

Minutes of the  
Seventh Regular Meeting of the Fourth Senate  
Purdue University Fort Wayne  
March 14 and 21, 2022  
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of February 14 and February 21
3. Acceptance of the agenda – A. Nasr
4. Reports of the Speakers of the Faculties
  - a. Deputy Presiding Officer – N. Younis
  - b. IFC Representative – A. Livschiz
5. Report of the Presiding Officer – J. Nowak
6. Special business of the day
  - a. Memorial Resolution (Senate Reference No. 21-31) – D. Tembras
7. Unfinished business
  - a. Executive Committee (Senate Document SD 21-21) – A. Nasr
8. Committee reports requiring action
  - a. Ad-hoc Civics Literacy Requirement Committee (Senate Document SD 21-28) – A. Downs
  - b. Ad-hoc Civics Literacy Requirement Committee (Senate Document SD 21-29) – A. Downs
  - c. General Education Subcommittee (Senate Document SD 21-22) – C. Lawton
  - d. Executive Committee (Senate Document SD 21-23) – A. Nasr
  - e. University Resources Policy Committee (Senate Document SD 21-24) – M. Jordan
  - f. Faculty Affairs Committee (Senate Document SD 21-25) – D. Holland
  - g. University Resources Policy Committee (Senate Document SD 21-26) – M. Jordan
  - h. Executive Committee (Senate Document SD 21-27) – A. Nasr
9. New business
10. Question time
  - a. (Senate Reference No. 21-36) – A. Nasr
  - b. (Senate Reference No. 21-37) – A. Livschiz
11. Committee reports “for information only”
  - a. Executive Committee (Senate Reference No. 21-32) – A. Nasr
  - b. Curriculum Review Subcommittee (Senate Reference No. 21-33) – S. Johnson
  - c. Curriculum Review Subcommittee (Senate Reference No. 21-34) – S. Johnson

- d. Civics Literacy Proficiency Requirement Ad Hoc Committee (Senate Reference No. 21-35) – A. Downs

12. The general good and welfare of the University

13. Adjournment\*

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

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

Attachments:

“Memorial Resolution-James Donald Ator” (SR No. 21-31)  
 “Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory” (SD 21-21)  
 “PFW Proposal for Purdue System Mandated Civics Literacy Proficiency Requirement” (SD 21-28)  
 “PFW Recommendation for how to Administer the Purdue System Mandated Civics Literacy Proficiency Requirement” (SD 21-29)  
 “Approval of Filling Vacancy on General Education Subcommittee” (SD 21-22)  
 “Academic Units’ Cooperation on University Website” (SD 21-23)  
 “Library Collection Development Policy” (SD 21-24)  
 “School of Education Governance Document” (SD 21-25)  
 “Amendment to the Bylaws-Merger of the Revenue Subcommittee with the Budgetary Affairs Subcommittee” (SD 21-26)  
 “Approval of Replacement Member of the Executive Committee” (SD 21-27)  
 “Question Time – re: Higher Education Emergency Relief Funds” (SR No. 21-36)  
 “Question Time – re: University Website” (SR No. 21-37)  
 “Charge to Review the Committee and Subcommittee Structure of the Fort Wayne Senate” (SR No. 21-32)  
 “5 Year B.S./M.S. Combined Degree Program in Biology” (SR No. 21-33)  
 “5 Year BS Music Industry and Master of Business Administration” (SR No. 21-34)  
 “Civics Literacy Proficiency Requirement Ad Hoc Committee – Summary of Activities and Recommendation (Revised)” (SR No. 21-35)

Senate Members Present:

J. Badia, D. Bauer, S. Betz, B. Buldt, S. Buttes, M. Cain, Z. Chen, S. Cody, K. Dehr, Y. Deng, H. Di, A. Downs, C. Drummond, P. Eber, B. Elahi, R. Elsenbaumer, R. Friedman, M. Gruys, K. Gyi, S. Hanke, D. Holland, V. Inukollu, S. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, L. Lolkus, D. Maloney, A. Marshall, J. Mbuba, G. Nakata, A. Nasr, I. Nunez, J. O’Connell, E. Ohlander, A. Pinan-Llamas, M. Ridgeway, G. Schmidt, T. Soule, H. Strevel, D. Tembras, N. Virtue, L. Whalen, S. Wight, Y. Zhang

Senate Members Absent:

Z. Bi, B. Chen, K. Creager, M. Hammonds, P. Jing, M. Perkins Coppola, R. Shoquist, W. Sirk, A. Smiley, D. West, N. Younis, M. Zoghi

Guests Present:

A. Blackmon, M. Ball, N. Borbieva, K. Burtnette, S. Carr, J. Cashdollar, R. Clark, F. Combs, S. Ding, M. Dixson, M. Helmsing, D. Hoile, M. Kelsey, C. Kuznar, T. Lewis, T. Luce, J. Malanson, K. Smith, T. Swim, K. Wagner

Acta

1. Call to order: J. Nowak called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 14 and February 21: The minutes were approved as distributed.
3. Acceptance of the agenda:

A. Nasr moved to accept the agenda.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

- a. Deputy Presiding Officer:

N. Younis: (No report).

- b. IFC Representative:

A. Livschiz: March and April are busy senate times when the work of various senate committees starts to get completed and sent to senate for review and votes. What we get are resolutions—sometimes just a page long--but behind each resolution is so much work done by faculty, almost all of whom are doing this service in their “spare time.” What’s so remarkable about all this work—how time consuming and unheralded it is and just how much the running of the university actually relies on it, and yet how easily it can be sometimes disregarded or ignored or negated by university administration when it’s inconvenient. So as we embark on March and then April senate meetings, I just want to express appreciation for all the work that faculty are doing to ensure that faculty governance works.

I would also like to express concern about the upcoming March 21 date of no longer requiring masks in the classrooms. I understand the desire to “return to normal” but I continue to be troubled by the fact that we as a community are continuing to privilege the desire of those who “want to return to normal”

over the concerns and anxieties of those who can not “return to normal” for a variety of reasons. The unwillingness to give faculty at least the option of requiring masks in just their classrooms demonstrates a callousness that I find heartless and demoralizing.

5. Report of the Presiding Officer:

J. Nowak: Given today’s lengthy agenda, my comments will be brief, but I would like to both congratulate and thank both Hank Strevel and Nash Younis for their willingness to serve the Purdue Fort Wayne Faculty Senate in the respective roles of Presiding Officer and Faculty Speaker. Their willingness to serve on the Executive Committee on behalf of the campus and our community in these roles ensures our Senate remains in good and capable hands moving forward. Congratulations!

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 21-31) – D. Tembras

J. Nowak read the memorial resolution for James Donald Ator.

7. Unfinished business:

a. Executive Committee (Senate Document SD 21-21) – A. Nasr

A. Nasr moved to amend Senate Document SD 21-21 (Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory) with the following:

Changing the first “WHEREAS” paragraph from “WHEREAS state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities” to “WHEREAS the American Association of University Professors estimated that beginning in 2021, 26 states including Indiana introduced legislative proposals across the United States targeting academic discussions of racism and related issues in American history in schools, colleges and universities (AAUP).”

Adding a second “WHEREAS” paragraph that states “WHEREAS eight of those states have succeeded in censoring teaching about race and racism, including legislation in Idaho and Oklahoma banning the teaching of these subjects at the university and college levels (AAUP).”

Adding a third “WHEREAS” paragraph that states “WHEREAS the American Association of University Professors, PEN America, and other organizations advocating for basic human rights, free expression, and other principles vital to a functioning democracy have determined these legislative efforts amount to what they call “educational gag orders,” defined as coordinated attempts to restrict teaching and

training in K-12 schools, higher education, and state agencies and institutions. The majority of these bills target discussions of race, racism, gender, and American history, banning a series of “prohibited” or “divisive” concepts for teachers and trainers operating in K-12 schools, public universities, and workplace settings. These bills appear designed to chill academic and educational discussions and impose government dictates on teaching and learning. In short: They are educational gag orders” (PEN America).”

Changing the “THEREFORE BE IT RESOLVED” from “THEREFORE BE IT RESOLVED that Senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or by the Boards of Trustees who violate norms and principles of collaboration and shared governance” to “THEREFORE BE IT RESOLVED that Senate resolutely rejects any attempts by bodies either from or external to the faculty to impose educational gag orders meant to chill academic or educational discussion by restricting or dictating university curriculum on any matter, related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or by the Boards of Trustees when they violate norms and principles of collaboration and shared governance.”

Changing the second “BE IT FURTHER RESOLVED” from “BE IT FURTHER RESOLVED that Senate calls upon President Mitch Daniels, Chancellor Ronald Elsenbaumer, and Vice Chancellor of Academic Affairs Carl Drummond all to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees when they violate norms and principles of collaboration and shared governance” to “BE IT FURTHER RESOLVED that Senate calls upon President Mitch Daniels, Chancellor Ronald Elsenbaumer, and Vice Chancellor of Academic Affairs Carl Drummond all to affirm that they reject any attempts by bodies either from or external to the faculty to impose educational gag orders meant to chill academic or educational discussion by restricting or dictating university curriculum on any matter related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees when they violate norms and principles of collaboration and shared governance.”

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

8. Committee reports requiring action:

- a. Ad-hoc Civics Literacy Requirement Committee (Senate Document SD 21-28) – A. Downs

A. Downs moved to approve Senate Document SD 21-28 (PFW Proposal for Purdue System Mandated Civics Literacy Proficiency Requirement).

Resolution passed on a voice vote.

- b. Ad-hoc Civics Literacy Requirement Committee (Senate Document SD 21-29) – A. Downs

A. Downs moved to approve Senate Document SD 21-29 (PFW Recommendation for how to Administer the Purdue System Mandated Civics Literacy Proficiency Requirement).

Resolution passed on a voice vote.

- c. General Education Subcommittee (Senate Document SD 21-22) – C. Lawton

C. Lawton moved to approve Senate Document SD 21-22 (Approval of Filling Vacancy on General Education Subcommittee).

A. Downs moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- d. Executive Committee (Senate Document SD 21-23) – A. Nasr

A. Nasr moved to approve Senate Document SD 21-23 (Academic Units' Cooperation on University Website).

S. Betz moved to amend the resolution by deleting the third “WHEREAS” that states “WHEREAS, there has been no meaningful input from academic departments and programs regarding the content of their respective webpages.”

Motion to amend passed on a poll vote.

A. Livschiz moved to amend the resolution by putting in a new “WHEREAS” where the old “WHEREAS” was that states “WHEREAS, many academic departments and programs have not had the opportunity for meaningful input about content of their respective webpages, or have not had a chance to see if their suggestions have been taken into account in the final product.”

A. Downs moved for unanimous consent of the amendment.

No objections to vote of unanimous consent.

Amendment passed.

A. Downs moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- e. University Resources Policy Committee (Senate Document SD 21-24) – M. Jordan

M. Jordan moved to approve Senate Document SD 21-24 (Library Collection Development Policy).

A. Downs moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- f. Faculty Affairs Committee (Senate Document SD 21-25) – D. Holland

D. Holland moved to approve Senate Document SD 21-25 (School of Education Governance Document).

A. Downs moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- g. University Resources Policy Committee (Senate Document SD 21-26) – M. Jordan

M. Jordan moved to approve Senate Document SD 21-26 (Amendment to the Bylaws-Merger of the Revenue Subcommittee with the Budgetary Affairs Subcommittee).

A. Downs moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- h. Executive Committee (Senate Document SD 21-27) – A. Nasr

A. Nasr moved to approve Senate Document SD 21-27 (Approval of Replacement Member of the Executive Committee).

A. Downs moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

The meeting is suspended at 1:15 until noon, Monday, March 21, 2022.

Session II  
(March 21)

Acta

Senate Members Present:

J. Badia, Z. Bi, S. Buttes, M. Cain, B. Chen, Z. Chen, S. Cody, K. Creager, Y. Deng, H. Di, A. Downs, C. Drummond, P. Eber, B. Elahi, R. Elsenbaumer, R. Friedman, K. Gyi, V. Inukollu, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, L. Lolkus, D. Maloney, E. Mann, J. Mbuba, G. Nakata, A. Nasr, I. Nunez, E. Ohlander, M. Ridgeway, A. Smiley, H. Strevel, D. Tembras, N. Virtue, L. Whalen, S. Wight, N. Younis, Y. Zhang, M. Zoghi

Senate Members Absent:

D. Bauer, S. Betz, B. Buldt, K. Dehr, M. Gruys, M. Hammonds, S. Hanke, D. Holland, P. Jing, J. O'Connell, M. Perkins Coppola, A. Pinan-Llamas, G. Schmidt, R. Shoquist, T. Soule, W. Sirk, D. West

Guests Present:

M. Ball, A. Blackmon, K. Burtnette, S. Carr, J. Cashdollar, F. Combs, M. Dixon, M. Helmsing, D. Hoile, C. Kuznar, J. Malanson, C. Marcucilli, K. Smith, C. Springer, T. Swim, K. Wagner

J. Nowak reconvened the meeting at 12:00 p.m. on March 21, 2022

9. New business: There was no new business.

10. Question time:

- a. (Senate Reference No. 21-36) – A. Nasr (question from an anonymous faculty member)

Could Vice-Chancellor Creager speak to how the Higher Education Emergency Relief Funds (HEERF) were used to wipe the debts of students who owed the



university money? I am happy to hear that student debt was erased in some cases and that those students were able to enroll in classes, but I have a series of questions:

1. Were all student debts paid off? If not, how were decisions made about whose debt was paid off and whose was not?
2. Were any considerations made to prioritize students with the most financial need?
3. Is there a chance we are setting these students up for financial failure if they will simply rack up this debt again and HEERF funds will not be there to bail them out?
4. How much money was wiped from student debt?
5. Was there a reason this use of funds was prioritized over other ways to help students on campus during the pandemic like more robust access to mental health services, assistance with remote teaching, enhanced COVID testing, etc.?
6. Is there any peculiarity about essentially paying the university with HEERF funds?

R. Elsenbaumer: Purdue University Fort Wayne is gratified that the federal government recognizes the substantial impact that the response to COVID-19 has had, and continues to have, on students and on unplanned institutional expenses at institutions of higher education. The allocation of government funding to provide financial support for continuing institutional operations and emergency support for students is critical and, in many cases, will be the deciding factor in a student's ability to continue to pursue a college education.

First and foremost, Purdue Fort Wayne intends to provide emergency financial assistance to students for expenses related to the disruption of campus operations, as well as personal hardships endured owing to COVID-19, including eligible expenses related to a student's cost of attendance at PFW. Such funds will help to decrease the significant financial burden our current students and incoming students bear as they complete or attempt to complete their higher educational goals. The disruptions caused by the response to COVID-19 have created unprecedented financial hardships that many students and their families cannot possibly meet on their own.

The Federal Government outlines the purpose, uses, and tracking of HEERF funds (Higher Education Emergency Relief Fund). The university has provided direct student aid, in accordance with these guidelines, for HEERF I, HEERF II, and HEERF III funds. Each round of HEERF funding was divided into two categories – Direct to Student aid, and Institutional Support aid. Each of these categories have their own specific sets of guidelines, justifications and audit trails. With each Grant Fund made to universities (CARES – (Coronavirus Aid, Relief, and Economic Security Act), CRRSAA – (Coronavirus Response and Relief Supplemental Appropriations Act) and/or the ARP – (American Rescue Plan), all part of HEERF), the amounts awarded to PFW and the guidelines changed. These are federal grants, and the grants were actually awarded to Purdue WL through their grants and contracts office. As such, all expenditures of these funds had to be preapproved in WL by the grants and contracts office, financial affairs and the office of legal counsel according

to these changing guidelines. The guidelines used were consistent among the three Purdue campuses; WL, PNW and PFW.

Following are the answers to the specific questions:

1. Unfortunately, all student debt has not been paid off. Guidelines for the student aid portion require students to designate and specifically instruct the university to utilize their HEERF funds to pay off back balances. Of the 4,790 students with back debt who were offered this opportunity, at the end of the fall 2021 semester and beginning of the spring 2022 semester, 121 students submitted the form authorizing this usage of HEERF III funds to apply to their back balances. All total, over the three HEERF fund allocations, there were a total of 234 students who directed their allocations to pay off back balances. To date, the average amount used per student debt payoff was \$1,552.

Funds from the institutional aid portion of HEERF funding were also used to support students financially impacted by COVID-19. A total to date of \$2,843,060 was allocated for helping students by paying off back balances for them. The average amount used per student was \$1,533; this is essentially the same average used and directed by students to pay off back balances.

