

Minutes of the
Seventh Regular Meeting of the Third Senate
Purdue University Fort Wayne
March 15 and 22, 2021
Via Webex

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of February 8 and February 15
3. Acceptance of the agenda – B. Buldt
4. Reports of the Speakers of the Faculties
 - a. IFC Representative – P. Dragnev
 - b. Deputy Presiding Officer – N. Younis
5. Report of the Presiding Officer – J. Toole
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 20-33) – M. Wolf
 - b. Purdue West Lafayette Senate Update – T. Cooklev
 - c. Dissolution of College of Professional Studies (Senate Reference No. 20-14) (Senate Reference No. 20-27)
7. Unfinished business
 - a. Educational Policy Committee (Senate Document SD 20-18) – S. Hanke
 - b. Executive Committee (Senate Document SD 20-30) – B. Buldt
8. Committee reports requiring action
 - a. Educational Policy Committee (Senate Document SD 20-34) – S. Hanke
 - b. Executive Committee (Senate Document SD 20-38) – B. Buldt
 - c. Executive Committee (Senate Document SD 20-39) – B. Buldt
 - d. Executive Committee (Senate Document SD 20-36) – B. Buldt
 - e. Executive Committee (Senate Document SD 20-33) – B. Buldt
 - f. Executive Committee (Senate Document SD 20-35) – B. Buldt
 - g. Educational Policy Committee (Senate Document SD 20-37) – S. Hanke
9. Question time
 - a. (Senate Reference No. 20-29) – A. Livschiz
 - b. (Senate Reference No. 20-32) – J. Badia
10. New business
11. Committee reports “for information only”
 - a. Educational Policy Committee (Senate Reference No. 20-31) – S. Hanke

12. The general good and welfare of the University

13. Adjournment*

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

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

Attachments:

“Memorial Resolution-James M. Lutz” (SR No. 20-33)
 “Response to the Charge to Examine and Report on Restructuring of College of Professional Studies” (SR No. 20-14)
 “Response to “Senate Report on Dissolution of College of Professional Studies”” (SR No. 20-27)
 “Revision of General Education Program” (SD 20-18)
 “Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges and Universities” (SD 20-30)
 “Proposed Alignment of Purdue Fort Wayne Pass/Not Pass Regulations with Purdue Systemwide Pass/Not Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures” (SD 20-34)
 “Amendment of the By-laws as Caused by the Split of COAS” (SD 20-38)
 “Amendment of the By-laws as Caused by the Changed Number of Major Units” (SD 20-39)
 “Resolution for Increased Aid for Public Higher Education” (SD 20-36)
 “Resolution to Map Out the Levels of Shared Governance” (SD 20-33)
 “SOE Senate Apportionment and Election of Senators/Committee Vacancies” (SD 20-35)
 “Revision of Student Code of Rights, Responsibilities and Conduct” (SD 20-37)
 “Question Time – re: Niecee Nelson Investigation” (SR No. 20-29)
 “Question Time – re: Locks on Classrooms” (SR No. 20-32)
 “Defining Accreditors for Transfer Credits” (SR No. 20-31)

Senate Members Present:

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

Senate Members Absent:

D. Holland, C. Lee, A. Mills, R. Stone, A. Ushenko, D. West

Guests Present:

M. Ball, E. Bartky, B. Blauvelt, N. Borbieva, K. Burtnette, J. Cashdollar, R. Clark, F. Combs, T. Cooklev, S. Davis, M. Dixon, A. Downs, C. Erickson, M. Flory, C. Fox, M. Frye, T. Heath, M. Helmsing, J. Hersberger, C. Hine, B. Kingsbury, S. LeBlanc, J. Malanson, C. Marcuccilli, I. Nunez, E. Ohlander, C. Springer

Acta

1. Call to order: J. Toole called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 8 and February 15: The minutes were approved as distributed.
3. Acceptance of the agenda:

B. Buldt moved to accept the agenda.

N. Younis moved to amend the agenda by placing Senate Document SD 20-34 (Proposed Alignment of Purdue Fort Wayne Pass/Not Pass Regulations with Purdue Systemwide Pass/Not Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures) first under “Committee reports requiring action.”

Motion to amend the agenda passed by voice vote.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

- a. IFC Representative:

P. Dragnev: IFC did meet on March 9. There were two items on the agenda.

One was an update on employee insurance. We are still waiting to hear from the committee that deals with this.

The second item was the system wide policy and discussion on initiatives of diversity, equity, and inclusion. All of the campuses provided updates. That is all from IFC.

We will have a meeting on April 20 again. That is the last meeting. There will be more discussions on the joint benefits, and anything else that might be brought to IFC will also be considered. This is the last meeting for the year.

Thank you so much.

- b. Deputy Presiding Officer:

N. Younis: Good afternoon colleagues,

I hope you had a relaxing spring break.

My report today is regarding the consistency of faculty release time. Through my discussions with faculty and reading reports, I came to know that most faculty do not know about the release time that their colleagues in other departments are enjoying. This includes, for example, the release time for developing a new course, writing a major grant proposal, extra time release for directing a center, etc.

For consistency reasons and to be an organized university, I suggest that we inform the faculty on a yearly basis of the opportunities for time release and the percentage of FTE release.

It is only fair that a professor from department A gets the same quarter-time release for doing the same work as another professor from department B.

Happy Monday.

Thanks.

5. Report of the Presiding Officer:

J. Toole: Hello everyone. I have four announcements this afternoon.

First, I'd like to remind everyone that we still need two Senators or voting faculty to serve on the ad hoc committee created by Senate resolution SD 20-34 to investigate allegations of misconduct in the PFW women's basketball program. For more details, please see the email sent on Thursday by Josh Bacon on behalf of Suining Ding. Nominations are due to Suining or Josh by this Friday.

Second, I'd like to congratulate those elected to serve as our faculty leaders in the 2021-2022 academic year. Our leaders will be Jeff Nowak as presiding officer and Ann Livschiz and Nash Younis as faculty speakers. I know that they'll serve us well. Nash will enter the second year of his two-year term, and Jeff and Ann will begin their terms in August.

Third, I'd like to draw your attention to two bodies that will be working hard in the coming weeks to plan for our return to normal, or something close to normal, in the fall semester. The PFW Prepared Committee, on which I and several other Senators serve, has been working since last March to plan our Covid-related campus transitions and now is turning its attention to how we will make the move back to more normal operations. A second body, an academic task force recently organized by the Executive Committee of the Senate, will begin its work this week on all issues related specifically to academic affairs. If you have questions, suggestions, or concerns about planning for the fall semester, I and the other faculty leaders will be happy to pass them along to the relevant committees. Alternatively, feel free to contact Jeff Malanson, who continues to coordinate the university's response to Covid-19. A town hall on fall semester planning is

being scheduled for April, and weekly PFW Prepared Q&A sessions continue to be held every Friday at 9AM.

Finally, we have an extremely full agenda this month. It's the fullest I've seen in some time, not only in the number of items under consideration but also in the importance and complexity of their content. There also is every reason to believe that our agenda for the April meeting, the last of the academic year, will be very full as well. I'd like to encourage all Senators to keep in mind the need to keep our business moving if we are to stand a chance of handling all of the issues on our plate. I don't want to discourage serious discussion, which is of course vitally important to the deliberations of the Senate, but I do hope that members will balance the need for discussion with the need to accomplish the things that we need to accomplish by the end of the academic year.

This concludes my Presiding Officer remarks.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 20-33) – M. Wolf

M. Wolf read the memorial resolution for James M. Lutz. A moment of silence was observed.

b. Purdue West Lafayette Senate Update – T. Cooklev

T. Cooklev: Good afternoon everyone. I appreciate this opportunity to present a report to you about the most recent work and discussions that have been going on at the Senate in West Lafayette. I will focus on the most recent issues that have been discussed. I should mention that I am also on the Educational Policy Committee of the Purdue Senate. That has given me additional perspective, as to some of the things being considered on that committee during the pandemic, and to how it is best to address the pandemic.

Some of the issues that have been considered are somewhat related to various racial justice issues, and issues related to the impact of the pandemic on certain groups, for example, women. There has been an observation that the research productivity of women has been affected more, and there was evidence presented for that. So, in this sense, the impact of COVID-19 on women researchers has been more significant than has been noted. While on this topic, it was also noted by the provost that the time spent by faculty on service work seems to be quite significant, and I think we can relate to this as opposed to, of course, the time spent on research and teaching. This is something that perhaps should be considered in the future, as the provost suggested.

There was also a discussion, and I was perhaps a little bit surprised, as to making Purdue a more attractive place for hiring of faculty and postdocs, in particular, expanding childcare options on campus. I found that there was considerable support among the Senators for the idea that Purdue should step up its game and really

expand childcare options on campus. There was a comparison with major employers, such as Procter and Gamble, Eli Lilly. These employers have childcare at an affordable cost. The cost of childcare was an issue. For example, graduate students are not paid very much. That is something to be considered. Some might argue that Purdue is not in the childcare business, and that is why I was a little bit surprised. But, it was noted that this is important.

As part of the racial justice issues, which I think are really topical right now, there is a trustees' equity task force, and that task force is looking at developing specific recommendations on how to promote the success of racial minorities on campus. That is one part of the discussions in the Senate.

As far as the discussions at the Senate, and within the Educational Policy Committee, I note three things.

First is the extension of the deadline to switch between pass/no-pass and letter grade from March 22 to April 30. I think we know the advantages and disadvantages. I think that generally the sentiment in West Lafayette is similar that this has advantages and disadvantages. Nevertheless, the proposal was entertained and passed, also, an extension of the deadline to withdraw, similarly from March 22 to April 30. That was the second thing.

There has also been quite a bit of discussion within the Educational Policy Committee on the creation of a January term or a so-called "J" term. A detailed J term proposal was submitted. It doesn't address every detail because it is just very difficult to address every possible detail from a proposal like this. So, currently the views were somewhat split that while there are a lot of details that need to be addressed, and one viewpoint is that while all of these details should be addressed, the other viewpoint is that it is impossible to address them and maybe additional decisions are needed. But, the proposal is essentially to create a very short January term on the West Lafayette campus.

These are some of the issues. I am still looking for ways on how I can be more effective in my service. I welcome feedback, as I welcome this opportunity to speak.

Thank you very much.

- c. Dissolution of College of Professional Studies (Senate Reference No. 20-14) (Senate Reference No. 20-27)

R. Elsenbaumer: I do think that the report summarizes everything quite nicely. I would ask everyone to refresh their memories if they would like to take a minute just to look at it.

B. Buldt: While I do appreciate the response of the Chancellor's area, and I can follow the logic in there, I believe the main issue is not being addressed. The report

from the committees clearly says that, according to our policies, we need to have an official proposal that will go through all the hoops step by step, and this proposal was never submitted. This is why I see the administration in serious violation of Senate rules and policies. Thank you.

K. Fineran: I am the Senator at-large for CPS, and we did have a meeting with Vice Chancellor Drummond and the Chancellor since the February meeting of the Senate to address some of our concerns. But, I did think that it was important to share with the Senate some of the concerns of the faculty from CPS that were shared with me.

One of those was kind of echoing the concern about policies and procedures not being followed in this instance. We also had some concern around new information that was provided in the Chancellor's response that faculty did not recall being discussed in the meeting that we had with him in the fall. There are some concerns around metrics that will be used to evaluate the success of the new school, particularly in light of the concerns about enrollment. We also had some concerns around the timeline for implementation and the fairness around that. Lastly, there are some significant concerns around having a director of a new School of Education with the responsibilities of a dean in practice without the title or compensation thereof. This was especially concerning to some faculty, as it seemed to be related to an issue of diversity, equity, and inclusion. Thank you.

R. Elsenbaumer: I think that we had discussed those various issues with the faculty at that meeting.

A. Livschiz: I have a couple of concerns about this, and obviously, I am glad that someone from the affected college got to go first, because obviously I don't want to speak on their behalf. But, I feel like there are a couple of issues here. One is the problem with the way that the decision was made, but also the irreversible nature of the decision, right? So, now that there has been an investigation there are problems and irregularities with how things were handled. But, at the end of the day, the decision was made and that's that. That seems to be the case with so many things related to faculty governance, where decisions get made, concerns are raised, concerns are sometimes even acknowledged, but ultimately it doesn't matter anymore because the decision has already been made. I think that especially in the case of these kinds of decisions it is very concerning that faculty and staff are just kind of being rearranged as if they are pieces on a chess board, and configured this way and then configured that way. It just seems really inhumane and unfair, and of course it sets a very bad precedent.

The second point that I want to make is that I am very troubled by the way that the split of COAS in addition to everything on that was incorporated into the answer from the administration to the concerns from CPS because it seemed to imply that these were related. We have been told that there was encouragement from the administration for faculty in COAS to explore the possibility of a split and all of that very much predates the decision that was made for CPS. So, to suggest that CPS had

to get dissolved in order to make sure that the COAS split was neutral, and so on, seems not only inaccurate, unless we were lied to about the timeline for the decision making on the COAS split, but also very unfairly it makes it appear as the suffering and mistreatment of our colleagues in CPS is due to the fact that decisions were being made in another college. I think that that is really unfair, and that it is very bad for campus climate because it seems to kind of encourage the zero sum game of faculty in different colleges against each other for resources.

S. Carr: I just wanted to thank Bernd and Kerrie and Ann for raising some really important points. I just want to build off of some of this, and this is an open question for the Chancellor or whoever. I am just wondering, as a result of what happened with CPS, what changes are people willing to make to both strengthen shared governance and find a way to ensure that faculty involved in any academic reorganization will be involved from the start in initiating that process? That is the question that I wanted to ask. Thanks.

R. Elsenbaumer: I think that we have provided as much information as we can provide at this point. Thank you.

N. Younis: Thank you, Mr. Presiding Officer. I am going to first ask a question before I make my comment because to me I am still tasting the cookies and picturing the ribbon cutting. When was the College of Professional Studies established? The current one.

J. Toole: Nash, why don't you go ahead and say your question and your comment, and then we will see if anyone has a response.

N. Younis: Because my comment is related to the answer, really. I don't know exactly. When was it?

A. Livschiz: It was a few years ago. It was very recent.

N. Younis: It was very recent. Correct?

A. Livschiz: Yes. It was reorganized recently.

N. Younis: That is what I thought. Could somebody tell me what year?

J. Toole: Does anyone know the date? If not, I think we will have to move on.

N. Younis: I am assuming that it is not as recent. I am just going to say because as Jeff said and I hate to repeat, pardon the repetition, in my January report that duct taping does not work because if we did it about say five, ten, six, or seven years ago and now we are changing this one, I don't know which one is right and which one is wrong. But, again, duct taping doesn't work and we need a systematic analysis and design criteria are necessary for the structure of this campus. Thank you.

J. Toole: I see in the chat box that we have a general consensus focusing on about 2018.

S. Betz: My question is to reiterate the question that was brought up earlier regarding why the restructuring of CPS didn't follow a recently passed procedure that I believe the Senate passed last year. I am bringing this up because in recent Senate meetings, and later in today's meeting, there are issues for discussion that are, in my mind, voting on whether or not we should include additional policies in place for increasing faculty governance on campus, where I think we already have existing policies on campus that have a place for shared faculty governance in that process. So, because of that, I tend to vote against those types of proposals because I don't believe in duplicating policy.

However, the situation, the one of dissolving CPS is one in which there clearly is a policy. It was passed last year by the Senate and including procedures for restructuring the colleges or departments that were to be followed regardless of who proposed the change. My recollection is that ultimately upper administration has the final say in any of those decisions, but there was a set of procedures put in place so that any entity would use the same procedures to make it clear how that restructuring happened. So, for me, the issue about why those procedures weren't followed is much more than just asking about this one CPS issue, but it is a general question about to what extent existing policies for shared faculty governance will be followed, and is this an example of how future decisions will be made? Thank you.

J. Toole: Thank you very much, Stacy. I will return once again to see if the Chancellor has anything else that he wishes to say.

R. Elsenbaumer: No. I don't think there is anything else to add. I think the comments have all been heard and understood. Thank you.

7. Unfinished business:

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

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

No objections to unanimous consent.

Amendment changing “During regular semesters (fall and spring), a minimum enrollment of 24 will apply to each section of General Education courses but

exceptions will be allowed for pedagogical purposes” to “During regular semesters (fall and spring), departments should maximize enrollment in each section of General Education where it meets relevant pedagogical purposes” withdrawn.

C. Lawton moved to amend by removing all mentions of the enrollment minimum from the document.

Motion to amend passed on a voice vote.

C. Lawton moved to amend by revising the guidelines for signature assignments that appears in the appendix on page twelve with the following changes:

Removing the paragraph that states, “Students must submit the assignment in at least two parts (developmental stages) with the instructor providing feedback on the initial part/s before the final submission is due. This process will ensure that students have the opportunity to receive feedback to improve their learning. Only the final written component will be reviewed by the General Education Subcommittee as part of the evaluation of General Education objectives.”

