

FORT WAYNE SENATE AGENDA
MONDAY
April 11, 2022
12:00 P.M., Via Webex

1. Call to order
2. Approval of the minutes of March 14 and March 21
3. Acceptance of the agenda – A. Nasr
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – A. Livschiz
5. Report of the Presiding Officer – J. Nowak
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 21-38) – E. Thompson
 - b. Memorial Resolution (Senate Reference No. 21-39) – M. Ridgeway
 - c. Systems Engineering Center and the Student Success Standard Process – N. Borbieva and D. Cochran
7. Unfinished business
8. Committee reports requiring action
 - a. University Resources Policy Committee (Senate Document SD 21-30) – M. Jordan
 - b. Executive Committee (Senate Document SD 21-31) – A. Nasr
 - c. Executive Committee (Senate Document SD 21-32) – A. Nasr
 - d. Executive Committee (Senate Document SD 21-33) – A. Nasr
 - e. Executive Committee (Senate Document SD 21-34) – A. Nasr
 - f. Executive Committee (Senate Document SD 21-35) – A. Nasr
 - g. Faculty Affairs Committee (Senate Document SD 21-39) – D. Holland
 - h. Educational Policy Committee (Senate Document SD 21-36) – S. Hanke
 - i. Educational Policy Committee (Senate Document SD 21-37) – S. Hanke
 - j. Educational Policy Committee (Senate Document SD 21-38) – S. Hanke
9. New business
10. Question time
11. Committee reports “for information only”
 - a. University Resources Policy Committee (Senate Reference No. 21-40) – M. Jordan
 - b. University Resources Policy Committee (Senate Reference No. 21-41) – M. Jordan
 - c. Ad Hoc Committee to Investigate Procedural Handling of Allegations of Mishandling in the PFW Women’s Basketball Program (Senate Reference No. 21-42) – S. Buttes

12. The general good and welfare of the University

13. Adjournment*

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

Approved	Opposed	Abstention	Absent	Non-Voting
B. Buldt				C. Ortsey
A. Livschiz				
A. Nasr				
J. Nowak				
H. Strevel				
D. Tembras				
N. Younis				

Attachments:

“Memorial Resolution-Carlos Pomalaza-Raez” (SR No. 21-38)

“Memorial Resolution-Craig A. Humphrey” (SR No. 21-39)

“Report on Dissolution of Printing Services” (SD 21-30)

“Maintaining Faculty Role in Advising” (SD 21-31)

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

“Timely Information Sharing with Faculty About Financial Student Retention Policies” (SD 21-33)

“Revising the Questions from the Annual Athletics Report” (SD 21-34)

“Public Sharing Information about Deaths of Faculty and Staff at PFW” (SD 21-35)

“Approval of Changes/Updates to SD 06-14: Sabbatical Leaves” (SD 21-39)

“Internship Credit Policy” (SD 21-36)

“Change to PFW Academic Regulations Reconciliation Process” (SD 21-37)

“Change to Transfer Credit Regulations” (SD 21-38)

“Athletics Budget Analysis” (SR No. 21-40)

“Report on Limited Term Lecturer Compensation” (SR No. 21-41)

“Final Committee Report” (SR No. 21-42)

In Memoriam

Dr. Carlos Pomalaza-Ráez, May 12, 1952 – March 6, 2022

Dr. Carlos Pomalaza-Ráez, Professor of Radio Frequency Communications from the Department of Electrical and Computer Engineering, passed away on March 6, 2022 at age 69. Born in the Andes at an altitude of 14,330 feet in Cerro de Pasco, Peru, Dr. Ráez graduated from the Universidad Nacional de Ingeniería with 2 bachelor degrees of Electrical Engineering and Mechanical Engineering in 1974, and later worked at the Instituto Geofísica del Peru. Dr. Ráez realized that he needed an extra challenge and obtained several scholarships and pursued his M.S.E.E. and Ph.D. from Purdue University West Lafayette in 1977 and 1980.

Dr. Ráez was dedicated to and passionate about education, having taught and carried out research at the University of Limerick (Ireland, 1981-1983), Clarkson University (New York, 1983-1989), the Jet Propulsion Laboratory (California, 1984-1985), the Centre for Wireless Communications, University of Oulu (Finland, 1997-2021). In 1989, Dr. Ráez joined Indiana University Purdue University Fort Wayne, first as Professor of Radio Frequency Communications, then Department Chair (1998-2008), Associate Dean of ETCS (2007-2009) and Interim Dean of ETCS (2015-2016), he energetically pursued his vision for the growth of the engineering programs at Purdue University Fort Wayne. He was instrumental in bringing the regional FIRST LEGO League championship to the university. Through teaching, mentoring, and advising, Dr. Ráez touched the lives of many students and colleagues. Dr. Ráez's research was recognized for his outstanding reputations both nationally and internationally and has published numerous journal and conference articles in communication and network areas. In 2003-2004, Dr. Ráez received the prestigious Nokia-Fullbright Scholar to conduct his research in University of Oulu, Finland. His professional services included serving in several Editorial Boards, conference committees, and journal reviewers, etc. Dr. Ráez retired from Purdue University Fort Wayne in 2021.

Dr. Ráez had endless curiosity. Music and languages fascinated him. Coaching 'football' for his child and his teammates was a great joy. He immersed himself in other cultures, learning new customs and ways of viewing the world. Along with canoeing, kayaking, hiking, and cross-country skiing, he enjoyed many outdoor activities. But he also loved sitting quietly, sometimes with a pen and paper, pondering new research ideas and life in this universe. He dreamed of going to the stars. Despite all his academic successes in high school and at university, and his various awards and honors throughout his career, Dr. Ráez remained a humble man and ready to share his knowledge with others. In his own words: "I am a simple man with simple tastes". Dr. Ráez is remembered for his kindness, for being instrumental in student success, for being a great leader, and for the support he gave to his colleagues.

In Memoriam

Craig A. Humphrey, May 22, 1960 – March 12, 2022

Professor Craig A. Humphrey served IPFW and PFW Department of Theatre as Head of Design and Technology and Associate Professor of Costume Design from 1991 – 2020, although he returned to direct his final production of *Sondheim on Sondheim* this semester. Over his 29 years of service Craig directed 28 productions. He also designed costumes for over 100 plays and musicals and performed in several shows during his career. Craig also created several classes including American Musical Theatre History, Period Styles for the Theatre I and II, and Stage Make-up, while also shaping the curriculum in the design and musical theatre areas of the department. He was instrumental in bringing the Department of Theatre to where it is today. A passion for musical theatre inspired Craig to direct and cultivate this area of production program of the Department of Theatre, offering students wonderful experiences of learning and exploration of this genre over the years.

Craig's influence went well beyond the classroom and production program and was a beloved theatre artist in the Fort Wayne Arts community. He acted and directed throughout Fort Wayne and so many theatre artists considered him an immensely talented colleague and dear friend. Annually, Craig would take students and community members to New York City, so they would experience several Broadway shows, which will remain a highlight for all those that accompanied him. His final directing for the Department of Theatre occurred this past February with a tribute to the recently passed Stephen Sondheim, Craig's favorite composer and lyricist. A celebration was planned for him, although it was cancelled due to his health, but over 100 alumni still attended the closing evening of the production which is a testament to the countless lives Craig touched.

The Department of Theatre is feeling the loss of such a dear friend and colleague whose life and work were so impactful on the department's development. His collaborations with faculty, staff, and students will always be fondly remembered and his legacy will continue to impact the department for years to come. His clever wit, passion for teaching, and the close friendships he cultivated with those he worked with will be deeply missed. Craig is survived by his mother, Judy, and two brothers, Jeffery and Luke. A celebration of life memorial is being planned in the near future. Memorials may be made to the PFW Department of Theatre.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Mark Jordan, Chair
University Resources Policy Committee (URPC)

DATE: March 18, 2022

SUBJ: Report on Dissolution of Printing Services

WHEREAS, the Senate Executive Committee charged the Budgetary Affairs Subcommittee (BAS) with assessing the impact of ending campus-based Printing Services in Senate Reference No. 21-9; and

WHEREAS, the Budgetary Affairs Subcommittee (BAS) is a subcommittee of URPC, and URPC has taken responsibility for the report.

BE IT RESOLVED, that the Senate consider approval of the attached report in response to SR 21-9.

Approved	Opposed	Abstention	Absent	Non-Voting
H. Alasti			B. Chen	D. Jackson
M. Dixon			S. Koorsen	G. Justice
P. Dragev				
J. Egger				
D. Holland				
M. Jordan				
J. Leatherman				
G. Nakata				
T. Soule				
D. Steffens				
S. Wight				
D. Yorgov				

Assessment of the Impact of Dissolution of On-campus Printing Services
University Resources Policy Committee (URPC)

Overview

Printing Services at Purdue Fort Wayne closed on June 30, 2021. The Executive Committee of the Senate requested that Budgetary Affairs Subcommittee (BAS) assess the impact of this closure on finances, quality of service, and academic work using available data. In consultation with BAS and the Executive Committee, the charge was transferred to URPC. The remainder of this report describes the financial situation of Printing Services, the impacts of the transition on academic and administrative work, and the committee’s analysis of this information.

Financial impacts

Context

Prior to the closure of Printing Services, the cost of maintaining the facility was a primary concern of Facilities Management. Fees collected for service were sufficient for the cost of printing supplies (paper, ink, etc.), and salary and fringe of employees (Table 1) through fiscal year (FY) 2018. In the more recent two years negative balances occurred. While income declined annually beginning in FY 2016, expenses rose beginning in FY 2019. There was a notably steep drop in income in FY 2020 (-\$125,000 from FY 2019) which is likely to have been caused to a large degree by the closure of campus in March 2020 in response to the COVID-19 pandemic. Throughout the entire period, the acquisition and maintenance of large volume copy machines and other equipment was not factored into user fees. It became evident that the university needed to subsidize deficits incurred to keep Printing Services running, largely due to equipment costs but also reduced usage.

Table 1. Income and expenses of Printing Services over the past six full years. Fiscal year 2020 included the first three months of the COVID-19 pandemic (March – June 2020). Equipment costs are not included in the table.

		FY20	FY19	FY18	FY17	FY16	FY15
Income		\$305,673	\$430,037	\$450,136	\$475,571	\$500,395	\$477,624
Expense	Salary	\$188,661	\$191,078	\$163,045	\$173,508	\$143,163	\$158,952
	Fringes	\$99,124	\$93,687	\$85,782	\$93,327	\$75,882	\$62,500
	Supplies	\$217,124	\$249,372	\$191,936	\$196,221	\$221,702	\$210,543
	Total	\$504,909	\$534,137	\$440,763	\$463,056	\$440,117	\$431,995
Net		-\$199,236	-\$104,100	\$9,373	\$12,515	\$60,278	\$45,629

Three new copy machines were purchased for a total of \$343,438 in November 2018, under a 5-year lease to own arrangement. Although not currently in use, Facilities is paying \$6,140 per month for another 18 months to finish the payment term. These machines will be sold with the

expectation of recovering 50% of the cost after depreciation. Other equipment from Printing Services has already been sold, totaling \$30,000 in revenue.

Comparisons before and after closure

To assess the impact of the closure on printing services on users, URPC requested cost information campus-wide from Facilities in two ways. First, we looked at copy expenses between a period when Printing Services was operational (pre-pandemic July 1, 2019 to December 31, 2019), and afterward once the replacement service operated by Xerox in West Lafayette was in place (July 1, 2021 to December 1, 2021) (Table 2). In addition to these services, we also collected information on the costs associated with the use of copy machines across campus including those using a copy card (Blackboard copiers) and those without a card reader. It is not possible to separate groups of users of these two types of copy machines given their mixed use across campus. We also note that the costs included here do not include printing completed by units that used outside vendors. Overall costs were lower after closure by ~\$84,000, and this is mostly due fewer jobs sent to Xerox. When combining costs for the two types of copiers, there an increase of ~\$11,000 after closure that was mostly due to the use of copiers without card readers.

Table 2. Campus-wide photocopy costs compared before (July-Dec 2019) and after (July-Dec 2021) the closure of Printing Services.

	Before closure	After closure
Printing Services or Xerox Projects	\$145,341	\$50,541
Copiers with Blackboard card readers	\$13,346	\$8,360
Copiers without card readers	\$27,800	\$43,765
Total	\$186,487	\$102,666

The second way we compared costs was by collecting information on student use of printing from campus computers. We presumed that instructors might post documents online to course management systems rather than printing them for class, necessitating a student to print the materials. IT Services provided data on printing using the same time period as with copy expenses (Table 3). This analysis does not account for printing by users off campus, but the available data suggest that printing declined after the closure of Printing Services. Overall, there was a 52% decline, with the largest change in black and white printing.

Table 3. Number of prints campus-wide from campus computers compared before (July-Dec 2019) and after (July-Dec 2021) the closure of Printing Services.

	Before closure	After closure
Black and white	1,336,949	636,483
Color	57,695	33,264
Total	1,394,644	669,747

Quality of service and impacts of change

The transition to Xerox for printing and associated services generated widespread complaints regarding customer service and its impact on academics and administrative work. Academic and administrative impacts were assessed through user feedback. In Fall 2021, Ron Friedman, Dean of the College of Science, volunteered to collect and report on issues experienced across campus. Feedback was received from Biological Sciences, Chemistry, Division of Continuing Studies, Mathematical Sciences, Psychology, Visual and Performing Arts, the Chancellor's office, and the VCFAA's office. Greg Justice, Associate Vice Chancellor of Facilities Management, has spearheaded communication with Xerox to address concerns. A summary of issues and how they were addressed is provided in the table below (Table 4).

Table 4. Service concerns forwarded by printing users at PFW and the response from Associate VC and Xerox.

Issue identified	Response/Status
Slow action and delivery of orders	Xerox has worked to improve communication and is now more familiar with the campus, reducing shipping mistakes.
Individual orders cost more	Users are now paying market rates that include cost of equipment and its maintenance. Many items have rates that are comparable or lower than the past.
Turnaround times are excessively long	At the start of the fall semester Xerox was not prepared for the volume of work and did not have adequate staff to meet demand. These issues have largely been resolved.
Bulk mailings	PFW and WL have different standards for bulk mailing, and Xerox was using WL standards. The PFW bulk mail permit is now included in the Xerox system.
Difficulties with the ARIBA ordering system	Many administrative staff were not accustomed to ordering in ARIBA. Additionally, faculty could order directly from Printing Services. With the help of PFW Purchasing, increasing familiarity with the system is now apparent and has led to improved service.
Quality of work is poorer than in the past.	This issue has not been addressed other than to reprint posters and fliers at no cost. Users may be able to use a local service if an exemption is approved in consultation with the Printing Services Coordinator.

The number of complaints regarding the new service has declined substantially since November 2021. This appears to be due to several factors. First, the feedback presented to Xerox has likely improved service. Second, following the collection of issues received by Dean Friedman through October 2021, the position of Printing Services Coordinator became active in Facilities Management upon return of the incumbent from leave. The responsibilities of the position include serving as a liaison between campus users and Xerox. The activation of the position has had a positive impact on routine communication surrounding printing. Finally, campus users are likely more familiar with the ordering process.

Analysis

The campus was well served by Printing Services. It filled orders quickly, produced reliably high quality work, and had good relationships with campus users. The question of closure was whether the university could afford the service. URPC finds that the decision to close based on financing has merit. Income through print jobs had steadily declined over a five year period and this was exacerbated by the abrupt shift to online teaching and communication necessitated by the COVID-19 pandemic. While the return to on-campus instruction and events may increase demand for printing over time, users are now more familiar with online tools for course delivery and initial evidence suggests that costs have not shifted to students through increased printing of course materials on campus. In addition to reduced use of the service, equipment purchase and maintenance was not factored into user fees. While university subsidy of printing equipment is arguable, a funding model that shifted these costs to users would have put stress on the budgets of units across campus.

The replacement of Printing Services with Xerox in West Lafayette resulted in significant disruption and frustration at its outset. Issues included: 1) most users not being aware of how to make orders, 2) impractically slow return of jobs due to shipping distance and a lack of an established relationship between Xerox and campus delivery, 3) poorer quality work, and 4) unreasonable delays in resolving problems when they arose. These problems are increasingly being resolved as the campus and Xerox better understand one another. It is also possible that some users have given up trying to use Xerox and have found alternative ways to produce the content they need. There is discussion of the establishment of partnerships between Xerox and local vendors within the contract that should further improve service if established. Finally, users on campus that have specific needs that are difficult for Xerox to handle have been able to get exemptions from the new contract through discussion with the Printing Services Coordinator.

The transition to Xerox could have been better handled had input been sought from users on campus and there had been more effective education of how the new service would work. To our knowledge, faculty and staff were largely unaware of the plan to close Printing Services. Had users been able to consider the various impacts of the change, we suggest that many of the problems could have been avoided. Furthermore, communication about how to use the Xerox service was insufficient which compounded the difficulties experienced in Fall 2021.

TO: Purdue University Fort Wayne Senate
FROM: Assem Nasr, Chair, Executive Committee
Steve Carr (COM Faculty Member), Noor Borbieva (ANTH Faculty Member), and Mary Ann Cain (ENGL Senator)
RE: Maintaining Faculty Role in Advising
Date: 25 March 2022

WHEREAS the Office of Academic Affairs announced via email on 22 March a change in how faculty advising of students will occur; and,

WHEREAS this change will result in students entering directly to Purdue University Fort Wayne from high school being registered for classes before meeting with faculty advisors to discuss intended majors of study; and,

WHEREAS [SR 18-25](#) noted that the Office of Academic Affairs had announced it would be making this change as early as Fall 2018, and that in response there had been a “wave of opposition to it”; and,

WHEREAS the Minutes of the 28 January 2019 meeting of the Fort Wayne Senate show that the Office of Academic Affairs was planning to make this change over the strenuous objections of Faculty and without meaningful input from the Fort Wayne Senate, the representative body of the Faculty; and,

WHEREAS a Memorandum from Faculty Leadership to All Faculty dated 18 May 2021 documented that the Vice Chancellors for Academic Affairs, for Enrollment Management and the Student Experience, and the Executive Director for Academic Accountability and Success all would ensure “faculty advisors will have the option of advising students individually beforehand on course selection and sequencing,” that faculty advisors would “be able to fill out a form, to be taken by the student to the registration session, showing exact course sections recommended by the faculty advisor,” and that the first New Student Orientation session would make these forms available to students”; and,

WHEREAS neither the Vice Chancellors for Academic Affairs, for Enrollment Management and the Student Experience, nor the Executive Director for Academic Accountability and Success since have claimed the May 2021 Memorandum mischaracterized their agreement outlined in this document; and,

WHEREAS neither the Vice Chancellors for Academic Affairs, for Enrollment Management and the Student Experience, nor the Executive Director for Academic Accountability and Success since have shared with Faculty a written proposal that would further develop and outline changes to how Faculty advise students as described in the May 2021 Memorandum; and,

WHEREAS the Office of Academic Affairs since then has made little if any effort to obtain meaningful input from the Senate, including but not limited to time to review a formal

proposal, suggest improvements, and make additional recommendations in the form of a vote; and,

WHEREAS advisors with little if any oversight from or accountability to Faculty or Senate will register newly matriculated students for classes before those students can meet with a Faculty Advisor within their intended major; and,

WHEREAS the [Constitution of the Faculty of Purdue Fort Wayne](#) gives Faculty the power and responsibility “to recommend policies concerning the admission and academic placement of students”; and,

WHEREAS the [Bylaws of the Senate](#) constituted an Educational Policy Committee concerned with “standards for admission” and “academic placement”; and,

WHEREAS [SD 21-1](#) just established an Advising Subcommittee of the Education Policy Committee in November; and,

WHEREAS the Advising Subcommittee already consists of the Chief Academic Officer (nonvoting) and two academic advisors from the Office of Academic Accountability and Student Success; and,

WHEREAS the Advising Subcommittee has received neither an invitation nor an opportunity to make a formal recommendation to Senate to implement a change to student advising; and,

WHEREAS Senate has had no meaningful input or the opportunity to vote upon this change before it went into effect,

RESOLUTION:

THEREFORE BE IT RESOLVED that Fort Wayne Senate recommends the Office of Academic Affairs delay implementation of this change and return to a student-centered advising process that provides students with access to a Faculty Advisor within their intended major before registering the student for classes; and,

BE IT FURTHER RESOLVED that the Office of Academic Affairs submit a formal proposal to change the advising process through the Advising Subcommittee, for Senate review during the 2022-23 academic year; and,

BE IT FURTHER RESOLVED that the Office of Academic Affairs wait to implement any further changes to the advising process until it has sufficiently weighed and responded to Senate input on these changes.

Approved
B. Buldt
A. Livschiz
A. Nasr
J. Nowak
H. Strevel
D. Tembras
N. Younis

Opposed

Abstention

Absent

Non-Voting
C. Ortsey

Question Time

The week before Fall Break VC Drummond announced there would be a big change in the way that academic advising would be handled on this campus. The proposal that was made public, among many other things, aimed to remove faculty from direct student advising until the students were “developmentally ready to benefit from that relationship” i.e. relationship with faculty in their major). The response to the initial wave of opposition was to depict those criticizing this “well-considered” proposal as just trying to defend their “silos.” No public announcements about the fate of this proposal have been made since October 12. What is the current status of the advising restructuring plan?

A. Livschiz

Minutes of the
Fifth Regular Meeting of the First Senate
Purdue University Fort Wayne
January 14 and 28, 2019
12:00 P.M., KT G46

Agenda

1. Call to order
2. Approval of the minutes of December 10
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – R. Hile
 - b. IFC Representative – J. Nowak
5. Report of the Presiding Officer – J. Clegg
6. Special business of the day
7. Committee reports requiring action
8. Question Time
 - a. (Senate Reference No. 18-18) – B. Buldt
 - b. (Senate Reference No. 18-19) – B. Buldt
 - c. (Senate Reference No. 18-21) – B. Buldt
 - d. (Senate Reference No. 18-24) – B. Buldt
 - e. (Senate Reference No. 18-25) – A. Livschiz
 - f. (Senate Reference No. 18-28) – K. Pollock, Executive Committee
9. New business
10. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 18-29) – C. Lawton
11. The general good and welfare of the University
12. Adjournment*

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

Presiding Officer: J. Clegg
Parliamentarian: W. Sirk
Sergeant-at-arms: G. Steffen
Assistant: J. Bacon

Attachments:

- “Question Time – re: Central Administration and Branding” (SR No. 18-18)
- “Question Time – re: Administrator and Coach Salaries” (SR No. 18-19)
- “Question Time – re: Chancellor Elsenbaumer Offer Letter Metrics” (SR No. 18-21)
- “Question Time – re: Access to Purdue Fort Wayne Courses on Blackboard” (SR No. 18-24)
- “Question Time – re: Advising Restructuring Plan Status” (SR No. 18-25)
- “Question Time – re: Job Family Structure Classifications and Pay Bands” (SR No. 18-28)
- “Actuarial Science Minor and Behavior Analysis & Techniques Certificate” (SR No. 18-29)
- “Chancellor Performance Metrics” (SR No. 18-34)
- “Current Classifications for all Non-faculty Employees in Academic Departments” (SR No. 18-35)

Session I
(January 14, 2019)

Senate Members Present:

J. Badia, T. Bassett, M. Bookout, B. Buldt, J. Burg, M. Cain, D. Chen, D. Cochran, K. Dehr, Y. Deng, S. Ding, C. Drummond, B. Dupen, C. Elsby, R. Elsenbaumer, R. Friedman, M. Gruys, R. Hile, J. Hill-Lauer, D. Holland, M. Johnson, D. Kaiser, J. Kaufeld, B. Kim, S. King, C. Lee, A. Livschiz, L. Lolkus, A. Marshall, A. Nasr, Z. Nazarov, E. Norman, J. Nowak, J. O’Connell, M. Parker, G. Petruska, K. Pollock, R. Rayburn, B. Redman, P. Reese, N. Reimer, G. Schmidt, S. Stevenson, R. Sutter, A. Ushenko, R. Vandell, N. Virtue, D. Wesse, K. White, N. Younis

Senate Members Absent:

P. Bingi, K. Fineran, M. Jordan, D. Linn, A. Macklin, H. Odden, M. Zoghi

Guests Present:

S. Carr, K. Creager, A. Dircksen, M. Dixson, C. Erickson, C. Fox, B. Kingsbury, C. Lawton, J. Malanson, A. Seilheimer, D. Smith, K. Smith, K. Tolliver

Acta

1. Call to order: J. Clegg called the meeting to order at 12:00 p.m.
2. Approval of the minutes of December 10: The minutes were approved as distributed.
3. Acceptance of the agenda:
 - K. Pollock moved to accept the agenda.
 - Agenda approved by voice vote.
4. Reports of the Speakers of the Faculties:
 - a. Deputy Presiding Officer:

C. Drummond: I didn't think it was totally fine, but I resisted it up until the point that I got a notice that said it will happen. The reality of that is, I can't speak to other university contracts, but for clarity, the contract that we all signed says that the university system has an equal share of ownership of the content of our classes. So, this is my simple non-lawyer way of saying that we and the university equally own the content. That means that if we leave the university we can take our course content with us and deliver it at some other place. Equally, if we were to leave the university and the university decided that it wanted to then it could utilize that content. It could also utilize that content in other contractual relationships for educational purposes. Former Deputy Presiding Schwab and I had a long conversation about what is an educational purpose. I share your concerns. The reality is that is part of the contract we signed. If we don't like that then I think we have to think about what it might look like to try to retroactively negotiate it. I wouldn't hold my breath on that.

