

Minutes of the
Third Regular Meeting of the Sixth Senate
Purdue University Fort Wayne
November 13 and 20, 2023
KT G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of October 9
3. Acceptance of the agenda – J. Johns
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – B. Buldt
5. Report of the Presiding Officer – C. Lawton
6. Special business of the day
 - a. Annual Report on the Budget (Senate Reference No. 23-13) – G. Nakata
7. Unfinished business
 - a. Executive Committee (Senate Document SD 23-2) – J. Johns
8. Committee reports requiring action
 - a. Mastodon Athletics Advisory Subcommittee (Senate Document SD 23-3) – M. Parker
 - b. Educational Policy Committee (Senate Document SD 23-4) – S. Hanke
 - c. Executive Committee (Senate Document SD 23-7) – J. Johns
 - d. Educational Policy Committee (Senate Document SD 23-5) (For Discussion Only) – S. Hanke
 - e. Faculty Affairs Committee (Senate Document SD 23-6) (For Discussion Only) – W. Sirk
9. New business
10. Question time
11. Committee reports “for information only”
12. The general good and welfare of the University
13. Adjournment*

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

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

Attachments:

- “FY24 Annual Budget” (SR No. 23-13)
- “Persona Non Grata Determination Process” (SD 23-2)
- “Approval of Filling Vacancy on Mastodon Athletics Advisory Subcommittee” (SD 23-3)
- “Academic Calendar for 2026-2027” (SD 23-4)
- “Amendments to the Constitution of the Fort Wayne Senate” (SD 23-7)
- “Revision of General Education Program” (SD 23-5)
- “Approval of Rubric for Sabbatical Applications” (SD 23-6)
- “Proposal for Revision of the General Education Curriculum” (SR No. 23-14)

Senate Members Present:

N. Adilov, J. Badia, K. Barker, S. Bischoff, B. Buldt, S. Cody, B. Dattilo, Y. Deng, P. Dragnev, C. Drummond, S. Elfayoumy, R. Elsenbaumer, C. Freitas, R. Friedman, S. Hanke, J. Johns, S. Johnson, A. Khalifa, M. Kirchner, J. Lawton, J. Leatherman, J. Li, H. Luo, V. Maloney, E. Mann, J. McHann, D. Miller, D. Momoh, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, J. O’Connell, E. Ohlander, H. Park, L. Roberts, P. Saha, R. Shoquist, W. Sirk, K. Stultz-Dessent, K. Surface, R. Sutter, D. Tembras, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

R. Burton, M. Hammonds, M. Jordan, D. Kaiser, J. Lewis, D. Maloney, J. Mbuba, M. Perkins Coppola, A. Pinan-Llamas, S. Schory, N. Welsh

Guests Present:

A. Blackmon, J. Casazza, A. Dircksen, T. Grady, C. Huang, C. Marcuccilli, S. Wagner

Acta

1. Call to order: C. Lawton called the meeting to order at 12:00 p.m.
2. Approval of the minutes of October 9: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Johns moved to accept the agenda.

B. Buldt moved to amend the agenda by placing Senate Document SD 23-7 (Amendments to the Constitution of the Fort Wayne Senate) above the for discussion only resolutions.

Motion to amend the agenda passed on a voice vote.

Agenda as amended passed on a voice vote.

4. Reports of the Speakers of the Faculties:

a. Deputy Presiding Officer:

N. Younis: Good afternoon colleagues,

I am looking forward to the discussion we will have about the general education program.

I hope PFW will design a GE program that promotes critical thinking through various subjects in order for the students to learn about subjects that differ from their chosen major.

A gentle reminder that we are required to follow Indiana's College Core requirements which is also called Indiana's Statewide Transfer General Education. It consists of six competency areas. They are:

1. Written Communication
2. Speaking and Listening
3. Quantitative Reasoning
4. Scientific Ways of Knowing. It is worth mentioning that Purdue University list this competency as Science, Technology & Society.
5. Humanistic and Artistic Ways of Knowing
6. Social and Behavioral Ways of Knowing

In conclusion, a good general education program at any university provides the students with the necessary tools to positively impact their future. It should not be about the generated credit hours.

Thank you.

b. IFC Representative:

B. Buldt: Good afternoon, everyone!

My remarks will be brief today — what a relief ;-)

There is not much to report from the system-wide Intercampus Faculty Council or IFC. The one agenda item that still takes out the oxygen of the room is the split of IUPUI, and while more and more details are transpiring,

there is not much to add to the outlines I reported at the September meeting of Senate. Contact me if you have questions.

You may recall that we all received an email from ITS last week, informing us that they retired the default configuration in MS Outlook that caused quite some frustration since many important emails would not end up in what MS calls the “Focused Inbox.” We now have a similar problem with emails sent out by our Secretary, Josh Bacon, which end up in the junk folder — along with many others messages, I should add. Our P.O. tried recommended filter settings to prevent this from happening, but without any success. We understand that ITS is working on it, and until they have a solution the PSA I wish to make is:

Keep checking your junk folder a few times a day and move important messages to your inbox.

Thank you, and I hope you have a good start into the new week!

5. Report of the Presiding Officer:

C. Lawton: I’d like to highlight a couple of ways that Executive Committee has been working to improve efficiency and effectiveness of Senate meetings and that guided our thinking in setting today’s agenda.

One of the issues to which we devoted considerable discussion was the utility and value of considering resolutions that can be considered “symbolic” in nature and not directly related to the powers of the Senate. This discussion resulted from a request we received from Steve Carr to include on today’s agenda a resolution expressing compassion for those in our campus community affected by the ongoing violence in the Mideast.

We thought it a beautiful and sensitive way to demonstrate concern and support for our students and colleagues affected by the turmoil of world events, to promote mental health resources available on our campus to support those affected, and also to stand up for our own values of tolerance and compassion, not hate and violence.

But we also felt that while such a statement would have great value coming from the Senate, it would be more impactful and better represent the campus as a whole if issued by upper administration. We have since learned that a statement on compassion and civility will be issued by West Lafayette and our campus will align with it rather than issuing its own.

In addition, we felt that a resolution of compassion falls outside of the powers of the Senate and therefore would be better addressed in the remarks of the PO rather than as an action item for discussion and approval on the Senate floor.

I therefore want to affirm, on behalf of the Senate Executive Committee and I am sure the faculty as a whole, our acknowledgement of the suffering of the victims of violence in the ongoing conflict in the Middle East and our heartfelt concern for the well-being of our students and colleagues affected by the violence. We urge anyone who may need assistance to make use of support services offered by the Student Counseling Center, Office of Diversity, Equity, and Inclusion, and Employee Assistance Programs.

The second issue we discussed in relation to today's agenda was whether to adopt the process used by the West Lafayette Senate whereby resolutions with potential to have great impact on responsibilities of the faculty would not be introduced and discussed at the same meeting in which voting on the resolution is to take place. This procedure allows Senators to first discuss and ask questions on a resolution and then seek feedback from their department faculty before voting on it.

We decided to follow this procedure regarding two items of high importance to the faculty on the agenda: SD 2023-5, proposal to revise General Education, and SD 2023-6, acceptance of new rubric to evaluate sabbatical applications.

6. Special business of the day:

- a. Annual Report on the Budget (Senate Reference No. 23-13) – G. Nakata

Please see attached PowerPoint.

S. Elfayoumy: You mentioned that we knew about the approval of our budget from the Board of Trustees in April. How is that related to the state budget?

G. Nakata: Usually with the state budget we will know the certain appropriations we will get. If we ask for an increase to any of our state appropriations we will know ahead of time about that. But, usually our budget pretty much stays static, unless we have specific requests to increase, or we get word about that we are going to increase the budget by x dollars. We can budget for it and then add it in as part of our resources for the year.

J. McHann: I noticed that the revenue seems to be coming almost solely from state appropriations and tuition and fees. What percent of our revenue comes from restricted and unrestricted donations? Is it so tiny that you really don't keep track of it?

G. Nakata: Yes, this is the majority of our revenue, probably 90%. We get donations. We have contracts and grants.

J. McHann: Are those growing or are they remaining static?

G. Nakata: Pretty static, I will say. Predominantly the growth has come from our tuition and fees. As our enrollment goes up and down, so does our revenue, the majority of our revenue.

J. McHann: Are there any significant plans to grow the revenue on donations?

G. Nakata: Very much so. I think with the role that our new Chief Development Officer B.J. Hull plays here now for about a year, he is working diligently to drive more of that donations and gifts to our university. I would definitely recommend that if you have got certain things that you have an idea about then definitely contact B.J. I am sure that he will work with you all to help to generate more donations and gifts to the area.

M. Wolf: The state revenue side, with Purdue Indianapolis coming on, the IU side there is a massive component of IUPUI, so there is going to be expenditures that they are asking for. What does that do for us as a regional as well, compared to the new, maybe more favored regional?

Second, on the 2% increase on OAA. What are the dynamics there? How many positions are we talking about? That doesn't reflect new positions, right? That is probably the increase bonus, which is greatly appreciated.

G. Nakata: Yeah. Let me tackle about Indianapolis. I will be honest. I know Purdue West Lafayette when they went in front of the state appropriations they got a good chunk of money for Indianapolis. We still have our priorities. We were able to get \$15 million from the state for the Music Technology and Industry Studies Building. So, we were still in the mix of what is being said. How it is going in the future, I couldn't tell you. I really don't know.

As it relates to the 2%, we have certain metrics. In other words, if you were hired before July 1, you were eligible for the 2% that we just had in November. The one prior, I think was as of January 1 if you were on board, you were eligible for the 2%. So, there are certain metrics and qualifications that we have.

For new positions, if there are certain compression issues and stuff like that, we will look at it to try to adjust because we know that compression is definitely a critical component here. We are trying to alleviate it as much as we can.

