

Minutes of the
Seventh Regular Meeting of the Sixth Senate
Purdue University Fort Wayne
March 11, 2024
KT G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of February 12 and February 19
3. Acceptance of the agenda – J. Johns
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – B. Buldt
5. Report of the Presiding Officer – C. Lawton
6. Special business of the day
 - a. Memorial Resolution-Linda Finke, SR 23-23 – P. Eber
7. The general good and welfare of the University
8. Unfinished business
9. Committee reports requiring action
 - a. Change to Minimum Grade Requirement in Revised General Education Program, SD 23-18 – EC, J. Johns (for discussion/action)
 - b. Commencement Ceremony Schedule, SD 23-19 – EPC, S. Hanke (for discussion/action)
 - c. Recommendation on Assigned Academic Work During Scheduled Breaks, SD 23-20 – EPC, S. Hanke (for discussion/action)
10. New business
11. Question time
12. Committee reports “for information only”
 - a. Charge to Nominate Candidates for the Advisory Committee on Equity, SR 23-24 – EC, J. Johns
 - b. Fort Wayne Senate Academic Regulations Taskforce Progress Report, SR 23-25 – ART, J. Johns
 - ~~c. Minor in Forensic Investigations, SR 23-26 – CRS, L. Roberts~~
 - d. Concentration in Sports Leadership, SR 23-27 – CRS, L. Roberts

13. Adjournment*

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

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

Attachments:

“Memorial Resolution-Linda Finke” (SR No. 23-23)
 “Change to Minimum Grade Requirement in Revised General Education Program” (SD 23-18)
 “Commencement Ceremony Schedule” (SD 23-19)
 “Recommendation on Assigned Academic Work During Scheduled Breaks” (SD 23-20)
 “Charge to Nominate Candidates for the Advisory Committee on Equity” (SR No. 23-24)
 “Fort Wayne Senate Academic Regulations Taskforce Progress Report” (SR No. 23-25)
~~“Minor in Forensic Investigations” (SR No. 23-26)~~
 “Concentration in Sports Leadership” (SR No. 23-27)

Senate Members Present:

N. Adilov, J. Badia, K. Barker, B. Berry, S. Bischoff, B. Buldt, B. Dattilo, Y. Deng, C. Drummond, C. Freitas, R. Friedman, S. Hanke, J. Johns, M. Jordan, D. Kaiser, A. Khalifa, M. Kirchner, J. Lawton, J. Leatherman, J. Li, D. Maloney, V. Maloney, E. Mann, D. Miller, D. Momoh, A. Montenegro, A. Nasr, I. Nunez, H. Park, M. Perkins Coppola, L. Roberts, B. Rueger, P. Saha, R. Shoquist, W. Sirk, K. Stultz-Dessent, D. Tembras, J. Toole, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

R. Burton, S. Cody, S. Elfayoumy, R. Elsenbaumer, M. Hammonds, S. Johnson, J. Lewis, H. Luo, J. McHann, G. Nakata, J. O’Connell, H. Odden, E. Ohlander, A. Pinan-Llamas, S. Schory, K. Surface

Guests Present:

A. Blackmon, N. Borbieva, P. Eber, C. Huang, C. Kuznar, C. Marcuccilli

Acta

1. Call to order: C. Lawton called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 12 and February 19: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Johns moved to accept the agenda.

A. Nasr moved to amend the agenda by bringing “The general good and welfare of the University” up to #7 on the agenda.

Motion to amend the agenda passed on a voice vote.

Agenda as amended passed on a voice vote.

4. Reports of the Speakers of the Faculties:

a. Deputy Presiding Officer:

N. Younis: Good afternoon colleagues,

I hope you had a relaxing spring break.

My report today is about faculty service.

I would like to thank those senators and colleagues across the campus who value service and who are willing to serve. Their dedication and passion for faculty governance is something we all ought to aspire to if we believe in faculty governance.

There is so much service to be done. The Nominations & Elections Committee will be conducting the annual elections to fill positions of the various senate committees. For continuous improvement of our campus, our academics, and our working lives, please consider serving on senate committees and subcommittees which are the engine of shared governance.

Have a wonderful second half of the semester.

b. IFC Representative:

B. Buldt: I have more polished notes and I will leave them for Josh again for inclusion in the minutes. I will just give a quick summary here.

