

Minutes of the
Seventh Regular Meeting of the Fifth Senate
Purdue University Fort Wayne
March 13, 2023
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of February 13
3. Acceptance of the agenda – A. Nasr
4. Reports of the Speakers of the Faculties
 - a. Deputy Presiding Officer – N. Younis
 - b. IFC Representative – A. Livschiz
5. Report of the Presiding Officer – H. Strevel
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 22-22) – S. Johnson
7. Unfinished business
8. Committee reports requiring action
 - a. Faculty Affairs Committee (Senate Document SD 22-17) – W. Sirk
 - b. Faculty Affairs Committee (Senate Document SD 22-20) – W. Sirk
 - c. Educational Policy Committee (Senate Document SD 22-21) – S. Hanke
 - d. Executive Committee (Senate Document SD 22-22) – A. Nasr
 - e. Executive Committee (Senate Document SD 22-23) – A. Nasr
9. New business
10. Question time
 - a. (Senate Reference No. 22-23) – A. Nasr
11. Committee reports “for information only”
 - a. Curriculum Review Subcommittee (Senate Reference No. 22-24) – S. Johnson
12. The general good and welfare of the University
13. Adjournment*

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

Presiding Officer: H. Strevel
Parliamentarian: C. Ortsey
Sergeant-at-arms: S. Carr

Assistant: J. Bacon

Attachments:

- “Memorial Resolution-Margit Ene Piirma Codispoti” (SR No. 22-22)
- “Approval of School of Education Procedures for the Promotion of Clinical Faculty” (SD 22-17)
- “Approval of Senate to Clarify SD 18-15” (SD 22-20)
- “Academic Calendar for 2025-2026” (SD 22-21)
- “Extension of Work Period for Senate Academic Regulations Task Force” (SD 22-22)
- “Support for WL University Senate Document 22-20 PNW Concerning Chancellor Thomas Keon’s Racist Comments” (SD 22-23)
- “Question Time – re: Rise in Living Costs” (SR No. 22-23)
- “Marine Biology Concentration” (SR No. 22-24)

Senate Members Present:

K. Barker, S. Betz, S. Bischoff, B. Buldt, S. Buttes, Z. Chen, Y. Deng, B. Elahi, R. Elsenbaumer, T. Foley, K. Gyi, S. Hanke, P. Jing, J. Johns, S. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, D. Maloney, E. Mann, J. Mbuba, J. McHann, A. Montenegro, G. Nakata, A. Nasr, K. O’Connor, E. Ohlander, M. Perkins Coppola, P. Saha, R. Shoquist, W. Sirk, S. Steiner, K. Stultz-Dessent, K. Surface, D. Tembras, N. Virtue, N. Welsh, L. Whalen, M. Wolf, Y. Zhang

Senate Members Absent:

J. Badia, D. Bauer, B. Chen, S. Cody, B. Dattilo, C. Drummond, R. Friedman, M. Gruys, M. Hammonds, V. Inukollu, H. Luo, I. Nunez, J. O’Connell, H. Park, A. Pinan-Llamas, G. Steffen, N. Younis

Guests Present:

A. Blackmon, J. Cashdollar, F. Combs, M. Dixon, M. Helmsing, D. Hoile, C. Huang, J. Malanson, C. Marcuccilli, R. Nerad, T. Swim, K. Wagner

Acta

1. Call to order: H. Strevel called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 13: The minutes were approved as distributed.
3. Acceptance of the agenda:
 - A. Nasr moved to accept the agenda.
 - Motion to accept the agenda passed on a voice vote.
4. Reports of the Speakers of the Faculties:
 - a. Deputy Presiding Officer:
 - N. Younis: No report.

b. IFC Representative:

A. Livschiz: A very quick update from the last IFC meeting. There were three main topics for discussion. First, the transition for IUPUI as they split and the experiences that they are going through. The second topic that was very interesting is ongoing conversations between the different campuses in the Purdue system was about what to do with students who apply to Purdue West Lafayette but didn't get in, and what are the different strategies that can be used to try to encourage them to apply or to consider enrolling if they have already been accepted in one of the Purdue regional campuses. It seems like a potentially promising avenue that I hope our campus is involved in conversations about in order to help us with recruitment and enrollment. The third issue is the resolution about the chancellor of Purdue Northwest. That is something that we will be able to talk about later in the meeting when we get to that agenda item.

5. Report of the Presiding Officer:

H. Strelvel: I have none.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 22-22) – S. Johnson

S. Johnson read the memorial resolution for Margit Ene Piiirma Codispoti.

7. Unfinished business: There was no unfinished business.

8. Committee reports requiring action:

a. Faculty Affairs Committee (Senate Document SD 22-17) – W. Sirk

W. Sirk moved to approve Senate Document SD 22-17 (Approval of School of Education Procedures for the Promotion of Clinical Faculty).

S. Betz moved to call the question.

Motion to call the question passed on a voice vote.

Resolution passed on a voice vote.

b. Faculty Affairs Committee (Senate Document SD 22-20) – W. Sirk

W. Sirk moved to approve Senate Document SD 22-20 (Approval of Senate to Clarify SD 18-15).

Resolution passed on a voice vote.

c. Educational Policy Committee (Senate Document SD 22-21) – S. Hanke

S. Hanke moved to approve Senate Document SD 22-21 (Academic Calendar for 2025-2026).

S. Buttes moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

d. Executive Committee (Senate Document SD 22-22) – A. Nasr

A. Nasr moved to approve Senate Document SD 22-22 (Extension of Work Period for Senate Academic Regulations Task Force).

Resolution passed on a voice vote.

e. Executive Committee (Senate Document SD 22-23) – A. Nasr

A. Nasr moved to approve Senate Document SD 22-23 (Support for WL University Senate Document 22-20 PNW Concerning Chancellor Thomas Keon’s Racist Comments).

Resolution passed on a voice vote.

9. New business: There was no new business.

10. Question time:

a. (Senate Reference No. 22-23) – A. Nasr

The cost of living has been on the rise on a national (and global scale). In a February 14, 2023 article in [Greater Fort Wayne Business Weekly](#), PFW’s Community Research Institute’s Rachel Blakeman reports that our region has undergone overall increase of living compared to the national average. The report states that the month-over-month rise in inflation has been steeper in the Midwest as compared to national averages: gas, for example, 7.1% compared to 3.2%, nationally); groceries (10.8% to 6.6% nationally), and in other essential categories.

As PFW employees feel the financial burden this economy has imposed, what considerations has the University given to pay adjustment for inflation? What plans

are there to appropriately address financial compensation for staff and faculty to meet the rise in cost of living?

R. Elsenbaumer: Purdue Fort Wayne is fully committed to the well-being of its employees, including providing competitive compensation packages. As everyone is aware, certain aspects of the Quality of Place pillar of the university's strategic plan grew out of broad-based discussions about enhancing the experience of faculty and staff.

It is no secret that the university has endured budget challenges as a result of enrollment shortfalls during the past several years. Purdue Fort Wayne is heavily dependent on tuition revenue as its primary revenue source, so there is a direct correlation between tuition revenue and our institution's ability to provide merit increases.

For the current year, the university was able to provide a 2 percent merit increase, as well as a market adjustment for some job classifications as part of a Purdue market study.

The university is currently in the process of preparing its fiscal year 2023-2024 budget. The leadership team has been discussing merit increases and fully supports recognizing and rewarding faculty and staff for their efforts.

Going forward, we are striving to include a recurring, sustainable merit plan as a key tenant of the university's annual budget. As we work through the process, we will do so with consideration to market conditions, while still being fiscally responsible to our university.

More information about merit increases will be forthcoming in the coming months.

H. Strevel: Thank you, Ron. Glen, did you want to add anything?

G. Nakata: Yes, if I could real quickly. Thank you very much, chancellor and presiding officer. One of the things that I have tried to do in my last two presentations to the Faculty Senate about the budget is explaining my budget goals for this university. Obviously, a balanced budget is critical for our financial wellbeing, but if you look at my number two bullet point, it is a recurring annual merit increase. That is very much one of my tenets since joining Purdue Fort Wayne, to make that part of our budget process every year. As the chancellor said, obviously we have to weigh being fiscally responsible with our sources that we have given our enrollment budgets each year, but I do want to emphasize this is very very important for myself and the rest of the cabinet that we are showing our faculty and staff our appreciation for all of the hard work that they do every year. Thank you very much.

A. Nasr: I am sorry. Just for clarification, and thank you for the information, are merit increases the same as increases for inflation? If they are not the same, how are they different and how would you approach them? Thank you.

G. Nakata: Assem, an inflation increase would be considered a cost of living increase. Let's be honest with ourselves, we know, as you had in your question, there are anywhere from 7% on certain areas to 3.2%, whereas with the merit we are more looking at rewarding people for their efforts. Given where we have been in the past in regards to our reoccurring merits, our goal is to get something in place that gets people rewarded for their efforts, as well as tries to keep up with these cost of living increases. Right now, it is a challenge given the numbers we are seeing for the cost increases we have experienced in the last few years. I will say that we are definitely trying to keep pace as best as we can while staying fiscally responsible for the university.

