean shall review how well the process has adhered to documented procedures and review the recommendation of the lower levels. If the Dean questions a decision of a lower level, the Dean may review the case based on department criteria.

The Dean will forward a recommendation letter to the campus committee except in the case of promotion to senior lecturer, which will progress from the Dean to the Vice Chancellor for Academic Affairs.

2.2.5 Campus Promotion and Tenure Committee

Four COS nominees for the Campus Promotion and Tenure Committee shall be elected by preferential ballot, at least two of whom shall be full professors. The ballot shall identify each candidate's academic rank. If the College has more than three Senior Lecturers, then at least one nominee shall be a Senior Lecturer. Nominees shall be faculty who have served at a lower level of the Promotion and Tenure process~~who have served on the College Promotion and Tenure Committee~~.

2.3 Operation of Committees

The administrator or committee chair at each level shall inform the candidate in writing of the recommendation and vote on the nomination, with a statement of the reasons for the positions taken, by the time the case is sent forward. When the vote is not unanimous, a written statement stipulating the majority opinion and minority

opinion must be included. The candidate may submit a written response to the statement to the committee chair within 7 calendar days of the date of the recommendation; this response must proceed with the case. At the same time the case is sent forward to the next level, the committee chair shall also send a copy of the recommendation and statement of reasons, and the candidate's response, if any, to the department chair and the department promotion and tenure committee chair. The committee chair shall distribute copies to committee members.

All committee deliberations shall be confidential. The committee's recommendation and vote shall be communicated only by the chair of the committee. Within the committee, individual votes shall be openly declared. Outside the committee, only the total vote shall be disclosed. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote. When a college committee member must step down due to an emergency, the department of the person who stepped down shall find a replacement.

All cases except tenure cases in the penultimate year may be withdrawn by the candidate at any stage.

The substantive evaluation of a candidate's qualifications shall occur primarily at the department level. The college committee shall review how well the process has adhered to documented procedures and review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

When a candidate has been nominated for both promotion and tenure, separate committee votes shall be taken for each, and separate rationales provided when the votes are not identical. Separate recommendations on promotion and tenure shall similarly be supplied by the department chair and Dean.

Administrators or committee members shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide by a majority vote if necessary if committee members need to recuse themselves. Any committee member who recuses her/himself shall leave the room during the discussion of that case. The administrator at the next highest level will decide if an administrator is to be recused.

The college committee writes a letter of recommendation based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.4 Individual Participation

No candidate shall serve on any promotion and tenure committee, nor shall any candidate make a recommendation on his or her own case. Only tenured faculty may vote on cases for associate professor or professor.

The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before the college committee.

The department level excepted, members of a promotion and tenure committee must have prior experience at a lower level of process.

The Dean and department chair who have written recommendation letters must recuse themselves from voting in higher level committees.

2.5 Third-Year Review

Policy regarding third-year review is established at the department level and must be consistent with SD 14-36.

Approved December 3, 2020
Amended April 9, 2021

Senate Document SD 22-30
Approved, 4/17/2023

M E M O R A N D U M

To: Fort Wayne Senate

From: Assem Nasr, Chair
Executive Committee of the Fort Wayne Senate

Date: March 15, 2023

Subj: Reminder to Our Administrative Leadership

WHEREAS, the Executive Committee Report submitted its report on Administrative Compliance for the Senate to consider (see SR 22-27), which shows a mixed record of both compliance and (non-)compliance; and

WHEREAS, Purdue University Fort Wayne adopted with SD 19-24 a clear policy concerning "program reorganization, merger, reduction, and/or elimination;" and

WHEREAS, in 2021 the administration decided to implement an important change of academic structure: the reorganization resulting in the elimination of the College of Professional Studies; and

WHEREAS, two Senate committees, the Curriculum Review Subcommittee and the Graduate Subcommittee, both determined that the administration did not go through structures and processes of shared governance as detailed in SD19-24; and

WHEREAS, in any organization of substantial size and complexity, adherence to agreed upon and written policies is the among the most important means available to grow and maintain mutual trust which is the lifeblood of a healthy and productive cooperation among the organization's stakeholders; and

WHEREAS, said dissolution of College of Professional Studies was just one among other recent incidences where the administration unilaterally implemented changes that violate established policies (e.g., sabbatical procedures and funding), override previously agreed upon plans (e.g., academic advising), ignore faculty concerns (e.g., redesign of webpages), or sideline affected faculty or faculty bodies (e.g., initiating studies on Greek life);

BE IT RESOLVED that Senate reminds our administrative leadership of the fact that (what many perceive as) the continued erosion of trust faculty can put in the actions of our administrative leadership team will lead to more faculty feeling jaded, which makes us weaker as an institution and as a community as we cannot move forward and advance our mission with disengaged faculty.

