

FORT WAYNE SENATE AGENDA  
MONDAY  
December 11, 2023  
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of November 13 and November 20
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. Athletics Report – R. Elsenbaumer
7. Unfinished business
  - a. Educational Policy Committee (Senate Document SD 23-5) – S. Hanke
  - b. Faculty Affairs Committee (Senate Document SD 23-6) – W. Sirk
8. Committee reports requiring action
  - a. Educational Policy Committee (Senate Document SD 23-8) – S. Hanke
  - b. Educational Policy Committee (Senate Document SD 23-9) – S. Hanke
  - c. Educational Policy Committee (Senate Document SD 23-10) – S. Hanke
9. New business
10. Question time
11. Committee reports “for information only”
12. The general good and welfare of the University
13. Adjournment\*

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

**Approved**

B. Buldt

J. Johns

C. Lawton

A. Nasr

N. Younis

**Opposed****Abstention****Absent**

K. Barker

D. Tembras

**Non-Voting**

C. Ortsey

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**Attachments:**

“Revision of General Education Program” (SD 23-5)

“Approval of Rubric for Sabbatical Applications” (SD 23-6)

“Updates to Countries Exempt from English Proficiency for Undergraduate Applications” (SD 23-8)

“Responding to Concerns from Campus Climate Survey: Deadnaming” (SD 23-9)

“Updating Academic Regulations in Regards to Artificial Intelligence (AI)” (SD 23-10)

MEMORANDUM

TO: Fort Wayne Senate  
 FROM: Steven A. Hanke, Chair of the Education Policy Committee  
 DATE: 10/10/2023  
 SUBJ: Revision of General Education Program

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WHEREAS, the Educational Policy Committee (EPC) is the parent committee of the General Education Subcommittee; and

WHEREAS, the General Education Subcommittee requested that EPC review a resolution to revise the General Education program; and

WHEREAS, EPC completed the review and voted in support of the document going forward;

BE IT RESOLVED, That the attached resolution be considered by the Senate.

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

TO: Steven Hanke, Chair of the Education Policy Committee  
FROM: Carol Lawton, Chair of the General Education Subcommittee  
DATE: 8/28/2023  
SUBJ: Proposal for Revision of the General Education Program

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WHEREAS the current General Education program is primarily a distribution arrangement that limits the ability of students to experience a meaningful program that helps them understand how a broad and liberally based education prepares them for life and work after graduation, and

WHEREAS, more systematic assessment of General Education learning outcomes at the program level has been recommended by the Higher Learning Commission, and

WHEREAS, an Artistic Ways of Knowing category would ensure that students are exposed to the arts, an area integral to the quality of everyday life and valued by our university and community, and

WHEREAS, a Diversity, Equity, Inclusion and/or Global Awareness focus in selected courses within Ways of Knowing categories would align to the Strategic Plan emphasis on embracing values that support diversity, equity, inclusion, and global awareness, and

WHEREAS, the current program includes courses that are not generally accessible to freshmen and sophomores across majors, such as in the Capstone category,

BE IT RESOLVED, that the General Education program be revised to provide students a more meaningful educational experience by framing the program in a way that promotes understanding of the purpose of General Education coursework and enhances student ownership of their path through the program; to ensure exposure to the arts and to issues of diversity, equity, inclusion and global awareness; to facilitate assessment at the program level through a common reporting structure; and to provide coursework outside of the major that sets the groundwork for further learning by being accessible to freshmen and sophomores, as detailed in the attached proposal.

In Favor

Jeff Casazza  
Steven Cody  
Carl Drummond  
Carol Lawton  
Andres Montenegro  
Sherrie Steiner  
Sarah Wagner

Against

Guoping Wang

Abstain

## Proposal for Revision of the General Education Program October 2, 2023

### **Purpose**

The proposed revision of the General Education program is intended to better align it with the Indiana College Core (ICC; <https://transferin.net/ways-to-earn-credit/statewide-transfer-general-education-core-stgec/>) as well as the PFW Strategic Plan (<https://www.pfw.edu/strategic-plan/documents/128-CHAN-Strategic-Plan-Trustee-Mtg-Booklet-2022.pdf>) and to address concerns with certain aspects of the current program. One concern with the current General Education program is that it is not widely perceived as a coherent program with a purpose and value distinct from that of a student's major. General education and degree program requirements are conflated by the practice of "prescribing" specific general education courses within degree plans, which creates confusion for students who change majors or who transfer a completed general education curriculum from another institution. In addition, two areas of the current program (Interdisciplinary or Creative Ways of Knowing and Capstone Experience) do not align with the ICC, while at the same time students are able to avoid taking courses representing the Artistic Way of Knowing, an area of general education that has a strong presence at PFW. Students also may not be exposed in the current program to approaches that focus on diversity, inclusion, equity, and global awareness, as emphasized in the PFW Strategic Plan.

The proposed revision seeks to provide students with 1) a meaningful and coherent program that helps them understand how a broad and liberally-based education prepares them for life and work after graduation, and 2) a clear sense of the unique value of general education at PFW. Findings from surveys conducted in Fall 2021 of students who had already completed the General Education program (61 respondents) and faculty (89 respondents) support a desire to revise the current program to achieve these goals.

- A majority of faculty who completed the survey perceived either a need for a minor modification (37.1%, n = 33) or major modification (39.3%, n = 35) of the General Education program. Very few perceived no need for modification (23.6%, n = 21).
- The majority of faculty who responded believed that general education should promote intellectual growth (71.9% strongly agree), increased breadth of knowledge/perspectives across disciplines (67.4% strongly agree), and development of academic skills such as reading, writing, and critical thinking (73.0% strongly agree). They tended to agree that General Education courses should provide intellectual breadth outside of the student's major (51.7% strongly agree) more so than foundational knowledge for coursework in a major (only 30.3% strongly agree).
- Faculty who responded tended to perceive that the current program does not sufficiently promote intellectual breadth outside of the major. Rather, they perceived the current program to be characterized by prescription by departments of specified General Education courses for their majors (mean = 62.69 on a scale of 0-100). Moreover, relatively few students who completed the survey reported that General Education courses expanded their understanding of multiple disciplinary perspectives (19.7% Strongly

agree), which may reflect lack of understanding of the meaning of “disciplinary perspectives” or lack of awareness of multiple perspectives across General Education courses. (It is important to note that these were students who had completed their general education requirements.)

- Faculty who responded tended to agree that General Education goals and standards should be clear to students (58.4% Strongly agree). They had a relatively low perception of the coherence of the current program (mean = 40.07 on a scale of 0-100) and of students’ understanding of goals of the current program (mean = 30.38 on a scale of 0-100). They also tended to see the current program as having complicated requirements (mean = 55.26 on a scale of 0-100). Students who responded (and who had completed the program) tended to view General Education as a set of requirements to check off (52.5% Strongly agree).
- Faculty who completed the survey tended to agree that General Education should foster an atmosphere of inquiry where diverse backgrounds and perspectives are valued (69.7% Strongly agree). Diversity in this broader sense (backgrounds, perspectives) was more widely supported by faculty than singular emphases on diversity, equity, and inclusion (42.7% Strongly agree), global perspectives (38.2% Strongly agree), or interdisciplinary perspectives (28.1% Strongly agree). Relatively few students who responded (and had completed the program) perceived that General Education courses have helped them understand societal issues (41.0% Strongly agree).

The proposed revision would:

- Provide a purposeful framing of general education at PFW that makes the goals, value, and relevance of the program clear to students.
- Reduce the total number of required credits from 33 in the current program to the state-mandated minimum of 30 credits.
- Retain the current requirement for a minimum of 3 credits in each of Foundational Skills requirements.
- Require a minimum of 3 credits in the following four Ways of Knowing categories: Scientific, Behavioral/Social Scientific, Humanistic, and Artistic categories. The Humanistic and Artistic categories replace the current Humanistic/Artistic and Creative/Interdisciplinary categories to ensure exposure to the arts (it is possible to complete the current program without having taken a course in the arts). PFW stands out among the other Purdue campuses in that we have a College of Visual and Performing Arts with a rich set of course offerings in the fine arts that do not exist otherwise in the Purdue system. Part of the PFW experience of a well-rounded general education for all students should include an opportunity to be exposed to that component of our campus.
- Embrace values that support diversity, equity, inclusion (DEI), and global awareness, as called for in the PFW strategic plan, by adding a new requirement to take at least one course flagged as having a focus on DEI and/or global issues.
- Retain the flexibility of allowing student choice in the required 9 additional credits from Foundational and Ways of Knowing categories.