First thing is IFC, Intercampus Faculty Council. The main agenda item was the rebranding and renaming of the graduate school. What will be coming is an emphasis on streamlining processes to save faculty time and an emphasis on postdoctoral research. This will come with the renaming, probably something like School for Graduate Studies and Postdoctoral Research. There will be a new vice provost. The overall emphasis will be on being a service unit for the entire Purdue system and leaving the academics to the individual programs. This is what the outlines are right now. There will be coordination with Purdue Faculty Senate. They hope that they will get approval by the Board of Trustees before July 1. This is where we are with the rebranding and renaming.

Second, will be brief, and I am speaking for the Executive Committee. What probably is the most important thing is if Senate Bill 202 will be signed into law, and provided the Board of Trustees, which is not guaranteed, leaves the

implementation to us as faculty, like they traditionally did, with like P&T, it all comes down to how we locally implement it. So, we have asked the chancellor for a joint statement. We were hoping that we could already read such a statement today. This is not yet done. We have a meeting later this week, so hopefully we can update you with a joint statement. Maybe Carl has more information on this later.

The third thing is, now I am reporting from the Subcommittee Task Force, as you know we revised the Constitution last fall. We now have a first draft ready for the revision of the Bylaws, which is a substantial change. In the next two weeks, we have a number of meetings with our various stakeholders across campus. It is not impossible that we have it ready at our April meeting.

This concludes my remarks. Thank you.

(Remarks sent after meeting via email): Good afternoon, everyone!

Two topics were on the agenda of the February meeting of the system-wide Intercampus Faculty Council (IFC). One topic was SB 202, but everything we discussed has become old news by now. The other topic was the rebranding and re-organization of Purdue's Graduate School. Last summer, Eric Barker, Dean of Pharmacology, has been tasked by the Provost and President to take a critical look at the Graduate School functions, to benchmark Purdue Graduate School with what the top five public universities do (UC Berkeley, UCLA, Ann Arbor, UVA, and USF) and to save faculty time by simplifying processes and find better ways to support graduate students and post docs. The current thinking is to rename it the Office for Graduate Students and Postdoctoral Scholars, turn into a non-academic predominantly service unit, have all changes vetted by Senate and approved by the BoT before July 1, while trying to concurrently fill the new position of Vice Provost for Graduate Studies and Postdoctoral Research. We were assured that regional campuses will have a voice in the process and will be included and supported in the future.

SB 202 will be on the agenda again today. I believe you have a right to know where your elected representative stand on this. I think SB 202 poses serious threats to both the academic freedom of faculty in research and teaching as well as the quality of education of our students. And seeing Senator Deery being able to propose and shepherd through the system a piece of legislation that is so consequential but for which he could not produce a single coherent argument — I'm here referring to his performance on the televised panel that was shared by Dr Borbieva O'Neill on the AAUP listserv yesterday — is just by itself deeply concerning about the legislative process in our state. This being said, I do not believe a panicky reaction is justified. Here is why. First, the fact that faculty will revolt against SB 202 was expected and nothing we as faculty can do will stop it. The General Assembly, or, for that matter, Governor Holcomb, might have reconsidered SB 202 if powerful stakeholders

outside academia would have protested it — say, similar to what happened under Governor Pence and the Religious Freedom Restoration Act, when Forbes 500 business threatened to leave the state. This, however, has not happened. Second, provided the Governor signs SB 202 into law, then everything depends on whether the Purdue BoT will delegate its implementation to us, the Faculty, like they did for the traditional P&T review process. If they do not delegate, but force something upon us, like the Civics Literacy Program, again, nothing we can do to stop them. I say this because I do not see collective action that might create a real ruckus — like 2,500 faculty members calling in sick for the same week — as even a remotely realistic possibility. Third, if the implementation of SB 202 is left to us as Faculty, then we are in a position to do some damage control.

Now speaking no longer for myself but for the Executive Committee, let me close by saying that the Executive Committee has reached out to the Chancellor, hoping we can create and issue a joint statement that send a strong signal that we as a university community stand united in defense of our values and will do whatever is in our power to protect them.

The Subcommittee Task Force, who produced the revised Constitution we approved last fall, has also a first draft of revised Bylaws. The proposed changes to the Bylaws are substantial, and they still need to be discussed with various stakeholders. Their input may result in further changes. But there is still hope that we have a version for Senate to vote on at its April meeting.