Senate Document SD 22-31
Approved, 4/17/2023

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bin Chen, Chair
University Resources Policy Committee

DATE: March 23, 2023

SUBJ: Recommendations for Policies for the Use of Brightspace Learning Management System (LMS) Data

WHEREAS, the Senate Executive Committee (EC) charged (see SR 21-11) the Academic Computing and Information Technology Advisory Subcommittee (ACITAS) to investigate best practices for making Brightspace data available and to make recommendations, based on faculty governance principles, for related policies, practices, and procedures; and

WHEREAS, ACITAS met with Trent Klingerman, Purdue University's Deputy General Counsel (at the time of the meeting in 2022), to receive counsel on Purdue policies that faculty agree to when they agree to teach for Purdue, focusing on Policy I.A.1 regarding Intellectual Property; and

WHEREAS, ACITAS consulted FERPA policies and met with Institutional Research and Analysis representatives to receive input; and

WHEREAS, ACITAS developed the guidelines with Brightspace administrators and experts from the PFW Center for the Enhancement of Learning and Teaching (CELT) and PFW's User Technology Support (UTS) group; and

WHEREAS, ACITAS sought the approval of and made any adjustments requested to the guidelines by the University Resources Policy Committee (URPC) and submitted the guidelines to the Educational Policy Committee (EPC) and made any adjustments requested by EPC; and

WHEREAS, EPC questioned whether the guidelines exceeded the scope of the charge as outlined in SR 21-11 because the guidelines include a process related to Brightspace course access and therefore requested ACITAS to speak with EC; and

WHEREAS, ACITAS chair met with a representative from EC and EPC members to determine possible next steps, which included recommendations to meet with the Faculty Affairs Committee (FAC) to seek additional input; and

WHEREAS, ACITAS chair met with FAC and made adjustments to the guidelines as requested by FAC; and

WHEREAS, ACITAS determined that because data is created through all actions in Brightspace, guidelines for data access must include recommendations for access to Brightspace courses for those who are not instructors of the course but require access for educational purposes; and

WHEREAS, PFW UTS and CELT members confirmed the absence of any existing process for granting permission for Brightspace course access that allowed for faculty input or followed faculty governance principles; and

WHEREAS, the initial request from CELT that prompted the creation of SR 21-11 was because of concerns from PFW UTS and CELT that there was no policy in place to guide who can be added to a Brightspace course and access its data; and

WHEREAS, since the time the initial request from CELT for Fort Wayne Senate guidelines for accessing Brightspace data was made, the Brightspace LMS now allows for additional user roles that prevent extraneous data access while still allowing these users to carry out their necessary tasks, thus providing a built-in system that follows best practices of data sharing and emphasizes the role of course-level access in enabling data access;

BE IT RESOLVED, that the Fort Wayne Senate adopt the following guidelines for the use of and access to Brightspace data.

INTRODUCTION

ACITAS led an investigation and development of recommended procedures for the Learning Management System (LMS). As noted below, "Access" refers both to accessing a course in the LMS and a user's ability to access data within a course. ACITAS consulted with Purdue University's Legal Office and with Purdue University Fort Wayne (PFW) Institutional Research (IR) in order to best understand the existing policies and procedures for access. Faculty have driven the investigation and drafting of the following recommendations, and also have involved PFW LMS Administrators, as the technical experts, to inform what is and is not possible. Time was also given to learning the related policies and procedures of Purdue Northwest, Purdue West Lafayette, and the Indiana University System to obtain a more well-rounded understanding.