2. Yes. As I indicated previously, the guidelines for distributions to students and use of institutional funds changed in all three HEERF grants. Nonetheless, one of the important guiding principles was to prioritize all student allocated aid based upon financial need and expected family contribution (EFC).
3. The Federal Government does not think that is an issue. In fact, financial literacy remains a concern for all higher education institutions and is always on the minds of our team in Enrollment Management and the Student Experience (EMSE). To that end, EMSE partnered with Academic Affairs and the Student Advocacy and Advising Center to work directly with those students who have over a \$2,500 balance to determine the causes of these financial struggles and identify support resources that could assist them. Of those with balances over \$2,500, 28 students responded to the requests to allow for us to work individually with them.
4. The grand total thus far used to reduce student outstanding back balances during COVID-19, is: \$3,206,279. To date the breakdown is as follows:

Direct Student Aid: a total of \$363,219 was directed by students to pay off back balances. A total of 234 students made this choice for an average of \$1,552 per student directed for this purpose.

Institutional Aid: the amounts directed to students to pay off back balances amounted to a total thus far of \$2,843,060. These funds were given to 1,855 students for an average amount of \$1,533.

5. All of the above were addressed with Institutional HEERF funds. In all of the three CARES/CRRSAA/HEERF processes, significant time, energy, and thought was spent in brainstorming with staff across multiple departments and institutions for ways to assist students directly both in terms of direct financial stipends and additional resources within the Federal guidelines provided. Of the institutional and student aid money received throughout COVID's impact, a wide variety of distributions were made: including several rounds of direct student aid both in lump sums and specific requests; support for increased classroom technology and student technology, support for expanded wi-fi access while all courses were remote; significant sums of Don Dollars were provided to students to purchase food, books or supplies; and significant funds were used to acquire PPE and COVID test kits; just to name a few.
6. As stated earlier, this was one very specific intent of HEERF funding. The HEERF funds were designated by the federal government specifically to provide relief for both students and institutions. When you can do both at the same time, the impact is even greater.

As stated in the answers to questions 1 and 4, students benefited significantly from HEERF funds applied directly to their back balances (to the tune of over \$3.2 million to date). In many cases, this provided the necessary relief—or was the deciding factor—for students to continue their educational pursuits.

A. Livschiz: I am going to apologize in advance. My internet kind of flickered in and out, so if this is something that was mentioned at one point in the answer, I apologize. I am curious how students were notified of the availability of these funds for them. It sounds like this was a great opportunity for a lot of our students, but I am also aware of students who don't seem to have benefitted from this program. I am curious as to whether this was available to everybody. Was it one of those things that if a student didn't pay attention or didn't check their email then they missed out on this particular opportunity? How were the notifications handled?

R. Elsenbaumer: This is an important point. The answer to your question is yes to all of the above. Students were notified, but they were notified almost entirely by email messages. They were requested to respond either through Qualtrics forms or to contact our Office of Enrollment Management and Student Experience directly or a vice chancellor or somebody across campus. I know several of them even went to our chief diversity officer.

So, yes, not every student opened their emails. We did hear about some cases where students said, "oh, I missed that," or we informed them that there was another round coming, so stay tuned. We haven't distributed all of the student money yet and we anticipate that there will be some more rounds coming up at the end of this semester and the beginning of the fall semester. Awareness is important, and I think more and more students are becoming aware as students talk to each other about this. It doesn't

mean that we have hit every student every time. There are specific guidelines that the federal government also requires. It is not for everybody. Again, the question very appropriately pointed out prioritizing students with financial need. Of course, there are various ways of doing that, but they have outlined specifically how that could be done and we follow those guidelines, same thing for West Lafayette and Purdue Northwest.

It is not everybody come and you are going to get. There has to be, and there is, priority based on financial need and some other requirements as well. Not perfect, but hopefully it had some impact with our students.

R. Friedman: My question is kind of a follow up to Ann's. Do we have an idea of what percentage of students that would have been eligible to take advantage, either percent of students or percent of total money?

R. Elsenbaumer: That is a hard question to answer because there is some subjectiveness to who would be totally eligible. Ultimately, you can say that if you push this all the way to the end limits then almost every student would be eligible, but we have a limited amount of money. We did not open it up to just all students. Again, in the beginning, using financial aid, and using that as a guidepost throughout. There are only so many students on campus that are Pell eligible, and that was the original criteria. As you opened it up past that, a few more students were included as well. So, it is awfully hard to give you percentages because there were three different appropriations with three different sets of guidelines.

A. Livschiz: I wanted to follow up on the answer to my first question. Given that we acknowledge that not all students may have got the emails, and given the fact that we know that the students who are in the greatest distress are the ones most likely not to be checking their emails and just kind of being curled up in a ball somewhere, is there a reason why this effort to help students did not involve faculty? For example, many faculty are in the process of monitoring, helping, and supporting students who are in a difficult situation, and certainly if we knew there was an email that went out that would have given them a chance to get money or get some kind of help, we have ways of reaching out and reaching some of those students. But, somehow all of this stuff was happening completely independent of faculty. Occasionally, we would find out about this stuff, but it was usually when the deadline passed or something like that. Is there a reason why we are not utilizing fully everybody on campus in order to try to help students?

R. Elsenbaumer: I would be surprised if people on campus didn't know that we had three allocations of HEERF funds, but maybe they aren't fully aware. Again, our advisors are all aware of the fact that these funds are available. Furthermore, our funds are not the only funds available for student support. We all know about the Brown Ink Society. It has a tremendous amount of funds available to it. There are all sorts of ways that students can get help, and in the very beginning our Development Office provided funds to help students. Any student that needs help, all you have to

do is ask questions. “Where is the help? Is there anything available for this student?” You would be surprised. A lot of people on campus know about these resources. I am sure they would have been able to get some information.

A. Livschiz: With all due respect, chancellor, there is a huge difference between being aware that there are funds and knowing that there are specific initiatives happening. I can’t even formulate into words what I feel right now about your answer and the way that you are lumping together the different ways of helping students at various points during this time. It bothers me tremendously. It is just mindboggling that you continue to do this.

J. Nowak: Ann, is there a question though?

A. Livschiz: No, it is just a cry into the wilderness. I’m sorry.

J. Nowak: Chancellor, you are welcome to respond if you would like to. Otherwise, we will move to the next question

R. Elsenbaumer: I guess I would be very shocked if people didn’t know that we had a Financial Aid Office on our campus.

J. Badia: I am trying to reconcile the conversation here. Is it okay if I make an observation or do I have to ask a question, Jeff? I am not sure about the process here.

J. Nowak: This is an opportunity to ask further questions. So, if you don’t have a question then comments can be emailed directly to anyone on the EC or to the chancellor himself.

J. Badia: Okay. Thanks. I appreciate that.

N. Virtue: Just to follow up on Ann’s point. Chancellor Elsenbaumer, I am not sure if you are being kind of snide in your last answer, saying that you would be surprised if people didn’t know that there is a Financial Aid Office. If you weren’t being snide, forgive me, but I will just say that I am aware that there is a Financial Aid Office on campus, but I wasn’t aware of what these funds could be used for, and maybe you could blame me for that, for not being more informed. But, I also didn’t know, like you just revealed another piece of information that I wasn’t aware of, which is that the Brown Ink Society is now back functioning, which is something I was not aware of, and would have really appreciated hearing about. I try to stay informed as a faculty member, and I am very engaged with my students. But, we don’t always know. We don’t always have the same kind of access to information that you do. Can you speak specifically about some things that could be done to actually help that communication, so that as things arise in the future, make sure that faculty are better informed? Thanks.

R. Elsenbaumer: That is a very important point, and I think that there are many avenues that can be attuned to getting more information across campus. The first is, of course, in this respect, being attuned to what our advisors know about, both in the departments and central advising, being aware of what the department chairs and deans might know about these particular activities and availability of resources across campus. If there are some gaps in communication that you feel could be plugged up and if there are sources of information that you look at but did not have this kind of information in it then you should look us know. Maybe what we can do is start saying “okay, here is some important avenues for communication across campus that maybe we have not been using in the past.” That would be very constructive.

A. Nasr: Thanks to the chancellor for his detailed answer. Just in response to the financial aid comment, and I do have a question about that, whether the chancellor was aware of how inundated the Financial Aid Office was, so much so to the extent that it would take a number of days, if not a week or two, to get a response of any kind. With that, hats off to all financial aid staff and members, who put in so much work during this time, but effectively what was going on was that we had some deadlines, we had some registrations going on, and some bars that basically prohibited students from registering. I had a number of cases where I as the faculty member and advisor had to go behind and backchannel so that I could get in touch with people in financial aid, even in their frustration, just because it is overwhelming. Yes, we do have a Financial Aid Office and they are doing great, but was the chancellor or administration aware of the shortcomings during such an emergency situation or crisis time for all? Thank you.

N. Virtue: Just a follow up, and I am not trying to belabor the point or anything, but to ask that we request the information that we don't know about, or to put the onus of information on the people that don't have the information is not really helpful. I guess I am just urging again that the chancellor, and anyone else who is involved in this kind of important piece of financial aid information, to err on the careful side and to err on the side of more information rather than less, and to reaching out more rather than less. If we don't know that something has happened then we are not in a position to ask for that information. Thanks.

R. Elsenbaumer: Nancy, I think there was a misunderstanding. Either I didn't say it properly or maybe you didn't hear me properly. What I asked for are, what are the information channels that you use where these pieces of information may not have been put into? I am not asking you to ask us about information that you don't have or don't know about, but rather from where you get your information from. Maybe we missed something. Maybe there is an avenue that you use or a primary source of information and maybe we just missed it.

N. Virtue: Got it. Thank you for clarifying. Thanks.

b. (Senate Reference No. 21-37) – A. Livschiz

At the February senate meeting, the chancellor said that the university website is geared towards prospective and current students, and its functionality for faculty and staff is secondary. Given how far we have to go to reach the primary goal of the website, it is not clear if and when functionality for faculty and staff will become a priority. In light of that, what is the plan to have an effective way of locating and sharing information for faculty and staff.

R. Elsenbaumer: While the university's new website is targeted primarily to prospective students and current students, as well as to their families and other influencers, the site features a significantly enhanced environment that is beneficial for our faculty and staff. This includes a new News Center microsite and Events Calendar, as well as an audience tab specifically for faculty and staff—located at the upper right of the university's home page—and other key audiences (Current Students, Parents and Family Members, Community Members, and PFW Alumni). Faculty bios and information are also a key feature in each of the college and school sites.

As the remaining college and school websites are completed and launched in the next few months, the website will only continue to evolve and improve and will provide numerous ways to highlight the important work of our faculty and staff, as well as our students. Faculty and staff figure prominently in these sites.

Additionally, during the past several years, Purdue Fort Wayne has invested in a number of campus-wide products that were employed to help facilitate daily business activity for faculty and staff. Central to those products is SharePoint, which enables sharing, managing, and collaboration on academic and administrative information and projects. Other systems include Digital Resources (now Faculty Success), Brightspace, Microsoft Teams, Success Factors, goPFW, and Handshake.

These products and many others at both the local level and the Purdue system level provide robust environments specifically designed to accomplish a number of important internal functions and tasks that contribute to the collaboration, communication, and success of our faculty and staff. We will continually be attentive to the requests of our faculty and staff as important needs arise.

J. Badia: Thank you, chancellor, for answering that question. In the fall, when we were reaching out in the COLA office to IT to get help with SharePoint, we were told that our IT office does not support SharePoint. It is not a particularly intuitive platform, if you have ever used it. I mention this to Jerry back in the fall. I am wondering, has any progress been made to actually provide support for the platforms we are now being asked to use?

R. Elsenbaumer: I wasn't aware that SharePoint is not being supported. We will have to look into that. If there are other productivity tools that are used instead then we want to make sure that people are aware of those. Thank you for bringing that to my attention.

A. Livschiz: You listed a whole bunch of different places where we can look for information. Is there some kind of a guide for faculty for where different kinds of information can be found? I will give an example. A couple of months ago, I needed to know the name of our Bursar. I couldn't find anywhere on our website the name of our Bursar. I literally had to dig deep to try to remember who I once had a conversation with who mentioned the first name, and then I contacted that person who could give me our Bursar's last name. This is madness. Even if this information exists, it is not easily accessible. I appreciate that the chancellor's answer focused on showcasing the work of faculty, but that is not what my question is actually about. It is not about showcasing anything. It is just basic information that used to be available on our old-fashioned website, that is no longer available and is absolutely necessary. Given how quick the turnover is, the mass exodus of staff that we have on our campus right now, having up to date information about who has what position is integral to being able to do our daily work, and it is impossible to get any of this information. If there is a guide somewhere for where we are supposed to get this, I would love to have it because I certainly don't.

I'm sorry. One more thing. As far as SharePoint is concerned, recently I went to a SharePoint and it said it is not available, contact the creator, but it doesn't say who the creator was. If there is a SharePoint and it has been disabled, there is no way to know who created it since you can't contact them and ask them what is wrong with that SharePoint site.

R. Elsenbaumer: These are the sorts of important points that I think we need to, obviously, be aware of. As we know, the websites are not complete, but Ann's point about knowing who the staff members are in different departments, who the faculty members are in a faculty unit, who the staff members are in a faculty unit, these are all important pieces of information. The idea is that once those units get their websites launched completely, and the control of the sites are more or less turned over to those units so that they can make the appropriate modifications, as things change, we try to keep the information updated. We will eventually get to where we need to be, and I will fully recognize that we are not there yet, and I think our communications and marketing team will also recognize that we are not complete yet with all of that type of information, but it is important information. I know how frustrating it is when you are looking for somebody across campus and it is hard to find out who they are. We don't publish a phone book anymore. I know years ago, we all had those paper phone books and it was always easy to look up by their department who was there and what their phone number was. Well, it is a little bit more difficult to do today. We will get there. I know we are not there yet.

S. Buttes: Just as we are sort of going through these processes, I think one thing that would be encouraging to keep in mind is making sure, I understand the point about the website being outward facing and what not, but being able to link to resources that people need to do their jobs is important particularly as you are interacting in virtual meetings and things like this. If you don't have permanent URLs for resources then it



is really difficult to connect somebody to the document that they need that answers their question or whatever else. So, if we don't have a website where we have a permanent URL where you can say "here is the document you need" or "here is the form you need," and if it is impossible to copy that URL and then send it to somebody then you will have to go through a cumbersome process of saying "okay, click, click, click, click, click, click." I guess I am just wondering if it can be shared as we kind of go through this process to ensure that we have easily accessible and permanently accessible documents, forms, and so on.

R. Elsenbaumer: So noted. Thank you.

11. Committee reports "for information only":

- a. Executive Committee (Senate Reference No. 21-32) – A. Nasr

Senate Reference No. 21-32 (Charge to Review the Committee and Subcommittee Structure of the Fort Wayne Senate) was presented for information only.

- b. Curriculum Review Subcommittee (Senate Reference No. 21-33) – S. Johnson

Senate Reference No. 21-33 (5 Year B.S./M.S. Combined Degree Program in Biology) was presented for information only.

- c. Curriculum Review Subcommittee (Senate Reference No. 21-34) – S. Johnson

Senate Reference No. 21-34 (5 Year BS Music Industry and Master of Business Administration) was presented for information only.

- d. Civics Literacy Proficiency Requirement Ad Hoc Committee (Senate Reference No. 21-35) – A. Downs

Senate Reference No. 21-35 (Civics Literacy Proficiency Requirement Ad Hoc Committee – Summary of Activities and Recommendation (Revised)) was presented for information only.

12. The general good and welfare of the University:

N. Younis: Shout out to the men's basketball team on the Horizon League regular season championship, and congratulations to Coach Coffman for winning the league's coach of the year.

A. Livschiz: Unfortunately, Ann Marshall is not here on this call. This is something that was mentioned last week when we were voting on the replacement member for the Executive Committee, but I just wanted to formally extend our gratitude to Ann Marshall. It is a huge loss for PFW to have her leave. I just want to acknowledge the amazing work that she did, both in her capacity, of course, as a librarian, but also her amazing work on

the Executive Committee and as chair of the Executive Committee, and how much we appreciate the work that she did.

J. Nowak: Ann Marshall certainly was wonderful to work with, and it was a real blessing for us to have her as the chair of the Executive Committee. She will be missed at PFW.