Adding a paragraph that states, “It is suggested that students submit the assignment in at least two parts (developmental stages) with the instructor providing feedback on the initial part/s before the final submission is due. This process would ensure that students have the opportunity to receive feedback to improve their learning. Only the final written component will be reviewed by the General Education Subcommittee as part of the evaluation of General Education objectives.”

Adding the following examples:

“Describe how a work of art you have created in this course could be installed in a public space in the community and reflect on how your work would benefit and/or challenge the public.”

“Describe an example of stereotyping or prejudice that you have observed in your community and based on research presented in the text, suggest a way that such stereotyping or prejudice could be combatted.”

“Conduct fieldwork (interviews, observations of group events) among members of an identified social organization in the community and offer a short account of your experience that addresses how individuals relate to the group, how the group relates to the community, and how your own identity affected your research.”

Motion to amend passed on a poll vote.

The meeting is suspended at 1:15 until noon, Monday, March 22, 2021.

Session II
(March 22)

Acta

Senate Members Present:

J. Badia, D. Bauer, S. Betz, B. Buldt, S. Buttes, M. Cain, S. Carr, Z. Chen, K. Creager, Y. Deng, H. Di, S. Ding, P. Dragnev, P. Eber, J. Egger, B. Elahi, R. Elsenbaumer, K. Fineran, R. Friedman, S. Hanke, P. Jing, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Lewis, A. Livschiz, A. Marshall, J. Mbuba, A. Mohammadpour, J. O'Connell, M. Parker, S. Randall, S. Roberts, N. Rupp, G. Schmidt, R. Stone, J. Stover, H. Strevel, L. Whalen, M. Wolf, N. Younis, Y. Zhang, M. Zoghi

Senate Members Absent:

Z. Bi, B. Chen, A. Coronado, C. Drummond, K. Dehr, M. Gruys, D. Holland, C. Lee, L. Lolkus, A. Mills, A. Smiley, T. Swim, A. Ushenko, D. West, S. Wight

Guests Present:

A. Blackmon, N. Borbieva, K. Burtnette, J. Cashdollar, R. Clark, M. Dixson, C. Gurgur, M. Helmsing, J. Hersberger, C. Hine, T. Luce, J. Malanson, V. Mettler, R. Newman, E. Ohlander, C. Springer

J. Toole reconvened the meeting at 12:00 p.m. on March 22, 2021.

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

C. Lawton moved to amend the document with the following changes:

Page 7:

Changing by “mid-January 2021” to “in Fall 2021”
Changing “2021-22 Catalog” to “2022-23 Catalog”
Removing “by the end of the 2021 spring semester”

Page 17:

Changing “mid-January, 2021” to “mid-Fall 2021”
Changing “by May 1, 2021 in order for the course to remain in the General Education program after the 2021-22 academic year” to “in Spring 2022”

Motion to amend passed on a voice vote.

Resolution failed on a poll vote.

- b. Executive Committee (Senate Document SD 20-30) – B. Buldt

Resolution passed on a voice vote.

8. Committee reports requiring action:

a. Educational Policy Committee (Senate Document SD 20-34) – S. Hanke

S. Betz moved to approve Senate Document SD 20-34 (Proposed Alignment of Purdue Fort Wayne Pass/Not Pass Regulations with Purdue Systemwide Pass/Not Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures).

S. Carr moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

b. Executive Committee (Senate Document SD 20-38) – B. Buldt

B. Buldt moved to approve Senate Document SD 20-38 (Amendment of the By-laws as Caused by the Split of COAS).

A. Livschiz moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

c. Executive Committee (Senate Document SD 20-39) – B. Buldt

B. Buldt moved to approve Senate Document SD 20-39 (Amendment of the By-laws as Caused by the Changed Number of Major Units).

S. Carr moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

d. Executive Committee (Senate Document SD 20-36) – B. Buldt

B. Buldt moved to approve Senate Document SD 20-36 (Resolution for Increased Aid for Public Higher Education).

P. Dragnev moved for unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- e. Executive Committee (Senate Document SD 20-33) – B. Buldt

Senate Document SD 20-33 (Resolution to Map Out the Levels of Shared Governance).

Resolution moved to the April Senate agenda.

- f. Executive Committee (Senate Document SD 20-35) – B. Buldt

Senate Document SD 20-35 (SOE Senate Apportionment and Election of Senators/Committee Vacancies).

Resolution moved to the April Senate agenda.

- g. Educational Policy Committee (Senate Document SD 20-37) – S. Hanke

Senate Document SD 20-37 (Revision of Student Code of Rights, Responsibilities and Conduct).

Resolution moved to the April Senate agenda.

9. Question time:

- a. (Senate Reference No. 20-29) – A. Livschiz

Can we get an update from the university administration on the status of the investigation of the new allegations against Coach Niecee Nelson? The statement of support sent out by Kim Wagner at 8:20am on Friday, January 22 does not address the allegations since 2019 nor the allegations of retaliation. Will the university administration respond to the suggestions made by the PFW chapter of the AAUP calling for a new internal investigation?

Question tabled until April meeting.

- b. (Senate Reference No. 20-32) – J. Badia

I faced a situation this semester where I needed to lock the deadbolt on my classroom to keep out a non-enrolled student who was disrupting my class while we waited for campus police to arrive. The experience left me grateful that I had the option to flip a deadbolt and prevent a possible escalation of the scene. I know there are still many classrooms without deadbolts, unfortunately. When will Building Services complete

the project of putting locks on all classrooms across campus? I've not been able to get an answer to this question through conventional routes.

Question tabled until April meeting.

10. New business: There was no new business.

11. Committee reports "for information only":

a. Educational Policy Committee (Senate Reference No. 20-31) – S. Hanke

Senate Reference No. 20-31 (Defining Accreditors for Transfer Credits) was presented for information only.

12. The general good and welfare of the University: There was no general good and welfare of the University.

13. Adjournment: The meeting adjourned at 1:15 p.m.

Joshua S. Bacon
Assistant to the Faculty

In Memorium

James Michael Lutz

September 1, 1946 – February 24, 2021

James Michael Lutz was born in New Philadelphia, Ohio, on September 1, 1946. Jim graduated from Arlington Heights High School in Fort Worth, Texas in 1964 and received a B.A. in International Studies, with honors, from the University of Texas at Austin in 1968. Jim then served in the U.S. Army in Vietnam and was honorably discharged in April, 1970. Jim then went on to receive his Masters in Government from the University of Texas at Austin. As a precursor to his subsequent success, Jim won the Chastain Award for the best paper presented by a graduate student at the 1974 Southern Political Science Association and received his Ph.D. from the University of Texas at Austin in 1975. Jim's office still holds the IBM punch cards with his dissertation data on them.

Luckily, Jim had worked as a mover before entering academia because he ended up on quite a junior faculty circuit as a Visiting Professor at University of Texas, West Virginia University, Iowa State University, University of Kentucky, and the University of Missouri-Columbia before being hired as an Assistant Professor of Political Science at Indiana University – Purdue University Fort Wayne. His early academic travels left Jim with interesting tales about many towns and eccentric academics in middle America. At IPFW, Lutz quickly became an Associate Professor in 1984 and a Full Professor in 1990. Jim's expertise and dedication meant he amazingly taught thirty distinct courses over the years.

Jim bridged the department's founding members to its current members. After the untimely death of Mike Downs in January 2001 and the retirement of Dean of the College of Arts and Sciences Van Coufoudakis in 2002, Lutz and his colleagues, Georgia Wralstad Ulmschneider and Elliot Bartky, hired three new department members, Andrew Downs, James Toole, and Michael Wolf, who began on the same day in August 2002, which meant Jim, as a new chair, had to get three probationary candidates to tenure nearly simultaneously. Craig Ortsey joined the department in 2002 as well as a Future Faculty Teaching Fellow, a program Jim coordinated for our campus for decades.

Jim was a prolific and respected scholar. He authored or co-authored nine books with first-rate publishers, including his Global Terrorism textbook, which is in its fourth edition and widely adopted in the United States and abroad. Five of these books were done with his favorite co-author, his wife, Brenda Lutz, Ph.D. Jim and Brenda presented their research in China, South Africa, Costa Rica, Israel, France, Portugal, and Italy. Jim also authored or co-authored 66 peer-reviewed articles and 37 edited book chapters. Dozens of his publications were on political economy and he served on the editorial advisory board of *Global Economy Quarterly* since 2004. It is rare for someone to be such a renowned scholar with a sterling international reputation in two different literatures and the it's the reason why he was a go-to reviewer for dozens of journals and for dozens of books.

Jim educated two generations of students in all fields of political science, with many going on to elite doctoral, law, or professional programs. As Jim would quip, it was a problem having students win five Fulbrights and a Carnegie Fellowship, or go to graduate or law school at Georgetown, Penn, London School of Economics, George Washington, Michigan, Notre Dame, Virginia, William and Mary and other top programs because that meant that we were missing the university's mark on creating jobs in northeast Indiana. His jokes aside, the cutting-edge content of his classes and his high standards prepared students for elite postgraduate work, but also for demonstrated success in the business, not-for-profit, education, political, and legal sectors, as well as in community leadership in northeast Indiana and beyond.

Jim also created a departmental culture born out of his good nature and his experience in Vietnam. His leadership model for students and younger faculty was that institutions that compel people to do things based on authority will be disfavored. Institutions and departments that persuade students and faculty based on logic will succeed. That is why Jim was a tremendous champion for fellow faculty and for students. His passion was quiet but genuine. He did not speak often in meetings, but his quick wit and reason meant that he often ended debates with a sentence or two when colleagues or administrators had mis- or over-stepped. His critiques were sharp but well-intended, and never gratuitous. For four decades he did the heavy lifting and consensus-building that made student and faculty life great at this university.

As we face many challenges as an institution, let's hope that Jim's example can help us. Dedicating oneself to teaching and researching at the vanguard are expected parts of our job. Caring for your fellow faculty and students and being able to give clear voice but also listen in meaningful faculty service make the university better.

Jim was a fan of the treats in Barb Blauvelt's and Teri Luce's office, where he would laugh between cookies and make others laugh with his dry, well-timed humor. He was a solid family man and he and Brenda have two daughters, Carol (Cara) and Tessa, who followed their parents' commitment to internationalism and public service. Tessa graduated from Indiana University with a BA in International Studies, Human Rights and International Law with minors in Italian and Anthropology. She works as a case specialist at Community Service for the International Institute of New England, which helps resettle refugees and immigrants in Boston. Cara, an attorney, graduated with a BA in Political Science from Indiana University, a J.D. from Syracuse University, and a Masters of Legal Letters from the University of Miami (Florida) in Estate Planning. In the last couple of years, Cara has taken up the family business by co-authoring with her parents. She and Brenda plan on finishing the book Jim was working on during this sabbatical.

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

From: Sarah S. LeBlanc, Chair of the Senate Curriculum Sub-Committee
Shannon Johnson, Chair of the Senate Graduate Curriculum Sub-Committee

Date: October 12, 2020

Subj: Response to the Charge to Examine and Report on Restructuring of College of Professional Studies

The Executive Committee of the Senate charged the Senate Committees of Curriculum and Graduate Curriculum to investigate the restructuring of the College of Professional Studies to determine if proper procedures are taking place. We took this task seriously and reached out to anonymous representatives from the Department of Criminal Justice and Public Policy, Human Services, and the School of Education. We also sought documents from PFW's AAUP Chapter. With this evidence on hand, we conclude that proper procedures, as outlined in Senate Document 19-24, section IV, letter B, are not being followed.

First, the initiation of the proposal to dissolve CPS appears to be a verbal directive initiated by the Chancellor to Dean James Burg. The directive was mentioned in an email we received from Dean Burg. He also stated that an email was sent to CPS faculty and staff. (A copy of the dean's email to us is available as Appendix A).

Second, no official proposal containing the required information of rationale, explanation, impacts on students, faculty, curriculum, and the units involved exists. Our anonymous sources confirmed that they never received a copy of the report. Dean Burg indicated those proposals would be forthcoming after approval of the college dissolution. Because no proposal exists, section IV letters C through H cannot be accomplished.

Finally, we reiterate the language prepared by AAUP Executive Board Members in their October 7, 2020 email (*Appendix B*). Initial survey results find most CPS faculty concerned about the dissolution or not supportive of the proposal. CPS's Governance Committee provided evidence that supports our claim that proper procedures are not being followed. From the results of an in-house CPS survey, they found:

- The decision was top-down and lacked faculty consultation
- There were no clear metrics and no clear data presented that drove the decision
- There was no rationale provided behind the decision
- There were no details on how to proceed moving forward
- The decision shows a lack of regard/respect toward departments of the College (i.e., outside the School of Education)

- There is concern over how Departments (being moved to other Colleges) will be received
- There is concern over the loss of collaboration that has emerged in the College of Professional Studies over the last couple of years
- Some of the Departments have been through changes for several years and now there is yet another restructure occurring – this becomes a distraction from the need to focus on enrollment growth and program quality.

We found that a virtual meeting was to have taken place on September 30 between the Chancellor and CPS; but as of this time we have no minutes of what was discussed.

Subject: RE: Dissolution of the CPS
Date: Tuesday, October 13, 2020 at 3:11:43 PM Eastern Daylight Time
From: James Burg
To: Shannon Johnson, Sarah Leblanc
Attachments: image001.jpg

No, no proposals yet, just the verbal directive from the chancellor to dissolve the college structure and create a freestanding education unit. I am hoping that by the end of the semester or early next semester, the units in CPS will have found new homes and proposals will come forward.

When we went through campus-wide restructuring three years ago, the faculty-led process determined that creating the CPS was the best post-IPFW solution to academic organization. Since then, the units in CPS have leaned into their identity as highly-applied, career-focused, community-engaged programs, which makes the fit with DBS and the future colleges of Science or Liberal Arts awkward at best.

My greatest concern is that either the department faculty are going to have to adopt college-level curriculum that they don't believe is right for their students, or the faculty of the new colleges will have to provide permanent exemptions that they don't believe is right for students in their college. At some level, faculty and their ability to establish curriculum they believe is right for their students, will lose. Given the nature of politics, I believe it will be the tyranny of the Big that will force CPS departments to assimilate into their cultures (although by enrollment, Human Services and Criminal Justice and Public Administration would be the fourth and fifth largest departments in COAS, right behind General Studies).

As of today, the chair of Hospitality and Tourism Management has had one conversations with the dean of DBS, but in this case, neither side wants the other to be identified with them, so keeping college-level and department-level requirements separate may be an option. The chancellor has publicly stated that Human Services might join with Education, which would be a soft landing for them if both sides can come to terms. That leaves CIPA as the orphan, neither fitting in a traditional liberal arts college nor purist science-oriented college. The language requirements, while conceptually positive, could negatively impact enrollment and retention, as it would be the only program in its competitor pool with such requirements. A significant enrollment challenge for CJ is that you don't need a college degree to work in corrections or be a police officer, you just have to go through the public safety academy; therefore, college requirements that are not directly linked to the career are viewed by some students as a waste of money and academic roadblocks.

Conversations are just starting between my chairs and the COAS transition teams, so hopefully common ground can be found.

That may be more than you needed, but let me know if there are other questions. As the faculty had no say in the dissolution of the college, I am working hard at being transparent about the process and empowering the faculty to make decisions with the few options available to them.

Jim

From: Shannon Johnson <johnsons@pfw.edu>
Sent: Tuesday, October 13, 2020 1:03 PM
To: James Burg <burgj@pfw.edu>; Sarah Leblanc <leblancs@pfw.edu>
Subject: RE: Dissolution of the CPS

Has a proposal been made? According to the senate procedures [SD 19-24](#) our committees are supposed to

review any program reorganizations. The senate just sent us a request to review but we have not received any paperwork.

Shannon

Shannon Fay Johnson

Director of Library Academic Services

Liasion to Business, Human Services, Communication Disorders, Hospitality, Psychology, and Health Sciences

Walter E. Helmke Library

Purdue University Fort Wayne

2101 E. Coliseum Blvd

Fort Wayne, IN 46805

johnsons@pfw.edu

Cell: 1 (260) 267-6502

Skype Username: johnsons.ipfw

To make an appointment: <https://schedule.library.pfw.edu/appointments/Shannon>

From: James Burg <burgj@pfw.edu>

Sent: Tuesday, October 13, 2020 12:27 PM

To: Sarah Leblanc <leblancs@pfw.edu>; Shannon Johnson <johnsons@pfw.edu>

Subject: Dissolution of the CPS

Hi Sara and Shannon,

I understand that as chairs of the Senate sub-committees on curriculum you might have questions about the chancellor's directive to dissolve the College of Professional Studies. Please let me know what you might need and I would be glad to respond.

Jim

James Burg, Ph.D.