A preliminary step was to understand the current Purdue, FERPA, and other policies so our proposed policies and procedures would not overstep or contradict. Purdue Legal pointed us to Intellectual Property Policy (IA1). The below recommendations use IA1 and information gathered from the above-mentioned sources as the framework:

- Faculty have access to the courses, and to the student data within the LMS course(s) for which they are the instructor.
- Unless approved by the faculty member or by the (to be developed) LMS Access and Appeal Committee (recommended composition noted below; hereafter referred to as LMSACC), supervisors should not access a faculty member's course (or section/course-level identifiable, non-aggregate data) for reasons other than that fall within an Educational Purpose (see definition below).
- Though all PFW staff have Brightspace access with a "Learner" role, no one has access to data outside of the course level who does not already have a Brightspace Administrator role.
- Only top-level Brightspace administrators can access Brightspace data tools, from which are created datasets and reports.
- Deidentified aggregate data can be provided to supervisors and other appropriate administrators without any needed procedures of approval.
- Supervisor requests for access must make an earnest attempt to receive approval from the instructor.
- In these, and all cases of access, FERPA policies must be followed and access will be granted only to those current in their FERPA certification.
- Excepting emergency (including time-sensitive) requests, if an instructor denies a request to a supervisor, and the supervisor continues to believe there is an educational reason for access, the supervisor can appeal to the LMSACC. Notification to the instructor that an appeal has been submitted is required.
- In all cases in which the LMSACC approves access, the use of access must be educational (not punitive) in nature. Note that temporary supervisor access could be included, for example, in a faculty teaching improvement plan.
- If any person is accessing data or a course for research purposes, they are responsible for securing Institutional Review Board (IRB) approval. No additional approvals for access are required in these cases.

Term Definitions:

- **Access:**
  - **Course access**: the permission granted to users (faculty, students, and Brightspace administrators) to open the course site for teaching, learning, and maintenance purposes. Course access is governed by users' roles and permissions.
  - **Data access**: the users' ability to retrieve, move, and manipulate data held in a course itself, the data warehouses, or the LMS data repositories as governed by the user's role and permissions.
- **Aggregate data:** data collected from multiple sources and compiled into summaries or reports for the purpose of statistical analysis such as examining trends and making comparisons.
- **De-Identifiable Data:** data that do not contain personal information such as student name, address, and email.
- **Educational Purpose(s):** goals/objectives that are directly related to learning, teaching, training, research, and service, such as ensuring continuation of instruction, facilitating program reviews, and enabling clerical processes. Reasons for Brightspace access for these purposes can include:
  - The instructor of record is inactive or unable to continue teaching the course
  - The instructor of record would like added to the course a user to assist with teaching and learning (e.g. a teaching assistant)
  - The department is undergoing program review or curriculum revision and needs to consider courses holistically
  - Students have expressed what the supervisor and/or LMSACC deem credible concerns about a course (i.e. instructor inactivity, inappropriate communication, etc.)
  - Instructor's administrative assistant needs access to manage course evaluations
  - Supervisor has access for the purpose of providing formative feedback and summative evaluation of teaching.
- **Faculty**: as used in document includes all PFW faculty designations (tenure-track, non-tenure track, visiting, limited term lecturers).
- **Inappropriate Use:** misused data and course access that violates Purdue policies on Intellectual Property (I.A.1), Access to Student Education Records (VIII.A.4), Compliance with HIPAA Privacy and Security Regulations (S-10).
- **LMS Faculty Advisory Committee**: interdepartmental group of faculty to assist LMS change management team in configuring LMS platform to best serve the PFW campus, including consideration of new platform features and functions, reporting issues, and gathering improvement suggestions to communicate to LMS provider.
- **UTS:** User Technology Services provides primarily student, staff, and faculty support for PFW academic technology and systems, including administration of the LMS.

LMS Access and Appeal Committee (LMSAAC) will meet only as needed (when instructor does not grant permission for access) and may meet via email. Committee consists of members:

- VCAA or designee
- ACITAS chair (faculty)
- Faculty Affairs Committee chair (faculty)
- Academic Personnel Grievance Committee Chair (faculty)
- Academic Department Chair representative (faculty)
- LMS Faculty Advisory Committee representative (faculty)

- IR or other data expert (advisory, non-voting)
- UTS representative (advisory, non-voting)

Details of the recommended process are as follows for three identified scenarios.

