

Minutes of the
Fifth Regular Meeting of the Third Senate
Purdue University Fort Wayne
January 11 and 25, 2021
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of December 14
3. Acceptance of the agenda – B. Buldt
4. Reports of the Speakers of the Faculties
 - a. IFC Representative – P. Dragnev
 - b. Deputy Presiding Officer – N. Younis
5. Report of the Presiding Officer – J. Toole
6. Special business of the day
 - a. HLC Progress – Kent Johnson
7. Unfinished business
 - a. Educational Policy Committee (Senate Document SD 20-17) – S. Hanke
 - b. Executive Committee (Senate Document SD 20-21) – B. Buldt
 - c. Educational Policy Committee (Senate Document SD 20-18) – S. Hanke
 - d. Executive Committee (Senate Document SD 20-19) – B. Buldt
8. Committee reports requiring action
 - a. Faculty Affairs Committee (Senate Document SD 20-22) – H. Di
 - b. Executive Committee (Senate Document SD 20-23) – B. Buldt
 - c. Executive Committee (Senate Document SD 20-24) – B. Buldt
 - d. Library Subcommittee (Senate Document SD 20-25) – S. Ding
9. Question time
10. New business
 - a. (Senate Document SD 20-34) – J. Badia, A. Livschiz, and S. Carr
11. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 20-22) – B. Buldt
 - b. Curriculum Review Subcommittee (Senate Reference No. 20-23) – C. Lawton
 - c. Curriculum Review Subcommittee (Senate Reference No. 20-24) – C. Lawton
 - d. Executive Committee (Senate Reference No. 20-25) – B. Buldt
12. The general good and welfare of the University

13. Adjournment*

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

Presiding Officer: J. Toole
 Parliamentarian: C. Ortsey
 Sergeant-at-arms: G. Steffen
 Assistant: J. Bacon

Attachments:

“Advance Credit Policy” (SD 20-17)
 “Resolution to Discuss Impact of Pandemic on Faculty” (SD 20-21)
 “Revision of General Education Program” (SD 20-18)
 “Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne” (SD 20-19)
 “Automatic Two-year Extension of Probationary Period – COVID Pandemic” (SD 20-22)
 “COLA Senate Apportionment” (SD 20-23)
 “College of Science Senate Apportionment” (SD 20-24)
 “Approval to Fill a Vacancy on the Senate Library Subcommittee” (SD 20-25)
 “Senate Oversight in Abuse Allegations Against Coach Nelson” (SD 20-34)
 “Executive Committee Report on Administrative Compliance” (SR No. 20-22)
 “Certificate in Agricultural Leadership” (SR No. 20-23)
 “Theatre Concentrations” (SR No. 20-24)
 “Provide Feedback on P&T Documents” (SR No. 20-25)

Senate Members Present:

J. Badia, D. Bauer, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, S. Carr, B. Chen, Z. Chen, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, P. Dragnev, C. Drummond, P. Eber, J. Egger, B. Elahi, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, D. Holland, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, A. Livschiz, A. Marshall, J. Mbuba, A. Mills, A. Mohammadpour, J. O’Connell, M. Parker, S. Roberts, G. Schmidt, A. Smiley, R. Stone, J. Stover, H. Strevel, T. Swim, L. Whalen, S. Wight, M. Wolf, N. Younis, Y. Zhang, M. Zoghi

Senate Members Absent:

P. Jing, C. Lee, J. Lewis, L. Lolkus, S. Randall, A. Ushenko, D. West

Guests Present:

A. Benito, M. Ball, N. Borbieva, K. Burtnette, L. Butcher, J. Cashdollar, R. Clark, F. Combs, T. Cooklev, S. Davis, M. Dixon, C. Erickson, C. Fox, K. Francisco, M. Frye, K. Gouty, C. Gurgur, T. Heath, M. Helmsing, J. Hersberger, C. Hine, J. Hoppe, D. Johnson, B. Kingsbury, C. Kuznar, S. LeBlanc, T. Luce, J. Malanson, C. Marcuccilli, S. Miller, H. Mock, I. Modry-Caron, A. Murray, B. Mylrea, E. Ohlander, A. Seilheimer, C. Springer, N. Virtue

Acta

1. Call to order: J. Toole called the meeting to order at 12:00 p.m.

2. Approval of the minutes of December 14: The minutes were approved as distributed.

3. Acceptance of the agenda:

B. Buldt moved to accept the agenda.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

a. IFC Representative:

P. Dragnev: Dear all, let me first wish everyone Happy and Healthy New Year and a successful Spring semester! Even though its start indicates otherwise, I sincerely hope 2021 will be less eventful than 2020.

The Secretary of Faculties of the Purdue WL Senate, Manushag N. Powell, Professor of English, is in the process of scheduling three meetings this semester (February, March, and April).

Agenda items are being solicited. One of the items that I will be bringing up, is the way that feedback is being solicited when changes in Purdue benefits are being considered. Key example here is the Parkview contract renegotiation last year. Another good example is the Partial Retirement benefit, that was unilaterally suspended.

In this regard I would like to solicit from the members of this body any topics of system-wide importance that you think Intercampus Faculty Council (IFC) should consider.

b. Deputy Presiding Officer:

N. Younis: Happy New Year, colleagues.

We begin 2021 much where we ended the past decade, and not just because of the pandemic, tackling declining enrollments, weakening support from the state, increasing spending, and therefore the financial stress. Definitely, the coronavirus pandemic, demographic issues, and the economy added more pressure.

The real-world practice continues to evolve; yet education has not changed at the same rate and higher education institutions can no longer operate in isolation.

At IPFW and now PFW, we used duct tape the past decade to tackle the financial health problems, but we continue to be under financial stress. If you

don't believe me, examine the faculty merit increase over the last ten years as an example.

I must confess that I am not smart to know the solution to PFW financial strain. I submit to you that it is not a one person solution. However, utilizing shared governance by involving all PFW constituencies we should examine the non-academic and academic arenas for a long term solution.

In conclusion, a systematic analysis and design criteria are necessary because our institution is under financial stress, and not just because of the pandemic.

Have a great semester.

5. Report of the Presiding Officer:

J. Toole: Hello everyone. We have a very full agenda, with eight Senate documents under consideration, at least several of which are likely to involve extended discussion. Recognizing that, I will keep my remarks short.

First, I'd like to draw your attention to a reference document included in this month's Committee Reports for Information Only. This is SR 20-22, the Executive Committee's report on Administration Compliance. This report was produced in response to Senate Document SD 16-37, which requires the Executive Committee to report annually on how well the Administration has complied with provisions of Senate resolutions. The Executive Committee is behind in this reporting responsibility, so the attached report is for Academic Year 2018-2019. We plan to fully catch up soon by presenting a report for Academic Year 2019-2020 in the next month or two.

Second, we realized in preparing for today's meeting that there is a minor error in each of two other Committee Reports for Information Only. In both SR 20-23 and SR 20-24, the same error exists: page 2 of each refers to a proposed new major that is not relevant to the new certificate or concentration proposed. Please disregard these pages. We apologize for any inconvenience.

Finally, I'd like to wish everyone a happy and productive semester. It won't be an easy spring since we're still living and working under difficult conditions, but I know that we'll all do everything we can to teach our students well and to support them in every way possible.

This concludes my Presiding Officer remarks.

6. Special business of the day:

a. HLC Progress – K. Johnson

K. Johnson: I wanted to begin with basically an announcement. Part of our communication plan and discussion plan for the finishing stages of preparing the comprehensive study, as I noted last meeting, we have a version of it up on our website. You are welcome to go to the website. Over the next couple of months though, what we want to do is to get as much input as possible on both the document and additional information if we feel it is relevant to be applied. To facilitate that, I have set up three groups of town halls. We will be sending out the exact dates of these at the end of this week. I wanted to provide an overview of what these are and the objective of them, and kind of how we are going to move forward with this.

The first set of town halls will just be an overview of the HLC comprehensive visit. Basically going over each general criteria, for about twenty minutes across the criteria, then about forty minutes to have a discussion with all of the people in the town hall. Because there is a large number of people to get to, we will be doing multiple versions of this over the next several weeks and ending about February 22. We are going to have one to two of these each week, so that we can get greater participation. We will send out that schedule at the end of this week.

The second group of virtual meetings or town halls that we will be doing, we want to do at the college and department level and focus on specific criteria that are very engaged with faculty, specifically criteria in three and four, and a little bit of five, and a little bit of one. But, we are really focusing on three and four, which goes to teaching, learning, research, and all the core activities of our faculty. These will be really important because they provide an opportunity to all of the faculty to look at the report and provide any input that they have. I will say that we have already had faculty giving information through their deans to me. They were beginning to include additional examples of practices on campus in support of those criteria.

The third group of criteria workshops will begin on February 22. Each week from February 22 through the last week of March and first week of April, we will be providing a specific kind workshop on each criteria. So, one, two, three, four, and five. We do that multiple times so that everybody can have the opportunity to discuss the specific criteria. If there is any feedback or anything we need to do, that also provides me some time to make some changes. I will note that all changes, or any input that you want to provide, needs to be done by the first week of March, because we have to submit these the second week of March. These town halls are really important to get your engagement and your participation in the reports. As always, we will continue to update the website. That should be updated at the end of this week with some additional information.

We have already begun submitting a couple of other things that we have to do. One is for COVID. All of the COVID issues are in a separate document or separate report. We are completing that report. It will go out with the comprehensive study, but it is a separate report. The other thing is that we do have our annual institutional update, which we will be submitting in the next few weeks. But, that is something that we do on an annual basis.

Again, the one thing that I want to emphasize is that we want this set up for the four year review, which follows immediately after this. Once we complete this study, basically a new study begins, so it is important to note that a lot of the things we will have in this report speak to changes that are in process, as well as looking back to what we have done in the past.

That is the end of my presentation for the day. We look forward to meeting with you at the next meeting. Hopefully we will have a little more time to discuss with Senate. I am also hoping, if you wanted, to do another workshop with Senate maybe sometime between now and March. Thank you very much.

S. Carr: I just wanted to clarify, in terms of primary responsibility for preparing the academic aspects of the self-evaluation report, who has primary responsibility for that?

K. Johnson: In my administrative role, I do have primary responsibility for preparing the full report and getting it submitted to HLC. This has been pretty much common practice across most institutions over the last probably ten years. The reason is that when the accreditation got so tied to department requirements, universities began hiring specialists to do this type of work and that is what I have done, at least part of my responsibilities over the last twenty years. It is a process that if you look at the joint statement of the association governing boards, it is a policy that they do talk about the importance of accreditation. That was done in 2016, I believe. I am not sure. I can provide that to you. But, the primary responsibility for getting this submitted to HLC is mine. I engage with faculty in every way I can. This is part of why we asked to be on the agenda with Senate. It is why that I have worked through the colleges. It is why we have someone that sits on the steering committee. That is how the responsibility for that is set.