C. Drummond: Just to help answer Mike's question, of the money that was allocated to the OAA fund, \$200,000 was directed toward new faculty.

D. Tembras: I am a little ignorant with regards to the way our financial system works. Can you talk a little bit about how and if the actual West Lafayette campus has any financial support that they provide to us at all? If so, how do they do that?

G. Nakata: They don't. We give them money to support us from administrative standpoints. I will say that much. It is something we are always discussing with them. I think they look to the regional campuses to kind of stand on their own and do what they can. We have been able to get some to alleviate certain things, or ask for no increases on what they charge us, things like that.

A. Nasr: You just said that they look for institutions and satellite campuses to stand on their own. I was just wondering, is there any possibility that we can have our own lobby group to work with state appropriations to allocate more money to us, arguing that we serve an underserved community and that we try to elevate this community? I mean, just a thought.

G. Nakata: Ron, do you want to address this one?

R. Elsenbaumer: So, the answer is yes. That is something that I have gotten used to by making sure that we are diligent in doing our own lobbying.

G. Nakata: It is the old "no one can tell the story of PFW better than PFW." Very much so.

7. Unfinished business:

a. Executive Committee (Senate Document SD 23-2) – J. Johns

J. Johns moved to take Senate Document SD 23-2 (Persona Non Grata Determination Process) off the table.

Motion to take Senate Document SD 23-2 (Persona Non Grata Determination Process) off the table passed on a voice vote.

Resolution passed on a voice vote.

8. Committee reports requiring action:

a. Mastodon Athletics Advisory Subcommittee (Senate Document SD 23-3) – M. Parker

A. Nasr moved to approve Senate Document SD 23-3 (Approval of Filling Vacancy on Mastodon Athletics Advisory Subcommittee).

Resolution passed on a voice vote.

b. Educational Policy Committee (Senate Document SD 23-4) – S. Hanke

S. Hanke moved to approve Senate Document SD 23-4 (Academic Calendar for 2026-2027).

Resolution passed on a voice vote.

c. Executive Committee (Senate Document SD 23-7) – J. Johns

J. Johns moved to approve Senate Document SD 23-7 (Amendments to the Constitution of the Fort Wayne Senate).

B. Buldt moved to amend by changing III.B.1.b.iii. from “While the Presiding Officer has voting rights, it deems desirable, while presiding, to exercise those rights only to break a tie” to “While the Presiding Officer has voting rights, it is desirable, while presiding, for the Presiding Officer to exercise those rights only to break or create a tie.”

Motion to amend passed on a voice vote.

B. Buldt moved to amend by changing III.B.4.b. from “The Parliamentarian’s duty is to assist the Presiding Officer in maintaining order and to assist the Clerk in seating guests” to “The Sergeant-at-Arms’s duties are to assist the Presiding Officer in maintaining order and to assist the Clerk in seating guests.”

Motion to amend passed on a voice vote.

B. Buldt moved to amend by inserting under III.1. the new article:

“c. Unseating a Faculty Chair

i. The Senate may unseat, by a two-thirds majority of its membership voting by secret written ballot, any faculty chair whose professional conduct is considered in dereliction of their duty as an Officer of Senate, in which case Senate shall have the power to fill the vacancy for the remainder of the academic year.”

Motion to amend passed on a voice vote.

B. Buldt moved to amend by inserting a second “be it resolved” that states “BE IT RESOLVED, that elections according to the revised Constitution can be held in February 2024 and that everyone currently filling an elected position may choose to serve out their term and the Faculty Speaker who serves as IFC representative to become Chair-Elect of the Senate.”

Motion to amend passed on a voice vote.

L. Roberts moved to divide the question.

Motion to divide the question failed on a hand vote.

Resolution passed on a voice vote.

- d. Educational Policy Committee (Senate Document SD 23-5) (For Discussion Only) –
S. Hanke

Please see attached PowerPoint (Senate Reference No. 23-14).

The meeting is suspended at 1:15 until noon, Monday, November 20, 2023.

Session II
(November 20)

Acta

Senate Members Present:

N. Adilov, J. Badia, S. Bischoff, S. Cody, B. Dattilo, Y. Deng, P. Dragnev, C. Drummond, S. Elfayoumy, C. Freitas, R. Friedman, S. Hanke, J. Johns, S. Johnson, M. Jordan, D. Kaiser, A. Khalifa, M. Kirchner, J. Lawton, J. Li, H. Luo, V. Maloney, E. Mann, J. McHann, D. Miller, D. Momoh, A. Montenegro, A. Nasr, I. Nunez, J. O’Connell, H. Odden, E. Ohlander, H. Park, L. Roberts, P. Saha, R. Shoquist, K. Stultz-Dessent, D. Tembras, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

K. Barker, B. Buldt, R. Burton, R. Elsenbaumer, M. Hammonds, J. Leatherman, J. Lewis, D. Maloney, J. Mbuba, G. Nakata, M. Perkins Coppola, A. Pinan-Llamas, B. Rueger, S. Schory, W. Sirk, K. Surface

Guests Present:

C. Marcuccilli

C. Lawton reconvened the meeting at 12:00 p.m. on November 20, 2023.

- d. Educational Policy Committee (Senate Document SD 23-5) (For Discussion Only) –
S. Hanke

S. Hanke moved to approve Senate Document SD 23-5 (Revision of General Education Program).

N. Younis moved to cut off debate after three more questions.

Motion to cut off debate after three more questions passed on a voice vote.

S. Elfayoumy moved to table until the February Senate meeting and the Educational Policy Committee meets with every college.

S. Cody called the question.

Motion to table failed on a hand vote.

- e. Faculty Affairs Committee (Senate Document SD 23-6) (For Discussion Only) – W. Sirk

- A. Nasr moved to postpone discussion until next month.

Motion to postpone passed on a voice vote.

- 9. New business: There was no new business.
- 10. Question time: There were no questions for question time.
- 11. Committee reports “for information only”: There were no committee reports “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 1:15 p.m.

Joshua S. Bacon
Assistant to the Faculty

**Senate Reference No.
23-13**

FY24 ANNUAL BUDGET

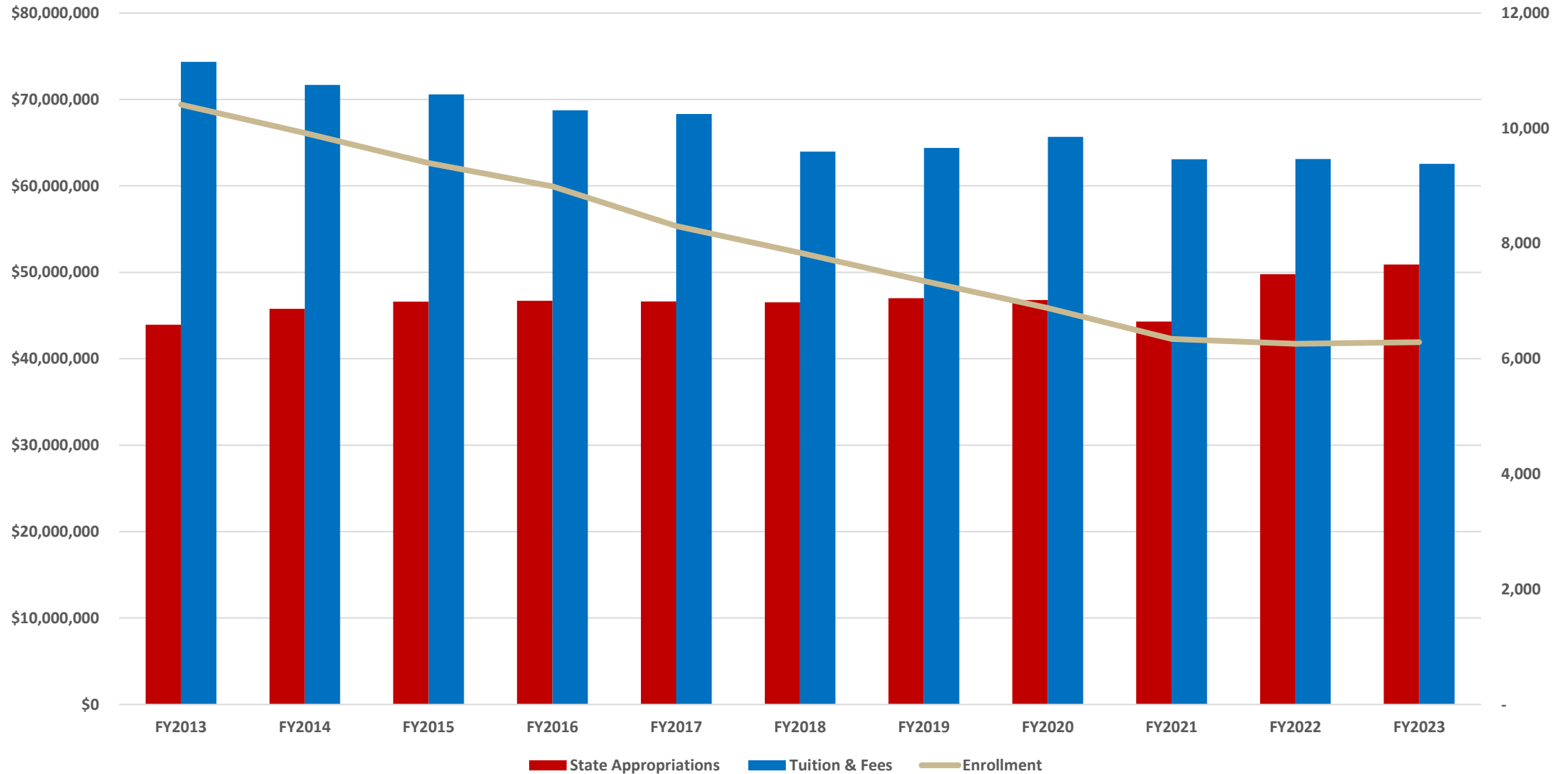
PURDUE
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FORT WAYNE