Dean, College of Professional Studies

Purdue University Fort Wayne

250 Neff Hall

burgj@pfw.edu

(260) 481-5406

PURDUE
UNIVERSITY.
FORT WAYNE

College of Professional Studies



Statement regarding the dissolution of the College of Professional Studies

10/7/20

Background information

On September 11, 2020, faculty in the Purdue Fort Wayne College of Professional Studies (CPS) (which includes the School of Education [SOE] and the departments of Criminal Justice, Human Services, and Hospitality and Tourism Management) were informed by Dean James Burg that the Chancellor had directed the Dean to dissolve the College by June 2021. The SOE would become a stand-alone unit and the other departments would be required to find homes in other colleges.

The rationale for restructuring, provided by the Chancellor and VCAA, was that the SOE has potential to grow, but the market for education degrees in our region is nearing saturation, so efforts to grow the School will require concerted investment and focus, and this can best be done if the SOE is a stand-alone unit.

The CPS College Governance Committee surveyed faculty members on their views of the restructuring and presented results in a College assembly on September 23, 2020. Fifty-nine percent of College faculty responded (n=22), with 4 supporting the change, 10 supporting the change but with concerns, and 8 not supporting the change. It should be noted that the SOE is the largest unit in the College comprising about two-thirds of the College's voting faculty.

At the assembly, a number of additional concerns were raised, including the lack of faculty input in the decision-making process, the lack of rigorous data in the justifications for the decision, the lack of guidance given to impacted departments other than the SOE, the reception these departments will receive in other colleges, and general fatigue among faculty who have experienced multiple restructurings in recent years. Additionally, some faculty in the SOE expressed concern about the expectations for enrollment growth the administration will hold; they wonder if, in a time of uncertainty, it will be easy to meet these raised expectations and if they do not, whether they could face additional restructurings.

Policy considerations

The Chapter understands that faculty leadership is now looking into whether campus policy has been violated to this point and how this restructuring can adhere to campus policy moving forward. Relevant policy documents include SD 19-1, which ends with the following resolutions:

BE IT RESOLVED, any proposals moving through shared governance structures resulting in changes to the curriculum - including program offerings, subject matter, methods, and modes

of instruction - must go before faculty-elected bodies holding primary responsibility for the curriculum and existing for the presentation of the views of the whole faculty, and;
BE IT FURTHER RESOLVED, any changes to academic structure or organization that involve or potentially involve the faculty's ability to deliver curriculum must go before faculty-elected bodies holding primary responsibility for the curriculum and existing for the presentation of the views of the whole faculty, and;
BE IT FURTHER RESOLVED, Voting Faculty, through faculty-elected bodies existing for the presentation of the views of the whole faculty, will retain primary responsibility and sole control over the curriculum "to review and approve" all changes to the curriculum, including program offerings, subject matter, and modes of instruction, and;
BE IT FURTHER RESOLVED, Voting Faculty, through faculty-elected bodies existing for the presentation of the views of the whole faculty, will retain primary responsibility and sole control over any changes to academic structure or organization resulting in any change or potential change to the curriculum, including program offerings, subject matter, and modes of instruction.

The Fort Wayne Senate bylaws give responsibility over restructuring to the Curriculum Review Committee as well as the Graduate Subcommittee. The following statement from the bylaws details the charge of the CRC:

5.3.3.2.3.4.2.2. Upon a request from the Senate, an academic unit, or PFW's Chief Academic Officer, examine and report on existing academic programs and new or proposed courses. Such examinations shall be requested only when one of the following circumstances occur. First, significant questions of proper sponsorship or academic quality arise. Second, there are administrative or faculty led initiatives to reorganize, merge, reduce, or eliminate academic programs or units. Third, there is a PFW-wide effort to ensure the periodic review of academic programs by a body functioning above the department level.

Purdue system policy gives oversight on restructuring to the Purdue-WL Academic Organization Subcommittee, giving it the following charge:

[to oversee] changes in academic organization having a significant impact on the intellectual atmosphere and functioning of the university on all of its campuses, e.g., elimination or consolidation of existing departments and schools; and the establishment of interdepartmental institutes and centers. In performance of this task the committee shall, where appropriate, work with officers of the administration, ad hoc committees and faculty involved in contemplated changes.

Finally, the AAUP "Statement on Recommended Institutional Regulations on Academic Freedom and Tenure" lays out standards and procedures for discontinuing academic structures. Because PFW has not declared financial exigency, the administration must demonstrate that educational reasons dictate the discontinuation of the academic structure in question:

- (1) The decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof. [Note: "Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance.]

The AAUP guidance also describes procedures that should be followed to ensure faculty in impacted programs find placement in other programs.

Where the chapter stands

The chapter notes that the administration has taken some steps to engage processes and institutions of shared governance. It notes the administration's cooperation with the CPS Governance Committee and its willingness to hear input from the Committee, including the Committee's survey findings regarding the views of College faculty. These steps are all consistent with AAUP guidelines.

Nevertheless, the chapter is concerned that past actions or future steps may be shown to have violated Purdue system policy, PFW policy, and the principles of shared governance. SD 19-1 requires that faculty-elected bodies retain primary control over any changes to the structure of educational units that could have curricular implications. While the administration might argue that structural changes, such as the elimination of a department or college, are not related to curriculum and thus are the purview of administration only, the reality is that such acts often have profound implications for curriculum. In the present case, the CPS Governance Committee's survey of College faculty found considerable concern among faculty in departments other than SOE who will now have to move to other colleges. The Chapter believes some of that concern is related to the potential impact these moves will have on these departments' curricula.

The chapter will continue to monitor this situation and solicit information from its members and supporters. It also recommends the following action:

- Moving forward, the PFW administration should adhere to the policies defined in SD 19-1 as it moves forward with the restructuring proposal, including working closely with faculty leadership and the Fort Wayne Senate.
- The Fort Wayne Senate Executive Committee should charge the Curriculum Review Committee and the Graduate Subcommittee with the task of examining and reporting on the restructuring proposal.
- Faculty leadership should contact the Chair of the Purdue Academic Organization Subcommittee to ensure that Purdue system policy is followed.
- The PFW administration should contact individual faculty in impacted departments officially and in writing to solicit their input on the restructuring proposal.
- Finally, and because this restructuring will have a direct impact on curriculum and instruction, the PFW administration and faculty leadership should take steps to ensure that faculty control over curriculum and instruction in impacted departments is preserved.

Approved by the membership of the PFW chapter of the AAUP. 10/5/20.

Response to “Senate Report on Dissolution of College of Professional Studies”

Ron Elsenbaumer, Chancellor

Carl Drummond, Vice Chancellor for Academic Affairs

Chancellor Elsenbaumer and Vice Chancellor Drummond discussed the status of the College of Professional Studies (CPS) for more than a year before the decision was made to pursue a reorganization. Specific factors animating this discussion were:

- A perception among superintendents and other officials in Fort Wayne and across northeast Indiana that Purdue Fort Wayne’s School of Education has been largely invisible and its impact on K-12 not evident from their perspective.
- Significant concern with declining enrollments in CPS in excess of what is being witnessed across the rest of the university:

<i>Academic Unit</i>	<i>Fall 2018</i>	<i>Fall 2019</i>	<i>Change</i>	<i>% Change</i>	<i>Fall 2020</i>	<i>Change</i>	<i>% Change</i>
COAS	2,409	2,285	-124	-5.1%	2,160	-125	-5.5%
DSB	970	1,010	40	4.1%	1,062	52	5.1%
ETCS	1,761	1,772	11	0.6%	1,667	-105	-5.9%
CPS	1,309	1,219	-90	-6.9%	1,123	-96	-7.9%
VPA	587	631	44	7.5%	657	26	4.1%
HTM	80	62	-18	-22.5%	51	-11	-17.7%
HSRV	223	201	-22	-9.9%	195	-6	-3.0%
CIPA	233	216	-17	-7.3%	194	-22	-10.2%
EDU	773	740	-33	-4.3%	683	-57	-7.7%

- Concern that the structure and leadership of the college were not conducive to addressing and sustaining the specific growth needs of each program, especially given that there was no clear evidence of synergies among the units in the college.
- While recognizing that programmatic realignment creates short-term disruptions, a belief that elevating the School of Education into a standalone unit and finding new institutional homes for Criminal Justice and Public Affairs, Hospitality and Tourism Management, and Human Services would create opportunities for new programmatic collaborations, curricular synergies, enhanced new-student recruitment efforts, more meaningful and enhanced community engagement, and meaningfully improved positions from which to grow and improve student and faculty outcomes.

The decision, [endorsed by the Fort Wayne Senate in April 2020](#), to divide the College of Arts and Sciences (COAS) into a College of Liberal Arts and a College of Science necessitated expediting a decision to restructure the College of Professional Studies. The division of COAS represented a budgeting challenge that would need to be addressed before the proposal could be brought to the Purdue University Board of Trustees for approval. Specifically, given recent enrollment and financial trends at Purdue Fort Wayne, the Board of Trustees would not respond favorably to a proposal to add new administrative overhead expenses in the form of a new college administration without also identifying offsets to make the COAS reorganization cost and administration neutral. The proposed reorganization of CPS allows for these offsets in addition to much needed program enhancements.

The understandable desire of COAS faculty to launch Dean searches on a reasonable timeline to be completed during the Spring 2021 semester meant that Board of Trustees approval for the reorganization would need to be secured by February 2021 at the latest. Achieving this timeline for approval required submitting a proposal to the Purdue West Lafayette Provost in October 2020.

Once the decision was made to pursue a reorganization of the College of Professional Studies, Chancellor Elsenbaumer and Vice Chancellor Drummond met with Dean Burg and Vice Chancellor Drummond met with the CPS department chairs and the director of the School of Education to discuss the rationale for the change and to make clear that the departments would each have the opportunity to determine the institutional home that would make the most sense for them. Suggestions were provided based on research into organizational structures for similar programs at other colleges and universities, but final decision-making was left up to the departments.

Chancellor Elsenbaumer met with the faculty and staff of the College of Professional Studies on September 30, 2020, to address the questions they posed in the memo presented as appendix B in the Senate's report, as well as others raised by the participants in the meeting. The Chancellor emphasized that the realignment being pursued was motivated by a desire to address significant enrollment challenges faced by the CPS departments and to create new opportunities for long-term program growth and sustainability that we simply did not believe were possible within the current administrative structure.

While there were understandably questions asked and concerns raised about how the reorganization process would play out, department and school leaders have since indicated their full support for the structural changes that are being pursued. In doing its due diligence to evaluate the restructuring proposal submitted to Purdue University, the Purdue Senate's Academic Organization Committee (AOC) interviewed the director of the School of Education and the chairs of the other three CPS departments and offered the following assessment:

It was confirmed that the initial decision to eliminate the CPS was made entirely by the upper administration with no input from the faculty. However, the director/chairs all agreed that the faculty have been significantly involved in the process of moving forward with the reorganization and that the faculty concerns have been taken seriously by the administration and have been largely addressed. The COE [School of Education] is a large program and they are confident that they can sustain the school independently; in addition, an informal survey of the faculty showed that the majority of faculty felt that the COE becoming an independent unit would be beneficial overall to the school. The chairs of the three programs who would be displaced by the elimination of the CPS confirmed that while they were initially concerned after hearing of the decision, they are now very comfortable with the new homes for their programs and are overall quite excited about the potential benefits moving forward. The chairs of these programs also confirmed that there would be no negative impacts on students currently in the programs nor on the P&T process.

With a unanimous vote, the AOC closed its report by noting that it "supports the [restructuring] proposal and recommends that it be accepted."

The [Constitution of the Faculty of Purdue University Fort Wayne](#) establishes that the "Voting Faculty shall possess and exercise, collectively, the power and responsibility . . . to make recommendations

concerning . . . changes in academic organization.” Such recommendations, developed in consultation and collaboration with the administration, have been offered on at least two prior occasions:

- [Senate Document SD 19-25](#): Splitting the College of Arts and Sciences (the proposal to create the College of Liberal Arts and the College of Science)
- [Senate Document SD 16-39](#): Academic Reorganization Proposal (the proposal to create the College of Professional Studies)

In each of these cases, the administration largely accepted these recommendations. In other instances, both before and since, structural changes at the program, department, school, and college level have been pursued without the involvement or recommendation of the Fort Wayne Senate. Nonetheless, it is important to this administration that the faculty in the affected units be fully engaged in and support the changes. That was the case for both COAS and CPS.

Senate Document SD 20-18
Failed, 3/22/2021

MEMORANDUM

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

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

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

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

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

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

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

WHEREAS, Purdue University Fort Wayne seeks to assess better its General Education learning outcomes at the program level as recommended for accreditation for the Higher Learning Commission, and

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

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

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

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

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

In Favor

Against

Abstain

Hadi Alasti
 Noor Borbieva
 Suining Ding
 Pat Eber
 Kent Johnson
 Shannon Johnson
 Carol Lawton
 Erik Ohlander

Proposal for Revision of the General Education Program

Purpose

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

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

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

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

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

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

Program Structure

A. Foundational Intellectual Skills

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

B. Ways of Knowing

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

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

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

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

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

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

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

D. Nine Additional Credits

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

Signature Assignments for Ways of Knowing Courses

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

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

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

Learning Outcomes for Ways of Knowing Courses

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

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

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

Regulations

- As in the current program, a student must earn a grade of C- or better in each course used to satisfy General Education requirements.
- A course can be included in only one category of the General Education program.

Application Process

Courses in the current Foundational Intellectual Skills category that meet the prerequisite requirements in the proposed program will remain in Foundational Skills in the revised General Education program without the need for application. Courses in current Ways of Knowing categories will need to submit a brief application for review by the General Education Subcommittee in Fall 2021 in order to be listed in the revised program in the 2022-23 Catalog. The application (see attachment) will ask for the intended Way of Knowing category, course prerequisites, and fulfillment of meta learning outcomes. Course syllabi will also be collected but syllabi for current Ways of Knowing courses will not be reviewed and therefore do not need to be revised.

In order to remain in the revised General Education program for 2022-23, approved courses will need to submit a description of a signature assignment.

There will be a process to provide feedback on signature assignments and allow for their resubmission.

Attachments

Overview of Proposed Requirements

Comparison of Credit Requirements in Current vs. Proposed Program

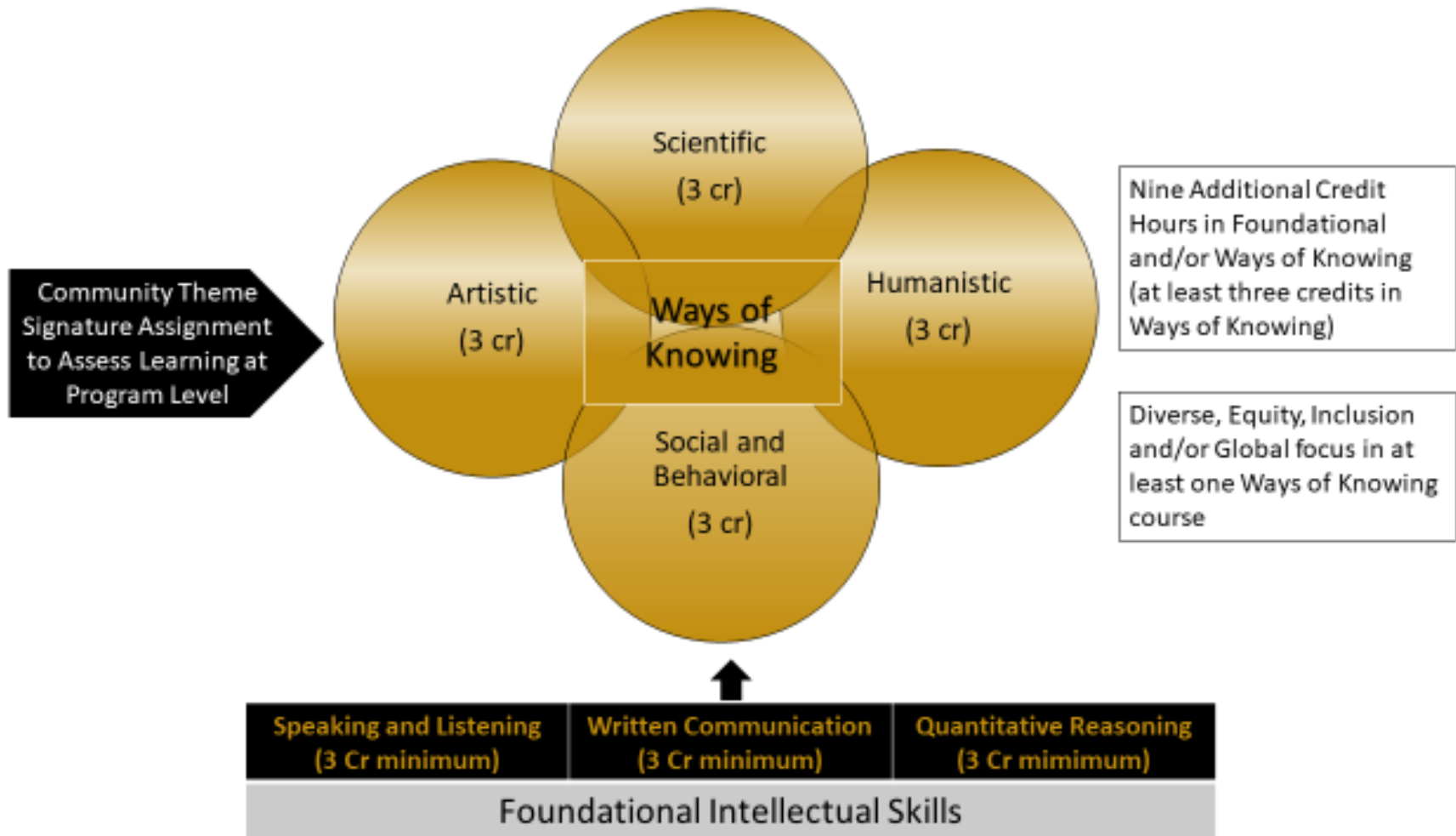
Meta-outcomes Mapped to State Learning Outcomes

Signature Assignment Guidelines

Rubric for Signature Assignments

Rationale for Enrollment Minimum

Course Application Questions



Credit Requirements: Current vs. Proposed General Education

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

Ways of Knowing Meta-Outcomes Mapped to State Learning Outcomes

<u>Outcome 1: Knowledge</u>	
Understand and explain essential concepts of the discipline.	
IN Objectives	
4.5	Use current models and theories to describe, explain, or predict natural phenomena.
5.1	Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain
5.5	Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
6.1	Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

<u>Outcome 2: Evaluation, Analysis, and Process</u>	
Understand and explain the processes that lead to the discovery of new knowledge or creation of new works and evaluate the sources of information or artifacts	
IN Objectives	
4.1	Explain how scientific explanations are formulated, tested, and modified or validated.
4.2	Distinguish between scientific and non-scientific evidence and explanations.
4.4	Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
4.6	Locate reliable sources of scientific evidence to construct arguments related to real-world issues.
5.2	Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
5.3	Demonstrate basic literacy in social, behavioral, or historical research methods and analysis.
5.4	Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
6.2	Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
6.3	Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
6.4	Analyze the concepts and principles of various types of humanistic or artistic expression.