Thank you!

5. Report of the Presiding Officer:

C. Lawton: I would like to express gratitude to our colleagues who sounded the alarm and alerted us to the threat to academic freedom and DEI efforts posed by SB 202 and organized efforts to defeat the bill. Now that the bill has passed and presumably will be signed by the governor, we have the opportunity and responsibility to work collectively to determine how to manage the bill's implications for our campus in a way that will protect what we see as the mission of a university. I would emphasize the importance of the collaborative nature for the work needed, between faculty and administration, and between faculty across departments. Here, the role of senators in initiating discussion and gathering feedback from their departments is critical and we can show strength in the open exchange of ideas that is the hallmark of an academic environment.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 23-23) – P. Eber

P. Eber read the memorial resolution for Linda Finke.

7. The general good and welfare of the University:

A. Nasr: The main question is basically, where are we on SB 202? What do you foresee to be the issues that will come up for us?

C. Drummond: First of all, it is evident it will be signed into law. That is what it is. I think it is incumbent upon us to think of this action as a symptom rather than an outcome. It is a symptom of a larger social and cultural challenge that we in higher education face, and as Wiley pointed out last month, it is one that public secondary and primary education has faced in the state in the past. So, we sort of know the trajectory of what to expect.

It turns out, two weeks before spring break, I had the opportunity to attend a week-long short course on crisis leadership in higher education. I signed up for this with the intention of gaining knowledge and skills to help our institution navigate crises that institutions like us frequently experience, whether that be natural disasters or some kind of mass casualty event, things that have unfortunately become all too common. What I didn't think about at the time when I signed up for it, was that the techniques and approaches that I would learn about could be applicable to the situation we find ourselves in now, and I think they very much are. So, I am very happy that I had that opportunity.

At the end of that week, I had realized that this set of skills and knowledge that I received in this training were applicable to this situation that presents itself. The first thing that I did was reach out to the Executive Committee and ask to have a meeting, which we ultimately did. Our friends from AAUP also reached out to me, serendipitously at the same time, and I had the opportunity to speak with them, once on the phone and then again, subsequently in person.

What I think that we need to understand is that this represents a crisis, not just to our institution, but to higher education in general, particularly public higher education. I think we need to utilize some tools of crisis response to address that. One of the very important lessons that I learned in this workshop was that in a state of crisis it is critical to return to your core mission, vision, and values of your institution, and to reaffirm that. However, this particular crisis is different than many of the other ones that universities might face in the sense that it is an adversarial crisis. That is to say that the people who are introducing legislation such as this one fundamentally are in disagreement with us about our core values and the proposition of that value to society. That means that if we just sort of blindly wave the PFW flag and loudly affirm our values, we won't get anywhere because they don't believe in it. Our ability to convince them is going to be very very small. That is not to say that we abandon our values. We have to run to them and embrace them. But, that means we need to have a different strategy in addressing this crisis.

I think the strategy is that we have to find ways to do three important things. One is to have meaningful conversations in the public space about what it means to be a university professor. That, I think, is the origin of a lot of this. We, and I say this because I am a member of the faculty, and very proud of that, we are seen as a privileged parasitic group

of individuals by some folks. We have to recognize that. We have to find ways to counter that. One of the ways that we counter that is we help to explain to them what it is that makes our system work. We are an institution that is founded on this concept of peer review that is completely alien to a lot of people. We need to have conversations about that in the public space so that folks can understand the level of internal scrutiny that we apply to ourselves, and in so doing, I think we have to strongly hold ourselves accountable for that, and not just pass things on and say “that’s okay.” We need to be better at our self-review, and then communicate that to the public. That is one thing.

The second thing is that we need to find ways to communicate our value to the stakeholders and constituents that we serve. If we just send out notifications of our economic impact statement, in my opinion, that ultimately seems very self-serving. In order to do this well we need to find allies, respected influential allies, in our community and beyond, who benefit from what we do and help them tell that story.

The last thing is that we have to remain committed to what we are doing, and recognize that Senate Bill 202 is the first step in probably a long series of legislation that we will be facing, and recognize that by returning to our core values and reaffirming them, we have an opportunity to not only survive, but thrive.