11. Committee reports "for information only":

- a. Curriculum Review Subcommittee (Senate Reference No. 22-24) – S. Johnson

Senate Reference No. 22-24 (Marine Biology Concentration) was presented for information only.

12. The general good and welfare of the University:

J. Malanson: For those of you who have been paying careful attention, you may have noticed that we previously announced an open forum on the university budget for March 22. That has been rescheduled to Wednesday, April 26 due to some scheduling conflicts with some members of the administration. That is still happening, but it will happen in late April rather than at the end of March. Thank you for that, Hank.

A. Livschiz: I just wanted to remind everyone that March is Women's History Month, and the Women's Studies Program and the ODMA have planned a wide range of activities for the month of March. We hope that everybody looks at the schedule and checks out one or more of those activities. Most of them have food involved too, if that is an important consideration for people. Please join us for the events.

S. Hanke: Earlier in the meeting we had passed the resolution to extend the timeline for populating the task force to look at academic regulations, I would just like reemphasize that it is critical that task force gets populated. There is a lot of discussion, and very definitely worthily so, about the importance of shared governance. This is really our opportunity to really take a hard look at our academic regulations in comparison to Purdue University and find out what system is going to work for us better moving forward in a comprehensive way. It will be work, but it is important work. If somebody is really interested in that, please volunteer for that committee and for the task force. It has been quite a while. There have been emails that have been sent to populate it, and those have not been able to fulfill it. Again, I hope that it gets populated. Thank you.

13. Adjournment: The meeting adjourned at 12:43 p.m.

Joshua S. Bacon
Assistant to the Faculty

In Memoriam
Margit Ene Piirma Codispoti
July 3, 1947 – January 24, 2023

Margit Codispoti died Tuesday, January 24, 2023 in Silver Springs, Maryland following a brief illness. She was born in Estonia on July 3, 1947 and emigrated to the United States with her parents and maternal grandparents on October 11, 1949 through the Displaced Persons Act of 1948. She is survived by her daughters Emilie and Alika.

Margit received a Bachelor of Arts in German from the University of Akron in 1970, a Master of Arts in English from Illinois State University in 1972, and a Master of Library Science from Ball State University in 1982. She began work on a specialized Master's degree in Children's Literature in 2003 at Hollins University which culminated in her master's thesis, "What Nancy Drew Meant to a Generation of Women Growing Up in Post-World War II America" and was awarded a degree in 2012.

Margit began working at Helmke Library in Fall 1982 as a part-time reference librarian, assumed a Visiting Librarian position for the 1984-1985 academic year, and joined the ranks as an Assistant Librarian for sciences, health sciences, and engineering and technology in July 1985. She was promoted to Associate Librarian in 1989 and tenured in 1991. She became the Head of Technical Services in 1994 and Head of Monographic Acquisitions and Cataloging in 1997. She also served as Preservation Librarian and Collection Development Librarian until her retirement on April 30, 2013.

Margit was well-known for her commitment and contributions to Indiana University-Purdue University Fort Wayne. She was dedicated to upholding faculty rights, academic freedom, and the tenure process. She was the library's representative to Faculty Senate for many years and served on most of its committees and subcommittees. In fact, if one reviewed committee memberships during her time, one would find her name on nearly every IPFW committee at some point, often in the role of Chair on many of the most important and time-consuming ones. She was involved in a variety of special campus activities, including heading a library team to create a unique Lending Collection during The Remnant Trust at IPFW in 2009.

As a member of the library, Margit was involved in numerous projects to improve library services. She headed the Collection Development committee to establish policies and procedures for purchasing and keeping library materials relevant. She created plans to update processes in acquiring and cataloging monographs, worked to consider how early iterations of digital resources such as databases and online books could be integrated into the library, and participated in the project to barcode 151,982 books for electronic circulation in 1990-1991.

But Margit was not all work and no play. She was a dedicated birder, serving as a member of the board of the Tippecanoe Chapter of the Audubon Society. She planned, organized, and implemented the Christmas bird count for the area for many years and led some of the annual field trips during the spring and fall migration season. She was a Purdue University Extension Master Gardener and a Master Naturalist with ACRES Land Trust. She sold her fabric crafts at the Johnny Appleseed Festival for many years and was known to family and friends as a creative and generous baker of Christmas cookies. And long-time library staff will remember working with Margit to build holiday "book trees" made with the large green-bound volumes of the National Union Catalog.

Margit Codispoti was a dedicated colleague, an active community member, and a loyal friend. She will be missed by many.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Wylie Sirk, Chair
Faculty Affairs Committee

DATE: 12/12/2022

SUBJ: Approval of School of Education Procedures for the Promotion of Clinical Faculty

WHEREAS, Fort Wayne Senate Document 14-36 states “College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate”;

WHEREAS, School of Education has created procedures for the promotion of Clinical faculty and added them to SD 21-25;

WHEREAS, Faculty Affairs Committee has reviewed these procedures and find them in compliance with SD 14-36;

BE IT RESOLVED, that the Fort Wayne Senate approve the addition of Part IV Clinical Promotion to SD 21-15 School of Education promotion and tenure document.



SCHOOL OF EDUCATION
GOVERNANCE DOCUMENT

Approved on 3.31.2021

Final Revisions on 11.14.2022

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SCHOOL OF EDUCATION

I. Governance

A. FACULTY

The members of the faculty include all tenure-track and tenured professors, clinical faculty (visiting or otherwise), as well as full-time instructors and/or continuing lecturers, but does not include limited term lecturers. Members of the faculty are hired within their respective departments.

B. DEPARTMENTS

Policy matters that impact the internal operations of departments will be resolved according to departmental policies and procedures.

C. DEPARTMENT CHAIRS

The responsibilities and duties for department chairs are delineated in Office of Academic Affairs [Memorandum 05-3: Authority and Responsibilities of the Department Chair](#). The chair will be reviewed annually by the Director of the SOE and by the faculty in her/his department. The Director of SOE will coordinate the review.

D. ASSOCIATE/ASSISTANT DIRECTOR

The Associate/Assistant Director of the SOE is appointed by the Director and reports to the Director. The responsibilities of the Associate/Assistant Director will be articulated by the Director in consultation with the Vice Chancellor for Academic Affairs. The Associate/Assistant Director will be reviewed annually by the Faculty in the SOE through university level procedures.

E. DIRECTOR

The responsibilities and duties for the Director are delineated in Office of Academic Affairs [Memorandum 05-2: Authority and Responsibilities of the Academic Dean](#). The Director will be reviewed annually by SOE faculty through university level procedures.

F. SOE COMMITTEES

As adapted from [SD 15-22 section 5.1](#), the SOE has established three types of committees: a policy committee, which shall be a standing committee charged with advising the School on substantive matters, and which may establish subcommittees to assist in their efforts; service committees, which shall be standing committees charged with assisting in routine operations of the School; and ad hoc committees, which shall

be established by the School for special purposes. All voting faculty are eligible to serve on SOE standing committees.

1. Standing Policy Committee:

- i. The Faculty Governance Committee shall consist of one voting faculty representative elected from each department to serve a two-year term. If a member is unable to attend, they may send a proxy, with voting privileges, from the voting members of their respective department. Members of the committee will elect a committee chair. Department chairs will serve as ex officio, non-voting members. The members of the Faculty Governance Committee will be charged with the execution of the general policies of the SOE as adopted by the faculty, including soliciting nominations and holding elections for elected positions on campus committees and subcommittees; ensuring that standing service committees within the School are staggered with equitable departmental representation; and communicating results of such elections to the Purdue Fort Wayne Senate.

2. Standing Service Committees:

- i. Assessment of Student Academic Achievement Committee (see section V)
- ii. Curriculum Committee (see section VI)
- iii. Appeals Committee (see section VII)

3. Ad Hoc Committees:

- i. Ad hoc committees are temporary committees created from time to time by the Director or the Faculty Governance Committee to address specific tasks in the SOE. Ad hoc committees will not supplant the duties of the Faculty Governance Committee or the service committees.

II. Faculty

A. VOTING FACULTY

Voting faculty members, as defined in the [Constitution of the Faculty of Purdue Fort Wayne](#), include tenured and tenure-track faculty, as well as all those who hold the rank of assistant, associate, or full clinical professor. Whereas visiting faculty do not have voting rights at the university-level or for university-level decisions, the School of Education maintains that our visiting faculty have voting rights for School-level decisions.

B. EVALUATION OF TENURED & NON-TENURED FACULTY

Each faculty member is required to submit an annual report to their department chair as well as the Director. Guidelines and timelines are established by each department. Third-year reviews are required for all tenure-track faculty members in the SOE in conjunction with applicable department and senate guidelines and timelines.