- Eliminate the current Capstone category, in which some courses are major-specific and do not serve as a true capstone that integrates across areas of general education.
- Give students a sense of ownership and meaning in their path through general education by creating suggested clusters of courses centered around themes that appeal to different interests.
- Require that Ways of Knowing courses have no prerequisites other than Foundational Skills courses to ensure that all general education courses are accessible to students early in their college careers to students from across majors.
- Provide a more systematic way to assess learning outcomes across the program.

## **Program Structure**

### **A. Foundational Intellectual Skills**

1. Written Communication – 3 credits minimum
  2. Speaking and Listening – 3 credits minimum
  3. Quantitative Reasoning – 3 credits minimum
- Foundational Intellectual Skills courses must meet all state learning outcomes in either written communication, speaking and listening, or quantitative reasoning.
  - Each course in this category cannot have any prerequisite coursework other than placement testing or one of the other Foundational Skills courses.
  - Departments that have courses that can be placed into at a higher level than current Foundational Skills courses are encouraged to apply for inclusion of those courses in Foundational Skills so that students do not take the associated lower-level courses under the mistaken assumption that only the lower-level courses fulfill the requirement.
  - These courses should be offered at least once a semester so that students have adequate access to them early in their program of study.

### **B. Ways of Knowing**

1. Scientific Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
2. Social and Behavioral Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
3. Humanistic Ways of Knowing, as defined by the following adaptations of state learning outcomes for “Humanistic and Artistic” category. Courses in this category should be from the humanistic disciplines in the College of Liberal Arts – 3 credits minimum
  - 6.1 Recognize and describe humanistic or historical works or problems and patterns of the human experience.
  - 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities, including the ability to distinguish primary and secondary

sources.

6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.

6.4 Analyze the concepts and principles of various types of humanistic expression.

6.5 Create, interpret, reinterpret, or critique humanistic works.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, or cultural contexts.

6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

4. Artistic Ways of Knowing (includes arts appreciation and creative courses), as defined by the following adaptations of state learning outcomes for “Humanistic and Artistic” category. Courses in this category should be from the College of Visual and Performing Arts – 3 credits minimum

6.1 Recognize and describe artistic works.

6.2 Apply disciplinary methodologies, epistemologies, and traditions of the visual and performative arts.

6.3 Analyze and evaluate artistic works in their cultural, intellectual, or historical contexts.

6.4 Analyze the concepts and principles of various types of artistic expression.

6.5 Create, interpret, or reinterpret artistic works through performance or criticism.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, or cultural contexts.

6.7 Analyze diverse artistic expressions in order to explore the complexity of human experience across space and time.

- Ways of Knowing courses must meet all learning outcomes for their category.
- Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses.
- Ways of Knowing courses must be taught on a regular cycle, ideally once a year. Courses that are offered less frequently cannot assess learning outcomes on a regular basis, as detailed in the section on Course Assessment and Program Review.

#### C. Diversity, Equity, Inclusion and/or Global Awareness Requirement

Requirement to take at least one Ways of Knowing course used to satisfy General Education requirements that is designated as having a focus on diversity, equity, inclusion, and/or global awareness.

Courses designated as having a focus on diversity, equity, inclusion, and/or global



awareness must meet one or both of the following learning goals:

- i. Develop students' understanding of and appreciation for a) diversity - the ways that differences among individuals and groups of people (e.g., race, ethnicity, gender, sexuality, class, age, nationality, disability, culture, religion) shape lived experiences and perspectives; and/or, b) inclusion - how deliberate attention to diversity creates a community where all members are respected, feel a sense of belonging, and feel that differences are valued; and/or c) equity - how a commitment to addressing inequalities for the purpose of achieving fairness and justice is a prerequisite for equal opportunity.
  - ii. Develop students' understanding of and appreciation for how social, cultural, political, economic, and/or technological processes in societies outside the United States, present or past, or in North America before the arrival of Europeans, shape (or shaped) the human experience in those societies; and/or how globalization processes impact the United States or societies more broadly.
- Discrete learning outcomes for courses designated as DEI/Global Awareness will be developed based on the above learning goals.

#### D. Nine Additional Credits

Nine additional credits from any Ways of Knowing or Foundational Skills category.

#### E. Thematic Clusters

Thematic clusters provide students a mechanism to connect general education courses around a common theme. The purpose of the clusters is to give students the sense of coherence and meaning to general education coursework that is perceived to be lacking in the current program. To be listed in a thematic cluster, a course need not be wholly focused on the theme in question but should meaningfully engage with the theme in such a way that students will come away knowing more about matters related to the theme than they did going into the course.

- Courses within Ways of Knowing categories will be organized and presented to students in specific thematic clusters. Clusters will be displayed graphically on the General Education website as pathways or maps through the program.
- Thematic clusters should include courses from at least three Ways of Knowing categories. Each of the courses in a cluster are required to meet all learning outcomes for their categories but a cluster need not comprise courses from all categories. Therefore, a cluster need not satisfy all learning outcomes of the whole General Education program.
- It is not required that Ways of Knowing courses belong to a cluster. Also, a given course may be listed in more than one cluster.

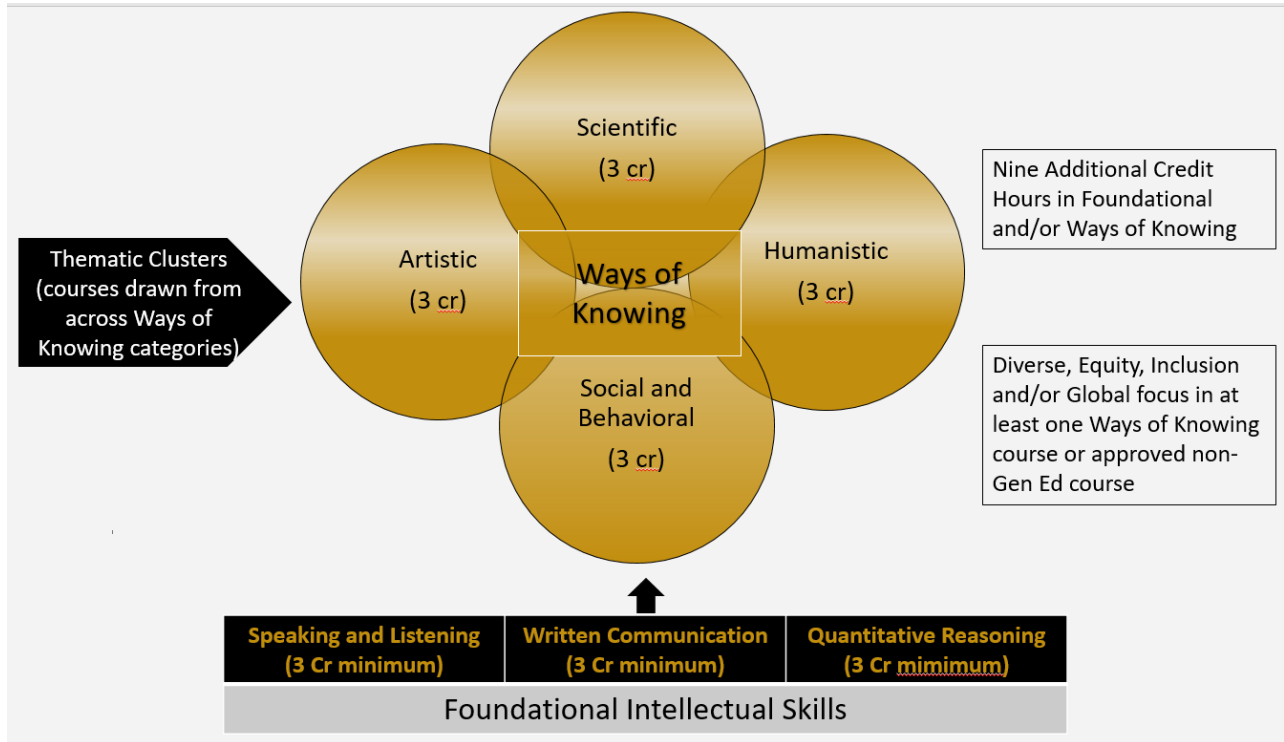
- Students will not be required to select courses in a thematic cluster but rather should be encouraged to do so as a way to take ownership of their individual path through their general education coursework. Completion of a thematic cluster could be tracked through an app (e.g., Suitable) with administrative support for entering data in the app. Students could be encouraged to list completion of a thematic cluster on their resumes. A LinkedIn badge could also be developed to recognize completion of a cluster.
- A full, robust, and meaningful list of thematic clusters will be accomplished through input from all faculty members who are interested in providing their ideas (e.g., through Town Halls). The General Education Subcommittee will then approve the addition of thematic clusters for the following catalog year. A mechanism will be provided for courses to be approved by the committee for inclusion in a new or existing cluster at the same time as the call for new course proposals. The committee will also determine whether any clusters should be retired at the time of General Education program review. It is expected that thematic clusters will remain largely stable from year to year.