J. O'Connell: I think perhaps we need to do a PR run or something because I too didn't know it was nine. There are faculty members who ardently believe that Purdue Global has assets of all of our online material. I have had personal friends of mine who really still are outraged by the thought that Purdue Global was given access to all of our online stuff and can use it as they see fit. If that is not the case, which, quite frankly, I thought it was too until just now, that should be clarified. We have a lot of faculty who thought their online material was turned over to Purdue Global and is being used as assets. So, I think that the fact that you just said that it was determined that the not useful would not be used is not in the faculty thought system. I think perhaps some clarification should be sent to faculty.

C. Drummond: Not only did that not occur, our courses and the way they are structured would not allow it to occur.

J. O'Connell: I think that communicated to the faculty by you or someone else would be helpful.

C. Drummond: I tried to in October.

J. Clegg: Our time has expired. We are going to have to recess until January 28.

The meeting recessed at 1:15 until noon, Monday, January 28, 2019.

Session II
(January 28, 2019)

e. (Senate Reference No. 18-25) – A. Livschiz

The week before Fall Break VC Drummond announced there would be a big change in the way that academic advising would be handled on this campus. The proposal that was made public, among many other things, aimed to remove faculty from direct student advising until the students were “developmentally ready to benefit from that

relationship” i.e. relationship with faculty in their major). The response to the initial wave of opposition was to depict those criticizing this “well-considered” proposal as just trying to defend their “silos.” No public announcements about the fate of this proposal have been made since October 12. What is the current status of the advising restructuring plan?

C. Drummond: A student’s transition from high school to college is much more than choosing coursework, meeting professors and peers, buying books, and learning how to get to the classroom. Rather, it is an intricate, turbulent, and often very difficult season of life. The functional aspects of navigating a new environment have proven to be common retention pitfalls. University lingo, financial aid, time management, resilience, and social integration are all well researched threats to student success. These elements, to name a few, can be profound barriers to student learning, focus, and attention inside of the classroom. Certainly the students we serve are not immune from these challenges.

Retention and student success require a team. Ideally a highly-collaborative and integrated team of peers, student success coaches, faculty members, and primary role advisors all work seamlessly to transition a student from enrollment deposit through the first three semesters. Institutions across the country began implementing structures based on this integrated student success concept over a decade ago. Immediate increases in retention and long-term gains in graduation rate have resulted.

Such a relational and support structure shifts the way students are transitioned to the university. It requires both generalists and specialists working in full collaboration to positively impact retention and student success throughout the student’s undergraduate experience. By engaging students immediately it is possible to minimize excessive credit hour completion, reduce the risk of loss of financial aid, decrease the amount of student debt, and dramatically improve student success. It solidifies the required foundation for success, reduces barriers to classroom engagement, and provides students in every major – as well as the significant percentages who change their major in the first and second semesters – with an integrated student support experience.

It is our goal to significantly improve student success at PFW by implementing the holistic, multi-connected, structure described above. As I said at the advising retreat last semester, it is not about doing one thing OR the other, it is about doing this thing AND that thing, and as many things as we can to connect students to resources and support services. There is no desire to displace or replace the role of the faculty or the role of embedded primary role advisors. Again, I made that clear at the retreat.

Specific milestones and processes that were followed:

Academic Deans have provided critical input to the reconceptualization of the initial draft of the support structure after discussing the College and School personnel.

Deans and Student Success personnel met with Chairs in order to communicate the intake model and further develop integrative relationships to assist students throughout their university transition. Utilizing this feedback the intake form continues to be a living document and faculty have until February 1st to submit specific major base questions for inclusion in the final version before it is populated into our CRN slate and released to students who have submitted their enrollment deposit.

Two of the three enrollment services counselor positions have been hired. Directors of Advising and Student Success from each college were part of those interviews and provided important feedback to inform the selection. The remaining position will be reposted as an internal search to secure the candidate.

Directors of Advising and Student Success in each College are serving on a team to formulate, develop, and inform all critical junctions of the intake process for incoming students beginning Fall 2019. They meet weekly to discuss all aspects of the intake and orientation process.

So far, over eighty applications have been received for our peer and student success coaches, who will serve as integral connectors, mentors, orientation leaders, and a support system for our first year students next year.

Application are due on Friday, so please encourage stand out students to apply.

Finally, I recommend interested individuals stay in touch with her or his Chair, Dean, and Director of Advising/Student Success for ongoing updates.

A. Livschiz: Thank you for answering this. Obviously, this question was submitted back in November and the answer is only being given now. I know you had to rewrite it and I know that there have been some developments since then. So, one of the things that concerns me, for example, is that in the proposed model that we were given, that we were not asked to provide feedback on, is that the departments are no longer going to have immediate access to incoming students whose high school GPAs are below 3.5. Based on the handout that was given out at the COAS Advising Committee meeting, for the history department for example, if that was applied last year, out of our twenty-five incoming freshmen we would have only had access to three. The rest would be not with us. This is something that I find very troubling because you made such an emphasis on that this is not an either/or, but that this is a collaborative thing. We don't want to not have access to our students. One of the selling points is that they are able to have access to faculty from the very beginning and not later on, and not at some unspecified later date. Furthermore, we are very concerned that allocation of resources for departments is tied to retention and recruitment. So, we are now responsible for recruitment and retention. Yet, we are not going to be given access to these students and therefore if the retention is being done by somebody else then the consequences of that are ultimately going to be borne by us. So, why can't we have those students?

C. Drummond: So, Krissy has speaking privileges, but I will start the answer. I am in complete agreement. We need the integration of faculty from the beginning with Student Success and with multiple points of contact. It is not our intention to pull them away from you and not allow you to speak with them. That is not our goal. I think that at the heart of the issue is the question regarding who is mechanically going to enter the classes in the orientation and registration period, not about the interactions, and opportunities for interactions, that faculty have with students throughout the orientation process and throughout the academic year. No one is going to take your students from you. The point of question has been, as far as I understand it, is “who is technically entering their course registration process?”

K. Creager: Agreed. I think the other piece I would add is that we made it very clear on the schedules of orientation that there will be two to two and a half hours with the college department however your college chooses to divide that time of orientation. So, two pronged. For instance, in COAS, Ron could talk for ten minutes, and then they go immediately, every single student, regardless of high school GPA, to the academic department for whatever conversation you want to have.

A. Livschiz: Are you talking about A&R or NSO?

K. Creager: They are together now. It is one day. There is no A&R and NSO. It is a one day experience for all students. So, regardless, you have that time before any advising or registration begins. How you want to structure that is completely and totally up to you and your department and college. One of the things that we had multiple conversations with the directors of advising is around the notion of the intentional use of primary and secondary advisors in the system, and to be able to tell students immediately how to use both of those people the right way, and who and where to go to get support. All of those things will then be purposefully put into the system and discussed.

C. Drummond: And if I understand the changes in the timeline correctly, there will be more time available for the colleges and departments.

K. Creager: That is correct. And students always retain their major. So, regardless of whom their primary or secondary advisor is in the system, they retain their major when they apply.

B. Buldt: Do you allow a question on behalf of an absent Senator?

J. Clegg: Just ask the question.

B. Buldt: So, the background is that a lot of colleagues in Mathematics are concerned because we have a highly successful major in actuarial sciences with a really high success rate and this relies on close mentoring from the get go. Faculty members should get involved in student advising as early as possible so that students can get

clear guidance from the academic path that they will pursue. The most accurate and effective source of information is from faculty members, and the connection between faculty members and students turns out very beneficially for the students' future careers. For example, in our actuarial sciences program we always give students clear ideas about the requirements, courses, exams, internships, etc. early in the first year so that they can make educated decisions in the program if that is what they really want to do. We help students establish the connection with local insurance companies by organizing events, such as visiting local insurance companies, inviting actuaries to campus to meet students, etc. Getting faculty members in the advising process early will help students to get more customized attention. Faculty-student ratio is about one to six rather than maybe one to a few hundred.

C. Drummond: I think that is fantastic. That is exactly what we want to have happen. As outstanding as that technical and professional advising is it may not be well informed about the details of financial aid. It may not be well informed about other aspects of the student's academic career. So, we want to provide an opportunity for all students, particularly those that we know are more at risk. Those that have high school GPAs below 3.5 will have access to these additional coaching and support services. Not displacing and not saying that you can't take them to meet the insurance people. We want you to do all of those things from day zero. But, we also want to provide a secondary point of contact about other aspects of being a college student.

M. Parker: I understand that faculty are still going to be involved and important. I guess the only concern that I really have is that we are introducing more and more people into the structure and I kind of look at it like when I meet with these freshmen students they kind of in-print on you as you being the kind of person that they know they can go to. Now we are introducing more and more people into the situation where there is now another fuzzy area about who they would go to. That is the part that I am most concerned about.

K. Creager: Absolutely. I couldn't agree with you more. One of the areas that we have not done a good job at is really helping students understand exactly what that means. So, because of that wrap around support there are going to be moments when a faculty member is not available and that student needs something right now. They then always know that secondary person is there. That does not mean that if someone else is listed as the primary advisor with a student then they cannot talk to you. There is nothing that says a student can't come talk to you because you are not listed as the primary person. Again, illustrating that notion of the full wrap around. But, agreed, that is a concern that we will absolutely address in making sure we paint that picture for the student.

M. Cain: Can you say more about how 3.5 was determined to be the line? It seems a little high.

C. Drummond: It is actually low compared to our analysis of student success. Students that come to us with a high school GPA of 3.6 or above are highly

successful. Once you get below that threshold, they start to fall off very rapidly. So, what we have done is pick a number that is a little below that because of low volume issues. We are going to start with 3.5 and adjust that as time goes on. Remember that any student, irrespective of high school GPA, has access to these services. It is just that we are going to purposefully connect the ones that are in this lower area.

M. Cain: Success meaning?

C. Drummond: Retention.

J. Burg: I just want to speak out in support of this concept. The concerns that are being raised, I certainly had the first time I was introduced to this. Particularly for my education students, which have probably the most technical pathway and zero electives throughout their career here. But, I will say that the moment that we interacted with Krissy and Corrie and when the answers came forward we saw this as more collaborative. Also, as we moved in the past couple years toward a college with a Student Success Center model, we realized that we don't have the capacity to do as much as we want to. So, we now see this as really a partnership where that extra capacity is particularly helpful for students that need more contact. We can now offer that.

A. Livschiz: I would like to deeply express my concerns about this. On one hand, it is great that students have multiple people who care about them. If students don't feel that way without this structure then that is a very sad indictment of how we do things up until now. But, the reality of our students is that they are not going to go and make multiple appointments. They are not going to go to this person for this question and then set up another appointment with another person to answer another question, and on and on. We are lucky that they just come once and then we can lock them into a room and not let them out until we are done talking about the things we need to talk about. So, I am very worried, especially with the example that was given, that faculty are not knowledgeable about all aspects of retention. With all due respect, I don't know who is knowledgeable on this campus about all aspects of financial aid. The difference is that when a student comes to me with financial aid problems, I know that I should not be advising them and I immediately try to contact somebody who actually knows what is going on there. There have been multiple students where we have to unravel advice that was given to them and misunderstandings and so on. Thank god they have an outside person who is going to do that because faculty advisors are not supremely confident that they know everything. They are more likely to go and get somebody who is an expert to try to help them. So, I am very worried about this and the primary-secondary. Are faculty primary or are faculty secondary in this particular setup? Whose name shows up? If a student comes into myipfw and clicks advisor then who does it go to? Does it go to the faculty or does it go to somebody else? If it doesn't immediately go to the faculty advisor then this is a system that is going to be deeply problematic and it is going to have profound consequences for many departments and their ability to retain students, for which we

in turn are going to be punished repeatedly and chastised over and over again. So, who is going to be primary? Us? Faculty or whoever?

K. Creager: We just began the conversation, sorry, I am going to point to Marietta because she was the one in the room representing your college, as well as with the deans about where those should be and what that looks like. I will give you an example, take a student with a 3.5 that is majoring in history and knows they want to be in history, maybe that is you are primary and Marietta is secondary. That will be completely up to your department and your college to determine.

A. Livschiz: So, in this flexible system, each department is going to be able to say how they want this set up?

K. Creager: Correct. Obviously, within reason of those pieces. For instance, I don't know why you would want a faculty member as primary and secondary. You would want a primary role advisor because again the purpose being that every student, regardless of high school GPA, interacts with a primary role advisor at some point in time in that system early. The same with faculty. There is no desire or need to do one or the other. So, in that instance it might be you and Marietta. In the instance of a student with below a 3.5 GPA, again using Corrie as an example, maybe it is a Corrie and a Marietta or maybe it is a Corrie and a you. That is up to your department and your load. So, whatever of that structure makes sense and puts that wrap around service together is really what we are looking for.

C. Drummond: In some cases, we worked out arrangements with programs that are not GPA specific. So, there is some flexibility.

M. Gruys: I also want to speak in support of this. We have a very different model than a lot of other units in that we are giving all professional academic advising. Our faculty are very used to having not being taken away from the process and doing the career advising, such as what one will do if they major in finance and what kind of career they will do. I think that if you are doing that and calling these other offices then you are only able to do that if you have a load that is going to allow you to do that. I think there are a lot of faculty at this university that have a much bigger load of students that aren't able to do that. If you are acknowledging that you are not a financial aid expert, I don't even think our professional academic advisors would say that they are. They are sending them to another office, and that is really what these advisors and coaches are going to be doing. I don't think it is actually difficult for students to understand that they have these coaches for certain things, and where we don't have first year seminars they can help to implement having those. So, it is additional services. We have said that a few times, but I think that is how we view it in business. These are additional things that our students are not getting right now. I am sure others are doing a wonderful job and students are getting that, but I think at this institution there are a lot of them that are not. So, if you guys take it over right away then there is no loss to your students. There is just an additional person. I know our advisor said that there is stack of people on the desk and they know who could

use another phone call for a follow up if there was time. They just don't have the time. This person would allow them to be able to have just another support system. That is how I feel.

B. Kim: I am also in general support of this. The reasoning is that every department has a different number of students. For some departments with a lot of students, this puts a heavy burden on faculty. We are not experts on financial aid. If we implement this new policy it can be helpful.

B. Buldt: I have the obvious concerns. I believe national data, if this is set up right, speak in favor of it. What I, as a faculty, would find extremely helpful would be a hotline that I can immediately call if I see that a student is falling behind. Maybe it is just my class. Maybe the student is struggling. If, for example, I see that a student has not attended class for two or three class periods then I could call a hotline and ask for them to follow up with the student to see what is going on. These advisors could make phone calls, text, or email. Whatever is necessary to find out what is going on.

C. Drummond: That is a brilliant idea and we are working on it. Last semester, during the second evening period, we did a very small pilot with classes that started and ran just for the evenings. These were primarily online and primarily serving students that already had some difficulty in the earlier part of the semester of dropping class and adding an additional class late in the game. But we had eight or nine sections that participated and we received forty-seven or forty-nine referrals over that period of time. This semester we are expanding the pilot with all COM 114 sections. What we have to figure out is what are the kinds of responses that we are getting? What are the pathways of service that we need to make sure are functional? Because if we set up a system and you call and there is no obvious outcome then you are not going to call a second time. What is our capacity to respond to these? If I have a hundred in the second week then how do we respond to that? We are starting to build some of these structures. It turns out that this has always been present as part of the behavioral care team form that you could fill out. You go through and there are pages about if the person is dangerous or what have you. There was an academic page, but it was never used for that purpose. We are building that kind of academic care team hotline response whether it is a web form or phone or whatever. So far we have done web forms. So, yes, we are working on that. We want to implement that more fully for academic year 19-20.

M. Parker: I think this approach is good and we have done something similar in ETCS for freshmen advising to provide that structure around it. But, another layer below that is, obviously, you said the faculty is primary or secondary. But, not all faculty are good advisors. We really thought about, I don't know how to say it, approving faculty to be advisors, as opposed to just saying that everybody is an advisor and figuring out those that are really good advisors. I have seen some students really get some crappy information from faculty advisors because they are just bad faculty advisors. Some students hit the lottery of getting a good faculty advisor and

other students don't. I know it is an underlying layer of this whole thing, but it is kind of baseless.

C. Drummond: What we have not done is to fire people from advising. I think I am going to leave that as a local decision. We do have a series of professional development committees for faculty and primary role advisors that have some built-in expectations. These are the minimum expectations for the knowledge of the spectrum of things that come up in advising. That is a sort of curriculum that is available for people for review and to brush up on things.

G. Schmidt: I think this system sounds like it could certainly be helpful. One of the things that we get a lot of in our department is that students have no idea who their advisor is or they want to talk to some other faculty member. They want to find an advisor for five minutes at 7:00 PM. I get a little worried when we think that students are going to know who the different advisors are. I am worried if they will even know they have one. They should know it. I am not besmirching any way the way that we have done it. But, does this system help with some of that aspect? I am sure that even once we have this we will get calls that someone needs an advisor today and they won't know who their advisor is. I think to some degree, in the system, we need to make a judgement about which advisor they should talk to because a faculty person may not be the right one for that student. So, how are we going to help and inform them when they call the department confused? Should they talk to faculty? Should they talk to Krissy?

K. Creager: Start from the beginning and go backwards. I agree. We have referred to A&R as the McDonald's of orientation. It has been a drive through method. What we know from researching and looking at the way orientation programs are moving, they are going back to where they were fifteen to twenty years ago, which was extremely intensive, very hands-on, very early, and extended orientation. You will see that all over the place, meaning into the first eight weeks and into the first sixteen. Sometimes beyond and into a sophomore year experience. So, the course, the first year seminar for those that don't already have one, will have a lot of that. Put yourself back to where you were as a first year student. You don't know what your name is when you are here for orientation. It is scary. Your ability to digest everything that people are trying to throw at you is tough. You are not developmentally ready to do so. Pulling that out, the first time they need to register during priority registration for spring, hopefully one of the intentions is to be that bridge at that point.

Back to your first question about how we are going to help. We have never intentionally spent time at orientation talking about how to identify and use different advisors. We have said in general sessions, and colleges have said in college sessions, pull up your myPurdueFortWayne and you will see it there. There is our information. So, we will have them do it on their mobile devices. We will have them login to their app and see that. This should be a lot more hands-on and hopefully we will be able to paint that picture. In terms of who does someone talk to when they call, that is where all of us are going to have to work seamlessly together to make that decision. Yes, a

secretary needs to be able to say what exactly they are looking for, to be able to know if that is Marietta, Corrie, or Ann. We all will need to do that, but I think if that wrap around team is utilized appropriately then it will work.

J. Clegg: I am sorry, Ann. You have already had two questions.

A. Livschiz: It is for information.

J. Clegg: Go ahead.

A. Livschiz: I just want to go on record as saying that I am so sick of the dichotomy that somehow faculty advisors consist of good faculty advisors and bad faculty advisors, but all professional advisors are great at their job. This is something that I have heard over and over again. There are really crappy professional advisors, some are no longer here. Faculty don't get fired for being bad advisors, but at least faculty have other responsibilities, and they have that somewhat as an excuse. Not a good excuse, but somewhat of an excuse. Every time that I hear it I just get really offended because I think it is profoundly insulting to the faculty who are doing their best. They do not have infinite time, but when a student shows up on their doorstep they have to learn to become an expert on what that student needs because sending the student to the sixth person is just not going to get it done.

My second point for information is that I didn't say anything in November when you announced that people could only speak twice in the Senate. But, since this interpretation of Robert's Rules breaks with all past IPFW Senate tradition, no other presiding officer and no other parliamentarian, that I am aware, has ever interpreted Robert's Rules this way, can you please explain why you have chosen to break with tradition and why you have chosen to interpret this rule in this particular way?

J. Clegg: I will not answer that question at this point in time. We can take that up later if you would like.

A. Livschiz: But I would like it answered because I have a question. This is a question that I have been waiting for an answer to since November.

J. Clegg: I am sorry. We are going to move on.

f. (Senate Reference No. 18-28) – K. Pollock, Executive Committee

There are a number of questions about the classifications of secretarial, clerical, and administrative professional positions in academic departments in the new job family structure. The Executive Committee requests a report documenting the current classifications for all non-faculty employees in academic departments and their proposed classifications in the new job family structure.

Memorandum

From: Faculty Leadership
To: All Faculty
Re: New System of Advising
Date: May 18, 2021

On May 12th, the three faculty leaders (Peter Dragnev, Jamie Toole, and Nash Younis) and the chair of the Senate Executive Committee (Bernd Buldt) met with the Vice Chancellor for Academic Affairs (Carl Drummond), the Vice Chancellor for Enrollment Management and the Student Experience (Krissy Creager), and the Executive Director for Academic Accountability and Student Success (Kent Johnson) to discuss selected aspects of the practical implementation of the university's new advising system. Our primary goal was to clarify how faculty could play a genuine, substantive, and direct role in the advising of individual students during students' first thirty credit hours at Purdue Fort Wayne.

Hence, our approach was fully pragmatic. Recognizing that the university has already begun the launch of a new, more centralized advising system, we chose not to use this meeting to argue in broad terms over the system's advantages or disadvantages but instead to focus solely on the new system's immediate practical implementation.

By the end of the meeting, we all had reached agreement on several measures that will help interested faculty to play a genuine, substantive, and direct role in advising individual students on course selection during New Student Orientations (NSO) and throughout students' first thirty credit hours.

1. From the creation of a student's academic record at PFW, MyBluePrint will show as advisors both the student's professional advisor and the student's faculty advisor. Students will be free to choose whomever they deem best for the question or issue they are having. We were assured that the fact that professional advisors are called "primary" is not reflective of any priority role they have; the qualification "primary" merely indicates that advising is their primary job duty, while faculty do advising as part of their service load. (N.B. We also were asked to remind all those authorized to make changes in MyBluePrint not to change or remove an advisor without prior consultation.)

2. At least several days prior to each NSO session, departments will be sent full lists of all students scheduled to attend, and not just the number of students as first reported. Naturally, those lists are subject to change—as always, for example, there will be students who cancel at the last minute—but they will give faculty as much information as they have had in the past about the students who are expected to attend.