S. Carr: Just a quick factual correction statement. The AAUP statement is from 1968 and it does clearly state that a committee largely composed of faculty members, that is responsible to faculty as a whole, should have primary responsibility for the academic aspect of the self-evaluation. Thanks.

J. O'Connell: I just want to clarify, as Kent mentioned, there is a task force or steering committee, of which I am a member. There are eight other members, some of which hold faculty positions. They have been working on this for over a year and a half with Kent. So, it isn't Kent alone. There is a fairly decent sized task force that has been working with Kent for over a year now.

K. Johnson: Thank you, John, for clarifying that.

7. Unfinished business:

- a. Educational Policy Committee (Senate Document SD 20-17) – S. Hanke

Senate Document SD 20-17 (Advance Credit Policy) passed on a voice vote.

b. Executive Committee (Senate Document SD 20-21) – B. Buldt

Senate Document SD 20-21 (Resolution to Discuss Impact of Pandemic on Faculty) passed on a voice vote.

c. Educational Policy Committee (Senate Document SD 20-18) – S. Hanke

M. Wolf moved to amend Senate Document SD 20-18 (Revision of General Education Program) by changing the second “WHEREAS” on the second page from “WHEREAS, there currently is no meaningful way to assess General Education learning outcomes at the program level as recommended for accreditation by the Higher Learning Commission” to “WHEREAS, PFW seeks to access better its General Education learning outcomes at the program level as recommended for accreditation for the HLC.”

Motion to amend passed on a voice vote.

The meeting is suspended at 1:15 until noon, Monday, January 25, 2021.

Session II
(January 25)

Acta

Senate Members Present:

J. Badia, D. Bauer, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, S. Carr, B. Chen, Z. Chen, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, P. Dragnev, C. Drummond, J. Egger, B. Elahi, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, D. Holland, P. Jing, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Lewis, A. Livschiz, L. Lolkus, A. Marshall, J. Mbuba, A. Mohammadpour, J. O’Connell, M. Parker, S. Randall, S. Roberts, G. Schmidt, R. Stone, J. Stover, H. Strevel, T. Swim, L. Whalen, S. Wight, M. Wolf, N. Younis, Y. Zhang, M. Zoghi

Senate Members Absent:

P. Eber, C. Lee, A. Mills, A. Smiley, A. Ushenko, D. West

Guests Present:

M. Ball, N. Borbieva, K. Burtnette, J. Cashdollar, K. Christmon, R. Clark, F. Combs, S. Davis, M. Dixson, C. Erickson, C. Fox, M. Frye, C. Gurgur, T. Heath, M. Helmsing, J. Hersberger, C. Hine, L. Horrell, D. Johnson, B. Kingsbury, C. Kuznar, S. LeBlanc, J. Malanson, C. Marcuccilli, E. Ohlander, C. Randall, C. Springer, N. Virtue

J. Toole reconvened the meeting at 12:00 p.m. on January 25, 2021.

c. Educational Policy Committee (Senate Document SD 20-18) – S. Hanke

M. Parker moved to amend Senate Document SD 20-18 (Revision of General Education Program) by changing Science to Science and Technology.

Motion to amend failed on a voice vote.

S. Hanke moved to amend the first page by changing “considered” to “approved.”

Motion to amend passed on a voice vote.

M. Wolf moved to amend by changing “During regular semesters (fall and spring), a minimum enrollment of 24 will apply to each section of General Education courses but exceptions will be allowed for pedagogical purposes” to “During regular semesters (fall and spring), departments should maximize enrollment in each section of General Education where it meets relevant pedagogical purposes.”

S. Betz moved to postpone Senate Document SD 20-18 (Revision of General Education Program) until March.

Motion to postpone passed on a voice vote.

d. Executive Committee (Senate Document SD 20-19) – B. Buldt

S. Carr moved to postpone Senate Document SD 20-19 (Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne) until February.

Motion to postpone passed on a voice vote.

8. Committee reports requiring action:

a. Faculty Affairs Committee (Senate Document SD 20-22) – H. Di

J. Egger moved to approve Senate Document SD 20-22 (Automatic Two-year Extension of Probationary Period – COVID Pandemic).

S. Carr moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

b. Executive Committee (Senate Document SD 20-23) – B. Buldt

M. Wolf moved to approve Senate Document SD 20-23 (COLA Senate Apportionment).

Resolution passed on a voice vote.

- c. Executive Committee (Senate Document SD 20-24) – B. Buldt

C. Lawton moved to approve Senate Document SD 20-24 (College of Science Senate Apportionment).

Resolution passed on a voice vote.

- d. Library Subcommittee (Senate Document SD 20-25) – S. Ding

S. Ding moved to approve Senate Document SD 20-25 (Approval to Fill a Vacancy on the Senate Library Subcommittee).

A. Livschiz moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

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

10. New business:

- a. (Senate Document SD 20-34) – J. Badia, A. Livschiz, and S. Carr

A. Livschiz moved to approve Senate Document SD 20-34 (Senate Oversight in Abuse Allegations Against Coach Nelson).

S. Carr moved to suspend the rules to continue the meeting for fifteen extra minutes.

J. Toole moved for unanimous consent.

Unanimous consent failed.

Motion to suspend the rules to continue the meeting for fifteen extra minutes passed on a poll vote.

Resolution passed on a voice vote.

11. Committee reports “for information only”:

- a. Executive Committee (Senate Reference No. 20-22) – B. Buldt

- Senate Reference No. 20-22 (Executive Committee Report on Administrative Compliance) was presented for information only.
- b. Curriculum Review Subcommittee (Senate Reference No. 20-23) – C. Lawton
- Senate Reference No. 20-23 (Certificate in Agricultural Leadership) was presented for information only.
- c. Curriculum Review Subcommittee (Senate Reference No. 20-24) – C. Lawton
- Senate Reference No. 20-24 (Theatre Concentrations) was presented for information only.
- d. Executive Committee (Senate Reference No. 20-25) – B. Buldt
- Senate Reference No. 20-25 (Provide Feedback on P&T Documents) was presented for information only.
12. The general good and welfare of the University: There was no general good and welfare of the University.
13. Adjournment: The meeting adjourned at 1:35 p.m.

Joshua S. Bacon
Assistant to the Faculty

MEMORANDUM

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 11/18/2020
SUBJ: Advanced Credit Policy

WHEREAS, Current academic regulations 7.2 (Special Credit, Credit for Military Service, and Excess Undergraduate Credit) state that

“International Baccalaureate Program. For participants in the International Baccalaureate Program, an award of 3-8 credits shall be made for each High level examination passed with a score of 4 or above. The admissions office will award undistributed credit in the appropriate disciplines until specific credit equivalencies are established by IPFW departments. No credit will be awarded for performance on Subsidiary level exams.”; and

WHEREAS, the Indiana Commission for Higher Education expects that all public universities provide credit for students who complete college-level courses as part of the high school curriculum. This expectation is based on The Indiana State Board of Education, Graduation Pathways Panel document (finalized on 11/7/2017; adopted by State Board of Education in December 2017) which emphasizes students meeting Postsecondary-Ready Competencies (PRC). The PRC includes AP/International Baccalaureate (IB)/Dual Credit/Cambridge International courses or CLEP exams; and

WHEREAS, other institutions within the Purdue University system offer Advanced Credit for credit by examination as well as external examinations. For example, PWL offers IB credit for Subsidiary Level and/or High Level credits for students who score a 5 or above in more than 40 different content areas. See a complete list of transfer credits at:

<https://admissions.purdue.edu/transferecredit/ibcredit.php>. PWL also offers credit for AS-level and A-level examinations. Exams that can be considered for credit are Cambridge International AS/A-levels, Oxford International AQA AS/A-levels, Pearson Edexcel AS/A-levels, AQA AS/A-levels, and OCR AS/A-levels. See a list of transfer credits at: <https://www.purdue.edu/IPPU/ISS/Admission/alevel.html>;

BE IT RESOLVED, that the Academic Regulations be revised to state:

“International Baccalaureate Program. For participants in the International Baccalaureate Program, credits will be awarded based on Department approval for select Subsidiary and Higher Level subjects with a score of 5 or above. Purdue University Fort Wayne Office of International Education will work with departments to determine the appropriate number of credits to award in each specific discipline. Undistributed credits

will be awarded for subjects where the respective department has declined specific course credits. Participants who complete Advanced Subsidiary (“AS”) or Advanced (“A”) levels will be awarded credits based on Department approval for select AS and A level subjects with a score of C or above. Purdue University Fort Wayne Office of International Education will work with departments to determine the appropriate number of credits to award in each specific discipline. Undistributed credits will be awarded for subjects where the respective department has declined specific course credits.”

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bernd Buldt
Chair, Executive Committee
Steve Carr
Senator for Communication

DATE: 20 November 2020

SUBJ: Resolution to Discuss Impact of Pandemic on Faculty

Resolution to Discuss Impact of Pandemic on Faculty

WHEREAS the Purdue University Senate discussed and passed the resolution “The Impact of the Pandemic on Faculty” at its meeting on Monday, 16 November 2020; and,

WHEREAS the challenges, disparities, and call to action outlined in this document apply to the Fort Wayne campus as well,

BE IT RESOLVED that Fort Wayne Senate discuss Purdue University Senate Resolution SD 20-25; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate vote to adopt the institution of “compassionate and supportive policies in response to the pandemic” as outlined in the attached Purdue University Senate document.