The conservative supermajority in Indiana is not going away. I would say that not everybody who voted for that bill feels as fervently about the content of the bill as the authors, some do, but some don’t. I can tell you that I was in a lunch meeting sponsored by us, of all people, and the regional chamber that occurs every year in the middle of the legislative session, called the Third House Luncheon, the local representatives come back to Fort Wayne and have a lunch meeting with interested people and they talk about what is going on in the legislature. At that meeting, Representative Lehman made a very strong statement about how critical PFW is to Northeast Indiana. I can tell you that I have been here long enough to know that there was a period of time when our legislative delegation were not saying anything nice about us. So, I think we can take some confidence in the fact that the people who know us and know what we do matters. We just have to help them see how some of these kinds of things are detrimental.

A little bit of hope, maybe. Some of you will remember the past legislation a few years ago, when Mr. Pence was governor, called the Defense of Marriage Act. The Defense of Marriage Act, we don’t need to get into what that was, but it was legislation that went through and passed, and major economic interests in the state and across the country said “if you don’t change this then we are going to stop doing business in Indiana.” It was changed.

I can tell you that the state very much wants Purdue University to be the economic engine that it is, and it is not going to disadvantage Purdue University with respect to its other R1 peers in terms of either academic freedom or in terms of the capacity to grant tenure.

Will we be subject to further scrutiny? Almost certainly. The best way to counter that is to begin that process internally ourselves, and then tell everybody about how great of a job we do evaluating ourselves.

Next steps in working with the Executive Committee of the Senate, Bernd and Dan have volunteered to be part of this initial step, I will be issuing a call collectively with the Executive Committee later this week for folks who are interested in doing this work of telling our story better in Northeast Indiana and beyond to join us. It is important, this is why we have taken a minute to get this organized, is that it won't be beneficial if we end up with, whatever the number is, ten folks who have all the same knowledge, skill sets, and external connections. What we really want are people from across the university, from the arts, from the humanities, from the social sciences, from the sciences, who can help us tell our story in a very broad way and not in a narrow way.

That call for participation in an initial task force, not to respond to 202, but to respond to this larger issue, will be forthcoming. I would ask you to think about whether you would like to participate in that or whether you would like to encourage your colleagues to do so. We will be forming that, getting the initial framework and groundwork done, and hopefully that will be something that will turn into a standing committee of something, whether it is of the university or the Senate or something, some kind of long-term organization, not just a transitory task force, to continue to tell our story better.

That is the response I have, Assem. It is going to be hard work. It is very serious work. But, I know that what we do matters, and I know there is enough people in Northeast Indiana who know what we do matters, that we can have success with this.

Thank you.

M. Wolf: I would like to thank Steve and Noor for their representation at the state legislature.

8. Unfinished business: There was no unfinished business.
9. Committee reports requiring action:
 - a. Executive Committee (Senate Document SD 23-18) – J. Johns

J. Johns moved to approve Senate Document SD 23-18 (Change to Minimum Grade Requirement in Revised General Education Program).

Resolution passed on a voice vote.
 - b. Educational Policy Committee (Senate Document SD 23-19) – S. Hanke

Senate Document SD 23-19 (Commencement Ceremony Schedule).

Resolution moved to the April Senate agenda.

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

Senate Document SD 23-20 (Recommendation on Assigned Academic Work During Scheduled Breaks).

C. Lawton moved for unanimous consent to grant speaking privileges to Abby Blackmon.

No objections to vote of unanimous consent.

Speaking privileges approved.

A. Nasr moved for unanimous consent to approve the resolution.

B. Buldt objected to vote of unanimous consent.

Resolution moved to the April Senate agenda.

10. New business: There was no new business.

11. Question time: There were no questions for question time.

12. Committee reports “for information only”:

a. Executive Committee (Senate Reference No. 23-24) – J. Johns

Senate Reference No. 23-24 (Charge to Nominate Candidates for the Advisory Committee on Equity) was presented for information only.

B. Buldt moved for unanimous consent to grant speaking privileges to Christine Marcuccilli.

No objections to vote of unanimous consent.

Speaking privileges approved.

b. Academic Regulations Taskforce (Senate Reference No. 23-25) – J. Johns

Senate Reference No. 23-25 (Fort Wayne Senate Academic Regulations Taskforce Progress Report) was presented for information only.