3. Professional advisors will handle the actual course registration, but faculty advisors will have the option of advising students individually beforehand on course selection and sequencing. Faculty advisors also will be able to fill out a form, to be taken by the student to the registration session, showing exact course sections recommended by the faculty advisor. This form will be made available before the first NSO session. In this context we emphasized that many four-year plans were deliberately designed to allow for flexibility (which then in turn requires more guidance from faculty).

4. We were also able to clarify several other issues that raised a fair amount of concern across our campus. While advising will see a more centralized approach overall, there are no plans to physically

move advisors out of the units they are currently in. No one has an interest in breaking up long-established and well-functioning working relationships between faculty and their in-house professional advisors. Likewise, it is perfectly fine if departments choose, or continue, to contact students ahead of NSO as long as departmental outreach is limited to information about academic matters (e.g., the department, its programs, or career prospects) but does not include what might be called “next steps in the process” (e.g., where to park, whom to call, etc.), which is information that is handled centrally to secure consistency.

We are more than aware that the measures listed here may strike some of our colleagues as insufficient. For any who may be disappointed, we would like to emphasize the importance of achieving practical, near-term results even though matters of a more philosophical nature may still be unresolved. None of what we agreed upon today precludes, or is meant to discourage, continued discussions about what academic advising should be like on our campus or about the role that shared governance should play in its development and implementation.

At the same time, we were very encouraged by the flexibility shown by Krissy, Carl, and Kent, who were willing to respect faculty concerns over the new advising system and to engage with us in good-faith problem solving. This honors the spirit of the Chancellor’s June 2020 statement, which said that “[w]e all agree that any new model for advising on our campus must acknowledge, value, and preserve the essential input of faculty into student advising.” Accordingly, we did not need to fight for any of the measures mentioned above. Rather, everyone one around the table agreed that faculty play an important role in academic advising and that it will always be possible to reach practical solutions to how it is implemented.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Executive Committee

DATE: March 28, 2022

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

Whereas, the Ad Hoc Committee to Examine the Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program completed its yearlong investigation and submitted its final report to the Senate Executive Committee (see Senate Reference No. 21-42),

Whereas, the Ad Hoc Committee identified a number of concerns and areas for improvement, and made a list of recommendations,

Whereas, since the committee was created to look at the allegations of misconduct in the PFW Women's Basketball Program, there was at least one more instance of PFW athletic coach accused of improper behavior (see attachment),

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

Approved	Opposed	Abstention	Absent	Non-Voting
B. Buldt				C. Ortsey
A. Livschiz				
A. Nasr				
J. Nowak				
H. Strevel				
D. Tembras				
N. Younis				

Purdue-Fort Wayne volleyball coach gone as more players come forward alleging sexual abuse

Dana Hunsinger Benbow, Indianapolis Star

Wed, December 22, 2021, 10:42 AM·4 min read

Six more players have come forward with allegations of physical, emotional and sexual abuse against former volleyball coach Alexis Meeks-Rydell, including a player saying Meeks-Rydell forced her to cuddle in hotel beds on trips to away games.

Meeks-Rydell was hired as assistant women's volleyball coach at Purdue-Fort Wayne in June. Three months later, a federal lawsuit was filed by two former players -- Rachael DeMarcus and Alexis Silver -- at the University of South Alabama, where Meeks-Rydell was head coach.

The suit alleged Meeks-Rydell, a former IUPUI volleyball standout, was physically and emotionally abusing, sexually harassing and inappropriately touching them.

On Friday, an amended lawsuit was filed in Alabama with six more players coming forward.

Purdue-Fort Wayne no longer lists Meek-Rydell as an assistant coach on its roster and her bio has been removed from the school's website.

"Meeks-Rydell is no longer an assistant coach at Purdue-Fort Wayne," assistant athletic director for media services Derrick Sloboda wrote in an e-mail to IndyStar on Tuesday when asked of Meeks-Rydell's status.

He declined to say why she is no longer employed there "due to it being a personnel matter."

Meeks-Rydell, who is from Leo, Indiana, was hired as the assistant coach at Purdue-Fort Wayne June 1. She spent the previous two seasons as head coach at Division I South Alabama. She resigned from the school in February, according to the lawsuit.

The amended lawsuit filed Friday lists four additional former players at South Alabama -- Caitlin Tipping, Meaghan Jones, Hannah Kazee, Hannah Johnson, and two unnamed individuals.

The complaint alleges that Meeks-Rydell physically and sexually abused her players, forcing one to "cuddle" with her in hotel room beds during team road trips, pinching players' buttocks as they exited the team bus and forcing them to engage in "floor hugs" in which team members laid on the ground while Meeks-Rydell laid on top of them.

Players say the abuse turned physical. On at least one occasion, Meeks-Rydell slapped DeMarcus across the face, the lawsuit alleges.

"The abusive behavior continued, unchecked, in 2019 and 2020, with the direct knowledge of leaders and university officials whom either could have, or should have, reported or stopped the abuse but failed to do so," the complaint alleges.

The lawsuit alleges Meeks-Rydell created a climate of fear and intimidation among the team. She regularly over-trained players and coerced them to practice or play while injured, in violation of NCAA bylaws, the suit alleges.

Meeks-Rydell often would verbally abuse injured players, ridiculing and accusing them of faking injuries and forcing them to play through serious medical conditions, including concussions and asthma attacks, as well as ankle and knee injuries, the lawsuit alleges.

"Alexis Meeks-Rydell, the University of South Alabama, and the other defendants had a duty to ensure the safety of its student-athletes," Diandra "Fu" Debrosse Zimmermann, attorney for the plaintiffs and a partner at DiCello Levitt Gutzler, said in a statement. "Not only did they fail to do that, but they also actively conspired to cover up a situation that they knew was detrimental to these young women."

MEMORANDUM

TO: Fort Wayne Senate

FROM: Executive Committee

DATE: March 28, 2022

SUBJECT: Timely Information Sharing with Faculty About Financial Student Retention Policies

Whereas, PFW Administration has been using a wide range of strategies to encourage retention and timely registration of students,

Whereas, many of these policies provide financial incentives to students,

Whereas, one of the limitations of reach of these policies is students not receiving the necessary information in a timely manner,

Whereas, some students in distress who may not be checking their email regularly are still in communication with their professors as their only remaining connection to PFW,

Whereas, the administration through both its statements and policies has consistently refused to recognize the possibility of such a scenario and has not communicated its ongoing retention and financial incentive campaigns to faculty,

BE IT RESOLVED, that the university administration communicate in a timely manner its planned campaigns for retention as broadly defined as possible, particularly those that include any financial incentives that students may receive as a result of taking advantage of those campaigns (this list is not meant to be exhaustive, but examples include: financial incentives for registering by a certain date; opportunities to take advantage of federal funding for debt forgiveness; tuition discount for registering by a certain date; free tuition for classes for registering by a certain date, etc.)

BE IT FURTHER RESOLVED, that this information is provided to the Chair of the Senate Advising Subcommittee prior to the start of any planned campaign;

BE IT FURTHER RESOLVED, that the Senate Advising Subcommittee develops an effective plan of timely dissemination of this information among faculty.

Approved
B. Buldt
A. Livschiz
A. Nasr
J. Nowak
H. Strevel
D. Tembras
N. Younis

Opposed

Abstention

Absent

Non-Voting
C. Ortsey

MEMORANDUM

TO: Fort Wayne Senate

FROM: Executive Committee

DATE: March 28, 2022

SUBJECT: Revising the Questions from the Annual Athletics Report

Whereas, every fall the Chancellor delivers a report on the PFW Athletics Program as per SD 03-19,

Whereas, SD 03-19 was written 19 years ago at the beginning of the Division 1 era when the funding structure was different, and athletics have gone through growth periods and many funding changes, and as a result, many of the questions in the report are now outdated, as acknowledged in the last few reports,

Whereas, every year senators ask similar follow up questions that the chancellor is not prepared to answer without additional research,

Whereas, BAS produced an Athletics Budget Analysis (SD 21-30) that offered some suggestions for areas that need to be addressed in future reports,

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

Approved	Opposed	Abstention	Absent	Non-Voting
B. Buldt				C. Ortsey
A. Livschiz				
A. Nasr				
J. Nowak				
H. Strevel				
D. Tembras				
N. Younis				

MEMORANDUM

TO: Fort Wayne Senate

FROM: Executive Committee

DATE: March 28, 2022

SUBJECT: Public Sharing Information about Deaths of Faculty and Staff at PFW

Whereas, through most of its history IPFW and PFW had been able to retain faculty and staff so that many people spent a significant proportion of their professional careers at our institution,

Whereas, many faculty and staff made significant and lasting contributions to our institution and were valuable and respected members of our community,

Whereas, when a community loses a member, acknowledging their passing and their impact on the lives of people around them and the institution in which they worked is a normal human act,

Whereas, research on grief and mourning shows that people need to mourn the losses they experience, and that reconciling loss into one's life comes as a result of mourning,

Whereas, death announcements are the most basic way of notifying people who may not know a death of a campus colleague, particularly a retired colleague, has occurred,

Whereas, for many years we could count on receiving timely information about deaths of members of our community,

Whereas, we have lost some truly amazing people in the last few years, and the tragedy of their deaths was exacerbated by the fact that without a centralized way of disseminating this information, people were not able to receive notifications in a timely manner,

Whereas, a few years ago one newly-arrived university administrator unilaterally made the decision to stop sharing this information, thereby obstructing the natural starting point for people's mourning—awareness that a death has occurred,

Whereas, this policy change was made without seeming regard for what is known about how humans try to cope with loss and what the campus community at large wants, and only serves to maintain a death-denying, mourning-avoidant attitude about one of our shared experiences as humans—the fact that we must endure losses;

Whereas, we have to know about losses in order to support each other in mourning them and trying to heal from them, and when we do not acknowledge the tragedy of loss, we miss opportunities to support each other, and to teach us all how to come together in grief or healing,

BE IT RESOLVED, that the university returns to past practices of sharing information about deaths of members of the community through a centralized email notification,

BE IT FURTHER RESOLVED, that Communication and Marketing develops and makes available to Senate EC a memorandum that explains the process for submitting this information for dissemination by the September 2022 Senate meeting (or sooner),

BE IT FURTHER RESOLVED, that since the university also refuses to acknowledge deaths of students, the Senate Student Affairs Committee works to develop a set of recommendations for how to best handle that process for student deaths, regardless of the circumstances surrounding such deaths.

Approved

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

Opposed

Abstention

Absent

Non-Voting

C. Ortsey

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:

<u>Approving</u>	<u>Objecting</u>	<u>Abstaining</u>	<u>Non-voting</u>
Deborah Bauer			Marcia Dixson
Talia Bugel			
Bin Chen			
Hui Di			
James Sirk			
Donna Holland, Chair			

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

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Subcommittee
DATE: 3/21/2022
SUBJ: Internship Credit Policy

WHEREAS, Purdue University Fort Wayne (PFW) encourages internships consistent with its Metropolitan Mission and the needs of students served; and

WHEREAS 18 PFW departments have designated internship courses; and

WHEREAS, SD 11-21 PFW’s Credit Hour Policy does not specifically provide guidance on internship experiences, it does state that “One semester credit hour is assigned to courses for each of the following kinds of academic activity:

D. Three hours of independent study or fieldwork activities per week, and additional out-of-class time may be expected.

E. 1.67 hours to 5.0 hours per week of clinical experience, studio work or experiential study”; and

WHEREAS, the Higher Learning Commission requires institutions to have and follow policies on the assignment of credit hours to courses and programs; therefore

BE IT RESOVLED that each program/department wanting to offer internships will create a designated internship course, if they do not already have one; and

BE IT FURTHER RESOLVED that the Academic Regulations section of Undergraduate Catalog be expanded to include:

Internships

An internship has the following characteristics:

- Clearly defined learning objectives and goals that align with the student’s academic pursuits in a major or minor course of study
- Supervision and regular performance feedback by a professional on-site with education and expertise in the field
- Completion of focused assignments to demonstrate how the internship contributed to learning
- Supervision and performance feedback by a faculty member regarding reflection/ analysis on how coursework was applied during the internship

Internship credit is based on an aggregation of hours worked, faculty contact, and additional learning activities as defined by each academic unit. Minimum hours worked is 45 hours/credit hour earned in a semester. It is expected that students and their assigned faculty supervisor will meet approximately 2 hours per credit hour earned over the course of the semester.

No more than 6 credit hours can be applied to fulfill degree requirements, except if allowed to meet the expectations of specialized accrediting agencies or licensure requirements for specific majors. Internships can be paid or unpaid, but should be a credit bearing course.

Approved

Hosni Abu-mulaweh
Stacy Betz
Patricia Eber
Steven Hanke

Opposed

Abstention

Absent

Kate White (sabbatical)
Ann Marshall

Non-Voting

Kari Smith
Terri Swim

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven Hanke, Chair of the Educational Policy Committee

DATE: 03/21/2022

SUBJ: Change to PFW Academic Regulations Reconciliation Process

WHEREAS, our current policies are still a mix of IU and PU policies;

WHEREAS, we are now part of the Purdue system;

WHEREAS, that the EPC believes it is necessary to conduct a thorough and systematic review of all academic regulations;

WHEREAS, that the EPC has initiated this reconciliation work and has found the workload to be beyond that which can be expected of a standing committee within the academic year;

WHEREAS, that the EPC believes the best chance of completing this work is for a Summer Academic Regulations Reconciliation Taskforce (hereinafter Summer Taskforce) to be formed;

WHEREAS, the Summer Taskforce should be large enough to perform the needed work but small enough to operate efficiently, there should be six faculty serving as voting members and non-voting representatives from the OAA and Registrar's Office that contribute to discussions of regulations that relate to their areas of expertise;

WHEREAS, that the Summer Taskforce members should receive stipends of \$3,000 from the OAA if they are non-12-month employees to provide an incentive to complete this important work in time for Senate to approve a final version of the Academic Regulations by November 1, 2022 and hence allowing for the changes to appear in 2023-2024 Catalog;

WHEREAS, that members of the EPC should be given first right to joining the taskforce if they chose, however, multiple members of the EPC have already indicated they will not seek to be on the Summer Taskforce;

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

WHEREAS, the EPC will share all of the work it has completed thus far on the reconciliation process to assist the Summer Taskforce;

WHEREAS, there is a chance that there may not six faculty willing to serve on the Summer Taskforce, the backup plan should then be that the intended charge of the Summer Taskforce would be given to a Fall 2022-Spring 2023 Taskforce that would be populated in the same manner as was intended for the Summer Taskforce except for there would be *no stipend*. The logic being that the \$3,000 stipend is an incentive to complete the work in time to allow for corresponding changes in the 2023-2024 Catalog;

WHEREAS, the Summer Taskforce's ability to complete their work will be greatly enhanced if the Senate pre-emptively endorses the reformatting of the Academic Regulations to align with the structure/format of the PWL Academic Regulations and the changing of any minor wording differences (e.g., change Tippecanoe County to Allen County) between the two sets of regulations; and

WHEREAS, if Senate approves for an alignment in the format with PWL and minor wording changes, the Summer Taskforce could then focus on identifying actual policy differences between the PFW and PWL regulations and create recommendations about either matching PWL, retaining the current PFW policy or creating a new version of the policy. The Summer Taskforce can also focus on what to recommend regarding the large number of items that are currently in the PFW Academic Regulations but not within the PWL Academic Regulations. For example, Academic Honesty is in the PWL's Student Regulations, not in the PWL Academic Regulations.

BE IT RESOLVED, that Senate approve the creation of an eight-member Summer Taskforce with six voting faculty members, one non-voting member representing the Office of Academic Affairs and non-voting representatives from the Registrar's Office; and

BE IT FURTHER RESOLVED, that EPC members have first right to participate on the Summer Taskforce and the remaining voting faculty member positions be filled based on an election by Senate; and

BE IT FURTHER RESOLVED, that the OAA fund \$3,000 stipends for non-12-month contract employees on the Summer Taskforce; and

BE IT FURTHER RESOLVED, Senate approve the adoption of the format/structure of the PWL Academic Regulations and empower the Summer Taskforce to make any minor wording changes; and

BE IT FURTHER RESOLVED, that the Summer Taskforce provide a set of recommendations to Senate by September 1, 2022 regarding how to handle policy differences between the PFW and PWL Academic Regulations; and

BE IT FURTHER RESOLVED, if there are not six faculty willing to serve on the Summer Taskforce, then the intended charge of the Summer Taskforce would be given to a Fall 2022-Spring 2022 Taskforce that would be populated in the same manner as was intended for the Summer Taskforce.

Approved

Hosni Abu-mulaweh

Stacy Betz

Patricia Eber

Steven Hanke

Opposed**Abstention****Absent**

Kate White (sabbatical)

Ann Marshall

Non-Voting

Kari Smith

Terri Swim

MEMORANDUM

TO: Fort Wayne Senate
 FROM: Steven Hanke, Chair of the Educational Policy Committee
 DATE: 03/21/2022
 SUBJ: Change to Transfer Credit Regulations

WHEREAS, the Office of the Registrar has identified changes to the Transfer Credit section of the undergraduate catalog; and

WHEREAS, the EPC believes these changes provide clarity in regarding the determination of course equivalency; and

WHEREAS, the EPC believes these changes will allow the updating of policies to update current processes and practices for issues such as undistributed credit and articulation agreements; and

WHEREAS, the EPC believes these changes will provide academic programs with the ability to determine if they are willing to accept credit by exam.

BE IT RESOLVED, that Senate approve the following changes (Additions in yellow, Removal in Blue or original and Strikethrough in proposed) to the Transfer Credit section of the Undergraduate Catalog.

Approved	Opposed	Abstention	Absent	Non-Voting
Hosni Abu-mulaweh		Stacy Betz	Kate White (sabbatical)	Kari Smith
Patricia Eber			Ann Marshall	Terri Swim
Steven Hanke				

Transfer Credit

Color Highlight Key
Addition
Remove

Current	Proposed Change
<p>1. Transferability: Courses completed with a grade of C- or higher in college level courses taken at a regionally accredited institution will transfer. Only credit will transfer; grades do not. Method of delivery (classroom, online, dual- or concurrent-credit courses taught in high school) will not affect transferability.</p> <ul style="list-style-type: none"> Grades of “Pass,” “Satisfactory,” or “Credit” must be defined as C- or higher for courses to transfer. Remedial or Developmental Courses, including English as a Second Language, will not transfer. Institutions outside the US must be identified as holding the equivalent to Regional Accreditation in order for courses to transfer (please see International Transfer Credit Requirements). <p>2. Equivalency: Equivalency is determined based on comparable learning outcomes. Equivalent courses will count toward degree requirements just like corresponding Purdue courses do. Equivalencies are ultimately at the discretion of the academic department and are subject to change.</p> <p>3. Undistributed Credit: Courses that are transferable but not determined equivalent to a Purdue Fort Wayne course will be articulated as 1XXXX, 2XXXX, 3XXXX, 4XXXX credit in the corresponding subject. The course level of undistributed credit granted will match that of the source institution. Use of XXXX Credit towards degree progress is at the discretion of your advising department.</p> <p>4. Maximum number of transfer credits allowed: There is no limit on transferable credit. 32 credit hours must be completed at Purdue Fort Wayne or another Purdue campus in order to graduate with a degree from Purdue Fort Wayne. See academic program information for program-specific limitations on transfer credit.</p> <p>5. Number of Credits Student can apply to a Specific Area (General Education vs. Major): Not all transfer</p>	<p>1. Transferability: Courses completed with a grade of C- or higher in college level courses taken at a regionally accredited institution will transfer. Only credit will transfer; grades do not. Method of delivery (classroom, online, dual- or concurrent-credit courses taught in high school) will not affect transferability.</p> <ul style="list-style-type: none"> Grades of “Pass,” “Satisfactory,” or “Credit” must be defined as C- or higher for courses to transfer. Remedial or Developmental Courses, including English as a Second Language, will not transfer. Institutions outside the US must be identified as holding the equivalent to Regional Accreditation in order for courses to transfer (please see International Transfer Credit Requirements). <p>2. Equivalency: Equivalency is determined based on comparable learning outcomes using 70% matching of course outcomes (per American Association of Collegiate Registrars and Admissions Officers “A Guide to Best Practices: Awarding Transfer and Prior Learning Credit”) to determine equivalency, unless otherwise needed for specific accreditation, discipline content, or other written requirement. Equivalent courses will count toward degree requirements just like corresponding Purdue courses do. Equivalencies are ultimately at the discretion of the academic department and are subject to change.</p> <ul style="list-style-type: none"> Academic departments have until a date set by the Registrar Office to review transfer course equivalents which would alter a formerly direct equivalent course to undistributed and be effective for the following fall term. <p>3. Undistributed Credit: Courses that are transferable but not determined equivalent to a Purdue Fort Wayne course will be articulated as 1XXXX, 2XXXX, 3XXXX, 4XXXX 1X..., 2X..., 3X... 4X... credit in the corresponding subject. Courses transferring to Purdue Fort Wayne as undistributed will have an X in the second position of the course number, the first number in undistributed courses are a level indicator. The course level of undistributed credit granted will match that of the source institution. Use of XXXX undistributed credit towards degree progress is at the discretion of student’s advising department.</p> <ul style="list-style-type: none"> With few exceptions, degree-audit exceptions may not be used to apply Undistributed Credit Pending Support Materials (1XPND, 2XPND, 3XPND, 4XPND) toward specific curriculum requirements. <p>4. Maximum number of transfer credits allowed: There is no limit on transferable credit. 32 credit hours must be completed at Purdue Fort Wayne or another Purdue campus</p>

credit granted will satisfy degree requirements for every major. Consult with your academic advisor for information on transferring credit for your major.

6. **Credit for Prior Learning:** Credit for Prior Learning not otherwise granted as transfer credit can be granted at the discretion of the corresponding department as Departmental Credit.
7. **International Transfer Credit Requirements:** For any institution outside the United States that does not hold United States Regional Accreditation, a credential evaluation will be prepared by the Office of International Education. XXXX credit in corresponding disciplines will be awarded for international credit unless course descriptions and/or syllabi are provided as well.
8. **Transfer of Credit across Academic Levels:** Graduate-level coursework will not transfer to an undergraduate record. If you would like to use a graduate-level course for an undergraduate degree, consult with your academic advisor.
9. **Credit Conversion of Transfer Credit:** Purdue Fort Wayne operates on a semester calendar. Credit from institutions operating on a calendar other than the semester will be converted to yield semester credit hours.
 - For quarter hours, the credit will be multiplied by .75 to yield the semester hours.
10. **Transfer of Credit where Courses have differing hours:** With few exceptions, transfer courses must bear at least as many hours as the Purdue University Fort Wayne equivalent.
 - For instances where the credit hours for an incoming course are greater than the appropriate Purdue University Fort Wayne equivalent course, Undistributed credit in that discipline will be also awarded to make up the difference in hours.
11. **Credit by Exam:** Credit by exam from another institution does not transfer to Purdue Fort Wayne. For credit from exams such as Advanced Placement (AP), Cambridge International, Oxford International, Pearson Edexcel, AQA, and OCR AS (A-Level); College Level Examination Program (CLEP); DANTES Subject Standardized Tests (DSST); International Baccalaureate (IB); UExcel, you must provide the official score report(s) from the testing service; the university does not accept this type of credit from another school's transcript.
12. **Duplicate Courses:** Credit for duplicate courses will

in order to graduate with a degree from Purdue Fort Wayne. See academic program information for program-specific limitations on transfer credit.