<u>Outcome 3: Application</u>	
Apply discipline-specific knowledge and processes to address real-world issues or problems.	
IN Objectives	
4.3	Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
5.6	Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.
6.5	Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
6.6	Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
6.7	Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Signature Assignment Guidelines Ways of Knowing and Community Connected Courses

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

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

Examples:

- Describe an example of how field surveys and laboratory analysis of genetic variation have been used to understand the viability of a plant or animal species in our region and have aided community organizations to recover and sustain that species.
- Describe how comparative politics can be used to understand political behavior or economic development in our region.
- In a short essay, based on your understanding of interactions between monks and laity in Buddhist societies generally, reflect on how such interactions within the Burmese Buddhist community of Allen County deploy traditional forms of religious sociability to address local concerns.

- Describe how a work of art you have created in this course could be installed in a public space in the community and reflect on how your work would benefit and/or challenge the public.
- Describe an example of stereotyping or prejudice that you have observed in your community and based on research presented in the text, suggest a way that such stereotyping or prejudice could be combatted.
- Conduct fieldwork (interviews, observations of group events) among members of an identified social organization in the community and offer a short account of your experience that addresses how individuals relate to the group, how the group relates to the community, and how your own identity affected your research.

Rubric for Signature Assignments

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

Application for Ways of Knowing Courses

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

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

Signature assignment description for Ways of Knowing courses will be due in Spring 2022. The following information must be provided:

1. Briefly describe how the signature assignment will meet each of the following outcomes:

- Outcome 1 – Knowledge: Understand and explain essential concepts of the discipline
 - Outcome 2 – Evidence, Analysis, and Process: Understand and explain the processes that lead to the discovery of new knowledge or creation of new works and evaluate the sources of information or artifacts
 - Outcome 3 – Application: Apply discipline-specific knowledge and processes to address real-world issues or problems.
2. Briefly describe what a signature assignment for the course might look like and how it would address the theme of community. (See guidelines for signature assignments)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steve Carr
Senator for Communication

DATE: 14 December 2020

SUBJ: Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges and Universities

Resolution to Discuss the 1968 AAUP Statement on the Role of the Faculty in the Accrediting of Colleges and Universities

WHEREAS the 1968 American Association of University Professors (AAUP) Statement on “The Role of the Faculty in the Accrediting of Colleges and Universities” established recommended standards for institutions of higher education pursuing accreditation; and,

WHEREAS the Statement called for “cooperative effort of qualified faculty members and administrators;” and,

WHEREAS the Statement called for “preparation of the academic aspects of the self-evaluation” to rest primarily “with a committee composed largely of faculty members and responsible to the faculty as a whole,”

BE IT RESOLVED that Fort Wayne Senate discuss its role, as a governing body accountable to the faculty as a whole, in the accreditation process and in light of the attached AAUP Statement; and,

BE IT FURTHER RESOLVED that Senate create a standing committee to prepare for inclusion in future self-evaluations a description of “faculty status and morale (including working conditions and total compensation)” that, where warranted, reflects “significant differences of opinion in these and other areas;” and,

BE IT FURTHER RESOLVED that Fort Wayne Senate receive on behalf of the entire faculty and prior to submission to the Higher Learning Commission, the completed self-evaluation so that the report is “subject to amendment in the light of faculty suggestions;” and,

BE IT FURTHER RESOLVED that during site visits, “representatives of the faculty, including members of appropriate faculty committees” will have opportunities to meet with any visiting committees “to discuss questions of faculty concern;” and,

BE IT FURTHER RESOLVED that the entire faculty will have access to the complete report of the visiting committee; and,

BE IT FURTHER RESOLVED that the accreditation process keep the entire faculty fully informed of the HLC's actions following submission of the self-evaluation, including but not limited to "all significant developments and issues arising between the accrediting commission and the institution;" and that faculty, through the governing body of the Senate, participate meaningfully and fully "in any subsequent activities regarding the institution's accreditation."

The Role of the Faculty in the Accrediting of Colleges and Universities

The statement that follows was approved by the Association's Committee on Accrediting of Colleges and Universities, adopted by the Association's Council in April 1968, and endorsed by the Fifty-Fourth Annual Meeting.

Institutional evaluation is a joint enterprise between institutions of higher education and the accrediting commissions of regional associations. For their most effective work the accrediting commissions require the cooperative effort of qualified faculty members and administrators, who should be encouraged by their colleges and universities to participate in the work of the commissions. Within a college or university, the nature of the accrediting process requires common enterprise among the faculty, the administration, and to some extent the governing board. The appraisal of the academic program should be largely the responsibility of faculty members. They should play a major role in the evaluation of the curriculum, the library, teaching loads and conditions, research, professional activities, laboratories and other academic facilities, and faculty welfare and compensation, all in relation to the institution's objectives and in the light of its financial resources. To higher education generally, faculty members may exercise a special responsibility as the segment of the educational community that is in the best position to recognize and appraise circumstances affecting academic freedom, faculty tenure, the faculty role in institutional government, and faculty status and morale. This statement presents standards for the expression of faculty interest and responsibility in the accreditation process.

Recommended Standards for Institutions of Higher Education

1. Primary responsibility for the preparation of the academic aspects of the self-evaluation should rest with a committee composed largely of faculty members and responsible to the faculty as a whole. Additions or deletions should be made only after consultation with the authors of the sections of the report that are affected.
2. The self-evaluation should include a description of

- a. conditions of academic freedom and tenure (including provisions for academic due process);
 - b. conditions of faculty participation in institutional government (including provisions for the orderly handling of grievances and disputes); and
 - c. faculty status and morale (including working conditions and total compensation). Significant differences of opinion in these and other areas should be reflected in the self-evaluation.
3. The completed self-evaluation should be made available to the entire faculty prior to its submission to the accrediting commission and should be subject to amendment in the light of faculty suggestions.
 4. Representatives of the faculty, including members of appropriate faculty committees, should be available to meet with the visiting committee to discuss questions of faculty concern.
 5. The report of the visiting committee should be made available to the entire faculty.
 6. The faculty should be fully informed of the accrediting commission's actions after an evaluation and should be kept abreast of all significant developments and issues arising between the accrediting commission and the institution. It should participate, as in the self-evaluation, in any subsequent activities regarding the institution's accreditation.

Recommended Standards for the Regional Accrediting Commissions

1. Regular visiting committees should include full-time teaching or research faculty members.
2. A formally adopted institutional policy on academic freedom and tenure, consistent with the major provisions of the 1940 *Statement of Principles on Academic Freedom and Tenure*, should be a condition for accreditation.

3. Reports by regular visiting committees should take explicit account of
 - a. conditions of academic freedom and tenure (including provisions for academic due process);
 - b. conditions of faculty participation in institutional government (including provisions for the orderly handling of grievances and disputes); and
 - c. faculty status and morale (including working conditions and total compensation).The reports should describe any significant shortcomings in these areas.
4. When significant shortcomings have been found in the areas listed above, the commissions should deal with these as with similar shortcomings in other areas, endeavoring to secure improvement and applying appropriate sanctions in the absence of improvement within a reasonable time.
5. A gross violation of academic freedom, tenure, or due process should, unless promptly corrected, lead to action looking toward withdrawal of accreditation.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Education Policy Committee

DATE: 2/15/2021

SUBJ: Proposed Alignment of Purdue Fort Wayne Pass/Not-Pass Regulations with Purdue Systemwide Pass/Not-Pass Regulations and Proposed Amendments to the PFW Academic Regulations and Procedures

WHEREAS, Purdue University Regulations, which include Academic Regulations and Student Conduct Regulations, state that, “Each of the three campuses maintains additional administrative policies specific to their needs and structure. Individual colleges, schools and departments may adopt distinct procedures, standards or guidelines, **all of which must be consistent with these system-wide policies.**”; and

WHEREAS, the current PFW academic regulations regarding Pass/Not-Pass (P/NP hereinafter) grade mode are **not** in alignment with the Purdue systemwide regulations, but rather match Indiana University regulations; specifically, the current PFW regulations allow only free electives to be taken as P/NP option and do not grant colleges/schools the authority to determine under what conditions coursework may be offered and/or taken as P/NP grade mode, including courses offered by a department or college/school that apply to that unit’s major requirements; and

WHEREAS, certain PFW academic departments have been offering courses graded only P/NP that are applicable to their own major, with no grading structure to distinguish those course completions from a student-chosen P/NP option; and

WHEREAS, Purdue systemwide regulations empower colleges/schools to determine how the systemwide P/NP regulations would best fit their academic unit; and

WHEREAS, rules governing courses permitted under a P/NP grade mode are encouraged to be included in the university catalog at Purdue West Lafayette for each program and then scribed into the degree audit of the relevant program;

BE IT RESOLVED, that Purdue Fort Wayne align regulations related to Pass/Not-Pass grading with Purdue West Lafayette and Purdue Northwest and in so doing eliminate the university-level free-elective limitation from the academic regulation, which was adopted to align with Indiana University regulations; and

BE IT FURTHER RESOLVED, that colleges/schools are required to clearly state in the catalog any limitations on P/NP courses and their applicability toward degree requirements. In the absence of such catalog language, P/NP courses will be subject to university-level limitations only.

BE IT FURTHER RESOLVED, that courses taken with a P/NP grade mode cannot be used to fulfill general education requirements.

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

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

Cheryl Hine
Teri Swim

Identification of differences between Purdue Fort Wayne and Purdue West Lafayette P/NP regulations.

The current Fort Wayne campus regulations are listed below in the left-hand column. The Purdue systemwide regulations are reordered below in the right-hand column so as to present regulations more analogously between the two sets of regulations. Notable differences are highlighted.

Purdue Fort Wayne Regulation	Purdue systemwide Regulation
<p>https://www.pfw.edu/committees/senate/regulations/index.html https://www.pfw.edu/committees/senate/regulations/grades.html</p>	<p>https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#c-pass-not-pass-option</p>
<p>1.10 P/NP option: an enrollment option that generally limits course grades to P and NP. The option may be used to allow the student to take the class with minimal concern for the grade that will be earned. Students who receive a grade of NP will have a grade of N recorded on official transcripts.</p>	
<p>6.3: P/NP option. The P/NP option provides the student with the opportunity to take free electives with minimal concern for grades earned. The student who enrolls under this option must fulfill the same requirements as others enrolled in the course. The instructor will not be told which students have elected this option. The instructor's grades of A, B, and C for these students are changed to the grade of P by the Registrar. The instructor's grades of D or F are changed by the Registrar to grades of NP for Purdue University students. Purdue University students who receive the grade of NP will have a grade of N recorded on official transcripts. Grades of P and NP are not used in computing the GPA.</p> <p>Exercise of this option is subject to three limitations:</p>	<p>In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. A student who is enrolled in a course under this option has the same obligations as those who are enrolled in the course for credit with letter grade. When the instructor reports final grades in the course, he/she will report that any such student who would have earned a grade of A+, A, A-, B+, B, B-, C+, C, or C- has passed the course, and that any other such student has not passed. The registrar will make an appropriate notation on the student's academic record in place of a letter grade, but will not use the course in computing GPA.</p>
<p>6.3.1: The student may elect the option only for courses which fulfill no graduation requirement except total number of credits (i.e. only for free-elective courses).</p>	<p>The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that college/school are available only on the pass/not-pass option</p>

	(University Senate Document 75-10, as amended and approved, April 19, 1976).
6.3.2: The student may not elect this option for any course in which the student has received a grade of A, B, C, D, or F.	Subject to the regulations of his/her school , a student may elect this option in any course that does not already appear on his/her academic record and in which he/she is otherwise eligible to enroll for credit with letter grade.
6.3.3: The student may not elect this option for more than 20 percent of the credits required for graduation.	A student may not elect this option for more than 20 percent of the total credit hours required for graduation.
	The registrar's class roster will indicate which students have elected this option.
3.8.3: Change of P/NP option. A student may change the P/NP option for a course prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.	Students will register for the pass/not-pass option in accordance with "Academic Regulations and Procedures: Registration and Course Assignment," section A (University Senate Document 73-6, January 28, 1974). Course Additions, Change of Level, or Change of Pass/Not-Pass Option. A student may add a course, change course level, or change the pass/not-pass option during the first four weeks of a semester or the first two weeks of a summer session by obtaining on the schedule revision form the signatures of the academic advisor and the instructor of the course to be added or changed, if in their judgments the student could satisfactorily fulfill the course objectives.

Summary of Proposed Changes to the Purdue University Fort Wayne campus Academic Regulations

Current Regulation	Proposed Regulation
DEFINITIONS section 1.10 P/NP option: an enrollment option that generally limits course grades to P and NP. Students who receive a grade of NP will have a grade of N recorded on official transcripts.	1.10 <u>Pass/Not-Pass</u> P/NP option: an enrollment option that generally limits course grades to P and NP. Students who receive a grade of NP will have a grade of N recorded on official transcripts.
GRADES section 6.3: P/NP-option. The P/NP option provides the student with the opportunity to take free electives with minimal concern for grades earned. The student who enrolls under this option must fulfill the same requirements as others enrolled in the	6.3: <u>Pass/Not-Pass</u> P/NP option: The P/NP option provides the student <u>In order to provide students with the opportunity to broaden their educational foundations</u> to take free electives with minimal concern for grades earned, <u>this</u>

<p>course. The instructor will not be told which students have elected this option. The instructor's grades of A, B, and C for these students are changed to the grade of P by the Registrar. The instructor's grades of D or F are changed by the Registrar to grades of NP for Purdue University students. Purdue University students who receive the grade of NP will have a grade of N recorded on official transcripts. Grades of P and NP are not used in computing the GPA.</p>	<p><u>alternative grading system, the pass/not-pass option, is established. A student who is enrolled in a letter-graded course under this option has the same obligations as those who are enrolled in the course for credit with letter grade.</u> The student who enrolls under this option must fulfill the same requirements as others enrolled in the course. <u>In such cases,</u> the instructor will not be told <u>informed</u> which students have elected this option. The instructor's <u>final</u> grades of <u>A+, A, A-, B+, B, B-, C+, C, or C-</u> for these students are changed to the grade of P by the Registrar, <u>as indication of passing the course.</u> The instructor's <u>final</u> grades of <u>D+, D, D-, or F</u> are changed by the Registrar to grades of NP, <u>as indication of not passing the course. The registrar's class roster will indicate which students in a letter-graded course have elected this option.</u> Grades of P and NP are not used in computing GPA. Purdue University Students who receive a grade of NP will have a grade of N recorded on official transcripts.</p>
<p>Exercise of this option is subject to three limitations:</p>	<p>Exercise of this option is subject to three limitations:</p>
<p>6.3.1: The student may elect the option only for courses which fulfill no graduation requirement except total number of credits (i.e. only for free-elective courses).</p>	<p>6.3.1: The student may elect the option only for courses which fulfill no graduation requirement except total number of credits (i.e. only for free-elective courses). <u>The option is open to all students in the University subject to the regulations of the college/school in which the student is enrolled. In particular, the college/school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. Additionally, a department or college/school may specify that certain courses intended only for students in that department or college/school are available only on the pass/not-pass grading basis.</u></p>
<p>6.3.2: The student may not elect this option for any course in which the student has received a grade of A, B, C, D, or F.</p>	<p>6.3.2: <u>Subject to the regulations of the student's college/school, a student may not elect this option for in any course that does not already appear on the student's academic record as completed with letter grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F in which the student has received a grade of A, B, C, D, or</u></p>

	<u>F. and in which the student is otherwise eligible to enroll for credit with letter grade.</u>
6.3.3: The student may not elect this option for more than 20 percent of the credits required for graduation.	6.3.3: A student may not elect this option for more than 20 percent of the <u>total credit hours</u> required for graduation.
REGISTRATION AND COURSE ASSIGNMENT section. 3.8.3: Change of P/NP option. A student may change the P/NP option for a course prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.	3.8.3: Change of Pass/Not-Pass P/NP Option. A student may change the pass/not-pass P/NP option for a course during the first four weeks of a regular semester or the first two weeks of a summer session prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.