- To:** The University Senate
- From:** Equity and Diversity Committee and Faculty Affairs Committee
- Subject:** The Impact of the Pandemic on Faculty
- Reference:**
- Disposition:** University Senate for Discussion and Adoption
- Rationale:**
- 1) Faculty face unprecedented challenges as a result of the current pandemic.
 - 2) Actions and measures required to address pandemic-related challenges have the effect of exacerbating existing inequities within the faculty workforce.
 - 3) Nationally, there is increasing evidence that the COVID-19 pandemic is having a differential impact on the productivity of faculty from different groups.
 - 4) Across faculty groups, there has been a change in the distribution of work effort, with less time devoted to research and more time spent on teaching and service. However, this change in distribution of efforts is not uniform across groups.
 - 5) Disparities in experience within our own faculty have been shown through the Senate Surveys dispersed throughout the summer and fall terms.
 - 6) Maintaining a commitment to diversity, equity, and inclusion is critical to support and retain faculty.
- Proposal:** Recognizing that structural inequities may exist and that there is an immediate need for intervention, we support the University in instituting compassionate and supportive policies in response to the pandemic. These efforts may include actions such as:
- Reducing service loads during the pandemic
 - Creating mechanisms for making “invisible” service work (supporting students during the pandemic, equity and inclusion support at all levels of the University, etc.) more visible through formalizing and recognizing this work

- Giving freedom to instructors to teach in their preferred mode (in-person, online, hybrid, etc.) without the added burden of justifying their preference
- Providing course releases for faculty facing significant caregiving demands
 - If course releases are not possible for faculty with significant caregiving demands, allowing them priority in selecting courses to teach, and hiring temporary help for those courses needing such special support
- Postponing new, non-essential programs and initiatives, especially those that require additional effort from faculty
- Providing guidance for Promotion and Tenure committees for how research, teaching, and service during the pandemic ought to be considered differently than other times

In addition, we encourage the University to promote adoption of these policies across all units, so that faculty will not feel stigmatized for accepting support.

Equity and Diversity Committee Votes:

For:

Peter Bermel
Ximena Bernal
Bharat Bhargava
Sammy Bonnet
Alex Griffin-Little
Lowell Kane
Neil Knobloch
Klod Kokini
Rodolfo Pinal
Audrey Ruple
Ala Samarapungavan
Val Schull
Kevin Stainback
Susan Watts
Kip Williams

Against:

Albert Heber

Abstained:

De Bush
Alysa Rollock

Absent:

Terrence Meyer

Faculty Affairs Committee Votes:

For:

Min Chen
Bruce Craig
Sharon Christ
Alexander Francis
Steve Hooser
Jozef Kokini
Seokcheon Lee
Brian Richert
John Springer
Steve Yaninek

Against:

Charles Bouman
David Koltick

Abstained:

Ralph Kaufmann

Absent:

MEMORANDUM

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 11/18/2020
SUBJ: Revision of General Education Program

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

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

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

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

Approved

Hosni Abu-mulaweh
Stacy Betz
Steven Hanke
Donna Holland
Shannon Johnson
Kate White

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

Cheryl Hine
Teri Swim

TO: Steven Hanke, Chair of the Education Policy Committee
FROM: Carol Lawton, Chair of the General Education Subcommittee
DATE: 11/12/2020
SUBJ: Proposal for Revision of the General Education Program

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

WHEREAS, PFW seeks to access better its General Education learning outcomes at the program level as recommended for accreditation for the HLC, and

WHEREAS, a signature assignment across Ways of Knowing courses with a common theme of community (broadly defined) could provide both a basis for program-level assessment and a distinctive feature to General Education on our campus, and

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

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

WHEREAS, the current Capstone category includes courses that are not generally accessible to freshmen and sophomores and adds 3 credits above the state-mandated minimum for General Education,

BE IT RESOLVED, that the General Education program be revised to provide students a meaningful educational experience that increases their understanding of the relevance of General Education coursework to the larger community, promotes exposure to the arts and issues of diversity, equity, inclusion and global awareness; promotes consistency in assessment at the program level by use of signature assignments, incorporates a unifying theme of community (local and global) in signature assignments to increase student understanding of the real-life relevance of General Education coursework and facilitates campus contributions to the larger community; and provides coursework that sets the groundwork for further learning by being accessible to freshmen and sophomores, as detailed in the attached proposal.

In Favor

Against

Abstain

Hadi Alasti

Noor Borbieva

Suining Ding

Pat Eber

Kent Johnson

Shannon Johnson

Carol Lawton

Erik Ohlander

Proposal for Revision of the General Education Program

Purpose

The proposed revision of the General Education program at Purdue University Fort Wayne is guided by the philosophy that general education should promote the development of life-long learners and civic-minded individuals who possess the skills necessary to positively contribute to the world around them. The purpose of general education is quite different than that of a major. Whereas a major provides students with the in-depth knowledge and skills to succeed in a specific field, general education applies more broadly to the type of intellectual skills and familiarity with different ways of knowing that will continue to have relevance and meaning to students' personal lives, communities, and careers long after they have graduated from PFW. Its primary aim should be to facilitate a "big picture" mindset early in the undergraduate years, upon which the more in-depth learning in a major can be built. As such, General Education should not oversample from the student's major and its courses should be accessible to freshmen and sophomores.

The changes to the General Education program proposed here are driven in large part by the need for program-level assessment of General Education learning outcomes, as recommended by the Higher Learning Commission. General Education assessment currently occurs at the level of individual courses; given the diversity of courses in the program, there is no meaningful way to carry out program-level assessment. One way that universities across the country elicit specific learning outcomes and collect evidence of student learning across courses is through use of a signature assignment ([UMKC Description and Tools](#); [Weber State Signature Assignments in GE](#); [AAC&U Signature Assignment Tool](#)). A signature assignment is not a single or common assignment across courses but rather it is a template that faculty adapt to their specific course content. Signature assignments often follow a theme tied to the institutional mission. The proposed revision of the General Education program at PFW would use a signature assignment across all Ways of Knowing courses with the theme of community, broadly defined as an interplay of processes that may be local or global, natural or sociocultural. This theme has the potential to increase student understanding of the real-life relevance of General Education coursework and facilitate campus contributions to the larger community, and it is consistent with the designation of PFW as a comprehensive metropolitan university.

In addition, the proposed revision to the General Education program would ensure that students are exposed to the arts, an area integral to the quality of everyday life and valued by our university and community, by creating an Artistic/Creative Ways of Knowing category. Also, a requirement to take at least one course with a focus on Diversity, Equity, Inclusion and/or Global issues would align to the strategic plan emphasis on embracing values that support diversity, equity, inclusion, and global awareness.

The current Capstone category, which includes courses that generally are not accessible to freshmen and sophomores and adds 3 credits above the state-mandated minimum for General

Education, will be eliminated. Flexibility will be retained by allowing student choice in 9 credits of the program, as detailed below.

Most courses in the current General Education program would be able to remain in the proposed program, as long as they meet the requirements for prerequisites in their category.

Program Structure

A. Foundational Intellectual Skills

1. Written Communication – 3 credits minimum
 2. Speaking and Listening – 3 credits minimum
 3. Quantitative Reasoning – 3 credits minimum
- Courses in this category would continue to be assessed in the way they currently are.
 - Each course in this category cannot have any prerequisite coursework other than placement testing or one of the other Foundational Skills courses. The rationale is that all students should have access to courses that provide foundational skills and be eligible to take them early in their degree program.
 - These courses should be offered at least once a semester so that students have adequate access to them early in their program of study.
 - Foundational Intellectual Skills courses must meet all state learning outcomes in either written communication, speaking and listening, or quantitative reasoning.

B. Ways of Knowing

1. Scientific Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
 2. Social and Behavioral Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
 3. Humanistic Ways of Knowing, as defined by state learning outcomes – 3 credits minimum
 4. Artistic/Creative Ways of Knowing, as defined by state learning outcomes; includes both arts appreciation and creative courses – 3 credits minimum
- All Ways of Knowing courses must meet the three meta learning outcomes, which synthesize the state-mandated learning outcomes (see section on Learning Outcomes) as appropriate for their respective category.
 - Ways of Knowing courses cannot have any prerequisites other than Foundational Skills courses.
 - Ways of Knowing courses must be taught on a regular cycle, ideally once a year but a less frequent scheduling will be allowed to maintain the variety of courses offered in the program, including those from smaller departments. A multi-year

schedule of course offerings will be published to assist students in creating their academic plans.

- Students shall not take more than two courses from the same prefix across Ways of Knowing courses to ensure a well-rounded education and also allow flexibility for students who may want to complete a minor or a second major (applies to all students regardless of whether taking minor or double major). This restriction does not apply to Foundational Skills courses.
- All Ways of Knowing courses must include a signature assignment (see section on Signature Assignments).

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

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

Courses designated as having a focus on diversity, equity, inclusion, and/or global awareness must meet one or both of the following learning goals:

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

D. Nine Additional Credits

Nine additional credits from any Ways of Knowing or Foundational Skills category, but a minimum of three credits must be from a Ways of Knowing category.

Signature Assignments for Ways of Knowing Courses

Courses in the Ways of Knowing categories will be assessed at the program level via a signature assignment in which students connect course content to their experience of community, such as the peoples (communities, cultures) and environments (natural, physical) that comprise the

region served by PFW. The community connection could include an understanding of how global forces can impact the peoples and environments of our region, how our region can serve as a model for understanding global processes, or how an understanding of diverse communities in specific contexts can deepen students' understanding of themselves in relation to the world around them. This theme can be applied in a variety of ways, depending on the instructor's preference and the discipline and content of the course.

- The theme of community in signature assignments would increase students' understanding of the phenomenon of community and how people in communities grow, change, and interact with their environment. It would encourage students to think about how communities can be improved and may inspire them to propose or complete projects that increase the well-being of the people and environments around them. The theme of community connection would reveal the ways large-scale, if not global, social and natural trends and phenomena impact their community.
- Signature assignments would be developed by instructors to be appropriate for their specific courses—in other words, the same assignment will not be used for all Ways of Knowing courses. Guidelines for the assignment are the following:
 - i. It will require students to demonstrate how discipline-specific knowledge and processes are relevant to the theme of community. This can include having students demonstrate how discipline-specific knowledge and processes are relevant to the peoples and environments in the region served by PFW or how our region may be impacted by global issues related to course content.
 - ii. It will involve a written component geared toward a community audience. Expressing knowledge in a form that can be understood by those not familiar with the field will assist students in better understanding the material and emphasize for them the relevance of Gen Ed course content to the broader community.
- Instructors can determine how they want the signature assignment to count in the student's grade in their course.
- A General Education Evaluation Committee will review a representative sample of signature assignments across all Ways of Knowing courses to conduct a program-level assessment. The committee might convene in the summer and should be compensated for their time.

Learning Outcomes for Ways of Knowing Courses

The proposed revision simplifies the state's 19 learning outcomes for Ways of Knowing categories by synthesizing them into the following three meta-outcomes to be assessed at the program level. Courses in Ways of Knowing categories would need to meet all three meta-outcomes relevant to their Way of Knowing. In essence, the state's 19 learning outcomes will be achieved in the aggregate.