13. Adjournment: The meeting adjourned at 12:45 p.m.

Joshua S. Bacon  
Assistant to the Faculty

In Memoriam

James Donald Ator, October 15, 1938 - February 5, 2022

Professor Emeritus Dr. James Ator served the IPFW music faculty as Professor of Saxophone, Composition, and Theory from 1973 to 2002. For those 29 years he taught saxophone, served as coordinator of music theory and aural skills, served as Music Department Chair several times, and directed the IPFW Jazz Ensemble toward the end of his career. He was very dedicated to the University, having been instrumental in the early stages of the Department of Music in Kettler Hall under Dr. Andrew Harper, Chair. Jim and Dr. Masson Robertson, pianist, were the faculty, joined later by Dr. Joseph Meyers, Professor of Voice.

Jim formed the IPFW saxophone quartet, which continues to be a prominent performing ensemble on campus. Jim was also a prolific composer and arranger until 2021, frequently performing his own works in Music Department Faculty Artist Recitals. After his retirement from IPFW, Jim remained a dedicated teacher, working with students at DeKalb High School and North Side High School.

The School of Music faculty will deeply miss our valued colleague but are grateful to be the beneficiaries of his extraordinary work and lasting legacy. He was a colorful and empathetic personality, a well-liked and very successful teacher and a valued colleague. Jim is survived by his wife of 34 years, Irene, who continues to serve as faculty in the PFW School of Music.

Memorial gifts can be made to the Fort Wayne Children's Choir or to the Adah Ator Music Scholarship at Purdue University Fort Wayne.

TO: Purdue University Fort Wayne Senate  
FROM: Mary Ann Cain (ENGL) and Steve Carr (COM Faculty Member)  
RE: Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory  
Date: 15 December 2021

**WHEREAS** the American Association of University Professors estimated that beginning in 2021, 26 states including Indiana introduced legislative proposals across the United States targeting academic discussions of racism and related issues in American history in schools, colleges and universities ([AAUP](#)); and,

**WHEREAS** eight of those states have succeeded in censoring teaching about race and racism, including legislation in Idaho and Oklahoma banning the teaching of these subjects at the university and college levels ([AAUP](#)); and,

**WHEREAS** the American Association of University Professors, PEN America, and other organizations advocating for basic human rights, free expression, and other principles vital to a functioning democracy have determined these legislative efforts amount to what they call “educational gag orders,” defined as coordinated attempts to restrict teaching and training in K-12 schools, higher education, and state agencies and institutions. The majority of these bills target discussions of race, racism, gender, and American history, banning a series of “prohibited” or “divisive” concepts for teachers and trainers operating in K-12 schools, public universities, and workplace settings. These bills appear designed to chill academic and educational discussions and impose government dictates on teaching and learning. In short: They are educational gag orders” ([PEN America](#)); and,

**WHEREAS** our [University Principles](#) affirm the importance of academic freedom to the proper functioning of universities consistent with the American Association of University Professors’ [1940 Statement of Principles on Academic Freedom and Tenure](#); and,

**WHEREAS** faculty have responsibility for the curriculum through our governing body, as stated in VI.B. of The [Constitution](#) of the Faculty of Purdue University Fort Wayne; and,

**WHEREAS** the term “divisive” is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and,

**WHEREAS** educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21<sup>st</sup> century to produce engaged and informed citizens; and,

**WHEREAS** over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (16 June 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning;” and,

**WHEREAS** Purdue University Fort Wayne’s [Mission](#) is to “educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment;” and,

**WHEREAS** the University [Diversity Statement](#) calls for “creating an environment that enhances learning by recognizing the inherent worth of all individuals,” by encompassing “differences of culture, background, and experience among individuals and groups,” which can include but not limited to “differences of race, ethnicity, color, gender, sexual orientation, gender identity or expression” and other identities; and,

**WHEREAS** in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of the histories of Black, Indigenous, and People of Color (BIPOC); or of the histories of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGTBQIA); or of the history and the policies that have contributed to social inequities and the targeting of these and other identities simply on the basis of who people were; Purdue University Fort Wayne has both a responsibility and an opportunity to help build equity and social justice through our curriculum and teaching;

RESOLUTION:

**THEREFORE BE IT RESOLVED** that Senate resolutely rejects any attempts by bodies either from or external to the faculty to impose educational gag orders meant to chill academic or educational discussion by restricting or dictating university curriculum on any matter related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or by the Boards of Trustees when they violate norms and principles of collaboration and shared governance; and,

**BE IT FURTHER RESOLVED** that the Senate stands with our K-12 colleagues throughout the country who may be affected by pernicious legislation simply because these educators seek to teach the truth in U.S. history and civics education; and,

**BE IT FURTHER RESOLVED** that Senate calls upon President Mitch Daniels, Chancellor Ronald Elsenbaumer, and Vice Chancellor of Academic Affairs Carl Drummond all to affirm that they reject any attempts by bodies either from or external to the faculty to impose educational gag

orders meant to chill academic or educational discussion by restricting or dictating university curriculum on any matter related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees when they violate norms and principles of collaboration and shared governance; and,

**BE IT FURTHER RESOLVED** that Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

Background:

- [Scholarly Groups Condemn Laws Limiting Teaching on Race](#)  
(New York Times, June 16, 2021)
- [Texas 'critical race theory' bill limiting teaching of current events signed into law](#)  
(ABC13, June 16, 2021)
- [Republicans Want Federal Funding Cuts to Schools Using '1619 Project'—But There's a Twist](#)  
(Education Week, June 15, 2021)
- [Critical race theory battle invades school boards — with help from conservative groups](#)  
(NBC News, June 15, 2021)
- [Teachers across the country protest laws restricting lessons on racism](#)  
(Washington Post, June 12, 2021)
- ['Children deserve to be taught': Teachers in 22 cities are planning protests over laws restricting racism lessons in schools](#)  
(USA Today, June 11, 2021)
- ['Critical Race Theory Is Simply the Latest Bogyman.' Inside the Fight Over What Kids Learn About America's History](#)  
(TIME Magazine, June 24, 2021)
- [Uncovering Who Is Driving The Fight Against Critical Race Theory In Schools \(LISTEN\)](#) (Fresh Air, June 24, 2021)
- [How the media's helping GOP fuel critical race theory hysteria](#)  
(Press Run, June 23, 2021)
- [Critical race theory has been around for decades — why's it a powder keg now? \(LISTEN\)](#)  
(Marketplace, June 22, 2021)
- [VIDEO: Creator of term 'Critical Race Theory' Kimberlé Crenshaw explains what it really is](#)  
(MSNBC/The Reid Out, June 21, 2021)
- [VIDEO: The truth about 'critical race theory': co-founder breaks down GOP gaslight](#)  
(MSNBC/The Medhi Hasan Show, June 20, 2021)
- [Fox's anti-"critical race theory" parents are also GOP activists](#)  
(Media Matters, June 17, 2021)
- [Critical Race Theory: What It Means for America and Why It Has Sparked Debate](#)  
(Wall Street Journal, June 17, 2021)
- [Why are states lining up to ban critical race theory?](#)  
(University World News, June 12, 2021)

- [The New York Times' Culture-War Definition of Free Speech](#)  
(Melissa Gira Grant, The New Republic, June 8, 2021)
- [Guest Blog: Where Does the Bizarre Hysteria About 'Critical Race Theory' Come From? Follow the Money!](#)  
(Inside Higher Ed, June 3, 2021)
- [Opinion: Why Conservatives Really Fear Critical Race Theory](#)  
(Christine Emba, The Washington Post, May 26, 2021)
- [\(VIDEO\) What critical race theory is really about](#)  
(CNN/Don Lemon Tonight, May 17, 2021)

Memorandum

To: Fort Wayne Senate Executive Committee  
From: Ad-hoc Civics Literacy Requirement Committee  
Date: March 4, 2022  
Re: PFW proposal for Purdue system mandated civics literacy proficiency requirement

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Whereas, the Purdue University Board of Trustees (BoT) has mandated that all students pass a civics literacy exam with an 80% or better; and

Whereas, students in West Lafayette also have to complete one of three-pathways as part of the civics literacy proficiency requirement in West Lafayette; and

Whereas, the Fort Wayne Senate created the Ad-hoc Civics Literacy Requirement Committee (The Committee) with the passage of SD 21-6 which was charged with creating a proposal for how PFW will meet the civics literacy proficiency requirement (The Proposal); and

Whereas, The Committee reviewed the program at WL as well as at universities in other states; and

Whereas, The Committee met with:

- Purdue University West Lafayette Provost Jay Akridge and Purdue University West Lafayette Dean of the College of Liberal Arts David Reingold
- Director of Student Life and Leadership James Velez
- Registrar's Office
  - Registrar Cheryl Hine
  - Associate Registrar Tara Lewis
  - Associate Registrar Kim De Leon
  - Business Analyst Christa Van De Weg
  - Business Analyst Crystal Milton
  - IU Registration System Liaison Kari Smith
- Director of the Office of Diversity and Multicultural Affairs Rhonda Meriwether
- Vice Chancellor of Academic Affairs Carl Drummond

Whereas, The Committee created a draft proposal and held a public hearing on January 31, 2022; and

Whereas, The Committee revised the draft proposal based on feedback from the campus community and held additional public hearings on February 25 and March 1, 2022; and

Whereas, The civics literacy proficiency requirement has to take effect in academic year 2022/23; and



Whereas, The Proposal has to be approved by the BoT; and

Whereas, the document deadline for the April meeting of the BoT is March 23, 2022; and

Whereas, The Committee will attempt to meet with at least one member of the BoT before the April meeting of the BoT;

Be it resolved, the Fort Wayne Senate approve The Proposal.

Part One: The exam

1. All students in the Purdue system must pass the Civics Literacy Proficiency exam with an 80% or better.
2. Students may take the exam as soon as they are students in the Purdue University system.
3. Students may take the exam as many times as necessary to achieve 80% or better.

Part Two: Events/recordings path OR approved course path

1. Students must complete either the events/recordings path OR the approved course path.
2. Events and/or recordings path
  - 2.1. Students choosing this path will have to attend or listen to four (4) approved events and/or recordings. Students can combine events and recordings in any way to meet the requirement of four (4).
  - 2.2. Students may begin attending or listening as soon as they are students at Purdue University Fort Wayne.
3. Approved course
  - 3.1. Students choosing this path will have to pass one of the approved courses.
  - 3.2. Courses passed as dual credit, collegiate connection, or similar programs will count for completing this path.
  - 3.3. The following courses will meet this requirement for Academic Year 2022/23 with the understanding the list may be modified for future academic years.
    - 3.3.1. COM 21000 Debating Public Issues
    - 3.3.2. COM 31200 Rhetoric in the Western World
    - 3.3.3. HIST 10501 American History 1
    - 3.3.4. HIST 10601 American History 2
    - 3.3.5. POL 10300 Introduction to American Politics
    - 3.3.6. POL 21100 Introduction to Law
    - 3.3.7. POL 21200 Making Democracy Work

Memorandum

To: Fort Wayne Senate Executive Committee  
From: Ad-hoc Civics Literacy Requirement Committee  
Date: March 4, 2022  
Re: PFW recommendation for how to administer the Purdue system mandated civics literacy proficiency requirement

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Whereas, the Ad-hoc Civics Literacy Requirement Committee (The Committee) has proposed requirements for students at Purdue University Fort Wayne to meet the civics literacy proficiency requirement (see SD 21-28); and

Whereas, The Committee developed a plan for how to administer the civics literacy proficiency requirement;

Be it resolved, a new Civics Literacy Proficiency Subcommittee be formed, supervised by the Educational Policy Committee, as provided for in the following addition to the Bylaws: (Official numbering for inclusion in the Bylaws to be added after passage)

- 1.1. Membership: The Civics Literacy Proficiency Subcommittee shall consist of:
  - 1.1.1. four members of the Voting Faculty and lecturers/senior lecturers elected at large by the Voting Faculty subject to the restriction that at least three Major Units be represented,
  - 1.1.2. a representative of the Registrar's Office (non-voting),
  - 1.1.3. a representative of the office of Student Life and Leadership (non-voting),  
and
  - 1.1.4. the Director of the Civics Literacy Proficiency Program (if the position is created by the Vice Chancellor for Academic Affairs). The Director shall chair the committee and vote only to break tie votes.
- 1.2. Responsibilities: The Civics Literacy Proficiency Subcommittee shall:
  - 1.2.1. Establish, review, and revise the learning objectives of the program
  - 1.2.2. Review courses for the course path annually. The review should consider prerequisites, capacity of course offerings, impact on the PFW General Education Program, degree-specific curriculum maps, potential for student success, and other issues deemed appropriate by the CLPS
  - 1.2.3. Develop a Civics Literacy Module for voluntary use in the "Freshman Success" courses. The Civics Literacy Module will include links to the test, events, recordings, and resources.
  - 1.2.4. Work with relevant offices at PFW such as the Registrar's Office and Student Life and Leadership, and the Assessment Office to ensure methods for verifying attendance, development and administration of artifacts that can be used for assessment, and completion of the requirement
  - 1.2.5. Establish the assessment plan for the program
  - 1.2.6. Approve events and broadcasts for inclusion in the program

- 1.2.7. Recruit faculty to produce recordings specific to the required exam and to programs on campus
- 1.2.8. Review the annual assessment report and make recommendations to the Director and Senate based on the assessment report

Be it further resolved, “Freshman Success” courses may include a civics literacy proficiency module that utilizes approved events and recordings and successful completion of the “Freshman Success” course will be considered successful completion of the events/recordings path.

Be it further resolved, the Fort Wayne Senate endorse the creation of the position Director of the Civics Literacy Proficiency Program:

1. A full-time faculty member should be selected to run this program.
2. The Director should be the PFW faculty representative for the Civics Literacy System Coordinating Group.
3. The Director should be part of the structure of the Office of Academic Affairs.
4. The Director should be awarded a release from one course in the fall and one course in the spring.
5. The Director should be paid a stipend during the summer.

Be it further resolved, the Fort Wayne Senate endorse the allocation of staff time by the Office of Academic Affairs to support the work of the Director of the Civics Literacy Proficiency Program and the Civics Literacy Proficiency Subcommittee:

Be it further resolved, the Fort Wayne Senate endorse the following recommendations regarding the operation of the Civics Literacy Proficiency Requirement Program at PFW:

1. Events Pathway
  - 1.1. A series of events will be held around Constitution Day (9/17) (Capacity will need to be built so that a similar series of events can be held during the spring semester around another civically significant date.).
  - 1.2. There will be at least one event to which K-12 students can be invited as a recruitment tool.
  - 1.3. There will be at least one event to which the public will be invited as a way to build connections to the community.
2. Recording Pathway
  - 2.1. A list of recordings held by organizations such as College Access Television at PFW and WBOI will be identified annually.
  - 2.2. Some of the recordings may be of events mentioned above.

Be it further resolved, the Fort Wayne Senate endorse the resolution of the following issues as soon as possible:

1. The required exam will be taken through Brightspace. There is no existing interface from Brightspace to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Brightspace will have to be entered manually into Banner.

2. The Community software used by Student Life and Leadership to track attendance at events receives data from Banner, but there are no automated processes for sending Community data back to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Community will have to be manually entered into Banner.
3. Brightspace can be used for the broadcasts, but there is no automated way for completion of the broadcasts to be sent to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Community will have to be manually entered into Banner.
4. Zero credit hour courses or non-course requirements are options for how participation is tracked. Each comes with issues to be investigated further and resolved. Fortunately, PFW Registrar's Office is communicating with WL Registrar's office in an attempt to align approaches and processes.
5. The completion of this requirement has to appear on transcripts.
6. It is not clear at this time how transfer students will be handled. This is a more significant issue, if the requirements in Fort Wayne and West Lafayette are not the same.
7. Creation of job descriptions for the Director and Staff person.