5. **Number of Credits Student can apply to a Specific Area (General Education vs. Major):** Not all transfer credit granted will satisfy degree requirements for every major. Consult with student's academic advisor for information on transferring credit for student's major.
6. **Credit for Prior Learning:** Credit for Prior Learning not otherwise granted as transfer credit can be granted at the discretion of the corresponding department as Departmental Credit.
7. **International Transfer Credit Requirements:** For any institution outside the United States that does not hold United States Regional Accreditation, a credential evaluation will be prepared by the Office of International Education. XXXX credit in corresponding disciplines will be awarded for international credit unless course descriptions and/or syllabi are provided as well.
8. **Transfer of Credit across Academic Levels:** Graduate-level coursework will not transfer to an undergraduate record. If you would like to use a graduate-level course for an undergraduate degree, consult with student's academic advisor.
9. **Credit Conversion of Transfer Credit:** Purdue Fort Wayne operates on a semester calendar. Credit from institutions operating on a calendar other than the semester will be converted to yield semester credit hours.
 - For quarter hours, the credit will be multiplied by .75 to yield the semester hours.
10. **Transfer of Credit where Courses have differing hours:** With few exceptions, transfer courses must bear at least as many hours as the Purdue University Fort Wayne equivalent. Academic departments may choose not to approve equivalent credit articulations if transfer courses are less credits than a similar course offered at Purdue University Fort Wayne.
 - If equivalent credit is granted at Purdue Fort Wayne for a transfer course which is less credits than Purdue University Fort Wayne's course, credit awarded will match the credit hours of the transfer course, additional credit will not be granted.
 - For instances where the credit hours for an incoming course are greater than the appropriate Purdue University Fort Wayne equivalent course, Undistributed credit in that discipline will be also awarded to make up the difference in hours.
11. **Credit by Exam:** Credit by exam from another institution does not transfer to Purdue Fort Wayne. Credit by exam

only be granted once. This does not apply to repeatable courses.

13. **Grade Replacement:** The only way to replace grades from Purdue Fort Wayne courses is to retake the course with the same grade mode at Purdue Fort Wayne or another Purdue campus. Course credit from another institution will not replace grades for an equivalent Purdue course.

from another institution will transfer to Purdue Fort Wayne at the discretion of academic programs' and/or the university's approval. For credit from exams such as Advanced Placement (AP), Cambridge International, Oxford International, Pearson Edexcel, AQA, and OCR AS (A-Level); College Level Examination Program (CLEP); DANTES Subject Standardized Tests (DSST); International Baccalaureate (IB); UExcel, you must provide the official score report(s) from the testing service; the university does not accept this type of credit from another school's transcript.

12. **Duplicate Courses:** Credit for duplicate courses will only be granted once. This does not apply to repeatable courses.
13. **Grade Replacement:** The only way to replace grades from Purdue Fort Wayne courses is to retake the course with the same grade mode at Purdue Fort Wayne or another Purdue campus. Course credit from another institution will not replace grades for an equivalent Purdue course.

14. **Articulation agreements:** The following process applies to all qualifying courses taken at other institutions with which Purdue Fort Wayne has formed articulation agreements. Coursework completed with a grade of C- or better at institutions with which Purdue Fort Wayne has current articulation agreements will be evaluated according to the following categories:

- **Non-specific, open general education or elective course equivalency evaluations,** general education or elective courses for which students may choose one course from many options to fulfill program requirements, will be conducted after a student is admitted to Purdue Fort Wayne and has submitted official transcripts to the university.
- **Program-specific course equivalency evaluations,** specific courses academic programs require all students complete, will be in place (or established) by the appropriate academic programs before articulation agreements are ratified. The relevant academic programs will determine if a transfer course which is included in another institution's specific curriculum is substantially equivalent to a Purdue Fort Wayne course. Such determination will be communicated to the Office of the Registrar. The equivalents approved will apply to all students who successfully complete the transferring course regardless of students' major, prior coursework completed, and class standing. Method of delivery (classroom, online, dual- or concurrent-credit courses taught in high school) will also not affect equivalent credit awarded.

UG Catalog, 2021 – 2022: Academic Regulations, Rights, Responsibilities, and Conduct; Transfer Credit
https://catalog.pfw.edu/content.php?catoid=56&navoid=2469#transfer_credit

MEMORANDUM

TO: Fort Wayne Senate

FROM: Mark Jordan, Chair
University Resources Policy Committee (URPC)

DATE: March 18, 2022

SUBJ: Athletics budget analysis

WHEREAS, the Budgetary Affairs Subcommittee (BAS) is a subcommittee of URPC; and

WHEREAS, The Bylaws of the Senate establishes (5.3.5.4.2.5.) that one of the BAS responsibilities is to “review and comment on the annual athletic budget and supportive activities in the fall semester each year;”

BE IT RESOLVED, that the Senate consider approval of the attached report on the athletics budget.

Approved

H. Alasti
P. Dragnev
M. Jordan
J. Leatherman
G. Nakata
T. Soule
D. Steffens
S. Wight
D. Yorgov

Opposed

Abstention

Absent

B. Chen
M. Dixson
J. Egger
D. Holland
S. Koorsen

Non-Voting

D. Jackson
G. Justice

TO: FW Senate University Resources Policy Committee
Mark Jordan, Chair

FROM: FW Senate Budgetary Affairs Subcommittee
Zafar Nazarov, Chair

DATE: February 25th, 2022

SUBJ: Review and comment on the annual Athletic Department’s budget

WHEREAS, The Bylaws of the Senate establishes (5.3.5.4.2.5.) that one of the BAS responsibilities is to “review and comment on the annual athletic budget and supportive activities in the fall semester each year;” and

WHEREAS, the BAS with the representatives of the Athletic Department and VCFAA office reviewed the department’s annual budget for the last four years in November 2021 – February, 2022; and

BE IT RESOLVED, the findings of the analysis, BAS presented in the report outlining the trends in the Athletic Department’s budget for the last four academic years for further Senate’s consideration.

Approved	Opposed	Abstention	Absent	Non-Voting
Zafar Nazarov, chair				
Stacy Betz				
Shawyna Koorsen				
Andrew Kopec				
Harold Odden				
Aranzazu Pinan-Llamas				
Shubham Singh				
Christa Van De Weg				
Yuan Zhang				

One of the Budgetary Affairs Subcommittee's responsibilities is to review and comment on the annual Athletic Department's budget. Since BAS has not reviewed the Athletic Department's budget for several academic years, BAS has analyzed the budget numbers shared by the representatives of the Athletic Department and the VCFAA office for the last four years. The major findings are outlined in Tables 1-5.

Table 1 provides detailed information on the Athletic Department's budget separately for the last four academic years. The Revenue of the Athletic budget has increased from \$10.5 million to \$12.4 million in the last four years. The revenue items can be grouped into two major sources: Generated Revenue and Institutional Revenue.

Generated Revenue has not increased substantially in the last four years; it has fluctuated around the highest value, \$2.083 million in 2017/2018, to its lowest value, \$1.927 million in 2019/2020. Generated Revenue includes ticket sales, private contributions, revenues from broadcasting rights, and other sources. The COVID pandemic has a limited implication on Generated Revenue. For example, revenue from ticket sales dropped only from \$91,691 in 2019/2020 to \$6,435 in 2020/2021. In all four years, the largest source of Generated Revenue has been private contributions, which comprise 62% of Generated Revenue in the 2020-2021 academic year.

Institutional Revenue combines student fees and internal transfers made by the university to cover the Athletic Department's budget deficit. The Revenue from student fees has been flat, almost matching the level of Generated Revenue. The internal transfers by the university, or school funds, have increased from \$6.7 million in 2017/2018 to \$8.5 million 2020-2021. Interestingly, although only \$6.976 million was required to cover the deficit, in the final year of the analysis, the use of school funds was substantially higher than the required amount, \$8.534 million.

Table 1 depicts expenses incurred by the Athletic Department in the previous four years. Conventionally, the expenses are grouped into four major categories: coaching & support salaries, facility expenses, other expenses, and scholarships—the expense breakdown into more granular NCAA Expense categories are reported in Table 5.

The largest expense is "other" expenses, including travel, equipment & uniform, medical & insurance, and other operating expenses (See Table 5). "Other" expenses have decreased from \$5 million in 2018-2019 to \$3.5 million in the previous academic year, probably, as the reaction to the COVID pandemic.

The second-largest item is "Coaching + Support Salaries," comprising of two expense items: coaching and support staff salaries paid by the university. The salary expenses declined from \$3.693 to \$3.086 million in the last two years, suggesting that the Athletic Department reacted to the need for rightsizing.

"Facilities" expenses include the Athletic Department's spending on maintenance of the facilities and serving debts on the loans or obligations the university borrowed to build the athletic facilities. "Facilities" also include rental and leasing fees. Most of the "Facilities" expenses in 2020/2021, \$1.3 million, are debt service or rental/leasing fee payments. "Facilities" expenses have been flat in the last three years and comprised about \$1.6 million.

The final category in Expenses represents scholarship aid provided to student-athletes. Scholarships allocated to the athletes have increased from \$2.3 million to 2.6 million. The given trend can probably be explained by an increase in student-athletes (see Table 2). The number of student-athletes increased from 267 to 342 full-time students. As % of all full-time students, the student-athletes represent 6.4%.

Table 1 also demonstrates that the university generates indirect Revenue from student-athletes in the form of tuition and student housing payments. Student athletes' tuition and student housing revenue has increased from \$3.234 million in 2017/2018 to \$4.499 million in 2020/2021 for the same reason discussed in the previous paragraph. Overall, tuition and housing revenue receipts exceeds scholarships outlays allocated to student-athletes, and the wedge in 2020/2021 was \$1,902 million.

Tables 1 and 3 help us understand the size of the Athletic Department's deficit in the last four years. BAS members have analyzed three different measures of a budget deficit. The first measure is based on the size of internal transfers made by the university to the Athletic Department chiefly to cover the gap between Revenue and Expenses. This item is part of "institutional revenue" for the Athletic Department and is known as "school funds" in the budgeting process. School funds have been increasing over time from \$6.657 million in 2017/2018 to \$8.534 million in 2020/2021. As % of the university's operating budget, school funds have increased from 3.5% to 6.5%. This level is much higher than the level assumed by the current policy, 4.4% of the institutional general fund or 2.6% of the institutional all funds budget whichever is less. The second measure, which we refer "Deficit" in our tables, accounts only for the actual gap between Revenue and Expenses, ignoring school funds. Based on the given measure, the budget deficit has not changed in 2020/2021 relative to 2017/2018, but it has decreased significantly from its peak in 2018/2019, from \$8.693 million to \$6.977 million. Based on the second measure of the budget deficit, the deficit comprises 4.92% of the university's operating budget.

The final approach adds to the second measure the indirect Revenue generated by student-athletes, such as tuition and housing receipts. After accounting for these additional sources of revenue, the deficit has declined significantly in 2020-2021 to \$2.478 million from \$5.285 million. As % of the university's operating budget, the consolidated budget deficit declined from 3.54% in 2018/2019 to 1.75% in 2020/2021 and satisfies the threshold set by the administration, 4.4% of the institutional general fund or 2.6% of the institutional all funds budget whichever is less.

In summary, if the major responsibility of our subcommittee established by Bylaws is to review the Athletic Department's budget for the purpose of finding untapped revenue or potential cost saving opportunities, BAS members have the following set of recommendations that the Athletic Department jointly with the administration should review and potentially address in the nearest future.

1. Although the following could be a simple accounting issue, the Athletic Department should review and explain to the university community why instead of the required \$6.976 million to cover the difference between operating revenue and expense, in the final year of the analysis, the university allocated substantially higher level of school funds, \$8.534 million.
2. The analysis might also lead to the question of whether the Athletic Department can reduce the indirect institutional support expenses which in 2020/2021 were \$890,000 (See Table 5). Based on the NCAA expense categorization guidance, this expense category is defined as "overhead and administrative expenses not paid by or charged directly to athletics" and includes such expenses as facilities maintenance, security, risk management, utilities, equipment repair, telephone and other administrative expenses.
3. In 2020/2021, the Athletic Department appropriated \$1,079,418 for "other operating expenses" (See Table 5). Based on the NCAA's expense classification, "other operating expenses" assumes "any operating expenses paid by athletics in the report year which cannot be classified into one of the stated categories, including non-team travel (conferences, etc.) and team banquets and awards." For the sake of transparency, it would be beneficial for the university community to learn more about the exact activities included in this aggregated expense item and probably, for the Athletic Department, in the future, minimize such expenses.
4. In 2020/2021, the Athletic Department allocated \$1,331,249 for compensation, bonuses and benefits paid to all administrative and support staff of the Athletic Department (See Table 5). Although based on Table 1, the Athletic Department in the given academic year reduced by \$607,399 wage expenses paid to coaches and its staff, BAS recommends further to consider rightsizing the department's structure and reduce the size of administrative expenses.

Table 1. Detailed Athletic Department's Budget for the Previous Four Academic Years

Academic Year, 2020-2021			
Revenue	Amount	Expenses	Amount
Ticket Sales	6,435	Coaching + Support Salaries	3,086,564
Contributions	1,267,500	Facilities	1,630,156
Rights/Licensing	552,793	Other	3,552,015
Other	223,753	Expenses	8,268,735
Generated Revenue	2,050,481	Scholarships	2,595,059
Student Fee	1,836,355		
School Funds	8,534,120		
Institutional Revenue	10,370,475		
Total Revenue	12,420,956	Total Expenses	10,863,794
Deficit			-6,976,958
Indirect Revenue (Tuition and Housing)	4,498,698		
Consolidated Deficit			-2,478,260
Academic Year, 2019- 2020			
Revenue	Amount	Expenses	Amount
Ticket Sales	93,173	Coaching + Support Salaries	3,693,963
Contributions	753,023	Facilities	1,771,535
Rights/Licensing	444,880	Other	3,998,406
Other	635,726	Expenses	9,463,904
Generated Revenue	1,926,802	Scholarships	2,507,049
Student Fee	1,854,293		
School Funds	8,458,502		
Institutional Revenue	10,312,795		
Total Revenue	12,239,597	Total Expenses	11,970,953
Deficit			-8,189,858
Indirect Revenue (Tuition and Housing)	4,023,368		

Consolidated Deficit				-4,166,490
Academic Year, 2018 - 2019				
Revenue	Amount		Expenses	Amount
Ticket Sales	91,691		Coaching + Support Salaries	3,344,953
Contributions	618,741		Facilities	1,799,038
Rights/Licensing	752,073		Other	5,007,544
Other	500,391		Expenses	10,151,535
Generated Revenue	1,962,896		Scholarships	2,340,010
Student Fee	1,835,117			
School Funds	7,862,611			
Institutional Revenue	9,697,728			
Total Revenue	11,660,624		Total Expenses	12,491,545
Deficit				-8,693,532
Indirect Revenue (Tuition and Housing)	3,408,349			
Consolidated Deficit				-5,285,183
Academic Year, 2017-2018				
Revenue	Amount		Expenses	Amount
Ticket Sales	96,503		Coaching + Support Salaries	3,280,383
Contributions	388,644		Facilities	1,172,887
Rights/Licensing	734,036		Other	4,004,021
Other	864,175		Expenses	8,457,291
Generated Revenue	2,083,358		Scholarships	2,314,494
Student Fee	1,725,794			
School Funds	6,657,506			
Institutional Revenue	8,383,300			
Total Revenue	10,466,658		Total Expenses	10,771,785
Deficit				-6,962,633
Indirect Revenue (Tuition and Housing)	3,234,774			
Consolidated Deficit				-3,727,859

Table 2. Headcount of Athletes Relative to Student Population

Year	# of Athletes	Total # of PFW students	Total # of Full-time students	Total # of Part-time students	% of Athletes to Full-time students
2020-2021	342	8,093	5,324	2,769	6.42%
2019-2020	297	10,208	5,541	4,667	5.36%
2018-2019	251	10,139	5,838	4,301	4.30%
2017-2018	267	10,414	6,024	4,390	4.43%

Table 3. Athletic Department's Deficit and Consolidated Deficit by Year

Year	School Funds	Deficit	Consolidated Deficit	University's Operating Budget	School Funds as % of Budget	Deficit as % of Budget	Consolidated Deficit as % of Budget
2020-2021	8,534,120	-6,976,958	-2,478,260	141,726,790	6.02%	-4.92%	-1.75%
2019-2020	8,458,502	-8,189,858	-4,166,490	156,863,136	5.39%	-5.22%	-2.66%
2018-2019	7,862,611	-8,693,532	-5,285,183	149,257,167	5.27%	-5.82%	-3.54%
2017-2018	6,657,506	-6,962,633	-3,727,859	169,061,100	3.94%	-4.12%	-2.21%

Table 4. Athletic Department's Indirect Cost Breakdown by Year

Year	Physical Plant	Accounting Services	Human Resources	Information Technology	Realignment Cost	Debt Service	Total Indirect Costs
2020-2021	383,000	22,000	75,000	410,000		1,500,194	2,390,194
2019-2020	356,000	23,000	67,000	389,000		1,533,011	2,368,011
2018-2019	356,000	20,000	64,000	368,000	761,018	1,532,414	3,101,432
2017-2018	331,000	7,000	38,000	210,000		1,055,189	1,641,189

Table 5. 2020-2021 Total Expense Breakdown

Cat #	NCAA Expense Categories	Major Categories	Amount
20	Student aid	Scholarships	2,595,059
22	Coaching salaries paid by University	Coaching + Support Salaries	1,755,315
24	Support salaries paid by University		1,331,249
34	Athletic facility debt service, leases, rental fees	Facilities	1,559,735
35	Direct facilities		70,421
21	Guarantees	Other	30,000
27	Recruiting		28,377
28	Team travel		451,663
29	Equipment and uniforms		367,287
30	Game expenses		165,648
31	Fund raising and marketing		102,924
33	Spirit groups		3,415
36	Indirect Institutional Support		890,000
37	Medical expenses and insurance		371,297
38	Memberships and dues		27,739
39	Student-Athlete Meals (non-travel)		34,247
40	Other operating expense		1,079,418
	Total Expenses		

MEMORANDUM

TO: Fort Wayne Senate

FROM: Mark Jordan, Chair
University Resources Policy Committee (URPC)

DATE: March 24, 2022

SUBJ: Report on Limited Term Lecturer Compensation

WHEREAS, the Budgetary Affairs Subcommittee (BAS) is a subcommittee of URPC; and

WHEREAS, BAS was charged with investigating compensation and policy toward Limited Term Lecturers (LTL).

BE IT RESOLVED, that the Senate consider approval of the attached report on LTL compensation.

Approved	Opposed	Abstention	Absent	Non-Voting
H. Alasti				D. Jackson
B. Chen				G. Justice
M. Dixon				
P. Dragnev				
J. Egger				
D. Holland				
M. Jordan				
S. Koorsen				
J. Leatherman				
G. Nakata				
T. Soule				
D. Steffens				
S. Wight				
D. Yorgov				

MEMORANDUM

TO: FW Senate University Resources Policy Committee
Mark Jordan, Chair

FROM: FW Senate Budgetary Affairs Subcommittee
Zafar Nazarov, Chair

DATE: March 14th, 2022

SUBJ: Compensation of & Policy Toward Limited Term Lecturers (LTLs) at Purdue University Fort Wayne

WHEREAS, on October 12, 2020, the Executive Committee charged the BAS to examine and report on Compensation for Limited-Term Lectures; and

WHEREAS, on February 2nd, 2021, the BAS sent the report on Compensation for Limited-Term Lectures with the suggestion for additional investigation; and

WHEREAS, on September 1st, 2021, the Executive Committee asked the BAS to initiate another round of investigation and provide the set of recommendations by the end of the academic year;

BE IT RESOLVED, the findings of the BAS's internal analysis with the set of recommendations presented below outline the trends in the LTL's compensation for the last five semesters for the Senate's further consideration.

Approved	Opposed	Abstention	Absent	Non-Voting
Zafar Nazarov, chair				
Stacy Betz				
Elizabeth Keller				
Shawyna Koorsen				
Andrew Kopec				
Harold Odden				
Aranzazu Pinan-Llamas				
Shubham Singh				
Christa Van De Weg				
Yuan Zhang				

The initial charge from the Executive Committee contained the following items:

- 1) determine whether our compensation rates for LTLs can be considered adequate based on peer comparison, going market rates for people holding that degree, and morale among LTLs, and if not, what more adequate rates would look like;
- 2) determine whether LTL pay rates have been consistently implemented across campus, and if not, whether this raises equity issues;
- 3) determine whether concerns raised specifically about the recent bonus pay are justified;
- 4) make, if and where applicable, recommendations as to any action the administration or the Faculty Senate should take on the issue of LTL compensation (in case of BAS, this would go through URPC as per Section 5.3.5.2.1.7.2.1 of the by-laws).
- 5) Provide a written report, to be shared with Senate, to the Executive Committee on all of the above. We ask that you send a brief initial assessment on (3) above as early as you can manage without violating due diligence.

With this report's submission, the BAS automatically addresses item 5 above. BAS addresses items 1 and 2 in the next two subsections of the report below. In conclusion, we share the results of our internal analysis and outline the possible policy changes regarding the issue raised in item 4 above. The only charge item that BAS hasn't addressed in this report is 3, since we believe that this item is out of the scope of our subcommittee responsibilities, and the issue seems to be outdated for further discussion.

Comparison of LTL's Pay Rates Relative to Peer Institutions

In the initial stage of the analysis, the BAS members decided to develop the list of peer institutions. We did not use the list developed by Institutional Research at PFW, and the BAS members agreed the peers would be the institutions located in Indiana (so the institutions that face similar fiscal constraints). Further, using the whole population of institutions included in Appendix 1 of the AAUP's Faculty Compensation Survey, 2020-2021, the BAS generated a comparison group, which comprises 19 institutions located in Indiana and categorized as either IIA or IIB institutions. BAS members retrieved the additional characteristics of the institutions by using the AAUP's Faculty Compensation Survey (see Table 1), and included public/private status, religious affiliated status, average raw and adjusted for cost of living salaries, the number of faculty and student size.

Appendix 3 of the AAUP's Faculty Compensation Survey contains information on the number of LTLs and the LTLs' minimum, maximum, and average pays. We used these figures to extend our analysis. We derived the LTLs/Faculty ratio, which combines information from Appendix 1 and Appendix 3. Unfortunately, many institutions, including PFW, did not volunteer to share information about LTLs' pay characteristics in the AAUP's survey. As a result, the BAS stalled with the substantial instances of missing information on LTL pay for peer institutions. BAS members communicated with the HR departments of peer institutions over email in order to request the missing data; these attempts were not successful with the response rate virtually being zero. The BAS members understood that no meaningful comparison could be made to

address the Executive Committee's first charge item with the truncated data. Information on PFW's LTL pay in Table 1 was also initially missing in Appendix 3, which we populated with the help of the internal data that the administration shared with us. We discuss the analysis of the internal data in the next subsection of the report.

Based on the limited data that were available to the BAS regarding pay at other universities (See Table 1), it cannot be determined how LTLs compensation at Purdue Fort Wayne compares to other similar institutions (IIA or IIB institutions) in the state of Indiana.

LTLs' Pay Equity Across Purdue Fort Wayne

BAS requested the administration to share the internal instructor-level data on LTLs' pay rates for previous years and separately for each department. The administration released the requested dataset on all employed LTLs from Spring 2016 to Spring 2021. The initial dataset consisted of 1,039 unique observations (LTLs) representing 35 units. Tables 2 and 3 summarize the main findings of the analysis from Spring 2019 to Spring 2021.

Table 2 shows that the number of LTLs employed by our institution has been decreasing over time from 339 lecturers to 209 lecturers. The average pay rate per 3-credit-hour course has been increasing from \$2,425.3 in Spring 2019 to \$2,654.0 in Spring 2021, although the maximum pay has declined from \$5,942.7 to \$5,625.0. The minimum pay has been relatively stable at \$1,000 per course, with the exception of the deviation in Spring 2020.