1. Knowledge: Understanding essential concepts of the discipline;
2. Evaluation, Analysis, and Process: Using methods of the discipline to evaluate and analyze sources of information or artifacts; and

3. Application: Using discipline-specific knowledge and processes to address a real-world issue.

Regulations

- As in the current program, a student must earn a grade of C- or better in each course used to satisfy General Education requirements.
- A course can be included in only one category of the General Education program.
- During regular semesters (fall and spring), a minimum enrollment of 24 will apply to each section of General Education courses but exceptions will be allowed for pedagogical purposes. Summer offerings of General Education courses will follow normal summer enrollment rules. Courses that do not meet minimum enrollment for two consecutive offerings will be in a probationary status in the third semester. If the course is not enrolled at the minimum in the third semester, it will be removed from General Education and not included in the subsequent catalog. Once a course is removed, it is not eligible for reapplication for one academic year. If the faculty or department intends to reapply, a plan to increase enrollment to the minimum is required with the application. If the course is reapproved, minimum enrollment is required in the academic year offered and if not met, the course will be removed from General Education for the subsequent and following years.

Application Process

Courses in the current Foundational Intellectual Skills category that meet the prerequisite requirements in the proposed program will remain in Foundational Skills in the revised General Education program without the need for application. Courses in current Ways of Knowing categories will need to submit a brief application for review by the General Education Subcommittee by mid-January 2021 in order to be listed in the revised program in the 2021–22 Catalog. The application (see attachment) will ask for the intended Way of Knowing category, course prerequisites, and fulfillment of meta learning outcomes. Course syllabi will also be collected but syllabi for current Ways of Knowing courses will not be reviewed and therefore do not need to be revised.

In order to remain in the revised General Education program for 2022-23, approved courses will need to submit a description of a signature assignment by the end of the 2021 spring semester. There will be a process to provide feedback on signature assignments and allow for their resubmission.

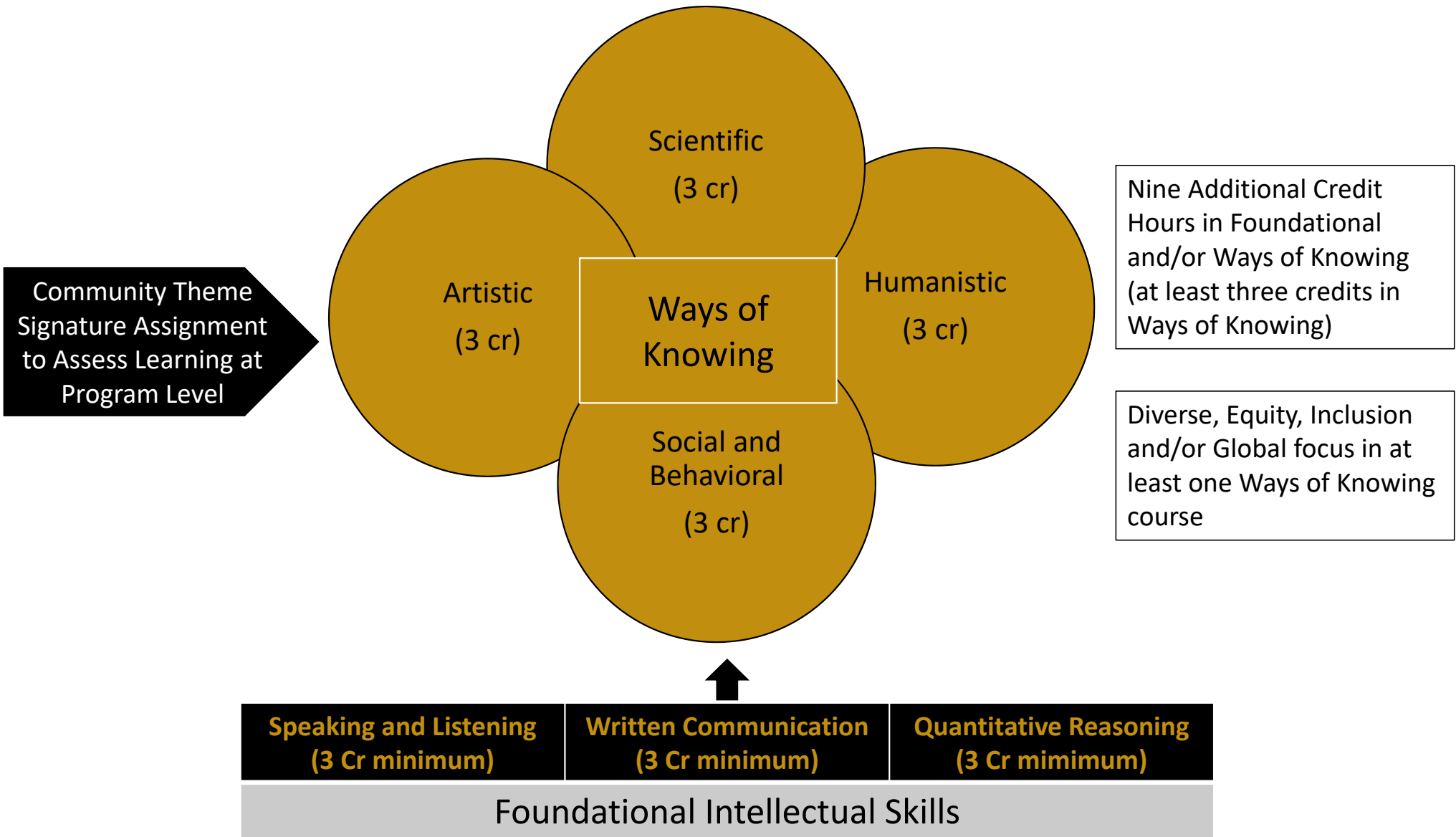
Attachments

Overview of Proposed Requirements

Comparison of Credit Requirements in Current vs. Proposed Program

Meta-outcomes Mapped to State Learning Outcomes

Signature Assignment Guidelines
Rubric for Signature Assignments
Rationale for Enrollment Minimum
Course Application Questions



Community Theme Signature Assignment to Assess Learning at Program Level

Scientific
(3 cr)

Artistic
(3 cr)

Ways of Knowing

Humanistic
(3 cr)

Social and Behavioral
(3 cr)

Nine Additional Credit Hours in Foundational and/or Ways of Knowing (at least three credits in Ways of Knowing)

Diverse, Equity, Inclusion and/or Global focus in at least one Ways of Knowing course

Speaking and Listening
(3 Cr minimum)

Written Communication
(3 Cr minimum)

Quantitative Reasoning
(3 Cr minimum)

Foundational Intellectual Skills

Credit Requirements: Current vs. Proposed General Education

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

Ways of Knowing Meta-Outcomes Mapped to State Learning Outcomes

Outcome 1: Knowledge

Understand and explain essential concepts of the discipline.

IN Objectives

4.5	Use current models and theories to describe, explain, or predict natural phenomena.
5.1	Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain
5.5	Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
6.1	Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

Outcome 2: Evaluation, Analysis, and Process

Understand and explain the processes that lead to the discovery of new knowledge or creation of new works and evaluate the sources of information or artifacts

IN Objectives

4.1	Explain how scientific explanations are formulated, tested, and modified or validated.
4.2	Distinguish between scientific and non-scientific evidence and explanations.
4.4	Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
4.6	Locate reliable sources of scientific evidence to construct arguments related to real-world issues.
5.2	Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
5.3	Demonstrate basic literacy in social, behavioral, or historical research methods and analysis.
5.4	Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
6.2	Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
6.3	Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
6.4	Analyze the concepts and principles of various types of humanistic or artistic expression.

Outcome 3: Application

Apply discipline-specific knowledge and processes to address real-world issues or problems.

IN Objectives

4.3	Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
5.6	Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.
6.5	Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
6.6	Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
6.7	Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Signature Assignment Guidelines

Ways of Knowing and Community Connected Courses

The Ways of Knowing signature assignment must include the components listed below.

- Students must submit the assignment in at least two parts (developmental stages) with the instructor providing feedback on the initial part/s before the final submission is due. This process will ensure that students have the opportunity to receive feedback to improve their learning. Only the final written component will be reviewed by the General Education Subcommittee as part of the evaluation of General Education objectives.
- The assignment must include a written component.
- The audience for the written component must be community members who are not familiar with the course topic.
 - The purpose of writing for a community audience is: 1) for the student to convey their knowledge in a way that can be understood by those who are not professionals in the field, and 2) for the student to understand how the course content is relevant to real-world issues.
 - The audience needs to be clearly identified. If the instructor requires that all students use the same target audience, the audience can be identified in the directions for the assignment. If students have a choice of audience, the student should provide a short description of the target audience in their assignment.
- The assignment must require students to address a real-world issue related to the course content that addresses the theme of community. This may include an issue relevant to the peoples or environments in the region served by PFW, an understanding of how global communities and physical and natural forces can impact the peoples and environments of our region, how our region can serve as a model for understanding global processes, or how a reasoned understanding of diverse communities in specific contexts might serve to deepen students' understanding of themselves in relation to the world around them.
- The assignment must require students to demonstrate their learning of the three Ways of Knowing objectives (see the Signature Assignment rubric for how each will be evaluated):
 - Knowledge:** Understand and explain essential concepts of the discipline
 - Evidence, Analysis, and Process:** Use methods of the discipline to evaluate and analyze sources of information or artifacts
 - Application:** Apply discipline-specific knowledge and processes to address a real-world issue related to the theme of community

Examples:

- Describe an example of how field surveys and laboratory analysis of genetic variation have been used to understand the viability of a plant or animal species in our region and have aided community organizations to recover and sustain that species.
- Describe how comparative politics can be used to understand political behavior or economic development in our region.

- Based on your understanding of interactions between monks and laity in Buddhist societies generally, reflect on how such interactions within the Burmese Buddhist community of Allen County deploy traditional forms of religious sociability to address local concerns.

Rubric for Signature Assignments

		Highest Level (4)	(3)	(2)	Lowest Level (1)
Knowledge	Demonstrates understanding of essential concepts from the discipline as they relate to the topic	Student demonstrates all of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience	Student demonstrates only two of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience	Student demonstrates only one of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience	Student demonstrates none of the following: -Concepts are relevant to the topic -Explanations of concepts are clear -Explanations are understandable by the target audience
Evaluation, Analysis, and Methods	Integrates appropriate sources of information or artifacts in a way that demonstrates understanding of disciplinary methods of inquiry	Student demonstrates all of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline	Student demonstrates only two of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline	Student demonstrates only one of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline	Student demonstrates none of the following: -Evidence/artifacts used are appropriate for the standards in the discipline -Information/artifacts are meaningfully integrated -Understanding of the processes used in the discipline
Application to Community	Applies discipline-specific knowledge and processes to address the theme of community	Student demonstrates all of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.	Student demonstrates only two of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.	Student demonstrates only one of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.	Student demonstrates none of the following: - Application directly stems from the information or artifacts presented -Application is relevant to the theme of community -Effective communication of the application to a community audience.