MEMORANDUM

TO: Executive Committee

FROM: Carol Lawton, Chair  
General Education Subcommittee

DATE: February 25, 2022

SUBJECT: Approval of filling vacancy on General Education Subcommittee

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WHEREAS, The Bylaws of the Senate provide (5.1.5.1.) that “Senate subcommittees shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in sections 5.1.2 and 5.1.5.”; and

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

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

WHEREAS, There is one vacancy on the General Education Subcommittee; and

WHEREAS, Hank Strevel (Doermer School of Business) is a voting faculty and is not already serving on more than three Senate committees and/or subcommittees in the current academic year;

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

**Senate Document SD 21-23  
Amended and Approved,  
3/14/2022**

**To:** Senate  
**From:** Assem Nasr, Executive Committee  
Steve Carr  
**Re:** Academic Units' Cooperation on University Website

WHEREAS, PFW's University Communication and Marketing (henceforth, C&M) has been working on updating PFW's website at least since the 2019-2020 academic year (based on the Chancellor Elsenbaumer's response to [Senate Reference 19-24 question](#)),

WHEREAS, the recent rollout of the university's website does not accurately represent a number of academic programs and departments,

WHEREAS, many academic departments and programs have not had the opportunity for meaningful input about content of their respective webpages, or have not had a chance to see if their suggestions have been taken into account in the final product,

WHEREAS, the Chancellor's response to [Senate Reference No. 21-30](#) during the February 14, 2022, Senate meeting indicated that there is "a process" through which academic departments and programs could address concerns, suggest corrections, and rectify errors,

WHEREAS, the administration has not adequately designated a clear path of communication, nor has it established an effective procedure with a timeline for the changes required,

WHEREAS, the aforementioned response emphasizing "process" suggests that management of the website is exclusively proprietary to C&M, thereby, limiting departmental engagement in their own messaging and representation,

WHEREAS, the administration's recourse to the university web content shortfalls signals a favoring of a bureaucratic approach over cooperation with departments,

WHEREAS, the Senate's pleas with the administration for affording meaningful faculty engagement and cooperation in the decision making process to effectively advance our institution have not yielded tangible results as demonstrated by the unilateral decisions that, in many cases, did not yield the desired cost-benefit ratio to warrant the changes (e.g., CTV closure, centralizing advising, reduction of marketing services, outsourcing printing services...),

BE IT RESOLVED, the Senate requests that the administration present at the April meeting a specific action plan for academic units to report misstatements, inaccuracies, and other incorrect information about their programs appearing on the website, including a clear point of contact who can respond to academic units quickly and consistently when someone reports a web page needing correction.

BE IT FURTHER RESOLVED, the Senate insists upon all academic units having final approval of any content on the new website representing the academic programs for which they are responsible.

MEMORANDUM

TO: Fort Wayne Senate

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

Suining Ding, Chair  
Library Subcommittee

DATE: February 25, 2022

SUBJ: Library Collection Development Policy

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WHEREAS, policy committees such as URPC establish subcommittees to assist with its responsibilities under the bylaws of the Senate, and

WHEREAS, the Library Subcommittee advises the Senate as a subcommittee of URPC; and

WHEREAS, the Library Subcommittee has advanced the attached policy which updates collection development and the policy received unanimous approval of URPC;

BE IT RESOLVED, that the Library Collection Development Policy be adopted by the Senate.

# Helmke Library Collection Development Policy

## Purposes and Goals of Collection Development

Collection development is the process of building and maintaining the library's collection. The collection development policy establishes the principles used by Purdue University Fort Wayne Library (hereto referred to as 'the library') in the selection, acquisition, evaluation, and maintenance of information resources in electronic, print, and non-print formats. This policy reflects the philosophies stated in the Purdue University Fort Wayne and the Library missions and communicates the guiding principles for the collection while providing guidance to those responsible for developing the collection. The Collection Development Policy is supported by the internal collection procedures that the library uses to enact the policy.

The primary goal of library's collection is to support the needs of the undergraduate and graduate programs at Purdue University Fort Wayne. Because the library also recognizes its responsibility to respond to specialized information needs of faculty that may be beyond our ability to purchase, the library participates in cooperative collection development and resource sharing agreements with other libraries.

This policy for selection applies equally to all types of materials being considered for the library's collection.

## Responsibility for Library Collection Development

A librarian serves as a liaison with each academic department and is responsible for managing the library collection in each assigned area. The subject librarian will work with faculty in their assigned disciplines to select appropriate library materials. The Director for Library Academic Services monitors the development and maintenance of the entire library collection as a whole in consultation with the subject librarians.

## Library Materials Funds

The library's materials budget is used to purchase serials, monographs, media, other circulating materials, and databases in various formats. The university allocation is supplemented by funds from gifts and the library's endowment.

## Selection Policies

The library adheres to the principles of intellectual freedom outlined by the American Library Association and the Association of College & Research Libraries.<sup>1</sup> Accordingly, the library purchases materials that represent a wide variety of viewpoints and places an emphasis on a diverse and inclusive collection. Material which has been chosen or excluded on the basis of the selection criteria stated in this policy will not be withdrawn or added solely at the request of any individual or group. An individual or group questioning the appropriateness of material within the collection may articulate their concerns in writing to the Library Management Team.

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<sup>1</sup> American Library Association's Library Bill of Rights, the Association of College & Research Libraries' "Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights" and "Standards for Libraries in Higher Education."



## **Guidelines for Selection of All Materials:**

The following are considerations liaison librarians use in the selection of materials for purchase. They are provided as a guideline for understanding how materials are selected. Not all guidelines will necessarily apply to all collection decisions. Donated materials, in compliance with the In-Kind Gift Policy, are subject to the same selection criteria.

- Relevance to the curriculum
- Usefulness to the campus community
- Representation of diverse and inclusive view points
- Timeliness and lasting value of content
- Reputation of the author, issuing body, and/or publisher
- Presentation and usability
- Literary, artistic, or social value
- Suitability and longevity of format
- Strength of present holdings on the same or similar subject
- Frequency of Document Delivery requests for material on the same or similar subject
- Price/relative cost of material in relation to the budget
- Inclusion in standard reviewing sources
- Holdings of other libraries in appropriate resource-sharing networks
- Materials with a geographical focus on Fort Wayne, Allen County, northeastern Indiana, or the Midwest
- Current publications have priority over retrospective buying
- Duplicates are not selected unless warranted

Textbooks and manuals are not purchased or added to the collection unless they have earned a significant reputation in their field or are the best source of information on a particular topic.

The library does not purchase materials such as article reprints or preprints, equipment manuals, industry reports, costumes, medical instruments, models, specimens, laboratory equipment, or materials meant for one-time use.

## **Specialized Collections**

### **Purdue University Fort Wayne Faculty Publications**

Purdue University Fort Wayne Library maintains a collection of faculty-authored monographs. Faculty publications in this context are defined as books authored or edited by a current member of the faculty, or books containing a significant contribution such as a chapter. Single encyclopedia entries or solo poems within larger works are not automatically considered to be part of this collection. Works must be in a format that can be reasonably collected and preserved. Staff publications that fall within the academic sphere will be included in this collection.

## **Government Documents**

### **Federal Documents**

The primary purpose of the Federal Depository Library Program (FDLP) is to provide free, unimpeded access to government information and services for both the primary users of the parent institution and the wider constituency of the congressional district or the geographical area that it serves.

The Library was designated a federal depository in 1965 and must meet the requirements for collection maintenance and public service set forth in the Federal Depository Library Handbook. For details on collection requirements for federal documents see the Federal Depository Library Collection Development site and internal guidelines and procedures.

The Library participates in resource sharing and cooperative collection programs for federal documents.

In partnership with local, state, and national entities, federal depository libraries are committed to collectively providing current and historical access to all FDLP materials.

### State and Local Documents

Purdue University Fort Wayne Library collects and maintains an archive of Indiana and Fort Wayne area documents when possible and when in alignment with other collection goals. Local documents of an archival or historical nature are generally not removed from the collection. State documents of an archival or historical nature are also generally not removed from the collection unless they are freely available online and an archival copy is guaranteed in the state of Indiana. PFW Library's collection of local documents has been shaped by the City of Fort Wayne's 1987 Special Ordinance No. S-100-87 and a 2010 Indiana Library Services and Technology Act (LSTA) digitization sub-grant.

### Foreign National and International Documents

Purdue University Fort Wayne Library is not a depository for foreign national government documents or the documents of other international government organizations, such as the United Nations. However, the library does select core documents when they meet the selection criteria enumerated within this policy.

### **LP Collection**

Purdue University Fort Wayne Library maintains a vinyl LP collection. The historic nature of the materials warrants its preservation for research purposes but the library does not actively collect music in this format. Phonorecords of exceptional merit may be added by donation at the discretion of the music librarian, the collection development policy committee, and/or the library management team.

### **ETCS Senior Projects**

In order to preserve unique student works done by students in the College of Engineering, Technology, and Computer Science, the library accepts copies of student senior projects from these departments. The library can accept either print or electronic versions of these projects, but electronic is preferred. Because the library often holds one of few existing copies of these items and missing print versions cannot be readily replaced, the library's print copies are limited to usage within the library building.

### **Collection Maintenance**

#### Location of Materials

Information resources purchased with library funds and gifts to the library become part of the library collection and must be maintained by the library. Physical items will be housed within the library building and all electronic subscriptions must be accessed through the library website in compliance with licensing agreements.

#### De-selection

De-selection of library materials, the process of removing items from the collection, is essential for the maintenance of an active, academically useful library collection. De-selection provides quality control for the collection by elimination of outdated, inaccurate, and worn-out materials. Librarians are responsible for conducting an ongoing de-selection effort in their areas of collection responsibility and for maintaining the quality of the collection. The same guidelines used for selection of library materials provide the underlying principles for de-selection.

#### Conservation, Preservation, and Replacement

Library materials are expensive to purchase, process, and house. Purdue University Fort Wayne acknowledges the necessity of preserving library materials and supports the American Library Association's "Preservation Policy."

The Director of Library Academic Services, in consultation with subject librarians and other library personnel, determines what action should be taken with damaged and worn materials. The library

maintains a disaster plan that designates procedures for the initiation of action should an emergency arise involving the library's collection.

### **Resource Sharing and Cooperative Collection Development**

Resource sharing encourages the exchange of materials among participating libraries for the mutual benefit of all parties. Purdue University Fort Wayne Library is an active participant in local, state, regional, and international resource-sharing networks. Likewise, the library works with its resource-sharing partners to establish cooperative collection development programs that will benefit all libraries involved. Cooperative collection development and resource sharing programs assure the broadest possible access to information for the international community of scholars.

### **Collection Development Policy Evaluation**

The Collection Development Policy is reviewed periodically by the Purdue University Fort Wayne Library Collection Development Committee. Any substantive changes in policy are submitted to the Information Services and Instruction Group, and then to the Library Management Team, before going to the Purdue University Fort Wayne Senate Library Subcommittee for approval.

Originally developed and approved by the Library Council, February 12, 2008: Tiff Adkins, Marla Baden, Denise Buhr, Margit Codispoti, Judith Garrison, Pamela Sandstrom, Stephanie Schulte, Susan Skekloff, Cheryl Truesdell, Judith Violette

Updated November 11, 2021: Ann Marshall, Shannon Johnson, Denise Buhr, Sarah Wagner

*Source: Library Collection Development Committee*

*Approved Date: Approved by the Library Subcommittee, February 28th 2008; Approved with amendments by URPC, October 20th 2008; Approved by Fort Wayne Senate 11/10/2008 as SD08-3*

MEMORANDUM

TO: Fort Wayne Senate

FROM: Donna Holland, Chair  
Faculty Affairs Committee

DATE: February 3, 2022

SUBJ: School of Education Governance Document

WHEREAS, the School of Education has revised its Promotion and Tenure Process and Procedures; and

WHEREAS, the Senate Faculty Affairs Committee has approved these Promotion and Tenure Process and Procedures;

BE IT RESOLVED, that the Senate approve the attached School of Education Promotion and Tenure Process and Procedures as a replacement for SD 14-26.

School of Education  
Promotion and Tenure  
Document

## 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.

MEMORANDUM

TO: Fort Wayne Senate

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

DATE: November 19, 2021

SUBJ: Amendment to the Bylaws - Merger of the Revenue Subcommittee with the  
Budgetary Affairs Subcommittee

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WHEREAS, policy committees such as URPC establish subcommittees to assist with its responsibilities under the bylaws of the Senate, and

WHEREAS, the Revenue Subcommittee and the Budgetary Affairs Subcommittee (BAS) are subcommittees of URPC; and

WHEREAS, revenue is a core component of the budget; and

WHEREAS, the Revenue Subcommittee has been relatively inactive over the past several years; and

WHEREAS, attention to revenue is particularly important for helping to resolve continuing budget deficits at the University; and

WHEREAS, BAS has recommended taking on the responsibilities of the Revenue Subcommittee; and

WHEREAS, the Revenue Subcommittee has voted unanimously to endorse its dissolution as outlined here and in the attached memo from BAS;

BE IT RESOLVED, the Revenue Subcommittee be removed from the Bylaws of the Fort Wayne Senate as detailed in the attached revision and its responsibilities be added to BAS prior to Senate elections for the 2022-2023 academic year, and

BE IT FURTHER RESOLVED, the current members of the Revenue Subcommittee will serve until the end of the 2021-2022 academic year, and

BE IT FURTHER RESOLVED, the membership of BAS will include the PFW Chief Financial Officer or a designee as a voting member.

MEMORANDUM

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

FROM: FW Senate Budgetary Affairs Subcommittee  
Zafar Nazarov, Chair

DATE: October 20<sup>th</sup>, 2021

SUBJ: Merging the Revenue and Budget Affairs Subcommittees

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WHEREAS, the chair of University Resources Policy Committee (URPC) requested the Budgetary Affairs Subcommittee (BAS) to discuss the possibility of merger BAS with the Revenue subcommittee; and

WHEREAS, the Revenue subcommittee has been inactive entity in the recent years;

BE IT RESOLVED, after reviewing the Senate's document SD 17-22 on the membership and responsibilities of these two subcommittees, the members unanimously voted to recommend a merger of these two subcommittees into a single entity to increase the efficiency of shared governance within our institution.



**5.3.5.2.2.2.** Budgetary **and revenue** matters to the Budgetary Affairs Subcommittee established by the University Resources Policy Committee;

~~5.3.5.2.2.3.~~ Revenue policy to the Revenue Subcommittee established by the University Resources Policy Committee;

~~5.3.5.2.2.4.~~ **5.3.5.2.2.3.** Policies and procedures for library collections, facilities, and operations to the Library Subcommittee;

~~5.3.5.2.2.5.~~ **5.3.5.2.2.4.** Advancement at PFW to the University Advancement Advisory Subcommittee established by the University Resources Policy Committee.

...

#### **5.3.5.4. Budgetary Affairs Subcommittee**

**5.3.5.4.1.** Membership: The Budgetary Affairs Subcommittee shall consist of eight members of the Voting Faculty and continuing lecturers elected by the Senate, with no more than three from any one Major Unit; **the Chief Financial Officer or designee (ex-officio)**; one clerical or service staff member; and one administrative/professional staff member. The Presiding Officer of the Senate shall request the Clerical and Service Staff Advisory Committee to select the clerical or service staff representative and the Administrative Council to select the administrative/professional staff representative. The clerical or service staff representative and the administrative/professional staff representative shall serve for one year, with their terms to commence one week before the beginning of regular fall classes.

**5.3.5.4.2.** Responsibilities: The Budgetary Affairs Subcommittee is concerned with the PFW budget. Specifically, the Budgetary Affairs Subcommittee shall:

**5.3.5.4.2.1.** Advise the administration and, through the University Resources Policy Committee, the Senate on budgetary **and revenue** matters pertaining to the needs of the campus;

**5.3.5.4.2.2.** Pay particular attention to the ways the budget and the budgetary process can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana;

**5.3.5.4.2.3.** Pay particular attention to the trends in revenue and how this can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana;

**5.3.5.4.2.4.** Make annual recommendations on sources of revenue;

~~5.3.5.4.2.3.~~ **5.3.5.4.2.5.** Review and comment on the annual athletic budget and supportive activities in the fall semester each year;

~~5.3.5.4.2.4.~~ **5.3.5.4.2.6.** Make recommendations on:

~~5.3.5.4.2.4.1.~~ **5.3.5.4.2.6.1.** Annual campus operating budgets and legislative budget requests. Additionally, the Subcommittee may consider requests for advice on financial matters which affect the work of other Senate committees;

~~5.3.5.4.2.4.2.~~**5.3.5.4.2.6.2.** Financial needs of new programs and of new facilities proposed for the campus;

~~5.3.5.4.2.4.3.~~**5.3.5.4.2.6.3.** Work with the Revenue Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-26.

### ~~5.3.5.5.~~ **Revenue Subcommittee**

~~5.3.5.5.1.~~ **Membership:** The Revenue Subcommittee shall consist of eight members of the Voting Faculty and continuing lecturers elected by the Senate, with no more than three from any one Major Unit; one clerical or service staff member; one administrative/professional staff member; the PFW Chief Development Officer or a designee as a non-voting member; the PFW Chief Financial Officer or a designee as a non-voting member; the PFW Chief Student Affairs Officer or a designee as a non-voting member; and a student representative as a non-voting member. The Presiding Officer of the Senate shall request the Clerical and Service Staff Advisory Committee to select the clerical or service staff representative, the Administrative Council to select the administrative/professional staff representative, and the PFW Student Government Association to designate the student representative. The clerical or service staff representative, the administrative/professional staff representative, and the student representative shall serve for one year, with their terms to commence one week before the beginning of regular fall classes.