C. SOE FACULTY MEETINGS

The Director will schedule School-level faculty meetings as needed. In addition, the chair of the Faculty Governance Committee can schedule meetings at the request of a simple majority of the members.

D. AMENDMENTS TO THE SOE GOVERNANCE DOCUMENT

The SOE Governance Document may be amended by a two-thirds majority vote of the SOE voting faculty. Voting shall be done electronically.

E. VOTING CLARIFICATION

Voting shall be done either electronically or face-to-face.

F. SENATE APPORTIONMENT, ELECTION, & REPLACEMENT

Purdue University Fort Wayne Senate allocation is determined by the ratio of one (1) Senator for every six (6) voting faculty within the School. In the School of Education each department is allotted at least one (1) Senate representative to be selected by the department, regardless of the number of voting faculty. If there are additional allotted Senators, then at-large Senate representatives would be elected from the voting faculty of the School in a process led by the Faculty Governance Committee.

A representative for each of the three (3) subcommittees for the Senate will be filled at the School level: Curriculum Review Subcommittee, Academic Computing and Information Technology Advisory Subcommittee, and Graduate Subcommittee. The Faculty Governance Committee will coordinate the election of the members on the

three (3) subcommittees when vacancies occur.

All voting faculty may serve in the Senate or on Senate Subcommittees, with the exception of visiting faculty regardless of their rank as assistant, associate, or full clinical professor, per the [Constitution of the Faculty of Purdue Fort Wayne](#).

III. Promotion and Tenure

A. POLICY & PROCEDURES FOR PROMOTION & TENURE

Promotion and tenure involves an evaluation of the evidence for faculty engagement across three main categories: teaching, research, and service. Candidates for tenure with promotion to Associate Professor must demonstrate excellence in either teaching or research, with competence in the remaining two categories. Candidates for promotion to Professor must demonstrate excellence in either teaching, research, or service, with competence in the remaining two categories. The School of Education has adopted the following procedures to guide candidates, departments, and the School through the process of Promotion and/or Tenure in compliance with the Purdue University Fort Wayne [SD 14-36: Procedures for Promotion and Tenure and Third Year Review.](#)

B. PROMOTION & TENURE CASE PROCESS

Candidates seeking tenure and/or promotion must identify the Department Promotion and Tenure Criteria document that should be used to evaluate the case. The Departmental Promotion and Tenure Criteria used must have been in effect at some point during the six years preceding the submission of the case. The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee. The promotion and tenure criteria for each department shall be approved by the voting faculty in the respective department and approved by the School of Education, per SD 14-36. All cases for promotion and/or tenure shall pass sequentially through the decision levels below.

1. **Candidate cases for promotion and/or tenure shall be considered at several levels in the following order** (adapted from [SD 14-36](#)):
 - i. Department committee
 - ii. Chief academic officer of the department (i.e., Department Chair)
 - iii. School committee
 - iv. Chief academic officer of the School (i.e., Director)
 - v. Purdue Fort Wayne (Purdue FW) campus committee
 - vi. Chief academic officer of Purdue FW
 - vii. The chief administrative officer at Purdue FW shall forward recommendations to the President of Purdue University

2. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded (adapted from [SD 14-36](#)).

- i. Each decision level submits a letter of recommendation to the next level. Recommendations may not include attachments/supplemental information.
- ii. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefor, at the time the case is sent forward to the next level.
 1. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included.
 2. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and the written response must proceed with the case.
 3. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s).
- iii. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present, either in-person or virtually, during deliberations in order to vote.

3. The following rules shall apply for participation in the review process at any level (adapted from [SD 14-36](#)):

- i. Only tenured faculty may serve as voting members of promotion and tenure committees for tenure-track candidates at any level.

- ii. Clinical professors and associate professors may serve as voting members for clinical candidates.
- iii. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.
- iv. Individuals may serve and vote at the department level and one other level (i.e., either School or campus).
- v. The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before School committees.
- vi. The Faculty Governance Committee of the School shall identify those individuals who are eligible to serve on the campus committee based on tenure status and prior service on a department P&T committee. Individuals who meet the minimum requirements shall be asked if they would like to have their names placed into consideration for the campus committee. A slate of interested individuals shall be developed and the School of Education voting faculty shall select two nominees. The nominees selected by the faculty shall be forwarded to the Office of Vice Chancellor for Academic Affairs for consideration.
- vii. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
- viii. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
- ix. Chief academic officers who have written a letter of recommendation as part of the case will recuse themselves from discussion or vote on that candidate's case at a higher level.

C. DEPARTMENT P&T COMMITTEE

Each department in the School of Education follows the guiding principles as established in Purdue FW Senate Document [SD 14-36: Procedures for Promotion and/or Tenure and Third Year Review](#).

1. Establishing the department committee (adapted from [SD 14-36: 2.1.1](#)):

The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the School with a majority vote. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the School or, in the absence of such procedures, by the Senate.

2. Composition of the department committee (adapted from [SD 14-36: 2.1.2](#)):

- i. The majority of the department committee shall be persons possessing the same or higher rank to which a candidate aspires.
- ii. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the department committee.
 1. Persons outside of the department but within the School shall be considered for membership on the committee prior to persons outside of the School.
 2. If persons outside of the School are selected to serve on the committee, rationale for their participation must be documented by the chief academic officer of the School.
 3. From this list, the chief academic officer of the School shall appoint enough faculty members to bring the committee membership to three.
- iii. Members of the department committee shall serve three-year staggered terms.
- iv. Members of the department committee shall elect a chair from among its members.
- v. The chief academic officer of the department may not serve on the department committee or participate in meetings.

- vi. Any faculty member subject to the procedures and guiding principles of promotion at Purdue FW shall have the opportunity to read and provide feedback on cases in their home department until such time as the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.

3. The Role of the Department Committee ([adapted from SD 14-36: 2.1.3. & 2.1.4](#)):

- i. Review the evidence presented in the case.
- ii. Evaluate the case in light of department criteria.
- iii. Make a recommendation to the chief academic officer of the department in the form of a letter. The letter from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee.

D. CHIEF ACADEMIC OFFICER OF THE DEPARTMENT ([adapted from SD 14-36: 2.2](#)):

The role of the chief academic officer of the department is to:

- 1. Review the case and compare to department criteria.
- 2. Review how well the process has adhered to the documented procedures to this point.
- 3. Review the recommendation of the lower level.
- 4. Make a recommendation to the School Committee in the form of a letter. The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

E. SCHOOL P&T COMMITTEE

1. Establishing the School committee ([adapted from SD 14-36: 2.3.1](#)):

The School committee composition and functions shall be established by the School faculty, incorporated into the documents which define the procedures of faculty governance within the School, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2. Composition of the School committee ([adapted from SD 14-36: 2.3.2](#)):

- i. The Faculty Governance Committee will initiate and manage the process for selection of School committee membership.
- ii. Each department will submit the name of one eligible faculty to be its representative on the School committee. Total membership in the committee will be three. If after following established procedures, there are no faculty from a department to serve on the School committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the School committee. Persons outside of the department but within the School will be considered for membership on the committee prior to persons outside of the School. If persons outside of the School are selected to serve on the School level committee, rationale for their participation must be documented by the Chief Academic Officer of the School. From this list, the chief academic officer of the School shall appoint enough faculty members to bring the committee membership to three.
- iii. There is no requirement that the majority of the School committee members be at the same or higher rank than the rank to which a candidate aspires.
- iv. Members of the School committee must have prior experience serving at a lower level in the process before serving on the School committee.
- v. Members of the School committee may serve at the department level, but not at the campus level in the promotion and tenure process while serving on the School committee.
- vi. Members of the School committee may not serve consecutive terms. Terms shall be for three years and must be staggered.
- vii. Members of the School committee shall elect a chair from among its members.
- viii. The chief academic officer of the School may not serve on the School committee or participate in the meetings.

3. Role of the School Committee ([adapted from SD 14-36: 2.3.3 & 2.3.4](#)):

- i. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
- ii. Review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels.
 1. The “basis of the decisions” is understood to specifically mean departmental criteria, as it is the responsibility of the School committee to ensure that the decision made at the lower level accurately reflects those criteria.
 - a. Due to the diversity of fields within our School, it is vital that the School Committee follows the criteria of each department.
- iii. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
 1. In the circumstance that the School committee believes that a decision has been rendered at a lower level due to a misreading of departmental criteria, then the School Committee will identify those procedural discrepancies.
 - a. The purpose of this policy is to ensure due process for a candidate, as the School Committee is tasked with ensuring that the process has adhered to documented procedures.
- iv. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the School committee shall be based on the committee’s review of the process to this point and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

4. The Chief Academic Officer of the School ([adapted from SD 14-36: 2.4](#))

The Role of the Chief Academic Officer of the School is to:

- i. Review how well the process has adhered to the documented procedures to this point.

- ii. Review the recommendations of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels and may include consideration of evidence in the case as it compares to department criteria if a lower-level decision is judged to be contrary to the evidence.
- iii. Make a recommendation to the next level in the form of a letter.