Thematic clusters may involve broad issues considered from multiple disciplinary approaches, or skills and experiences acquired across fields. The following ideas are meant as examples of thematic clusters:

- Expressions of the Human Experience - How have humans endeavored to conceptualize, understand, navigate, and express their humanity across time and place? What does it mean, and what has it meant, to be human?
- Technology and Digital Skills – How can technology and digital skills be used to facilitate communication, pursue knowledge, and enhance productivity of individuals and organizations?
- Global Visions - How might a global view of human affairs—past, present, and future—serve to shape, clarify, or sharpen how we understand both ourselves and others? What has, does, and might it mean to view the world, and the place of human beings within it, from a global perspective?
- Humans and the Physical Environment - How do humans interpret, interact with, and impact the environment? How can these interactions be used to promote environmental sustainability?
- Intercultural Understanding - What does it take for people from different places and backgrounds to effectively understand and engage with one another? How might people from different or diverse backgrounds best work together to solve common problems?
- Self and Society - How, why, and to what ends have human beings created systems, structures, and other mechanisms to organize, manage, and better their world? Do the solutions of the past adequately address the problems of today,

and those of the present the challenges of tomorrow?

Overview of Proposed Program



	Current Credits	Proposed Credits
<b>Foundational Intellectual Skills</b>		
Written Communication	3 (minimum)	3 (minimum)
Oral communication	3 (minimum)	3 (minimum)
Quantitative Reasoning	3 (minimum)	3 (minimum)
<b>Ways of Knowing</b>		
Scientific	3 (minimum)	3 (minimum)
Social and Behavioral	3 (minimum)	3 (minimum)
Humanistic and Artistic	3 (minimum)	
Humanistic		3 (minimum)
Artistic		3 (minimum)
Interdisciplinary or Creative	3 (minimum)	
<b>Additional Foundational Skills and/or Ways of Knowing</b>	9	9
<b>Diverse, Equity, Inclusion and/or Global focus in at least one Way of Knowing course</b>		0 (required)
<b>Capstone</b>	3	
<b>Total</b>	<b>33</b>	<b>30</b>

## Framing of General Education

The purpose of the General Education program at PFW will be made clear to students through a framing such as the following:

General Education at PFW offers you the opportunity to tailor your path with courses outside of your major that will excite your interests and enable you to make meaningful contributions to the world around you. It complements the in-depth knowledge and skills in your chosen field that you will attain through your major. Your general education experience will give you the

foundation in broad intellectual skills and different ways of knowing that will continue to have relevance and meaning in your life long after you have graduated. General Education courses will guide you to:

- Think Creatively
- Communicate Effectively
- Reason Scientifically
- Understand the Human Experience
- Appreciate Artistic Expression
- Embrace Multiculturalism
- Adopt Global Perspectives

## **Course Assessment and Program Review**

Assessment of General Education courses currently involves a nonsystematic sampling of learning objectives based on assessment plans of individual degree programs. To improve program-wide assessment of General Education:

- All courses in each General Education category will cycle through a subset of the learning outcomes for the category every three years, such that all courses will assess the same outcomes in a given year. Faculty will assess the contributions of their courses to the General Education program using measures related to their courses. To simplify and standardize assessment, current assignments designed independently by faculty across multiple courses and sections will be evaluated using common rubrics for each of the General Education categories. Rubrics will be developed by the General Education Subcommittee with input from the larger faculty. This method will allow for both a more systematic examination of outcomes across the program and instructor flexibility in choice of appropriate assessment measures.
- A review of the General Education program will be undertaken every three years to ensure program sustainability. This review will include analyses of data such as term, number of sections, instructional modality of sections, enrollment cap, enrollment at census, number of grades  $\geq$  C-, number of D and F grades, and number and dates of Withdrawals. Analyses of these data will allow for deans and department chairs to coordinate offerings to meet student demand.

## **Regulations**

- To ensure a well-rounded education, students shall not take more than three courses from the same prefix across the General Education program, including both Foundational Skills and Ways of Knowing courses.
- As in the current program, a student must earn a grade of C- or better in each course used to satisfy General Education requirements.
- A course can be included in only one category of the General Education program but it may appear in more than one of the listed thematic clusters.
- Consistent with the goals of providing breadth of education and fostering student ownership of general education, a major should not require that students take a specified

general education course to fulfill a specific general education requirement. Moreover, the practice of specifying which General Education courses a student must take is in violation of the state regulation that transfer students who have been certified as completing general education requirements cannot be required to take additional general education courses. A given course may be used to fulfill both sets of requirements and students can be advised to take given courses for both purposes (to the extent that “double-dipping” is allowed by their department or college) but an academic plan cannot specify the courses students must take to fulfill General Education requirements. The VCAA or designee will monitor academic plans to ensure that they do not specify which General Education courses must be taken.

- To facilitate completion of general education at PFW for transfer students (if they have not yet completed the state requirements), transferred credits from courses equivalent to PFW courses will count as fulfilling the same General Education requirements. Transfer students who have not completed the state-mandated General Education requirements at their previous institution will have to meet the requirements of the General Education program at PFW.

### **Course Reapplication and Approval Process**

Courses in the current Foundational Intellectual Skills category that meet the prerequisite and other requirements in the proposed program will remain in Foundational Skills in the revised General Education program without the need for application. Courses that do not meet the prerequisite and other requirements will be removed. Courses in current Ways of Knowing categories will need to submit a brief application for review by the General Education Subcommittee by early fall, 2024 in order to be listed in the revised program in the 2025–26 Catalog. Applications for variable title courses should list all variations of the course that will meet the stated set of learning outcomes. The application will ask for the intended Way of Knowing category, confirmation that the course has no prerequisites other than currently approved foundational skills courses, assurance that the course fulfills all of the learning outcomes for its area, whether the course is appropriate for inclusion in one of the proposed thematic clusters, and, if applicable, a brief explanation of how the course fulfills the criteria to be flagged as a DEI and/or Global Awareness course. In addition, if the course has not been offered on a regular cycle in the past three academic years, the General Education Subcommittee will ask for a brief explanation of how ongoing offerings could be regularized to at least once per academic year. Course syllabi will also be collected, but syllabi for current Ways of Knowing courses will not be reviewed and therefore do not need to be revised. If a course is being considered for inclusion in a thematic cluster, the application will ask how the theme will be addressed in the syllabus. The list of approved courses and thematic clusters will be transmitted by the committee secretary to the Registrar’s Office in time for inclusion in the Catalog for the next academic year.

## MEMORANDUM

TO: Fort Wayne Senate

FROM: Deborah Bauer, Wylie Sirk, Co-Chairs  
Faculty Affairs Committee

DATE: 10/27/2023

SUBJ: Approval of Rubric for Sabbatical Applications

WHEREAS, In February 2022 the Fort Wayne Senate charged the Faculty Affairs Committee (FAC) with reviewing procedures used by the Professional Development Subcommittee (PDS) and the Office of Academic Affairs (OAA) for reviewing and granting faculty sabbaticals.

WHEREAS, On April 11, 2022, the Faculty Senate approved a document containing changes and updates to SD 06-14 Sabbatical leaves (attached SD 21-39).

WHEREAS, Discussion in Faculty Senate on Oct. 10, 2022 of Senate Doc 22-5 (attached) revealed that certain elements of the recommended document had not be incorporated into the PDS rubric.

WHEREAS, Faculty Affairs Committee requested to PDS that the changes be incorporated and updated by March 3, 2023.

WHEREAS, PDS sent FAC two documents, a revised Sabbatical Application Review Procedures and PDS Sabbatical Evaluation Form Rubric on February 28, 2023 (attached).

WHEREAS, FAC approved the revised PDS Sabbatical Evaluation Form Rubric in a meeting on March 13, 2023.