When a supervisor requests access:

A. Sometimes the faculty member will allow access
B. Sometimes the faculty member will deny access
C. Sometimes the faculty member will be unable or unwilling to respond within the necessary time

ACITAS has developed a process for each of the above possibilities. The faculty member must be notified of the request and, excepting emergency situations, be given time to respond. That (due) process needs to be followed.

Scenario A:

1. Supervisor consults with the faculty member and the faculty member approves course access and/or identifiable data request (hereafter simply referred to as "access") is approved
    i. The faculty member adds the supervisor to course(s) through the Enrollment Manager in Brightspace. Note that the faculty member also has the ability to remove the supervisor whether the faculty or a Brightspace Admin added the supervisor.
        1. If there is a dispute down the road, UTS has the ability to see who added the supervisor. This will serve as the record.
    ii. The faculty member (or, in cases where necessary, requesting supervisor) completes this agreement which will include (all) sections information, time table(s), type(s) of access, and reason(s) for access. Note that this form also includes a request for UTS to add the supervisor in cases where the faculty member cannot/does not know how to add the supervisor to the course, granting UTS permission to do so.
    iii. The faculty member will also have an opportunity to complete a form (to be developed by the LMSACC) to submit a grievance, making a statement to the LMSAAC, should the faculty member have felt pressured to say "yes". The faculty member can also choose to make the statement to the decision-making board confidential from the supervisor at this point.

Scenario B:

1. Supervisor consults with the faculty member and the faculty member does not approve the request and denies access.
    i. If the supervisor still wants access for educational purposes, the (TBD) LMS Enrollment form is completed and submitted to the LMSACC, which chooses whether to grant access or deny it based on the merit of the educational purpose identified by the supervisor.
    ii. The LMSACC follows the decision process:
        1. The LMSACC makes any necessary additional information requests within 2 working days.
        2. The requester will have 2 working days to respond with the requested additional information.

3. The LMSACC makes its decision within 5 business days total (including the above if necessary)
4. The majority vote determines the decision.

iii. If the LMSACC grants access, the faculty member must not remove the supervisor from the course (through the Enrollment Manager)

iv. Regardless of the faculty member's answer, the faculty member will have an opportunity to make a statement to the LMSACC. The faculty member can choose to make the statement to the LMSACC, confidential from the supervisor at this point.

2. If the supervisor has consulted with the faculty member, the faculty member has not responded within 3 business days, with either approval or reasoning for denial, and the supervisor still needs access for educational purposes, the emergency form must be completed (see further steps below).

Scenario C:

1. Supervisor consults with the faculty member and the faculty member does not or cannot approve the request quickly when immediate access is necessary and seeks emergency access. Viable reasons may include:
    i. Evidence has been provided that the instructor has been unresponsive and students are and/or will be significantly impacted unless remedies are immediately (1 day) put in place. Examples include but are not limited to:
        1. Due dates are approaching and the instructor is unresponsive to students
        2. It is known that the instructor has become incapacitated
        3. Credible accusations of inappropriate usage of the LMS platform by the instructor
    ii. Deadlines for certifications are approaching and the instructor is unresponsive
    iii. Deadlines for students to drop a course are approaching and the instructor is unresponsive
    iv. If the supervisor wants access for educational purposes, the (TBD) LMS Enrollment form is completed. The LMSACC follows the below accelerated timeline and chooses whether to grant access or deny it based on the merit of the educational purpose identified by the supervisor.
        1. The LMSACC makes a decision (on whether or not this is a viable emergency) within twenty-four hours (Monday-Friday).
        2. The majority vote determines the decision.
    v. If the LMSACC grants access, the faculty member must not remove the supervisor from the course (through the Enrollment Manager).
    vi. Regardless of the faculty member's answer, the faculty member will have an opportunity to make a statement to the LMSACC. The faculty member can choose to make the statement to the LMSACC, confidential from the supervisor at this point.

Senate Document SD 22-17
Approved, 3/13/2023
(Amended, 4/24/2023)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Wylie Sirk, Chair
Faculty Affairs Committee

DATE: 12/12/2022

SUBJ: Approval of School of Education Procedures for the Promotion of Clinical Faculty

WHEREAS, Fort Wayne Senate Document 14-36 states “College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate”;

WHEREAS, School of Education has created procedures for the promotion of Clinical faculty and added them to SD 21-25;

WHEREAS, Faculty Affairs Committee has reviewed these procedures and find them in compliance with SD 14-36;

BE IT RESOLVED, that the Fort Wayne Senate approve the addition of Part IV Clinical Promotion to SD 21-25 School of Education promotion and tenure document.