Enrollment Trends FY21 – FY24

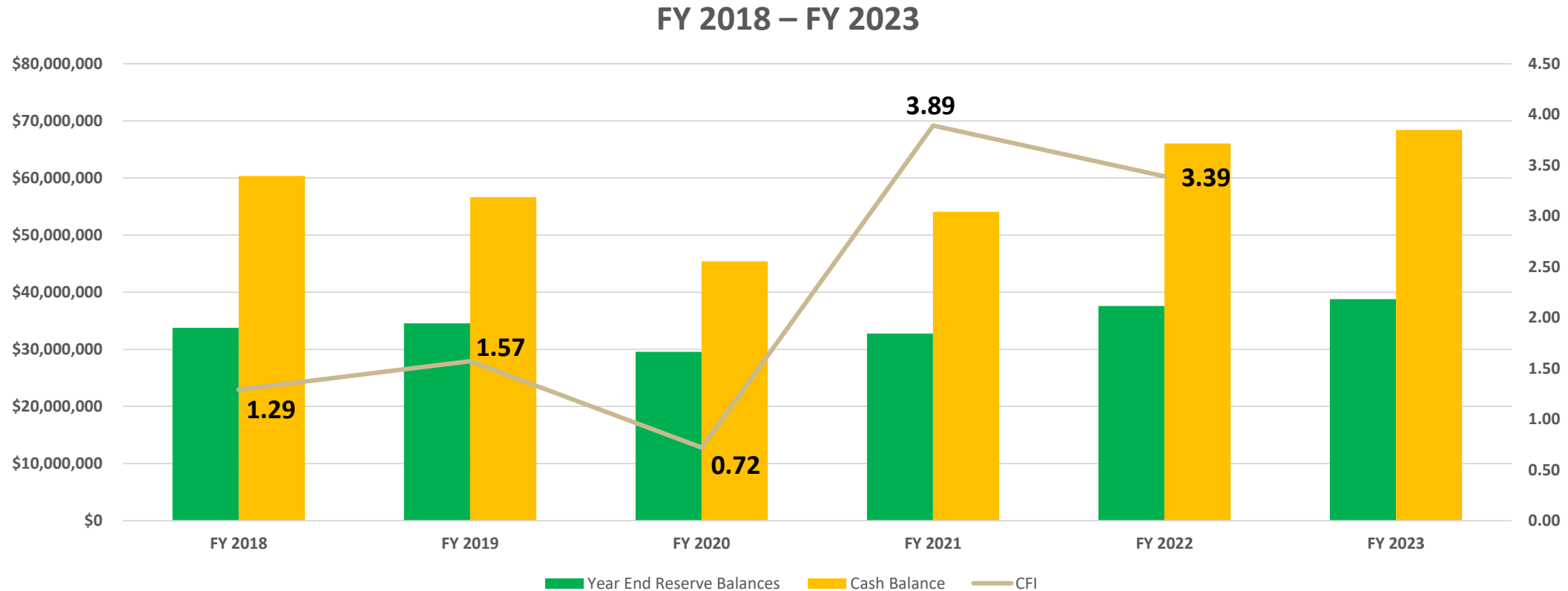
	Fall 2020	Fall 2021	% Inc/(Dec)	Fall 2022	% Inc/(Dec)	Fall 2023	% Inc/(Dec)
UG Resident	5,737	5,116	(10.8%)	4,868	(4.8%)	4,770	(2.0%)
GR Resident	379	372	(1.8%)	416	11.8%	384	(7.7%)
UG Non Resident	546	587	7.5%	593	1.0%	622	4.9%
GR Non Resident	47	43	(8.5%)	42	(2.3%)	52	23.8%
UG International	87	109	25.3%	118	8.3%	132	11.9%
GR International	83	115	38.6%	221	92.2%	328	48.4%
Total	6,879	6,342	(7.8%)	6,258	(1.3%)	6,288	0.5%

- ***Spring registration has begun. Now is the time to help increase our retention numbers for FY24!***

Historical Revenue Trends



Cash & Reserves Balances & CFI Trends



- PFW's year-end cash balance was \$68.4MM
- This represents an increase of approximately \$2.4MM from FY22
- We are still just under our targeted cash balance of \$70MM (4.5-5 mos.)

FY24 Budget

- The FY24 Budget of \$148.7MM represents a \$2.4MM increase (1.6%) over the FY23 Budget
 - FY24 also includes spending reserve and carry-forward balances of \$3.7MM
 - The budget is showing a **\$3.6MM deficit balance**

- The budget reflects:
 - Increase of 3.0% in the tuition and fee rate as approved by the Purdue BOT
 - Implementing a 2% Merit Pool for all employees
 - Implemented an additional **unbudgeted** 2% merit in November 2023
 - Increased recurring spend for unavoidable adjustments and new requests without asking departments to make cuts to self-fund these increases

FY24 Budget by Segment

	FY24 Budget	FY23 Budget	FY24 vs. FY23 Inc/(Decr)	Percent Inc/(Decr)
Institutional Aid	22,097,234	22,861,021	(763,787)	(3.3%)
Chancellor	1,463,208	1,626,647	(163,439)	(10.0%)
ODEI	1,092,879	937,803	155,076	16.5%
Communications & Marketing	3,063,855	3,169,869	(106,014)	(3.3%)
Development	1,764,889	1,480,495	284,394	19.2%
Student Affairs	17,665,572	16,518,919	1,146,653	6.9%
Finance & Administration	40,171,720	39,544,744	626,975	1.6%
Academic Affairs	61,351,641	60,125,546	1,226,095	2.0%
TOTAL	148,670,998	146,265,044	2,405,954	1.6%

Annual Budget Process

- The annual budget process starts within each person's department
 - Discuss with your Director, Department Chair or Dean the resources you need to accomplish your goals for the coming fiscal year (e.g., recurring funding, gift funds, carry-forward balances, reserve spending, etc.).
- The Deans, Department Chairs or Directors will work with their Business Manager to compile a list of all of the new funding requests and send them on to their respective Vice Chancellors for their review.
- The Cabinet will then discuss which requests the University are able to fund for the coming year.
- The budget is then forwarded on to West Lafayette for their review.
- Once finalized, the budget is presented to the Purdue Board of Trustees for approval.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Jay Johns, Executive Committee Chair
Steve Carr, Voting Faculty
DATE: 15 September 2023
SUBJ: Persona Non Grata Determination Process

Persona Non Grata Determination Process

WHEREAS the Purdue University Policy Office recently revised its [Persona Non Grata \(IV.A.5\)](#) policy by removing its procedures section from the document; and,

WHEREAS that policy authorizes university officials at Fort Wayne such as the Chancellor, Vice Presidents, Vice Chancellors, the Chief of Police, the Dean of Students, the Title IX Coordinator, or designees of these officials to issue a Persona Non Grata Notification; and,

WHEREAS the policy authorizes the University to bar individuals “from any or all University Facilities” where there is “disruption of University programs, services or activities,” “interference with the educational mission of the University,” or “threats or other behaviors that pose a risk to the safety and security of the University community;” and,

WHEREAS Fort Wayne Senate [SD 22-6 Review of the Created Equal Event on Campus on Tuesday, September 20](#) called upon the University to commit “to not allowing Created Equal or any other groups known for their aggressive and traumatizing strategies to come to campus;”

BE IT RESOLVED that the Fort Wayne Senate discuss the [Persona Non Grata \(IV.A.5\)](#) policy and what circumstances would warrant consideration of issuing a Persona Non Grata Notification on the Fort Wayne campus,

BE IT FURTHER RESOLVED that the Fort Wayne Senate invites university officials at Fort Wayne to give a presentation on the determination process used on this campus for issuing a Persona Non Grata Notification; and,

BE IT FURTHER RESOLVED that this presentation include information on how individuals not authorized to issue a Persona Non Grata notification including students, faculty, the faculty governing body of the Senate, and/or staff may contact university officials, either to initiate a determination process on whether to issue a Notification or to provide input after the determination process for a Notification already has begun.

Persona Non Grata (IV.A.5)

Volume IV: Facilities and Safety

Chapter A: Safety

Responsible Executive: Senior Vice President for Administrative Operations

Responsible Office: Physical Facilities and Public Safety

Date Issued: August 1, 2004

Date Last Revised: May 1, 2023

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CONTACTS

Policy Clarification

Title/Office	Telephone	Email/Webpage
Vice President for Physical Facilities and Chief Public Safety Officer	765-494-3124	adminops@purdue.edu (mailto:adminops@purdue.edu)

Campus Police Departments (non-emergency)

Title/Office	Telephone	Email/Webpage
Fort Wayne	260-481-6827	police@pfw.edu (mailto:police@pfw.edu)
Northwest	219-989-2222	unpol@pnw.edu (mailto:unpol@pnw.edu)
West Lafayette	765-494-8221	police@purdue.edu (mailto:police@purdue.edu)

STATEMENT OF POLICY

Purdue University is committed to maintaining a safe environment for the university community. Individuals who demonstrate an inability or unwillingness to conduct themselves in accordance with university policy or applicable laws while in or on University Facilities may be issued a Persona Non Grata (PNG)

Notification that bars them from any or all University Facilities in the following situations:

1. Use of University Facilities in a manner inconsistent with the facility's purpose.
2. Disruption of University programs, services or activities.
3. Interference with the educational mission of the University.
4. Threats or other behaviors that pose a risk to the safety and security of the University community.
5. Violation of a specific facility policy.

Authority to Issue and Rescind

PNG Notifications must be:

1. Authorized by a University Official as defined in this policy; or
2. Issued by a Police Officer and ratified by an appropriate University Official within 72 hours after issuance.