BE IT RESOLVED, that the Fort Wayne Senate approve the changes to the PDS Sabbatical Evaluation Form Rubric for evaluating sabbatical applications.

**Approved****Opposed****Abstention****Absent****Non-Voting**

Deborah Bauer  
Hui Hanke  
Jay Johns  
Mark Jordan  
Promothes Saha  
Wylie Sirk

Kimberly O'Connor

# MEMORANDUM

**TO:** Senate Faculty Affairs Committee  
**FROM:** Professional Development Subcommittee  
S. Ding; R. Cousik; S. Johnson; A. Khalifa; S. LeBlanc; J. Li; S. Rumsey (chair)  
**CC:** C. Drummond; J. Meyers (OAA)  
**DATE:** February 28, 2023  
**RE:** Revised Sabbatical Application Review Procedures

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As requested, the PDS has updated its sabbatical application review procedures in the following ways:

1. Revised language of scoring rubric to more carefully explain components of the 5-page narrative, including:
  - a. Goals and significance of the project, which must include scholarly references
  - b. Methods, procedures, or creative approach to be applied
  - c. A plan of work for how applicant will use their sabbatical leave
  - d. Expected outcomes that will measure success
  - e. A description of how the project will enhance applicant's professional development.
2. Revised language of scoring rubric to more carefully explain how applicants must demonstrate scholarly productivity since the time of hire for first sabbaticals or since the last sabbatical for second and subsequent sabbaticals, with emphasis placed on accomplishments during the immediately preceding past 5 years. If the applicant deems significant service, administration, or teaching overload have impacted their productivity it is their responsibility to fully describe those activities and their impact.
3. Revised language of scoring rubric to require letters of support from department/unit committee, chair/dean, and any outside collaborators.
4. Revised rubric scoring methods.

In addition, the PDS has made recommendations to the Office of Academic Affairs to update their PFW Sabbatical Procedures document in the following ways:

1. Change required narrative components to mirror those listed in 1a. to 1e. above.
2. Remove the length limit to CVs so that faculty are more easily able to demonstrate scholarly productivity.
3. Require a letter of support from the chair/director that demonstrates support for the significance of the applicant's proposed sabbatical project, evidence of ongoing scholarly work, and how this project differs or builds upon past sabbaticals. Absence of such a letter will result in a denial of the application.
4. Require a letter of support from the relevant departmental or division faculty committee that has reviewed the application. This letter should address the significance of the applicant's proposed sabbatical project, evidence of ongoing scholarly work, and how this project differs or builds upon past sabbaticals. Absence of such a letter will potentially negatively impact the success of the application.
5. Include language that indicates that the final decision for awarding sabbaticals is that of the Vice Chancellor of Academic Affairs. Further, denied applications will be given clear and



individualized explanations for the rejection of their applications. The decision process is strictly the responsibility of the Vice Chancellor and the Office of Academic Affairs, not the Professional Development Subcommittee.

**PDS Sabbatical Leave Application Evaluation Form**

Faculty name: \_\_\_\_\_ Proposal title: \_\_\_\_\_  
 Department: \_\_\_\_\_ Previous sabbatical leave (report provided): \_\_\_\_\_  
 Rank: \_\_\_\_\_

As stated in Senate Document SD 06-14 (amended in SD 21-39) the criteria below are required as part of the sabbatical application. All scores are on a 0 – 5 point scale with 0 being unsatisfactory and 5 being excellent.

<p>1. <u>A statement of goals for the sabbatical project that demonstrate its significance.</u>                  The applicant must clearly document their research goals and the significance of the project for their proposed sabbatical leave. Position the project in relation to relevant scholarly literature. Members of the PDS are scholars from many fields, but not necessarily well versed in the applicant’s discipline. The applicant should use language that is easily understandable by readers who are not experts in the applicant’s discipline and define discipline-specific terminology when necessary. Letters of support from chair/dean and unit committee endorsing the project will also factor into this portion of the evaluation.</p>	<p>Score:</p>
<p>2. <u>A statement of the methods, procedures, and/or creative approach that will be employed for the sabbatical project.</u>                  The applicant must provide a clear description of methods, procedures, and/or creative approach they will use in their research project during their proposed sabbatical leave. Again, the applicant should use language that is easily understandable by readers who are not experts in the applicant’s discipline. If applicable, letters from IRB, collaborators, or funding sources will also factor into this portion of the evaluation.</p>	<p>Score:</p>
<p>3. <u>A plan of work that accounts for how the applicant will use their time during the sabbatical period.</u>                  The applicant must clearly state how they will use their time during the sabbatical leave. This can be a timeline or plan of action.</p>	<p>Score:</p>
<p>4. <u>A statement of expected outcomes from the sabbatical project or how you will measure the success of your sabbatical leave.</u>                  The applicant must provide a clear rationale for the project’s success. Examples include expected publications, grants, applications in the classroom, exhibits or performances, or community engagement activities.</p>	<p>Score:</p>
<p>5. <u>A statement describing the impact of the sabbatical on reinvigorating or advancing the applicant’s professional development and the university’s goals.</u>                  The applicant must clearly explain how the proposed project fits in their overall program of scholarship and supports their professional growth and university/department/program goals.</p>	<p>Score:</p>
<p>6. <u>A statement that discusses the applicant’s scholarly productivity in recent years</u>                  The applicant must clearly explain their ongoing scholarly work (publications, conference presentations, creative endeavor production, grants etc.) since the time of hire for first sabbaticals or since the last sabbatical for second and subsequent sabbaticals, with emphasis placed on accomplishments during the immediately preceding past 5 years. In cases where significant service, administrative, and/or teaching overload has markedly affected research output within the five years, faculty should provide a statement explaining the specific impact of these activities and their outcomes. The evidence of productivity should be reflected in the CV and in letters of support from chair/dean and unit committee. Report(s) from previous sabbatical(s) also factor into this portion of the evaluation.</p>	<p>Score:</p>
<p>ADDITIONAL COMMENTS:</p>	<p>Total:                  ___/30</p>

MEMORANDUM

TO: Fort Wayne Senate

FROM: Faculty Affairs Committee

DATE: March 28, 2022

SUBJECT: Approval of Changes/Updates to SD 06-14: Sabbatical Leaves

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

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

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

WHEREAS, the Faculty Affairs Committee (FAC) was charged with submitting a report (included below) on sabbatical review procedures by Office of Academic Affairs and the Professional Development Committee,

WHEREAS, FAC had included recommendations and/or policy revisions to the Executive Committee by the March 25, 2022, document deadline so that any updated policies can be implemented in fall of 2022.

BE IT RESOLVED, that the Senate approve the updated SD 06-14 that further clarifies and establishes the appropriate process of evaluating cases submitted for sabbatical leave as follows:

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## SABBATICAL LEAVES

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

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

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

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

Before being evaluated by the Professional Development Subcommittee, applications for sabbatical leave must have been reviewed to ensure that the applications meet the guidelines specified in this document by appropriate administrators (chair/dean or director). *A departmental or division faculty committee (e.g., the Promotion and Tenure or Personnel*

Committee) must make a written recommendation about sabbatical applications to the appropriate administrator at that level, which must factor into PDS' evaluation process. The administrator will forward this recommendation along with his or her own recommendation to the next level.

The Professional Development Subcommittee is responsible for recommendations to the Vice Chancellor for Academic Affairs regarding sabbatical leave applications. Professional Development Subcommittee should follow only this document and department criteria in evaluating sabbatical applications. PDS operates as an independent faculty committee. The Vice Chancellor for Academic Affairs makes final decisions regarding sabbatical leave applications. Process questions should be brought to Faculty Affairs Committee for guidance. Denied applications should be given clear and individualized explanations for the rejection of their applications with an opportunity to respond.

At the termination of the leave, and not later than three months after returning to campus, the faculty member must submit a report about the sabbatical leave to the department chair or program director to whom they report. The Chair forwards the report to the next level, usually the Dean or Director, who forwards the report to the Office of Academic Affairs. This report must outline how the sabbatical period was used, what outcomes were achieved, and indicate further outcomes that are expected as a result of the sabbatical project. All such reports must be included with subsequent sabbatical applications. Information about the outcome of previous sabbaticals will be used to evaluate subsequent sabbatical applications.

(Note: Per Senate Document [SD 06-19](#), each department or division should establish specific criteria for the granting of sabbatical leaves that will serve as the basis of evaluation for applications coming from that department or division, and that are consistent with the above guidelines.)