PURDUE UNIVERSITY FORT WAYNE

SCHOOL OF EDUCATION

GOVERNANCE DOCUMENT

Approved on 3.31.2021

Final Revisions on 11.14.2022

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SCHOOL OF EDUCATION

I. Governance

A. FACULTY

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

B. DEPARTMENTS

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

C. DEPARTMENT CHAIRS

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

D. ASSOCIATE/ASSISTANT DIRECTOR

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

E. DIRECTOR

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

F. SOE COMMITTEES

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

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

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

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

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

II. Faculty

A. VOTING FACULTY

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

B. EVALUATION OF TENURED & NON-TENURED FACULTY

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

C. SOE FACULTY MEETINGS

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

D. AMENDMENTS TO THE SOE GOVERNANCE DOCUMENT

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

E. VOTING CLARIFICATION

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

F. SENATE APPORTIONMENT, ELECTION, & REPLACEMENT

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

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

three (3) subcommittees when vacancies occur.

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

III. Promotion and Tenure

A. POLICY & PROCEDURES FOR PROMOTION & TENURE

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

B. PROMOTION & TENURE CASE PROCESS

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

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

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

2. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded (adapted from SD 14-36).

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

    ii. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefor, at the time the case is sent forward to the next level.

        1. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included.
        2. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and the written response must proceed with the case.
        3. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s).

    iii. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present, either in-person or virtually, during deliberations in order to vote.

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

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

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

iii. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.

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

v. The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before School committees.

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

vii. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.

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

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

C. DEPARTMENT P&T COMMITTEE

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

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

The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the School with a majority vote. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the School or, in the absence of such procedures, by the Senate.

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

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

ii. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the department committee.

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

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

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

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

vi. Any faculty member subject to the procedures and guiding principles of promotion at Purdue FW shall have the opportunity to read and provide feedback on cases in their home department until such time as the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.

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

i. Review the evidence presented in the case.

ii. Evaluate the case in light of department criteria.

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

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

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

1. Review the case and compare to department criteria.
2. Review how well the process has adhered to the documented procedures to this point.
3. Review the recommendation of the lower level.
4. Make a recommendation to the School Committee in the form of a letter. The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

E. SCHOOL P&T COMMITTEE

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

The School committee composition and functions shall be established by the School faculty, incorporated into the documents which define the procedures of faculty governance within the School, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2. Composition of the School committee (adapted from SD 14-36: 2.3.2):

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

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

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

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

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

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

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

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

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

   i. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

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

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

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

   iii. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

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

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

   iv. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the School committee shall be based on the committee's review of the process to this point and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

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

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

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

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

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

The letter of recommendation from the chief academic officer of the School shall be based on the chief academic officer's review of the process to this point and must clearly state and explain the recommendation of the chief academic officer, including an explanation of agreement or disagreement with the decisions of lower levels.

5. Campus Promotion and Tenure Committee (adapted from SD 14-36: 2.5)

The Faculty Governance Committee, in consultation with the chief academic officer of the School, will solicit eligible nominees for consideration by the voting faculty of the School. Faculty will vote for nominees and the two faculty names with the most votes will be sent to the Office of the Vice Chancellor for Academic Affairs for consideration for the Campus Promotion and Tenure Committee.

6. Third Year Review of Tenure-Track Faculty

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

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

2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur halfway through the third year.

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

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

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

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

IV. Clinical Promotion

A. POLICY & PROCEDURES FOR CLINICAL PROMOTION

Candidates for promotion to Clinical Associate Professor must demonstrate excellence in teaching with competence in one other category, either service or scholarship and/or creative endeavors. Candidates for promotion to Clinical Professor must demonstrate excellence in teaching or service, with competence in one other category, either teaching, service, or scholarship and/or creative endeavors. The School of Education has adopted the following procedures to guide candidates, departments and the School through the process of Clinical Promotion in compliance with the Purdue University Fort Wayne SD 14-36 and SD19-22.