MEMORANDUM

To: Fort Wayne Senate

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

Date: February 24, 2021

Subj: Amendment of the by-laws as caused by the split of COAS

WHEREAS, the College of Arts and Sciences is scheduled to be split into the College of Science and College of Liberal Arts starting on July 1, 2021; and

WHEREAS, any references to the “College of Arts and Sciences” in the Senate’s Constitution and Bylaws would be anachronistic after July 1, 2021; and

WHEREAS, any such references should therefore be removed from these documents; and

WHEREAS, the “College of Arts and Sciences” is mentioned in Bylaws Section 5.3.3.2.3.4.1.2., a provision concerning a portion of the composition of the Curriculum Review Subcommittee, which reads:

“Three members from the College of Arts and Sciences, one each from the sciences, social sciences, and humanities; and one member from each of the other Major Units; elected by the Voting Faculty at large from among the nominees elected by each Major Unit”;

BE IT RESOLVED, that the text of Bylaws Section 5.3.3.2.3.4.1.2. be changed to read as the following:

~~“Three members from the College of Arts and Sciences, one each from the sciences, social sciences, and humanities; and one~~ **One** member from each of the ~~other~~ Major Units; elected by the Voting Faculty at large from among the nominees elected by each Major Unit”;

BE IT FURTHER RESOLVED, that this revised language become effective as of July 1, 2021.

Approved	Opposed	Abstention	Absent	Non-Voting
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Bernd Buldt

Hui Di

Peter Dragnev

John Egger

Ann Marshal

James Toole

Craig Ortsey

Nash Younis

MEMORANDUM

To: Fort Wayne Senate

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

Date: February 24, 2021

Subj: Amendment of the by-laws as caused by the changed number of major units

WHEREAS, the College of Liberal Arts and College of Science will replace the College of Arts and Sciences as of July 1, 2021; and

WHEREAS, the School of Education will be formed in the place of the College of Professional Studies as of July 1, 2021; and

WHEREAS, these changes will create a total of seven “Major Units” as they are defined in Sections 1.2 and 1.3 of the Bylaws (College of Engineering, Technology and Computer Science, College of Liberal Arts, College of Science, College of Visual and Performing Arts, Helmke Library, Richard T. Doermer School of Business, School of Education); and

WHEREAS, at least two provisions of the Bylaws, Section 5.3.5.2.1.10.1 (membership of the University Advancement Advisory Subcommittee) and Section 5.3.6.1 (membership of the Subcommittee Task Force), make reference to the existence of six Major Units; and

WHEREAS, the Bylaws should not be overly specific as to the number of Major Units given potential future reorganizations of the University’s academic structure;

BE IT RESOLVED, that Section 5.3.5.2.1.10.1 of the Bylaws be amended to read as the following:

“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 ~~at least one representative from each of the six major academic units are represented~~ **Major Units is represented**, if possible.”; and

BE IT FURTHER RESOLVED, that Section 5.3.6.1 of the Bylaws be amended to read as the following:

“Membership: The Subcommittee Task Force shall consist of six Voting Faculty and continuing lecturers elected by the Senate in such manner that ~~each Major Unit has at least one representative~~ **at least four of the Major Units shall be represented**. Policy committees requesting that the Subcommittee Task Force be called into service shall recommend to the Executive Committee the administrators, clerical or support staff, administrative/professional staff, and student representatives it deems appropriate. The Executive Committee is responsible for inviting such members.”

Approved

Opposed

Abstention

Absent

Non-Voting

Bernd Buldt

Hui Di

Peter Dragnev

John Egger

Ann Marshal

James Toole

Craig Ortsey

Nash Younis

MEMORANDUM

To: Fort Wayne Senate

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

Date: March 4, 2021

Subj: Resolution Supporting Increased Aid for Public Higher Education

WHEREAS, in March 2020, the Congressional CARES (Coronavirus Aid, Relief, and Economic Security) Act provided \$2 trillion in economic stimulus to rescue essential industries, including cruise lines, airlines, and hotel chains, with only \$14 billion earmarked for higher education; and

WHEREAS, in December 2020, Congress approved an additional \$900 billion COVID Relief Stimulus, which included a \$22 billion Higher Education Relief Fund to increase student Pell Grants; and

WHEREAS, Congress is currently discussing another \$1.9 trillion for pandemic relief, including \$30 billion for student grants; and

WHEREAS, in the spring of 2020, the American Council on Education reported that a minimum of \$50 billion would be needed to keep public higher education from collapsing; and

WHEREAS, by January 2021, Fitch Ratings, a leading credit rating agency, concluded that the limited federal support for higher education is severely insufficient given revenue shortfalls, cost increases, enrollment decreases, flat or reduced state funding, and other expenses; and

WHEREAS, in the United States, higher education serves 12 million students and employs millions of faculty and staff; and

WHEREAS, more than 250,000 students attend college in Indiana, with thousands of faculty and staff provide essential educational services; and

WHEREAS, public higher education is crucially "essential" to the functioning of a prosperous and democratic society, worthy of protection and support during and after the pandemic; and

WHEREAS, the President of the Senate at Purdue University Northwest has endorsed a resolution similar to this one and the Intercampus Faculty Council has endorsed forwarding the resolution to the faculty senates of the Purdue System for evaluation; and

WHEREAS, the Executive Committee of the PFW Senate fully supports the resolution;

BE IT RESOLVED, that we urgently call on the U.S. Congress to allocate increased emergency funds to protect public higher education for all.

Approved
Bernd Buldt
Hui Di
Peter Dragnev
John Egger
Ann Marshal
James Toole
Nash Younis

Opposed

Abstention

Absent

Non-Voting
Craig Ortsey

MEMORANDUM

TO: Fort Wayne Senate

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

DATE: 21 January 2021

SUBJ: Resolution to Map Out the Levels of Shared Governance

Resolution to Map Out the Levels of Shared Governance

WHEREAS the American Association of University Professors (AAUP) 1966 Statement on Government of Colleges and Universities emphasized the importance of mutual understanding and joint effort in using shared government effectively to reach decisions; and,

WHEREAS the 1966 Statement construes shared government to mean the coordination and integration of interdependent multiple voices, each having their own different weights and sequence at different times in reaching any decision; and,

WHEREAS participation among each of the components of the University occurs not in one way, but with varying weights, depending upon circumstance and respective authority in the kind of decision reached; and,

WHEREAS those weights for participation occur relevant to where Faculty have authority, according to **determination, joint action, consultation, discussion, or no participatory role**; and,

WHEREAS much confusion and misunderstanding still exist among both faculty and administration in terms of how shared government should work across various kinds of decisions that the university might reach,

BE IT RESOLVED that the Fort Wayne Senate discuss the attached document, which maps out a hierarchy of levels of faculty participation in shared government according to the Constitution of the Faculty of Purdue University Fort Wayne; and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate votes to reaffirm our Constitution and to adopt the attached document as a standard for how and when faculty participate in the governance of our institution, according to the powers and responsibilities of Faculty set out in that Constitution.

A Hierarchy of Levels of Faculty Participation at Purdue University Fort Wayne

Adapted from a Presentation by Hans Joerg-Tiede (AAUP) on Shared Government

Section VII of the Constitution of the Faculty of Purdue University Fort Wayne establishes Senate as the **sole** Governing Body of the Faculty on this campus before the Purdue Board of Trustees reaches a decision. Only Senate has **final authority** to “exercise the powers and responsibilities of the Voting Faculty” by way of **determination, joint action, or consultation**.

Determination: Faculty have **final legislative or operational authority** on the Fort Wayne campus before the Purdue Board of Trustees reaches a decision.

According to VI. A. 3. of the Constitution of the Faculty of Purdue University Fort Wayne, the Faculty have **final legislative authority** on the Fort Wayne campus to **determine**

- The academic calendar
- The policies for class scheduling
- The policies for student participation in athletic affairs

Furthermore, VI. A. 4. designates Faculty alone as having powers of **operational authority** on the Fort Wayne campus to **review and approve**

- The titles of the academic degrees conferred at PFW
- The general requirements for the curricular leading toward academic degrees or certificates
- The nomination of all candidates for degrees and certificates

Joint Action: Formal agreement by both the faculty and other components of the institution is **required**.

Currently, no section of the Constitution sets out standards where both the Faculty and other components of the institution must engage in formal **joint action**.

Consultation: There is a **formal** procedure which provides a means for the Faculty to present its **judgment** in the form of a **recommendation** or **vote**.

According to VI. A. 1. of the Constitution requires that Faculty have a **formal** procedure to present its **judgment** in the form of a **recommendation** or **vote** before the University sets **policies** concerning:

- The admission and academic placement of students
- Student conduct and discipline
- Student participation in group extracurricular activities
- The administration of the library and other educational support facilities
- The conduct, welfare, privileges, tenure, appointment, retention, and promotion of the faculty

Furthermore, VI. A. 2. requires that Faculty have a **formal** procedure to present its **judgment** in the form of a **recommendation** or **vote** before the University reaches decisions involving:

- Changes in academic organization
- The determination and management of the budget
- The planning of physical facilities
- Increases and decreases in staff
- The screening and selecting of academic and administrative offices

Furthermore, VIII.A. requires that Faculty have a **formal** procedure to present its **judgment**, through an Academic Personnel Grievance Board elected by Faculty, in the form of a **recommendation** or **vote** on administrative actions for each case raising one or more issues involving “academic freedom, tenure, promotion, or the nature or conditions of work.” VIII.A.3 also allows “any member of the Faculty” to petition an “appropriate review body” to review such administrative actions.

Discussion: There is only **informal** expression of **opinion** from the faculty or from individual faculty members.

According to VI. A. 5. of the Constitution permits Faculty “to present its views concerning any matter pertaining to the conduct and welfare of PFW to the President and Board of Trustees of Purdue University.”

In matters requiring **determination, joint action, or consultation**, neither ad hoc appointments of Faculty by administration; nor informal expression of opinion from the faculty or from individual faculty members; nor committees seating one or two faculty representatives among a majority of administrative and/or staff members satisfy the basic standards for Faculty Participation in Shared Government through its governing body of the Senate.

TO: Fort Wayne Senate

FROM: School of Education Faculty Affairs Committee

DATE: February 25, 2021

SUBJ: SOE Senate Apportionment and Election of Senators/Committee Vacancies

WHEREAS, the voting faculty of the future School of Education has approved by majority vote section II.F of the new School governance document, which described the allocation of Senate representatives, and

WHEREAS, the section of the School of Education governance document on Senate apportionment is attached,

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

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

**School of Education, Purdue University Fort Wayne
Faculty Governance Document
Section on Senate Apportionment**

II.F Senate Apportionment, Election, and Replacement

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

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

MEMORANDUM

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 2/26/2021
SUBJ: Endorsement and Revision of Student Code of Rights, Responsibilities and Conduct

WHEREAS, Part VI. C. 1. Amendments, of the Student Code of Rights, Responsibilities and Conduct (hereinafter Code) states that any proposed amendments to the Code shall be submitted to the Faculty Senate for review and comment before adoption; and

WHEREAS, a presentation of the revised Code was made to the EPC given that Procedures for Academic Misconduct is part of the Code; and

WHEREAS, the Student Affairs Committee agrees with the revised Code; and

WHEREAS, the Purdue University Deputy General Counsel, Trent Klingerman, reviewed the revised Code and has no further suggested changes; and

WHEREAS, the Student Senate, of the Student Government Association, unanimously ruled in favor of the revised Code;

BE IT RESOLVED, That the attached revised Code be approved by the Senate; and

BE IT RESOLVED, That the attached revised Code officially replace the old Student Code resolution (SR 89-28, as revised and amended).

Approved

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

Opposed

Abstention

Absent

Non-Voting

Cheryl Hine
Teri Swim

Code of Student Rights, Responsibilities, and Conduct Part I. Student Rights and Responsibilities

University Principles

As Purdue University Fort Wayne faculty, staff, and administrators, we have an obligation to uphold the university's statements of diversity, civility, integral and ethical conduct, academic freedom, and the freedom of speech. Read the university principles at pfw.edu/about/statements.

Purdue University Fort Wayne Bill Of Student Rights

Preamble

Purdue University Fort Wayne regulations governing the actions of students are intended to enhance the values that must be maintained in the pursuit of Purdue Fort Wayne's mission and goals. These values include freedom of inquiry, intellectual honesty, freedom for the open expression of ideas and opinions within limits that protect the rights of others, and respect for the views and the dignity of other persons.

In exercising their rights, students must bear responsibility to act in accordance with local, state, and national laws, and university rules, regulations, policies, and procedures. No right should be construed as enabling students to infringe upon the individual rights of another member of the academic community. ~~It is imperative that students become thoroughly familiar with this part of Student Regulations in order to avoid jeopardizing their relationships with the university and to fully understand their responsibility as citizens and members of the university community.~~

A. Individual Rights and Responsibilities as Citizens

1. Students retain all of their citizenship rights when enrolled at Purdue University Fort Wayne.

~~2. Students who violate civil law may incur penalties prescribed by civil authorities. Only where university interests as an academic community are distinct from those of the general community should the special authority of the university be asserted.~~

~~3. Nondiscrimination. The university is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. (see www.purdue.edu/purdue/ea_eou_statement.html)~~

The university views, evaluates, and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics. The university prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. (see purdue.edu/policies/ethics)

4. All members of the university community must be able to pursue their goals, educational needs, and working lives without intimidation or injury generated by harassment as defined in Purdue University's policy on Anti-Harassment. In providing an educational and work climate that is positive and harassment-free, faculty, staff, and students should be aware that harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. This Policy addresses harassment in all forms, including harassment toward individuals for reasons of race, sex, religion, color,

Comment [AB1]: Inserted

Comment [AB2]: Inserted

Comment [AB3]: Taken out per EPC. Not replaced.

Comment [AB4]: Taken out and replaced with green paragraph below. Per Office of Institutional Equity

age, national origin or ancestry, genetic information, disability, sexual orientation, gender identity, gender expression, marital status, parental status, or status as a veteran.

5. ~~In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.~~

~~The university views, evaluates, and treats all persons in any university related activity or circumstance in which they may be involved solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.~~

~~The university prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The university will conduct its programs, services, and activities consistent with applicable federal, state, and local laws, regulations and orders and in conformance with the procedures and limitations as set forth by the Purdue University Equal Opportunity, Equal Access, and Affirmative Action policy, which provides specific contractual rights and remedies. Additionally, the university promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and veterans through its affirmative action program. Purdue University Fort Wayne is an equal access, equal opportunity, affirmative action university.~~

6. ~~It is the policy of the university to maintain the campus as a place of work and study for faculty, staff, and students, free from all forms of harassment, as defined in Purdue University's policy on Anti-Harassment (III.C.1) (hereinafter, the "Anti-Harassment Policy"). In providing an educational and work climate that is positive and harassment-free, faculty, staff, and students should be aware that harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. [See Anti-Harassment Policy.] This Policy addresses harassment in all forms, including harassment toward individuals for reasons of race, sex, religion, color, age, national origin or ancestry, genetic information, disability, sexual orientation, gender identity, gender expression, marital status, parental status, or status as a veteran.~~

7. ~~Academic Freedom and Freedom of Speech. Freedom of thought and expression are the lifeblood of our academic community and require an atmosphere of mutual respect among diverse persons, groups and ideas. The maintenance of mutually respectful behavior is a precondition for the vigorous exchange of ideas, and it is the policy of the university to promote such behavior in all forms of expression and conduct. The university reaffirms its commitment to freedom of speech as guaranteed by the First Amendment of the United States Constitution. Accordingly, any form of speech or conduct that is protected by the First Amendment is not subject to this policy. The university reaffirms its commitment to academic freedom, which is essential to its educational mission and is critical to diversity and intellectual life.~~

Academic Freedom and Freedom of Speech is the foundation of our academic community and requires an atmosphere of mutual respect among diverse persons, groups, and ideas. The policy of the university to promote such behavior in all forms of expression and conduct. The university reaffirms its commitment of freedom of speech as

Comment [AB5]: Added per Office of Institutional Equity

Comment [AB6]: Information added in above paragraphs. Combined for easier reading. Per Office of Institutional Equity

guaranteed by the First Amendment of the United States Constitution. Accordingly, any form of speech or expression that is protected by the First Amendment is not subject to this policy.