Rationale for General Education Minimum Enrollment

Estimating the total cost of instruction and the total revenue produced by a course is complex. Presently Institutional Research is working to generate actual cost of instruction and course revenue on a course by course basis using live data. However, for the purposes of initial planning and determining an estimate of the number of students needed to cover the expenses of a course while holding as a priority quality of student learning in the context of a general education course including allowances for specific courses to justify lower enrollments for pedagogical reasons, it was important to determine the a floor for general education enrollment.

All institutions in the U.S. and other U.S. jurisdictions that have a Program Participation Agreement (PPA) with the U.S. Department of Education to participate in Title IV federal student financial aid programs are required to report data to the Integrated Postsecondary Education Data System (IPEDS), and are listed as separate entities in IPEDS. The information is submitted each April following the end of the fiscal year. Therefore, the data that I am using to estimate revenue generated by a course are based on the report submitted in April 2020. The full IPEDs report for that year is available upon request.

At PFW, tuition and fees account for 37% of total core revenue and state appropriations account for 36% of core revenues. The balance of revenues reported are generated through government grants, private gifts, private grants, contracts, investment income, etc. A couple of ways to look at the cost revenue relationships in a course are presented below in Table 1

Table 1: Instructional expense as a % of Total Core Revenue and Total Core Expense.

Instructional Expenses as a % of Total Core Revenue	(\$60,656,393/\$135,716,088)	44.69%
Expenses for Instruction as a % of Total Core Expenses	(\$60,656,393/\$141,674,647)	45.12%

While the ratios differ slightly, together, a reasonable estimate of the total tuition revenue available to a course can be made. The assumptions used to estimate revenue for a 25 student courses and calculations for revenue for a typical general education course are provided in the following bullet points.

- Roughly 45% of tuition revenue is available to meet instructional expenses in any given course.
- @ 24 students, a 3 credit hour course resident tuition per credit hour produces \$20,952 in tuition revenue
- Assuming that 45% of revenue goes to cover instructional cost, a course section of 25 students will generate \$9,428.40 ($\$20,952 \times .45$) of revenue to offset expenses for the course.

Estimating the cost of instruction is also complex due to multiple faculty ranks and classifications of faculty teaching general education courses. It is important to recognize the valuable contribution LTL's make to university instruction at PFW; however, we also want to prioritize our full time instructional staff when planning for general education courses as the Tenured and Tenure Track Faculty, as well as Non-Tenure Track Instructional Faculty are vital to assuring the consistency and quality of the general education program. To provide a basis for estimating, Table 2 provides Median Salary numbers for Faculty, Continuing Lecturers. For LTL's, Table 2 used the average compensation paid to LTL's per

section taught based on the 2019 to 2020 Academic Year. The year increment was used to smooth variation in LTL pay.

Table 2: Salary

Employee Class	Job Family	Median Salary	Median Salary and Benefits @ 30%
Faculty	Faculty and Instruction	\$75,000	\$97,500.00
Continuing Lecturer	Learning Support	\$53,594	\$69,672.20
LTL		\$ 2,210 per section	\$ 2,210.00

If we assume that each course that a faculty member represents .25 of a 1.0 FTE and that approximately half of the course load is delivered each semester, then a single course in a single semester represents (.125 FTE). As illustrated in the table below, an estimate of faculty expense for a course assuming 78k median salary and benefits suggests that the cost of instruction for a single general education course delivered by a faculty member is \$12,187.50. For CL's we assumed 1.0 FTE is assigned to instruction and 8 sections are taught per year. For LTL's, the assumption is the Salary per section based on the 2019-2020 Academic Year.

Table 3: Instructional Costs per Section by Faculty Classification

Median Faculty Salary per section (97,500.00 * .125)	\$12,187.50
Median CL Salary per section (69,672.20/8 Sections)	\$ 8,709.03
LTL Salary per section	\$ 2,210.00

Table 4 provides the number of sections taught by employee class for Fall 2019. Fall 2019 was used because Spring 2020 section numbers are likely inflated due to restrictions in class size to adjust for COVID.

Table 4: Estimated Instructional Expense

Employee Class	Number of GE Sections (Fall 2019)	Instructional Cost Average per Section	Estimated Instructional Expense in F19
Faculty	274	\$12,187.50	\$3,339,375
Continuing Lecturer	102	\$ 8,709.03	\$ 888,318
LTL	178	\$ 2,110.00	\$ 375,580
Total	554	N/A	\$4,603,273

Assuming the distribution of instruction by Employee Class is consistent across semesters, cost per section is estimated to be Estimated Instructional Expense/Number of Sections using Fall 2019 numbers. Therefore, the average instructional cost per section is \$8,309.15 per section. At 24 students, a course would produce \$9,428.40 and produce a modest positive revenue of \$1,119.25.

The positive revenue potentially provides some support for the costs of lower enrolling programs as well as upper division courses which may need to be delivered at lower enrollments to assure that offerings are available to students to support timely completion and graduation.

Application for Ways of Knowing Courses

To be submitted via Qualtrics survey (Tentative deadline: mid-January, 2021)

1. Course prefix, number, and catalog title.
2. Department and unit offering the course.
3. Is the course part of the current general education program?
4. Is there anything that you would like the GES to know regarding the history of the course in relation to the (I)PFW general education program?
5. Is the course intended as one of the Ways of Knowing categories (specify: Scientific, Social/Behavioral, Humanistic, Artistic)?
6. If the course is currently approved as fulfilling the Interdisciplinary Ways of Knowing category and is being submitted for re-certification one of the four Ways of Knowing course, please briefly describe why it fits in the Ways of Knowing category selected in question 5.
7. Does the course have a focus on diversity/equity/inclusion or global issues and if so, briefly describe how it encompasses this focus.
8. Does the course represent an early-level introduction to thinking and problem solving in a Way of Knowing with content that is of general or broad interest across majors? Briefly explain.
9. Does the course have prerequisites and if so, what are they? Note: Courses in Ways of Knowing should not have prerequisites other than Foundational Skills courses.
10. How often will the course be offered? (fall and spring; fall, spring, and summer; fall or spring only; summer only; once every two/three/four years)
11. What is the minimum enrollment per unique section? If below 24, is there a pedagogical reason? If yes, explain.
12. Attach a copy of the course syllabus. (Note: Syllabus does not need to be revised to include a signature assignment for the application in January.)
13. Name and email address of individual submitting application.

Signature assignment description for Ways of Knowing courses will be due by ~May 1, 2021 in order for the courses to remain in the General Education program after the 2021-22 academic year. The following information must be provided:

1. Briefly describe how the signature assignment will meet each of the following outcomes:
 - Outcome 1 – Knowledge: Understand and explain essential concepts of the discipline
 - Outcome 2 – Evidence, Analysis, and Process: Understand and explain the processes that lead to the discovery of new knowledge or creation of new works and evaluate the sources of information or artifacts
 - Outcome 3 – Application: Apply discipline-specific knowledge and processes to address real-world issues or problems.

2. Briefly describe what a signature assignment for the course might look like and how it would address the theme of community. (See guidelines for signature assignments)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Bernd Buldt
Chair, Executive Committee
Steve Carr
Senator for Communication

DATE: 19 November 2020

SUBJ: Resolution to Discuss AAUP Financial Analysis of Purdue University Fort Wayne

Resolution to Discuss the AAUP Financial Analysis of Purdue University Fort Wayne

WHEREAS the Indiana Conference of the American Association of University Professors (ICAAUP) has completed an analysis of [Indiana Public Institutions Financials](#) for fiscal years 2014-18 using institutional data self-reported to the federal [National Center for Education Statistics](#); and,

WHEREAS this analysis shows that among all Indiana public universities, only Purdue University Fort Wayne and Purdue Global have shifted greater institutional resources to administration during this five year period; and,

WHEREAS this analysis shows a drop from 63.9% to 52.1% of the budget devoted to instruction at Purdue University Fort Wayne during this period; and,

WHEREAS this analysis shows an increase from 10.9% to 18.5% of the budget devoted to administrative costs at Purdue University Fort Wayne during this same period; and,

WHEREAS all other public institutions in the state either have maintained or shifted their budgets to provide greater resources to instruction during this same period; and,

WHEREAS the campus now faces financial shortfalls that may result in even further reductions to budget allocations for instruction;

BE IT RESOLVED that Senate discuss this analysis and its implications for our campus; and,

BE IT FURTHER RESOLVED that any future requests of Senate to recommend or approve budget cuts resulting in the reduction, merger, or elimination of academic programs and/or units will include additional discussion of this analysis, along with consideration of the latest self-reported institutional data involving budget allocations for both to instruction and administration; and,

BE IT FURTHER RESOLVED that Senate consider making further recommendations concerning “the determination and management of the budget,” consistent with SD 17-7 [Constitution of the Faculty of Purdue University Fort Wayne](#); and,

BE IT FURTHER RESOLVED that any subsequent Senate recommendations concerning “the determination and management of the budget” will go through a formal procedure of consultation with faculty, where the faculty will present its judgment in the form of an independent recommendation or vote, and;

BE IT FURTHER RESOLVED that a Senate recommendation will remain separate from any other procedure of informal expression of opinion from the faculty, or participation by individual faculty members appointed to committees outside of Senate governance and structure; and,

BE IT FURTHER RESOLVED that Senate expects its recommendations concerning “the determination and management of the budget” to receive adequate and appropriate weight, including but not limited to receiving a detailed response and explanation where a final determination differs from a Senate recommendation.