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

Senate Reference No. 23-26 (Minor in Forensic Investigations).

L. Roberts moved for unanimous consent to withdraw the reference item from the agenda.

No objections to vote of unanimous consent.

Reference item withdrawn from the agenda.

d. Curriculum Review Subcommittee (Senate Reference No. 23-27) – L. Roberts

Senate Reference No. 23-27 (Concentration in Sports Leadership) was presented for information only.

13. Adjournment: The meeting adjourned at 1:01 p.m.

Joshua S. Bacon
Assistant to the Faculty

In Memoriam

Dr. Linda Finke

Dr. Linda M. Finke, 74, past Dean of the College of Health and Human Services, passed away on Saturday, September 16, 2023. Linda earned her bachelor's degree in nursing from Indiana University, a master's degree in nursing from the University of Cincinnati and a PhD. in educational leadership from the University of Miami Ohio. Linda served as a faculty member at the University of Cincinnati and the University of Wisconsin-Eau Claire before serving as Associate Dean for graduate programs at the Indiana University School of Nursing. In 2005, Linda became the director of the Northeast Indiana Health Education Center in the School of Health Sciences at IPFW. Three years later she was appointed Dean of the College of Health and Human Services. Following her time as Dean, Linda served as Professor in the College of Health and Human Services and as Executive Director of IPFW's Health Clinics and Special Programs.

During her academic career, Linda supervised 47 graduate students' thesis, dissertations and fellowships. She presented at over 100 national and international nursing conferences. In addition, she received over \$2,000,000 in grants and awards for her work in the research areas of psychiatric nursing, substance abuse among nursing professionals, and the development of graduate nursing programs.

Outside of her impressive academic career, family was most important to Linda, and she cherished spending time with them. She enjoyed gardening, cooking, and antiquing with her husband Bruce. A perfect day for Linda would be driving up to Lake Michigan with her family and watching the beautiful colors of fall taking effect.

Dr. Linda Finke is survived by her husband, Bruce, and children Scott and Kelly as well as her brothers Jerry and Jeff Glenn.

Linda will be remembered for her dedication to excellence in nursing education and for instilling pride in the profession to the hundreds of nursing graduates who continue to provide high quality health care across the region, the state and the country.

TO: Jay Johns, Chair, Senate Executive Committee
FROM: Carol Lawton
DATE: 2/16/2024
SUBJ: Change to Minimum Grade Requirement in Revised General Education Program

WHEREAS, the revision of the General Education program (SD 23-5) passed by the Senate on January 8, 2024 states that “a student must earn a grade of C- or better in each course used to satisfy General Education requirements” but does not include a minimum grade point average (GPA), and

WHEREAS, the Indiana College Core (ICC) requires a GPA no lower than 2.0 across ICC courses, and

WHEREAS, the General Education program at Purdue University Fort Wayne should comply with the minimum GPA requirement of the ICC,

BE IT RESOLVED, that the revised General Education program state that “a student must earn a grade point average (GPA) no lower than 2.0 across courses used to satisfy General Education requirements, with a grade of C- or better in each of those courses.”

MEMORANDUM

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

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

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

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

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

Approved	Opposed	Abstention	Absent	Non-Voting
Stephen Buttes			Promotes Saha	Chris Huang
Patricia Eber				Teri Swim
Steven Hanke				
Andres Montenegro				
Erik Ohlander				

Information provided by Jerry Lewis

PFW COMMENCEMENT ATTENDANCE

The 2022 Commencement marked the first ceremony following the Indiana University teach out. In other words, 2022 marked the first ceremony featuring only PFW graduates. Participation among graduating students increased significantly in 2023, which corresponded with a more than 50 percent increase in overall attendance (graduating students and guests).