Comment [AB7]: Re-written per Office of Institutional Equity. Edited Green Paragraph below.

B. Individual Rights and Responsibilities as Students

1. Degree-seeking students have the responsibility for selecting a major field of study, choosing an appropriate degree program within the discipline, planning class schedules, and meeting the requirements for degrees. The university will provide advisors to assist students in academic planning, but students are responsible for being knowledgeable about all academic requirements that must be met before a degree is granted.
2. Students have the right to receive in writing (the terms “in writing” or “written” here and throughout this Code include both printed and electronic communication) accurately and plainly stated information that enables them to understand clearly:
 - a. the general qualifications for establishing and maintaining acceptable academic standing within a particular major and at all other levels within the university,
 - b. the graduation requirements for specific curricula and majors, and
 - c. at a minimum, the course objectives, requirements, and grading policies set by individual faculty members for their courses by means of a course syllabus.
3. In the classroom, students have the freedom to raise relevant issues pertaining to classroom discussion, to offer reasonable doubts about data presented, and to express alternative opinions to those being discussed. However, in exercising this freedom, students shall not interfere with the academic process of the class. Students who interfere with the academic process of a class may be directed to leave class for the remainder of the class period. Longer suspensions from a class must be preceded by the personal misconduct procedures set forth in Part III.B of this Code.
4. Students’ course grades shall be based upon academic performance, and not upon opinions or conduct in matters unrelated to academic standards. Students have the right to discuss and review their academic performance with their faculty members. Students who feel that any course grade has been based upon criteria other than academic performance have the right to appeal through the university grade appeals procedure. [See Academic Regulations-Grade Appeals.]
- ~~5. Students have the right to obtain a clear statement of basic rights, obligations, and responsibilities concerning both academic and personal conduct.~~
6. Students have the responsibility to become familiar with, uphold, and follow all codes of conduct, including this Code, relevant codes of colleges/schools and departments, professional programs, student housing, and all rules applicable to conduct in class environments or university-sponsored activities, including off-campus clinical, field, internship, or in-service experiences.
7. Students have the right to participate in the formulation of university policies that directly affect them. In exercising this right, students have the right of access to appropriate information, to express their views, and to have their views considered.

Comment [AB8]: Taken Out as this Code provide the basic rights, obligations and responsibilities. All student have access to this Code online and through the DOS Office.

8. Students have the privacy rights specified in the university policy on the release of student information. [See Academic Regulations-Release of Student Information.]

C. Rights and Responsibilities as Participants in Student Groups, Student Organizations, and Campus Activities

1. Students have the right to form, join, and participate in groups or organizations that promote the common interests of students, including but not limited to groups or organizations that are organized for academic, professional, religious, social, economic, political, recreational, or cultural purposes.
2. Any group of students may petition to become a recognized university student organization in accordance with the established guidelines. Any appeal of a campus decision to discontinue or refuse recognition of a student group shall be made through the Campus Appeals Board.
3. Any student group recognized as a university student organization shall be entitled to the use of available campus facilities in conformity with university regulations. [See Regulations Governing the Use and Assignment of University Facilities at Purdue University Fort Wayne.] Recognition shall not imply university endorsement of group goals and activities.
4. Any recognized university student organization or any group of students able to secure sponsorship by a recognized student organization and to demonstrate financial responsibility has the right to present speakers of its choice to address members of the university community using appropriate campus facilities. These assemblies shall be subject to regulations necessary to prevent space and time conflicts and to protect the operations of the campus and the safety of persons or property.
5. Freedom of assembly shall be guaranteed to all members of the university community. Such assemblies shall be consistent with university regulations regarding the time, place, and manner of such assemblies.
6. A student, student group, or student organization has the right to distribute written material on campus without prior approval providing such distribution is consistent with appropriate regulations concerning the time, place, and manner of distribution and does not interfere with university activities.
7. Students who publish student publications under university auspices have the right to be free of unlawful censorship. At the same time, students who publish such publications must observe the recognized canons of responsible journalism ~~such as the Sigma-Delta Chi Code of Ethics~~ and avoid libel, obscenity, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. ~~Editors and managers of The Communicator may not be arbitrarily suspended or removed from their positions because of student, faculty, administrative, or public disapproval of their editorial policies or publications. Student editors and managers may be suspended or removed from their positions only for proper cause and by appropriate proceedings conducted by the Board of Directors. All student publications shall explicitly state on the editorial page that the opinions expressed are not necessarily those of the university or of the student body.~~

D. Summary of Rights and Responsibilities

This statement of Student Rights and Responsibilities is a reaffirmation by the entire Purdue Fort Wayne community that the constitutional guarantees and the basic principles of fair treatment and respect for the integrity, judgment, and contribution of the individual student, coinciding with each student's freedom to learn set forth in the foregoing articles, are essential to the proper

Comment [AB9]: The Communicator is no longer active.

operation of an institution of higher learning. Accordingly, in the interpretation and enforcement of the policies, procedures, rules, and regulations of the university, these student rights shall be preserved and given effect, but they shall not be construed or applied so as to limit the rights guaranteed students under the Constitution of the United States or the Constitution of the State of Indiana.

~~Except in the case of grade appeals and appeals of Student Housing decisions, which are addressed further below in this paragraph, a complaint by a student or a group of students that the rights described in this Part I have been violated and that the student or group of students has been or will be adversely affected thereby shall be submitted and resolved in accordance with the procedures described in Part IV. In case of grade appeals, the individuals and committees designated in the university grade appeals procedure shall have final authority to decide the appeal. In the case of an appeal of Student Housing decisions, the individuals and committees designated in the Housing Agreement shall have final authority to decide the appeal. In the case of complaints of discrimination and harassment, the individuals and committees identified in the Purdue University Procedures for Resolving Complaints of Discrimination and Harassment shall have the authority designated in such procedures.~~

- ~~1. If the student has a question as to whether the university grade appeals procedures, Student Housing procedures, or the student complaint procedures described in Part IV should be used to resolve a complaint, the dean of students shall decide which one set of procedures shall be used after consulting with the unit head of the faculty or staff member with whom the student or group of students has the complaint. Once the appropriate process is identified, the dean of students will explain the time lines associated with the process.~~

The enumeration of these rights and responsibilities shall not be construed to deny or disparege others retained by the student. Nothing contained in the Code of Student Rights, Responsibilities, and Conduct shall be construed as any denial or limitation upon the legal authority or responsibility of the Board of Trustees to establish policies and to make rules and regulations governing the operation of the university.

E. Definitions

Advisor means any person selected by a student to assist them in a disciplinary proceeding. A student has the right to be assisted by an advisor, but the advisor is not permitted to speak or participate directly in any other manner during any disciplinary proceeding, nor may they appear in lieu of the student. Students are responsible for representing themselves. The advisor need not be an attorney, but the student is allowed to have an attorney serve as their advisor in the disciplinary proceeding, at their own expense, with the understanding that the attorney's role is as an advisor rather than as an advocate. It is the responsibility of the student to arrange for an advisor who is available at the time of the scheduled disciplinary proceeding. Postponement or rescheduling of student disciplinary proceedings due to availability of an advisor will not be permitted.

Chancellor means the chief executive officer of the Purdue University Fort Wayne and Purdue Northwest regional campuses.

Comment [AB10]: Information given later on in the Code. Found in Campus Appeals Board Section.

Comment [AB11]: Additional definitions added in green. Expanded section for transparency.

Conduct Officer means a staff member authorized by the Office of the Dean of Students to administer disciplinary proceedings and represent the university at the Conduct Review Board hearings.

Dean of Students means the dean of students or their designee.

Disciplinary proceeding means an administrative hearing conducted by a conduct officer or by a Conduct Review Board panel in the manner described in these regulations for the purpose of considering whether a violation has been committed and making a determination as to any related disciplinary sanction/decision to be imposed.

Disciplinary sanction/decision means expulsion, degree deferral, suspension, disciplinary probation, written warning, restriction(s), and/or educational sanctions, as these terms are defined herein as determined appropriate for the charge by the respective conduct officer.

In writing or written includes both printed and electronic communication. Most often, an email is sent to the student's university-issued email address as it appears in the official records with the university.

Obstruction or disruption of a university activity means any unlawful or objectionable act or conduct (1) that seriously threatens the ability of the university to maintain or use its facilities for the performance of its educational, research and engagement activities, functions, or processes; (2) that is in violation of the reasonable rules and standards of the university designed to protect the academic community from unlawful conduct; or (3) that presents a serious threat to person or property of the academic community. Such phrases shall include, without limitation of the foregoing general definition: (a) the unlawful use of force or violence on or within any buildings or grounds owned, used, occupied, or controlled by the university; (b) using or occupying any such buildings or grounds in violation of reasonable rules or regulations of the university, or for the purpose or with the effect of denying or interfering with the lawful use thereof by others; (c) injuring or harming any person or damaging or destroying the property of the University or the property of others within such buildings and grounds; (d) obstructing building entrances, walkways, and rights-of-way or otherwise obstructing vehicular or pedestrian traffic on or adjacent to campus; and (e) interfering with classes, meetings, events or ceremonies sanctioned or sponsored by the university or with other essential processes of the university.

Restriction means the withdrawal or limitation of privileges for a defined period of time. This may include but not limited to the ability to access or enter certain campus facilities, the ability to participate in co-curricular activities, the removal from Housing or the ability to hold positions in which one may represent the University in an official capacity.

Student means an individual who has been offered and accepted an offer of admission to Purdue University at the West Lafayette campus, a regional campus, or a Purdue Polytechnic Statewide location or who is otherwise enrolled or participating in any Purdue course or program of study at one of the campuses or locations. This definition includes individuals who withdraw after allegedly violating this code or who are registered for a future semester, even if not currently

enrolled. In addition, persons who are living in Student Housing, although not enrolled in the institution, are also considered “students” for the purpose of enforcing this code.

Interim Suspension means an immediate disciplinary suspension and exclusion from university property imposed under certain circumstances, as more particularly described in Part III.C of these regulations.

University activity is any teaching, research, service, administrative, or other function, proceeding, ceremony, program, or activity conducted by or under the authority of Purdue University Fort Wayne or with which the university has any official connection, whether taking place on or off campus. Included within this definition without limitation are Purdue Fort Wayne cooperative education programs, internships, practicums, field experiences, and athletic or other intercollegiate activities.

University business day means any day other than Saturday, Sunday, and any day on which the university is closed, whether by virtue of its being a university holiday or otherwise.

University property means property owned, controlled, used, or occupied by Purdue University Fort Wayne.

Part II. Student Conduct Subject to University Action

Preamble

Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules, regulations, policies, and procedures of Purdue University Fort Wayne. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. The university has developed the following general regulations concerning student conduct which are intended to safeguard the right of every individual student to exercise fully the freedom to learn without interference. The university may hold a student responsible for his or her behavior, including for academic or personal misconduct

A. Academic Misconduct

This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the university or subvert the educational process. At Purdue Fort Wayne, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for credit or hours.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty, including, but not limited to, sharing papers and assignments.
4. Adopting or reproducing ideas or statements of another person as one’s own without acknowledgment (plagiarism).
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute ~~(or “ringer”)~~ in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.

8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at the university, academic departments should establish a written policy/statement addressing the professional or ethical standards for their discipline, which if developed, must be available to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement.

B. Personal Misconduct

The university may find a student responsible for the following acts of personal misconduct that occur on campus property or in connection with a university activity, or when the health, safety, property, or security of the campus may be adversely impacted.

1. Dishonest conduct, including but not limited to false accusation of misconduct; forgery, alteration, or misuse of any university document, record, or identification; and giving to a university official information known to be false.
2. Release of access codes for university computer systems to unauthorized persons; use of an access code for a purpose other than that stated on the request for service.
3. Lewd, indecent, or obscene conduct as defined by law.
4. Disorderly or disruptive conduct that interferes with teaching, research, administration, or other university or university authorized activity.
5. Failure to comply with the directions of authorized university officials in the performance of their duties, including failure to identify oneself when requested to do so, and violation of the terms of a sanction.
6. Unauthorized entry, use, or occupancy of campus facilities; refusal to vacate a campus facility when directed to do so by an authorized official of the university.
7. Unauthorized taking or possession of university property or services; unauthorized taking or possession of the property or services of others, including but not limited to selling or bartering notes/handouts/recordings from academic classes.
8. Intentional action or reckless disregard that results in damage to or destruction of university property or of property belonging to others.
9. Possession of firearms, fireworks, other explosives, or other weapons; possession or display of any firearm except as authorized by the university police; and intentional possession of a dangerous article or substance as a potential weapon, or of any article or explosive calculated to injure, intimidate, or threaten any person. Public law enforcement officials who are required by their departments to carry their firearms at all times must register with the university police.
10. Acting with violence; and aiding, encouraging, or participating in a riot.
11. Harassment, as defined by the Anti Harassment Policy. Use of the term "harassment" includes all forms of harassment, including stalking, racial harassment, and sexual harassment as defined more completely by the Anti Harassment Policy (purdue.edu/ethics/policies/FosteringRespect_accessible.pdf)
12. Hazing, defined as any conduct that subjects another person, whether physically, emotionally, or psychologically, to anything that may endanger, abuse, degrade, or

intimidate the person as a condition of association with a group or organization, regardless of the person's consent or lack of consent.

13. Physical abuse of any person or conduct that threatens or endangers the health or safety of another person.
14. Any form of communication that (a) involves a serious expression of intent to commit an act of unlawful violence to a particular individual or group of individuals or to cause damage to another person's property, or other conduct which threatens or endangers the health and safety of another person or another person's property, or (b) that is inherently likely to provoke a violent reaction or incite an immediate breach of the peace in a face-to-face situation.
15. Possession, consumption, distribution, or sale of alcoholic beverages on campus except as expressly permitted by the Internal Operating Procedures for the Possession, Consumption, Distribution, and Sale of Alcoholic Beverages on the Fort Wayne campus.
16. Use, possession, manufacture, processing, distribution, or sale of any drug or controlled substance except as expressly permitted by law. The term "controlled substance" is defined in Indiana statutes, and includes, but is not limited to, substances such as marijuana, cocaine, narcotics, certain stimulants and depressants, hallucinogens, and prescription drugs used without proper authorization.
17. Violations of other published university regulations, policies, procedures, or rules, such as the Tobacco and Smoke Free Campus policy.
18. Violation of any rules governing student organizations, or the use of university property (including the time, place, and manner of meetings or demonstrations on university property), or of any other rule that is reasonably related to the orderly operation of the university, including, but not limited to, university solicitation policies.
19. Obstruction or disruption of any university activity or inciting, aiding, or encouraging other persons to engage in such conduct. Obstruction or disruption means any unlawful or objectionable acts or conduct: (1) that seriously threaten the ability of the university to maintain its facilities available for performance of its educational activities; or (2) that are in violation of the reasonable rules and standards of the university designed to protect the academic community from unlawful conduct; or (3) that present a serious threat to persons or property of the academic community. Such phrases shall include, without limitation of the foregoing general definition, the unlawful use of force or violence on or within any buildings or grounds owned, used, occupied, or controlled by Purdue University Fort Wayne; using or occupying any such buildings or grounds in violation of lawful rules, regulations, policies, or procedures of the university, or for the purpose or with the effect of denying or interfering with the lawful use thereof by others; and injuring or harming any person or damaging or destroying the property of the university or the property of others, within such buildings and grounds.