B. CLINICAL PROMOTION CASE PROCESS

Candidates seeking clinical promotion must identify the Department Clinical Promotion Criteria document that should be used to evaluate the case. The Departmental Clinical Promotion Criteria used must have been in effect at some point during the time period preceding the submission of the case. The appointment letter of a faculty member to more than one academic unit shall identify that department whose clinical promotion process shall apply to the appointee. The clinical promotion criteria for each department shall be approved by the voting faculty in the respective department and approved by the School of Education, per SD 14-36. All cases for clinical promotion shall pass sequentially through the decision levels below.

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

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

2. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is

responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded (adapted from SD 14-36).

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

ii. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefore, at the time the case is sent forward to the next level.

1. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included.
2. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and the written response must proceed with the case.
3. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s).

iii. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present, either in-person or virtually, during deliberations in order to vote.

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

i. Just as tenured faculty vote on promotion and tenure cases, clinical faculty ~~should~~ shall serve as voting members of department and school clinical promotion committees ~~for clinical candidates~~ when possible.

ii. No person shall serve as a voting member of any committee during an

academic year in which his or her nomination for ~~clinical~~ promotion is under consideration, nor shall any individual make a recommendation on his or her own ~~clinical~~ promotion nomination.

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

iv. Beyond the department level, no individual shall serve in a voting or recommending role at more than one additional decision level. In order that this be accomplished, the campus committee shall be filled before School committees.

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

vi. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.

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

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

C. DEPARTMENT CLINICAL PROMOTION COMMITTEE

Each department in the School of Education follows the guiding principles as established in Purdue FW Senate Document SD 14-36.

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

The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the School with a majority vote. The Senate shall have the right of review of this procedure. The department committee shall follow procedures

established by the faculty of the School or, in the absence of such procedures, by the Senate.

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

   i. The majority of the department committee members must be at the same or higher rank than the rank to which a candidate aspires.

   ii. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the department committee.

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

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

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

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

   vi. Any faculty member subject to the procedures and guiding principles of promotion at Purdue FW shall have the opportunity to read and provide feedback on cases in their home department until such time as the department committee has made a recommendation regarding clinical promotion. Any document that is provided does not become part of the case and does not move forward with the case.

6. The Role of the Department Committee (adapted from SD 14-36: 2.1.3. & 2.1.4):
    i. Review the evidence presented in the case.

    ii. Evaluate the case in light of department criteria.

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

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

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

1. Review the case and compare to department criteria.
2. Review how well the process has adhered to the documented procedures to this point.
3. Review the recommendation of the lower level.
4. Make a recommendation to the School Committee in the form of a letter. The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

E. SCHOOL CLINICAL PROMOTION COMMITTEE

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

    The School committee composition and functions shall be established by the School faculty, incorporated into the documents which define the procedures of faculty governance within the School, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2. Composition of the School committee (adapted from SD 14-36: 2.3.2):

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

    ii. Each department will submit the name of one eligible faculty to be its representative on the School committee. Total membership in the committee will be three. If after following established procedures there

are no faculty from a department to serve on the School committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the School committee.

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

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

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

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

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

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

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

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

i. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

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

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

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

v. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.

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

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

viii. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the School committee shall be based on the committee's review of the process to this point and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

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

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

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

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

iii. Make a recommendation to the next level in the form of a letter.The letter of recommendation from the chief academic officer of the School shall be based on the chief academic officer's review of the process to

this point and must clearly state and explain the recommendation of the chief academic officer, including an explanation of agreement or disagreement with the decisions of lower levels.

5. Campus Promotion and Tenure Committee (adapted from SD 14-36: 2.5)

The Faculty Governance Committee, in consultation with the chief academic officer of the School, will solicit eligible nominees who have served at the department or school level for consideration by the voting faculty of the School. Faculty will vote for nominees and the two faculty names with the most votes will be sent to the Office of the Vice Chancellor for Academic Affairs for consideration for the Campus Promotion and Tenure Committee.