The situation that gives rise to the notice must be properly documented. Documentation may include:

1. Personnel records or Student records,
2. Police reports,
3. Disciplinary action taken by a university department,
4. Witness statements detailing first person accounts, and/or
5. Building or department reports documenting the identity of the individual and any previous warning.

A PNG Notification may be renewed if, in the judgment of the University Official making the determination, the renewal is in the interest of campus safety or security. Any determination to rescind a PNG Notification prior to expiration must be made by the University Official who originally authorized the notice (or their successor).

Notices to Students

Facility-Specific: A Student may be issued a PNG Notification for a specific University Facility or Facilities under the same procedures and circumstances as any other individual.

Campus-wide: A Student may be issued a PNG Notification for all University Facilities (including the entire campus) only in conjunction with Summary Action or following the conclusion of other Disciplinary Proceedings as outlined in each campus's Regulations Governing Student Conduct.

Appeals

The recipient of a PNG Notification may submit a written appeal within 10 days of receipt of the notice. The appeal must be submitted to the issuing campus's University Police Department. The appeal will be forwarded to the appropriate campus official for review and determination.

Violations

Violation of a PNG Notification may result in an arrest for criminal trespass as stipulated under Indiana Code (IC 35-43-2-2).

REASON FOR THIS POLICY

The Indiana General Assembly has granted the Board of Trustees the power to govern, by regulation and other means, the conduct of students, faculty, employees and others while upon property owned, used or occupied by Purdue University. This policy outlines the circumstances under which a PNG Notification may be issued and enforced.

INDIVIDUALS AND ENTITIES AFFECTED BY THIS POLICY

All units, students, faculty, staff, visitors and contractors of Purdue University are governed by this policy.

EXCLUSIONS

There are no exclusions to this policy.

RESPONSIBILITIES

University Officials

- Authorize and/or ratify PNG Notifications in accordance with this policy.
- Request that a university Police Officer issue the PNG Notification in person. When that isn't practicable, provide the recipient with an explanation of the notice's meaning, the appeal process, the consequences of violation (including that violation may lead to arrest for criminal trespass), and a copy of the form.
- Notify the campus University Police Department of a PNG Notification not issued by a university Police Officer, so it is properly documented.

University Police Officers

- Issue PNG Notifications in accordance with this policy.
- Provide the recipient with an explanation of the notice's meaning, the appeal process, the consequences of violation (including that violation may lead to arrest for criminal trespass), and a copy of the form.
- When serving a notice in person, request the individual's signature on the form (desired but not required) and sign as witness.
- Generate case reports to document the issuance of all PNG Notifications for their campus.

Campus Chiefs of Police

- Receive and decide appeals for their campus, except in cases where the chief was the University Official who authorized the PNG Notification.

Vice President for Physical Facilities and Chief Public Safety Officer, Vice Chancellor for Financial and Administrative Affairs, and Vice Chancellor for Finance and Administration

- In the absence or involvement of the campus Chief of Police, receive and decide appeals for their campus.

DEFINITIONS

All defined terms are capitalized throughout the document. Refer to the central [Policy Glossary \(../glossary.html\)](#) for additional defined terms.

Disciplinary Proceedings

The procedures for cases of student conduct as outlined in each campus's Regulations Governing Student Conduct.

Officer/Police Officer

Any Purdue University Police Department officer on any campus and officers of local police departments authorized by the University.

Persona Non Grata (PNG) Notification

The written notice issued to an individual describing the University Facilities to which they are denied entry. The conditions of the notice typically will be in effect for a period of one year, but may be longer or shorter depending on the circumstances.

Student

An individual who is presently enrolled at the University.

Summary Action

Summary disciplinary action by way of temporary suspension and exclusion from University Facilities taken against a Student charged with conduct in accordance with each campus's Regulations Governing Student Conduct. Also referred to as an interim suspension term.

University Facility(ies)

Any building or structure or any improved or unimproved land, or any part of any such building, structure or land, that is owned, used or occupied by Purdue University.

University Official

Employees of the University authorized to sign a PNG Notification. These officials are:

1. President;
2. Chancellor;
3. Vice presidents, vice chancellors, and vice provosts;
4. Chief of Police for any campus;
5. Dean of Students for any campus (includes other titles used to encompass those duties);
6. Title IX Coordinator for any campus; and
7. Designees of the above.

RELATED DOCUMENTS, FORMS AND TOOLS

Regulations Governing Student Conduct

- **Fort Wayne** (<https://catalog.pfw.edu/content.php?catoid=62&navoid=3410>)
- **Northwest** (<https://www.pnw.edu/dean-of-students/policies/code-of-conduct/>)
- **West Lafayette** (<https://catalog.purdue.edu/content.php?catoid=15&navoid=18604>)

WEBSITE ADDRESS FOR THIS POLICY

www.purdue.edu/policies/facilities-safety/iva5.html (iva5.html)

HISTORY AND UPDATES

May 1, 2023: Removed procedures section from the policy. As a result, included language in the Statement of Policy on Authority to Issue and Rescind a PNG Notification and expanded the responsibilities for University Police Officers. Updated the definition of University Official and added responsibilities for such. Eliminated definitions for Complainant and Subject, and updated definitions of Officer and PNG Notification. Assigned responsibility for reviewing appeals to the Chief of Police for each campus. Reassigned the responsible executive and office and removed references to the Senior Director for Environmental Health and Safety. Updated contacts and hyperlinks.

November 18, 2011: Policy number changed to IV.A.5 (formerly I.4.5) and website address updated. Related Documents section also updated.

January 1, 2011: References to the Regulations Governing Student Conduct were added. This policy supersedes Persona Non Grata, Interim (I.4.5) dated July 1, 2010.

July 1, 2010: Significant revisions were made to update the policy and convert it to the current policy template.

Prior to October 2008, this policy was included as an appendix to policy I.4.1, Regulations Governing the Use and Assignment of University Facilities.

APPENDIX

There are no appendices to this policy.

MEMORANDUM

TO: Executive Committee

FROM: Michelle Parker, Chair
Mastodon Athletics Advisory Subcommittee

DATE: October 6, 2023

SUBJECT: Approval of filling vacancy on Mastodon Athletics Advisory Subcommittee

WHEREAS, The Bylaws of the Senate provide (5.1.5.1.) 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 to the guidelines established in sections 5.1.2 and 5.1.5.”; and

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that “No one may serve on more than four Senate committees and/or subcommittees in a given academic year”; and

WHEREAS, The Bylaws of the Senate provide (5.1.5.) that “Voting Faculty must comprise at least 2/3 of the voting membership of any subcommittee”;

WHEREAS, There are two vacancies on the Mastodon Athletic Advisory Subcommittee; and

WHEREAS, Jens Clegg (College of Liberal Arts) is a voting faculty and is not already serving on more than three Senate committees and/or subcommittees in the current academic year;

BE IT RESOLVED, That the Executive Committee requests that the Senate approve Jens Clegg for this appointment.

MEMORANDUM

From: Steven A. Hanke, Chair of the Educational Policy Committee

Subject: Academic Calendar for 2026-2027

Date: 10/23/23

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2026-2027

BE IT RESOLVED, that the Senate approve the academic calendar for 2026-2027

ACADEMIC CALENDAR FOR 2026-2027

Fall Semester, 2026

Monday	24 August	Full Term and First Eight-Week Session Begin
Friday	4 September	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Monday	7 September	Labor Day Holiday
Tuesday	8 September	Classes Resume
Mon.-Tues.	19-20 October	Fall Recess
Wednesday	21 October	Classes Resume and Second Eight-Week Session Begins
Tuesday	24 November	Thanksgiving Recess Begins After Last Class
Wed.-Sun.	25-29 November	Thanksgiving Recess and Holiday Observed
Monday	30 November	Classes Resume
Mon.-Sun.	14-20 December	Final Exam Week/Last Week of Classes

Spring Semester, 2027

Monday	11 January	Full Term and First Eight-Week Session Begin
Monday	18 January	Martin Luther King Jr. Holiday
Mon.-Sun.	8-14 March	Spring Recess
Monday	15 March	Classes Resume and Second Eight-Week Session Begins
Friday	26 March	Classes Suspended at 4:30 p.m.
Monday	29 March	Classes Resume
Mon.-Sun	3-9 May	Final Exam Week/Last Week of Classes
Wednesday	12 May	Tentative Date of Commencement

Summer Semester, 2027

Monday	10 May	Summer Semester Begins
Monday	17 May	Full Term and First Six-Week Session Begin
Friday	28 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Monday	31 May	Memorial Day Holiday
Tuesday	1 June	Classes Resume
Friday	25 June	First Six-week Session Ends at 4:30 p.m.
Monday	28 June	Second Six-Week Session Begins
Friday	2 July	Classes Suspended at 4:30 p.m. (Independence Day Recess)
Monday	5 July	Independence Day Holiday Observed
Tuesday	6 July	Classes Resume
Friday	6 August	Second Six-Week Session Ends at 4:30 p.m.
Sunday	22 August	Summer Semester Ends

Senate Document SD 23-7
Amended and Approved,
11/13/2023

MEMORANDUM

TO Fort Wayne Senate

FROM: Jay Johns, Chair
Senate Executive Committee

DATE: 10/30/2023

SUBJ: Amendments to the Constitution of the Fort Wayne Senate

WHEREAS, the Senate Executive Committee had charged the Subcommittee Task Force to conduct a “review of the Senate’s committee structure ... and ... the Bylaws and Constitution to suggest to the Executive Committee potential amendments” (see SD 21-32); and

WHEREAS, at the same time the “levels of shared government” should be clarified as per SD 20-33; and

WHEREAS, the Subcommittee Task Force met throughout the AY 2022-23 and discussed the resulting amendments with administrators, faculty, and Senate; and

WHEREAS, the proposed amendments to the Constitution are tracked and documented in the attached document;

BE IT RESOLVED, that the Executive Committee make this resolution its own and bring the proposed amendments to the Senate for a vote, and that the Fort Wayne Senate approve the revised Constitution; and

BE IT RESOLVED, that elections according to the revised Constitution can be held in February 2024 and that everyone currently filling an elected position may choose to serve out their term and the Faculty Speaker who serves as IFC representative to become Chair-Elect of the Senate.