## Faculty Affairs Committee Report on Sabbatical Review Procedures

In February 2022, Senate charged the Faculty Affairs Committee to undertake

- a review of the role that Office of Academic Affairs procedures or lack of procedures played in the way PDS carried out its review of sabbatical applications in Fall 2021;
- a review of the way PDS carried out its review of sabbatical applications in Fall 2021;

Senate charged the Faculty Affairs Committee to

- make appropriate revisions to SD 06-14, such as
  - clarifying the role of the VCAA
  - clarifying the role of PDS
  - clarifying the process for determining criteria for evaluation
  - determining whether department criteria still have primacy, and
  - any other matters that will prevent any confusion and therefore unnecessary stress for faculty in the future;

Senate charged FAC to

- submit its recommendations and/or policy revisions to the Executive Committee by the March 25, 2022 document deadline so that any updated policies can be implemented in fall of 2022.

In view of the charge, Senate FAC conducted interviews (VCAA, PDS Chair, others) and found the following for which we make recommendations.

**Finding 1:** PDS Chair mentioned that in the past, the Subcommittee did not use rubrics. In 2021, PDS developed and adopted rubrics for evaluating sabbatical applications. The rubrics apply varying weights to different evaluation items with the heaviest weight on recent publications.

**Recommendations:** As PDS starts adopting specific rubrics for evaluating sabbatical applications, it will be beneficial to make the rubrics, specifically the evaluation items, available to faculty members prior to the call for applications for sabbatical leave.

Given decisions on sabbatical applications based on the currently adopted rubrics are different than previous decisions, if rubrics will be used to take future decisions, such rubrics need to be approved by Faculty Affairs Committee and made public before applications are due.

The Senate Document and/or OAA guidelines need to inform candidates that productivity for the last 5 (or possibly fewer) years is a major consideration for those reviewing sabbatical applications, and as such, they should be clear that this information is included in CVs and/or candidate narratives.

**Finding 2:** While the pre-existing processes for evaluating sabbatical application proposals did not include rubrics, in Fall 2021 PDS decided to adopt a similar process to that used for evaluating Summer Faculty Grant proposals. One of the points the PDS Chair mentioned was that, in light of the rubric used to evaluate sabbatical application proposals in Fall 2021, there were unsatisfactory proposals due to lack of or inadequate literature review.

**Recommendations:** For Summer Faculty Grants, applicants are allowed to request one or two previous successful proposals for review. As PDS uses the same process for evaluating both types

of proposals, we recommend that approved sabbatical proposals be made available for review by candidates. This will be consistent with the process of Summer Faculty Grants. In addition, it will help faculty members construct their sabbatical proposals of better quality and have a better success with their applications.

**Finding 3:** Senate FAC found that PDS considered themselves to have been put in a position of pressure from upper administration to limit the number of applications approved. The VCAA noted in an interview that staffing and cost of staffing at the university are a prime concern for his office and therefore sought to be extra diligent in decisions regarding how university money is spent. This diligence, it seems, may have resulted in the pressure felt by the members of the PD subcommittee.

**Recommendations:** PFW documents should reflect what faculty believe to be a proper relationship of communication between VCAA and PDS for sabbatical applications. VCAA's office should not do anything that gives members of PDS the impression that certain findings are expected from them. Anything otherwise dilutes the important role of shared faculty governance and decision-making on the campus.

**Finding 4:** Candidates denied sabbatical for the 2021 application cycle were not offered a clear and personalized explanation for the rejection of their applications. This has the potential to inflict stress, anxiety, and breed self-doubt in our own colleagues. Especially given our findings of the changed process for evaluating sabbaticals this year, this discovery is particularly concerning for the strain likely put on faculty whose applications were rejected.

**Recommendations:** The Senate or OAA documents need to include some language that requires either PDS or VCAA or both to offer faculty whose applications were not approved a clear and fair explanation for this decision.

**Finding 5:** Expectations for what belonged in the candidate's proposal were not clearly indicated in the relevant Senate and OAA documents. Examples of discrepancies include: no specific request for literature review in application, yet some PDS members were looking for it; emphasis on CV should show productivity in last five years; requests for specificity in what and where faculty aimed to publish after the fact.

**Recommendations:** Expand language in Senate or OAA documents to reflect these requests. Moreover, the language should include a grandfather clause to allow time for faculty to accommodate the new criteria on publications.

**Finding 6:** The Committee found an almost total neglect of Department or College criteria and recommendations in the decision-making process when it came to evaluating applications. Whereas candidates are asked to make sure their application adheres to department criteria, these criteria are no longer relevant once the dossier reaches PDS. Similarly, department members give time and energy to sitting on review committees and reviewing the sabbatical proposals, while recommendations of committees, chairs, and deans, seem not to factor into the rubric for evaluating faculty applications at all.

**Recommendations:** Senate document should be revised to require that PDS and/or VCAA take into consideration the recommendations and opinions of department and college faculty when evaluating the potential sabbatical.

**Finding 7:** Senate committees are sometimes not aware of the relevant Senate Documents that should be used to guide their work.

**Recommendation:** All Senate committees should be given information regarding their role, responsibilities, and relevant Senate documents to fulfill their charge.



MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: A. Nasr, Chair  
Executive Committee

DATE: October 3, 2022

SUBJ: Review of Sabbatical Application Rubric Developed by PDS for 2022-2023

Whereas, due to irregularities with the way that sabbatical applications were reviewed during the 2021-2022 academic year, Senate EC asked Senate FAC to review the process and make recommendations for improvement (SD 21-15);

Whereas, Senate FAC made recommendations to improve the process (SD 21-39) and that document was unanimously approved by Senate at the April 2022 meeting;

Whereas, it was the hope of the Senate EC that the review process itself and the guidance from FAC would help PDS develop a fair rubric to evaluate sabbatical applications, given the important role that sabbaticals play in the professional life of faculty, especially faculty with additional responsibilities that make it difficult for them to consistently dedicate time for research;

Whereas, PDS came up with a rubric and announced it on September 20<sup>th</sup>, while deadline for sabbatical applications to PDS was set for October 7, with earlier deadlines set by departments to ensure that the applications were able to be reviewed by department committees, chairs, and deans;

Whereas, the rubric PDS developed does not align with SD 21-39;

Whereas, for example, the rubric includes the following section:

*Evidence of “Scholarly Productivity in Recent Years”*

*Senate Document SD 06-14 states: “A sabbatical leave is not a leave which a faculty member automatically earns by having been employed for a given period of time. Rather, it is an investment by the University in the expectation that the sabbatical leave will significantly enhance the faculty member’s capacity to contribute to the objectives of the University. For this reason, all periods of sabbatical leave count as full-time service to the University and will be approved only if there is adequate reason to believe that they will achieve this purpose. Candidates should know that the way this belief is evaluated will be based on the presentation (via narrative, CV, and/or department support letters) of a candidate’s scholarly productivity in recent years.”*

Whereas, the rubric ends its long quotation before the sentence in 21-39 that quite significantly alters the meaning and emphasis of this paragraph, namely “If a candidate has devoted considerable time to service, teaching-related work, or other activity at the expense of research productivity, they should plan to explain this.”

BE IT RESOLVED, that PDS goes back and reviews its rubric, revising it again to align with both the letter and spirit of SD 21-39;

BE IT FURTHER RESOLVED, that PDS takes particular care in making sure they properly quote and cite sentences and paragraphs from relevant Senate documents, governing the sabbatical review process;

BE IT FURTHER RESOLVED, that PDS reports the results of its recommendations to Senate EC (including information on total number of applications, total number of positive and negative recommendations; and confirmation that anyone who may receive a negative recommendation from PDS received detailed and timely feedback on their application by January 2023.

MEMORANDUM

TO: Fort Wayne Senate  
 FROM: Steven A. Hanke, Chair of the Education Policy Committee  
 DATE: 11/15/2023  
 SUBJ: Updates to Countries Exempt from English Proficiency for Undergraduate Applications

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WHEREAS, the Educational Policy Committee (EPC) is the parent committee of the International Education Advisory Subcommittee; and

WHEREAS, the International Education Advisory Subcommittee requested that EPC review a resolution to update the countries exempt from English Proficiency for Undergraduate Applications; and

WHEREAS, EPC completed the review and voted in support of the document going forward;

BE IT RESOLVED, That the attached resolution be considered by the Senate.