The letter of recommendation from the chief academic officer of the School shall be based on the chief academic officer's review of the process to this point and must clearly state and explain the recommendation of the chief academic officer, including an explanation of agreement or disagreement with the decisions of lower levels.

5. Campus Promotion and Tenure Committee ([adapted from SD 14-36: 2.5](#))

The Faculty Governance Committee, in consultation with the chief academic officer of the School, will solicit eligible nominees for consideration by the voting faculty of the School. Faculty will vote for nominees and the two faculty names with the most votes will be sent to the Office of the Vice Chancellor for Academic Affairs for consideration for the Campus Promotion and Tenure Committee.

6. Third Year Review of Tenure-Track Faculty

It is in the best interest of PFW and the School of Education to see faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point. Each department of the School of Education will develop, approve, and implement its own Third Year Review Process based on guidance in accordance with SD 14-36. Procedures must be explained in each department's policy document and approved by the School of Education. The following principles must be followed ([adapted from SD 14-36: 5.1-5.6](#)):

1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur halfway through the third year.
3. The third-year review must be evaluated by the department promotion and tenure committee, who will submit their vote and recommendation to the chief academic officer of the department. Their vote and recommendation is also submitted to the tenure track faculty.

4. The chief academic officer of the department must comment on the case and the review from the committee.
5. The tenure track faculty member must have opportunities to respond during the reviews.
6. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a tenure track faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

IV. Clinical Promotion

A. POLICY & PROCEDURES FOR CLINICAL PROMOTION

Candidates for promotion to Clinical Associate Professor must demonstrate excellence in teaching with competence in one other category, either service or scholarship and/or creative endeavors. Candidates for promotion to Clinical Professor must demonstrate excellence in teaching or service, with competence in one other category, either teaching, service, or scholarship and/or creative endeavors. The School of Education has adopted the following procedures to guide candidates, departments and the School through the process of Clinical Promotion in compliance with the Purdue University Fort Wayne [SD 14-36](#) and [SD19-22](#).

B. CLINICAL PROMOTION CASE PROCESS

Candidates seeking clinical promotion must identify the Department Clinical Promotion Criteria document that should be used to evaluate the case. The Departmental Clinical Promotion Criteria used must have been in effect at some point during the time period preceding the submission of the case. The appointment letter of a faculty member to more than one academic unit shall identify that department whose clinical promotion process shall apply to the appointee. The clinical promotion criteria for each department shall be approved by the voting faculty in the respective department and approved by the School of Education, per [SD 14-36](#). All cases for clinical promotion shall pass sequentially through the decision levels below.

1. **Candidate cases for clinical promotion shall be considered at several levels in the following order** (adapted from [SD 14-36](#)):
 - i. Department committee
 - ii. Chief academic officer of the department (i.e., Department Chair)
 - iii. School committee
 - iv. Chief academic officer of the School (i.e., Director)
 - v. Purdue Fort Wayne (Purdue FW) campus committee
 - vi. Chief academic officer of Purdue FW
 - vii. The chief administrative officer at Purdue FW shall forward recommendations to the President of Purdue University

2. **No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level. The intent is that each level will be reviewing the same case. Each decision level is**

responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded (adapted from [SD 14-36](#)).

- i. Each decision level submits a letter of recommendation to the next level. Recommendations may not include attachments/supplemental information.
 - ii. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefore, at the time the case is sent forward to the next level.
 1. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included.
 2. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and the written response must proceed with the case.
 3. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s).
 - iii. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present, either in-person or virtually, during deliberations in order to vote.
3. The following rules shall apply for participation in the review process at any level (adapted from [SD 14-36](#)):
- i. Just as tenured faculty vote on promotion and tenure cases, clinical faculty ~~should~~ shall serve as voting members of department and school clinical promotion committees ~~for clinical candidates~~ when possible.
 - ii. No person shall serve as a voting member of any committee during an

academic year in which his or her nomination for ~~clinical~~ promotion is under consideration, nor shall any individual make a recommendation on his or her own ~~clinical~~ promotion nomination.

- iii. Individuals may serve and vote at the department level and one other level (i.e., either School or campus).
- iv. Beyond the department level, no individual shall serve in a voting or recommending role at more than one additional decision level. In order that this be accomplished, the campus committee shall be filled before School committees.
- v. The Faculty Governance Committee of the School shall identify those individuals who are eligible to serve on the campus committee based on prior service on a department clinical promotion committee. Individuals who meet the minimum requirements shall be asked if they would like to have their names placed into consideration for the campus committee. A slate of interested individuals shall be developed and the School of Education voting faculty shall select two nominees. The nominees selected by the faculty shall be forwarded to the Office of Vice Chancellor for Academic Affairs for consideration.
- vi. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
- vii. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
- viii. Chief academic officers who have written a letter of recommendation as part of the case will recuse themselves from discussion or vote on that candidate's case at a higher level.

C. DEPARTMENT CLINICAL PROMOTION COMMITTEE

Each department in the School of Education follows the guiding principles as established in Purdue FW Senate Document [SD 14-36](#).

4. Establishing the department committee (adapted from [SD 14-36: 2.1.1](#)):

The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the School with a majority vote. The Senate shall have the right of review of this procedure. The department committee shall follow procedures

established by the faculty of the School or, in the absence of such procedures, by the Senate.

5. Composition of the department committee (adapted from [SD 14-36: 2.1.2](#)):

- i. The majority of the department committee members must be at the same or higher rank than the rank to which a candidate aspires.
- ii. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the department committee.
 1. Persons outside of the department but within the School shall be considered for membership on the committee prior to persons outside of the School.
 2. If persons outside of the School are selected to serve on the committee, rationale for their participation must be documented by the chief academic officer of the School.
 3. From this list, the chief academic officer of the School shall appoint enough faculty members to bring the committee membership to three.
- iii. Members of the department committee shall serve three-year staggered terms.
- iv. Members of the department committee shall elect a chair from among its members.
- v. The chief academic officer of the department may not serve on the department committee or participate in meetings.
- vi. Any faculty member subject to the procedures and guiding principles of promotion at Purdue FW shall have the opportunity to read and provide feedback on cases in their home department until such time as the department committee has made a recommendation regarding clinical promotion. Any document that is provided does not become part of the case and does not move forward with the case.

6. **The Role of the Department Committee** ([adapted from SD 14-36: 2.1.3. & 2.1.4](#)):
- i. Review the evidence presented in the case.
 - ii. Evaluate the case in light of department criteria.
 - iii. Make a recommendation to the chief academic officer of the department in the form of a letter. The letter from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee.

D. CHIEF ACADEMIC OFFICER OF THE DEPARTMENT ([adapted from SD 14-36: 2.2](#)):

The role of the chief academic officer of the department is to:

1. Review the case and compare to department criteria.
2. Review how well the process has adhered to the documented procedures to this point.
3. Review the recommendation of the lower level.
4. Make a recommendation to the School Committee in the form of a letter. The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

E. SCHOOL CLINICAL PROMOTION COMMITTEE

1. **Establishing the School committee** ([adapted from SD 14-36: 2.3.1](#)):

The School committee composition and functions shall be established by the School faculty, incorporated into the documents which define the procedures of faculty governance within the School, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2. **Composition of the School committee** ([adapted from SD 14-36: 2.3.2](#)):

- i. The Faculty Governance Committee will initiate and manage the process for selection of School committee membership.
- ii. Each department will submit the name of one eligible faculty to be its representative on the School committee. Total membership in the committee will be three. If after following established procedures there

are no faculty from a department to serve on the School committee, the department shall submit to the chief academic officer of the School the names of faculty members from other departments whom it deems suitable to serve on the School committee.

1. Persons outside of the department but within the School will be considered for membership on the committee prior to persons outside of the School. If persons outside of the School are selected to serve on the School level committee, rationale for their participation must be documented by the Chief Academic Officer of the School. From this list, the chief academic officer of the School shall appoint enough faculty members to bring the committee membership to three.
- iii. There is no requirement that the majority of the School committee members be at the same or higher rank than the rank to which a candidate aspires.
- iv. Members of the School committee must have prior experience serving at a lower level in the process before serving on the School committee.
- v. Members of the School committee may serve at the department level, but not at the campus level in the clinical promotion process while serving on the School committee.
- vi. Members of the School committee may not serve consecutive terms. Terms shall be for three years and must be staggered.
- vii. Members of the School committee shall elect a chair from among its members.
- viii. The chief academic officer of the School may not serve on the School committee or participate in the meetings.

3. Role of the School Committee ([adapted from SD 14-36: 2.3.3 & 2.3.4](#)):

- i. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
- ii. Review the recommendation of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels.