1. Offenses Against Persons:

a. Harassment: Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Purdue University is committed to maintaining an educational and work climate for faculty, staff and students that is positive and free from all forms of Harassment, including Harassment toward individuals for reasons of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual

Comment [AB12]: While not all of the charges have been changed, the new order and sections are pasted in green below.

orientation, gender identity and/or gender expression. (Anti-Harassment Policy, Interim III.C.1) Harassment is defined as: Conduct towards another person or identifiable group of persons that is so severe, pervasive or objectively offensive that it has the purpose or effect of:

1. Creating an intimidating or hostile educational environment, work environment or environment for participation in a University program or activity
2. Unreasonably interfering with a person's educational environment, work environment or environment for participation in a University program or activity
3. Unreasonably affecting a person's educational or work opportunities or participation in a University program or activity

Use of the term Harassment includes all forms of harassment, including Stalking, Racial Harassment and Sexual Harassment.

b. Hazing: Any mental or physical action, requirement, request of, or obligation placed upon any person (including but not limited to a pledge, associate member, affiliate, prospective member, guest, initiate, or team member) which could be harmful to the health, welfare, or academic progress of the person, or which is personally degrading to the individual involved, or which has an adverse effect on the academic progress of the person, or which violates any federal, state, or local laws, or university policy. Individual acceptance of or consent to any activity covered by the foregoing definition in no way validates or excuses the activity

c. Harm, Threat or Endangerment: Conduct that causes or threatens physical harm to any person is prohibited, as is any reckless or unauthorized conduct that threatens, endangers or reasonably could threaten or endanger the health or safety of any person. Conduct covered under this rule also includes but is not limited to intimidation, coercion, or impairment of any person's freedom of movement as well as verbal or written threats of any action described above. This includes consideration of how a reasonable person similarly situated would perceive harm, threat, or endangerment.

d. Privacy Violation: Use of audio, video, or photographic devices to make an image or recording of an individual without that person's prior knowledge, or without that person's effective consent, when such image or recording is likely to cause injury or distress as determined by a reasonable person, and when there is a reasonable expectation of privacy. This includes, but is not limited to, secretly taking audio recordings, video recordings, or other images/pictures of another person in a private area such as a residence hall room, a public or private restroom, a dressing/locker room, or personal website.

e. Sexual Misconduct: Sexual misconduct is acts of Sexual Harassment or Sexual Violence as defined by the Anti-Harassment Policy, Interim (III.C.1), including: any act of Sexual Violence; any Act of Sexual Exploitation; any unwelcome sexual advance, request for sexual favors or other written, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education or participation in a University program or activity;
- Submission to, or rejection of, such conduct by an individual is used as the basis for, or a factor in, decisions affecting that individual's employment, education or participation in a University program or activity; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, offensive or hostile environment for that individual's employment, education or participation in a University program or activity.

As defined by the State of Indiana, sexual misconduct also includes any sexual act when the person is not of legal age.

f. Stalking: Stalking is any knowing or intentional course of conduct involving repeated or continued following, threatening or intimidating another person by telephone, mail, electronic communication, social media, in person, or by any other action, device or method when such conduct; that would cause a reasonable person to suffer substantial emotional distress or fear of bodily injury or death, or actually causes such person substantial emotional distress or fear of bodily injury or death.

g. Title IX Harassment: Title IX Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Purdue University is committed to maintaining an educational and work climate for faculty, staff and students that is positive and free from all forms of Title IX Harassment toward individuals for reasons of sex, sexual orientation, gender identity and/or gender expression, Title IX Harassment, Interim (III.C.4). Title IX Harassment is conduct on the basis of sex that is:

- A University employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. *quid pro quo*); or
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the University's educational programs or activities; or
- Sexual Assault, Dating Violence, Domestic Violence, or Stalking.

Retaliation Prohibited: The University prohibits Retaliation against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX Harassment investigation, proceeding or hearing.

2. Offenses related to the Operation of the University:

a. Aiding, Abetting, or Being in the Presence: Knowingly or willfully encouraging or assisting others to commit acts prohibited by this Code. Being in the knowing presence of

others committing acts prohibited by this Code without removing yourself from the situation or reporting it to a university official will be deemed complicit with the act.

b. Computer Misuse: Any behavior that is a violation of the Ethical Guidelines for Purdue University Fort Wayne Information Technology Users.

c. Disorderly or Disruptive Conduct: Conduct that interferes, obstructs or disrupts the teaching and/or learning process in any campus classroom, building, or meeting area, or any university-sponsored activity, pedestrian or vehicular traffic, classes, lectures, or meetings; obstructing or restricting another person's freedom of movement; or inciting, aiding, or encouraging other persons to do so.

d Failure to Comply: Failing to comply with verbal or written instructions of university officials acting in the performance of their duties and made within the scope of their authority or failing to identify oneself upon request of a university official.

e. False Information: Intentionally submitting false information, verbally or in writing, to a university official or office.

f. Fraudulent Use: Forgery, alteration, taking possession of, or the unauthorized use of university documents, records, keys, or identification without the consent or authorization of appropriate university officials.

g. Student Housing Published Policies or Contract: Violating Student Housing rules, regulations, the Housing contract or its amendments as necessary.

h. Violation of the Law: Committing or attempting to commit any act that would be a violation of local, state, or federal law on or off university property, when such behavior is judged by the Dean of Students or designee to be detrimental to the university's educational process or objectives. (see Appendix A for policy requiring students to disclose a felony charge or conviction occurring after admission to the university.)

i. Other Policy Violations: Violating any other published university policies not specifically a part of this Code.

j. Student Athlete Regulations or Handbook: Violating Athletics' rules and regulations put forth in the Student-Athlete Code of Conduct

k. Demonstrations: Any individual or group activity or conduct purposefully intended to call attention to the participants' point of view is not in itself misconduct. Demonstrations that do not involve behavior beyond the scope of constitutionally protected rights of free speech and assembly are permissible. However, conduct that is otherwise improper cannot be justified merely because it occurs in the context of a demonstration.

l. Misconduct Subject to Other Penalties: As provided by Indiana statute, misconduct that constitutes a violation of this Code may be sanctioned after determination of

responsibility under the procedures herein provided, without regard to whether such misconduct also constitutes an offense under the criminal laws of any state or of the United States or whether such conduct might result in civil liability of the violator to other persons.

m. Personal Conduct Not on University Property. The university may find a student responsible for acts of personal misconduct that are not committed on campus property or in connection with an university activity if the acts distinctly and adversely affect the security of the campus community, the safety of others, or the integrity of the educational process, including, but not limited to, drug and alcohol violations or offenses against another person.

3. Offenses that compromise the Health/Safety/Welfare of Others

a. Alcohol:

- Possession of alcoholic beverage by any student, regardless of age, on campus property is prohibited.
- Illegal purchase, consumption, or possession of alcoholic beverages by any student under 21 years of age is prohibited.
- Providing alcoholic beverages to an individual who is under 21 years of age.
- Adverse behavior, such as public intoxication or public indecency, as a result of alcohol consumption and regardless of age is prohibited.
- The hosting of events (including but not limited to parties, "pre-gaming," "socials" etc.) where minors consume alcohol, alcohol is provided to minors, or alcohol is otherwise distributed in violation of local ordinances or state laws is prohibited.

b. Drugs:

- The use, abuse, possession, sale, distribution, manufacture, or transfer of narcotics, illegal drugs, as defined by state or federal law, or any controlled substance is prohibited at all times, except as expressly permitted by law.
- Possession or manufacture of drug paraphernalia which is to be used for any one of the following purposes:
 1. to introduce a drug, marijuana or any controlled substance into a person's body
 2. to test the strength, effectiveness or purity of a drug, marijuana or any controlled substance
 3. to enhance or is perceived to enhance, the physiological effect of a drug, marijuana or any controlled substance, is also a violation of this policy.

c. Weapons: The possession, use, or distribution of any explosives, guns, or other deadly or dangerous weapons reasonably calculated to cause bodily injury on university property or in connection with a university activity, unless specifically authorized by the university.

4. Offenses Against Property

a. Misuse of Property: Trespass, occupancy of, unauthorized entry into, possession of, or use of the property of another person, of the university, or of university services, facilities, or resources including, but not limited to, the university's name, seal, or insignia. This includes unauthorized use of wheeled vehicles (e.g., skateboards, "hoverboards," bicycles, etc.) inside of any building.

b. Theft: Attempted or actual theft, unauthorized use, or unauthorized possession of public property, university property, or personal property.

c. Vandalism: Attempted or actual vandalism, damage to, or destruction of public property, university property, or personal property.

C. Other Student Conduct Issues

- ~~1. Demonstrations: Any individual or group activity or conduct apparently intended to call attention to the participants' point of view on some issues is not of itself misconduct. Demonstrations that do not involve conduct beyond the scope of constitutionally protected rights of free speech and assembly are, of course, permissible. However, conduct that is otherwise improper cannot be justified merely because it occurs in the context of a demonstration.~~
- ~~2. Misconduct Subject to Other Penalties: As provided by Indiana statute, misconduct that constitutes a violation of this Code may be sanctioned after determination of responsibility under the procedures herein provided, without regard to whether such misconduct also constitutes an offense under the criminal laws of any state or of the United States or whether such conduct might result in civil liability of the violator to other persons.~~
- ~~3. Personal Conduct Not on University Property: The university may find a student responsible for acts of personal misconduct that are not committed on campus property or in connection with an university activity if the acts distinctly and adversely affect the security of the campus community, the safety of others, or the integrity of the educational process, including, but not limited to, drug and alcohol violations or offenses against another person.~~

Comment [AB13]: These are included in the new charges listed above.

Part III. Student Misconduct Procedures

Preamble

Purdue University Fort Wayne procedures for imposing academic and personal misconduct sanctions are designed to provide students with the guarantees of due process and procedural fairness. Except as provided in Part IV, the procedures hereby established shall be followed in all cases in which Purdue Fort Wayne institutes proceedings against students for violations of rules of student conduct set forth in Part II.

General Procedures: Any individual (student, employee of the university, or other person) who believes a student or student organization may have committed a violation of the Code published above, may file an incident report or complaint report with one of the following offices:

· Office of the Dean of Students

· Office of Student Housing

· Office of Institutional Equity/Deputy Title IX Coordinators (Harassment, Title IX Harassment, sexual harassment and sexual misconduct)

· University Police Department (reports of crimes)

Student's Status During Conduct Proceedings: Except where interim suspension is used as provided in Part III.C, the status of a student charged with misconduct shall not be affected, pending the final disposition of charges. The effective date of any sanction shall be a date established by the final adjudicating body (Dean of Students, the Conduct Review Board, or Vice Chancellor for Student Affairs). In case of suspension or expulsion, the student shall not be withdrawn any earlier than the date the notice of charges originated or later than the effective date established by the final adjudicating body.

Good Neighbor Exception: Students are always encouraged and expected to call for emergency assistance as needed, even at the risk of disciplinary action for one's own conduct. When another person needs critical care or when a situation warrants emergency response, call 911 immediately. The Good Neighbor Exception provides students the opportunity for university conduct action to be waived for drug or alcohol policy violations if they risked revealing one's own violation of the Code of Student Rights, Responsibilities and Conduct in order to seek medical or other emergency assistance to another person in distress. The decision to provide the exception shall be the judgment of the designated conduct officer.

NOTE: The exception does not apply to criminal charges that might be incurred as a result of an offense.

A. Procedures for Academic Misconduct

When a student allegedly commits an act of academic misconduct, the faculty member teaching the course has the authority to initiate academic misconduct proceedings against the student in accordance with the following procedures.

Hold

Once a faculty member decides to initiate an academic misconduct proceeding against a student, the instructor shall inform the Chair/Director promptly to place an academic hold on the student's account in order to prevent the accused student from dropping or withdrawing from the course. If the student is found not responsible, the hold should be removed after the proceeding has concluded. If the student is found responsible, the hold shall be removed after the point which the student would have been able to drop or withdraw from the course.

Academic Misconduct Conference

The faculty member of the course in which the student has allegedly violated the Code, is required to hold a conference with the student concerning the matter within 10 business days of discovering the alleged misconduct. The faculty member must advise the student of the alleged act of misconduct and afford the student the opportunity to address the information supporting the allegation. At minimum, the requirement for the student to have the opportunity to be heard must include the following:

- notice of the nature of the alleged misconduct

Comment [AB14]: This was never an official part of the Code. Added for Transparency.

Comment [AB15]: Information added for transparency

Comment [AB16]: Information changed to reflect the Senate Document 20-9.

- notice of the date, time, location, and general procedure of the review of the allegation
- notice of the potential outcomes of the review
- opportunity to address the information supporting the allegation

Any action that must be performed by faculty under these procedures may be performed by the faculty chair or next highest administrator.

The process for investigating complaints of academic misconduct may vary depending upon the situation. An essential component of any misconduct process should incorporate the requirements of due process. As such, a student whose conduct is being reviewed should know the nature of the information presented against them and be able to have a meaningful opportunity to be heard. Therefore, throughout Part III, Section A, of this Code, whenever there is a requirement for the student to have an “opportunity to be heard,” the minimum standard for that meaningful opportunity will include all of the following:

- notice of the nature of the alleged misconduct
- notice of the date, time, location, and general procedure of the review of the allegation
- notice of the potential outcomes of the review
- opportunity to address the information supporting the allegation

When a student in a course commits an act of academic misconduct related to that particular course, the faculty member teaching the course has the authority to initiate academic misconduct proceedings against the student in accordance with these procedures.

If a faculty member initiates academic misconduct proceedings, the faculty member must contact the registrar to place a hold on the student’s account. A student may not withdraw from a course during the pendency of these proceedings or to avoid any imposed sanction.

a. A faculty member who has information that a student enrolled in a course being conducted by the faculty member has committed an act of academic misconduct related to that course is required to hold a conference with the student concerning the matter within 10 business days of discovering the alleged misconduct. The faculty member must advise the student of the alleged act of misconduct and afford the student the opportunity to address the information supporting the allegation. Any action that must be performed by faculty under these procedures may be performed by the faculty chair or next highest administrator.

b. If the faculty member finds that the student did commit the act of misconduct as alleged, the faculty member is authorized to impose an appropriate academic sanction related to the particular course involved. An appropriate academic sanction for such misconduct may include, and is limited to, one or more of the following:

(1) The student may be given a lower grade than the student would otherwise have received or a failing grade for any assignment, course work, examination, or paper involved in the act of misconduct.

(2) The student may be required to repeat the assignment, complete some additional assignment, or resubmit any assignment, course work, examination, or paper involved in the act of

Comment [AB17]: Information not deleted or changed, instead re-organized for clarity in green sections above.

misconduct.

(3) The student may be given a lower grade than the student would otherwise have received or a failing grade for the course.

Finding and Sanctions

If after the conference, the faculty member finds that the student did commit the act of misconduct as alleged, the faculty member is authorized to impose an appropriate academic sanction related to the particular course involved. An appropriate academic sanction for such misconduct is limited to one or more of the following:

1. The student may be given a lower grade than the student would otherwise have earned or a failing grade for any assignment, course work, examination, or paper involved in the act of misconduct.
2. The student may be required to repeat the assignment, complete some additional assignment, or resubmit any assignment, course work, examination, or paper involved in the act of misconduct.
3. The student may be given a lower grade than the student would otherwise have earned or a failing grade for the course.

After imposing an academic sanction, the faculty member is required to report the matter and action taken within 10 business days in writing to the student, the chair of the department in which the course is offered, the dean/director of the college/school/division in which the course is offered, the chair of the student's department (if different from above), the dean/director of the student's college/school/division (if different from above), and the dean of students.

The student has the right to appeal the faculty member's findings and/or sanction through the procedures specified in Part IV of this Code.

Additional Sanctions from the Department

The chair of the student's department has the authority to initiate additional academic sanctions against the student if the chair concludes, in consultation with the dean of students, that additional sanctions may be warranted by the nature of the act or because the student has committed previous acts of academic misconduct.

The chair of the student's department must notify the student in writing within 10 business days of the date of the faculty member's report if additional sanctions are contemplated at the department level. If additional sanctions are contemplated, the student shall be provided an opportunity to be heard in accordance with the standards articulated in the opening paragraph of Part III, Section A.

The chair must report any decision to initiate additional sanctions in writing to the student, the student's college/school/division dean/director, and the dean of students within 10 business days of the student's opportunity to be heard.

Additional sanctions imposed at the department level may include academic probation, denial of future admission, or dismissal from the department. The student may appeal the chair's decision about additional sanctions through the procedures specified in Part IV of this Code.

Comment [AB18]: Information not deleted. Re-organized for clarity in green below.

Comment [AB19]: Heading placed in sections for clarity. Previous numbering taken out. No Information changed.

Additional Sanctions from the College/School/Division

The dean/director of the student's college/school/division also has the authority to initiate additional academic sanctions against the student if the dean/director concludes, in consultation with the dean of students, that additional sanctions may be warranted by the nature of the act or because the student has committed previous acts of academic misconduct. The dean/director must notify the student in writing within 10 business days of the date of the chair's report if additional sanctions are contemplated at the college/school/division level. If additional sanctions are contemplated, the student shall be provided an opportunity to be heard in accordance with the standards articulated in the opening paragraph of Part III, Section A.

The dean/director must report any decision to initiate additional sanctions in writing to the student, the chair, and the dean of students within 10 business days of the student's opportunity to be heard.

Additional sanctions imposed at the college/school/division level may include academic probation, denial of future admission, or dismissal from the college/school/division. The student may appeal the dean's/director's decision about additional sanctions through the procedures specified in Part IV of this Code.

Procedures for Specialty/Other Cases of Academic Misconduct

When a student is alleged to have committed an act of academic misconduct that is not related to a course in which the student is enrolled, the chair of the student's department has the authority to initiate a review of the allegation.

After discovering the alleged academic misconduct, the chair must notify the dean of students and the student in writing within 10 business days if action is contemplated at the department level and provide the student an opportunity to be heard in accordance with the standards articulated in the opening sentence of Part III, Section A.