Table 3 breaks down the average pay separately for each unit within the university. We have included the average statistics for 30 units that employed at least one LTL in the study period. The departments are sorted out from the lowest to the highest average pay as of Spring 2021. The average pay across departments varies substantially, with the lowest rate in Communications Science & Disorders, \$2,130 per course, and the highest rate in Computer Science, \$4,116 per course. In 21 out of 30 departments, the average pay is below our institution's average value. This suggests the possible equity issue in LTL pay across the campus. The difference in the average pay, for example, between Computer Science and Communication Science & Disorders departments, might be the result of the possible differences in LTLs' experience, educational attainment, and internal pay rate range established by the administration. Unfortunately, the internal data shared with the BAS doesn't allow to test whether the observed difference can be entirely associated with these factors. An additional analysis will be required in the future. Finally, the pay rate dynamics across semesters suggest that there could be a substantial variation in the pay rate, especially in the STEM units, probably pointing toward a high turnover rate among lecturers.

Conclusion

Although our analyses couldn't establish that our institution, on average, compensates substantially less the LTLs than the peer institutions in Indiana, using the internal data, we have

established a possible significant pay inequity across the campus. Within our institution, the pay distribution is skewed (without adjusting for the possible differences in education and experience of LTLs across departments) since 20 out of 30 units compensate their LTLs on average less than the average pay of our institution using Fall 2020 data (See Table 4).

Table 4 provides additional information about the number of LTLs employed by each department and the number of sections taught by LTLs in Fall 2020. The LTLs representing the departments that compensate below average comprise 68% of the LTLs on the campus, and they teach 62% of all sections taught by part-time instructors.

To address the potential equity concern, BAS conducted a simple simulation analysis. Using the data shared by the administration, we increased the minimum pay for LTLs to \$2,500 per course. Such an increase in the pay rate would affect 146 out of 220 LTLs in the sample (66%). The additional wage expenses for the university would be close to \$91,000 per semester due to an increase in the minimum compensation per course. Standard deviation, a measure of the degree of pay inequity (a reduction in the standard deviation is a signal of a reduction in pay inequity), will decrease from \$602 per course to \$469 across our campus if the proposed policy is implemented.

To be more competitive in the local market and allure more talented LTLs to teach the courses, the university can consider raising the minimum pay to 3,000 per course. The back-of-the-envelope simulation analysis shows that university wage expenses may increase only by \$253,000 per semester in this scenario of a \$3,000 per-course minimum affecting well-being of a large fraction of the LTL population (more than 70% of LTLs). A measure of the degree of pay inequity would further almost drop twofold to \$339 per course. With this change in the LTLs pay rate policy, the university may directly increase the retention rate among LTLs and indirectly provide more instructional flexibilities for the academic units.

Table 1. Peer Institutions and Their LTLs' Pay Rates

	Institution	Category			Average Salary		# of Faculty	Student Size	Part-time faculty pay per course section			LTLs/ Faculty	
		AAUP	Private vs. Public	Relig.	Raw	RPP			#	MIN. (\$)	MAX. (\$)		AVG. (\$)
1	Bethel University-Indiana	IIA	Private	1	\$52,697	\$59,680	61	1,000 - 4,999	158	2,100	2,250		
2	Butler University	IIA	Private	0	\$85,492	\$93,844	368	5,000 - 9,999					
3	DePauw University	IIB	Private	0	\$85,456	\$93,804	198	1,000 - 4,999					
4	Hanover College	IIB	Private	1	\$71,259	\$80,337	89	1,000 - 4,999					
5	Huntington University	IIB	Private	1	\$67,025	\$75,563	71	1,000 - 4,999					
6	Indiana Institute of Technology	IIA	Private	0	\$73,006	\$82,868	64	1,000 - 4,999					
7	Indiana University-East	IIB	Public	0	\$68,438	\$77,157	108	1,000 - 4,999					
8	Indiana University-Kokomo	IIA	Public	0	\$62,860	\$73,606	125	1,000 - 4,999					
9	Indiana University-Northwest	IIA	Public	0	\$71,404	\$69,459	138	1,000 - 4,999					
10	Indiana University-South Bend	IIA	Public	0	\$65,060	\$73,681	234	5,000 - 9,999					
11	Indiana University-Southeast	IIA	Public	0	\$71,901	\$80,246	191	1,000 - 4,999					
12	Purdue University Fort Wayne	IIA	Public	0	\$71,613	\$81,286	324	10,000 - 19,999	209	1,007	5,625	2,654	0.65
13	Purdue University Northwest	IIA	Public	0	\$80,251	\$78,065	309	10,000 - 19,999					
14	Saint Mary's College	IIB	Private	1	\$68,396	\$77,458	132	1,000 - 4,999	85	1,000	8,998	3,314	0.64
15	Taylor University	IIB	Private	1	\$62,716	\$70,706	132	1,000 - 4,999					
16	University of Evansville	IIB	Private	1	\$70,538	\$80,615	165	1,000 - 4,999	112	1,500	5,000	2,500	0.68
17	University of Indianapolis	IIA	Private	1	\$70,103	\$76,951	301	5,000 - 9,999					
18	University of Southern Indiana	IIA	Public	0	\$68,126	\$77,859	348	10,000 - 19,999	255	2,295	4,350	2,660	0.73
19	Valparaiso University	IIA	Private	1	\$68,907	\$67,030	242	1,000 - 4,999	79	2,270	22,500	4,370	0.33

Table 2. Descriptive Statistics of LTLs' Compensation at PFW for the five consecutive semesters

	N of obs.	Mean	St. Dev	Min	Max
Spring 2019	339	2425.3	621.2	1022.0	5942.7
Fall 2019	313	2570.6	657.4	1022.0	5942.7
Spring 2020	294	2588.9	647.0	805.6	5942.7
Fall 2020	286	2561.4	602.1	1043.2	5842.0
Spring 2021	209	2654.0	715.0	1007.0	5625.0

Table 3. The Average LTL's Compensation per Course By Department and Term

Departments	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Comm Sci & Disorders	2,196	2,140	2,122	2,184	2,130
Chemistry	2,055	2,129	2,185	2,211	2,141
Communication	2,074	2,152	2,169	2,110	2,162
Theatre	2,178	2,200	2,178	3,375	2,200
International Language	1,881	2,120	2,208	2,208	2,208
Counseling		1,875			2,208
Accounting	2,406	2,406	2,238	2,238	2,238
Physics	2,559	2,473	2,674	2,088	2,261
Mathematics	2,031	2,137	2,284	2,191	2,300
Organizational Leadership	2,443	2,560	2,540	2,450	2,300
Hosp & Tour Mgmt	2,256	2,250	2,252	2,211	2,310
English & Linguistic	2,065	2,342	2,396	2,344	2,384
Art and Design	2,229	2,225	2,338	2,378	2,413
Political Science	2,236	2,196	2,264	2,294	2,426
History	2,519	2,519	2,519	2,410	2,446
Human Services	2,165	2,150	2,154	2,446	2,455
Continuing Studies	2,628	2,686	2,707	2,671	2,456
SOE Teacher Educ	2,380	2,415	2,477	2,393	2,468
Criminal Justice	2,305	2,336	2,203	2,249	2,538
Economics	2,294	2,406	2,406	2,406	2,574
School of Music	2,514	2,907	2,810	2,858	2,959
School of Polytechnic	2,781	3,148	3,042	2,904	3,193
Biology			2,900		3,636
Elect & Computer Engineering	3,060	3,747	3,455	3,200	3,651
Civil & Mech Eng	3,494	3,440	3,194	3,778	3,842
Computer Science	5,204	4,055		2,833	4,116
Anthropology and Sociology	2,034	2,191	2,075	2,001	
College of Professional Studies	1,766	2,033	1,766	1,766	
Management & Marketing	2,160	2,250	2,250		
Psychology	2,324	2,500		2,175	

Table 4. Detailed Descriptive Statistics of LTLs' Compensation by Department for Fall 2020 and Simulations of the Potential Increase in the Pay Rates

Department	Actual Fall 2020				Simulated Min=\$2,500			Simulated Min= \$3,000		
	# of LTLs	Pay per Section	# of Sect.	Budget	Pay per Section	# of Sect.	Budget	Pay per Section	# of Sect.	Budget
College of Professional Studies	1	1,766	4	7,062	2,500	4	10,000	3,000	4	12,000
Anthropology and Sociology	4	2,001	6	12,006	2,500	6	15,000	3,000	6	18,000
Physics	3	2,088	6	12,528	2602	6	15,612	3,000	6	18,000
Communication	18	2,110	36	75,963	2,500	36	90,000	3,000	36	108,000
Psychology	1	2,175	1	2,175	2,500	1	2,500	3,000	1	3,000
Comm Sci & Disorders	6	2,184	9	19,660	2525	9	22,725	3,000	9	27,000
Mathematics	19	2,191	41	89,817	2532.4	41	103,828	3,000	41	123,000
International Language	2	2,208	3	6,624	2,500	3	7,500	3,000	3	9,000
Chemistry	3	2,211	5	11,054	2,500	5	12,500	3,000	5	15,000
Hosp & Tour Mgmt	9	2,211	20	44,220	2,500	20	50,000	3,000	20	60,000
Accounting	2	2,238	2	4,476	2,500	2	5,000	3,000	2	6,000
Criminal Justice	4	2,249	4	8,996	2512.7	4	10,051	3,000	4	12,000
Political Science	6	2,294	9	20,649	2,500	9	22,500	3,000	9	27,000
English & Linguistic	27	2,344	66	154,707	2533.5	66	167,212	3007.4	66	198,489
Art and Design	12	2,378	22	52,326	2578.5	22	56,726	3005.4	22	66,118
SOE Teacher Educ	16	2,393	25	59,835	2590.8	25	64,770	3,000	25	75,000
Economics	1	2,406	2	4,812	2,500	2	5,000	3,000	2	6,000
History	3	2,410	5	12,048	2509.5	5	12,548	3,000	5	15,000
Human Services	7	2,446	11	26,910	2586.4	11	28,450	3,000	11	33,000
Organizational Leadership	5	2,450	5	12,250	2525	5	12,625	3,000	5	15,000
Computer Science	6	2,833	22	62,337	2833.5	22	62,337	3,000	22	66,000
School of Music	37	2,858	98	280,124	2979.5	98	291,991	3141.1	98	307,826

School of Polytechnic	17	2,904	33	95,819	2947.8	33	97,277	3154	33	104,081
Elect & Computer Engineering	3	3,200	4	12,800	3200	4	12,800	3391	4	13,564
Theatre	5	3,375	10	33,750	3525	10	35,250	3775	10	37,750
Civil & Mech Engineering	3	3,778	4	15,114	3778.4	4	15,114	3828.9	4	15,316
	220		453	1,138,062		453	1,229,315		453	1,391,143

Purdue University Fort Wayne Senate
Ad Hoc Committee
to Investigate Procedural Handling
of Allegations of Misconduct
in the PFW Women’s Basketball Program

Final Committee Report

Executive Summary

Senate Document 20-34 and 20-45 charged this Ad Hoc Committee to examine four items:

1. “the manner in which the university handled these allegations initially” (SD 20-34)
2. “how it reached [its] decision to reinstate the women’s basketball coach” (SD 20-34)
3. “whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations as well as the investigation.” (SD 20-34)
4. whether existing policies are adequate or need to be revised (additional charge added by the Executive Committee to the Memo based on Senate By-Laws, 5.3.4.2.)

Below is a brief summary of the committee’s finding of each of the items we were charged with examining. Following this summary is a detailed explanation of how we arrived at these conclusions. Following the report is an appendix with relevant communications the committee had with various university officials over the course of its work.

1. “the manner in which the university handled these allegations initially” (SD 20-34)

The university initially handled the allegations of misconduct in the PFW Women’s Basketball program by using Purdue University’s “[Procedures for Resolving Complaints of Discrimination and Harassment](#)” as “a reference point” for the process. The initial handling of these allegations was approached with an interpretation of the “Procedures” that provided university officials with what has been described as latitude to make judgments about what will keep everyone safe and by “the facts & circumstances of any given matter.” This latitude is primarily located within what has been called a “pre-investigation phase” or “inquiry phase,” which has been described as an extension of the in-take process for an allegation. This “inquiry phase” or “pre-investigation phase” is not made explicit in the “Procedures.” Instead, according to reports made to the committee, it forms a part of trainings that Purdue University West Lafayette provides for staff at PFW. In the particular case of the women’s basketball coach, the committee’s understanding is that the initial handling of the allegations in question took place completely within this “inquiry phase” or “pre-investigation phase,” which is not included or specified in the “Procedures” but instead is described in Purdue University West Lafayette training materials. The committee has not been able to review those training materials.

2. “how it reached [its] decision to reinstate the women’s basketball coach” (SD 20-34)

Within the “pre-investigation phase” or “inquiry phase” described above, the decision maker designated by Purdue University West Lafayette (Chancellor Elsenbaumer in the case of employees; Vice Chancellor Creager in the case of students) can implement what are called, in the “Procedures,” “protective interim measures” (i.e. the coach’s administrative leave). When the university received information related to allegations of violations of [Purdue Anti-Harassment Policy \(III.C.1\)](#) in the PFW women’s basketball program in late 2018, the university was prompted to implement “protective interim measures” (i.e. to place the coach on administrative leave (February 12, 2019)) so that the university could engage in an “inquiry,” that is, seek to discover whether there was any corroborating evidence to substantiate the information the university received about potential violations of Purdue University’s Anti-Harassment Policy. The university then engaged in three (3) separate but concurrent inquiry processes: a Human Resources Inquiry (because the coach was an employee); a Title IX inquiry; and an Athletics Department inquiry. These inquiries took place over the course of a nine (9)-day period (February 12 – February 21, 2019) during which student athletes traveled thousands of miles to play three away games (Denver, Colorado; Omaha, Nebraska; Brookings, South Dakota). Because no corroborating evidence was uncovered during this nine (9)-day inquiry period to substantiate the information received regarding alleged violations of Purdue University’s Anti-Harassment Policy in the PFW Women’s Basketball program and because no one filed a Complaint, Formal or Informal, under the “Procedures,” the decision maker who was designated by Purdue University policy, Chancellor Elsenbaumer, concluded that the university could not initiate an investigation and thus made the decision to bring the “protective interim measures” to an end (i.e. decided to reinstate the women’s basketball coach). While the “Procedures” do enable the university to initiate an investigation even when there is no Formal or Informal Complaint filed, the committee’s understanding is that the decision-making process utilized in this case was guided by the trainings and training materials developed and administered by Purdue University West Lafayette.

3. “whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations as well as the investigation.” (SD 20-34)

This process was conducted fully within the “pre-investigation phase” or “inquiry phase,” which is not made explicit in the “Procedures.” The process steps comprising the “pre-investigation” or “inquiry phase” are included in training materials created and administered by Purdue University West Lafayette. The committee has been unable to review these training materials, so it remains unclear whether the university followed the steps outlined in the Purdue University West Lafayette training materials because Purdue University West Lafayette has denied our requests to review those training materials. Our initial request for these materials was characterized as “overbroad,” and subsequent to that request, the committee learned that rather than one inquiry process there were actually three separate and concurrent inquiry processes (one for Human Resources, one for Title IX and one for the Athletics Department). It is unclear if the trainings or even the process steps for the “inquiry phase” or “pre-investigation phase” would be the same for each unit or how those potentially different processes might be used to inform a decision maker. Because the “inquiry phase” is not specified in the “Procedures” and because we do not have access to the training materials where the processes for the “inquiry phase” for each of the three units is detailed, we cannot say conclusively one way or the other that the university did or did not follow the relevant processes.

Any deficiencies in the process of inquiry in the case of the PFW Women’s Basketball coach, then, reside in the policies, materials and procedures developed at Purdue University West Lafayette. As the committee learned in the course of our review of the procedural handling of these allegations, any changes to the way inquiries and investigations are conducted on our campus would need to be approved by the Purdue University Vice President for Ethics and Compliance on the West Lafayette campus.

4. whether existing policies are adequate or need to be revised (additional charge added by the Executive Committee to the Memo based on Senate By-Laws, 5.3.4.2.)

Over the course of its review of the procedural handling of allegations of misconduct in the PFW Women's Basketball Program, the committee has concluded that existing policies are not adequate. The committee has recommendations for Purdue University system policies and procedures as well as recommendations for PFW.

Recommendations for Purdue University system-wide policies and procedures:

- make the “pre-investigation phase” or “inquiry phase” an explicit part of the “Procedures” on the model of other processes for decision making in the “Procedures” (e.g. University-Initiated Investigation, Formal Complaint, Informal Complaint, etc.)
- explore extending the 120-day time limit for filing a Complaint so that Complainants (i.e. those reporting having experienced Harassment or Discrimination) have sufficient time to process their experience and to understand the technicalities of the “Procedures.”
- provide system-wide resources to enable the implementation of an advocate model in the Complaint resolution process like the processes already in place at Purdue University West Lafayette

Recommendations for PFW policies and procedures:

- strengthen the structures of faculty oversight over student participation in athletics
- review Senate Document 16-19 to ensure that the responsibilities of the Faculty Athletic Representative provide guidance for providing oversight of student participation in athletics that is independent of the Athletics Department and housed within academic structures at the university
- review the section of the bylaws related to the charge, responsibilities and structure of the Mastodon Athletics Advisory Subcommittee

Background and Creation of the Ad Hoc Committee

This Ad Hoc committee was created after a resolution ([SD 20-34](#)), passed by voice vote on January 25, 2021, charged the Senate with creating an Ad Hoc committee charged with the following characteristics, as laid out in that resolution's "BE IT RESOLVED" clauses:

"BE IT RESOLVED, that the FW Senate immediately sets up an ad hoc Senate committee that will be responsible for fielding confidential reports from athletes while the FW Senate sets up its independent investigation; and

BE IT FURTHER RESOLVED, that this ad hoc Senate committee does not include any current or past members of the Mastodon Athletics Advisory Subcommittee to ensure impartiality; and

BE IT FURTHER RESOLVED, that contact information for members of this ad hoc Senate committee will be made available to all student athletes at PFW; and

BE IT FURTHER RESOLVED, that the FW Senate take the necessary steps to set up or participate in an independent investigation, ensuring that the people involved in the first version of the investigation are not allowed to be voting members of the investigative team; and

BE IT FURTHER RESOLVED, that Senate takes AAUP's suggestion to "conduct an internal investigation led by an independent committee composed of a majority of faculty and academic administrators, and chaired by a faculty member elected by the Faculty Senate. The charge of this committee will be to examine the manner in which the university handled these allegations initially, how it reached its decision to reinstate the women's basketball coach, and whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations as well as the investigation;" and

BE IT FURTHER RESOLVED, that the university administration and all athletics staff, including the Chancellor and Athletic Director, make clear to the students that the university does not tolerate retaliation and will protect all students and staff who participate in the investigation by ensuring that all allegations of retaliation will be investigated thoroughly."

Subsequent to the passing of this resolution, the Senate Executive Committee met the resolution's charge by meeting with various parties, including Purdue's Chief Privacy Officer and Deputy General Counsel, Trent D. Klingerman, and PFW Associate Director of Compliance and Title IX Coordinator, Christine Marcuccilli. The Executive Committee learned that certain legal obstacles prevented creating a committee to meet all charges in the Senate resolution. The Executive Committee issued a February 15, 2021 memorandum that explained these matters and created a specific set of tasks for the Ad Hoc committee to carry out as our primary charge. The four items comprising the charge include:

1. "the manner in which the university handled these allegations initially" (SD 20-34)
2. "how it reached [its] decision to reinstate the women's basketball coach" (SD 20-34)
3. "whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations as well as the investigation." (SD 20-34)
4. whether existing policies are adequate or need to be revised (additional charge added by the Executive Committee to the Memo based on Senate By-Laws, 5.3.4.2.)

This committee met multiple times as a group between later spring 2021 and spring 2022 (see [SR 20-52](#) for the spring 2021 committee report). The committee also met with participants in the procedural handling of the allegations of misconduct in the PFW Women's Basketball Program. The committee conducted much of its work through a variety of email communications and through various requests for information appropriate to carrying out the charges of the committee outlined by the Executive Committee. In the report below, we report our findings on each of the four items we were charged with examining. Before providing the committee's findings on each one of these charges, we provide a brief summary of the timeline of events.

Timeline of Events, Allegations, Procedural Handling and the Creation of the Ad Hoc Committee

Late 2018: “the allegations first brought to the attention of the athletic department in late 2018 raised general concerns of fair treatment, they were also referred to the university’s Office of Institutional Equity, which conducted an additional review of the matter, interviewing each student athlete and staff member associated with the women’s basketball program.” (“Statement on Allegations Against Coach Niecee Nelson,” unsigned statement, not circulated on letterhead, forwarded to faculty leadership, AAUP listserv and AAUP chapter leadership; Kim Wagner emailed this statement on 01.22.2021, two days after the IndyStar allegations were published)

Nov 6, 2018 - Feb. 6, 2019: Women’s Basketball team played 12 home games and 11 away games. ([PFW Women’s Basketball Team 2018-2019 Schedule](#))

02.12.2019: Coach Nelson placed on administrative leave [WANE TV News](#)

Feb. 13-20, 2019: Women’s Basketball team played 3 away games ([PFW Women’s Basketball Team 2018-2019 Schedule](#))

02.21.2019: Coach Nelson returned to the bench after what the Athletics department asserted was a “thorough” investigation [NBC News, Fort Wayne](#)

02.28.2019: First game after re-instatement (home game) ([PFW Women’s Basketball Team 2018-2019 Schedule](#))

01.20.2021: Dana Hunsinger Benbow’s article describing allegations of abuse that followed Coach Nelson’s reinstatement was published in the *Indy Star* (“[Toxic abuse alleged inside Purdue-Fort Wayne women's basketball: 'It was brutal', Dana Hunsinger Benbow, Jan. 20, 2021](#)”)

01.25.2021: Fort Wayne Senate passes [SD 20-34](#), which created the Ad Hoc Committee

02.15.2021: Fort Wayne Senate Executive Committee issues its charging memo to the committee (see appendix)

04.02.2021: Ad Hoc Committee seated

04.26.2021: Ad Hoc Committee extended through academic year 2021-2022 ([SD 20-45](#))

04.28.2021: Spring 2021 Committee Report submitted ([SR 20-52](#))

09.13.2021: Replacement member for the Ad Hoc Committee (due to sabbatical of initial committee member) approved by the Senate ([SD 21-3](#))

03.25.2022: Submission of Final Report

Charge 1: “the manner in which the university handled these allegations initially” (SD 20-34)

In order to determine how the university handled the allegations it learned of in late 2018, including the decision to place Coach Nelson on administrative leave on Feb. 12, 2019 and to reinstate her nine days later on Feb. 21, 2019, the committee received information from primarily four people involved in the procedural handling of the allegations of abuse:

1. Trent D. Klingerman, Purdue’s Chief Privacy Officer and Deputy General Counsel
2. Christine Marcuccilli, PFW Associate Director of Compliance and Title IX Coordinator
3. Kelley Hartley Hutton, PFW Athletic Director
4. Chancellor Ron Elsenbaumer

Below we detail what we learned from each person.

1. Trent D. Klingerman, Purdue’s Chief Privacy Officer and Deputy General Counsel (see Appendix for emails, responses and other communications)

In a series of email exchanges with Deputy Counsel Klingerman in May and June 2021, the committee initially sought information that can be grouped into two categories:

1. Learn about training for investigators on campus and to seek information about potential trainings for committee members to conduct the investigation of the procedural handling
2. Receive factual information regarding the specific policies and procedures utilized in the 2019 investigation (including the decision to place the coach on administrative leave) as well as factual information regarding the actual process and procedures followed in advance of an administrative decision to reinstate the coach

The committee attempted to meet with Klingerman on May 21, 2021, but because of technology challenges and Klingerman’s desire not to have the meeting recorded, it was agreed that we could provide questions and that Klingerman would provide written responses to those questions. We initially posed these questions on May 21, 2021. Klingerman provided these responses via email on May 28, 2021. The following is a summary of those responses, organized under the general categories of information the committee was seeking:

1. Training

- a. Klingerman concluded that the committee’s request for all materials used to train investigators in order to understand the handling of the investigation was an overly broad request on the part of the committee and asserted that the committee may, in fact, already have access to a good number of those materials (e.g., annual required Title IX trainings for all employees).
- b. Klingerman mentioned that for the purposes of conducting investigations of this sort, the university both hires investigators as employees and also contracts that work out. In both cases, the university is responsible for providing annual training: “The University provides annual training to its hired and contracted investigators . . .” Training is also offered to faculty and staff who volunteer for the “Advisory Committee on Equity,” which is located in the office of the Vice President for Ethics and Compliance at Purdue.