- iii. The “basis of the decisions” is understood to specifically mean departmental criteria, as it is the responsibility of the School committee to ensure that the decision made at the lower level accurately reflects those criteria.
- iv. Due to the diversity of fields within our School, it is vital that the School Committee follows the criteria of each department.
- v. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
- vi. In the circumstance that the School committee believes that a decision has been rendered at a lower level due to a misreading of departmental criteria, then the School Committee will identify those procedural discrepancies.
- vii. The purpose of this policy is to ensure due process for a candidate, as the School Committee is tasked with ensuring that the process has adhered to documented procedures.
- viii. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the School committee shall be based on the committee’s review of the process to this point and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

4. The Chief Academic Officer of the School ([adapted from SD 14-36: 2.4](#))

The Role of the Chief Academic Officer of the School is to:

- i. Review how well the process has adhered to the documented procedures to this point.
- ii. Review the recommendations of the lower levels. This review shall include a consideration of the basis of the decisions from the lower levels and may include consideration of evidence in the case as it compares to department criteria if a lower-level decision is judged to be contrary to the evidence.
- iii. Make a recommendation to the next level in the form of a letter. The letter of recommendation from the chief academic officer of the School shall be based on the chief academic officer’s review of the process to

this point and must clearly state and explain the recommendation of the chief academic officer, including an explanation of agreement or disagreement with the decisions of lower levels.

5. Campus Promotion and Tenure Committee ([adapted from SD 14-36: 2.5](#))

The Faculty Governance Committee, in consultation with the chief academic officer of the School, will solicit eligible nominees who have served at the department or school level for consideration by the voting faculty of the School. Faculty will vote for nominees and the two faculty names with the most votes will be sent to the Office of the Vice Chancellor for Academic Affairs for consideration for the Campus Promotion and Tenure Committee.

V. Accreditation

A. UNIT

Programs and/or departments within the SOE may affiliate for the purpose of acquiring or maintaining accreditation.

B. FACULTY

Faculty members within an accreditation unit will be responsible for addressing all accreditation requirements.

VI. Assessment of Student Academic Achievement

The Assessment of Student Academic Achievement Committee in the School of Education shall consist of one voting faculty representative elected from each department to serve a two-year term and shall be chaired by a member of that committee. The assessment process will include the evaluation of each program/department and a written summary following the guidelines in SD 15-6.

The Faculty Governance Committee in conjunction with the Associate/Assistant Director will oversee the School-level assessment process which includes assessments from each department in SOE in alignment with [SD 15-6 Assessment of Student Academic Achievement](#). This assessment report will be completed within the timeframe presented by the VCAA.

VII. Curriculum Review

The Curriculum Review Committee in the School of Education shall consist of one voting faculty representative elected from each department to serve a two-year term and shall be chaired by a member of that committee.

The Faculty Governance Committee in conjunction with the Associate/Assistant Director shall oversee the School-level curriculum review process in accordance with guidelines set forth in [SD 19-1: Changes to Academic Programs and Structures](#). The curriculum review process shall include review of undergraduate and graduate level proposals for new or revised academic programs and new or revised courses from each department in SOE. The process may also include examination of existing academic programs or courses when significant questions of proper sponsorship or academic quality arise, or as part of a PFW-wide effort to ensure the periodic review of academic programs by a body, functioning above the department level.

The Curriculum Review Committee shall be responsible for ensuring that new or revised academic programs and new or revised courses are evaluated based upon:

1. The rationale for the new or revised program or course.

2. The use of PFW resources.
3. The relationship among proposed and examined programs or courses.
4. Other effects of the proposed program or course on PFW and on PFW's constituents.

The Curriculum Review Committee shall either: (1) recommend to the Director of the School that reviewed proposals be advanced for additional campus-level reviews; or (2) provide feedback to the submitting Department with a request for revisions and resubmission.

VIII. Grade Appeals

The Grade Appeals Committee in the School of Education shall consist of one voting faculty representative elected from each department to serve a two-year term and shall be chaired by a member of that committee. The Grade Appeals Committee shall review both undergraduate and graduate grade appeals as part of the "Step 2" process outlined in the PFW undergraduate and graduate catalogs.

Prior to September 1st of each academic year, the membership of the Grade Appeals Committee will meet to elect a Chair and review the following School procedures for hearing Step 2 grade appeals:

1. After a student receives a decision on their grade appeal at the Department level (i.e., Step 1), the student has three calendar weeks to file a written request to have their appeal reviewed by the Grade Appeals Committee of the School. Written appeals received more than three calendar weeks following a decision at the Department level (i.e., Step 1) will not be heard by the Grade Appeals Committee of the School.
2. As per the University Catalog, the student's Department Chair will direct the student procedurally in making an appeal to the Grade Appeals Committee of the School.
3. A School level grade appeal (i.e., Step 2) shall be initiated when a student files a written letter of appeal with their Department Chair requesting to have their grade appeal heard by the Grade Appeals Committee of the School.
4. The student's Department Chair shall record the date and time of the student's written appeal and immediately forward the student's written appeal to the Director's Office who will forward the student's appeal to the Chair of the Grade Appeals Committee of the School.
5. Within ten (10) business days of a student filing a written appeal through their

Department Chair, the Chair of the Grade Appeals Committee shall organize and communicate a date and time for the Grade Appeals Committee of the School to hear the student's appeal.

6. As per the University Catalog, the student filing a Step 2 grade appeal shall have the opportunity to be heard in person by the Grade Appeals Committee of the School. The Committee shall invite the instructor. The instructor has the right to determine if they will choose to attend and address the Committee.
7. The Grade Appeals Committee of the School will communicate a written decision within thirty (30) days of the student's submitted appeal. Per the process outlined in the undergraduate and graduate catalogs, this decision will be sent electronically by the Committee's Chair to the student and the instructor. A copy of the committee's procedures will be given to the vice chancellor for academic affairs, to the dean of students, and to students upon request.
8. As per the University Catalog, a student seeking to appeal a decision of the Grade Appeals Committee of the School must make an appointment with the Director of Students, who will direct the student procedurally in submitting the case to the University Grade Appeals Committee.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Wylie Sirk, Chair
Faculty Affairs Committee

DATE: 2/13/2023

SUBJ: Approval of Senate to Clarify SD 18-15

WHEREAS, SD 18-15 was passed to update SD 17-11, when SD 18-15 should supersede SD 17-11.

BE IT FURTHER RESOLVED, the Faculty Affairs Committee is requesting the Purdue Fort Wayne Senate affirm that SD 18-15 supersedes SD 17-11.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Zafar Nazarov, Chair
Faculty Affairs Committee (FAC)

DATE: February 25, 2019

SUBJ: Guiding principles of promotion for clinical faculty at PFW

WHEREAS, the Purdue Fort Wayne Senate approved guiding principles and procedures for promotion of clinical faculty (SD 17-11) at PFW in the fall of 2017; and

WHEREAS, the Faculty Affairs Committee was notified that the current policy document (SD 17-11) misses the guiding principles and procedures for promotion from Clinical Instructor to Assistant Clinical Professor; and

WHEREAS, the Faculty Affairs Committee determined that the previous guiding principles and procedures require the presence of the terminal degree for promotion to Associate Clinical Professor based on scholarship and/or creative endeavor, the requirement which is absent in the procedures for appointing and promoting clinical/professional faculty established by Purdue University West Lafayette; and

WHEREAS, to resolve these inconsistencies in PFW guiding principles and procedures for promotion of clinical faculty, the Faculty Affairs Committee, revised and updated the current policy document (SD 17-11); and

BE IT RESOLVED, the Faculty Affairs Committee is requesting the Purdue Fort Wayne Senate adopt the revised version of SD 17-11 as the guiding principles for promotion of clinical faculty at PFW.

GUIDING PRINCIPLES FOR PROMOTION OF CLINICAL FACULTY AND PROFESSORS OF PRACTICE

(Information regarding promotion and tenure guiding principles for tenure track and tenured faculty can be found in SD 14-35)

PFW is a comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Maintaining this standard can be accomplished only by employing and promoting clinical faculty and professors of practice who share this mission.

The most important decisions in the academic profession, for clinical faculty, for professors of practice and for the institution, regard the awarding of promotion. Promotion is recognition of past achievement.

Clinical faculty and professors of practice provide invaluable contributions to the University community, its students, and the community at-large. It is through promotion that the University rewards those contributions. Retaining clinical faculty and professors of practice who are focused on blending theoretical and clinical knowledge, who provide practical instruction and the application of professional knowledge and skills, and who are more oriented to practice than to scholarship and/or creative endeavor ensures the University is able to meet its mission.

Significant diversity exists with respect to the needs and goals of programs, and the ways in which clinical faculty and professors of practice contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university's mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document lays out guiding principles that are reflective of the university's mission, vision, goals, and values. Departments must define criteria for promotion for their clinical faculty and professors of practice that are appropriate for their respective disciplines, but that are also in keeping with these guiding principles.

The awarding of promotion is the university's recognition that individual clinical faculty members and professors of practice have successfully met their department's criteria, and in so doing, have worked to advance the university's mission and goals. Promotion criteria are the standards for summative judgment, and as such, must be guidelines for clinical faculty and professors of practice development. Departments must develop their own promotion policies, defining criteria for excellence and competence in teaching, scholarship and/or creative endeavor, and service at all levels. A department's policy should define what the department means by "teaching," "scholarship and/or creative endeavor," and "service," and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged.