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

MEMORANDUM

TO: Steven Hanke  
Chair, Educational Policy Committee

FROM: Assem Nasr  
Chair, International Education Advisory Subcommittee

DATE: October 30, 2023

SUBJECT: Updates to Countries Exempt from English Proficiency for Undergraduate Applications

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

WHEREAS, Purdue University - West Lafayette (PU) has established a list of countries from which applicants are exempt from supplying evidence of proficiency in English;

WHEREAS, in maintaining consistency with PU's application waivers for countries where English is an official language;

WHEREAS, streamlining application requirements is necessary to avoid conflicting standards in waiving English language requirements between undergraduate and graduate applicants to PFW, and inline with PU's general admissions regulations for international applications,

BE IT RESOLVED, that the following be added to the list of countries exempt from proof of English language proficiency for PFW's undergraduate international applicants.

Botswana	Nigeria	Tanzania
Christmas Island	Norfolk Island	The Gambia
Cook Islands	Philippines	Uganda
Ghana	Pitcairn Islands	Zambia
Kenya	Saint Helena	Zimbabwe
Lesotho	Sierra Leone	South Africa
Liberia	Singapore	South Sudan
Malawi	Swaziland	

**Approve**

Nurgul Aitalieva  
Adolfo Coronado  
Cheu-jey Lee  
Assem Nasr  
Mieko Yamada

**Object**

**Abstain**

**Non-voting**

John Jensen  
Maureen Linvill  
Ryan Meriweather

MEMORANDUM

TO: Fort Wayne Senate  
 FROM: Steven A. Hanke, Chair of the Education Policy Committee  
 DATE: 11/14/2023  
 SUBJ: Responding to Concerns from Campus Climate Survey: Deadnaming

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WHEREAS, the Educational Policy Committee (EPC) is the parent committee of the Senate Advising Subcommittee; and

WHEREAS, the Senate Advising Subcommittee requested that EPC review a resolution to respond to concerns from the Campus Climate Survey regarding “Deadnaming”; and

WHEREAS, EPC completed the review and voted in support of the document going forward;

BE IT RESOLVED, That the attached resolution be considered by the Senate.

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

## MEMORANDUM

TO: Steven Hanke, Chair  
Educational Policy Committee

FROM: Ann Livschiz, Chair  
Senate Advising Subcommittee

DATE: 3 November 2023

SUBJECT: Responding to Concerns from Campus Climate Survey: “Deadnaming”

Whereas, Diversity, Equity, and Inclusion are one of PFW’s stated strategic goals;

Whereas, PFW’s diversity commitment statement states that

“Each member of the department/school is committed to working to build and sustain an equitable and inclusive work environment where cultural diversity is celebrated and valued. We believe diversity benefits and enriches the development of all of our students, staff, and faculty in our department.”

And

“Diversity is a core value at Purdue University Fort Wayne and in the Office of Diversity, Equity, and Inclusion. We are passionate about building and sustaining an inclusive and equitable working and learning environment for all students, staff, and faculty. We believe every member on our team enriches our diversity by exposing us to a broad range of ways to understand and engage with the world, identify challenges, and to discover, design and deliver solutions.”

Whereas, PFW defines inclusion as “A welcoming culture in which differences are celebrated and everyone is valued, respected, and able to reach their full potential,”

Whereas, PFW has a statement about civility, which states that

“Prominent among the values that define the academic community is civility, which includes mutual respect, fairness, and politeness. Membership in any community requires a concern for the common good for all who belong to that community. Each individual may possess different ideas, as well as different ways of communicating those ideas, particularly in a community as varied and diverse as a university. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry. Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, educational background, veteran status, or position at the university.”

Whereas, during the discussions of the results of campus climate survey, deadnaming of students by instructors in class was identified as a significant student concern;

Whereas, “deadnaming” refers to incidents of using the name someone was assigned at birth, rather than the name they choose to identify by in class or in writing, or using a name that the individual no longer uses;

Whereas, the practice of “deadnaming” can be invalidating and traumatic, a sign of disrespect, and in some cases even dangerous as it potentially outs an individual;

Whereas, studies show that use of chosen names helps lower mental health risks;

Whereas, studies show that deadnaming can result in avoidance of certain situations, people, and places, attention to this problem and efforts to reduce deadnaming is an important retention and student success initiative;

Whereas, the university has taken important steps in reducing the risk of deadnaming by allowing students to enter preferred name in addition to legal name in the university system;

Whereas it is Purdue University policy that students (and staff and faculty) may use their preferred names on campus regardless of whether it matches their legal name;

Whereas, different interfaces and reports in the university system include students’ preferred name, or legal name, or both;

Whereas, certain reports and internal documents must include students’ legal names and thus a change to preferred names in all university documents is not possible;

Whereas, we believe that at least part of the problem of deadnaming can be attributed to faculty having access to rosters with only students’ legal names, or not realizing that different reports may give them different names;

Whereas, we want to promote an inclusive classroom environment both as respect for our students’ humanity and important recruitment and retention tool;

Whereas, a common way for faculty to access rosters is through the university system that lists students’ legal names, without them necessarily realizing that this is the case;

Whereas, Brightspace provides faculty with rosters with updated student information in them, but not all faculty are familiar with how to use Brightspace to generate usable rosters outside of Brightspace, nor do Brightspace-generated rosters include useful information like year in school or major, something that a Cognos report has;

Whereas, Office of Institutional Research has been working hard to update the reports to include students’ preferred names or ensure that the column headings on the reports specify “legal name” or “preferred name,” rather than “first name,”

Whereas, Cognos has a report that offers an easy way to ensure that faculty have a roster with preferred names, and this report can be found in the following way: *Team Content > IPFW Shared Reports > Class Rosters > Class Roster by CRN with Email and Class Roster by Subject Code with Email*;

BE IT RESOLVED, that senate votes to approve our recommendation that each department should ensure that every faculty member in a face-to-face class receives a class roster with students' preferred names before the first class meeting of the semester;

BE IT FURTHER RESOLVED, that since not all students take advantage of the option to enter preferred name into the system (for example, if they live at home and do not want their preferred name to appear on the mail that they receive), we encourage faculty to respect and honor students' requests to use their preferred names that may be transmitted to faculty through means other than the up-to-date class roster;

BE IT FURTHER RESOLVED, that we encourage academic units—departments and colleges—to discuss the importance of using the rosters with students' indicated preferred names and the importance of fostering an inclusive classroom environment, which includes using students' preferred names in the classroom setting;

BE IT FURTHER RESOLVED, that once Office of Institutional Research finishes updating current reports in COGNOS, a list of updated reports will be made available to faculty and staff, who would be encouraged to look at whether their reports are using preferred or legal names;

BE IT FURTHER RESOLVED, that faculty pay attention to students who add their classes after the first day, and if necessary, request an updated class roster from their department's administrative assistant;

BE IT FURTHER RESOLVED, that since our proposed solution only addresses the problem of faculty deadnaming due to inaccurate information, we ask the OAA to look into clarifying and promoting policies that will protect students from being deadnamed, in particular clarifying the distinction between “free speech” and commitment to an inclusive classroom environment, and making sure that students understand their rights in these situations.



MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven Hanke, Chair of the Education Policy Subcommittee

DATE: 11/6/23

SUBJ: Updating Academic Regulations in Regards to Artificial Intelligence (AI)

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WHEREAS, the impact of Artificial Intelligence (AI) continues to become more prevalent within most (perhaps all) academic disciplines; and

WHEREAS, PFW Academic Regulations currently do not explicitly address student usage of AI; and

WHEREAS, course instructors are in the best position to determine AI usage policies appropriate for their course; and

WHEREAS, course instructors should be responsible for clearly communicating specific course-level AI usage policies to their students; and

WHEREAS, PFW Academic Regulations should be clarified in regards to the usage of unauthorized materials being materials identified by the course instructor as unauthorized for use in their course; and

WHEREAS, PFW Academic Regulations should be clarified in regards to the procedures to be followed by instructors when there is a reasonable suspicion a student has committed an act of academic dishonesty involving AI in the course; and

WHEREAS, to avoid redundancy the procedures described in the PFW Academic Regulations and the PFW Student Code should be the same; therefore

BE IT RESOLVED that PFW Academic Regulations for Academic Honesty be updated with the changes noted on the following pages.