AAUP Financial Analysis of PFW Campus

Purdue U campuses	FY 14	FY 15	FY 16	FY 17	FY 18
Each Component as % of Total:	PFW	PFW	PFW	PFW	PFW
Instruction	63.9%	60.9%	60.9%	49.9%	52.1%
Academic Support	6.7%	6.7%	6.7%	9.5%	8.5%
Institutional Support	10.9%	12.8%	12.8%	19.6%	18.5%

Indiana Public Institutions Financials, 2014 - 18

Purdue U campuses

Each Component as % of Total:	FY 14	FY 15	FY 16	FY 17	FY 18	FY 14	FY 15	FY 16	FY 17	FY 18	FY 14	FY 15	FY 16	FY 17	FY 18
	P-WL	P-WL	P-WL	P-WL	P-WL	PUC	PUC	PUC	PNW	PNW	PFW	PFW	PFW	PFW	PFW
Instruction	44.4%	41.6%	48.9%	48.7%	51.8%	58.7%	59.8%		63.5%	63.0%	63.9%	60.9%	60.9%	49.9%	52.1%
Academic Support	7.5%	8.7%	7.3%	7.4%	6.3%	1.8%	2.1%		3.9%	4.0%	6.7%	6.7%	6.7%	9.5%	8.5%
Institutional Support	7.5%	8.0%	8.4%	8.1%	7.8%	14.2%	13.7%		15.8%	16.2%	10.9%	12.8%	12.8%	19.6%	18.5%

Indiana U campuses, northern

Each Component as % of Total:	IU-K	IU-K	IU-K	IU-K	IU-K	IUN	IUN	IUN	IUN	IUN	IUSB	IUSB	IUSB	IUSB	IUSB
Instruction	59.5%	58.3%	62.9%	60.7%	61.0%	52.6%	54.2%	54.9%	56.0%	56.6%	56.2%	55.2%	54.4%	55.7%	54.1%
Academic Support	11.2%	11.0%	12.1%	12.0%	12.6%	14.8%	15.5%	16.0%	14.7%	14.3%	12.9%	13.0%	13.9%	13.7%	12.5%
Institutional Support	5.3%	5.8%	6.8%	7.0%	6.0%	0.8%	8.3%	8.0%	8.0%	6.5%	4.6%	4.8%	5.1%	5.2%	5.2%

Indiana U campuses, southern

Each Component as % of Total:	IU-B	IU-B	IU-B	IU-B	IU-B	IUE	IUE	IUE	IUE	IUE	IU-SE	IU-SE	IU-SE	IU-SE	IU-SE
Instruction	48.6%	48.6%	49.2%	48.4%	46.7%	48.4%	47.6%	48.6%	49.7%	53.6%	66.9%	66.8%	68.5%	67.3%	68.1%
Academic Support	12.4%	13.1%	13.2%	12.9%	13.9%	8.2%	10.2%	9.4%	10.0%	11.3%	11.8%	12.4%	13.0%	12.4%	12.2%
Institutional Support	8.1%	8.3%	8.4%	8.6%	9.0%	7.9%	7.7%	8.1%	8.2%	8.6%	4.6%	4.3%	5.0%	5.9%	6.2%

Indiana State U, Ball State U, IUPUI

Each Component as % of Total:	ISU	ISU	ISU	ISU	ISU	BSU	BSU	BSU	BSU	BSU	IUPUI	IUPUI	IUPUI	IUPUI	IUPUI
Instruction	36.0%	37.0%	34.8%	35.6%	35.5%	48.4%	42.7%	51.1%	51.4%	51.5%	44.4%	45.4%	46.1%	45.7%	44.9%
Academic Support	10.2%	10.9%	9.9%	10.9%	10.7%	13.1%	12.4%	12.1%	12.6%	13.3%	21.4%	21.6%	21.9%	22.5%	23.2%
Institutional Support	12.2%	9.8%	11.8%	9.6%	9.7%	11.6%	19.4%	12.7%	13.4%	12.9%	1.5%	1.6%	1.9%	1.7%	1.4%

Ivy Tech, Purdue Global, Vincennes

Each Component as % of Total:	Ivy Tech	Ivy Tech	Ivy Tech	Ivy Tech	Ivy Tech	KU/PG (pvt:U/PG (pvt PG			Vinc	Vinc	Vinc	Vinc	Vinc	
Instruction	56.0%	55.5%	54.6%	56.2%	55.7%		20.2%	17.8%	16.7%	57.4%	58.3%	61.8%	61.2%	59.8%
Academic Support	12.4%	12.5%	12.8%	14.3%	14.6%		0.0%	0.0%	0.0%	4.7%	6.0%	6.7%	7.1%	7.1%
Institutional Support	17.3%	17.6%	18.4%	18.7%	18.7%		79.8%	82.2%	83.3%	7.8%	8.1%	8.9%	9.0%	9.4%

MEMORANDUM

TO: Fort Wayne Senate

FROM: Talia Bugel, Chair
Faculty Affairs Committee

DATE: December 1, 2020

SUBJ: Automatic two-year extension of probationary period – COVID pandemic

WHEREAS, COVID may have severely interrupted and/or halted some faculty members' research for both 2020 and 2021; and

WHEREAS, it seems appropriate that those faculty be able to extend their tenure clock by two years;

BE IT RESOLVED, that any probationary tenure track faculty serving during the COVID pandemic (currently spring semester 2020 through spring semester 2021, inclusive) be eligible for a one-time, two-year extension (instead of a one-year) to their probationary period; and

BE IT FURTHER RESOLVED, that this extension be applied without further review by notifying their Chair, Dean, and the Office of Academic Affairs any time prior to May 1 preceding the start of their penultimate (generally the 6th) year; and

BE IT FURTHER RESOLVED, that probationary faculty who have chosen an extension of their probationary period before the third-year review be automatically granted a one-time, two-year postponement of the third-year review; and

BE IT FURTHER RESOLVED, that if the probationary faculty member requests an extension prior to May 1 preceding the start of their penultimate year, they still be allowed to forgo that extension and proceed with the review of their case as previously planned; and

BE IT FURTHER RESOLVED, that this extension of the probationary period be independent of, and in addition to, an extension granted for other reasons as defined by SD 91-20.

BE IT FINALLY RESOLVED, that the Senate recommend the above to the Vice Chancellor of Academic Affairs to enact.

To: Fort Wayne Senate
From: College of Liberal Arts Transition Team
Re: COLA Senate Apportionment
Date: December 4, 2020

WHEREAS, the College of Liberal Arts voting faculty have approved by majority vote the new COLA governance document, which includes the section on Senate Apportionment;

WHEREAS, the College of Liberal Arts transition team has submitted the attached document on the COLA Senate Apportionment to the Senate Executive Committee;

BE IT RESOLVED, that the Fort Wayne Senate express its support for the document.

COLLEGE OF LIBERAL ARTS

Senate Apportionment from the COLA governance document.

11.0 APPORTIONMENT, ELECTION, AND REPLACEMENT OF SENATORS

11.1 General Allocation. Of the Senate seats allocated to the College, each department will have one seat and the remainder shall be allocated to at-large seats. For a number of reasons potentially affecting departmental faculty members (leaves, sabbaticals, departmental/College/university service, impending candidacy for promotion and tenure, research and creative endeavors) some departments may not prefer to seat a representative for an academic year or longer. Should a department not be able to or not wish to seat a representative to their allocated seat, then nominations and elections will reallocate the department seat for an at-large position, the duration of which will be determined by the department temporarily ceding the seat, to be determined at the time of reallocation. Per the Senate Constitution, Deans from each College are additional members of the Senate.

11.2 At-Large Elections

11.2.1 The terms of the at-large seats shall be staggered so as to begin in different years.

11.2.2 The Nominations and Elections Committee shall conduct the election in accordance with the Senate Constitution and College policies.

11.2.2.3 The initial College allocation calls for there to be two at-large seats. One member will be nominated and elected to serve a term of three years, the other member will be nominated and elected to serve a term of two years. Because this clause only deals with an initial staggering of member terms, Clause 11.2.2.3 will be voided and expunged after December 31, 2022.

11.2.3 Candidates for elected officer positions may, but are not required to, offer a short statement (150 words maximum) describing their qualifications for the position that they seek. This material must be distributed by the Nominations and Elections Committee contemporaneously with, but separately from, the ballot.

11.2.4 If the apportionment of Senate seats changes based on the annual number of Voting Faculty, the number of at-large seats will change accordingly. The Nominations and Elections Committee will make a recommendation to the Executive Committee to determine how the remaining at-large seats will be apportioned. Good faith, balance of representation among departments, and remaining term length of those currently serving as at-large representative(s) may be considered in this reapportionment recommendation and decision.

11.3 Departmental Apportionment and Elections

11.3.1 Faculty and Voting Faculty shall be as defined in the Constitution and as certified by the chief academic officer of Purdue Fort Wayne as of February 1 each year.

11.3.2 Each department in the college will choose, optimally through an election among the Voting Faculty, one representative to serve.

11.3.3 The department's chosen representatives will be nominated and elected for the College's initial seating of the Senate in the Spring of 2021. Because this clause only deals with an initial seating of COLA senators, Clause 11.3.3 will be voided and expunged after December 31, 2022.

11.3 Vacancies

11.3.1 Vacated seats shall be assigned by the Nominations and Elections Committee in accordance with the apportionment provisions above.

11.3.2 If a department does not fill a vacant seat within three semester-weeks of being notified of the need to do so, that seat shall be assigned to another department by the Nominations and Elections Committee in accordance with the apportionment provisions above.

TO: Bernd Buldt, Chair of Senate Executive Committee
FROM: Carol Lawton, Chair of College of Science Transition Team
DATE: 12/4/2020
SUBJ: College of Science Senate Apportionment

WHEREAS, the voting faculty of the future College of Science has approved by majority vote the governance document of the new College, which includes a section on Senate apportionment, and

WHEREAS, the section of the College of Science governance document on Senate apportionment is attached,

BE IT RESOLVED, that the Fort Wayne Senate express its support for the College of Science procedures for apportionment, and

BE IT FURTHER RESOLVED, that approval of these apportionment procedures is contingent on approval of the establishment of the College of Science at Purdue University Fort Wayne by the Purdue University Board of Trustees.

**College of Science, Purdue University Fort Wayne
Faculty Governance Document
Section on Senate Apportionment**

5.0 APPORTIONMENT, ELECTION, AND REPLACEMENT OF SENATORS

General Allocation

Of the Senate seats allocated to the College, one shall be elected from each department and the remainder shall be distributed proportionally to departments rounding down to the nearest integer according to the number of voting faculty members as defined by the College of Science. If there are two or more departments of equal size, the final selection of Senators will be determined randomly.

Per SD98-16, the Dean is an additional member of the Senate.

Names of incoming Senators shall be reported by the chair of the Strategic and Innovations Committee to the Senate Secretary by March 1.

Vacancies

If a seat is being vacated, it shall be filled by a member of the same department as the faculty member who is vacating the seat.