2023 Commencement Attendance

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

Total Attendance (including guests) 7,949

2022 Commencement Attendance

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

Total Attendance (including guests) 5,136

VENUE / LOCATION ISSUES

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

SCHEDULING ISSUES

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

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

STAFFING ISSUES

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

IMPACT ON GRADUATING STUDENTS AND THEIR FAMILIES

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

Information provided by Marcus Weemes

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

MEMORANDUM

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

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

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

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

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

Approved
 Stephen Buttes
 Patricia Eber
 Steven Hanke
 Andres Montenegro
 Erik Ohlander

Opposed

Abstention

Absent
 Promotes Saha

Non-Voting
 Chris Huang
 Teri Swim

Recommendation on Assigned Academic Work During Scheduled Breaks

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

The following exceptions may apply:

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

MEMORANDUM

TO Jane Leatherman, Chair
Nominations and Elections Committee

FROM: Jay Johns, Chair
Senate Executive Committee

DATE: 02/26/2024

SUBJ: Charge to Nominate Candidates for the Advisory Committee on Equity

The Vice-President for Ethics and Compliance of Purdue University appoints, upon the nomination of various stakeholders, including the Chancellor of PFW, an Advisory Committee on Equity to help with resolving complaints of discrimination and harassment and with maintaining an environment that recognizes the inherent worth and dignity of every person. For more details see:

<https://www.purdue.edu/ethics/resources/resolving-complaints.php> .

The Chancellor seeks to make nominations to the committee informed by formalized faculty input. The Executive Committee wishes therefore to charge Nominations and Elections to put out a call and solicit names of faculty members willing to serve on said committee; from the list of candidates thus populated, Faculty Leadership will then submit three names to the Chancellor for his consideration. Please note that according to Purdue University regulations lecturers are not considered Faculty.

Terms are for three years, and the time commitment includes an in-person training upon appointment (one-half to one full day), annual online training thereafter (about 30–60minutes), and participation in panel meetings as needed (about 2–4 times per year for about 2–3 hours each, depending on the complexity of the matter). The policies for which this apply are the Nondiscrimination Policy:

https://www.purdue.edu/home/ea_eou_statement/,

and the Anti-Harassment Policy:

<https://www.purdue.edu/policies/ethics/iic1.html> .

Approved

Kristin Barker
Bernd Buldt
Jay Johns
Carol Lawton
Assem Nasr
Nash Younis

Opposed

Abstention

Absent

Daniel Tembras

Non-Voting

Craig Ortsey

**Progress Report
Fort Wayne Senate Academic Regulations Taskforce**

The taskforce held six meetings to date over the course of academic year 2023-2024.

Per our charge as the Academic Regulations Taskforce, we have undertaken the responsibility of a thorough and systematic review of PFW academic regulations.

Our taskforce has worked diligently to evaluate and consider thoroughly the academic regulations of both Purdue West Lafayette and Purdue Fort Wayne using the tools provided us by the expertise of our administrators and Registrar's office in addition to documented internet sources available to the public. Work began by our group on September 9, 2023. To date, January 2024, we have reviewed and prepared recommendations on the following regulations:

- Academic Programs
- Academic Year and Calendar
- Financial Obligations and Responsibilities
- Schedule of Exams
- Scholastic Deficiencies
- Scholastic Recognition

Work is being completed on:

- Classes
- Degree Requirements
- Registration and Course Assignments
- Grades and Grade Report
- Scholastic Records

Our taskforce expects to complete work on the remaining records by March 26, 2024 as able. We will then provide EPC with our minor wording changes and recommendations.

Please contact us with any questions or concerns.

Respectfully submitted,

Elva Resendez, PhD
Chair, Academic Regulations Taskforce 2023-2024

MEMORANDUM

TO: 2023-2024 Senate Executive Committee
FROM: Teri Hogg
Chair, Undergraduate Curriculum Subcommittee
DATE: January 30, 2024
SUBJECT: Concentration in Sports Leadership

The Undergraduate Curriculum Subcommittee reviewed and supported the proposal from the College of Engineering and Computer Science (ETCS) for a new concentration in the Department of Organization Leadership in the ETCS . We find that the proposal requires no Senate review.

Thank you for the opportunity to review this new concentration.

Approved	Opposed	Absent	Non-Voting
Claudio Freitas, Teri Hogg Jordan Marshall Lee Roberts Emily Tock Xiaoguang Tian		Laurel Campbell	Terri Swim



Undergraduate Academic Program Memo

Date: 1/25/23

From: Ellen Dove/Michael Kirchner

To:

Re: OL Sports Leadership Concentration

Brief description of the program:

This concentration corelates principles of leadership with knowledge of sports and the sports industry in order to advance organizational strategic initiatives. Students will learn how to articulate and apply principles of facilities management and human resources in the leadership of a sports organization, articulate and apply theories of motivation, leadership and talent development, apply principles of conflict resolution and collaboration in their organization and teams, and apply ethical and legal principles and evidence-based decision making to solve dilemmas. In keeping with university goals, the concentration will also ensure that students demonstrate understanding of diversity, equity, and cultural differences, and be able to utilize techniques to interrupt bias and create a culture of inclusion.