~~5.3.5.5.2.~~ **Responsibilities:** The Revenue Subcommittee is concerned with sources of revenue for PFW. Specifically, the Revenue Subcommittee shall:

~~5.3.5.5.2.1.~~ Advise the administration and, through the University Resources Policy Committee, the Senate on revenue matters pertaining to the needs of the campus;

~~5.3.5.5.2.2.~~ Pay particular attention to the trends in revenue and how this can affect this institution's ability to carry out its mission to provide excellence in higher education for northeastern Indiana;

~~5.3.5.5.2.3.~~ Make annual recommendations on sources of revenue;

~~5.3.5.5.2.4.~~ Work with the Budgetary Affairs Subcommittee and other applicable groups on recommendations when serious financial shortages may result in the elimination, reorganization, merger, or consolidation of programs. Procedures can be found in Senate Document SD 15-26.

### ~~5.3.5.6.~~ **5.3.5.5. Library Subcommittee**

~~5.3.5.6.1.~~ **5.3.5.5.1.** Membership: The Library Subcommittee shall consist of the Dean of the Helmke Library and eight members of the Voting Faculty and lecturers, with no more than three from any one Major Unit.

~~5.3.5.6.2.~~ **5.3.5.5.2.** Responsibilities: The Library Subcommittee shall advise the Senate, through the University Resources Policy Committee, concerning policies and procedures for library collections, facilities, and operations.

~~5.3.5.7.~~ **5.3.5.6.** University Advancement Advisory Subcommittee

~~5.3.5.7.1.~~ **5.3.5.6.1.** Membership: The Subcommittee membership shall comprise four Ex Officio Members (Chief Advancement Officer; Director of Alumni Relations; Executive Director of Marketing Communications; Director of Advancement Services) and ten faculty elected to staggered three-year terms by the Senate in such a manner that each of the Major Units is represented, if possible.

~~5.3.5.7.2.~~ **5.3.5.6.2.** Responsibilities: The University Advancement Advisory Subcommittee shall:

~~5.3.5.7.2.1.~~ **5.3.5.6.2.1.** Advise the Senate, through the University Resources Policy Committee, on any and all matters that affect advancement;

~~5.3.5.7.2.2.~~ **5.3.5.6.2.2.** Advise the Chief Advancement Officer on matters of advancement;

~~5.3.5.7.2.3.~~ **5.3.5.6.2.3.** Serve as a forum for discussion about advancement issues in general;

~~5.3.5.7.2.4.~~ **5.3.5.6.2.4.** Consult on plans for all areas of advancement;

~~5.3.5.7.2.5.~~ **5.3.5.6.2.5.** Make recommendations regarding major fund- raising efforts for the campus.

MEMORANDUM

TO: Fort Wayne Senate  
FROM: A. Nasr  
Chair, Executive Committee  
DATE: March 2, 2022  
SUBJECT: Approval of Replacement Member of the Executive Committee

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WHEREAS, The Bylaws of the Senate provide (5.1.4.1.) that "Senate committees shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting; and

WHEREAS, There is one vacancy on the Senate Executive Committee, created by Ann Marshall's resignation from the Executive Committee, which became effective on March 11, 2022.

WHEREAS, The Executive Committee has appointed Hank Strevel as the replacement member for the remainder of the 2021-22 academic year, to become effective immediately after the passage of this resolution;

BE IT RESOLVED, That the Senate approve this appointment.

Question Time

Could Vice-Chancellor Creager speak to how the Higher Education Emergency Relief Funds (HEERF) were used to wipe the debts of students who owed the university money? I am happy to hear that student debt was erased in some cases and that those students were able to enroll in classes, but I have a series of questions:

1. Were all student debts paid off? If not, how were decisions made about whose debt was paid off and whose was not?
2. Were any considerations made to prioritize students with the most financial need?
3. Is there a chance we are setting these students up for financial failure if they will simply rack up this debt again and HEERF funds will not be there to bail them out?
4. How much money was wiped from student debt?
5. Was there a reason this use of funds was prioritized over other ways to help students on campus during the pandemic like more robust access to mental health services, assistance with remote teaching, enhanced COVID testing, etc.?
6. Is there any peculiarity about essentially paying the university with HEERF funds?

A. Nasr (question from an anonymous faculty member)

Question Time

At the February senate meeting, the chancellor said that the university website is geared towards prospective and current students, and its functionality for faculty and staff is secondary. Given how far we have to go to reach the primary goal of the website, it is not clear if and when functionality for faculty and staff will become a priority. In light of that, what is the plan to have an effective way of locating and sharing information for faculty and staff.

A. Livschiz

MEMORANDUM

TO: Craig Ortsey, Chair Subcommittee Task Force

FROM: Assem Nasr, Chair Executive Committee

DATE: February 20, 2022

SUBJ: Charge to Review the Committee and Subcommittee Structure of the Fort Wayne Senate

WHEREAS, Section 5.3.6. of the Bylaws permits the Executive Committee to call the Subcommittee Task Force into service when "...a service or policy committee is not able to complete work that is deemed to be important and not already the responsibility of an existing subcommittee"; and

WHEREAS, this same portion of the Bylaws mandates that the Executive Committee issue an enabling memo to the Subcommittee Task Force when the latter is called to action; and

WHEREAS, Section VII.B.3.a.(v). of the Senate Constitution permits the Executive Committee to suggest amendments to the Bylaws when the need arises; and

WHEREAS, Section VII.B.3.a.(vi). of the Senate Constitution directs that the Executive Committee "...shall periodically review the committee structure of the Faculty to encourage efficient Faculty participation"; and

WHEREAS, such a review of the Senate's committee structure has not taken place in several years; and

WHEREAS, the Executive Committee believes that amendments to the Bylaws concerning the Senate's committee and subcommittee structure may be necessary to improve the efficacy and efficiency of its committees and subcommittees; and

WHEREAS, the Executive Committee has concluded that its workload would not allow it to conduct a thorough review of the Senate's committee and subcommittee structure and compose relevant Bylaws amendments concerning this issue in an expeditious fashion; and

WHEREAS, the Executive Committee further believes that other Bylaws amendments may be required to enhance the efficacy and efficiency of PFW faculty governance more generally; and

WHEREAS, the Executive Committee has concluded that its workload would not allow it to formulate such proposed Bylaws amendments in a timely manner; and

WHEREAS, the Executive Committee understands that the Subcommittee Task Force has lain dormant for many years; and

WHEREAS, the Executive Committee further understands that the Subcommittee Task Force does not have a full complement of members at the present time;

BE IT RESOLVED, that the Subcommittee Task Force consult with the Nominations and Elections Committee during the upcoming Senate committee elections to ensure that more members of the Voting Faculty and lecturers are elected to the Subcommittee Task Force; and

BE IT FURTHER RESOLVED, that in AY 2022-23 the Subcommittee Task Force, once it has enough members to constitute a functioning body, assist the Executive Committee in a review of the Senate's committee structure by suggesting proposed Bylaws amendments that would substantively upgrade the operations of the Senate's committees and subcommittees; and

BE IT FURTHER RESOLVED, that the Subcommittee Task Force also review the Bylaws and Constitution to suggest to the Executive Committee potential amendments to those documents that would improve PFW faculty governance in a broad sense; and

BE IT FURTHER RESOLVED, that the language of any Constitutional or Bylaws amendments be provided to the Executive Committee by February 24, 2023 so that they can be reviewed by the Executive Committee for potential inclusion on the March 2023 Senate agenda.



**TO:** 2021-22 Senate Executive Committee  
Ann Marshall, Chair  
**FROM:** Sarah S. LeBlanc, Chair, Curriculum Review Subcommittee  
**DATE:** February 17, 2022  
**SUBJECT:** 5 Year B.S./M.S. Combined Degree Program in Biology

The Curriculum Review Subcommittee supports the proposal from the Department of Biology, for their proposed 5 Year B.S./M.S. Combined Degree Program in Biology. We find that the proposal requires no Senate review.

Thank you for your attention in this matter.

**Approving**

Laurel Campbell  
Behin Elahi  
Teresa Hogg  
Sarah LeBlanc  
Jaiyanth Daniel  
Haowen Luo

**Not Approving**

**Absent**

Shannon Johnson

Terri Swim, exofficio (non-voting member)

**Approved**

Hadi Alasti  
Alan Legg  
Hank Strevel

**Not Approved**

Shannon Johnson

**Absent**

David Cochran

Members Kate White and Kerrie Fineran are on sabbatical  
Terri Swim, exofficio (non-voting member)

**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):

## **Proposal for Graduate Multiple Degree Combined Program (New, Revision, or Expiration)**

### THE POLICY AND GUIDELINES

Policy – Establishing New Graduate Programs (Purdue Graduate Catalog I.G.5.a.)

LINK: <https://catalog.purdue.edu/content.php?catoid=14&navoid=16508#establishing-new-graduate-programs>

Format – Appendix I General Proposal Format for Combined Degree Programs

LINK: <https://catalog.purdue.edu/content.php?catoid=14&navoid=16546>

Please complete each question below. Your proposal should be approved by your department- and college-level committees before being sent to the OAA, specifically the Associate Vice Chancellor for Academic Programs (AVCAP). Of course, the AVCAP is available to answer questions or provide guidance/feedback on your proposal anytime during the process.

1. Proposal Type: New Multiple Degree Program
2. Title: 5 Year B.S./M.S. Combined Degree Program in Biology
3. College: College of Science
4. 2nd College (if more than involved): N/A
5. Department: Department of Biological Sciences
6. 2nd Department(if more than on involved): N/A
7. International University (if applicable): N/A
8. Proposed Date of Initiation – Effective Term: Fall 2022
9. Method(s) of Delivery: In person

## PROPOSAL

### 10. Summary

An advanced degree is required for many occupations in the Biological Sciences. The Department of Biological Sciences at Purdue Fort Wayne has a successful two year M.S. program in place. We propose a combined 5 year degree program B.S./M.S. in Biology to provide students with an accelerated pathway to an advanced degree while also increasing success in gaining acceptance to competitive professional schools. Because the infrastructure to offer this program exists in the department, costs will be limited to the maintenance of existing programs in the Department. We expect that this program will have positive impacts on workforce development in the health sciences, science education, and natural resource management in the region and state.

### 11. List of Specific Degrees to be Conferred:

B.S. in Biology  
M.S. in Biology

### 12. Provide RATIONALE and NEED for offering the combined degree program. Include a description of the impact and benefits of the proposed program and the relationships of the proposed program to the mission and scope of the campus, to already existing campus programs, and to human resource supply and demand.

The biological sciences offer an array of career opportunities, many of which require an advanced degree. Among graduates with a degree in the biological sciences, 35% are working in healthcare nationwide (U.S. Bureau of Labor Statistics). In Indiana, occupations in the health and animal sciences are in high demand and have high salaries (INDemand Jobs, <https://www.indianacareerready.com>).

A Bachelor of Science in biology is a natural pathway to these careers because the curriculum significantly overlaps with the prerequisites of professional programs in the health sciences and the degree includes advanced coursework with direct relevance to these fields.

Undergraduates in our B.S. degree program share these career goals, as evidenced by self-identified interest areas including pre-medicine (30.6%), pre-veterinary medicine (12.7%), pre-physician assistant (6.3%), pre-dentistry (4.6%), pre-medical technology (4.6%) and pre-physical therapy (3.5%). These figures underlie students reporting in the Purdue Fort Wayne *First Destination Survey* that the most common post-graduation plan is continuing education [ (41.3%), employed full time >32 hours (33.8%), seeking employment (11.3%), employed part time <32 hours (8.8%), other (5.1%); (n = 160, 2017-2020)].

While many of our students have had success with acceptance into highly competitive professional programs, others find that they could use additional coursework to bolster their credentials for a successful application.

A one-year non-thesis M.S. degree would provide a valuable opportunity for many of our B.S. students. Curriculum in Purdue Fort Wayne Department of Biological Sciences is already positioned to offer a 4+1 program and would not require additional resources. We currently offer an M.S. degree with thesis and non-thesis options designed as two-year programs which are successful at attracting highly qualified Purdue Fort Wayne undergraduate students.

Since Fall 2016, 100% of current/former Purdue undergraduates applying to the Biology M.S. degree program were admitted, compared to 78% of applicants from other universities. Of those former/current Purdue undergraduates, 74% accepted their admissions, while 72% from other universities accepted their admissions. The non-thesis option requires 30 credit hours of coursework at the 500 level. These 500 level courses are also available to upper-level undergraduates and can be used for the elective requirements of the Biology B.S. By allowing a portion of the 500 level courses taken as an undergraduate to apply to the M.S. requirements, students would be able to complete both degrees in five years.

The 4+1 B.S./M.S. degree is well aligned with aspirations, objectives, and strategic activities outlined in the Purdue Fort Wayne Strategic Plan 2020-2025. It will *Enhance Quality of Place* by attracting and retaining high-quality students (Objective 1). We will promote this degree path to both incoming and existing students to increase matriculation in both the undergraduate and graduate programs. It will *Champion Student Success* by increasing student retention (Objective 2). Retention in the M.S. program is already high (>90%). We anticipate that retention will be most impacted at the undergraduate level as students see an opportunity to gain an additional credential that is meaningful for their career goals on a shorter timeframe. It will also provide students seeking professional school admission relevant coursework while allowing them to earn an advanced degree. In summary, the proposed degree path will not only increase undergraduate and graduate enrollment by attracting students, but it should also increase undergraduate enrollment retention. This will collectively increase the number of degrees conferred in the Biological Sciences.

### 13. Objectives:

This new degree pathway will:

- Give students a competitive edge in their career development and/or admission to professional or graduate schools
- Grow the M.S. program
- Increase recruitment and retention to the B.S. program

Students completing the 4+1 B.S./M.S. degree will demonstrate that they have met the learning outcomes for both degrees.

For 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.

For the non-thesis option of the M.S. in Biology students will:

- demonstrate an ability to acquire new knowledge and skills
- demonstrate the ability to locate and critically evaluate scientific information and apply new and existing knowledge
- effectively communicate scientific research results, both verbally and in writing
- explain the relationships between scientific research, biological principles, and global economic, environmental, and societal issues

## 14. Proposed Program Structure

### *a. Admission Requirements and Process*

Students will be admitted to the B.S. program following existing standards. In their third year, students will be eligible to apply for the non-thesis M.S. program, provided that they have completed at least 75 credit hours (5 semesters) including two of the three 200 level Biology core courses (BIOL 21700, BIOL 21800, or BIOL 21900). Admission to the accelerated M.S. program will have higher standards than the traditional M.S. program. Successful applicants will have a minimum overall and Biology GPA of 3.3, a grade of B- or

above in Biology core classes completed, and a grade of B- or higher in any graduate courses taken. Admission to the M.S. program will be conditional until the student demonstrates that these standards are met at the conclusion of their senior year.

*b. Degree Requirements*

The proposed combined B.S./M.S. maintains all of the degree requirements for the B.S. in Biology and the non-thesis M.S. in Biology. The M.S. degree requires 30 credit hours. Following the Purdue University Catalog, students accepted into the 5-year B.S./M.S. degree program will be able to apply up to 12 credits of 500 or higher level graduate courses with a grade B- or above in the M.S. degree plan of study (<https://catalog.purdue.edu/content.php?catoid=14&navoid=16909>) to reduce the total number of additional credits in the M.S. degree to 18 credit hours, or a total of 138 credit hours for the combined degrees. Students will receive a B.S. degree after completing all undergraduate requirements on schedule (typically in eight semesters), and prior to a M.S. degree which is awarded after completion of their graduate plan of study.

*c. Scope, Size of the Program*

It is common for majors completing the Biology B.S. to take additional graduate level courses as a non-degree student or to enroll in the M.S. program. We anticipate this new option will be attractive to these students and will increase the number of degrees completed overall. Once the program is established and widely recognized as an option, we expect it will attract up to 10 students per year. This number would represent approximately a 25% increase in the enrollment of the M.S. program.

*d. Administrative Structure*

Undergraduates are eligible to take 500 level courses and apply them to the upper level elective requirements of the B.S. in Biology. As noted earlier, a student in the combined B.S./M.S. would be able to apply up to 12 credit hours of 500 level courses taken as an undergraduate to the 30 credit hours needed for the M.S. degree. A list of 500 level courses and how they map to the four options within the Biology B.S. are shown in Table 1. Two separate plans of study would be maintained for students conditionally accepted into the combined B.S./M.S., one for each degree.