MEMORANDUM

TO: Senate Executive Committee

FROM: Suining Ding, Chair, Senate Library Subcommittee

DATE: 12/4/20

SUBJ: Approval to fill a vacancy on the Senate Library Subcommittee

WHEREAS, The Bylaws of the Senate (5.1.5.1) provide that, “Senate subcommittees shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting”; and

WHEREAS, There is a vacancy on the Senate Library Subcommittee; and

WHEREAS, The Senate Library Subcommittee elected Paresh Mishra to fill the available vacancy for the 2020–2021 academic year;

BE IT RESOLVED, That the Senate Library Subcommittee requests that the Senate approve this appointment.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Janet Badia, Ann Livschiz, Steven Carr

DATE: 1/25/21

SUBJ: Senate Oversight in Abuse Allegations Against Coach Nelson

WHEREAS, the article in *Indianapolis Star* on January 20, 2021 and the slow trickle of additional information reveal serious allegations of abuse by Coach Nelson and failures by the university to protect members of the university community;

WHEREAS, evidence in the article suggests the university may have engaged in cover up of the abuse, discreditation of the victims, and coercion of possible victims;

WHEREAS, allegations detailed in the *Indianapolis Star* report suggest that the investigation that was carried out by the university was inadequate;

WHEREAS, the FW Senate has a responsibility to protect PFW staff and students from mistreatment and injustice;

WHEREAS, the FW Senate has a responsibility to ensure that PFW's policies and procedures are followed and applied fairly and consistently;

WHEREAS, a proper and truly independent investigation is necessary, though it may take time to properly organize;

WHEREAS, PFW chapter of AAUP issued a statement on 1/21/21, outlining suggested steps that need to be taken on this matter;

WHEREAS, as long as Coach Nelson, who has serious allegations of abuse against her, and others in positions of power at PFW who may have helped cover up her abuses continue to have power over the young women on or affiliated with the women's basketball team;

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.

Executive Committee Report on Administration Compliance December 9, 2020

SD 18-8—Address Threats Motivated by Misogyny, Racism, and Other Types of Hatred

- Mostly complied with
- Administration allocated for the purchase of additional cameras, which were installed in the frequently targeted areas.
- Administration moved Women’s Studies from its prior location to a location with more traffic.
- Administration has made statements against acts of violence and vandalism motivated by misogyny, racism, or other types of hatreds and pledges to continue to do so.
- Administration did not create a dedicated workshop, one designed in consultation with and approved by the Director of Women’s Studies, to train those responsible for investigating and dealing with perpetrators of attacks.
- Administration has carried out “See something, say something” campaigns and will consider re-running them again as needed.

SD 18-9: Review of Learning Management Systems

- Complied with
- ACITAS gathered feedback from faculty and presented its LMS Review Report to Senate in May 2019. The report found that the LMS review process was transparent and featured significant faculty involvement.

SD 18-11: Senate Right of Advisement in the Development of the Strategic Plan

- Complied with
- Administration worked with Senate leadership to ensure that Senate had the rights of advisement stipulated in the resolution. The April 2019 special Senate session was held, at which much feedback on the Plan was generated. The Senate met in November 2019 to consider, weigh in, make recommendations, and vote on a final version of the Strategic Plan before implementation, passing a resolution endorsing the spirit of the Plan.

SD 18-12: Disclosure of Pay Scales for Staff

- Complied with
- At the time of this resolution, Administration had not disclosed pay scales because they had not been finalized. Since pay scales became finalized, they have been made available to the campus community.

SD 18-13: Purdue Online

- Complied with
- Administration has worked with Purdue West Lafayette to make them aware of our faculty’s concerns. At its invitation, the Purdue legal team visited our campus to discuss Purdue Online policy with faculty. West Lafayette has agreed to take appropriate measures to ensure that faculty are informed of relevant policy and has created means by which faculty can create Online Course Development Agreements that can protect intellectual property rights. Administration reports that it is not aware of any faculty whose intellectual property rights have been abridged by Purdue Online. It also reports that Purdue Online is very aware of our concerns and has responded appropriately.

SD 18-14—Course Cancellations Based on Enrollment Minimums

- As yet, no administrative responsibility for compliance

- The Senate never developed the process stipulated in the resolution.
- The resolution charged Administration with collaborating and cooperating with faculty in the process that was developed. Because no process has been created, Administration does not yet bear responsibility for compliance.

MEMORANDUM

To: Talia Bugel, Chair
Faculty Affairs Committee

From: Bernd Buldt, Chair
Executive Committee of the Fort Wayne Senate

Date: December 11, 2020

Subj: Provide Feedback on P&T documents

The Executive Committee herewith wishes to charge the Faculty Affairs Committee to review the P&T documents submitted by the Executive Committee of College of Arts and Sciences as well as the P&T documents submitted by the transition teams for the planned College of Science and the planned College of Liberal Arts and to provide feedback accordingly.

Thank you!

Sincerely,

A handwritten signature in black ink, appearing to read "Bernd Buldt", written in a cursive style.

Bernd Buldt
Senate Executive Committee, Chair

To: Fort Wayne Senate
From: College of Liberal Arts Transition Team
Re: COLA Promotion and Tenure Procedures
Date: December 4, 2020

WHEREAS, the College of Liberal Arts voting faculty have approved by majority vote the new COLA governance document, which includes the section on Promotion and Tenure Procedures;

WHEREAS, the College of Liberal Arts transition team has submitted the attached document on the COLA Promotion and Tenure Procedures to the Senate Executive Committee;

BE IT RESOLVED, that the Fort Wayne Senate express its support for the document.

COLLEGE OF LIBERAL ARTS

Promotion and Tenure procedures from the COLA governance document.

12.0 PROCEDURES FOR PROMOTION AND TENURE

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

12.1 Candidates and Their Cases

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

12.1.2 Each candidate for promotion and/or tenure is responsible for the preparation and submission of the case according to applicable guidelines and schedules. Supporting documentation, such as copies of abstracts, papers, or books cited in the case itself, should be included in the appropriate folder but is not considered part of the case. The candidate shall determine the content of the case and the supporting documentation. No change in the case or the supporting documentation may be made without the consent of the candidate.

12.2 Decision Levels

All cases for promotion and/or tenure shall pass sequentially through the following decision levels before being forwarded to the campus committee:

12.2.1 The department committee, whose composition and functions shall be established according to a procedure adopted by the Faculty of the department and approved by the Liberal Arts Faculty, subject to Senate review. In establishing their committees, departments should be guided by two principles: first, that all lecturer, clinical, tenured or tenure-track members of the department should be consulted about each case for promotion and/or tenure; second, that those persons possessing the same or higher rank or the status to which a candidate aspires should have major responsibility in formulating the department's recommendations.

12.2.1.2 The letter appointing a Faculty member to more than one academic unit shall identify that department whose promotion and tenure process shall apply to the appointee.

12.2.2. The department chair. (Promotion and/or tenure cases of department chairs proceed directly from the department committee to the College committee.)

12.2.3 The College of Liberal Arts Promotion and Tenure Committee, comprising four tenured Voting Faculty members. When necessary, a Senior Lecturer will serve on the Promotion and Tenure Committee for the sole purpose of reviewing cases for promotion to Senior Lecturer.

12.2.3.1 Terms shall be one year. Committee members cannot serve on the promotion and tenure committee for more than two consecutive years.

12.2.3.2 The committee members shall be elected as follows: Each department shall nominate one tenured Faculty member. Nominees must have prior experience at the department level. If a department has fewer than three tenured Faculty members eligible to serve, the department may choose to submit no nominee. Department chairs or program directors whose departments have pending tenure or promotion cases and members of the campus promotion and tenure committee are ineligible to serve. The Voting Faculty of the College shall elect by preferential ballot the four committee members. The ballot shall identify each candidate's department, rank, and tenure status. At least two candidates must have the rank of Full Professor to meet university Promotion and Tenure committee requirements. The dean may not serve as a committee member nor attend College committee meetings as an observer. When necessary, the Nominations and Elections Committee will also call for nominations for a Senior Lecturer to serve on the Promotion and Tenure Committee.

12.2.3.3 The committee shall choose a chair from among its voting members. The first meeting shall be called by the Dean.

12.2.3.4 Each candidate may select from among the tenured, tenure-track, clinical, or lecturer faculty a nonvoting representative who will be available to answer questions pertaining to the case. The representative will have the option of making an opening statement. The representative is bound by the same rules of confidentiality as committee members and shall withdraw before the committee's vote is taken. A candidate may not act as the representative before the committee, nor shall a committee member to committee members.

12.2.3.5 Each case is to be duplicated in full and distributed to all committee members by the committee chair. The supporting documentation is to be maintained in confidence by the Liberal Arts office and made available to committee members upon request.

12.2.3.6 A tie vote of the committee shall be considered neither an endorsement nor a rejection of the candidate's application for promotion and/or tenure.

12.2.4 The Dean of the College of Liberal Arts. (The Dean's promotion and/or tenure case proceeds directly from the College committee to the campus committee).

12.3 Operation of Committees

12.3.1 The administrator or committee chair at each level shall inform the candidate in writing of the recommendation and vote on the nomination, with a statement of the reasons therefor, by the time the case is sent forward. The administrator or committee chair shall also send to the previous level(s) a copy of the recommendation and statement of reasons. When the vote is not unanimous, a written statement stipulating the majority opinion and minority opinion must be

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

12.3.2 All committee deliberations shall be confidential. The committee's recommendation and vote shall be communicated only by the chair. Within the committee, individual votes shall be openly declared. Outside the committee, only the total vote shall be disclosed. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote. When a committee member must step down due to an extreme personal emergency, the Nominations and Elections Committee shall find a replacement for the remainder of that committee member's term using a process similar to the one for electing committee members to full terms.

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

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

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

12.3.6 Committee members shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. Any committee member who recuses her/himself shall leave the room during the discussion of that case.

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

12.4 Individual Participation

12.4.1 No candidate shall serve on any promotion and tenure committee, nor shall any candidate make a recommendation on his or her own case.

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

12.5 Selection of the Liberal Arts Nominees for the Purdue Fort Wayne Campus Committee.

For the campus committee, the Voting Faculty shall elect by preferential ballot five nominees, at least two of whom shall be full professors and one of whom must be a senior lecturer. The ballot shall identify each candidate's academic rank.

TO: Bernd Buldt, Chair of Senate Executive Committee
FROM: Carol Lawton, Chair of College of Science Transition Team
DATE: 12/4/2020
SUBJ: College of Science Promotion and Tenure Procedures

WHEREAS, the voting faculty of the future College of Science has approved by majority vote the procedures for promotion and tenure for the new College, and

WHEREAS, the document on the College of Science promotion and tenure procedures is attached,

BE IT RESOLVED, that the Fort Wayne Senate express its support for the College of Science procedures for promotion and tenure, and

BE IT FURTHER RESOLVED, that approval of these promotion and tenure procedures is contingent on approval of the establishment of the College of Science at Purdue University Fort Wayne by the Purdue University Board of Trustees.