Purdue University Fort Wayne
CONSTITUTION OF THE FACULTY

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black: old language — green: new — blue: moved — red: stricken — purple: editorial remarks

CONSTITUTION OF THE FACULTY OF PURDUE UNIVERSITY FORT WAYNE

PREAMBLE

The Faculty of Purdue University Fort Wayne is a community of scholars whose purpose is to engage in creative endeavor and to share and disseminate its products, such as knowledge or artistic expression, with their peers world-wide, their students in the classroom, and the people and businesses in the region, seeking the betterment of all. As such, the Faculty identifies itself with the long tradition of scholars governing themselves in all matters that pertain to their academic and educational mission.

This Constitution states the basic structure of the Faculty's self-governance (spelled out in more detail in the Bylaws of the Senate) and what powers and responsibilities the Faculty deems best to exercise or to assume in line with the "Delegation of Authority and Responsibility to the Faculty" made by the Purdue Board of Trustees in May 1964. While this document was discussed, amended, and approved in a spirit of productive cooperation with the administration, it is understood that everything in it is subject to review from the Purdue Board of Trustees.

I. DEFINITIONS

A. For the purpose of this document:

1. Purdue University Fort Wayne shall be referred to as "the University" or "PFW," ~~in this document.~~ and the words "major unit" shall mean "college, school, or the library,"
2. the Fort Wayne Senate shall be referred to as "the Senate" (which includes its bodies), the Executive Committee shall be that of the Senate, and the Bylaws shall be the "Bylaws of the Senate" as adopted by the Senate; ~~in this document.~~
3. the ranks of assistant, associate or (full) professor shall always, unless specifically noted otherwise, include those designated "clinical" or "of practice" as well as those that are named. Lecturer, if used unspecified, shall always include the ranks of lecturer and senior lecturer.

B. **Positions of academic rank** shall include professor, librarian, associate and assistant professor or librarian, instructor and senior instructor as well as lecturer and senior lecturer.

C. The **Faculty** shall be composed of the chief administrative officer of ~~PFWurdue University-Fort Wayne (hereinafter referred to as "PFW"); the President of Purdue University,~~ and those employees of ~~the University~~ PFW who hold academic rank.

- D. The **Voting Faculty** shall consist of those ~~full-time~~ members of the Faculty who are full-time or on partial retirement ~~and those faculty who are on partial retirement, who are not enrolled in an undergraduate degree program at PFW nor in a graduate degree program in their home department~~ and who
1. ~~Are tenured or~~ hold ~~tenure-track~~ appointments with the rank professor, associate or assistant professor in academic units ~~subject to those powers of the Fort Wayne Faculty detailed in Section VI, below~~ and perform duties at least half of which consists of teaching or other creative/scholarly work; or
 2. ~~Are tenured or~~ hold ~~tenure-track~~ appointments with the rank of librarian, ~~or~~ associate librarian, or assistant-librarian; or
 3. ~~Hold the rank of assistant, associate, or full clinical professor; or~~
 4. ~~H~~hold the rank of clinical instructor, instructor, or senior instructor.
- E. **Associate Members of the Faculty** shall consist of emeritus/emerita, ~~and~~ visiting members of the Faculty, and persons who ~~hold~~ have academic appointments ~~without being but who are not~~ Faculty as defined above. These individuals shall have the privilege of attending Faculty assemblies and convocations, but shall not possess the right to vote during Faculty ~~C~~convocations.

II. CERTIFICATION

Certification of the names, affiliations, and classifications of all members of the Faculty shall be made annually, as of January 15 and by January 25, by the chief academic officer of PFW to the ~~Secretary~~ Clerk of the Faculty. Changes in the eligibility of individuals to vote, speak, or stand for elective office shall be effective immediately, but the January certification shall apply in defining the size and distribution of the Voting Faculty for procedures such as establishing a quorum, establishing a given fraction of the Voting Faculty, and apportionment.

A member of the Faculty who serves in more than one major unit shall be counted among the Faculty of the unit to which the most service is assigned; a member of the Faculty who serves equally in two or more major units shall inform the chief academic officer, prior to the annual certification, of the unit in which they ~~Faculty member~~ wishes to be counted.

[Note: The following former Part III was revised, consolidated with the former articles VII.B.a.–e., and moved to the new current Part III.B].

~~III. OFFICERS~~

- ~~A. The **Presiding Officer of the Faculty** shall be the Presiding Officer of the Senate (hereinafter referred to as the “Presiding Officer”). The Presiding Officer shall be a member of the Voting Faculty, elected by the Voting Faculty to a one-year term. The election shall be conducted annually prior to March 1, with the term of office to commence with the fall Senate following election. In the absence of the Presiding Officer at a Faculty convocation or Senate meeting, at which that person would ordinarily preside, the following shall preside in order of precedence:~~

- ~~1. the Speaker of the Faculty who serves as Deputy Presiding Officer;~~
 - ~~2. the Speaker of the Faculty who represents PFW in the Purdue University Intercampus Faculty Council;~~
 - ~~3. the Chair of the Executive Committee;~~
 - ~~4. the Parliamentarian of the Senate;~~
 - ~~5. another person chosen by the method prescribed by the rules of order adopted by the Senate.~~
- ~~B. The **Speakers of the Faculty** (hereinafter referred to as the “Speakers”) shall individually serve as the Deputy Presiding Officer of the Senate and as one of PFW’s representatives in the Purdue University Intercampus Faculty Council. The Speakers shall be members of the Voting Faculty, belonging to different major units, elected by the Voting Faculty to staggered two-year terms. Elections shall be conducted prior to March 1, with the term of office to commence with the fall Senate following election. A Speaker may not serve more than two consecutive terms.~~
- ~~C. The Presiding Officer and two Speakers shall collectively be known and act as the Faculty Leaders.~~
- ~~D. The **Secretary of the Faculty** shall be the Clerk of the Senate. The Clerk shall be a non-Faculty professional selected by the Executive Committee.~~
- ~~E. The **Parliamentarian of the Faculty** shall be the Parliamentarian of the Senate. The Parliamentarian shall be selected by the Executive Committee of the Senate for a one-year term beginning with the fall Senate.~~
- ~~F. The **Sergeant-at-Arms of the Faculty** shall be the Sergeant-at-Arms of the Senate. The Sergeant-at-Arms shall be appointed annually by the Presiding Officer.~~

III. GOVERNING BODY: THE SENATE

The Faculty shall govern itself through the Senate, which shall exercise ~~the~~ its powers and responsibilities ~~of~~ through the Voting Faculty. Its decisions in exercising these powers and responsibilities shall be final except under the circumstances specifically described ~~below~~ in this document.

A. Membership

1. **Composition.** The Senate shall be composed of
 - a. the President of Purdue University (ex officio, non-voting);
 - b. the chief administrative officer of PFW (ex officio, non-voting);
 - c. the chief officers in charge of each of the major administrative areas at PFW (ex officio, non-voting);
 - d. the chief academic officer of PFW (ex officio, non-voting);
 - e. the chief academic officer of each major unit (ex officio, non-voting);

~~f. the Speakers of the Faculty;~~

- f. the Chair, the Chair-Elect, and the Past Chair of the Senate;
 - g. additional members of the Voting Faculty selected as Senators according to procedures in this Article;
 - h. the elected representative of the lecturers at PFW.
2. **Eligibility.** Any member of the Voting Faculty is eligible for election to the Senate.
 3. **Term of Office.** The term of office for an elected sSenator shall be three years, beginning one week before the beginning of regular fall classes following election. Each major unit shall establish a method for promptly filling vacated seats.
 4. **Apportionment.** Senate membership shall be apportioned among the major units according to the number of Voting Faculty comprising those units. One member shall be allocated to each unit for every six Voting Faculty in that unit; all major units must be allotted at least one sSenator. The representative of the lecturers does not count toward a major unit's apportionment.
 5. **Nomination and Election.** Apportionment for the following academic year, according to Part 4 above, shall be made known to the major units by February 1. Methods of nomination and election, and of filling seats vacated before the end of a term, shall be proposed and implemented by the Voting Faculty of those units according to methods consistent with generally accepted principles of democratic representation. These methods must be defined in the documents which define the protocols of faculty governance within each unit; and the protocols must be approved by the Senate by simple majority vote, and shall be periodically published, simultaneously with the Bylaws ~~of the Senate~~, as and when the Bylaws are distributed. The names of the incoming sSenators shall be made known to the ~~Secretary~~Clerk of the Senate by March 1.

[Note: What follows as the new Part III.B is a revised and consolidated version of what previously was under the former Part III and the articles VII.B.a.–e.]