- c. On [the website](#) of the Advisory Committee on Equity, they mention an online module via One Purdue for faculty and staff to be trained for that committee (if the module is not assigned to you, it appears you can search for it and enroll in it). According to the Office of Ethics and Compliance, groups can request specific trainings adapted to the purposes of that group. Here is [the link to request a training](#).

2. Policies and Procedures

- a. Klingerman indicated that the Feb. 2019 allegations “raised concerns that the accused person violated the university’s anti-harassment policy.” [This is the version of the policy that was current at the time of the Feb. 2019 investigation](#).
- b. For the purposes of the 2019 investigation Klingerman indicated that the university operated under the “**Procedures for Resolving Complaints of Discrimination and Harassment**.” These procedures have been revised numerous times, and all of these revisions are linked on the Committee SharePoint site. [This is the version of the procedures that was current at the time of the Feb. 2019 investigation](#).
- c. That document indicates that the “Procedures” are “used to investigate and/or resolve a report of harassment and/or discrimination,” which may be related to the Anti-Harassment Policy but also may be related to the **Equal Opportunity, Equal Access and Affirmative Action Policy**.

3. Actual Feb. 2019 investigation

- a. The coach, whom Klingerman calls the “accused person” in his response, was put on administrative leave as “an interim measure under “the Procedures.”
- b. Klingerman indicates that “the Procedures” were a reference point for the process but that “the decision-making process is governed by the facts & circumstances of any given matter.”

05.28.2021 Committee Follow-Up Questions

After receiving this response to the committee’s queries, the committee chair created a series of follow-up questions based on the committee priorities expressed in its 05.04.2021 meeting:

- the committee’s requirement “to identify the relevant policies that were used in the initial investigation,”
- the committee’s commitment to “remain focused on the policies in question as well as the administration’s procedures for identifying and investigating violations of those policies”
- the general task to “to ‘investigate the investigation [.]’ [by] . . .[identifying] the policies and procedures in place as well as the actual procedures that were followed.”

With these priorities in mind, follow-up questions focused on ensuring that the committee had a final list of all policies involved in the investigation as well as a clear understanding of the process and procedures that were followed in the Feb. 2019 investigation as they relate to “the Procedures” document that was cited as the reference point for the investigation.

06.09.2021 response to 05.28.2021 follow-up questions:

Below is a summary of the key points from this response:

- Klingerman indicated in this response that Title IX policies were included in the Anti-Harassment Policy when the Feb. 2019 was conducted.
- He noted that the Equal Opportunity, Equal Access and Affirmative Action Policy only has a vague relation to the initial allegations:
- “The initial allegations vaguely mentioned that the head coach had not hired men as assistant coaches. That allegation arguably implicated the Equal Opportunity, Equal Access and Affirmative Action Policy. The focus of the February 2019 response to the allegations was the coach’s fair treatment of student athletes.”
- “The Procedures” mention a 3-member advisor panel that should be convened to provide advice to the decision-maker in the case of a formal resolution process. In reference to questions about this panel, Trent mentioned that no panel was convened.
- No panel was convened because “no individual ever filed a formal complaint in this matter. So, there were no Complainants or Respondent,” which are terms defined in “the Procedures”:
- **Complainant(s):** “a person or persons making a complaint under the Informal Resolution Process or the Formal Resolution Process”
- **Respondent(s):** “The person or persons whose conduct is the subject of concern under these Procedures”

06.09.2021 committee Follow-Up Questions

In an effort to meet the committee’s obligation to “identify the policies and procedures in place as well as the actual procedures that were followed” in compliance with its charge by the Senate Executive Committee to examine “whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations as well as the investigation,” the chair of the committee forwarded some additional follow-up questions focused on factual information about “the Procedures,” with a particular focus on understanding the following:

- To determine which of “the Procedures” were the relevant ones for the university investigation in Feb. 2019: the “informal resolution process” or the “formal resolution process”
- To determine who the relevant decision-maker was to bring the “interim measures” to an end (i.e., reinstate the coach) and how “the Procedures” enabled or led to that decision
- “Interim measures are available under both Informal and Formal Resolution Processes”
- The decision-maker is different under each process, so to meet the Executive Committee’s charge, we needed to know how was the decision reached.
- This was in an effort to meet the Senate Executive Committee’s charge to the Ad Hoc Committee to examine “how [the university] reached [its] decision to reinstate the women’s basketball coach”
- This is related also to the terminology in “the Procedures” since the “Interim Measures” use the term “Respondent” as someone subject to “interim measures,” but Trent used the term “accused person,” which is not a defined term in “the Procedures.”

06.15.2021 response to 06.09.2021 questions

This is a summary of how Klingerman responded to the follow-up questions:

- The investigation did not make use of the “informal resolution process”
- The investigation did not make use of the “formal resolution process”
- When asked which parts of “the Procedures” were relevant if neither the “informal resolution process” nor the “formal resolution process” was used, Trent responded in the following way:

“The entirety of the Procedures were reference points for the university’s response to the allegations. For example, each person interviewed was presented with the Procedures. Each was provided with information about how to file informal or formal [complaints]. Each was

asked numerous questions designed to assist the university decide whether to initiate an investigation of the allegations. Each was assured protection from retaliation should they decide to pursue their rights. Recall that the coach was on leave from her duties at the time these interviews were conducted.”

- Klingerman “does not object” to saying that the coach’s leave was a “protective interim measure” as defined in “the Procedures,” but he also said that it is not correct to say that the coach is the “Respondent” and the student athletes “complainants” since no one filed a complaint
- Two additional key responses to the issues indicated above:
 - **The decision to return the coach to work**
 - “The decision to return the coach to work was made after it was determined that she posed no threat to the student athletes and after an evaluation of the allegations, together with the statements of the student athletes and others interviewed revealed no basis from which the university would initiate an investigation.”
 - **Who was responsible for the decision to return the coach to work?**
 - “Numerous university officials were involved in the decision to return the coach to work including the Chancellor, Athletic Director, Senior Woman Administrator, Associate Athletic Director for Compliance, Associate Vice Chancellor for Human Resources & Office of Institutional Equity, Campus Title IX Coordinator and me.”

06.15.2021 Committee Follow-Up Questions:

As a final set of follow-up questions, the chair of the committee sought additional clarification on how “the Procedures” were used given the various terminology at play and the investigation not fitting into either of two resolution procedures nor being a “university-initiated investigation.”

06.23.2021 response to 06.15.2021 questions

Many of Klingerman’s responses to these questions reference previous answers he had given. One question that sought to clarify how “the Procedures” were used was the following:

“Is it correct to say that the university never initiated an investigation and/or never investigated the coach?”

Klingerman responded to the question in the following way:

“It is correct to say the university did not initiate an investigation under the Procedures. It is incorrect to say the university never investigated the coach.”

Klingerman also indicated that the committee would not be able to review the documents that were the product of this investigation because “the documentation comprises attorney-client privileged communications and is confidential personnel information.”

He reaffirmed his statement that the decision to reinstate the coach was a group decision involving the individuals referenced in the previous set of responses: “the Chancellor, Athletic Director, Senior Woman Administrator, Associate Athletic Director for Compliance, Associate Vice Chancellor for Human Resources & Office of Institutional Equity, Campus Title IX Coordinator and [Deputy General Counsel].”

Because Klingerman cited the group above as the set of individuals involved in the decision to end the “protective interim measures” and return the coach to working with students, the committee reached out to each of the individuals named as well as the Faculty Athletic Representative.

Christine Marcuccilli agreed to meet with the committee as did the Chancellor. Most of the others provided a statement to the committee (included in the appendix). Marcuccilli’s conversation with the committee helped clarify some of the questions presented by Klingerman’s responses.

2. Christine Marcuccilli, PFW Associate Director of Compliance and Title IX Coordinator (October 26, 2021)

The committee met with Christine Marcuccilli, Associate Director of Compliance and Title IX Coordinator, to learn more about her experience of the procedural handling of the allegations of misconduct in the PFW Women’s Basketball program as well as to follow up on information learned in the exchanges with Klingerman.

In an effort to understand “the manner in which the university handled these allegations initially,” the committee sought to clarify one clear difference between Klingerman’s description of the procedural handling in his written exchanges with the committee and initial descriptions of the procedural handling offered by university administration. While Klingerman asserted that the university “did not initiate an investigation” of the allegations against the coach, the January 25, 2021 Senate meeting saw the procedural handling described as “a full investigation” of the allegations against the coach. Because Klingerman cited Purdue University’s “Procedures for Resolving Complaints of Discrimination and Harassment” (in its 2018 edition) as the relevant policy document for the procedural handling of these allegations, the committee wished to understand more clearly how the procedural steps related with the handling of these allegations related to these official procedures.

Marcuccilli stated that she could not speak to the specifics of PFW Women’s Basketball nor to the specifics of any other case. However, she was able to provide the committee with some clarity about the varying descriptions of the activities involved in the procedural handling of the allegations in the PFW Women’s Basketball program.

Marcuccilli explained that when there are Complaints under the “Procedures,” PFW has two possible decision makers:

1. Chancellor Elsenbaumer for employee-student or employee-employee complaints;
2. Vice Chancellor for Student Affairs Creager for student-student complaints.

These decision makers can put in place “remedial measures” or “protective interim measures” (e.g., administrative leave) as described in the “Procedures” at any point during the process of procedurally handling allegations of abuse, harassment, or misconduct. These decision makers can also bring those “protective interim measures” or “remedial measures” to an end at the decision maker’s own discretion. Those decisions are generally informed by information gathered during the in-take process (i.e. during the reporting of the allegations, whether by a Complainant or a third party).

It was during this description of university policies and procedures that the committee learned of a process that is unspecified in the “Procedures.” This process, described in this meeting as a “pre-investigation,” is an extension of the in-take process in the Office of Institutional Equity and Title IX. When the decision maker (i.e. Chancellor Elsenbaumer or Vice Chancellor Creager) cites a significant time issue, that time issue can prompt what is generally called a “pre-investigation” or information gathering phase. This “pre-investigation” or information gathering ensures that Complainants are safe, have their immediate needs met and have additional support as needed. In addition, the “pre-investigation,” through the in-take process in the Office of Institutional Equity and Title IX, identifies whether there are any emergency situations or any dangers to general campus safety. At this point,

decision makers (Chancellor Elsenbaumer or Vice Chancellor Creager) can take “protective interim measures” against Respondents.

The “pre-investigation” or information gathering phase is not specified in the “Procedures,” but the committee learned that these practices are part of the day-long training that PFW investigators receive from Purdue West Lafayette each year.

The committee was able to conclude through the statement of university policy and procedures that the coach would be understood as a “Respondent” in the procedural handling of allegations in the PFW Women’s Basketball program (this is at odds with how Klingerman described the coach in his written responses to the committee).

During the “pre-investigation” or information gathering phase, the decision maker (Chancellor Elsenbaumer in this case) can use their discretion in imposing or removing “protective interim measures” or “remedial measures.” Similarly, it was clarified to the committee that even if no one initiates a Complaint under the “Informal” or “Formal” processes mentioned in the “Procedures” that the University, via the actions of the relevant decision maker, can still initiate an investigation.

As we learned about university policies and procedures and gathered additional information (listed above and in appendices), the committee was able to conclude that Chancellor Elsenbaumer was the responsible decision maker for returning the women’s basketball coach to working with students and that the allegations were handled through a “pre-investigation” or information gather process that is not detailed in the “Procedures” but is reported to be included in training materials from Purdue West Lafayette. The committee has been unable to review those training materials.

To further understand the initial handling, the committee concluded that we should request a meeting with the remainder of the seven university officials Klingerman identified in his June 15 communication with the committee about parties involved with Chancellor Elsenbaumer’s decision: “the Chancellor, Athletic Director, Senior Woman Administrator, Associate Athletic Director for Compliance, Associate Vice Chancellor for Human Resources & Office of Institutional Equity.” The other two named university officials—the Title IX Coordinator and Purdue University Deputy General Counsel—have already spoken with the Committee.

These requests were sent on November 22, 2021. All but Chancellor Elsenbaumer declined our requests and sent the committee statements (see appendix).

3. Kelley Hartley Hutton, PFW Athletic Director (November 23, 2022 email communication)

In response to the request for a meeting, the PFW Athletic Director responded that she was declining to speak with the committee, but she did provide a statement, which is included in the appendix. The statement explained that the suspension and reinstatement of the coach “was a private personnel matter that has already been reviewed by an outside, independent investigator at the request of internal general counsel.” The Athletic Director also indicated a willingness to respond in writing to questions from the committee. We requested a copy of the independent investigation with personal information redacted, but the PFW Athletic Director denied our request.

4. Chancellor Ron Elsenbaumer (January 7, 2022)

In its January 2022 meeting with Chancellor Elsenbaumer, the committee sought to discuss the processes and procedures utilized in the initial procedural handling of allegations of misconduct in the PFW Women’s Basketball program. In particular, the committee was interested in learning more about the Chancellor's decision-making process during the initial procedural handling. Specifically, the committee sought to learn more about the process for determining which specific “protective interim measures” to take against “Respondents” under the “Procedures for Resolving Complaints of Discrimination and Harassment” in effect at the time of the procedural handling of the allegations. The Committee emphasized that it had learned that there is an additional, unspecified step of “pre-

investigation” that forms a part of the procedural handling of allegations, a step that can involve “protective interim measures,” as is the case here. The committee asked about which procedures guide decision making during the “pre-investigation” phase of allegations given that they are not specified in the “Procedures.”

In the conversational response that followed, the Chancellor clarified that whenever the university receives information about a possible violation of Purdue’s Anti-Harassment Policy (III.C.1) that there is always what he calls an “inquiry phase” (the “pre-investigation” mentioned above). The Chancellor cited a section of the “Procedures” on p. 23 of the print copy of *Fostering Respect/Creating Community*, a publication of Purdue’s Office of Equal Access and Equal Opportunity that was in effect 08.01.2018 – 08.13.2020. The committee had consulted the online version of the policy archived in Purdue University’s library ([linked here](#)). The section of the document the Chancellor cited is the following (located under the subheading “Reporting and Addressing Harassment”):

“The University reserves the right to investigate circumstances that may involve Harassment in situations where no complaint, formal or informal, has been filed. In appropriate circumstances, sanctions in accordance with this policy will be implemented where the University has initiated an investigation in the absence of a formal or informal complaint” (23).

The Chancellor explained that the “protective interim measures” (the coach’s administrative leave) was permitted under this policy since the University “reserves the right to investigate circumstances that *may* involve Harassment in situations where no complaint, formal or informal, has been filed” (the Chancellor’s emphasis).

The committee followed up this assertion with a question about implementing “protective interim measures” since this section of the document states that “sanctions in accordance with this policy” (i.e. “protective interim measures” like administrative leave) are available when “the University has *initiated an investigation* in the absence of a formal or informal complaint” (the Committee’s emphasis). The committee explained that we had been informed that the University never initiated an investigation, and so it was unclear if “protective interim measures” would be available.

The Chancellor responded by citing language from the policy on p. 27 of the print copy mentioned above under the “Responsibilities” section of the policy, under the subheading “Administrators, Supervisors, and Individuals and Offices Designated as a Resource for Assistance with Harassment.” The following is the language the Chancellor cited in his response explaining his responsibilities:

“Take immediate steps in accordance with University policy and procedure to respond to any conduct involving Harassment or complaints of Harassment brought to their attention that involve University faculty, staff or students under their administrative jurisdiction” (27).

The Chancellor emphasized that the intent of the policy and the responsibilities it assigns to administrators is to give them latitude to make judgments about what will keep everyone safe. He asserted again that the “protective interim measures” (the coach’s administrative leave) were put in place to protect students while an inquiry about the received information regarding potential misconduct was carried out and officials sought corroborating evidence. The Chancellor emphasized that protecting everyone is paramount in these cases and that he felt comfortable with the decision to impose the “protective interim measures.”

Committee members acknowledged the importance of the Chancellor’s response and indicated that these questions were not being asked because they thought too much action had been taken but instead because the committee wanted to understand why there was not enough action taken to protect students. The committee indicated that it was attempting to understand not only the procedures for beginning “protective interim measures” but also the procedures for reaching decisions to bring them to an end, that is, to return the coach to working with students.

The Chancellor provided additional information about that decision-making process, which hadn’t previously been shared with the committee. This information is discussed in the next section of this report where we summarize

what we have learned in the area of the second charge of our committee: how the university reached its decision to reinstate the women's basketball coach.

Charge 2: “how it reached [its] decision to reinstate the women’s basketball coach” (SD 20-34)

Summary of initial handling of allegations

As explained in the section on Charge 1 above, the university initially handled the allegations of misconduct in the PFW Women’s Basketball program by using the “Procedures for Resolving Complaints of Discrimination and Harassment” as what Klingerman, in his May 28, 2021 response, called “a reference point” for the process. As the Chancellor noted in his January 7, 2022 meeting with the committee, the initial handling of these allegations were approached with an interpretation of the “Procedures” that provided what the Chancellor described as latitude to make judgments about what will keep everyone safe and what Klingerman described as a “decision-making process [that] is governed by the facts & circumstances of any given matter.” In the case of the initial handling of the allegations in question here, all decision making (including the decision to return the coach to working with students and the decision not to initiate a formal investigation) took place during an “inquiry phase” or “pre-investigation phase,” which is not included or specified in the “Procedures.” The committee has learned that this “inquiry phase” or “pre-investigation phase” (an extension of the intake process of an allegation) is reported to be incorporated into the training process for employees conducting inquiries and/or investigations. The committee has not been able to review those training materials.

Description of decision-making process in bringing “protective interim measures” to an end

With the information on the initial procedures utilized in handling these allegations, the committee was able to turn from the initial handling to the decision-making process itself. In other words, the committee was interested in understanding not only how the decision for “protective interim measures” (i.e. the coach’s administrative leave) was reached but also how the decision maker (Chancellor Elsenbaumer in this case) arrived at the decision to end “protective interim measures” and return the coach to working with students.

In the January 7, 2022 meeting with the committee, the Chancellor indicated that the decision to bring “protective interim measures” to an end during the “inquiry phase” of the process is related to the corroborating evidence that is uncovered during the inquiry. The Chancellor asserted that if no corroborating evidence is uncovered or no witnesses or complainants are willing to provide corroborating evidence, the university cannot initiate an investigation, and as such, it leads to the decision to bring “protective interim measures” to an end.

To demonstrate how the process and procedures work, the Chancellor provided a hypothetical example. He said that if the university receives a tip or other kind of information suggesting the possibility of Harassment, then there is a referral of that information to Human Resources (if an employee is involved), to the Title IX Coordinator and, if students are involved, to the Dean of Students or similar official (e.g. the Vice Chancellor overseeing Student Affairs or a parallel unit).

At the point of the referral or referrals for inquiry, the goal is to seek evidence to corroborate or provide credibility to the tip or received information. Potential victims of alleged potential harassment are invited to file a complaint, but if no complaint is filed and no actionable evidence is uncovered, the Chancellor asserted that the university finds itself unable to initiate an investigation.

Sources of Corroborating Evidence: Three (3) Different and Concurrent Inquiries

The committee learned that in the procedural handling of allegations against the coach in question in this case, there were **three separate inquiries** that were conducted over **a nine (9)-day period** (February 12, 2019 – February 21, 2019):

- a Human Resources inquiry (because it involved an employee)
- a Title IX inquiry
- an Athletics Department inquiry

The Chancellor explained that each of these inquiries was consistent with the other, and the preponderance of the evidence pointed in the direction of no credibility for the information received about potential Harassment in the PFW Women’s Basketball program.

The committee learned more about the specifics of inquiry processes in its October 26, 2021 conversation with Christine Marcuccilli. For example, the committee asked about how cases for inquiry are allocated within the Office of Institutional Equity and Title IX. Marcuccilli responded that there are two investigators: herself and one other investigator. In the period in question, the other investigator was either Joe Flores or Andia Walker, the latter of whom has a background in law.

At the time of this conversation, the committee was unaware of the inquiry processes that took place in addition to the Title IX inquiry. In response to the committee’s November 2021 meeting request to discuss the inquiry process(es) cited by Klingerman in his May/June 2021 response to the committee, the Associate Vice Chancellor for Human Resources and Office of Institutional Equity explained to the committee that all inquiries for Human Resources and the Office of Institutional Equity are handled by Christine Marcuccilli, who is a direct report to the Associate Vice Chancellor. We were provided with no additional details about a separate inquiry from Human Resources as described by the Chancellor.

Regarding the Athletics Department’s inquiry, the committee received a response (previously cited above) from Kelley Hartley Hutton, the PFW Athletic Director, who explained that Purdue University West Lafayette’s Office of Legal Counsel requested an independent investigation of the inquiry process conducted by the Athletics Department. As already indicated, the committee requested a redacted version of the review of the Athletics Department’s inquiry. The committee’s request was denied. Subsequently, the committee made two different public records requests: one from PFW and the other from Purdue West Lafayette. While the PFW request (see appendix), found no responsive records to this independent investigation, the public records request from Purdue University West Lafayette did turn up a record. However, our request to review the material was denied because, as the response to our public records request indicated (email communication from February 23, 2022):

“The record you seek was provided to Purdue by its outside counsel at the request of in-house counsel for the purposes of providing recommendations and guidance regarding a matter that is likely to lead to litigation. Therefore, this record is considered to be an attorney/client privileged communication and comprises attorney work product under both federal and state rules of procedure and evidence.”

While the committee was able to determine that the decision to return the coach to working with students was made utilizing information gathered in three separate inquiry processes conducted over a nine (9)-day period (February 12, 2019 – February 21, 2019), we do not have access to the procedures utilized and the process followed nor an awareness of who was interviewed where, when and on what schedule. The Chancellor did indicate that everyone was willing to speak with investigators and that these interviews revealed consistent evidence that did not corroborate the allegations under inquiry.

Regarding the schedule for the “inquiry phase” or “pre-investigation phase” (which is not specified with concrete timelines in the “Procedures”), the committee learned that, according to the Purdue University West Lafayette training materials, a person who serves as Purdue University’s designated decision maker (i.e., Chancellor Elsenbaumer (in the case of an employee) or Vice Chancellor Creager (in the case of a student)) has the latitude to cite a significant time issue, which is what can prompt the decision to conduct the process within the “pre-

investigation” or “inquiry phase.” This “pre-investigation” or “inquiry phase” ensures that Complainants are safe, that they have their immediate needs met and that they have additional support as needed. This phase also identifies whether there are any emergency situations or any dangers to general campus safety. Once these initial steps are taken, decision makers (Chancellor Elsenbaumer or Vice Chancellor Creager) can take “protective interim measures” against Respondents. Following this, the inquiry or inquiries can proceed within the “pre-investigation” or “inquiry phase,” which, as already noted, is not included or specified in the “Procedures” but rather in the Purdue West Lafayette training materials the committee was unable to review.