V. Accreditation

A. UNIT

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

B. FACULTY

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

VI. Assessment of Student Academic Achievement

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

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

VII. Curriculum Review

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

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

The Curriculum Review Committee shall be responsible for ensuring that new or revised academic programs and new or revised courses are evaluated based upon:

1. The rationale for the new or revised program or course.

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

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

VIII. Grade Appeals

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

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

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

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

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

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

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

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

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

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

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

Senate Reference No. 22-25

Question Time

In previous discussions in senate regarding ideas for improving the PFW website it was mentioned that a method for submitting website suggestions/needs might be created. Difficulties with getting changes made to webpages are ongoing. Is there a formal process for requesting such changes? If so, what is that process and what is the typical timeline one could expect?

S. Betz

Senate Reference No. 22-26

MEMORANDUM

TO: Fort Wayne Senate

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

DATE: March 23, 2023

SUBJ: PFW Information Technology Services Policy on Local Administrative Rights

The Academic Computing and Information Technology Advisory Subcommittee (ACITAS) received the attached statement from PFW Information Technology Services (ITS) regarding a change to the assignment of local administrative rights. ACITAS has approved dissemination of this document because of the importance of communicating to all faculty this change of policy. ACITAS will continue discussing this document and will advise PFW ITS on developing a monitored and efficient system by which to meet effectively faculty requirements related to local administrative rights, software installation, access to necessary resources, and other needs affected by this change in policy.

The committee does not require any action from Senate regarding this document at this time.

Approved	**Opposed**	**Abstention**	**Absent**	**Non-Voting**
John Buteyn		(Xiaokai) Katie Jia	Ryan McCombs	
Rama Cousik		Scott Vitz		
Jaiyanth Daniel				
Shannon Johnson				
Sarah LeBlanc				
Erika Mann				
Dawn Moore				
Heather Tierney				
Gouping Wang				

Change to Assignment of Local Administrative Rights at Purdue University Fort Wayne

BACKGROUND

In the past, PFW assigned local administrative rights to all faculty and staff who used university-owned computers. These rights provide users with the ability to freely install or uninstall any software, modify or disable settings, etc. on their computers, in essence, granting them total control over their computers. This total control makes it convenient for the users; however, at the same time, it makes the computer and the organization more vulnerable to malicious cyberattacks. If a user's account with local administrative rights is compromised, the damage a hacker can do is significant, considerably more than if a standard account (without local administrative rights) is compromised. Potential damages may include the following:

- Severe financial loss
- Blemished brand reputation
- Loss of intellectual property
- Credential theft
- Widespread interruption to university operations (downtime to critical systems, etc.)
- Etc.

In the wake of exponential growth in cyberattacks year after year within organizations of higher education, and considering the potentially devastating costs attached to successful breaches, PFW has made changes to how local administrative rights are assigned.

MANDATE FROM PURDUE SYSTEMS SECURITY

The decision to change how PFW assigns local administrative rights was handed down from the centralized security level, the Purdue Systems Security group (PSS), to reduce risk of system compromise.

DETAILS OF THE CHANGE

Most university faculty and staff do not need local administrative rights on their devices, so, per security best practices, it is assumed that all end users do not need local administrative rights. Under this assumption, all new computers are built without local administrative rights and when existing computers are re-built, it is done without local administrative rights. In the past, the default was that everyone received local administrative rights; now, the default is that no one receives local administrative rights.

Of course, some faculty and staff do need local administrative rights on their devices to effectively function within their jobs, so exceptions to the practice detailed above can be made. To request a local administrative rights exception, an end user will need to contact the IT Services Help Desk to open up a ticket. After a ticket is opened, representatives from IT Services will review the request and work with the requester to gather information and to ensure access to necessary resources is granted (see Mitch Davidson's Statement below for specifics). If facilitating access to necessary resources can be conveniently accomplished in other ways (packaging and deploying via Software

Center, remotely connecting to end users' computers to install software, etc.), local administrative rights will not be granted.

PERCEPTION OF THE CHANGE

This change should not be seen as a denial of access to resources that PFW faculty and staff need. Instead, it should be seen as an alternate route to travel for PFW faculty and staff to gain access to the resources they need, for the sake of security. PFW faculty and staff will continue to have access to all of the resources they need to perform their duties. Most will be fine with a standard account; some will need elevated access. Yes, this change does carry with it some inconvenience, as do other implemented security measures such as Multi-Factor Authentication, but the benefits to the individual and to the university far outweigh the inconvenience.