The promotion policies developed by each department must be clear, meaningful, and include criteria for being promoted. They must be consistent in content with the guiding principles laid

out in this document. The promotion policies and criteria adopted by a department must be used uniformly as the only standard by which to judge cases for promotion from that department.

All candidates for promotion to Assistant Clinical Professor, Associate Clinical Professor or Clinical Professor, Assistant Professor of Practice, Associate Professor of Practice or Professor of Practice must demonstrate excellence in teaching, scholarship and/or creative endeavor, or service. Candidates must choose to demonstrate excellence in only one category. All candidates must also demonstrate competence in one other category. One category must be teaching. Clinical Instructors, Assistant Clinical Faculty and Associate Clinical Faculty, Instructors of Practice, Assistant Professors of Practice and Associate Professors of Practice may seek promotion after five years in-rank.

TEACHING

PFW faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success. Such a commitment is reflected, in part, by remaining current in the content and pedagogy appropriate to one's discipline, but is also reflected in the continual consideration of one's own teaching effectiveness. This expectation extends to all faculty who teach, regardless of rank.

Teaching by clinical faculty and professors of practice occurs in a variety of contexts including, but not limited to, credit courses, non-credit programs and workshops, seminars, and continuing education programs, and the supervision of the clinical work of students / interns / practicum students. A range of activities that affect student learning – directly and indirectly – should be considered when documenting and evaluating one's teaching effectiveness. Documentation and formative evaluation should take place over time, and be informed by multiple measures that represent multiple perspectives (e.g., students, professional peers, self-evaluation). Demonstrating competency must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW.

When teaching is the primary basis for promotion to Assistant Clinical Professor and Assistant Professor of Practice, in addition to demonstrating an exemplary learning environment, the candidate's performance must exceed the standard of competence in both qualitative and quantitative ways.

When teaching is the primary basis for promotion to Associate Clinical Professor and Associate Professor of Practice, in addition to demonstrating an exemplary learning environment, the candidate's performance must clearly exceed the standard of excellence for Assistant Clinical Professor and Assistant Professor of Practice in both qualitative and quantitative ways.

When teaching is the primary basis for promotion to Clinical Professor and Professor of Practice, in addition to demonstrating an exemplary learning environment, the candidate should have made significant contributions to teaching, pedagogy, and/or instruction outside their department, and/or in the university system, and/or in their discipline that has led them to gain recognition outside PFW appropriate to a faculty member at a regional comprehensive campus for their teaching and/or pedagogical work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document.

PROFESSIONAL PRODUCTIVITY OR SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

PFW clinical faculty and professors of practice are expected to maintain currency in their discipline. One way to do so is to engage in professional productivity or scholarship and/or creative endeavors. The specific forms of this work and its reach must be defined by department criteria.

While assessing the professional productivity or scholarly and/or creative contributions of a candidate, some of the factors which may be important in establishing excellence are originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate's teaching. The evaluation of professional productivity or scholarly and/or creative contributions by authorities in the field is accomplished by a variety of means. Documentation concerning the frequency of opportunities for such work within the discipline, the stature of the publication, conference / meeting, the selection process (e.g. refereeing), as well as sources of funding may also be important in establishing excellence. Depending upon the discipline and area of endeavor, some combination of several or all of these aspects may be involved in building a case. The quantity of professional productivity or scholarship and/or creative endeavor is a sign of productivity; however, its quality is more important. The judgment of the candidate's work is primarily qualitative and it cannot be reduced to quantitative formulae. In general, the widely accepted evaluation practices within the discipline will determine what evidence a candidate includes in a promotion case. Demonstrating competence must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW.

When professional productivity or scholarship and/or creative endeavor is the primary basis for promotion to Assistant Clinical Professor and Assistant Professor of Practice, the candidate should have demonstrated appropriate achievement beyond the most recent degree in clinical or professional practice as noted in the department's criteria document.

When professional productivity or scholarship and/or creative endeavor is the primary basis for promotion to Associate Clinical Professor and Associate Professor of Practice, the candidate should have demonstrated appropriate achievement beyond the standards for Assistant Clinical Professor or Assistant Professor of Practice for the discipline and as noted in the department's criteria document.

When scholarship and/or creative endeavor is the primary basis for promotion to Clinical Professor and Professor of Practice, the candidate should have gained national or international recognition appropriate to a faculty member at a regional comprehensive campus for their work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion

and tenure criteria document.

SERVICE

PFW faculty at all ranks are expected to take an active role in the campus beyond teaching and scholarship and/or creative endeavor; they are encouraged to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. For clinical faculty and professors of practice this can be a significant, and maybe even primary, part of their appointment.

Department criteria should distinguish between professional activities (those related to the faculty member's discipline or assigned university duties, or to the mission of the university) and nonprofessional activities (those not so related). If a candidate wishes to introduce evidence of service beyond the scope of the department criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to their profession, disciplinary area, and/or role as a faculty member at PFW. The evidence to demonstrate excellence should include both quantity and quality of the service. The evaluation of service as excellent by authorities beyond the campus is accomplished by a variety of means. Demonstrating excellence must include input from outside PFW.

Unlike non-clinical faculty, clinical faculty and professors of practice are permitted to pursue promotion to any rank based on excellence in service. The service should be measured qualitatively and quantitatively.

When service is the primary basis for promotion to Assistant Clinical Professor and Assistant Professor of Practice, the candidate should have demonstrated service well-beyond the expectations of all faculty in that discipline in terms of quality and quantity.

When service is the primary basis for promotion to Associate Clinical Professor and Associate Professor of Practice, the candidate should have demonstrated service well-beyond the expectations of all faculty in that discipline in terms of quality and quantity, with a significant impact at the department and/or the campus levels.

If service is the primary basis for promotion to Clinical Professor and Professor of Practice, it must represent a significant contribution beyond the campus. Significant contribution goes beyond simply serving on a large number of committees or serving on particular committees for extended periods of time.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document.

MEMORANDUM

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

Subject: Academic Calendar for 2025-2026

Date: 02/13/2023

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2025-2026

BE IT RESOLVED, that the Senate approve the academic calendar for 2025-2026

ACADEMIC CALENDAR FOR 2025-2026

Fall Semester, 2025

Monday	25 August	Full Term and First Eight-Week Session Begin
Friday	29 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	2 September	Classes Resume
Mon.-Tues.	20-21 October	Fall Recess
Wednesday	22 October	Classes Resume and Second Eight-Week Session Begins
Tuesday	25 November	Thanksgiving Recess Begins After Last Class
Monday	1 December	Classes Resume
Mon.-Sun.	15-21 December	Final Exam Week/Last Week of Classes

Spring Semester, 2026

Monday	12 January	Full Term and First Eight-Week Session Begin
Monday	19 January	Martin Luther King Jr. Holiday
Mon.-Sun.	9-15 March	Spring Recess
Monday	16 March	Classes Resume and Second Eight-Week Session Begins
Friday	3 April	Classes Suspended at 4:30 p.m.
Monday	6 April	Classes Resume
Mon.-Sun	4-10 May	Final Exam Week/Last Week of Classes
Wednesday	13 May	Tentative Date of Commencement

Summer Semester, 2026

Monday	11 May	Summer Semester Begins
Monday	18 May	Full Term and First Six-Week Session Begin
Friday	22 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	26 May	Classes Resume
Friday	26 June	First Six-week Session Ends at 4:30 p.m.
Monday	29 June	Second Six-Week Session Begins
Thursday	2 July	Classes Suspended at 4:30 p.m. (Independence Day Recess)
Friday	3 July	Independence Day Holiday Observed
Monday	6 July	Classes Resume
Friday	7 August	Second Six-Week Session Ends at 4:30 p.m.
Sunday	23 August	Summer Semester Ends

TO: Fort Wayne Senate

FROM: A. Nasr
Executive Committee

DATE: February 16, 2023

SUBJECT: Extension of Work Period for Senate Academic Regulations Task Force

WHEREAS, the outcome of the [SD 21-37 \(Change to PFW Academic Regulations Reconciliation Process\)](#) was a creation of an eight-member taskforce including six voting faculty members, one non-voting member representing the Office of Academic Affairs and non-voting representatives from the Registrar's Office;

WHEREAS, finding members willing to serve on the Academic Regulations Taskforce has been a challenge;

WHEREAS, the Taskforce has not been able to complete its charge in Summer 2022 or during the 2022-2023 academic year;

WHEREAS, [Senate Bylaws](#), section 5.4.2 states that an "ad hoc committee should specify [...] the task to be carried out by the committee, including deliverables, and (3) the date by which the committee should complete its work," and section 5.4.3 states that "[a]d hoc committees cannot be carried over to a new academic year without special authorization by the Senate;"