**College of Science, Purdue University Fort Wayne
Principles and Procedures for Promotion and Tenure**

1.0 GUIDING PRINCIPLES FOR PROMOTION AND TENURE

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

2.0 PROCEDURES FOR PROMOTION AND TENURE

Candidates and Their Cases

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

Each candidate for promotion and/or tenure is responsible for the preparation and submission of the case according to applicable guidelines and schedules. Supporting documentation, such as copies of abstracts, papers, or books cited in the case itself, should be included in the appropriate folder but is not considered part of the case. The candidate shall determine the content of the case and the supporting documentation. No change in the case or the supporting documentation may be made without the consent of the candidate. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level.

Decision Levels

All cases for promotion and/or tenure shall pass sequentially through the following decision levels before being forwarded to the campus committee:

- **Department Committee**

The composition and functions of the department committee shall be established according to a procedure adopted by the Faculty of the department and approved by the Strategic and Innovations Committee, subject to Senate review. In establishing their committees, departments should be guided by two principles: first, that all lecturer, clinical, tenured, or tenure-track members of the department have the opportunity to read

and give feedback on each case for promotion and/or tenure; second, that the majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires.

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

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

- **Department Chair** (Promotion and/or tenure cases of department chairs shall proceed directly from the department committee to the College committee).
- **College Promotion and Tenure Committee**

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

If, by established college criteria, there are not enough eligible tenured or promoted clinical faculty members from a department to serve on the committee, the department shall submit to the Dean of the College the names of faculty members from other departments whom it deems suitable to serve on the committee. From this list, the Dean shall appoint enough faculty members to bring the committee membership to six, excluding the Senior Lecturer. If, by established college criteria, there are not enough eligible Senior Lecturers to serve on the committee, the Dean shall solicit the names of Senior Lecturers from other colleges and select one deemed suitable to serve on the committee.

Terms shall be two years. Each year three tenured or promoted clinical faculty committee members shall be elected as needed to maintain representation from each department in accord with the conditions described above. Every other year, a senior lecturer shall be elected. In

years when a senior lecturer must be elected to the committee, each department may also nominate one of its senior lecturers. Committee members whose terms have expired cannot serve on the promotion and tenure committee in the subsequent academic year. Department chairs or program directors whose departments have pending tenure or promotion cases and members of the campus promotion and tenure committee are ineligible to serve. The Dean may not serve as a committee member nor attend College committee meetings as an observer.

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

Each candidate may select from among the tenured, tenure-track, clinical, or lecturer faculty a nonvoting representative who will be available to answer questions pertaining to the case. The representative will have the option of making an opening statement. The representative is bound by the same rules of confidentiality as committee members and shall withdraw before the committee's vote is taken. A candidate may not act as the representative before the committee, nor shall a committee member act as representative.

All committee deliberations shall be confidential. The committee's recommendation and vote shall be communicated only by the chair. Within the committee, individual votes shall be openly declared. Outside the committee, only the total vote shall be disclosed. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote. A tie vote of the committee shall be considered neither an endorsement nor a rejection of the candidate's application for promotion and/or tenure.

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

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

Operation of Committees

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

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

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

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

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

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

Committee members shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. Any committee member who recuses her/himself shall leave the room during the discussion of that case.

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

Individual Participation

No candidate shall serve on any promotion and tenure committee, nor shall any candidate make a recommendation on his or her own case.

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

MEMORANDUM

TO: Senate Executive Committee
Bernd Buldt, Chair

FROM: COAS Executive Committee
Bernd Buldt, Chair

DATE: December 11, 2020

SUBJ: COAS Governance Document Revisions Concerning P&T

WHEREAS, on November 2 and November 30, 2020, the College of Arts and Sciences Council voted on amending the language of Section 12 of the College of Arts and Sciences Governance Document to align college policies for promotion and tenure with the procedures and guidelines for senior lecturer and clinical faculty as put forth in various Senate documents (see COASCD#20-10, COASCD#20-14); and

WHEREAS, the faculty of the College of Arts and Sciences approved of those amendments December 4–9, 2020; and

WHEREAS, the text of the amended version is attached;

BE IT RESOLVED, that that the Fort Wayne Senate approves of the amended version contingent on a positive outcome of the review conducted by the Senate Faculty Affairs Committee.

Members approve	disapprove	abstain	absent
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Ron Friedman, Interim Dean
Bernd Buldt, Presiding Officer (Chair)
Janet Badia
Andrew Downs
James Hersberger
Carol Lawton
Erik Ohlander

COAS Faculty Governance Document

Note: Sections 1–11, 13 of the document are not relevant and therefore omitted. Changes to Section 12 are marked below as follows:

stricken language is indicated by strike-through and yellow font color

new language is indicated by italics and red font color

12.0 PROCEDURES FOR PROMOTION AND TENURE

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

12.1 Candidates and Their Cases

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

12.1.2 Each candidate for promotion and/or tenure is responsible for the preparation and submission of the case according to applicable guidelines and schedules. Supporting documentation, such as copies of abstracts, papers, or books cited in the case itself, should be included ~~in a file labeled “Supporting Documentation”~~ *in the appropriate folder* but is not considered part of the case. The candidate shall determine the content of the case and ~~of the sSupporting dDocumentation file.~~ No change in the case or the ~~sSupporting dDocumentation file~~ may be made without the consent of the candidate.

12.2 Decision Levels

All cases for promotion and/or tenure shall pass sequentially through the following decision levels before being forwarded to the campus committee:

12.2.1 The department committee, whose composition and functions shall be established according to a procedure adopted by the Faculty of the department and approved by the Arts and Sciences Faculty, subject to Senate review. In establishing their committees, departments should be guided, ~~where possible,~~ by two principles: *first*, that *all lecturer*,

clinical, tenured, or tenure-track members of the department should be consulted about each case for promotion and/or tenure; ~~and~~ *second*, that those persons possessing the same or higher rank or the status to which a candidate aspires should have major responsibility in formulating the department's recommendations.

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

12.2.1.2 The letter appointing a Faculty member to more than one academic unit shall identify that department whose promotion and tenure process shall apply to the appointee.

12.2.2 The department chair. (Promotion and/or tenure cases of department chairs proceed directly from the department committee to the College committee.)

12.2.3 The College of Arts and Sciences Promotion and Tenure Committee, comprising six tenured Voting Faculty members—two each from the Sciences, the Social Sciences, and the Humanities (as defined in Section 1.6 above)—*and one senior lecturer*.

12.2.3.1 Terms shall be two years. Each year three *tenured* committee members shall be elected, one from the Humanities, one from the Social Sciences, and one from the Sciences. *Every other year a senior lecturer shall be elected*. Committee members whose terms have expired cannot serve on the promotion and tenure committee in the subsequent academic year.

12.2.3.2 The committee members shall be elected as follows: Each department with no continuing committee members shall nominate one tenured Faculty member. Nominees must have prior experience at the department level. If a department has fewer than three tenured Faculty members eligible to serve, the department may choose to submit no nominee. *In years when a senior lecturer must be elected to the committee, each department may also nominate one of its senior lecturers*. Department chairs or program directors whose departments have pending tenure or promotion cases and members of the campus promotion and tenure committee are ineligible to serve. The Voting Faculty of the College shall elect by preferential ballot the three committee members,—one from the Humanities, one from the Sciences, and one from the Social Sciences—*and, every other year, one senior lecturer*. The ballot shall identify each candidate's department, rank, and tenure status. The dean may not serve as a committee member nor attend College committee meetings as an observer.

12.2.3.3 The committee shall choose a chair from among its voting members. The first meeting shall be called by the Dean.

12.2.3.4 Each candidate may select from among the tenured, tenure-track, *clinical, or lecturer* faculty a nonvoting representative who will be available to answer questions pertaining to the case. The representative will have the option of making an opening statement. The representative is bound by the same rules of confidentiality as committee members and shall withdraw before the committee's vote is taken. A candidate may not act as the representative before the committee, nor shall a committee member act as representative.

12.2.3.5 Each case is to be duplicated in full and distributed to all committee members by the committee chair. The Supporting Documentation file is to be maintained in confidence by the Arts and Sciences office and made available to committee members upon request.

12.2.3.6 A tie vote of the committee shall be considered neither an endorsement nor a rejection of the candidate's application for promotion and/or tenure.

12.2.4 The Dean of the College of Arts and Sciences. (The Dean's promotion and/or tenure case proceeds directly from the College committee to the campus committee.)

12.3 Operation of Committees

12.3.1 The administrator or committee chair at each level shall inform the candidate in writing of the recommendation and vote on the nomination, with a statement of the reasons therefor, by the time the case is sent forward. The administrator or committee chair shall also send to the previous level(s) a copy of the recommendation and statement of reasons. When the vote is not unanimous, a written statement stipulating the majority opinion and minority opinion must be included. The candidate may submit a written response to the statement to the committee chair within 7 calendar days of the date of the recommendation; this response must proceed with the case. At the same time the case is sent forward to the next level, the committee chair shall also send a copy of the recommendation and statement of reasons, and the candidate's response, if any, to the department chair and the department promotion and tenure committee chair. The committee chair shall distribute copies to committee members.

12.3.2 All committee deliberations shall be confidential. The committee's recommendation and vote shall be communicated only by the chair. Within the committee, individual votes shall be openly declared. Outside the committee, only the total vote shall be disclosed. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote. When a committee member must step down due to an extreme personal emergency, the Nominations and Elections Committee shall find a replacement *for the remainder of that committee member's term using a process similar to the one for electing committee members to full terms*.

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

- 12.3.4** The substantive evaluation of a candidate's qualifications shall occur primarily at the department level. The college committee shall review how well the process has adhered to documented procedures and review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
- 12.3.5** When a candidate has been nominated for both promotion and tenure, separate committee votes shall be taken for each change of status, and separate rationales provided when the votes are not identical. Separate recommendations on each change of status shall similarly be supplied by the department chair and Dean.
- 12.3.6** Committee members shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. Any committee member who recuses her/himself shall leave the room during the discussion of that case.
- 12.3.7** The Committee writes a letter of recommendation from the College committee based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

12.4 Individual Participation

- 12.4.1** No candidate shall serve on any promotion and tenure committee, nor shall any candidate make a recommendation on his or her own case.
- 12.4.2** The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before the College committee.

12.5 Selection of Arts and Sciences Nominees for the Campus Committee

For the campus committee, the Voting Faculty shall elect by preferential ballot ~~six~~ *seven* nominees, at least three of whom shall be full professors *and one of whom must be a senior lecturer*. The ballot shall identify each candidate's academic rank.