Brief rationale for program request:

A concentration in Sports Leadership prepares students to apply business and leadership principles to effectively manage athletic programs and teas, fitness/rehabilitation facilities and health clubs, sport recreation services, sports administration, sports marketing, sports management, public relations, and other related services to leadership positions within the sports industry. Currently, there is no other department on PFW's campus that offers this specialization, and the Organizational Leadership department is ideally suited to offer this concentration to students.

This proposed concentrations is interdisciplinary, as other departments offer relevant courses on PFW's campus.

CIP Code:

For completion by Office of Academic Affairs

Kimberly W. O'Conna 02/21/2023

Department Chair Signature *Date*

Jay O'Steff 02/21/2023

School Dean Signature *Date*

DocuSigned by:
Carl Drummond 1/15/2024

Vice Chancellor for Academic Affairs Signature *Date*

PLEASE NOTE: The Office of Academic Affairs will collect electronic signatures from the Chair, Dean, and Vice Chancellor for Academic Affairs after the form has been filled out and submitted to the Associate Vice Chancellor for Academic Programs with the rest of the program proposal.

Request for a New Major or Concentration

I. Name of proposed major, or concentration

Sports Leadership Concentration

II. Title of degree to be conferred

Bachelor's in Organizational Leadership

III. Field of study, department, and college involved

B.S. in Organizational Leadership, Department of Organizational Leadership, ETCS

IV. Proposed Date of Initiation

August 2024

V. CIP Code: 52.0205

VI. Mode of Delivery: Campus/Online/Distance/Hybrid

80% or more online:

Yes

No

If Hybrid, explain:

Who will administer the online aspect of this program (vendor, program)? N/A

VII. Brief Description of Concentration: *This may be published in the Catalog. A brief explanation of what the student will experience and/or learn; no more than 2-3 sentences.*

This concentration is designed to prepare students for careers in the sports industry. Students will gain expertise in the many facets of sports leadership such as management and administration, coaching, public relations, event planning, ethics, and regulatory compliance issues.

Justification

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

Need for the concentration:

According to the U.S. Bureau of Labor Statistics, "Overall employment in entertainment and sports occupations is projected to grow faster than the average for all occupations from 2022 to 2032. About 106,800 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently." (<https://www.bls.gov/ooh/entertainment-and-sports/home.htm>; September 6, 2023).

The demand for this concentration is further evident based on the fact that the median annual wage for this group at \$52,940 is significantly higher than the median annual wage for all occupations at \$46,310 (as per data from bls.gov).

More than ten minor league and two professional sports teams, numerous college and university athletic departments, and dozens of high school athletic programs surround the region and state. Further, there is a growing number of opportunities in sports facility and venue management across the region. These sports programs are responsible for staffing hundreds of leaders in athletics, yet there are no academic pathways at PFW to prepare students for a career in this field. Organizational Leadership programs at comparable universities (in NE Indiana and beyond) have sports leadership tracks, minors, or concentrations. PFW's lack of targeted preparation in this area hinders our students' ability to tap into the potential opportunities arising in this dynamic sector.

Target audience, including the expected number of students and benefits to them:

- Considering the robust and varied sports programs at PFW, OL has identified a niche for student-athletes and others to complement their OL degree with a concentration focused on opportunities in an athletic environment.
- OL has developed two courses with a focus on sports leadership with the following enrollment in OLS 39900 Sports Leadership the last couple of semesters:
 - OLS 39900 Sports Leadership (now approved as OLS 33800 Leadership in Sports):
 - Spring 2023 - 21/21 seats filled
 - Summer 2023 - 9/25 seats filled
 - Fall 2023 - 23/35 seats filled
 - Spring 2024 - 19/21 seats filled
 - OLS 39900 Sports Law (begins March 2024):
 - Currently, 5/21 seats filled with enrollment ongoing.