**Approved**

Stephen Buttes  
Patricia Eber  
Steven Hanke  
Andres Montenegro  
Erik Ohlander  
Promothes Saha

**Opposed**

**Non-Voting**

Chris Huang  
Terri Swim



## Academic Regulations: Academic Honesty

### 4.0: Academic Honesty

4.1: Definitions -Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of PFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. PFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. Purdue University Fort Wayne (FW) may discipline a student for committing acts of academic or personal misconduct.

4.1.2: Academic Misconduct: This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At PFW, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours. **The term "unauthorized materials" includes those identified by the instructor.**
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Submitting the work of someone else as if it were one's own by adopting or reproducing the ideas and opinions of others without acknowledgment. Such instances of plagiarism may be intentional or unintentional, and may involve isolated words, formulas, sentences, paragraphs, entire works, or other intellectual property; either copied from other published sources, or from unpublished work such as those of other students.
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program. The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.

### 4.2: Policy

4.2.1: Student's responsibilities. Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.

4.2.2: Instructor's responsibilities. The instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. **If necessary, The instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course. The instructor is responsible for providing students with a written course-level policy regarding the authorized/unauthorized usage of Artificial Intelligence (AI).** The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly per procedures described in Part III.A **Procedures for Academic Misconduct in the Code of Student Rights, Responsibilities and Conduct in the Catalog** to prevent repeated offenses and to ensure equity.

4.3: Procedures: **For all procedures related to Academic Misconduct, see Part III.A Procedures for Academic Misconduct in the Code of Student Rights, Responsibilities and Conduct in the Catalog.** In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at Purdue University Fort Wayne (FW), academic departments should establish a written policy/statement, addressing the professional or ethical standards of their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures Section of the Code of Students Rights, Responsibilities and Conduct in the Catalog).

~~4.3.1: Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ten business days of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.~~

~~4.3.2: Reporting. During the period in which the student is permitted to drop or withdraw from courses, the instructor shall inform the Chair/Director promptly to place an academic hold on the student's account in order to prevent the accused student from dropping or withdrawing from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within seven business days, the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.~~

~~4.3.3: Appeal. If a student's course grade is affected by the penalty, the student has the right to appeal the penalty imposed by an instructor through the Purdue University Fort Wayne (PFW) **grade appeals system.** (See Appendix B).~~

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## **Part II. Student Conduct Subject to University Action**

Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules, regulations, policies, and procedures of Purdue University Fort Wayne (PFW). Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. The university has developed the following general regulations concerning student conduct which are intended to safeguard the right of every individual student to exercise fully the freedom to learn without interference. The university may hold a student responsible for his or her behavior, including for academic or personal misconduct.

### **A. Academic Misconduct**

**Student's responsibilities.** Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.

**Instructor's responsibilities.** The instructor is responsible for fostering intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. **If necessary, The** instructor should explain clearly any specialized

meanings of cheating and plagiarism as they apply to a specific course. **The instructor is responsible for providing students with a written course-level policy regarding the authorized/unauthorized usage of Artificial Intelligence (AI).** The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly per procedures described in Part III.A **Procedures for Academic Misconduct in the Code of Student Rights, Responsibilities and Conduct in the Catalog** to prevent repeated offenses and to ensure equity.

This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the university or subvert the educational process. At Purdue University Fort Wayne (PFW), specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for grade or hours. **The term “unauthorized materials” includes those identified by the instructor.**
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another student in committing acts of academic dishonesty, including, but not limited to, sharing papers and assignments.
4. Adopting or reproducing ideas or statements of another person as one’s own without acknowledgment (plagiarism).
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at the university, academic departments should establish a written policy/statement addressing the professional or ethical standards for their discipline, which if developed, must be available to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department’s policy/statement.

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#### A. Procedures for Academic Misconduct

When a student allegedly commits an act of academic misconduct, the faculty member teaching the course has the authority to initiate academic misconduct proceedings against the student in accordance with the following procedures.

##### Hold

Once a faculty member decides to initiate an academic misconduct proceeding against a student, the instructor shall inform the Chair/Director promptly to place an academic hold on the student’s account in order to prevent the accused student from dropping or withdrawing from the course. If the student is found not responsible, the hold should be removed after the proceeding has concluded. If the student is found responsible, the hold shall be removed after the point which the student would have been able to drop or withdraw from the course.

##### Academic Misconduct Conference

The faculty member of the course in which the student has allegedly violated the Code, is required to hold a conference with the student concerning the matter within 10 business days of discovering the alleged misconduct. The faculty member must advise the student of the alleged act of misconduct and afford the student the opportunity to address the information supporting the allegation. At minimum, the requirement for the student to have the opportunity to be heard must include the following:

notice of the nature of the alleged misconduct

notice of the date, time, location, and general procedure of the review of the allegation

notice of the potential outcomes of the review

opportunity to address the information supporting the allegation

Any action that must be performed by faculty under these procedures may be performed by the faculty chair or next highest administrator.

### Finding and Sanctions

If after the conference, the faculty member finds that the student did commit the act of misconduct as alleged, the faculty member is authorized to impose an appropriate academic sanction related to the particular course involved. An appropriate academic sanction for such misconduct is limited to one or more of the following:

The student may be given a lower grade than the student would otherwise have earned or a failing grade for any assignment, course work, examination, or paper involved in the act of misconduct.

The student may be required to repeat the assignment, complete some additional assignment, or resubmit any assignment, course work, examination, or paper involved in the act of misconduct.

The student may be given a lower grade than the student would otherwise have earned or a failing grade for the course.

### Notification Requirements

After imposing an academic sanction, the faculty member is required to report the matter and action taken within 10 business days in writing to the following parties:

- the student

- the chair of the department in which the course is offered

- the dean/director of the college/school/division in which the course is offered

- the chair of the student's department (if different from above)

- the dean/director of the student's college/school/division (if different from above)

-the dean of students.

The student has the right to appeal the faculty member's findings and/or sanction through the procedures specified in Part III.A.I of this Code.

### Additional Sanctions from the Department

The chair of the student's department has the authority to initiate additional academic sanctions against the student if the chair concludes that additional sanctions may be warranted by the nature of the act or because the student has committed previous acts of academic misconduct.

The chair of the student's department must notify the student in writing within 10 business days of the date of the faculty member's report if additional sanctions are to be assigned at the department level. If additional sanctions are contemplated, the student shall be provided an opportunity to be heard in accordance with the standards articulated in the opening paragraph of Part III, Section A.

The chair must report any decision to initiate additional sanctions in writing to the student, the student's college/school/division dean/director, and the dean of students within 10 business days of the student's opportunity to be heard.

Additional sanctions imposed at the department level may include academic probation, denial of future admission, or dismissal from the department. The student may appeal the chair's decision about additional sanctions through the procedures specified in Part III.A.I-VI. of this Code.

#### Additional Sanctions from the College/School/Division

The dean/director of the student's college/school/division also has the authority to initiate additional academic sanctions against the student if the dean/director concludes, in consultation with the dean of students, that additional sanctions may be warranted by the nature of the act or because the student has committed previous acts of academic misconduct. The dean/director must notify the student in writing within 10 business days of the date of the chair's report if additional sanctions are contemplated at the college/school/division level. If additional sanctions are contemplated, the student shall be provided an opportunity to be heard in accordance with the standards articulated in the opening paragraph of Part III, Section A.

The dean/director must report any decision to initiate additional sanctions in writing to the student, the original faculty member, the chair, and the dean of students within 10 business days of the student's opportunity to be heard.

Additional sanctions imposed at the college/school/division level may include academic probation, denial of future admission, or dismissal from the college/school/division. The student may appeal the dean's/director's decision about additional sanctions through the procedures specified in Part III.A.I-VI. of this Code.

#### Procedures for Specialty/Other Cases of Academic Misconduct

When a student is alleged to have committed an act of academic misconduct that is not related to a course in which the student is enrolled, the chair of the student's department has the authority to initiate a review of the allegation.

After discovering the alleged academic misconduct, the chair must notify the dean of students and the student in writing within 10 business days if action is contemplated at the department level and provide the student an opportunity to be heard in accordance with the standards articulated in the opening sentence of Part III, Section A.

The chair must report the decision, including any sanctions imposed, in writing to the student, the student's college/school/division dean/director, and the dean of students within 10 business days of the student's opportunity to be heard.

Sanctions imposed at the department level may include, and are limited to, one or more of the following: academic probation, denial of future admission, or dismissal from the department. The student may appeal the chair's decision (including sanctions) through the procedures specified in Part III.A.I-VI. of this Code.