Table 1. List of active graduate level courses offered in the Department of Biology and Chemistry that are eligible as electives in the standard Biology B.S. and three concentrations within the Biology B.S. The electives are divided into A (organismal, population, community, and ecosystem) or B (molecular, cellular, and organ-system). An X indicates an elective course within a concentration, bolded for required courses.

Course No.	Course Title	Biology B.S.	Biology B.S. Ecology and Evolution	Biology B.S. Genetics, Cell and Molecular Biology	Biology B.S. Microbiology and Immunology
BIOL 50100	Field Botany	A	X		
BIOL 50200	Conservation Biology	A	X		

BIOL 50401	Mammalogy	A	X		
BIOL 50500	Biology of Invertebrate Animals	A	X		
BIOL 50600	Human Molecular Genetics	B		X	X
BIOL 50900	Molecular Biol & Applications	B		<b>X</b>	X
BIOL 51500	Molecular Genetics	B			
BIOL 51501	Non-Mendelian Genetics	B		X	X
BIOL 51600	Molecular Biol of Cancer	B		X	X
BIOL 51810	Biomedicine	B		X	X
BIOL 52000	Contemporary Parasitology	A	X	X	X
BIOL 52410	Bacterial Diversity and Systematics	A	X	X	X
BIOL 53300	Medical Microbiology	B		X	X
BIOL 53700	Immunobiology	B		X	<b>X</b>
BIOL 54000	Biotechnology	B		X	X
BIOL 54110	Invasion Biology	A	X		
BIOL 54210	Biometry	A/B	X	X	
BIOL 54300	Population Ecology	A	X		X
BIOL 54400	Principles of Virology	B		X	X
BIOL 55110	Proteins Structure and Function	B		X	X
BIOL 55600	Physiology I	A	X		
BIOL 55900	Endocrinology	B			
BIOL 56500	Immunobiology Lab	B			<b>X</b>
BIOL 56600	Developmental Biology	B		X	
BIOL 56700	Lab in Developmental Biology	B		X	
BIOL 57710	Emerging Infectious Diseases	B		X	X
BIOL 58000	Evolution	A	X		X
BIOL 58200	Ecotoxicology	A	X		
BIOL 58301	Environ & Ag Microbiol	A/B	X		X
BIOL 58302	Lab in Environ & Ag Microbiol	A/B	X		X
BIOL 58400	Molecular Biol/Apps Lab	B		<b>X</b>	X
BIOL 58600	Variable titles	A/B	X		
CHM 53300	Introductory Biochemistry			<b>X</b>	<b>X</b>
CHM 53400	Introductory Biochemistry				
CHM 53500	Biochemistry Laboratory				
CHM 53800	Molecular Biotechnology				
FNR 50500	Molecular Ecology and Evolution	A	X	X	
FNR 52300	Aquaculture	A	X		

e. Example plans of study showing overlap – See attached file

## 15. Sustainability and Impact on the State and Region

Careers in the biological and biomedical sciences are in high demand in Indiana (INDemand Jobs, <https://www.indianacareerready.com>). Students earning an M.S. degree in the field have median salaries of \$41,774 one year and \$92,834 10 years after graduation (Indiana College Value Report 2020, <https://www.in.gov/che/college-value-reports/>). These figures are approximately 30% higher than students earning a B.S. degree. The report further shows that higher degree attainment is associated with better individual health, volunteerism, and voter participation. Large employers in the



region that could benefit from program graduates include local hospital systems, biomedical companies, school districts, and natural resources agencies.

16. Staffing and Infrastructure - Describe the resources over and above present levels required to initiate the program (space and other physical needs, faculty and staff, fiscal needs, other).

The new program will rely on faculty, staff, and laboratory resources used to deliver existing B.S. and M.S. programs in the department. The sustainability of the proposed, and existing, programs relies on the replacement of recently retired tenured faculty with tenure-track faculty (expertise in critical areas such as immunology, cancer biology, and aquatic biology), additional tenure-track faculty to meet changing student interests, and continued investment in scientific equipment and infrastructure.

**Table 1**  
**ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**  
**Date: 11/11/21**

Institution/Location: Purdue University Fort Wayne  
 Program: Biological Sciences, 4 + 1 Option

	<u>Year #1</u> <u>FY 2022</u>	<u>Year # 2</u> <u>FY2023</u>	<u>Year # 3</u> <u>FY 2024</u>	<u>Year # 4</u> <u>FY 2025</u>	<u>Year # 5</u> <u>FY 2026</u>
Enrollment Projections (Headcount)					
Full-Time	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Enrollment Projections (FTE)					
Full-Time	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Degree Completions Projection	<u>0</u>	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>

CHE Code: 12-XX  
 Campus Code: XXXX  
 County: XXXX  
 Degree Level: XXX  
 CIP Code: Federal - 000000; State - 000000

# BIOLOGY, B.S./M.S. 4+1

## PLAN - BIOLOGY (BIOL)

### BIOLOGY BS CORE COURSES, BIOL ELECTIVES, & SUPPORTING COURSES (71 credits)

**\*Note: 2.3 GPA required in BIOL core/2.0 degree GPA for Biology B.S. Admission to the M.S. program requires a 3.3 GPA.**

#### BIOL CORE

- \_\_\_\_\_ 4 BIOL 11700 Principles of Ecology & Evolution (C- or higher)
- \_\_\_\_\_ 4 BIOL 11900 Principles of Structure & Function (C- or higher)
- \_\_\_\_\_ 1 BIOL 12000 Resource Seminar
- \_\_\_\_\_ 3 BIOL 21700 Intermediate Ecology
- \_\_\_\_\_ 4 BIOL 21800 Genetics & Molecular Biology
- \_\_\_\_\_ 4 BIOL 21900 Principles of Functional Biology
- \_\_\_\_\_ 3 BIOL 49100 Senior Biology Seminar

**BIOL ELECTIVES (16 Credits A/B Lab/Elect required) \*Note: 1 credit laboratory courses can contribute to the total number of credits. Such courses are normally combined with a 3 credit lecture course.**

#### \_\_\_\_\_ Group A Elective with Laboratory (select 1 course/lab)

- \_\_\_\_\_ 3 ENTM 20600 and 20700 General Applied Entomology and Lab
- \_\_\_\_\_ 3-4 Biology with Lab included: BIOL 34500, 43400, 44500, 50100, 50500, or 54300
- \_\_\_\_\_ 4 BIOL 50900 and 58400 Molecular Biology & Applications and Lab
- \_\_\_\_\_ 4 BIOL 53700 and 56500 Immuno-biology and Lab
- \_\_\_\_\_ 4 BIOL 56600 and 56700 Developmental Biology and Lab
- \_\_\_\_\_ 4 Biology Course/Lab: BIOL 21500, 31500, 35000 or 43700

#### \_\_\_\_\_ 9 Additional (approved) credits A/B Electives

- (See Catalog or myBLUEprint)
- \_\_\_\_\_ 3 or BIOL or ENTM or FNR \_\_\_\_\_ (BIOL 215, 315, 335, 345, 350, 381, 434, 437, 445, 501, 502, 505, 506, 509, 516, 51810, 520, 52410, 533, 537, 543, 544, 551, 556, 559, 565, 566, 567, 577, 57810, 580, 582, 584, 586; or ENTM 206, 207; or FNR 505, 523)
  - \_\_\_\_\_ 3 or BIOL or ENTM or FNR \_\_\_\_\_
  - \_\_\_\_\_ 3 or BIOL or ENTM or FNR \_\_\_\_\_

#### SUPPORTING CHEMISTRY, MATH & PHYSICS

- \_\_\_\_\_ 4 PHYS 22000 General Physics
- \_\_\_\_\_ 4 PHYS 22100 General Physics
- \_\_\_\_\_ 4 CHM 11500 General Chemistry (C- or higher)
- \_\_\_\_\_ 4 CHM 11600 General Chemistry (C- or higher)
- \_\_\_\_\_ 4 CHM 25500/CHM 25400 or CHM 26100/CHM 25400 Organic Chemistry and Lab
- \_\_\_\_\_ 4 CHM 25600/CHM 25800 or CHM 26200/CHM 25800 Organic Chemistry and Lab
- \_\_\_\_\_ 4 Credits in MA 16500 Analytic Geometry & Calculus I or 3 Credits in MA 22900 Calc for Mang, Soc, & Bio Sciences
- \_\_\_\_\_ 3 STAT 24000 Statistical Methods for Biology
- \_\_\_\_\_ 3 STAT 34000 Elem Statistical Methods II

#### A&S LIBERAL ARTS REQUIREMENTS (14 credits — credits may vary with double counting/language placement – see advisor)

- \_\_\_\_\_ 3 Second Semester Writing (C- or higher) (ENGL 23301)
  - \_\_\_\_\_ 3 Speaking Requirement (C- or higher) (COM 11400 or HIST H12500)
  - \_\_\_\_\_ 8 Credits Language Sequence (credit/placement required for 2 semesters of foreign language or American Sign Language)
    - \_\_\_\_\_ FL 11 \_\_\_\_\_ FL 12 (one course at second semester level required)
- Options: (American Sign Language, Arabic, French, German, Japanese, Latin, Spanish)

#### GENERAL EDUCATION REQUIREMENTS (33 Credits)

**\*Note: grades of C- or higher required in Gen Ed/2.0 GPA**

**\*\*Up to 6 credits in Gen Ed GA1 to GB7 and 3 credits GCAP (C8) may originate in major discipline—see advisor for more information.**

- \_\_\_\_\_ 3 GA1 Category A1 -- Written Communication (See Catalog or myBLUEprint for **General Education** courses)
- \_\_\_\_\_ 3 GA2 Category A2 -- Speaking and Listening
- \_\_\_\_\_ 3 GA3 Category A3 -- Quantitative Reasoning
- \_\_\_\_\_ 3 GB4 Category B4 -- Scientific Ways of Knowing
- \_\_\_\_\_ 3 GB5 Category B5 -- Social & Behavioral Ways of Knowing
- \_\_\_\_\_ 3 GB6 Category B6 -- Humanistic and Artistic Ways of Knowing
- \_\_\_\_\_ 3 GB7/71 Category B7 or B71 -- Interdisciplinary or Creative Ways of Knowing
- \_\_\_\_\_ 9 Additional Credits -- Category A or B General Education courses
- \_\_\_\_\_ 3 GCAP Category C8--Capstone Experience

PFW Residency Requirements: \_\_\_\_\_ 32 credits at 200 level or above at PFW \_\_\_\_\_ with 15 of 32 credits at 300-400 in major

B.S. Requirements: \_\_\_\_\_ 120 credits \_\_\_\_\_ 30 credits 300-400 level \_\_\_\_\_ 2.3 GPA Major/2.0 Degree/Gen Ed \_\_\_\_\_ C- or above in Major/Gen Ed

## BIOLOGY, B.S./M.S. 4+1 PLAN - BIOLOGY (BIOL)

Semester 1				Semester 2			
Course No.	Course Title	Pre-Reqs	Crs.	Course No.	Course Title	Pre-Reqs	Crs.
BIOL 11700	Prin of Ecol & Evol	Placement at or above MA 153	4	BIOL 11900	Principles of Structure & Function	Placement at or above MA 153	4
CHM 11500 (GB4)	General Chemistry	H.S. CHM or CHM 111 (C- or above); MA 154, 227, 229 level	4	CHM 11600	General Chemistry	CHM 115 (C- or above); MA 163, 165, 227, or 229 level	4
ENGL 13100 (GA1)	Reading, Writing, & Inquiry	Self-Place or ENGL 12900 (C- or above)	3	ENGL 23301 (Gen A/B)	Intermed Expos Writing	ENGL 13100 (C- or above)	3
BIOL 12000	Resource Seminar	Recommended first semester course	1	GB5	Gen Ed Social/Behavior		3
MA 22900 (GA3)	Calc Mnge Soc Biol I	MA 153	3	COM 11400 or HIST 12500 (GA2/A&S)	Fundament of Speech or Great Debates		3
<b>Total Semester Credit Hours</b>			<b>15</b>	<b>Total Semester Credit Hours</b>			<b>17</b>

Semester 3				Semester 4			
Course No.	Course Title	Pre-Reqs	Crs.	Course No.	Course Title	Pre-Reqs	Crs.
BIOL 21700	Intermediate Ecology	BIOL 117 & 119 (C- or above)	3	BIOL 21800	Genetics & Molecular	BIOL 117 & 119 (C- or above); CHM 116 or permission	4
CHM 25500	Organic Chemistry	CHM 116; C: CHM 254	3	CHM 25600	Organic Chemistry	CMH 255; C: CHM 258	3
CHM 25400	Organic Chemistry Lab	C: CHM 255	1	CHM 25800	Organic Chemistry Lab	CHM 254; C: CHM 256	1
GB6	Gen Ed Hum/Artistic		3	STAT 24000	Stat Methods Biology	MA 153 (C- or above)	3
FL 11	Foreign Language 1		4	FL 12	Foreign Language 2	FL 11/placement	4
<b>Total Semester Credit Hours</b>			<b>14</b>	<b>Total Semester Credit Hours</b>			<b>15</b>

Semester 5*				Semester 6			
Course No.	Course Title	Pre-Reqs	Crs.	Course No.	Course Title	Pre-Reqs	Crs.
BIOL 21900	Principles of Funct Biol	BIOL 117 & 119 (C- or above); CHM 116 or permission	4	PHYS 22100	Gen Physics	PHYS 220	4
PHYS 22000	Gen Physics	MA 153	4	Gen Ed A/B	Gen Ed A or B course		3
STAT 34000	Elem Stat Methods II	STAT 240, 301, 307, or ECON 270 or PSY 201 (C- or above)	3	BIOL A/B – Lab	Approved BIOL A/B Elective with Lab	√	3-4
BIOL A/B – Lab	Approved BIOL A/B Elective with Lab	√	3-4	BIOL A/B Elective 500-Level	Approved BIOL Elective*	√	3-4
BIOL A/B Elective 500-Level	Approved BIOL Elective*	√	3-4				
<b>Total Semester Credit Hours</b>			<b>17-18</b>	<b>Total Semester Credit Hours</b>			<b>13-15</b>

\* Apply to MS program, requires completion of 75 credit hours (including 5<sup>th</sup> semester) and at least two of the following: BIOL 21700, BIOL 21800, BIOL 21900.

Semester 7				Semester 8			
Course No.	Course Title	Pre-Reqs	Crs.	Course No.	Course Title	Pre-Reqs	Crs.
GB7/71	Gen Ed Creat/Interdis (if needed or elective)		3	BIOL 49100 (GCAP)	Senior Biology Seminar	BIOL 217, 218, or 219; Senior	3
Free elective	Free elective		3	Free elective	Free elective		3
Free elective	Free elective		3	Free elective	Free elective		3
Gen Ed A/B	Gen Ed A or B course (if needed or elective)		3-4	BIOL A/B Elective 500-Level	Approved BIOL Elective*	√	3-4
BIOL A/B Elective 500-Level	Approved BIOL Elective*	√	3-4				
<b>Total Semester Credit Hours</b>			<b>15-16</b>	<b>Total Semester Credit Hours</b>			<b>12-13</b>

\* No more than 12 credits of 500 level courses in Biology, or other acceptable graduate courses, will count toward the M.S. in Biology. See your academic advisor for details.

## BIOLOGY, B.S./M.S. 4+1 PLAN - BIOLOGY (BIOL)

Semester 9				Semester 10†			
Course No.	Course Title	Pre-Reqs	Crs.	Course No.	Course Title	Pre-Reqs	Crs.
Graduate Elective	Approved Graduate Elective	√	3-4	Graduate Elective	Approved Graduate Elective	√	3-4
Graduate Elective	Approved Graduate Elective	√	3-4	Graduate Elective	Approved Graduate Elective	√	3-4
Graduate Elective	Approved Graduate Elective	√	3-4	Graduate Elective	Approved Graduate Elective	√	3-4
BIOL 59500	Seminar Methods Prof		1				
<b>Total Semester Credit Hours</b>			<b>10-13</b>	<b>Total Semester Credit Hours</b>			<b>9-12</b>

† Must have completed a minimum of 30 credits of eligible coursework under M.S. degree requirements.