B. The Officers

1. The **Chair, the Chair-Elect, and the Past Chair of the Faculty** shall be members of the Voting Faculty who do not at the same time serve as a senators and do not all belong to the same major unit. All three chairs shall collectively be known as the **Faculty Chairs**.
 - a. *Election of Faculty Chairs.*
 - i. Faculty Chairs shall be elected by the Voting Faculty to a ~~three~~one-year term.
 - ii. Their election shall be conducted annually prior to March 1, with the term of office to commence with the Fall Senate following election.
 - iii. The default expectation shall be that an elected candidate shall progress through the positions of Chair-Elect, Chair, and Past Chair in that order without

additional electorate approval. If circumstances require deviation from the default, vacancies can be filled out-of-order but with the goal of restoring the default as soon as feasible. A faculty chair may not serve more than two consecutive three-year terms.

b. *Duties of Faculty Chairs.*

- i. The *Chair*, the *Chair-Elect*, and the *Past Chair of the Faculty* shall be the Chair, the Chair-Elect and the Past Chair of the Senate. Their duties shall include, but not be limited to:
 1. serving as the Presiding Officer at Faculty convocations and Senate meeting;
 2. serving as the chair of the Executive Committee;
 3. serving as an advocate of Faculty and liaising with the administration and other components of the University;
 4. serving as one of PFW's representative to the Intercampus Faculty Council (IFC) and as PFW's representative the University Policy Council (UPC).
- ii. The Faculty Chairs should determine among themselves, every fall and for the rest of the academic year, who serves, individually:
 1. as the First, Second, and Third Presiding Officer of the Senate;
 2. as chair of the Executive Committee (the other two will assist that chair in their work);
 3. as either one of PFW's representative to the Intercampus Faculty Council (IFC) or PFW's representative to the University Policy Council (UPC).
- iii. *Presiding Officer.* The Presiding Officer of the Faculty shall be the Presiding Officer of the Senate and shall preside at Faculty convocations and Senate meetings. In the absence of the First Presiding Officer, the following shall preside in order of precedence:
 1. the Second Presiding Officer of the Senate;
 2. the Third Presiding Officer of the Senate;
 3. the Parliamentarian of the Senate;
 4. another person chosen by the method prescribed by the rules of order adopted by the Senate.

While the Presiding Officer has voting rights, it is desirable, while presiding, for the Presiding Officer to exercise those rights only to break or create a tie.

c. *Unseating a Faculty Chair*

- i. The Senate may unseat, by a two-thirds majority of its membership voting by secret written ballot, any faculty chair whose professional conduct is considered

in dereliction of their duty as an Officer of Senate, in which case Senate shall have the power to fill the vacancy for the remainder of the academic year.

2. ~~e.~~ The **Parliamentarian of the Faculty** shall be the Parliamentarian of the Senate.
 - a. The Parliamentarian shall be selected by the Executive Committee of the Senate for a one-year term beginning with the fall Senate.
 - b. The Parliamentarian's duties shall include, but not be limited to:
 - i. assisting the Presiding Officer during Faculty convocations and Senate meetings by giving procedural advice;
 - ii. assisting Senate, its bodies and its officers, by providing timely guidance on proper parliamentary rules and procedures according to the adopted rules of order and the Bylaws, including general best parliamentary practices not found in either document.
3. ~~d.~~ The **Secretary Clerk of the Faculty** shall be the **SecretaryClerk** of the Senate.
 - a. The **SecretaryClerk** shall be a non-Faculty professional selected by the Executive Committee.
 - b. The **SecretaryClerk**'s duties shall include, but not be limited to:
 - i. circulating notice of meetings and agendas;
 - ii. informing the Presiding Officer of the presence of a quorum;
 - iii. recording the attendance of Senators, guests, and visitors;
 - iv. keeping, producing, and circulating minutes of all Faculty convocations and Senate meetings;
 - v. maintaining Senate committee records and reports.
4. ~~e.~~ The **Sergeant-at-Arms of the Faculty** shall be the Sergeant-at-Arms of the Senate.
 - a. The Sergeant-at-Arms shall be appointed annually by the Chair of the Faculty.
 - b. The Sergeant-at-Arms's duties are to assist the Presiding Officer in maintaining order and to assist the Clerk in seating guests.

C. ~~B.~~ Organization

1. **Officers.** The Officers of the Senate shall be the ~~Presiding Officer, the two Speakers~~ Chair, the Chair-Elect, and the Past Chair of the Senate, the Parliamentarian, the **SecretaryClerk**, and the Sergeant-at-Arms.

[Note: The following articles a.–e. were revised and moved to the new Part III.A].

~~a.—Presiding Officer.~~

~~b.—Speakers of the Faculty.~~

- ~~e. *Parliamentarian.* The Parliamentarian shall give to the Senate and its officers procedural advice concerning the conduct of business according to the rules of order and the Bylaws adopted by the Senate.~~
- ~~d. *Secretary-Clerk.* The Secretary-Clerk's duties shall include, but not be limited to:
 - ~~i. circulating notice of meetings and agendas;~~
 - ~~ii. informing the Presiding Officer of the presence of a quorum;~~
 - ~~iii. recording the attendance of Senators, guests, and visitors;~~
 - ~~iv. keeping, producing, and circulating minutes of all Faculty eConvocations and Senate meetings;~~
 - ~~v. maintaining Senate eCommittee records and reports.~~~~
- ~~e. *Sergeant-at-Arms.* The Sergeant-at-Arms shall assist the Presiding Officer in maintaining order, and assist the Secretary-Clerk in seating guests.~~

2. *Meetings of the Senate*

- a. *Regular Meetings.* The Senate shall meet to conduct its business at least once a month during the academic year.
- b. *Special Meetings.* Upon petition by twenty percent of the Voting Faculty or forty percent of the Senate, a special meeting of the Senate shall be called within a time limit determined by the Bylaws. The Executive Committee may also call a special meeting. In either case, written notice must be given at least forty-eight hours in advance of the meeting, and only those items listed on the agenda distributed with the meeting notice may be considered.

3. *Committees of the Senate.* In order to exercise more effectively its rights and responsibilities, the Senate shall create appropriate committees. It may delegate specific Senate powers to these groups, but the Senate retains the right to amend any actions of its committees. The committees of the Senate shall include, but not be limited to, the following:

- a. *Executive Committee.* The Executive Committee shall consist of the ~~Presiding Officer, the two Speakers,~~ Chair, the Chair-Elect, and the Past Chair of the Senate, the Parliamentarian of the Senate as an ex officio, non-voting member; and four senators elected by the Senate. The elected members shall include no more than one from any major unit; their terms shall commence with the Fall Senate and expire with their Senate terms. ~~The Committee shall select its own chairperson.~~ The duties of the Executive Committee shall include, but not be limited to, the following:
 - i. The Committee shall, at the beginning of the academic year, establish and publicize twenty dates during that academic year to be reserved for the conduct of Senate business.

- ii. The Committee shall formulate the agenda for each Senate meeting and shall be responsible for the circulation of the meeting agenda at least one week prior to a regular Senate meeting.
- iii. The Committee may, with the approval of the Senate, recommend a procedure for the efficient conduct of items of business on the agenda.
- iv. The Committee shall, ~~at least twice each semester, circulate~~ maintain online a list of Senate documents that are currently under deliberation in the various Senate Committees, along with document status and name of committee and committee chairperson.
- v. The Committee shall serve as a clearing house for all Faculty matters that concern policy, shall help coordinating the work of all other Senate committees, and shall liaise with the administration.
- vi. The Committee shall periodically review the committee structure of the Faculty to ensure the effectiveness of Senate and to encourage efficient Faculty participation.
- vii. The Committee shall formulate and submit for Senate approval the Bylaws for the ~~Fort Wayne~~ Senate. Amendments to the Bylaws may be proposed by this Committee and must be promptly reported to the Senate if proposed by a ~~s~~Senator

IV. CONVOCATIONS

The Executive Committee shall establish and announce the agenda, time, and place of all Faculty Convocations.

- A. On its own initiative, the Executive Committee may convene the Faculty in formal Convocation for the conduct of business.
- B. When petitioned by at least twenty percent of the members of the Voting Faculty, the Executive Committee must convene the Faculty in formal Convocation. The ~~Secretary~~ Clerk of the Senate shall publicize at the beginning of each semester a current list of the Voting Faculty as defined herein, and the minimum number required to convene the Faculty in such a manner.
- C. At any Faculty Convocation any item may be brought up for discussion, and the Senate, the chief administrative officer of PFW, the President, and the Board of Trustees of Purdue University may be petitioned for action by the convened Voting Faculty. Only members of the Voting Faculty and the elected representative of the lecturers may vote on such petitions.
- D. Faculty Convocations shall be conducted according to the rules of order adopted by the Senate.

V. ASSEMBLIES

Faculty Assemblies may be called by the chief administrative officer of PFW or by ~~a Faculty Leader~~ the Executive Committee. No business may be conducted at an Assembly.

- A. Faculty Assemblies may be called and presided over by the chief administrative officer of PFW for the purpose of transmitting communications from the President and/or Board of Trustees of Purdue University, and/or the chief administrative officer.
- B. Faculty Assemblies may be called ~~and presided over by a Faculty Leader~~ by the Executive Committee and presided over by one of its members for the purpose of providing a broad and open forum for the discussion of matters that do, will, or may affect the Faculty.

VI. POWERS

A. **Definitions.** For the purpose of this document:

1. **Determination** shall imply that Voting Faculty have legislative or operational authority. More specifically,
 - a. “legislative authority” means that any action requires a positive vote by the Senate, and
 - b. “operational authority” means that authority is delegated to an academic unit and only the positive review by a Senate committee requires a vote by the Senate
2. **Joint Effort** shall imply that all components of the University act in a spirit of shared responsibility while, in matters where the Faculty has primary responsibility, the administration should exercise its powers adversely only in exceptional circumstances and for compelling reasons communicated to the Faculty, preferably with the opportunity for further consideration and transmittal of Faculty views.
 - a. **Primary responsibility** shall reflect the fact that each component of the University has areas of primary responsibility that determine the weight, depth, and detail of its involvement in the governance of that area. Each component’s authority and voice in a particular decision shall correspond to its expertise in and responsibility for that matter. For example, the Faculty has primary responsibility for promotion and tenure, and the chief financial officer has primary responsibility for the budget.
 - b. **Shared responsibility**, the reason for joint effort, shall reflect the fact that the mission of the University can be accomplished only through mutual trust and cooperation while different components of its governance structure have different areas of primary responsibility.
3. **Consultation** shall imply a formal procedure, in a spirit of shared responsibility, for the Faculty to present its judgment before (a component of) the University reaches a decision. More specifically, **formal procedure** shall mean one of the following three options:
 - a. **Representation** shall refer to a situation where members of the Faculty, chosen by a process determined by the Senate or its Executive Committee, represent the Faculty during the planning or decision-making process; this will often mean committee membership and may be considered the default option of the three.
 - b. **Written recommendation** shall refer to the situation where a Senate committee submits its recommendations in writing.