BE IT RESOLVED, that the Senate Academic Regulations Task Force period shall be extended to the 2023-2024 academic year.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Assem Nasr, Executive Committee Chair
Steve Carr, Professor, Department of Communication, Director of the Institute for Holocaust and Genocide Studies
Steve Buttes, Associate Professor and Chair, Department of International Languages and Culture
International Education Advisory Subcommittee
Michelle L. Kelsey, Associate Professor and Chair Department of Communication, Affiliated faculty in Women's Studies, College of Liberal Arts Diversity, Equity, and Inclusion Committee
Ann Livschiz, Associate Professor, Department of History, Purdue Faculty Speaker and IFC Representative
Suin Roberts, Associate Professor, Department of International Languages and Cultures, College of Liberal Arts Diversity, Equity, and Inclusion Committee; Faculty Advisor for Asian-American Club
Mieko Yamada, Professor and Coordinator in Sociology, College of Liberal Arts Diversity, Equity, and Inclusion Committee
DATE: 24 February 2023
SUBJ: Support for WL University Senate Document 22-20 PNW Concerning Chancellor Thomas Keon's Racist Comments

Support for WL University Senate Document 22-20 PNW Concerning Chancellor Thomas Keon's Racist Comments

WHEREAS the West Lafayette (WL) University Senate has introduced and passed [SD 22-20 PNW Chancellor Thomas Keon's Racist Comments](#); and,

WHEREAS SD 22-20 noted that 135 Purdue University Northwest (PNW) faculty or administrators, or 87% of those casting ballots, had voted "[no confidence](#)" in Chancellor Keon's leadership,

BE IT RESOLVED that the Fort Wayne Senate endorses WL University Senate SD 22-20 and stands with both PNW faculty and the WL University Senate, the governing body of Purdue faculty at West Lafayette; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate joins the WL University Senate in condemning Chancellor Keon's racist mocking of Asian languages at the PNW commencement, an official and outward-facing Purdue University event; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate joins the WL University Senate in

calling for Chancellor Keon's resignation after repeated failures of leadership since PNW's commencement, including refusals both to meet with PNW faculty to discuss the vote of no confidence, and to attend PNW University Senate meetings; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate joins the WL University Senate in asking the Purdue Board of Trustees to remove Keon from his position as Chancellor of PNW if his resignation is not immediately forthcoming.

To: The University Senate
From: Equity, Diversity, and Inclusion Committee
Subject: PNW Chancellor Thomas Keon's Racist Comments
Disposition: University Senate for Discussion and Adoption

Rationale: Chancellor Thomas Keon engaged in racially charged behavior when he mocked Asian language at the Purdue Northwest (PNW) 2022 Winter Commencement. His performance humiliated and dehumanized Asian Americans and Asians, and tarnished Purdue's global reputation. An [editorial](#) written by a Purdue Faculty Member published in the Purdue Exponent ("Why the PNW Chancellor's Words Matter" by Xiang Zhou, 21 December 2022) as well as an [open letter](#) from members of Purdue Asian American and Asian faculty and staff, explains the gravity of this behavior particularly as it impacts our Asian American and Pacific Islander (AAPI) faculty and students. The Purdue Board of Trustees' and Keon's inadequate response to the outrage his actions produced has led to national and international indignation. For instance:

- A [statement of condemnation](#) has been signed by 1,000 scholars from hundreds of U.S. universities
- Over 9,400 people have signed a [student-initiated petition](#) calling for Keon's resignation
- Dozens of statements and public demands for his removal have been released by Asian American, Black, LGBTQ, and many other communities
- The Urban League [has removed him from its board](#), and other organizations are pondering whether to do so
- 87% of PNW faculty have voted "[no confidence](#)"

At Purdue West Lafayette, we are over 25% AAPI, and a mere reprimand of Chancellor Keon's behavior suggests that demeaning humor, which has historically been used as a tool of oppression and subjugation, is tolerable. We agree with the 87% of PNW faculty who voted no confidence, and call on the Trustees of Purdue University to act resolutely to restore confidence in leadership within the Purdue University System by removing Thomas Keon from leadership.

Proposal: The Faculty Senate condemns Chancellor Thomas Keon’s actions at the commencement, and his failure of leadership since that time, and calls for his resignation. If that resignation is not immediately forthcoming, the Purdue Faculty Senate asks the Board of Trustees to remove Keon from his position as Chancellor of PNW. Given the gravity of the unacceptable behavior by Keon, this is for the good of Purdue. Further, and most importantly, this would demonstrate Purdue’s support for diversity, equity, and inclusion, and the need for a leader who has the confidence of the university community, including its faculty. Failure to do so would send the opposite message.

Committee Votes:

For:

Faculty

Peter Bermel
Ximena Bernal (vice chair)
Brian Dilkes
Neil Knobloch
Brian Leung
Oana Malis
Rose Mason
Terrence Meyer
Gustavo Rodriguez-Rivera
Kevin Stainback
Denise Whitford (chair)

Students

Gabriela DaSilva

Advisors

Lowell Kane

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Josh Mariani
Lisa Mauer
Li Qiao
Ariana Torres-Bravo
Solita Wilson

Students

Josh Mariani
Solita Wilson

Advisors

Kris Wong Davis
Lisa Mauer
Alysa Rollock

Question Time

The cost of living has been on the rise on a national (and global scale). In a February 14, 2023 article in [Greater Fort Wayne Business Weekly](#), PFW's Community Research Institute's Rachel Blakeman reports that our region has undergone overall increase of living compared to the national average. The report states that the month-over-month rise in inflation has been steeper in the Midwest as compared to national averages: gas, for example, 7.1% compared to 3.2%, nationally); groceries (10.8% to 6.6% nationally), and in other essential categories.

As PFW employees feel the financial burden this economy has imposed, what considerations has the University given to pay adjustment for inflation? What plans are there to appropriately address financial compensation for staff and faculty to meet the rise in cost of living?

A. Nasr
Department of Communication

MEMORANDUM

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair
Curriculum Review Subcommittee

DATE: February 9, 2023

SUBJ: Marine Biology Concentration

The Curriculum Review Subcommittee approved on February 9, 2023 the attached documents regarding the Marine Biology Concentration
The committee finds that the proposed program requires no Senate review.

Shannon Johnson, MLS
Chair, Curriculum Review Subcommittee
Walter E. Helmke Library

Approving:
Lee Roberts
Behin Elahi
Teri Hogg
Xiaoguang Tian
Shannon Johnson

Not Approving:

Abstain:

Absent:
Laurel Campbell

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 80% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):



Undergraduate Academic Program Memo

Date: 10/21/22

From: Ben Dattilo

To: Terri Swim

Re: Marine Biology Concentration

Brief description of the program:

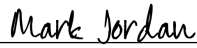


The Marine Biology concentration includes a core of general marine biology courses with a range of electives that reflect the diversity of subdisciplines within marine biology

Brief rationale for program request:

We have a steady and constant demand for our Marine Biology related course and now have an Academic Center of Excellence in Marine Conservation and Biology housed in the Biology Department. This area of concentration would serve Biology as well as EAPS students who plan to further their education in marine biology or oceanography and apply their BS degree in Biology towards a multitude of different directions including applying to graduate school or seeking employment. Furthermore, this program will equip our students with the field and wet lab experiences and knowledge that is crucial to many of the jobs in Marine Biology, Climatology, Environmental Science, Conservation, and Oceanography.

CIP Code: 26.0101

For completion by Office of Academic Affairs

<p><small>DocuSigned by:</small>  <small>428B162D4EE74D7...</small> <i>Department Chair Signature</i></p>	<p>11/7/2022</p> <hr/> <p><i>Date</i></p>
<p><small>DocuSigned by:</small>  <small>4017A582972D4AC...</small> <i>School Dean Signature</i></p>	<p>11/7/2022</p> <hr/> <p><i>Date</i></p>
<p><small>DocuSigned by:</small>  <small>27109142004745C...</small> <i>Vice Chancellor for Academic Affairs Signature</i></p>	<p>11/7/2022</p> <hr/> <p><i>Date</i></p>

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

- I. Name of proposed major, or concentration

Marine Biology Concentration

- II. Title of degree to be conferred

Bachelor of Science in Biology

- III. Field of study, department, and college involved

Biological Sciences, Department of Biological Sciences, College of Science

- IV. Objectives of the proposed major or concentration

Upon completion of the B.S. in Biology, students will demonstrate:

a level of competency for understanding core principles of evolution, organismal diversity, ecology, biological structure, biological function, molecular biology, and genetics.

the ability to locate and critically evaluate scientific information to help develop relevant questions and hypotheses, interpret the results of investigation, and synthesize and apply new and existing knowledge.

the ability to design studies to test biological hypotheses using laboratory, field, or computational methods that meet professional ethical standards.

the ability to effectively communicate the results of scientific research verbally and in writing.

the ability to learn independently, analyze data, interpret results, synthesize information, and to critically evaluate the significance of research results and new knowledge.

an awareness of the relevance of biological knowledge to human health and welfare in local, national and international communities

When students complete the Marine Biology concentration, they will also demonstrate:

a particular knowledge of the marine environment, marine life and ecology, and the conservation of marine life.