√ = See PFW Catalog or myBLUEprint for additional course prerequisites

PFW Residency Requirements: \_\_\_ 32 credits at 200 level or above at PFW \_\_\_ with 15 of 32 credits at 300-400 in major

B.S. Requirements: \_\_\_120 credits \_\_\_30 credits 300-400 level \_\_\_2.3 GPA Major/2.0 Degree/Gen Ed \_\_\_C- or above in Major/Gen Ed

**TO:** 2021-22 Senate Executive Committee  
Ann Marshall, Chair  
**FROM:** Sarah S. LeBlanc, Chair, Curriculum Review Subcommittee  
**DATE:** February 17, 2022  
**SUBJECT:** 5 Year BS Music Industry and Master of Business Administration

The Curriculum Review Subcommittee supports the proposal from the School of Music, for their proposed 5 Year BS Music Industry and Master of Business Administration. We find that the proposal requires no Senate review.

Thank you for your attention in this matter.

**Approving**

Laurel Campbell  
Behin Elahi  
Teresa Hogg  
Sarah LeBlanc  
Jaiyanth Daniel  
Haowen Luo

**Not Approving**

**Absent**

Shannon Johnson

Terri Swim, exofficio (non-voting member)

**Approved**

Hadi Alasti  
Alan Legg  
Hank Strevel

**Not Approved**

Shannon Johnson

**Absent**

David Cochran

Members Kate White and Kerrie Fineran are on sabbatical  
Terri Swim, exofficio (non-voting member)

## Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date: 9/1/2021

Institution: Purdue

Campus: Fort Wayne

School or College: VPA

Department: Music

Location: On Campus  80% or more online: Yes  No

County: Allen

Type: Degrees: Combined or Dual Degrees (both Existing)

Program name:

BS Music Industry and Master of Business Administration

Graduate/Undergraduate: Undergraduate

Degree Code: BS

### Brief Description:

This program is an accelerated (4+1) program with the combination of the BS in Music Industry and the Master of Business Administration. This combined program only uses the existing courses in the BS in Music Industry and the MBA, no new courses or resources are required. Students complete 12 credits that overlap between the programs.

### Rationale for new or terminated program:

Students considering the music industry major may want this combined program to receive the undergraduate degree and the graduate degree in 5 years. Graduates with industry specific knowledge from the BS in Music Industry and the broad preparation of the MBA will have significant advantages for career placement and opportunity for career advancement. Local placement at Sweetwater is a stable and expanding employment opportunity. Students in the undergraduate music business program complete a minor in business, which provides a foundation for further business study at the graduate level.

CIP Code: 50.1003 and 52.0101

Name of Person who Submitted Proposal:

David Steffens

Contact Information (phone or email): [steffedj@pfw.edu](mailto:steffedj@pfw.edu)

## Proposal for Graduate Multiple Degree Combined Program (New, Revision, or Expiration)

Please complete each question below. Your proposal should be approved by your department- and college-level committees before being sent to the OAA, specifically the Associate Vice Chancellor for Academic Programs (AVCAP). Of course, the AVCAP is available to answer questions or provide guidance/feedback on your proposal anytime during the process.

1. Proposal Type – New Multiple Degree Program
2. Title Combined B.S. in Music Industry/M.B.A. with any concentration
3. College: VPA
4. 2nd College (if more than one involved): Business
5. Department: Music
6. 2nd Department: Business
7. International University (if applicable): none
8. Proposed Date of Initiation – Effective Term: Fall 2022

THE POLICY AND GUIDELINES (appendix H and I)

LINK: <https://catalog.purdue.edu/content.php?catoid=7&navoid=2914>

LINK: <https://catalog.purdue.edu/content.php?catoid=7&navoid=2948>

9. Method(s) of Delivery: On Campus

10. Summary:

The BS in Music Industry degree requires that all students complete the Business Studies minor. This is a logical avenue for creating an accelerated program with the Doermer School of Business Masters of Business Administration program. As such, the minor and one additional requirement will be modified for 4 + 1 students (combined program) to allow 12 overlapping credits:

Existing Minor in Business Studies	CR	Requirements for Minor for 4 + 1 students	CR
BUS 30101 (Intro to Marketing)	3	BUS 56000 (Marketing & Customer Relations Management)	3
BUS 30102 (Operations Management)	3	BUS 54001 (Data Analysis and Management Science)	3
BUS 30200 (Management and Behavior in Organizations)	3	BUS 55200 (Management of Information Technology)	3

Existing course in Music Industry Program	CR	Requirement for 4 + 1 Students	CR
MUSC 40400 Internship	3	BUS 60001 Experiential Learning	3



In addition, some of the remaining Business Studies minor will be used to meet Pre-MBA courses. More specifically,

BUS 20100 (Principles of Financial Accounting; 3) will waive BUS 50100 (1)  
 ECON 20101 (Intro to Macroeconomics; 3) will waive BUS 50300 (1)  
 MUSC 28362 (Legal Aspects of the Music Industry) will waive BUS 50400 (1)

11. List of Specific Degrees to be Conferred: Bachelor of Science in Music Industry and Master of Business Administration
12. Provide RATIONALE and NEED for offering the combined degree program. Students considering the music industry major will want this combined program to receive the undergraduate degree and the graduate degree in 5 years. Graduates with industry specific knowledge from the BS in Music Industry and the broad preparation of the MBA will have significant advantages for career placement and opportunity for career advancement. Local career placement at Sweetwater is a stable and expanding employment opportunity. The required minor in Business Studies for all Music Industry students provides a strong foundation for further business study at the graduate level.

Graduates of this program will have employment opportunities available to MBA graduates and also be qualified for positions specific to the music industry. Relevant entry-level jobs with salaries are noted below:

Marketing Coordinator \$65,810 annual (ONET)	Royalty Processing Analyst \$42,366 (Glassdoor)	Copyright Associate \$58,061 (Glassdoor)
Tour Coordinator \$42,442 (Glassdoor)	Venue Management Assistant \$44,961 (Glassdoor)	Public Relations Representative \$48,519 (Glassdoor)
Business Management Associate \$75,420 (ONET)	Music Promotion Representative \$62,713 (Glassdoor)	Music Contract Analyst \$64,606 (Glassdoor)
Licensing Associate \$62,713 (Glassdoor)	YouTube Content Coordinator \$40,000 (CCMG)	Merchandiser \$30,810 (ONET)
Radio TV Promoter \$53,847 (Glassdoor)	Social Media Coordinator \$43,749 (Glassdoor)	Legal Clearances Analyst \$60,000 (UMG)

13. Objective for the development of the 4 + 1 program: Create an accelerated program to attract and retain students who plan careers in music business and/or business.

**Student Learning Outcomes for the BS in Music Industry** program, include:

- Students will demonstrate knowledge of popular music styles with an understanding of the social, political and cultural impacts that shaped musical development.
- Students will demonstrate proficiency in utilizing appropriate technology to notate and create music, to investigate and report scholarly research, and to support the specific demands of their professional degrees.
- Students will demonstrate an understanding of the legal problems and issues associated with the music industry, including case studies, modern/emerging business models and music licensing.
- Students will apply working knowledge of music event production and the functions and operation of the music publishing industry.
- Students will demonstrate an understanding of marketing products in the music industry including online, distribution, advertising and promotion.
- Students will demonstrate practices, and techniques for self-marketing and promoting the “independent” musical artist or group in order to succeed in the current music industry.

**Student learning outcomes for the Masters in Business Administration** are:

- Conduct innovative problem solving
- Transcend functional boundaries
- Make complex, short-term decisions
- Engage in strategic decision making
- Solve managerial problems
- Effectively utilize information technology
- Build organizational environments
- Develop a sense of professional and social responsibility

#### **14. Proposed Program Structure**

- a. Admission Requirements and Process: PFW undergraduate admission, MBA program admission required for students to add the MBA in combination. Music Industry students can apply at the end of their second year for admission to the 4 + 1 program. They must have a minimum undergraduate GPA of 2.75 or

higher. They will not be required to submit a GMAT as the MBA program does require GMAT for students with a business minor.

- b. Degree Requirements: See the curriculum for BS Music Industry (Appendix A), MBA (Appendix B and C), and below for the 4+1 combined BS Music Industry/MBA
- c. Scope, Size of the Program: Expectation for 5-10 students who will opt for the combined program.
- d. Administrative Structure -- Include a description of the curriculum for the program, including plans of study for each of the separate programs, with specific notations of courses (numbers and titles) to be used to fulfill requirements for each program in the combined plan.

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### **Bachelor of Science in Music, Music Industry/MBA**

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## **Bachelor of Science in Music, Music Industry**

### **Major Area: Music Industry Courses:**

#### Required Courses:

MUSC 18203 Survey of Music Industry and Copyright	Cr. 3
MUSC 28361 Music Publishing	Cr. 3
MUSC 28362 Legal Aspects of the Music Industry (waives BUS 50400)	Cr. 3
MUSC 38366 Music Business: Start up to Success	Cr. 3
MUSC 48401 Music Marketing, Promotion, and Entrepreneurship	Cr. 3
MUSC 48499 Senior Seminar	Cr. 3

#### Choose 15 credits from:

MUSC 20700 Electronic Music I	Cr. 3
MUSC 20800 Electronic Music II	Cr. 3
MUSC 30500 Practicum	Cr. 3
MUSC 30600 Variable Topics-Special Topics	Cr. 3
MUSC 38363 Concert and Event Promotion	Cr. 3
MUSC 38364 Music Products Merchandising	Cr. 3
MUSC 38365 Artist Management	Cr. 3
MUSC 48403 Independent Study	Cr. 3

Total Music Industry Courses 33 credits

### **Supportive Courses in Music**

#### 9 Credits Required from:

MUSC 20103 History of Rock and Roll Music	Cr. 3
MUSC 28211 Variable Topics: Perspectives in Music	Cr. 3
MUSC 39300 History of Jazz	Cr. 3

MUSC 40501 History of Music I	Cr. 3
MUSC 40502 History of Music II	Cr. 3
MUSC 40503 History of Music III	Cr. 3

Required Additional 18 credits from any MUSC Courses	Cr. 18
Total Supportive Courses in Music	27 credits

**Business Studies:**

**Undergraduate Minor in Business Studies:**

BUS 20100 Principles of Financial Accounting (waives BUS 50100)	Cr. 3
BUS 20101 The Computer in Business	Cr. 3
ECON 20101 Introduction to Microeconomics (waives BUS 50300)	Cr. 3
BUS 55200 Management of Information Tech. (replaces BUS 30200)	Cr. 3
BUS 54001 Data Analysis and Mgmt. Science (replaces BUS 30102)	Cr. 3
BUS 56000 Marketing and Cons. Rel. Management (replaces BUS 30101)	Cr. 3
Total Business Studies minor	18 credits

**Media Production Courses:**

9 Credits Required from:	
AD 10502 Digital Imaging	Cr. 3
AD20301 Web Design I: Introduction to Web Design	Cr. 3
AD 20801 Video and Inter-Media I	Cr. 3
Total Media Production Courses	9 credits

**General Education**

Total General Education	<u>33 credits</u>
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\* Specific general education courses are common choices among courses meeting requirements.

Total program	<b>120 credits</b>
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**Master of Business Administration Graduate Courses:**

BUS 50200 Basic Finance	Cr. 1
BUS 52400 Decision Making and Economic Environment in a Global Economy	Cr. 3
BUS 54001 Data Analysis and Mgmt. Science (in UG minor)	Cr. 0/3
BUS 54200 Strategic Cost Management	Cr. 3
BUS 54201 Financial Analysis and Decision Making	Cr. 3
BUS 54202 Leadership and Management of People in Organizations	Cr. 3
BUS 55200 Management of Information Tech. (in UG minor)	Cr. 0/3
BUS 56000 Marketing and Cons. Rel. Management (in UG minor)	Cr. 0/3
BUS 57000 Operations and Supply Chain Management	Cr. 3
BUS 55900 Strategic Management Capstone	Cr. 3
BUS 60001 Experiential Learning – Internship (in UG degree)	Cr. 0/3
Concentrations/General Track (6 credits required)	
BUS 57500 Topics in Finance	Cr. 3

BUS 58900 Topics in Law	Cr. 3
BUS 57501 Topics in Operations Management	Cr. 3
Other Approved MBA Graduate Elective Courses	<u>Cr. 3</u>

Total Business Courses **25 (37) credits**

Total Credits for 4 + 1 program: **145 credits**

To recap, students in the 4 + 1 program will complete BUS 60001, BUS 55200, BUS 54001, and BUS 56000 in place of MUSC 40400, BUS 30200, BUS 30102, and BUS 30101. These 12 overlapping credits allow for the student to complete both degrees in 5 years.

Existing Minor in Business Studies	CR	Requirements for Minor for 4 + 1 students	CR
BUS 30101 (Intro to Marketing)	3	BUS 56000 (Marketing & Customer Relations Management)	3
BUS 30102 (Operations Management)	3	BUS 54001 (Data Analysis and Management Science)	3
BUS 30200 (Management and Behavior in Organizations)	3	BUS 55200 (Management of Information Technology)	3

Existing course in Music Industry Program	CR	Requirement for 4 + 1 Students	CR
MUSC 40400 Internship	3	BUS 60001 Experiential Learning	3

In addition, some of the remaining Business Studies minor will be used to meet Pre-MBA courses. More specifically,

- BUS 20100 (Principles of Financial Accounting; 3) will waive BUS 50100 (1)
- ECON 20101 (Intro to Macroeconomics; 3) will waive BUS 50300 (1)
- MUSC 28362 (Legal Aspects of the Music Industry) will waive BUS 50400 (1)

15. Sustainability and Impact on the State and Region:

Given that we expect 5-10 students to select this option, we believe this program is sustainable. Both programs have strong enrollments and we are currently able to meet student needs for courses by offering them on a regular, rotating basis. If students obtain the jobs listed earlier in the proposal (see page 2), this could result in raising to the average income of individuals/families in Northeast Indiana and throughout the state of Indiana. In 2019 the median income for individuals was \$28,548 (FW) and \$30,005 (IN) and for

households was \$49,411 (FW) and \$56,303 (IN). Even the lowest paid job on the list is above the median individual income for 1-year.

Given the published goal of the Allen County Together economic development plan to become recognized as a “Top-10 Music City” by the end of 2031 through expanded festivals, music venues, training and education, and music-industry innovation;” this proposal connects our academic programs to regional economic development plans. The program is timely as it supports the regional economic development plans and sustainable as part of a long-term commitment to music industry innovation. See

[https://www.greaterfortwayneinc.com/allen-county-together-plan-charts-course-for-next-decade-of-growth/?fbclid=IwAR0ZRKQks9jyvQ7jWSdR7JcdoBCKswdNL\\_pNqBjAov4J44Xa1QNLp\\_j3iaA](https://www.greaterfortwayneinc.com/allen-county-together-plan-charts-course-for-next-decade-of-growth/?fbclid=IwAR0ZRKQks9jyvQ7jWSdR7JcdoBCKswdNL_pNqBjAov4J44Xa1QNLp_j3iaA)

16. Staffing and Infrastructure: No additional resources are needed.
  - a. Additional Requirements: None

Graduate School and Graduate Program Requirements:

<https://www.purdue.edu/gradschool/prospective/gradrequirements/index.html>

**Table 1**  
**ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**  
**Date: xx/xx/xx**

Institution/Location: Purdue University Fort Wayne \_\_\_\_\_  
 Program: Combined BS Music Industry and MBA

	<u>Year #1</u> <u>FY 2023</u>	<u>Year # 2</u> <u>FY2024</u>	<u>Year # 3</u> <u>FY 2025</u>	<u>Year # 4</u> <u>FY 2026</u>	<u>Year # 5</u> <u>FY 2027</u>
Enrollment Projections (Headcount)					
Full-Time	<u>3</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>7</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>3</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>7</u>
Enrollment Projections (FTE)					
Full-Time	<u>3</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>7</u>
Part-Time	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
Total	<u>3</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>7</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>

CHE Code: 12-XX  
 Campus Code: XXXX  
 County: Allen  
 Degree Level: XXX  
 CIP Code: Federal - 000000; State - 000000

## Appendix A

### BSM Music Industry Curriculum (Current)

General Education Requirements: Credits 33

Music Industry: Credits 30

Required courses: Cr. 15

- **MUSC 18203 - Survey Of Music Industry And Copyright** Cr. 3.
- **MUSC 28361 - Music Publishing** Cr. 3.
- **MUSC 28362 - Legal Aspects Of The Music Industry** Cr. 3
- **MUSC 38366 - Music Business: Start Up To Success** Cr. 3
- **MUSC 48401 - Music Marketing, Promotion And Entrepreneurship** Cr. 3.