Despite not yet having an official sports leadership concentration or marketing thereof, the high enrollment numbers in these preliminary sports leadership courses show significant student interest and demand for focused education in this area.

Focus of Research or Career Relevance:

- A concentration in Sports Leadership prepares students to apply business and leadership principles to thrive in coveted roles managing athletes, athletic programs, sports teams, sports marketing firms, high school/college athletic departments, professional sports franchises, fitness/rehabilitation facilities, health clubs, and other sports-related organizations.

Description of how the concentration fits into and supports the existing degree program(s) and major(s).

- The proposed program addresses PFW's mission by partnering leadership faculty with industry-leading coaches, athletic directors, and related experts who will educate students and the region about the knowledge and attributes required to be effective sports leadership administrators. At the same time, the proposed program aligns with the Organizational

Leadership mission and goal of developing leaders who can effectively lead and advance organizations in the region and beyond.

- There is currently no other department on PFW’s campus that offers this specialization, and the Organizational Leadership department is ideally suited to offer this concentration to students.

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

- All OL concentrations have a unique focus that allows students to round out their leadership degree in an area that is specific to their career goals. The Sports Leadership concentration has little to no relationship to other concentrations in the OL-BS program. The sports focus allows students to complement the broader leadership curriculum with targeted knowledge and experiences tailored to the area of sports.

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

See table below

Prospective Curriculum – Please create a plan of study for the degree.

The Sports Leadership concentration will be comprised of 18 credit hours. The first three courses* in the list below are required; students will then choose three of the other four courses on the list. *If new courses are being created, all course proposals must be completed in order to add to this block.* (note any that are variable title):

Course	Credits	When Offered	Prerequisite	Instructor	Faculty Rank & Department
*OLS 33800 Leadership in Sports	3	Spring/Summer	None	Kenton Aubrey	Continuing Lecturer in OL
*OLS 39900 Sports Law	3	Fall	OLS 26800	Jeremy Herring	Limited Term Lecturer, OL
*OLS 47700 Conflict Management	3	Spring	OLS 37600	James Platzer	Continuing Lecturer in OL

Course	Credits	When Offered	Prerequisite	Instructor	Faculty Rank & Department
POL 25200 Sports and Public Policy	3	3 semester rotation	None	Craig Ortsey	Senior Lecturer in POLS
HTM 33400 Introduction to Sports Event Management	3	Fall	None	Joshua Wilson/Alanna Olah	LTL for HTM/Clinical Assoc Prof & Dept Chair in HTM
HIST 37701 The History of American Sports	3	Summer/Fall	None	Benton Gates	Senior Lecturer in HIS
COM 32102 Principles of Public Relations	3	Spring	None	Ashley Motia	LTL for COM/DCS

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

The concentration equips students with specialized sports business acumen combined with broadly relevant knowledge and competencies to unlock leadership potential in the multifaceted world of modern sports.

- Articulate and apply theories of motivation, leadership, and talent development.
- Integrate principles of leadership with knowledge of the sports industry in order to advance organizational strategic initiatives.
- Incorporate the influence of the sports industry ecosystem and its key players to formulate effective leadership strategies in sports.
- Cultivate leadership abilities including strategy, emotional intelligence, ethical decision-making, and team development to empower those around you.
- Apply principles of conflict resolution and collaboration in their organizations and teams.
- Apply ethical and legal principles and evidence-based decision-making to solve dilemmas.
- Demonstrate understanding of diversity, equity, and cultural difference, and be able to utilize techniques to interrupt bias and create a culture of inclusion.
- Describe the policy landscape and regulatory issues impacting the sports industry to navigate legal and compliance matters (Elective).
- Apply public relations strategies to engage fans, and convey organizational values to advance sports organizations' public image, strategic goals, and interests (Elective).

Will new courses be created for this concentration?

Yes
 No

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

Name of Person who Submitted Proposal: Ellen Dove

Contact Information (phone and email): 260-481-6420; doveed@pfw.edu

Liaison Library Memo - attached

Liaison Librarian Memo

Date: This memo was originally dated 1/25/23, but
changed when documents were merged. I couldn't
From: figure out how to change back. TJS
To:
Re:

Describe availability of library resources to support proposed new program:

Comments:

Sarah Wagner

Liaison Librarian Signature

2-9-2023

Date