Summary of the decision-making process to reinstate the women’s basketball coach

As Chancellor Elsenbaumer stated, the “inquiry phase” or “pre-investigation phase” of this process (outlined in Purdue University West Lafayette training materials but not in the official “Procedures”) involved three separate inquiry processes: a Human Resources inquiry, a Title IX inquiry and an Athletics Department inquiry. These three separate inquiries were conducted over a nine (9)-day period: February 12, 2019 – February 21, 2019. During the inquiries conducted during those nine (9) days, no corroborating evidence was uncovered to substantiate the information received regarding allegations of misconduct in the PFW Women’s Basketball program. Because of the nine (9)-day inquiry process did not uncover any corroborating evidence, Chancellor Elsenbaumer, as the decision maker designated by Purdue University policy, concluded that the university could not initiate an investigation and thus made the decision to bring the “protective interim measures” to an end (i.e. decided to reinstate the women’s basketball coach).

Continued monitoring of the PFW Women’s Basketball Program

Chancellor Elsenbaumer indicated that the situation in the women’s basketball program continued to be monitored and that there was no undue protection for anyone (the coach included). The Chancellor indicated that he felt comfortable with the way the situation was handled because it was in compliance with Purdue University policies and procedures as well as its system-wide standards, which the committee understands as referencing the Purdue University West Lafayette training on the “pre-investigation” or “inquiry phase.”

Concerns and modifications, while potentially possible, would need to be suggested to the Purdue University Vice President for Ethics and Compliance on the West Lafayette campus.

In the next section, the committee summarizes its findings regarding the extent to which the university followed its own policies and procedures as well as those of Purdue University in the handling of allegations and the subsequent inquiry to find or not find corroboration for them.

Charge 3: “whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations as well as the investigation.” (SD 20-34)

Summary of the initial handling of allegations and the decision to reinstate the coach

As explained above in the sections on Charge 1 and Charge 2, the university initially handled the allegations of misconduct in the PFW Women’s Basketball program by using the “Procedures for Resolving Complaints of Discrimination and Harassment” as “a reference point” for the process. The “Procedures,” with their designation of a decision maker for potential complaints involving employees, enabled Chancellor Elsenbaumer to implement, on behalf of Purdue University, “protective interim measures” (i.e. the coach’s administrative leave). In addition to the “Procedures,” the university relied heavily on training materials from Purdue University West Lafayette to guide decision making during the “pre-investigation” or “inquiry phase” in which the university’s review of the allegations was conducted. The “pre-investigation” or “inquiry phase” is often prompted when a significant time issue is cited. The committee was unable to determine the specifics of the time issue that may or may not have prompted the decision to conduct the review within the “inquiry phase.” During the “inquiry phase,” which precedes any decision to initiate an investigation, the university ensures that Complainants are safe, that they have their immediate needs met and that they have additional support as needed. This phase also identifies whether there are any emergency situations or any dangers to general campus safety. Once these initial steps are taken, decision makers (Chancellor Elsenbaumer (for employees) or Vice Chancellor Creager (for students)) can take “protective interim measures” against Respondents. Following this, the inquiry or inquiries can proceed within the “pre-investigation” or “inquiry phase” according to the practices outlined in Purdue University West Lafayette training materials. The committee has been unable to review these training materials.

In the case of the PFW Women’s Basketball coach, three separate and concurrent inquiries were conducted a Human Resources inquiry, a Title IX inquiry and an Athletics Department inquiry. These three separate inquiries were conducted over a nine (9)-day period: February 12, 2019 – February 21, 2019. During the inquiries conducted during those nine (9) days, no corroborating evidence was uncovered to substantiate the information received regarding allegations of misconduct in the PFW Women’s Basketball program. Because the nine (9)-day inquiry process did not uncover any corroborating evidence, Chancellor Elsenbaumer, as the decision maker designated by Purdue University policy, concluded that the university could not initiate an investigation and thus made the decision to bring the “protective interim measures” to an end (i.e. decided to reinstate the women’s basketball coach).

Committee conclusions on the use of university policies and procedures in this case

The key policies and materials that played a role in the allegations and their procedural handling are as follows:

[Purdue Anti-Harassment Policy \(III.C.1\)](#) (version: July 1, 2018 – August 14, 2020)

[“Procedures for Resolving Complaints of Discrimination and Harassment”](#) (version: July 1, 2018 - August 14, 2020)

[Purdue University West Lafayette Training Materials](#): in-take processes and the “pre-investigation” or “inquiry phase”

In the sections on Charge 1 and Charge 2 above, there is a detailed description of the activities involved in the procedural handling of the allegations against the PFW Women's Basketball coach. The procedural handling began after the university received, in late 2018, information about potential violations of the Anti-Harassment Policy (III.C.1). Actions taken after receiving the information were conducted within a "pre-investigation" or "inquiry phase" that is not explicitly detailed in the "Procedures." This phase of the process is an extension of the intake process and is outlined in training materials provided by Purdue University West Lafayette.

The decision to conduct the process via the "pre-investigation" or "inquiry phase" is one that is guided by Purdue University West Lafayette training materials rather than by the "Procedures" themselves, where there is no specified "inquiry phase." The committee has learned in the process of reviewing the procedural handling of these allegations that (as noted in the Charge 2 section of this report) the training materials developed by Purdue University West Lafayette and the trainings given by Purdue University West Lafayette are structured to provide the university's designated decision maker latitude sufficient to implement and also remove "interim measures" as laid out in the "Procedures."

The committee was not given access to these training materials. In our request for these training materials in May 2021, Klingerman asserted that all actions taken during the "inquiry phase" were guided by the "Procedures," which are publicly available. As he also says, however, "the decision-making process is governed by the fact & circumstances of any given matter." The decision making described in this second statement, which we take to parallel the Chancellor's description of the "inquiry process," is, to our understanding, guided by training materials developed by Purdue University West Lafayette rather than by the "Procedures." When the Chancellor provided the committee with materials used in the decision-making process, we were only provided with the "Procedures." But because the "pre-investigation" or "inquiry phase" are not detailed in the "Procedures," it is our understanding that the decision-making process is guided by the trainings Purdue University West Lafayette conducts for decision makers and investigators.

It is not clear whether the university followed the steps outlined in the training materials created and administered by Purdue University West Lafayette because we have not been able to review those materials. Our initial request for these materials was characterized as "overbroad." While Klingerman suggested he may be able to provide us with some training materials if the requests were specific, our subsequent conversations with others involved in the process have continued to reveal new information that would complicate those requests and likely lead to our requests being denied again. More specifically, because we learned that there were three separate and concurrent inquiry processes (one for Human Resources, one for Title IX and one for the Athletics Department), it is unclear if the trainings or even the procedures for the "inquiry phase" would be the same for each investigation or how those potentially different processes might be used to inform a decision maker.

Because the "inquiry phase" is not specified in the "Procedures" and because we do not have access to the training materials where the processes for the "inquiry phase" for each of the three units is detailed, we cannot say conclusively one way or the other that the university did or did not follow the relevant processes. The Chancellor explained how the training he received led him to understand his decision-making processes as falling within the "Procedures," which is the relevant system policy. The decision-making processes for the "inquiry phase," to our understanding, were developed at Purdue University West Lafayette and communicated to staff at PFW through trainings offered by Purdue University West Lafayette. They are not explicitly included in the "Procedures," and it is not clear if the decision-making process in this case followed those training materials because we did not have access to them.

Any deficiencies in the process of inquiry in the case of the PFW Women's Basketball coach, then, reside in the policies, materials and procedures developed at Purdue University West Lafayette. As the committee learned in the course of our review of the procedural handling of these allegations, any changes to the way inquiries and investigations are conducted on our campus would need to be approved by the Purdue University Vice President for Ethics and Compliance on the West Lafayette campus.

In terms of the existing support for those on our campus who wish to report allegations of harassment or discrimination, the committee did learn about some of the things that the Office of Institutional Equity is able to provide. But the committee also identified some areas of potential concern.

For example, one of the primary reasons the university did not initiate an investigation in the case of the women's basketball coach is that no one filed a formal nor an informal complaint. The committee was told that lack of a complaint process prevented the university from acting. However, the "Procedures" suggest that this is not the case. A "University-Initiated Investigation" is defined as the following:

"An investigation initiated by the University *in the absence of a Formal Complaint* submitted by a Complainant. In a University-Initiated Investigation, a Respondent will be provided with written notice of the allegations forming the basis of the University-Initiated Investigation, and Section I of these Procedures will govern such investigations to the greatest extent practicable." (our emphasis)

In other words, a complaint is not required to implement a University-Initiated Investigation. As we learned in the January 7, 2022 meeting, the university continued to monitor the women's basketball program, demonstrating ongoing concern for the allegations. A University-Initiated Investigation has a clearly outlined process in the "Procedures," unlike the "inquiry phase," which has been reported to us as being included in Purdue University West Lafayette trainings.

Because it is the case that Complaints, Formal or Informal, can facilitate investigations of allegations, the committee did ask whether sufficient support is provided to enable potential victims to share information and/or file a complaint.

The committee learned from Marcuccilli that the university does offer some support:

- annual trainings to students, faculty and staff on mandatory reporting and Title IX
- outreach with advisors and the Dean of Students office
- the Office of Institutional Equity and Title IX website
- office hours on the PFW main campus, since the Office of Institutional Equity and Title IX moved to the South Campus and away from where the majority of students interact with the institution

During conversations about support resources for victims, committee members expressed dissatisfaction with the available existing resources, noting that from a student experience, it is unlikely that someone would be able to persist all the way through the resolution process. While the University has numerous well-trained and highly paid officials looking out for its interests in these matters, students, staff, and faculty do not have this same support structure looking out for their interests.

The Committee still lacks clarity regarding why the procedural handling of these allegations happened on such a short timeline (9 calendar days during which student athletes traveled thousands of miles to play 3 away games) and what led Chancellor Elsenbaumer to decline to initiate an investigation under the "Procedures," which would have provided investigators more time to do their work and would have avoided student-athletes needing to participate in this process under what were likely the stressful circumstances of extensive travel, competitive play away from Fort Wayne, distance from normal support structures, a demanding academic schedule, fear of effects on playing time or scholarship and so on.

We still have some gaps in knowledge because the university has denied committee requests to review materials as well as committee public records requests. The university, at the request of in-house legal counsel, hired outside legal counsel to conduct its own review of the inquiry processes given that this "matter that is likely to lead to litigation" (email correspondence, denial of Public Records Request from Purdue University West Lafayette).

In the final section of this report, we provide our recommendations based on what we have learned about how this “inquiry process” was conducted.

Item 4: whether existing policies are adequate or need to be revised (additional charge added by the Executive Committee to the Memo based on Senate By-Laws, 5.3.4.2.)

Over the course of its review of the procedural handling of allegations of misconduct in the PFW Women's Basketball Program, the committee has concluded that existing policies are not adequate.

The most obvious deficiency is that the "pre-investigation phase" or "inquiry phase" is not described in the "Procedures." Because the entirety of this process took place within the "pre-investigation phase" or "inquiry phase," it seems appropriate that it would be made explicit in the "Procedures" in the same way as the other processes (e.g. University-Initiated Investigation, Formal Complaint, Informal Complaint, etc.).

Another significant modification to policies and procedures that would merit consideration is to explore extending the 120-day time limit for filing a Complaint. The "Procedures" are a fairly technical document, which is often being reviewed by a Complainant (i.e. the person reporting having experienced Harassment or Discrimination) in the context of significant stress or trauma. For example, the student athletes who might have filed a Complaint under the procedures were processing this technical document under the stressful circumstances of extensive travel, competitive play away from Fort Wayne, distance from normal support structures, a demanding academic schedule, fear of effects on playing time or scholarship and so on. An extended time frame may be more effective in enabling people to utilize the "Procedures" because it provides them with sufficient time to process their experience and to understand the technicalities of the document. As the committee learned in this review process, had a Complaint been filed, it is more likely that the coach would not have been returned to working with students. An extended time frame would facilitate the filing of those documents and thus enable the necessary review of actions and behaviors that may be in violation of university policies.

In addition to recommending the exploration of extending the time frame for filing Complaints, the committee spoke extensively about the need for additional support structures for students and others who find themselves in the situation of needing to file a Complaint. The process is sometimes technical (e.g. specific time frames for reporting or responding), sometimes emotionally challenging or confusing and sometimes a cumbersome experience that can lead a student or others to decline to face the challenge of filing extensive paperwork or the challenge of dealing with emotionally challenging issues without support. The committee recommends the creation of a group of trained faculty who could serve as trained advocates supporting Complainants (e.g. students) all the way through the resolution process. The idea motivating this recommendation is the need to focus modifications on improving the Complainant (e.g. student) experience of the process. The committee learned that Purdue University West Lafayette has an advocate model like the one we are suggesting. The challenge is that implementing such a model requires additional resources.

These suggestions for system-wide changes would require action both on our campus and at Purdue University West Lafayette. The committee recommends that the PFW representative on the Intercampus Faculty Council bring these issues to the attention to faculty at other Purdue campuses to engage in discussion for further steps. The committee also recommends that the PFW representative at the Purdue University West Lafayette Senate bring these matters to the attention of senators at West Lafayette to encourage discussion and engage in efforts to modify existing policies in ways that improve the safety and well-being of each and every person in the university community.

On our own campus, the committee recommends that Fort Wayne Senate review the structures of faculty oversight over student participation in athletics. The Faculty Athletic Representative was not included and had no knowledge of the allegations nor the alleged behaviors that were reportedly cited as prompting the communication of information related to the allegations at the center of the inquiries reviewed in this report. The committee recommends a review of Senate Document 16-19 in order to ensure that the Faculty Athletic Representative

maintains oversight of student participation in athletics that is independent of the Athletics Department by, for example, being housed within the academic structures of the university. In addition to SD 16-19, the committee recommends that the senate review the section of the bylaws related to the charge, responsibilities and structure of the Mastodon Athletic Advisory Subcommittee.

Conclusion

This committee has taken its responsibilities and the senate charging memo seriously. We have engaged in numerous conversations (over email, in virtual meetings) and reviewed numerous documents. We made requests for information and reviewed the information carefully. When we were unable to gain access to information needed to carry out our charge, we have explained those circumstances. With the information we were able to access, we believe our findings to be the best representation possible of the procedural handling of allegations in the PFW Women's Basketball Program. Our hope is that we take the opportunity to reflect on what this committee has learned and, more importantly, take concrete steps to improve our processes so that each and every member of the university community has the opportunity to grow, learn and thrive.

Appendix

Policies and Procedures

[Purdue Anti-Harassment Policy \(III.C.1\)](https://earchives.lib.purdue.edu/digital/collection/PPA/id/7493/rec/93) (version: July 1, 2018 – August 14, 2020):
<https://earchives.lib.purdue.edu/digital/collection/PPA/id/7493/rec/93>

[“Procedures for Resolving Complaints of Discrimination and Harassment”](https://earchives.lib.purdue.edu/digital/collection/PPA/id/7739/rec/910) (version: July 1, 2018 - August 14, 2020)
<https://earchives.lib.purdue.edu/digital/collection/PPA/id/7739/rec/910>

Senate Documents and References

SD 20-34: Senate Oversight in Abuse Allegations Against Coach Nelson:
<https://www.pfw.edu/committees/senate/documents/documents/2020-21/SD20-34approved.pdf>

SD 20-45: Request to Re-authorize the Ad-hoc Committee Established by SD20-34 for the Next AY:
<https://www.pfw.edu/committees/senate/documents/documents/2020-21/SD20-45.approved.pdf>

SR 20-52: Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program - Spring 2021 Committee Report:
<https://www.pfw.edu/committees/senate/documents/references/2020-21/SR20-52.pdf>

SD 16-19: Faculty Athletics Representative Document:
<https://www.pfw.edu/committees/senate/documents/documents/2016-17/SD%2016-19.pdf>

Senate Bylaws: Section 5.3.4.3, Mastodon Athletics Advisory Subcommittee:
<https://www.pfw.edu/committees/senate/about/docs/Bylaws.3.14.2022.pdf>

Committee Documents (listed the order of appearance in the following pages)

1. 05.28.202 – Klingerman response to committee queries
2. 06.09.2021 – Klingerman response to committee queries
3. 06.15.2021 – Klingerman response to committee queries
4. 06.23.2021 – Klingerman response to committee queries
5. 11.22.2021 – Springer response to request for meeting
6. 11.23.2021 – Elsenbaumer response to request for meeting
7. 11.23.2021 – Hartley Hutton response to the committee
8. 11.30.2021 – Clegg response to the committee

May 28, 2021

Via Email: buttess@pfw.edu

Stephen Buttess

Chair, Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program

Re: *Ad Hoc Committee's Questions*

Dear Stephen:

This follows our May 21 meeting, which was cut short due to several committee members' apparent inability to attend. The committee suggested that I provide written responses to its questions (as set forth on the meeting agenda). Please see the following responses:

1. What [university investigator] trainings are available to faculty, and can the committee receive this training to better carry out its charge?

Response: The University provides annual training to its hired and contracted investigators as well as faculty and staff who volunteer to serve as members of its Advisory Committee on Equity. The training is programmed each year and aspects of the program vary. No date has been set for the 2021-2022 training.

2. The investigation was required because the allegations made violated which specific policy or policies?

Response: No university policy or procedure "required" an investigation into the February 2019 allegations. Some of the allegations received raised concerns that the accused person violated the university's anti-harassment policy. Most of the allegations raised more general concerns about the accused's job performance, particularly her coaching and fair treatment of student athletes in her program.

3. The committee needs to examine the text of the policies as they existed at the time of the allegations and the investigation.

Response: I suggest reviewing the university's anti-harassment policy and the Procedures for Resolving Complaints of Discrimination and Harassment that were in existence in February 2019, but all archived policies are available *via* University Libraries and School of Information Studies. *See*

https://cdm16678.contentdm.oclc.org/digital/collection/PPA/search?_ga=2.268518201.950028192.1622112639-590775500.1571434481 .

Stephen Buttes

May 28, 2021

Page 2

4. At some point, it was decided the coach needed to be placed on administrative leave and an investigation conducted. What procedures govern the decision-making process for putting an employee on leave during an investigation of allegations associated with violations of the policies in question here?

Response: The placement of an employee on administrative leave is an interim measure under the Procedures reference in response to Question 3. The Procedures do not “govern the decision-making process.” The decision-making process is governed by the facts & circumstances of any given matter

5. What procedures guide who the investigator will be and who the decision-maker will be?

Response: See the Procedures referenced in response to Question 3 above as to allegations of discrimination and harassment.

6. What time frames and process steps organize these kinds of investigations according to these procedure documents?

Response: See the Procedures referenced in response to Question 3 above as to allegations of discrimination and harassment.

7. Training Materials

- for the Title IX coordinator and investigator
- for additional investigators,
- for others involved in resolving the allegations associated with this investigation
- for the final decision-makers who concluded the coach should be reinstated

Response: This is an overbroad request to the extent it seeks all training materials each of the above-referenced individuals have accrued over their careers. We can discuss what particular training of which individual the committee believes is relevant and how to request those materials directly from the individual. While I believe the materials are largely irrelevant to this matter, I can also provide materials related to the university’s general training on Title IX’s mandatory reporter duties and other, similar training offered by the university. Please confirm that you want (and do not already have access to) those materials.

Very truly yours,



Trenten D. Klingerman
Deputy General Counsel

June 9, 2021

Via Email: buttess@pfw.edu

Stephen Buttes

Chair, Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program

Re: *Ad Hoc Committee's Follow Up Questions*

Dear Stephen:

This letter responds to the Committee's follow up questions of May 28, 2021. Please see the following responses:

1. Is it correct to say that Title IX policies were not involved the Feb. 2019 allegations? This is what the document seems to imply.

Response: No. Prior to August 2020, the University did not separate the concepts of "Title IX Harassment" (and the separate procedures that attend with it) from other forms of harassment covered by the Anti-harassment policy. In February 2019, the Anti-harassment policy could fairly be referred to as a "Title IX policy."

2. In the Procedures document you mention, under "[4. Investigation of Formal Complaints](#)", it indicates that investigators are required to report in their "initial assessment" whether the allegations would "constitute a violation of one or both of the Policies." In the [Definitions section](#), it says that "the Policies" are the Anti-Harassment Policy and the Equal Opportunity, Equal Access and Affirmative Action Policy. While you mention the former in the document you sent, you did not mention the latter.
 - a. Were the allegations found to involve this other policy or ONLY the Anti-Harassment Policy?

Response: The initial allegations vaguely mentioned that the head coach had not hired men as assistant coaches. That allegation arguably implicated the Equal Opportunity, Equal Access and Affirmative Action Policy. The focus of the February 2019 response to the allegations was the coach's fair treatment of student athletes.

3. In the "[5. Determination](#)" section of the Procedures, it indicates that after receiving the University Investigator's report that a three-member panel will be convened to provide advice on interpreting the University Investigator's report.
 - a. Can you provide the names of the people who formed a part of this advisory panel?

Stephen Buttes

June 9, 2021

Page 2

Response: No panel was convened in this matter.

- b. Since the Procedures indicate three possible options (as well as, I assume, Eligible Designees) as those who can convene the panel, could you indicate who convened the panel?

Response: No panel was convened in this matter.

- c. Were Complainants and Respondent provided an opportunity to meet with the decision-maker and the panel (if they requested it)?

Response: No panel was convened in this matter. By way of clarification, no individual ever filed a formal complaint in this matter. So, there were no Complainants or Respondent.

Very truly yours,



Trenten D. Klingerman
Deputy General Counsel

June 15, 2021

Via Email: buttess@pfw.edu

Stephen Buttess

Chair, Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program

Re: *Ad Hoc Committee's Follow Up Questions*

Dear Stephen:

This letter responds to the Committee's follow up questions of June 9, 2021. Please see the following responses:

1. Is it correct to say that "the allegations" and "general concerns of fair treatment" (official university statement) or, from your response, "the allegations [regarding] the coach's fair treatment of student athletes" did not go through the Formal Resolution Process in the "Procedures for Resolving Complaints of Discrimination and Harassment?"

Response: Yes.

2. Did "the allegations" move through the Informal Resolution Process?

Response: No.

2.c. If the Informal Resolution Process was not used, which specific part or parts of the "Procedures for Resolving Complaints of Discrimination and Harassment" was/were the reference points for you, compliance officers, equity investigators, university administrators or anyone else involved in investigating and resolving "the allegations"?

Response: The entirety of the Procedures were reference points for the university's response to the allegations. For example, each person interviewed was presented with the Procedures. Each was provided with information about how to file informal or formal complains. Each was asked numerous questions designed to assist the university decide whether to initiate an investigation of the allegations. Each was assured protection from retaliation should they decide to pursue their rights. Recall that the coach was on leave from her duties at the time these interviews were conducted.

3.a. Is it correct to say that the coach is the "Respondent" and the "student athletes" the "Complainants?"

Response: No.

Stephen Buttes

June 15, 2021

Page 2

3.b. Is it correct to say that the coach's administrative leave is classified as a "protective interim measure" as defined in the "interim measures" section of the "Procedures" document?

Response: I do not have any objection to that characterization.

3.c.i. Is administrative leave ("University-imposed leave") a standard practice outside of the Formal Resolution Process?

Response: No.

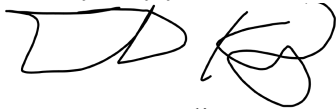
3.c.ii. How was the decision to end the "interim measure" (i.e. return the coach to the team) reached if neither the Formal Resolution Process nor the Informal Resolution Process was followed?

Response: The decision to return the coach to work was made after it was determined that she posed no threat to the student athletes and after an evaluation of the allegations, together with the statements of the student athletes and others interviewed revealed no basis from which the university would initiate an investigation.

4. For the purposes of resolving "the allegations" and returning the coach to the team, who was the decision-maker since no advisory panel was convened?

Response: Numerous university officials were involved in the decision to return the coach to work including the Chancellor, Athletic Director, Senior Woman Administrator, Associate Athletic Director for Compliance, Associate Vice Chancellor for Human Resources & Office of Institutional Equity, Campus Title IX Coordinator and me.