Similarly, the dean/director of the student's college/school/division has the authority to initiate additional academic sanctions against the student if the dean/director concludes that additional sanctions may be warranted

by the nature of the act or because the student has committed previous acts of academic misconduct in accordance with the procedures above.

The dean/director must report any decision to initiate additional sanctions in writing to the student, the chair, and the dean of students within 10 business days of the student's opportunity to be heard.

Additional sanctions imposed at the college/school/division level may include, and are limited to, one or more of the following: academic probation, denial of future admission, or dismissal from the college/school/division. The student may appeal the dean's/director's decision about additional sanctions through the procedures specified in Part III.A.I-VI. of this Code.

## Sanction Restrictions

A student may not be placed on disciplinary probation, suspended, or expelled from the university because of an act of academic misconduct unless the dean of students concludes that such a sanction is justified by the nature of the act or because the student has committed previous acts of misconduct. If the dean of students concludes that additional disciplinary sanctions are warranted, the proceedings will be governed by the same procedures that apply to acts of personal misconduct (Part III.B) and may be commenced when notified of the outcome from the faculty member.

### I. Appeals for Academic Misconduct

The Campus Appeals Board (CAB) may hear the following types of appeals from students:

- appeals of academic misconduct findings imposed by faculty members, department chairs, or academic deans or division directors
- appeals of SGA Judicial Court rulings
- appeals of faculty/staff decisions claimed to violate student rights recognized in Part I of the Code. Extension to any time limits specified below must be approved by the chair of the board.

### II. Campus Appeals Board

**Composition.** The Campus Appeals Board (CAB) shall consist of nine members selected in the following manner: four students appointed by the president of Purdue University Fort Wayne Student Government Association subject to confirmation by the SGA Senate; three faculty members elected by the Faculty Senate; and two administrative staff members appointed by the chancellor, one of whom shall be designated as chair of the Campus Appeals Board. An equal number of alternates from each constituent group shall be appointed at the same time and in the same manner as the regular members. From the members and alternates, the chair shall designate a hearing panel consisting of a minimum of three members including at least one student. A minimum of three panel members including at least one student is required for quorum.

**Terms of Office.** The term of office for student members and their alternates shall be one year, and for the faculty and administrative members, it shall be two years, except that members shall continue to have jurisdiction of any case under consideration at the expiration of their term. The terms of office for all members shall begin at the start of the fall semester. No member shall serve more than two consecutive terms. If any appointing authority fails to make its prescribed appointments to the Campus Appeals Board, or to fill any vacancy on the panel of alternates within seven calendar days after being notified to do so by the chancellor, or if at any time the Campus Appeals Board cannot function because of the refusal of any member or members to serve, the chancellor may make appointments, fill vacancies, or take such other action as deemed necessary to constitute the Campus Appeals Board with a full complement of members.

### III. Criteria for Appeal



Appeals may only be requested for one or more of the following reasons:

Failure to follow an established policy or procedure

The assigned sanction is unduly harsh or arbitrary

New information has become available since the conclusion of the process

Bias has been exhibited through the process.

The purpose of an appeal shall not be simply to hold a rehearing of the original matter.

#### IV. Filing the Petition

Students who wish to request Campus Appeals Board action shall complete the online form within 10 business days of the date of the sanction letter or within 10 business days of the conclusion of the previous step in the appeal process, as applicable. The dean shall in turn forward properly filed appeals to the chair of the Campus Appeals Board.

To be properly filed, the appeal must be submitted within the established time limits, identify the action or decision being appealed, name the party whose decision or action is being appealed (sometimes referred to below as the “named party”), and identify one or more of the criteria identified in the Criteria for Appeal set forth above. If the above criteria are not met, the CAB chair shall dismiss the appeal.

#### V. Investigation of Appeals

Within 10 business days of the chair’s receipt of the appeal, the CAB chair will assign a board member or alternate who is a faculty member or administrator to investigate the appeal and notify the party named that an appeal has been filed. Notification will include a copy of the appeal and the identity of the student who filed the appeal. The party whose action or decision is being appealed will be requested to respond in writing within 10 business days from the date of notification. To protect both the student and the named party, CAB appeals will be treated with the greatest degree of confidentiality possible.

As soon as practicable following appointment, the investigator will interview the student who filed the appeal. The student may have an advisor or legal counsel (at the student’s own expense) present at meetings with the investigator. However, the advisor or counsel may not stand in place of the student or otherwise participate in the investigation process.

Within 10 business days following completion of the interview with the student, the investigator will notify the chair as to whether or not the allegations set forth in the appeal, if substantiated, would support the basis for the appeal and, if so, whether the action or decision being appealed would constitute a violation of one or more student rights recognized in Part I of the Code. If in such notification the investigator answers these inquiries in the negative, the chair may dismiss the appeal, and the decision shall be final. The chair shall provide the student and named party with written notice of such dismissal. In all other cases, the investigator will conduct a thorough fact-finding investigation, and will meet separately with the student and named party, interview pertinent witnesses, and review relevant documents regarding the appeal. The investigation shall be completed within 10 business days following the assignment of the appeal to the investigator.

Within 10 business days following conclusion of the investigation, the investigator will prepare and deliver a report to the chair, the student filing the appeal, and the named party. The report will include a finding based upon a preponderance of information that the appeal shall be upheld or denied. The “preponderance of information” standard requires that the information supporting the finding is more convincing than the information offered in opposition to it. The report will include the basis upon which the investigator reached the finding and recommendation for remedy, if any.

## VI. Determination

Within 10 business days of receipt of the investigator's report, the chair will convene a meeting of the CAB hearing panel. The student and the named party will be notified of the date, time, and location of the meeting. Prior to the meeting, the student, named party, and panel members shall be furnished with a copy of the investigator's report and copies of the appeal and response. The student may have an advisor or legal counsel (at the student's own expense) present at the meeting. However, the advisor or counsel may not stand in place of the student or otherwise participate in the hearing process. At the meeting the panel will be afforded the opportunity to ask questions of the investigator. The student who filed the appeal and the named party will be afforded the opportunity to make a brief statement to the panel, after which the panel members may ask questions. The panel shall meet separately with the student and the named party.

Within 10 business days following the final meeting with the panel, the chair shall render the written recommendation of the hearing panel and include a brief explanation of the recommendation setting forth the findings upon which the recommendation is based. The chair shall furnish copies of the recommendation to the chancellor, the student who filed the appeal, the party whose decision is being appealed, and to others within the university with a need to know as determined by the panel. The chancellor shall render a written and final decision within 10 business days of receiving the panel's recommendation.

## VII. Student Complaint Procedures

The following student complaint procedures are designed to ensure that students have an identified and well-understood mechanism for registering and resolving complaints of the types described below.

A. Students having complaints concerning alleged violations of the Anti-Harassment Policy should use the Purdue University Procedures for Resolving Complaints of Discrimination and Harassment.

B. Students having complaints concerning actions or decisions which are claimed to violate other rights recognized in Part I of the Code must first make a reasonable effort to resolve the complaints informally with the faculty/staff member whose action or decision is the basis for the complaint.

The effort to resolve the complaint informally with the faculty/staff member must be initiated by the student in a documented manner no later than within 21 calendar days the action or decision occurred. The documentation only needs to be dated and indicate that the student has made a good faith effort at initiating the conversation with the responsible faculty/staff member. For a complaint to continue to receive consideration under these procedures, the student must initiate each successive step in the process within 21 calendar days of conclusion of the previous step. In addition, it is expected that each step in the process will be concluded within 21 calendar days of initiation.

If the complaint is not resolved informally between the student and the responsible faculty/ staff member, the student may pursue the complaint informally with the faculty/ staff member's department head, who shall investigate, mediate, and suggest a resolution.

If the complaint remains unresolved after the department head's attempt to mediate a resolution, the student may continue to pursue the complaint with the head of the next highest administrative level (e.g., the college/school/division dean/director), who shall investigate, mediate, and suggest a resolution.

Only after all such remedies have been exhausted may the student petition for a hearing before the Campus Appeals Board. To petition for a hearing before the Campus Appeals Board, the student must complete the online form. The complaint must describe the action or decision claimed to violate one or more of the student rights recognized in Part I of the Code, identify the right(s) claimed to have been violated, and specify the remedy sought. The dean shall direct properly received complaints to the chair of the Campus Appeal Board.

The Campus Appeals Board shall have the authority and duty to reach findings and to convey recommendations to the chancellor. If necessary, the chancellor may present such recommendations to the university president and Board of Trustees for their consideration.