Electives (choose from): Cr. 15

- **MUSC 20700 - Electronic Music I** Cr. 3.
- **MUSC 20800 - Electronic Music II** Cr. 3.
- **MUSC 30500 - Practicum** Cr. 1-4.
- **MUSC 30600 - VT-Special Topics** Cr. 1-4.
- **MUSC 38363 - Concert And Event Promotion** Cr. 3.
- **MUSC 38364 - Music Products Merchandising** Cr. 3.
- **MUSC 38365 - Artist Management** Cr. 3.
- **MUSC 40400 - Internship** Cr. 1-4.
- **MUSC 48403 - Independent Study** Cr. 1-4.

Perspectives In Music: Credits 9

Electives (choose from):

- **MUSC 20103 - History of Rock and Roll Music** Cr. 3.
- **MUSC 28211 - VT-Perspectives In Music** Cr. 3.
- **MUSC 39300 - History of Jazz** Cr. 3.
- **MUSC 40501 - Music History I** CR. 3.
- **MUSC 40502 - Music History II** CR. 3.
- **MUSC 40503 - Music History III** CR. 3.

Music Elective: Choose from any MUSC courses, Credits 18

Senior Seminar: MUSC 48499 - Senior Seminar, Credits 3

Media Production: Credits 9

- **AD 10502 - Digital Imaging** Cr. 3.
- **AD 20301 - Web Design I: Introduction to Web Design** Cr. 3.
- **AD 20801 - Video And Inter-Media I** Cr. 3.

Business Studies Minor: Credits 18

Total Credits: 120



## Appendix B

### MBA Curriculum (Current)

Business Essentials: (Credits 4) – may be waived

- **BUS 50100 - Essentials Of Accounting** Cr. 1.
- **BUS 50200 - Basic Finance** Cr. 1.
- **BUS 50300 - Introduction To Economics** Cr. 1.
- **BUS 50400 - Ethics And Regulatory Environment** Cr. 1.

Professional Core: (Credits 30)

- **BUS 52400 - Decision Making And Economic Environment In A Global Economy** Cr. 3.
- **BUS 54001 - Data Analysis And Management Science** Cr. 3.
- **BUS 54202 - Leadership And Management Of People In Organizations** Cr. 3.
- **BUS 54200 - Strategic Cost Management** Cr. 3.
- **BUS 54201 - Financial Analysis And Decision Making** Cr. 3.
- **BUS 57000 - Operations And Supply Chain Management** Cr. 3.
- **BUS 56000 - Marketing And Customer Relationship Management** Cr. 3.
- **BUS 55200 - Management Of Information Technology** Cr. 3.
- **BUS 59000 - Strategic Management** Cr. 3.
- **BUS 60001 - Experiential Learning** Cr. 3.0

Concentration/General Track (6 credit hours)

- **BUS 57500 - Topics In Finance** Cr. 3.
- **BUS 58900 - Topics In Law** Cr. 3.
- **BUS 57501 - Topics In Operations Management** Cr. 3.

Concentrations are available in Finance, Human Resource Management and Business Analytics. Students may also select a general track.

BUS 57500 - Topics in Finance - Finance Concentration - 6 credits in finance electives

BUS 57501 - Topics in Operations Management - Business Analytics Concentration - 6 credits in business analytics electives

BUS 58900 - Topics in Business Law, OLS 500+ as approved by MBA Director - Human Resource Management Concentration - 6 credits in human resource management electives

Total MBA Credits: 36 credits

## Appendix C

### MBA Program Plan for 4 + 1 Students

**36-40 Credit Hours Required**

**Concentration: Any**

Course #	Business Essential Courses	Cr Hr	DELIVERY	Term – Year
W 50100	<b>Essentials of Accounting</b> (Content covered: Financial Acct. & Managerial Acct.)	1	F 2 F	Waived – BUS 20101 in Minor
50200	<b>Basic Finance</b> (Content covered: Business or Corporate Finance)	1	F 2 F	Fall Prior to Senior Year
W 50300	<b>Introduction to Economics</b> (Content covered: Microeconomics & Macroeconomics)	1	ONLINE	Waived – Waived ECON 20101
W 50400	<b>Ethics and Regulatory Environment</b> (Content covered: Ethics and Business Law)	1	F 2 F – 1 ONLINE	Waived – BUS 20300/MUSC 28362
Course #	Professional Core	Cr Hr	DELIVERY	Term – Year
54202	<b>Leadership &amp; Management of People in Orgs</b>	3	ONLINE	Summer 2021, Fall 2021
54001	<b>Data Analysis and Management Science</b>	3	HYBRID or Online	IN UG MINOR
52400	<b>Decision Making and Economic Environment in a Global Economy</b> (PreReq: 50300 or equivalent)	3	ONLINE or Hybrid	Summer 2021, Spring 2021, Summer 2022 Online & Hybrid
54200	<b>Strategic Cost Management</b> (PreReq: 50100, 50400 or equivalent)	3	ONLINE or HYBRID	Fall 2021, Fall 2022
55200	<b>Management of Information Technology</b>	3	HYBRID	IN UG MINOR
54201	<b>Financial Analysis and Decision Making</b> (PreReq: 50200 or equivalent)	3	ONLINE	Spring 2021; Spring 2022
56000	<b>Marketing &amp; Customer Relationship Management</b>	3	HYBRID or ONLINE	IN UG MINOR
57000	<b>Operations &amp; Supply Chain Management</b>	3	HYBRID or ONLINE	Spring 2021, Summer 2020 Online 6/29-8/16, Summer 2021
Course #	Capstone	Cr Hr	DELIVERY	Term – Year
59000	<b>Strategic Management</b>	3	F 2 F	Fall 2021
<b>Concentration</b> (Must choose 1 concentration)				
57500 F 57501 BA	<b>Concentration – Must choose 1 concentration</b> Finance General Business Analytics Dual – BA and Finance	6	57501 – HYBRID 57500 – OL/F2F	Fall 2020, Spring 2021, Fall 2021, Spring 2022
<b>Additional Courses</b>				
60001	<b>Experiential Learning</b>	3	IND STUDY	IN UG DEGREE

**August prior to senior year: BUS 50200**

**MEMO**

To: Senate Executive Committee  
 From: Civics Literacy Proficiency Requirement Ad Hoc Committee  
 Re: Summary of activities and recommendation  
 Date: February 18, 2022

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**The Requirement Mandated by the Purdue University Board of Trustees**

The requirement mandated by the Purdue University Board of Trustees (BOT) is that all students pass a civics literacy exam with an 80% or better. The exam is administered on-line out of West Lafayette. The exam can be taken at any point during a student's time in the Purdue University system.

**West Lafayette Program**

West Lafayette has a second mandatory component. Students must complete one of three "pathways."

1. Attend six approved civics-related events
2. Complete 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material (Students have to complete a written assignment after listening to a podcast. The Civics Literacy Proficiency Requirement Ad Hoc Committee (Ad Hoc Committee) was told the assignments are likely to be graded by graduate assistants.)
3. Complete an approved course

**Meetings with the Ad Hoc Committee**

The Ad Hoc Committee has met with:

- Purdue University West Lafayette Provost Jay Akridge
- Purdue University West Lafayette Dean of the College of Liberal Arts David Reingold
- Director of Student Life and Leadership James Velez
- Registrar's Office
  - Registrar Cheryl Hine
  - Associate Registrar Tara Lewis
  - Associate Registrar Kim De Leon
  - Business Analyst Christa Van De Weg
  - Business Analyst Crystal Milton
  - IU Registration System Liaison Kari Smith
- Director of the Office of Diversity and Multicultural Affairs Rhonda Meriwether
- Vice Chancellor of Academic Affairs Carl Drummond
- Some, not all, "Freshman Success" administrators

**Recommendation**

1. All students in the Purdue University system have to pass the exam with a grade of 80% or better. This is not negotiable and is a requirement for PFW students.
2. All PFW students have to complete one of two pathways.
  - 2.1. Path One: Attend / listen four (4) approved events / recordings
    - 2.1.1. Events
      - 2.1.1.1. A series of events will be held around Constitution Day (9/17).

- 2.1.1.2. There will be at least one event to which K-12 students can be invited as a recruitment tool.
- 2.1.1.3. There will be at least one event to which the public will be invited as a way to build connections to the community.
- 2.1.1.4. Student Life and Leadership likely can assist with tracking attendance at events.
- 2.1.1.5. Capacity will need to be built so that a similar series of events can be held during the spring semester around another civically significant date.
- 2.1.2. Recordings
  - 2.1.2.1. A list of recordings held by organizations such as College Access Television at PFW and WBOI will be identified annually.
  - 2.1.2.2. The list of recordings should be developed that tie civics to specific programs (e.g. How state and local governments prioritize, bid out, and pay for construction projects; How state and federal governments design and implement environmental regulations).
  - 2.1.2.3. Some of the recordings may be of events mentioned above.
  - 2.1.2.4. The recordings will be available through Brightspace (or any other LMS used by PFW).
- 2.1.3. Two paths to implementation
  - 2.1.3.1. “Freshman Success” courses
    - 2.1.3.1.1. Members of the Ad Hoc Committee have spoken with some, not all, of the people who administer “Freshman Success programs.
    - 2.1.3.1.2. Those conversations lead the Ad Hoc Committee to believe:
      - 2.1.3.1.2.1. That several of the “Freshman Success” courses are willing and able to add an events / recordings requirement.
      - 2.1.3.1.2.2. The addition of the events / recordings to the “Freshman Success” courses associated with the people already contacted by the Ad Hoc Committee either already complements existing content or the existing content could be modified to include a civics literacy module.
      - 2.1.3.1.2.3. Approximately 59% of all students who took a “Freshman Success” course in the fall of 2021 were enrolled in the courses associated with the people with whom members of the Ad Hoc Committee talked.
      - 2.1.3.1.2.4. Students in “Freshman Success” courses will be encouraged to take the exam at least one time during the semester when they are taking the “Freshman Success” course. Passage of the exam will not be a requirement of the course.
    - 2.1.3.1.3. Passage of the “Freshman Success” course will be considered completion of this path.
    - 2.1.3.1.4. More than 1,047 first-year students took a “Freshman Success” course in the fall of 2021.
    - 2.1.3.1.5. Approximately 54% of the first-year students took a “Freshman Success” course in the fall of 2021.
    - 2.1.3.1.6. If the only “Freshman Success” courses to participate are those associated with the people already contacted by the Ad Hoc Committee,

approximately one-third of all first-year students would have been able to complete this path in the Fall of 2021.

- 2.1.3.2. On your own
  - 2.1.3.2.1. Students who do not take, or do not pass, a “Freshman Success” course will have to attend / listen to four (4) approved events / recordings on their own.
  - 2.1.3.2.2. Attendance at events will be tracked by Community (or subsequent tracking software used by PFW).
  - 2.1.3.2.3. Listening to recordings will be tracked through Brightspace (or subsequent LMS used by PFW).
  - 2.1.3.2.4. This option likely will not be available in Fall 2022 due to the IT work to be completed (e.g. building interfaces). A Fall 2023 implementation will be targeted.
- 2.1.4. Miscellaneous
  - 2.1.4.1. “Freshman Success” courses can mix and match events and recordings in any combination that map to learning objectives of the course.
  - 2.1.4.2. The broadcast option will be offered to “Freshman Success” courses in Fall 2022.
  - 2.1.4.3. The events option will be offered to “Freshman Success” courses in Fall 2022, but the instructors will be responsible for tracking attendance for that semester.
  - 2.1.4.4. Events will be organized in fall 2022 as a “dress rehearsal” for full implementation of the events path in Fall 2023.
  - 2.1.4.5. Students taking this path on their own, are allowed to mix and match events and recordings to increase flexibility.
  - 2.1.4.6. IT will have all of AY 2022/23 to develop interfaces that will allow for students who do not accomplish this path through “Freshman Success” to be able to choose this pathway beginning in AY 2023/24.
  - 2.1.4.7. A Civics Literacy Module should be developed for voluntary use in “Freshman Success” courses before Fall 2022. The Civics Literacy Module will include links to the test, events, recordings, and resources. The Civics Literacy Proficiency Subcommittee (CLPS) shall be responsible for the development and maintenance of the Civics Literacy Module.
- 2.2. Path Two: Pass an approved course
  - 2.2.1. Initial list of courses
    - 2.2.1.1. The Office of Academic Affairs has mapped course offerings at PFW and identified the following course at PFW for an initial list of courses
      - 2.2.1.1.1. COM 21000 Debating Public Issues
      - 2.2.1.1.2. COM 31200 Rhetoric in the Western World
      - 2.2.1.1.3. HIST 10501 American History 1
      - 2.2.1.1.4. HIST 10601 American History 2
      - 2.2.1.1.5. POL 10300 Introduction to American Politics
      - 2.2.1.1.6. POL 21100 Introduction to Law
      - 2.2.1.1.7. POL 21200 Making Democracy Work
      - 2.2.1.1.8. PPOL 17000 Introduction to Public Affairs

- 2.2.1.1.9. Over the last two years, 46.8% of all graduating students successfully completed one of these courses.
      - 2.2.2. Course list to be reviewed and amended, if necessary, in AY 2023/24.
3. Oversight and administration
  - 3.1. Civics Literacy Proficiency Subcommittee
    - 3.1.1. Subcommittee of the Educational Policy Committee
    - 3.1.2. Membership: The Civics Literacy Proficiency Subcommittee shall consist of a representative of the Registrar’s Office (non-voting), a representative of the office of Student Life and Leadership (non-voting), the Director of the Civics Literacy Proficiency Program, and four members of the Voting Faculty and lecturers/senior lecturers elected at large by the Voting Faculty subject to the restriction that at least three Major Units be represented. The Director shall chair the committee and vote only to break tie votes.
    - 3.1.3. Responsibilities: The Civics Literacy Proficiency Subcommittee shall:
      - 3.1.3.1. Establish, review, and revise the learning objectives of the program.
      - 3.1.3.2. Review courses for the course path annually. The review should consider prerequisites, capacity of course offerings, impact on the PFW General Education Program, degree-specific curriculum maps, potential for student success, and other issues deemed appropriate by the CLPS.
      - 3.1.3.3. Develop a Civics Literacy Module for voluntary use in the “Freshman Success” courses. The Civics Literacy Module will include links to the test, events, recordings, and resources.
      - 3.1.3.4. Work with relevant offices at PFW such as the Registrar’s Office and Student Life and Leadership, and the Assessment Office to ensure methods for verifying attendance, development and administration of artifacts that can be used for assessment, and completion of the requirement.
      - 3.1.3.5. Establish the assessment plan for the program
      - 3.1.3.6. Approve events and broadcasts for inclusion in the program.
      - 3.1.3.7. Recruit faculty to produce recordings specific to the required exam and to programs on campus.
      - 3.1.3.8. Review the annual assessment report and make recommendations to the Director and Senate based on the assessment report
  - 3.2. Director
    - 3.2.1. A full-time faculty member should be selected to run this program.
    - 3.2.2. The Director should be the PFW faculty representative for the Civics Literacy System Coordinating Group.
    - 3.2.3. The Director should be part of the structure of the Office of Academic Affairs.
    - 3.2.4. The Director should be awarded a release from one course in the fall and one course in the spring.
    - 3.2.5. The Director should be paid a stipend during the summer.
  - 3.3. Staff: This program involves every undergraduate student at PFW and will require a great deal of administrative duties. The Director will need the assistance of a staff person on at least a half time basis.

## **Issues To Be Researched and Resolved**

There are several administrative issues that need to be investigated and/or resolved before the start of the 2022 fall semester. There is a possibility that failure to resolve one or more of these issues will result in PFW not being able to offer the additional component.

1. The required exam will be taken through Brightspace. There is no existing interface from Brightspace to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Brightspace will have to be entered manually into Banner.
2. The Community software used by Student Life and Leadership to track attendance at events receives data from Banner, but there are no automated processes for sending Community data back to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Community will have to be manually entered into Banner.
3. Brightspace can be used for the broadcasts, but there is no automated way for completion of the broadcasts to be sent to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Brightspace will have to be manually entered into Banner.
4. Zero credit hour courses or non-course requirements are options for how participation is tracked. Each comes with issues to be investigated further and resolved. Fortunately, PFW Registrar's Office is communicating with WL Registrar's office in an attempt to align approaches and processes.
5. The completion of this requirement has to appear on transcripts.
6. It is not clear at this time how transfer students will be handled. This is a more significant issue, if the requirements in Fort Wayne and West Lafayette are not the same.
7. Job descriptions for the Director and Staff person have to be developed.