STATEMENT FROM MITCH DAVIDSON, ASSOCIATE VICE CHANCELLOR AND CIO

Mitch Davidson wrote the following as a detailed response to a local administrative rights question during a formal security audit:

Purdue University Fort Wayne Information Technology Services is committed to limiting the number of end users we allow to have administrative rights on their respective computers.

All end users, per security best practices, are assumed to not need administrative rights on computers, either permanent or temporary. If an end user requests administrative rights, a technical representative of PFW IT Services is assigned to work with that user to chaperone whatever process the end user believes requires administrative rights, by elevation, and when the task is completed, those rights are rescinded.

In the case where it is determined that an end user requires administrative rights for an extended period of time, unsupervised, we have implemented a procedure that requires an end user who requests extended administrative rights to be vetted by me. I then consult with appropriate ITS staff to determine necessity and what our options are.

If it's determined the end user requires extended administrative rights, a record of that approval is created. A separate Active Directory account is then created and assigned to that user, usually taking the form of username-LA, where username is the end users' regular Active Directory account. This has been the case, for example, with Engineering Technology and Computer Science faculty who are frequently (i.e. daily) performing tasks that require local admin access to specific systems. To not provide it would impact their ability to perform their position duties, or it would require so much assistance from ITS as to make it overly burdensome for all parties.

On computers running the Windows operating system, the -LA account is then associated via Active Directory Group Policy Object (GPO) to the Active Directory computer name that admin rights have been requested for. The end user is then educated on the use of the -LA account, including elevating privileges when prompted. A similar process, again using the assigned -LA account, is employed via PFW's Jamf Cloud device management software for Apple Macintosh computers.

Systems have been and are being encrypted as time and resources allow and is standard on all new hardware implementations.

Executive Committee Report on Administrative Compliance 2019-2020
March 29, 2023

SD 19-1: Changes to Academic Programs and Structures

- Not complied with
- Administration engaged in an important change of academic structure, namely a reorganization resulting in the elimination of the College of Professional Studies, without going through structures and processes of shared governance on the campus of Purdue University Fort Wayne.

SD 19-23: Amendment to the Bylaws Concerning the Work of Two Subcommittees

- Not complied with
- Administration engaged in an important change of academic structure, namely a reorganization resulting in the elimination of the College of Professional Studies, without following Fort Wayne Senate Bylaws. Specifically, it did not request reports from the Curriculum Review Subcommittee and the Graduate Subcommittee.

SD 19-24: Procedures Used by Two Subcommittees

- Not complied with
- Administration engaged in an important change of academic structure, namely a reorganization resulting in the elimination of the College of Professional Studies, without following the procedures outlined in SD 19-24. Specifically, it did not follow procedures IV(B) through IV(H) of that document.

SD 19-3: Senate Ad-Hoc Committee to Restore College TV

- Complied with
- Administration did cooperate with requests from the ad hoc Senate committee
- Administration did provide, as the Chancellor's designee, a non-voting member of the committee

SD 19-11: Academic Joint Statement on the Escalation of Tensions in Hong Kong

- Not complied with
- Administration did not notify Purdue President or Purdue Board of Trustees about the Fort Wayne Senate's passage of this resolution

SD 19-26: Shared Governance over Summer 2020

- Partly complied with
- Administration made some decisions on its own that, under SD 19-26, would require Senate action.
- Administration did explain such decisions and its rationales for decision-making during three informal (i.e., non-business) summer sessions of the Senate.
- Elected faculty leaders disagreed with some Administration decisions and decision-making processes, but Administration did confer with them throughout the summer.

SD 19-28: PFW CARE Funds

- Complied with
- Administration did report to the Senate on how this money was distributed.

- The report was presented in October rather than September due to an Executive Committee procedural oversight.

SD 19-29: Faculty Roles in Advising

- Partly complied with
- Administration did not provide opportunities for interested colleges and departments to have faculty hold virtual meetings with incoming students during the Summer 2020 online orientation.
- Administration did work with faculty leaders to produce a publicly released May 18, 2021 memo outlining specific ways in which faculty are to have a “genuine, substantial, and direct” role in advising students during their first thirty PFW credit hours and beyond. This memo applies to the new ongoing advising system designed by the SS 3.1 Implementation Team.