- V. Proposed Date of Initiation

Fall 2023

- VI. Describe the relationship of the proposed major or concentration to the mission of the campus or the department

The concentration in Marine Biology supports the campus mission and department statements by “cultivating learning [and] discovery” and providing “a diverse array of courses for majors,” respectively. Specifically, this concentration adds to the diversity of biological specializations, allowing us to address current knowledge in this branch of the life sciences. In

addition, students can become involved in a thriving marine biology research program which enhances their career and graduate studies opportunities (department statements).

Reference department statements

The Department of Biology is committed to offering high quality undergraduate and graduate educational opportunities that foster current knowledge and methodology in the life sciences. The Department of Biology provides a diverse array of courses for majors and for the general student body of the University. The faculty work diligently to develop in students biological knowledge and important skills for critical thinking, analytical reasoning, and effective communication. They engage students in original research, and encourage free and open inquiry. The Bachelor's and Master's degrees provide students with the education and training needed to enhance their career opportunities, or to pursue further graduate studies. Faculty engage in and publish on original research and other creative endeavors, and serve as a resource of expertise in the biological sciences for local and regional communities.

VII. Describe any relationship to existing programs within the campus

The Marine Biology Concentration is a natural outgrowth of our new Academic Center of Excellence in Marine Conservation and Biology housed in the Department of Biological Sciences. The center is, in turn, an outgrowth of Frank Paladino's longstanding, ongoing, and globally recognized work with engaging a multitude of graduate students in the study of marine conservation.

This program is a well-known and high profile program with generations of successful MS students in conservation. The exposure to high-profile conservation efforts helps make connections in conservation biology whether in a marine or non-marine setting; and leads to more successful employment.

VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations

The two marine biology courses have been taught at two different marine stations for decades: the Gerace Research Centre (College of the Bahamas) on San Salvador Island, Bahamas (which has hosted a Purdue Fort Wayne marine biology course since at least the 90s), and the Leatherback Trust, Playa Grande, Costa Rica, which has had a close association with Purdue Fort Wayne Biology since its inception and has hosted marine biology students for decades. Further cooperative arrangements are in the works with IVY Tech Biology, which conducts a field trip to Florida and utilizes facilities owned by Goshen College.

IX. Describe the need for the major or concentration

We have a steady and constant demand for our Marine Biology related courses, as the table below shows. This data represents an interest in the exotic and novel exciting marine environment (from the perspective of a typical PFW student), and these ecologically diverse environments on earth (objectively from anyone's point of view) spur engagement in learning the foundational principles of biology. This learning applies back to the home base: in the words of TS Elliot: *We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.*

Marine Biology Enrollments 2011-2022			
<u>Year</u>	<u>43400</u>	<u>14000</u>	<u>Combined</u>
2023	14 (Combined Costa Rica)	1 (Combined Costa Rica)	15
2022	18 (Costa Rica)	0	18
2021	8 (Combined No Trip)	2 (Combined No Trip)	10
2020	8	1	9
2019	5 (Combined Costa Rica)	15 (Combined Costa Rica)	20
2018	2 (Combined Costa Rica)	4 (Combined Costa Rica)	6
2016	2 (Combined Costa Rica)	16 (Combined Costa Rica)	18
2015	10 (Bahamas + 9 GEOL 331/420)	15 (Costa Rica)	35 (44)
2013	15 (Bahamas + 3 GEOL 331)	13 (Costa Rica)	28 (31)
2011	20 (Bahamas)	25 (Costa Rica)	45

In addition to enrollments, new Marine Biology student club was established in the Fall of 2022. Attendance for this club is between 20 and 30 students. Most of these students also express interest in the Marine Biology concentration, and they mostly have been in the Evolution/Ecology concentration. It is likely that the new concentration will draw students from this established concentration but we also believe that this new concentration has the potential to attract some students to PFW.

However, it is important to understand that the Marine Biology Concentration does not make a student a marine biologist. It can serve as a springboard for further education and a career in marine conservation. Current and past students in the biology program are employed in a number of professions, both those that require further education, and those that can be done with a bachelor degree. In addition to graduate programs in conservation and marine biology, the concentration is excellent preparation for traditional graduate programs (pre-medicine, pre dental, and pre veterinary). It is also good for employment that does not require graduate degrees such as secondary education, medical laboratory technician, wildlife management, and environmental work.

- X. Describe the resources required over and above current levels to implement the proposed major or concentration*

The Marine Biology Concentration requires no resources over and above courses already offered in the Department of Biological Sciences

- XI. A Liaison Library Memo

Attached

XII. Proposed curriculum

The BS in Biology is a 120 credit degree that currently has three (3) concentrations. Each existing concentration range between 15 and 19 credits. The proposed concentration in Marine Biology is 22 credits and will consist of required courses and elective courses.

Required courses (10 cr):

BIOL 14000 Marine Biology (3)

EAPS 21000 Physical Oceanography (3)

BIOL 43400 Marine Community Ecology (3)

And either

BIOL 1400x Marine Biology Field Lab (1) OR BIOL 43401 Marine Community Ecology Field Lab (1)

Elective courses (12 cr):

This list is drawn from upper level Biology electives with relevance to the field of Marine Biology. List is annotated to explain how the course connects to the concentration topic.

BIOL 33500 - Animal Behavior, Cr. 3

Animal behavior is an important component of marine biology. Examples include whale "culture" and "language", the migration of sea turtles and whales, and the breeding of commercially important fishes.

BIOL 34500 - Vertebrate Biology, Cr. 4

Most vertebrates are marine, including sharks, many bony fishes, some reptiles, and some mammals. Vertebrates are a major part of the marine ecosystem, constitute a major portion of marine based food production for humans, and include some of the most iconic animals in the oceans.

BIOL 43700 – General Microbiology, Cr. 4

Marine microbiology is an important aspect of marine biology. Microbes are major producers, and of course are essential for nutrient cycling as they are on land.

BIOL 44500 - Aquatic Biology, Cr. 3

Aquatic biology is largely focused on fresh water systems. There is significant similarity between marine and freshwater environments in physical, chemical, and biological characteristics. Furthermore, the boundary between the freshwater and saltwater systems is complex and ecologically critical, for example as nutrient sources for the oceans, and as "nurseries" for many species that spend their adult life in more purely marine environments.

BIOL 50200 - Conservation Biology, Cr. 3

BIOL 50401 – Mammalogy, Cr. 3

Some of the most iconic critters in the sea are mammals: Whales, seals, sea lions, manatees and sea otters. Marine mammalogy is definitely a thing.

BIOL 50500 - Biology of Invertebrate Animals, Cr. 3

All invertebrate phyla of animals have marine representatives. Many are mostly marine, some are exclusively marine.

BIOL 52000 – Contemporary Parasitology, Cr. 3

If we go too far into the subject of marine parasitology, you might not want to eat sushi again. Do you really want to go there? Take this class. Parasites are everywhere. Some marine parasites are super amazing AND super gross which makes them cool.

BIOL 53901 – Microbiome, Cr. 3

Microbiomes, like the one in the human gut, are associated with a wide variety of animals in a wide variety of environments. One marine microbiome that has been studied extensively is the variety of microbiomes found in sponges. That is just one.

BIOL 54110 – Invasion Biology, Cr. 3

There are marine invasives that have major ecological and economic impacts. This is an important part of marine conservation.

BIOL 54210 – Biometry, Cr. 3

Statistical analysis of biological data is widely applied in marine biology, and the techniques are overlapping

BIOL 54300 - Population Ecology, Cr. 3

Population ecology is critical to the management of marine species for both conservation and fisheries management

BIOL 55600 - Physiology I, Cr. 3

The study of physiology can be applied to any organism. All living things “function”. The physiology of marine organisms is particularly interesting and it is an important area of focus at PFW.

BIOL 55900 – Endocrinology, Cr. 3

Like physiology, marine animals also have endocrine systems, and the study of the endocrinology of species for conservation or for commercial management is a viable path

BIOL 58000 – Evolution, Cr. 3

Evolution is a universal trait of life. Furthermore the oceans play an important part in the evolutionary history of all life.

BIOL 58200 – Ecotoxicology, Cr. 3

Human-generated pollutants in the ocean and “natural” red tide: both fall under the category of “ecotoxicology”. Marine ecotoxicology is pretty critical.

BIOL 58610 - Topics in Behavior & Ecology, Cr. 3

Variable title course, can take when applicable to marine biology.

FNR 50500 – Molecular Ecology and Evolution, Cr. 3

This can be applied to marine organisms and is particularly useful for marine conservation and fisheries management

FNR 52300 – Aquaculture, Cr. 3

Aquaculture is an increasingly important method applied to the use of marine organisms for food.

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:



11/2/22

Liaison Librarian Signature

Date