- c. **Vote** shall refer to the situation where Senate as whole votes on a resolution.
 4. **Review.** The right and power to review shall imply a formal procedure for the Faculty to present its judgment after (a component of) the University acted or made a decision to act. More specifically, **formal procedure** shall mean:
 - a. **Written recommendation** shall refer to the situation where a Senate committee submits its recommendations in writing.
 - b. **Vote** shall refer to the situation where Senate as whole votes on a resolution.
 5. **Shared governance.** In matters requiring determination, joint effort, or consultation as defined above and where the Faculty has primary responsibility, neither ad hoc appointments of members of the Faculty by the administration, nor informal expression of opinion from the Faculty or its individual members, nor committees seating one or two Faculty representatives among a majority of administrative and/or staff members satisfy the basic standards for Faculty participation in shared governance through its governing body.
- B. **Specific Powers.** The Voting Faculty shall possess and exercise, collectively, the power and responsibility:
 1. To **determine through legislative authority** of its governing body:
 - a. the academic calendar;
 - b. the policies for class scheduling;
 - c. the policies for student participation in athletic affairs.
 2. To **review and approve through operational authority** of its governing body:
 - a. the titles of the academic degrees conferred at PFW;
 - b. the general requirements for the curricula leading toward academic degrees or certificates;
 - c. the nomination of all candidates for degrees and certificates.
 3. To **set policies through joint effort** concerning:
 - a. the admission and academic placement of students;
 - b. student conduct and discipline;
 - c. student participation in group extracurricular activities;
 - d. the administration of the library and other educational support facilities;
 - e. the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the Faculty.
 4. To **make formal recommendations through established processes of consultation** before the University reaches decisions concerning:

- a. changes in academic organization;
 - b. the screening and selecting of academic and chief administrative officers;
- and, in respect to how they may affect the attainment of the educational objectives of the University,
- c. the determination and management of the budget;
 - d. the planning of physical facilities;
 - e. increases and decreases in staff.
5. To **present its views** concerning any matter pertaining to the conduct and welfare of PFW to the President and Board of Trustees of Purdue University. **The Faculty may present these views through informal expression of opinion from their individual members. However, to meet established principles of shared governance, only a formal procedure for Faculty to present its judgment in the form of a written recommendation or vote through its governing body will represent the will of the Faculty as a whole.**

C. Delegation. Subject to the right of review by the Faculty through its governing body and the limitations **which** that have been established to protect the interests of Purdue University, the power

- 1. to review and approve academic degrees,
- 2. to develop curriculum, instructional and examination procedures and undergraduate degree requirements, and
- 3. to nominate candidates for these degrees

is delegated to the college and school faculties; **and** the power

- 4. to develop course content and new courses
- is delegated to the academic departments.

D. Review Power

1. Review of Administrative Powers

- a. The Faculty shall express its judgment on administrative actions by presenting its findings and giving its recommendation on each case presented to it **that which** raises an issue of academic freedom, tenure, promotion, or the nature or conditions of work.
- b. The review power shall be exercised by an ***Academic Personnel Grievance Board*** elected by the Voting Faculty. Subject to the university provisions, the Senate shall establish the composition and procedures **as well as and** the terms of office, qualification and disqualification, and replacement of the members of **thisese-**body**ies**.

- c. Any member of the Faculty may petition ~~that the appropriate review~~ body for review of administrative action regarding academic freedom, tenure, promotion, or the nature or conditions of work.

2. *Review of Senate Actions*

- a. Senate actions shall be subject to review and check by the Voting Faculty through the following two procedures:
 - i. At any Faculty ~~C~~onvocation ~~of the Faculty~~, past actions of its Senate may be brought to the floor for discussion. If a majority of those present and eligible to vote so direct, the Senate must reconsider its action at its next regular meeting.
 - ii. Any action taken by the Senate shall be forced back to that body for mandatory reconsideration if within two weeks after the circulation of the Senate minutes covering the action, a petition by at least twenty percent of the Voting Faculty stating the objections of the petitioners is received by the Presiding Officer of the Senate.
- b. In either of the above procedures, if the Senate reaffirms its original action, the issue must be submitted by ballot to the Voting Faculty. The ballots shall be returned and counted, and the decision announced, before the next regularly scheduled meeting of the Senate. The decision of a simple majority in such a ballot shall be final.

VII. AMENDMENTS

Amendment of the Constitution shall require the following:

- A. **P**ublication of the proposed amendment to all members of the Faculty and the Senate;
- B. **A**pproval of the proposed amendment **by majority vote** of the Senate;
- C. **A**pproval of the proposed amendment **via secret ballot** of the Voting Faculty by a two-thirds majority of those voting or by a simple majority of the Voting Faculty, whichever shall be the less.

The amendment shall become effective as provided for in the amendment or, failing that, on the first day of the academic year following the completion of the steps above.

(Corrected 10/16/1980)

(Amended 10/10/1983)

(Amended 4/9/1984)

(Amended 12/14/1987)

(Amended 11/14/1988)

(Amended 4/12/1993)

(Amended 4/11/1994)

(Amended 11/9/1998)

(Amended, 4/12/1999)

(Amended, 3/13/2000)

(Amended, 3/12/2001)

(Amended, 12/9/2002)

(Amended, 9/13/2010)
(Amended, 1/10/2011)
(Amended, 4/29/2015)
(Amended, 4/11/2016)
(Amended, 10/16/2017)
(Amended, 3/12/2018)
(Amended, 3/23/2020)
(Amended, 1/10/2022)
(Amended, xx/yy/zzzz)

MEMORANDUM

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

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

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

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

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

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

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

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

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

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

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

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

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

In Favor

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

Against

Guoping Wang

Abstain

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

Purpose

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

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

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

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

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

The proposed revision would:

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

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

Program Structure

A. Foundational Intellectual Skills

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

B. Ways of Knowing

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

sources.

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

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

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

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

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

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

6.1 Recognize and describe artistic works.

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

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

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

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

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

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

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

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

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

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

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

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

D. Nine Additional Credits

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

E. Thematic Clusters

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

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

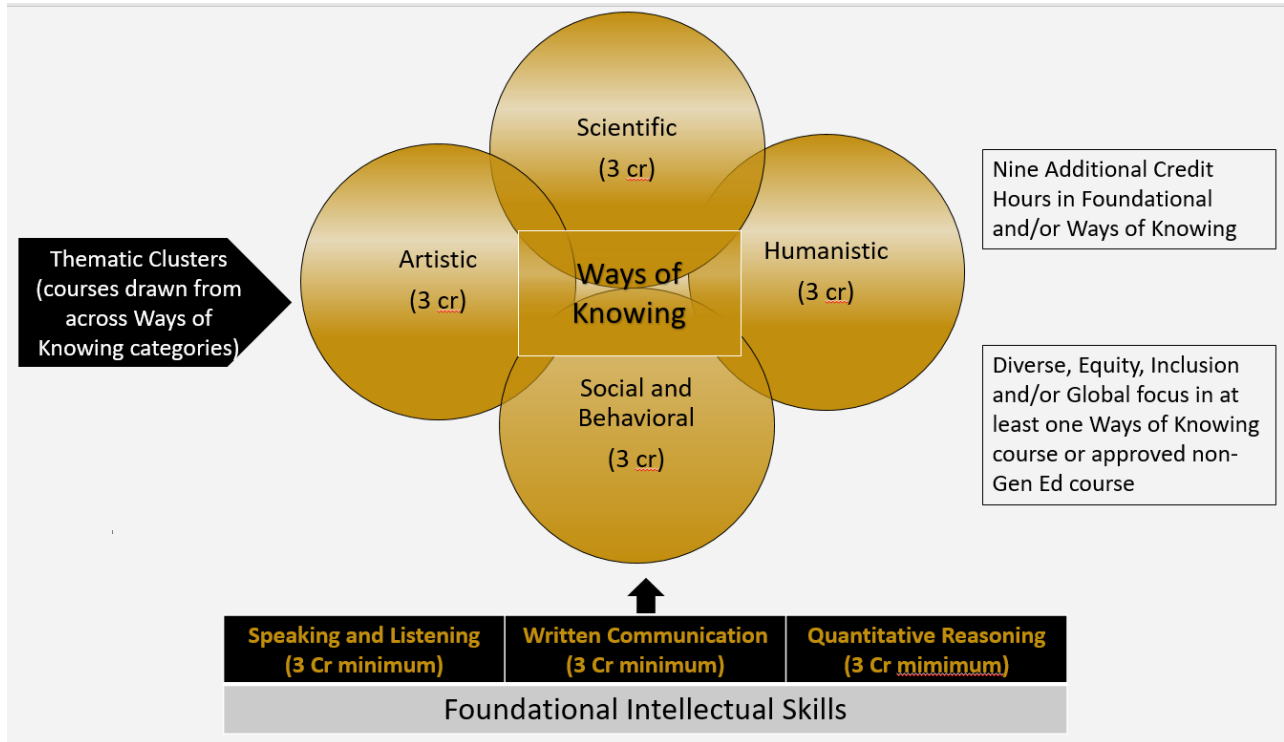
- Students will not be required to select courses in a thematic cluster but rather should be encouraged to do so as a way to take ownership of their individual path through their general education coursework. Completion of a thematic cluster could be tracked through an app (e.g., Suitable) with administrative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

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

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

and those of the present the challenges of tomorrow?