Very truly yours,



Trenten D. Klingerman
Deputy General Counsel

June 23, 2021

Via Email: buttess@pfw.edu

Stephen Buttes

Chair, Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program

Re: *Ad Hoc Committee's Follow Up Questions*

Dear Stephen:

This letter responds to the Committee's follow up questions of June 15, 2021. Please see the following responses:

1. Is it correct to say that, for the purposes of the "Procedures," there were no "complaints" of discrimination or harassment?

Response: Yes.

2. Is it correct to say, for the purposes of the "Procedures," that instead of "complaints" of discrimination or harassment that there were, instead, "reports of harassment and/or discrimination," in the meaning of the sentence from the policy cited above?

Response: I do not object to the characterization.

3a. Is it correct to say the coach is the "Respondent," i.e. "the person or persons whose conduct is the subject of concern under these procedures?"

Response: This question has been previously answered. See June 9 letter, Response to question 3.c; June 15 letter, Response to question 3.a.

3.b. Is it correct to say that the "protective interim measures" were taken in response to "reports of harassment and/or discrimination"?

Response: I do not object to that characterization.

4. Is it correct to say that the university never initiated an investigation and/or never investigated the coach?

Response: It is correct to say the university did not initiate an investigation under the Procedures. It is incorrect to say the university never investigated the coach.

5a. Are there written documents that were used in making "the decision" (e.g. findings of fact, summaries of student statements, etc.)?

Response: Yes.

Stephen Buttes

June 23, 2021

Page 2

Would the committee be able to review some version of these documents if they exist (e.g. redacting names and personal identifying information)?

Response: No. The documentation comprises attorney-client privileged communications and is confidential personnel information.

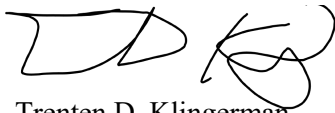
5.b. Is it correct to say that part of "the decision" was also a decision not to investigate the coach?

Response: No.

5.c. Who made "the decision?"

Response: The group of individuals identified in my response to question 4 in the June 15 letter made the decision.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Trenten D. Klingerman', written over a horizontal line.

Trenten D. Klingerman
Deputy General Counsel

Re: Meeting Request - Senate Ad Hoc Committee

Cynthia Springer <springec@pfw.edu>

Mon 11/22/2021 3:08 PM

To: Stephen Buttes <buttes@pfw.edu>

Hi Steve,

As you know. Christine Marcuccilli, who reports to me, leads these HR|OIE processes. Questions regarding interim measures and specifics identified below concerning interviews were handling through Christine Marcuccilli. I could not offer any specifics as to responses in regards to these topics.

Let me know if you want to discuss further.

Cynthia

Sent from my iPhone

On Nov 22, 2021, at 2:45 PM, Stephen Buttes <buttes@pfw.edu> wrote:

Dear Cynthia:

I am writing to you in my capacity as Chair of the PFW Senate Ad Hoc Committee to Investigate the Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program.

As you may know, the Fort Wayne Senate created our committee in its January 2021 meeting (see SD 20-34 in [PFW Senate Minutes for Jan. 11 and Jan. 25, 2021](#)) and voted to have it continue its work in the 2021-2022 academic year (see SD 20-45 in [PFW Senate Minutes for April 12, 19 and 26, 2021](#)).

After consulting with Christine Marcuccilli (Associate Director of Compliance and Title IX Coordinator) and Trent Klingerman (Purdue University, Deputy General Counsel) to ensure that the committee's work would avoid issues of privacy and confidentiality, the Senate Executive Committee subsequently created a charging memo for this committee to meet the charge of SD 20-34 in a way that complies with all matters of confidentiality and privacy.

To that end, the Senate Executive Committee charged this committee with examining four items:

1. "the manner in which the university handled these allegations initially;"
2. "how it reached [its] decision to reinstate the women's basketball coach;"

3. “Whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations and the investigation;” and
4. “whether existing policies are adequate or need to be revised.”

The committee had extended written exchanges with Trent Klingerman regarding the procedural handling of the allegations made in the PFW Women’s Basketball Program.

In his June 15 response to the committee’s questions, Mr. Klingerman identified seven “university officials [who] were involved in the decision to return the [PFW Women’s Basketball] coach to work:”

“Numerous university officials were involved in the decision to return the coach to work including the Chancellor, Athletic Director, Senior Woman Administrator, Associate Athletic Director for Compliance, Associate Vice Chancellor for Human Resources & Office of Institutional Equity, Campus Title IX Coordinator and [Purdue University Deputy General Counsel].”

It is the committee’s understanding that Chancellor Elsenbaumer is the decision maker who is responsible for the decision to return the coach to working with students.

However, given this list of participants in the decision-making process, the committee would like to have a conversation with you about two specific aspects of the procedural handling of the allegations against the PFW Women’s Basketball coach so that we can meet the charge of our committee.

Specifically, we are looking to understand the following in a clearer way:

a. the process for determining which specific “protective interim measures” to take against “Respondents” under the “[Procedures for Resolving Complaints of Discrimination and Harassment](#)” in effect at the time of the procedural handling of the allegations. The Committee has learned that there is an additional, unspecified step of “pre-investigation” that forms a part of the procedural handling of allegations, a step that can involve “protective interim measures,” as is the case here.

What procedures guide decision making during the “pre-investigation” phase of allegations such as those at issue in our committee’s charge?

b. the step-by-step process for procedurally handling the allegations against the PFW Women’s Basketball coach.

We know from media reports that on Feb. 12, 2019 the coach (the “Respondent”) was placed on administrative leave (confirmed by Mr. Klingerman in his June 15 response as a “protective interim measure” as defined in the “[Procedures for Resolving Complaints of Discrimination and](#)

[Harassment](#)”) and that those “protective interim measures” were ended on Feb. 21, 2019 after what university officials at the time termed a “thorough” investigation.

During those 9 days of “protective interim measures,” the PFW Women’s Basketball team played 3 away games (which obviously also included extensive travel):

- Denver, CO (Feb. 13; 1,149 miles from Fort Wayne [approximately 18 hours travel time by car])
- Omaha, NE (Feb. 16; 613 miles from Fort Wayne [approximately 10 hours travel time by car]);
- Brookings, SD (Feb. 20; 783 miles [approximately 12 hours travel time by car]).

To be clear, we do not wish to know specific names of those making allegations or the content of allegations since they are not related to meeting our charge.

Instead, we are interested in knowing, for example, dates of interviews, length of interviews conducted, location of interviews, support services offered before, during and after interviews, the length of time provided for various aspects of report filing and decision making.

Knowing this anonymized information would enable us to meet the four items of our committee charge more fully.

Would you be willing to meet with the committee to discuss these two items? Please respond to this email by **December 3, 2021** to communicate to the committee whether you are willing or are not willing to meet with the committee to discuss the two specific items noted above.

On behalf of the committee,

Steve Buttes,

Chair, PFW Senate Ad Hoc Committee to Investigate the Procedural Handling of Allegations of Misconduct in the PFW Women’s Basketball Program

Re: Meeting Request - Senate Ad Hoc Committee

Stephen Buttes <buttes@pfw.edu>

Tue 11/23/2021 1:28 PM

To: Ronald Elsenbaumer <ronald.elsenbaumer@pfw.edu>

Cc: chancellor <chancellor@pfw.edu>; Kimberly Wagner <kimberly.wagner@pfw.edu>; Gayle Bellam <bellamg@pfw.edu>

Dear Chancellor Elsenbaumer:

Many thanks for responding. I will let the committee know. May I work with Gayle to identify a time that works for both you and the committee?

Thank you, and enjoy the holiday,

Steve

From: Ronald Elsenbaumer <ronald.elsenbaumer@pfw.edu>

Sent: Tuesday, November 23, 2021 1:20 PM

To: Stephen Buttes <buttes@pfw.edu>

Cc: chancellor <chancellor@pfw.edu>; Kimberly Wagner <kimberly.wagner@pfw.edu>; Gayle Bellam <bellamg@pfw.edu>

Subject: Re: Meeting Request - Senate Ad Hoc Committee

Stephen,

Happy to meet with the committee sometime after December 6. We can work to see what fits on the calendar.

Thanks,

Ron

Ronald L. Elsenbaumer, Ph.D.

Chancellor

Purdue University Fort Wayne

2101 East Coliseum Boulevard

Kettler Hall, Room 166

Fort Wayne, IN 46805-1499

Phone: 260-481-6103

Email: Ronald.Elsenbaumer@pfw.edu

PURDUE
UNIVERSITY

FORT WAYNE

From: Stephen Buttes <buttes@pfw.edu>

Date: Monday, November 22, 2021 at 2:45 PM

To: Ronald Elsenbaumer <ronald.elsenbaumer@pfw.edu>

Cc: chancellor <chancellor@pfw.edu>, Kimberly Wagner <kimberly.wagner@pfw.edu>, Gayle Bellam <bellamg@pfw.edu>

Subject: Meeting Request - Senate Ad Hoc Committee

Dear Chancellor Elsenbaumer:

I am writing to you in my capacity as Chair of the PFW Senate Ad Hoc Committee to Investigate the Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program.

As you may know, the Fort Wayne Senate created our committee in its January 2021 meeting (see SD 20-34 in [PFW Senate Minutes for Jan. 11 and Jan. 25, 2021](#)) and voted to have it continue its work in the 2021-2022 academic year (see SD 20-45 in [PFW Senate Minutes for April 12, 19 and 26, 2021](#)).

After consulting with Christine Marcuccilli (Associate Director of Compliance and Title IX Coordinator) and Trent Klingerman (Purdue University, Deputy General Counsel) to ensure that the committee's work would avoid issues of privacy and confidentiality, the Senate Executive Committee subsequently created a charging memo for this committee to meet the charge of SD 20-34 in a way that complies with all matters of confidentiality and privacy.

To that end, the Senate Executive Committee charged this committee with examining four items:

1. "the manner in which the university handled these allegations initially;"
- 2.
3. "how it reached [its] decision to reinstate the women's basketball coach;"
- 4.
5. "Whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations and the investigation;" and
- 6.
7. "whether existing policies are adequate or need to be revised."

The committee had extended written exchanges with Trent Klingerman regarding the procedural handling of the allegations made in the PFW Women's Basketball Program.

In his June 15 response to the committee's questions, Mr. Klingerman identified seven "university officials [who] were involved in the decision to return the [PFW Women's Basketball] coach to work:"

"Numerous university officials were involved in the decision to return the coach to work including the Chancellor, Athletic Director, Senior Woman Administrator, Associate Athletic Director for Compliance, Associate Vice Chancellor for Human Resources & Office of Institutional Equity, Campus Title IX Coordinator and [Purdue University Deputy General Counsel]."

It is the committee's understanding that Chancellor Elsenbaumer is the decision maker who is responsible for the decision to return the coach to working with students.

In an effort to meet our charge and understand the decision-making process more clearly, the committee would like to have a conversation with you about two specific aspects of the

procedural handling of the allegations against the PFW Women's Basketball coach so that we can meet the charge of our committee.

Specifically, we are looking to understand the following in a clearer way:

a. the process for determining which specific “protective interim measures” to take against “Respondents” under the [“Procedures for Resolving Complaints of Discrimination and Harassment” in effect](#) at the time of the procedural handling of the allegations. The Committee has learned that there is an additional, unspecified step of “pre-investigation” that forms a part of the procedural handling of allegations, a step that can involve “protective interim measures,” as is the case here.

What procedures guide decision making during the “pre-investigation” phase of allegations such as those at issue in our committee’s charge?

b. the step-by-step process for procedurally handling the allegations against the PFW Women's Basketball coach.

We know from media reports that on Feb. 12, 2019 the coach (the “Respondent”) was placed on administrative leave (confirmed by Mr. Klingerman in his June 15 response as a “protective interim measure” as defined in the [“Procedures for Resolving Complaints of Discrimination and Harassment”](#)) and that those “protective interim measures” were ended on Feb. 21, 2019 after what university officials at the time termed a “thorough” investigation.

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Knowing this anonymized information would enable us to meet the four items of our committee charge more fully.

•

Would you be willing to meet with the committee to discuss these two items? Please respond to this email by **December 3, 2021** to communicate to the committee whether you are willing or are not willing to meet with the committee to discuss the two specific items noted above.

On behalf of the committee,

Steve Buttes,

Chair, PFW Senate Ad Hoc Committee to Investigate the Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program

Re: Meeting Request - Senate Ad Hoc Committee

Kelley Hartley Hutton <hartleyk@pfw.edu>

Tue 11/23/2021 1:03 PM

To: Stephen Buttes <buttess@pfw.edu>

Cc: Christine Kuznar <kuznarc@pfw.edu>; Rachel Holycross <newstedr@pfw.edu>; Glen Nakata <gnakata@pfw.edu>

Stephen,

We are not able to provide a copy of that report. My suggestion is that you reach out to Trent Klingerman at WL for that request.

Kelley

On Nov 23, 2021, at 11:34 AM, Stephen Buttes <buttess@pfw.edu> wrote:

Dear Kelley (if I may):

Thank you for responding. I will communicate your response to the committee.

Would you or Vice Chancellor Nakata be able to provide the committee with a copy of the report you mention? Your email suggests that it has the information the committee needs to fulfill its charge, so it would be helpful to review it.

Thank you,

Steve Buttes

From: Kelley Hartley Hutton <hartleyk@pfw.edu>

Sent: Tuesday, November 23, 2021 11:21 AM

To: Stephen Buttes <buttess@pfw.edu>

Cc: Christine Kuznar <kuznarc@pfw.edu>; Rachel Holycross <newstedr@pfw.edu>; Glen Nakata <gnakata@pfw.edu>

Subject: RE: Meeting Request - Senate Ad Hoc Committee

Stephen,

Since this was a private personnel matter that has already been reviewed by an outside, independent investigator at the request of internal general council I respectfully decline the invitation to meet on this topic. All of these questions should be addressed in that report and others.

If you have specific questions I can answer, please provide them to me in writing and I will do my very best to provide that information.

Thank you,
Kelley Hartley Hutton

KELLEY HARTLEY HUTTON *Athletic Director*
hartleyk@pfw.edu | O: (260) 481-5445



From: Stephen Buttes <buttes@pfw.edu>
Sent: Monday, November 22, 2021 2:46 PM
To: Kelley Hartley Hutton <hartleyk@pfw.edu>
Subject: Meeting Request - Senate Ad Hoc Committee

Dear Director Hartley Hutton:

I am writing to you in my capacity as Chair of the PFW Senate Ad Hoc Committee to Investigate the Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program.

As you may know, the Fort Wayne Senate created our committee in its January 2021 meeting (see SD 20-34 in [PFW Senate Minutes for Jan. 11 and Jan. 25, 2021](#)) and voted to have it continue its work in the 2021-2022 academic year (see SD 20-45 in [PFW Senate Minutes for April 12, 19 and 26, 2021](#)).

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However, given this list of participants in the decision-making process, the committee would like to have a conversation with you about two specific aspects of the procedural handling of the allegations against the PFW Women's Basketball coach so that we can meet the charge of our committee.

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a. the process for determining which specific "protective interim measures" to take against "Respondents" under the ["Procedures for Resolving Complaints of Discrimination and Harassment" in effect](#) at the time of the procedural handling of the allegations. The Committee has learned that there is an additional, unspecified step of "pre-investigation" that forms a part of the procedural handling of allegations, a step that can involve "protective interim measures," as is the case here.

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We know from media reports that on Feb. 12, 2019 the coach (the "Respondent") was placed on administrative leave (confirmed by Mr. Klingerman in his June 15 response as a "protective interim measure" as defined in the ["Procedures for Resolving Complaints of Discrimination and Harassment"](#)) and that those "protective interim measures" were ended on Feb. 21, 2019 after what university officials at the time termed a "thorough" investigation.

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Knowing this anonymized information would enable us to meet the four items of our committee charge more fully.

-

Would you be willing to meet with the committee to discuss these two items? Please respond to this email by **December 3, 2021** to communicate to the committee whether you are willing or are not willing to meet with the committee to discuss the two specific items noted above.

On behalf of the committee,

Steve Buttes,

Chair, PFW Senate Ad Hoc Committee to Investigate the Procedural Handling
of Allegations of Misconduct in the PFW Women's Basketball Program

Re: Meeting Request - Senate Ad Hoc Committee

Jens Clegg <cleggj@pfw.edu>

Tue 11/30/2021 12:58 PM

To: Stephen Buttes <buttes@pfw.edu>; Ronald Elsenbaumer <ronald.elsenbaumer@pfw.edu>

Due to my extremely limited involvement in this specific case, I feel that I have nothing of substance to contribute to the conversation. Therefore, I have decided not to meet with the committee, but I send the following statement.

As the FAR I was in no way involved or informed at any stage in the process of the handling of allegations of misconduct in the PFW Women's Basketball Program that your committee has been charged by the faculty senate with investigating. I learned about the specific allegations at the same time as the rest of the faculty when they were released by the media. The allegations against the women's basketball coach reported by the media seem horrendous and unacceptable. In my experience working with athletics these allegations are very out of character for the coaches and student athletes. I reached out to the Chancellor about the allegations, and he informed me that because the allegations involved issues related to Title IX that I would not, and could not, be informed or consulted as those issues must be handled and investigated privately by the office of compliance. I reached out to Christine Marcuccilli to confirm what the chancellor said about the FAR not being involved or consulted and she confirmed that the chancellor was correct and that, legally, the specifics of these allegations could not be shared with the FAR. Based on that information I have no role in this process and processes like it that involve these types of allegations.

As the FAR I am a mandatory reporter and if allegations of this nature were ever reported to me by anyone in athletics (student or employee) I would immediately report them to the office of compliance as I am required. To date in my time as FAR no allegations of this nature, or similar allegations, have been reported to me. The student athletes that I work with are generally happy with their experience here at PFW with their coaches, advisors, and other athletics staff.

Regarding the FAR's relationship with athletics, The Department of Athletics has always been very transparent with me and involved me in the decision-making process in all areas, including hiring, policy making, training, academic issues, mental health, and many other processes. They actively seek my input and involvement in all areas of the student athlete experience, and they listen to that input. As a department they show great care and concern for the student athletes and work hard to make sure that they have a good experience. In my time as FAR, the Athletics Department has consistently focused its efforts on putting academics and the student athlete experience at the forefront.

Jens Clegg
Associate Professor of Spanish
Department of International Language and Culture Studies
Faculty Athletic Representative

From: Stephen Buttes <buttes@pfw.edu>
Sent: Monday, November 22, 2021 2:45 PM
To: Jens Clegg <cleggj@pfw.edu>
Subject: Meeting Request - Senate Ad Hoc Committee

Dear Dr. Clegg:

I am writing to you in my capacity as Chair of the PFW Senate Ad Hoc Committee to Investigate the

Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program.

As you may know, the Fort Wayne Senate created our committee in its January 2021 meeting (see SD 20-34 in [PFW Senate Minutes for Jan. 11 and Jan. 25, 2021](#)) and voted to have it continue its work in the 2021-2022 academic year (see SD 20-45 in [PFW Senate Minutes for April 12, 19 and 26, 2021](#)).

After consulting with Christine Marcuccilli (Associate Director of Compliance and Title IX Coordinator) and Trent Klingerman (Purdue University, Deputy General Counsel) to ensure that the committee's work would avoid issues of privacy and confidentiality, the Senate Executive Committee subsequently created a charging memo for this committee to meet the charge of SD 20-34 in a way that complies with all matters of confidentiality and privacy.

To that end, the Senate Executive Committee charged this committee with examining four items:

1. "the manner in which the university handled these allegations initially;"
2. "how it reached [its] decision to reinstate the women's basketball coach;" "
3. "Whether the university followed its own internal policies as well as those of Purdue University in the handling of both the allegations and the investigation;" and
4. "whether existing policies are adequate or need to be revised."

The committee had extended written exchanges with Trent Klingerman regarding the procedural handling of the allegations made in the PFW Women's Basketball Program.

In his June 15 response to the committee's questions, Mr. Klingerman identified seven "university officials [who] were involved in the decision to return the [PFW Women's Basketball] coach to work:"

"Numerous university officials were involved in the decision to return the coach to work including the Chancellor, Athletic Director, Senior Woman Administrator, Associate Athletic Director for Compliance, Associate Vice Chancellor for Human Resources & Office of Institutional Equity, Campus Title IX Coordinator and [Purdue University Deputy General Counsel]."

It is the committee's understanding that Chancellor Elsenbaumer is the decision maker who is responsible for the decision to return the coach to working with students.

However, given this list of participants in the decision-making process and the lack of faculty oversight in the process, the committee would like to have a conversation with you about the role of faculty in the process of procedural handling of allegations of misconduct so that we can meet the charge of our committee.

As you know, Senate Bylaws state that the Mastodon Athletics Advisory Subcommittee is a subcommittee of the Student Affairs Committee.

The Student Affairs Committee “shall be concerned with **the general social, cultural, and practical welfare of all PFW students**. Specific non-classroom **matters of concern shall include** but not be limited to intramural and **intercollegiate athletics**, counseling, orientation of new students, scholarships, loans, conduct and discipline, health, living conditions, student political activities and organizations, student government actions and recommendations, extracurricular activities, **provision of equal rights and opportunities**, recruiting and placement policies, and **other matters which would enhance the university environment of the student for learning and living**. The Committee shall establish a Mastodon Athletics Advisory Subcommittee” (our emphasis, 5.3.4.2).

The Mastodon Athletics Advisory Subcommittee, assisting the Student Affairs Committee in performing duties related to ensuring the “general, social, cultural, and practical welfare of all PFW students” in the area of athletics, “shall . . . Advise the ex-officio members” (5.3.4.3.2.6), which include athletics administrators, and “shall . . . When requested by administrators, make personnel recommendations in the athletic area to the Chief Administrative Officer” (5.3.4.3.2.7).

Similarly, SD 16-19, the Faculty Athletic Representative (FAR) Document, states that the FAR is “the most visible sign of faculty involvement in the intercollegiate athletics program” (SD 16-19). As the document states, the FAR’s role is:

“To be **an independent participant in the process of monitoring compliance with NCAA**, conference, and **institutional rules** by the athletic program;

- To provide a faculty viewpoint in the administration of the intercollegiate athletics programs;

- To **act as a resource for student-athletes**, coaches, and athletic department staff; and

- To **advise the chancellor** on matters related to these functions.

The FAR should carry out these duties particularly **mindful of the need to protect** the academic integrity of the athletics program and **the welfare of the student-athletes**” (our emphasis SD 16-19)

In a more specific way, the FAR, among other things, “oversee[s] the annual administration of the coaches certification exam,” “actively participate[s] in the student-athlete exit interview process and review[s] student-athlete responses to the annual program evaluations,” and “meet[s] regularly with the Chancellor on matters related to the intercollegiate athletics program.”

The committee is looking to understand more clearly why the FAR, the Mastodon Athletics Advisory Subcommittee and the Student Affairs Committee do not appear to have been involved in advising the Chancellor Elsenbaumer when he was engaging in the decision-making process to end “protective interim measures” against the coach and return her to working with students.

Because our committee is charged with reporting on “whether existing policies are adequate or need to be revised,” we would like to speak with you regarding the FAR’s role in the procedural handling of the allegations of misconduct in the PFW Women’s Basketball program specifically and the independence of faculty oversight of athletics more generally.

Given that SD 16-19 charges the FAR to “serve as a liaison between faculty, administration and student-athletes and assist in the mediation of any conflicts between these groups” (SD 16-19), we

believe that meeting with this committee falls within the FAR's enumerated responsibilities.

Would you be willing to meet with the committee to discuss the issues outlined above? Please respond to this email by **December 3, 2021** to communicate to the committee whether you are willing or are not willing to meet with the committee to discuss these matters.

On behalf of the committee,

Steve Buttes,

Chair, PFW Senate Ad Hoc Committee to Investigate the Procedural Handling
of Allegations of Misconduct in the PFW Women's Basketball Program