Overview of Proposed Program



	Current Credits	Proposed Credits
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
Diverse, Equity, Inclusion and/or Global focus in at least one Way of Knowing course		0 (required)
Capstone	3	
Total	33	30

Framing of General Education

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

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

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

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

Course Assessment and Program Review

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

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

Regulations

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

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

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

Course Reapplication and Approval Process

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

MEMORANDUM

TO: Fort Wayne Senate

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

DATE: 10/27/2023

SUBJ: Approval of Rubric for Sabbatical Applications

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

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

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

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

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

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

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

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

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

Kimberly O'Connor

MEMORANDUM

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

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

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

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

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

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

PDS Sabbatical Leave Application Evaluation Form

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

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

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

MEMORANDUM

TO: Fort Wayne Senate

FROM: Faculty Affairs Committee

DATE: March 28, 2022

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

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

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

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

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

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

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

SABBATICAL LEAVES

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

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

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

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

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

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

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

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

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

Faculty Affairs Committee Report on Sabbatical Review Procedures

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

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

Senate charged the Faculty Affairs Committee to

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

Senate charged FAC to

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: A. Nasr, Chair
Executive Committee

DATE: October 3, 2022

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

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

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

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

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

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

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

Evidence of “Scholarly Productivity in Recent Years”

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

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

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

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

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

Senate Reference No. 23-14

Proposal for Revision of the General Education Curriculum

Why Revise General Education at PFW?

- To better **align with Indiana College Core (ICC)**
 - Two current areas (Interdisciplinary/Creative Ways of Knowing; Capstone Experience) do not align with ICC guidelines.
- To better **align with PFW Strategic Plan**
 - Currently, students may not be exposed to approaches that focus on diversity, inclusion, equity, and global awareness, as emphasized in PFW Strategic Plan.
- To make **valuing of Artistic Way of Knowing**, a unique presence at PFW, on par with other Ways of Knowing.
- To address **lack of perceived coherence** to Gen Ed as a program distinct from a major
 - Practice of “prescribing” specific general education courses within degree plans creates confusion for students who change majors or transfer completed general education.

Foundational Intellectual Skills

- **No change** to minimum credits required in each of the three areas
 - Written Communication (3 cr min)
 - Speaking and Listening (3 cr min)
 - Quantitative Reasoning (3 cr min)
- Courses must **meet all state learning outcomes** in their category

Ways of Knowing

- **No change to Scientific** Way of Knowing (3 cr min)
- **No change to Social Scientific/Behavioral** Way of Knowing (3 cr min)
- **Separate Humanistic/Artistic** Way of Knowing (3 cr min) into two categories:
 - Humanistic Way of Knowing (3 cr min)
 - Artistic Way of Knowing (3 cr min)
- **Eliminate** two Ways of Knowing not in ICC:
 - Interdisciplinary or Creative Ways of Knowing (3 cr min)
 - Capstone Experience (3 cr min)
- Courses must **meet all state learning outcomes** in their category
- Must have no prerequisites other than currently approved Foundational Skills courses

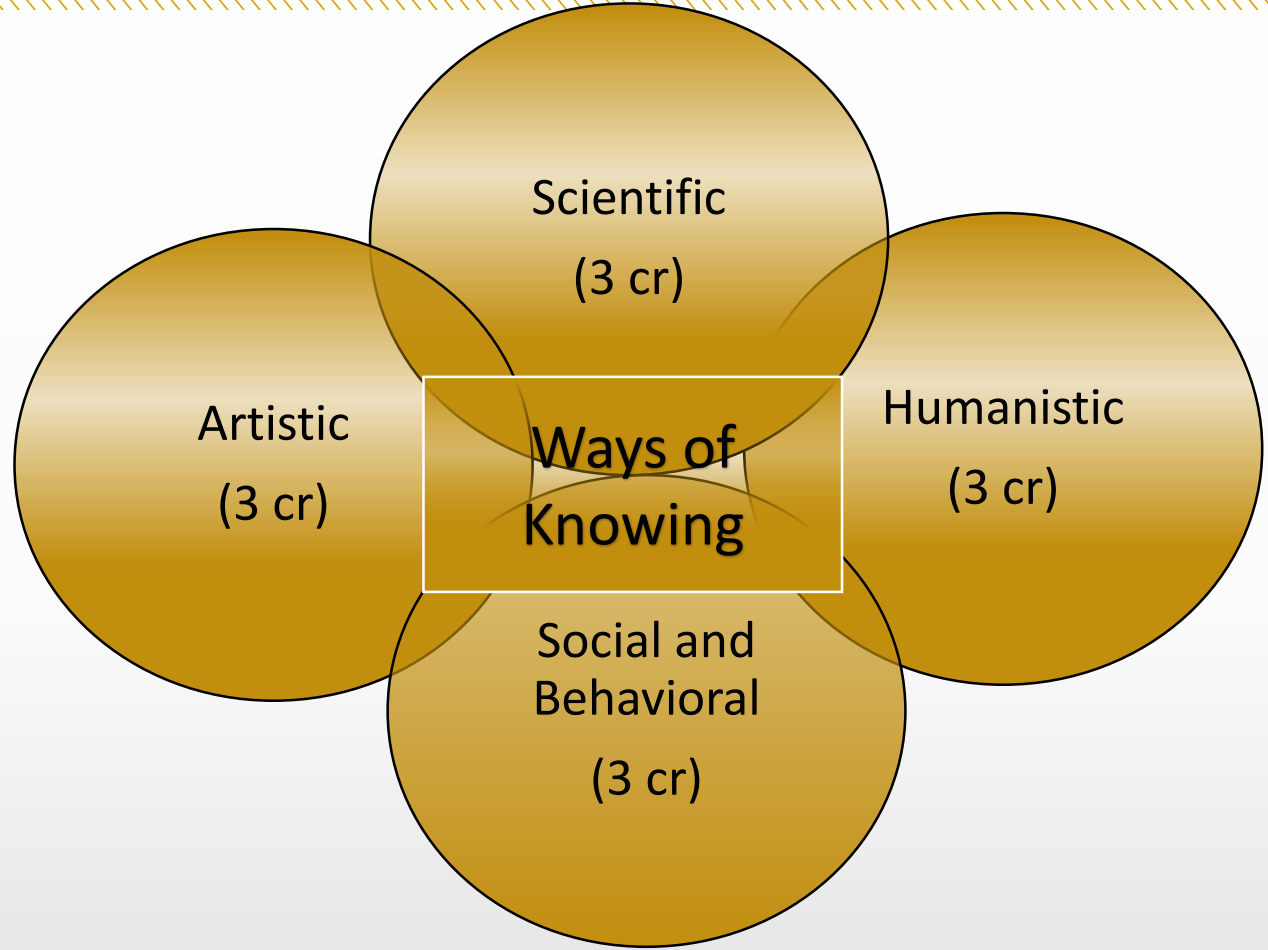
DEI/Global Awareness & 9 Additional Credits

- At least one Way of Knowing **course designated as having a focus on diversity, equity, inclusion, and/or global awareness.**
- **Nine additional credits** from any Ways of Knowing or Foundational Skills category.

Thematic Clusters

- Thematic clusters present **ways to organize selection of courses** within Ways of Knowing around a common theme to provide coherence and meaning to general education coursework.
- Should include courses from **at least three Ways of Knowing categories**.
- Courses should **meaningfully engage with theme**; need not be wholly focused on it.
- Thematic clusters are **optional; not required**.
- Clusters will be **displayed graphically on Gen Ed website** as pathways or maps.
- **Completion could be tracked** through an app (e.g., Suitable), listed on resume, recognized through a LinkedIn badge.
- Clusters will remain relatively stable, with new clusters and courses added to an existing cluster to be approved by Gen Ed Subcommittee for the next catalog year.

Thematic Clusters
(courses drawn from
across Ways of
Knowing categories)



Nine Additional Credit Hours in Foundational and/or Ways of Knowing

Speaking and Listening (3 Cr minimum) **Written Communication (3 Cr minimum)** **Quantitative Reasoning (3 Cr minimum)**

Foundational Intellectual Skills

Framing of General Education Program

- Meaning and value of General Education at PFW will be made clear to students through purposeful framing
 - General Education at PFW offers the opportunity to tailor your path with courses outside of your major that will excite your interests and enable you to make meaningful contributions to the world around you. It complements the in-depth knowledge and skills in your chosen field that you will attain through your major. Your general education experience will give you a foundation in broad intellectual skills and different ways of knowing that will continue to have relevance and meaning in your life long after you have graduated. General Education courses will guide you to:
 - Think Creatively
 - Communicate Effectively
 - Reason Scientifically
 - Understand the Human Experience
 - Appreciate Artistic Expression
 - Embrace Multiculturalism
 - Adopt Global Perspectives

Gen Ed Course Assessment & Program Review

- To improve program-wide assessment of General Education:
 - All courses in each Gen Ed category will cycle through a common subset of learning outcomes every three years.
 - Faculty will assess contributions of their courses to General Education using measures they design.
 - Measures across courses in each category will be evaluated using a common rubric for the category. Rubrics will be developed by the Gen Ed Subcommittee with input from the larger faculty.
 - Program review of Gen Ed will occur every three years. Enrollment data and grade distributions will be analyzed to aid coordination of offerings to meet student demand.

Application for Course Review

- Current Foundational Intellectual Skills courses will not need review if they meet proposed requirements
- Current Ways of Knowing courses will be reviewed by Gen Ed Subcommittee in early Fall 2024 for inclusion in the 2025–26 Catalog
- Application will ask for:
 - Intended Way of Knowing category
 - Confirmation that course has no prerequisites other than Foundational Skills courses and will fulfill all learning outcomes for its area
 - Explanation of how course fulfills criteria for DEI and/or Global Awareness (optional)
 - Explanation for inclusion in one of the proposed thematic clusters (optional)
 - Explanation of how course offering could be regularized to at least once per academic year if not already the case
 - Course syllabus