The chair must report the decision, including any sanctions imposed, in writing to the student, the student's college/school/division dean/director, and the dean of students within 10 business days of the student's opportunity to be heard.

Sanctions imposed at the department level may include, and are limited to, one or more of the following: academic probation, denial of future admission, or dismissal from the department. The student may appeal the chair's decision (including sanctions) through the procedures specified in Part IV of this Code.

Similarly, the dean/director of the student's college/school/division has the authority to initiate additional academic sanctions against the student if the dean/director concludes that additional sanctions may be warranted by the nature of the act or because the student has committed previous acts of academic misconduct in accordance with the procedures above.

The dean/director must report any decision to initiate additional sanctions in writing to the

student, the chair, and the dean of students within 10 business days of the student's opportunity to be heard.

Additional sanctions imposed at the college/school/division level may include, and are limited to, one or more of the following: academic probation, denial of future admission, or dismissal from the college/school/division. The student may appeal the dean's/director's decision about additional sanctions through the procedures specified in Part IV of this Code.

Sanction Restrictions

A student may not be placed on disciplinary probation, suspended, or expelled from the university because of an act of academic misconduct unless the dean of students concludes that such a sanction is justified by the nature of the act or because the student has committed previous acts of misconduct. If the dean of students concludes that additional disciplinary sanctions are warranted, the proceedings will be governed by the same procedures that apply to acts of personal misconduct (Part III.B) and may be commenced when notified of the outcome from the faculty member.

I. Appeals for Academic Misconduct

The Campus Appeals Board (CAB) may hear the following types of appeals from students:

1. appeals of academic misconduct findings imposed by faculty members, department chairs, or academic deans or division directors
2. appeals of SGA Judicial Court rulings
3. appeals of faculty/staff decisions claimed to violate student rights recognized in Part I of the Code. Extension to any time limits specified below must be approved by the chair of the board.

II. Campus Appeals Board

Composition. The Campus Appeals Board (CAB) shall consist of nine members selected in the following manner: four students appointed by the president of Purdue University Fort Wayne Student Government Association subject to confirmation by the SGA Senate; three faculty members elected by the Faculty Senate; and two administrative staff members appointed by the chancellor, one of whom shall be designated as chair of the Campus Appeals Board. An equal number of alternates from each constituent group shall be appointed at the same time and in the same manner as the regular members. From the members and alternates, the chair shall designate a hearing panel consisting of a minimum of three members including at least one student. A minimum of three panel members including at least one student is required for quorum.

Terms of Office. The term of office for student members and their alternates shall be one year, and for the faculty and administrative members, it shall be two years, except that members shall continue to have jurisdiction of any case under consideration at the expiration of their term. The terms of office for all members shall begin at the start of the fall semester. No member shall serve more than two consecutive terms. If any appointing authority fails to make its prescribed appointments to the Campus Appeals Board, or to fill any vacancy on the panel of alternates within seven calendar days after being notified to do so by the chancellor, or if at any time the Campus Appeals Board cannot function because of the refusal of any member or members to

Comment [AB20]: Section moved from different part of Code. No information changed within it.

serve, the chancellor may make appointments, fill vacancies, or take such other action as deemed necessary to constitute the Campus Appeals Board with a full complement of members.

III. Criteria for Appeal

Appeals may only be requested for one or more of the following reasons:

1. Failure to follow an established policy or procedure
2. The assigned sanction is unduly harsh or arbitrary
3. New information has become available since the conclusion of the process
4. Bias has been exhibited through the process.

The purpose of an appeal shall not be simply to hold a rehearing of the original matter.

IV. Filing the Petition

Students who wish to request Campus Appeals Board action shall complete the online form within 10 business days of the date of the sanction letter or within 10 business days of the conclusion of the previous step in the appeal process, as applicable. The dean shall in turn forward properly filed appeals to the chair of the Campus Appeals Board.

To be properly filed, the appeal must be submitted within the established time limits, identify the action or decision being appealed, name the party whose decision or action is being appealed (sometimes referred to below as the “named party”), and identify one or more of the criteria identified in the Criteria for Appeal set forth above. If the above criteria are not met, the CAB chair shall dismiss the appeal.

V. Investigation of Appeals

Within 10 business days of the chair’s receipt of the appeal, the CAB chair will assign a board member or alternate who is a faculty member or administrator to investigate the appeal and notify the party named that an appeal has been filed. Notification will include a copy of the appeal and the identity of the student who filed the appeal. The party whose action or decision is being appealed will be requested to respond in writing within 10 business days from the date of notification. To protect both the student and the named party, CAB appeals will be treated with the greatest degree of confidentiality possible.

As soon as practicable following appointment, the investigator will interview the student who filed the appeal. The student may have an advisor or legal counsel (at the student’s own expense) present at meetings with the investigator. However, the advisor or counsel may not stand in place of the student or otherwise participate in the investigation process.

Within 10 business days following completion of the interview with the student, the investigator will notify the chair as to whether or not the allegations set forth in the appeal, if substantiated, would support the basis for the appeal and, if so, whether the action or decision being appealed would constitute a violation of one or more student rights recognized in Part I of the Code. If in such notification the investigator answers these inquiries in the negative, the chair may dismiss the appeal, and the decision shall be final. The chair shall provide the student and named party with written notice of such dismissal. In all other cases, the investigator will conduct a thorough

fact-finding investigation, and will meet separately with the student and named party, interview pertinent witnesses, and review relevant documents regarding the appeal. The investigation shall be completed within 10 business days following the assignment of the appeal to the investigator. Within 10 business days following conclusion of the investigation, the investigator will prepare and deliver a report to the chair, the student filing the appeal, and the named party. The report will include a finding based upon a preponderance of information that the appeal shall be upheld or denied. The “preponderance of information” standard requires that the information supporting the finding is more convincing than the information offered in opposition to it. The report will include the basis upon which the investigator reached the finding and recommendation for remedy, if any.

VI. Determination

Within 10 business days of receipt of the investigator’s report, the chair will convene a meeting of the CAB hearing panel. The student and the named party will be notified of the date, time, and location of the meeting. Prior to the meeting, the student, named party, and panel members shall be furnished with a copy of the investigator’s report and copies of the appeal and response. The student may have an advisor or legal counsel (at the student’s own expense) present at the meeting. However, the advisor or counsel may not stand in place of the student or otherwise participate in the hearing process. At the meeting the panel will be afforded the opportunity to ask questions of the investigator. The student who filed the appeal and the named party will be afforded the opportunity to make a brief statement to the panel, after which the panel members may ask questions. The panel shall meet separately with the student and the named party. Within 10 business days following the final meeting with the panel, the chair shall render the written recommendation of the hearing panel and include a brief explanation of the recommendation setting forth the findings upon which the recommendation is based. The chair shall furnish copies of the recommendation to the chancellor, the student who filed the appeal, the party whose decision is being appealed, and to others within the university with a need to know as determined by the panel. The chancellor shall render a written and final decision within 10 business days of receiving the panel’s recommendation.

VII. Student Complaint Procedures

The following student complaint procedures are designed to ensure that students have an identified and well-understood mechanism for registering and resolving complaints of the types described below.

A. Students having complaints concerning alleged violations of the Anti-Harassment Policy should use the Purdue University Procedures for Resolving Complaints of Discrimination and Harassment.

B. Students having complaints concerning actions or decisions which are claimed to violate other rights recognized in Part I of the Code must first make a reasonable effort to resolve the complaints informally with the faculty/staff member whose action or decision is the basis for the complaint.

The effort to resolve the complaint informally with the faculty/staff member must be initiated by the student in a documented manner no later than within 21 calendar days the action or decision occurred. The documentation only needs to be dated and indicate that the student has made a good faith effort at initiating the conversation with the responsible faculty/staff member. For a complaint to continue to receive consideration under these procedures, the student must initiate each successive step in the process within 21 calendar days of conclusion of the previous step. In addition, it is expected that each step in the process will be concluded within 21 calendar days of initiation.

If the complaint is not resolved informally between the student and the responsible faculty/ staff member, the student may pursue the complaint informally with the faculty/ staff member's department head, who shall investigate, mediate, and suggest a resolution.

If the complaint remains unresolved after the department head's attempt to mediate a resolution, the student may continue to pursue the complaint with the head of the next highest administrative level (e.g., the college/school/division dean/director), who shall investigate, mediate, and suggest a resolution.

Only after all such remedies have been exhausted may the student petition for a hearing before the Campus Appeals Board. To petition for a hearing before the Campus Appeals Board, the student must complete the online form. The complaint must describe the action or decision claimed to violate one or more of the student rights recognized in Part I of the Code, identify the right(s) claimed to have been violated, and specify the remedy sought. The dean shall direct properly received complaints to the chair of the Campus Appeal Board. The Campus Appeals Board shall have the authority and duty to reach findings and to convey recommendations to the chancellor. If necessary, the chancellor may present such recommendations to the university president and Board of Trustees for their consideration.

B. Procedures for Personal Misconduct

Any member of the university community may initiate a complaint of student personal misconduct with the dean of students. Misconduct proceedings are initiated by the issuance of a notice of charges and are governed by the following procedures.

1. Notice of Charges

a. A personal misconduct proceeding is initiated by the dean of students by sending a notice to the student who is the subject of the complaint. If proceedings are initiated against a student under the age of 18, the dean is required to make reasonable efforts to assure that the parent(s) or, when appropriate, the legal guardian of the student is notified concerning the proceedings and the nature of the complaint.

b. The notice shall be sent by email to the student's address as it appears in the official records of the university or shall be delivered personally to the student. The notice shall quote the rule claimed to have been violated and shall fairly inform the student of the reported circumstances of the alleged misconduct. The notice shall require the student to appear in the office of the dean of students at a time and on a date specified (which ordinarily will not be earlier than three business days after the emailing of the notice) for a hearing on the alleged violations. A copy of these procedures can be found on the

webpage: catalog.pfw.edu, a link to which will be included in the email or other notice to the student.

c. The notice shall inform the student of the following:

- (1) The offense the student is alleged to have committed by citing the relevant section of this Code;
- (2) The date, time, and place of the alleged offense, and other relevant circumstances;
- (3) The date, time, and place of the hearing to discuss the alleged violation;
- (4) That the student may have an advisor or other counsel present during the hearing, but with the understanding that such an advisor or counsel is limited to the role of advising the student and that such an advisor or counsel may not participate in presenting the case, questioning the witnesses, or making statements during the hearing;
- (5) That the student need not answer questions and that a choice to remain silent will not be taken as an admission of responsibility, nor shall it be detrimental to the student's position;
- (6) That, if the student fails to appear for the hearing, the dean of students may (a) reschedule the conference; (b) dismiss the charges; or (c) if the dean reasonably believes the failure to appear to be inexcusable, impose any of the prescribed sanctions set forth in Part III.B.3 below.

Comment [AB21]: Information not deleted.
Re-formatted in green below.

I. Notice of Charges

Personal misconduct proceedings are initiated by the Office of the Dean of Students by sending a notice to the student who is the subject of the complaint. If proceedings are initiated against a student under the age of 18, the Conduct Officer is required to make reasonable efforts to assure that the legal guardian of the student is notified concerning the proceedings and the nature of the complaint.

For each case, the Conduct Officer will determine whether:

1. An administrative conduct conference with the Conduct Officer should occur or
2. A hearing before the Conduct Review Board panel should occur.

The notice shall be sent by email to the student's address as it appears in the official records of the university. The notice shall quote the policy claimed to have been violated. The notice shall require the student to appear at a time and on a date specified (which ordinarily will not be earlier than three business days after the emailing of the notice) for a conduct conference on the alleged violations.

The notice shall inform the student of the following:

1. The offense that the student is alleged to have committed by citing the relevant section of this Code
2. The date, time, and place of the conduct conference to discuss the alleged violation
3. That the student may have an advisor or other counsel present during the hearing, but with the understanding that such an advisor or counsel is limited to the role of advising

the student and that such an advisor or counsel may not participate in presenting the case, questioning the witnesses, or making statements during the hearing

4. That the student need not answer questions and that a choice to remain silent will not be taken as an admission of responsibility, nor shall it be detrimental to the student's position.

II. Failure to Respond to Charges

If the student fails or refuses to appear, an administrative hold will be placed on their account. The Conduct Officer may, after conducting such investigation as they may deem necessary, dismiss the charges or impose a disciplinary sanction and a decision as defined in these regulations.

If the Conduct Officer imposes a disciplinary sanction and a decision as defined in Part III.B.VII. of these regulations, they shall notify the student in writing of such action, and the student may appeal this action to the Dean of Students per the administrative conduct conference appeal procedure outlined below.

2. Hearing

~~a. When the student appears as required, the dean of students shall inform the student as fully as possible of the facts concerning the alleged misconduct and of the procedures that follow. The student may, but need not, make responses and explanations.~~

~~b. If, after discussion and such further investigation as may be necessary, the dean of students determines that the violation alleged is not supported by the information, the dean shall dismiss the accusation and notify the student.~~

~~c. If, after discussion, or if the student fails to appear, the dean of students believes that the violation occurred as alleged, the dean shall so notify the student and shall impose a sanction by means of a written notice. The student, by such notice, shall have the option of accepting or appealing the finding and/or sanction through the procedures specified in Part V of this Code.~~

~~d. Both the student and the student's accuser shall be informed of the outcome of any hearing brought alleging any form of physical violence, threat, or harassment.~~

Comment [AB22]: Hearing information has been changed to Green text below.

III. Administrative Conduct Conference

The conduct conference is a meeting with a designated Student Conduct Officer at which time the accused student is made aware of university conduct procedures, the nature of the complaint, alleged violations, and the range of sanctions possible for the type of offense of which they have been charged. Students will be sent notification of the conference at least three (3) business days in advance. The student is also given an opportunity to respond to the complaint at this conference. Based on the information available, the Student Conduct Officer may:

- a) dismiss some or all of the charges if determined that the violation alleged is not supported by the information

- b) continue an investigation into the complaint to determine if the allegations have merit
- c) Find the student responsible and impose sanction(s) by means of a written notice if the information supports the alleged violation.

The student is also informed of their options in adjudicating the violation(s), including one of the following:

- a) To take responsibility for the violation. The designated Conduct Officer conducting the preliminary meeting may choose to refer the determination of sanctions to another administrator or to the conduct review board if the level of offense warrants more serious sanctions.
- b) To not take responsibility for the violation.
 - a. In the case of minor offenses, the designated staff person may choose to hear the case administratively or to refer the case to another administrative hearing officer or conduct review board.
 - b. Cases that are complicated in nature and scope, or where the violations may result in removal from Housing, suspension, or expulsion are referred to the Conduct Review Board.

Comment [AB23]: An Administrative conduct conference is part of DOS's current process.

Comment [AB24]: The Conduct Review Board is the new addition to the proposed Code.

Administrative Conduct Conference Appeal Information: The student may appeal the result (finding and sanctions) of an administrative hearing decision to the next level administrator. The student has five (5) business days from the date of the decision letter in which to submit an appeal. It is the student's responsibility to ensure that the appeal notice is received by the appropriate appeal officer by the specified due date. Disciplinary decisions not properly appealed by such date are deemed final.

A student may appeal based on the following reasons:

1. There is significant new information related to the case that was not available at the time of the conduct conference with the Conduct Officer that would alter the finding and/or sanction(s) assigned in the case. The new information must be detailed in an appeal letter with an explanation of why the information was not available at the time of the individual hearing with the Conduct Officer. A student who fails to appear for his/her initial conduct conference after the sanction notice has been sent to their University-issued email address will be deemed to have waived the right to present witnesses and relevant information in the student's own behalf and thus precluded from presenting "significant new information" for an appeal.
2. There is evidence that the University failed to follow established procedures outlined in this Code.
3. The assigned sanction of disciplinary probation, suspension, expulsion, degree deferral, or restrictions, is grossly disproportionate to the violation. Assigned sanctions of a written warning and/or educational sanctions such as apology letters, reflection papers, and community service may not be appealed.

IV. Conduct Review Board

The Conduct Review Board hears conduct cases referred to it by the Dean of Students or designated Conduct Officer. Cases heard by the Conduct Review Board (CRB) typically involve behavior that potentially warrants removal from housing, suspension or expulsion. Additionally, the Dean of Students or designated Conduct Officer may refer other student cases to a CRB hearing.

- a) *Student Membership.* Students are typically recruited and selected by Office of the Dean of Students during the fall semester. Student members must participate in an initial orientation before they are eligible to serve as panelists in a hearing. Student members are expected to serve through one academic year (Fall to Spring). A student member may stay a panelist for unlimited number of terms.
- b) *Faculty and Professional Staff Membership.* The faculty and staff employees shall be selected by the Office of the Dean of Students and confirmed by the Dean of Students. These members must participate in an initial orientation before they are eligible to serve as panelists in a hearing. Faculty and staff employees are expected to serve a term for one calendar year (Fall to Summer). Additionally, they may serve for unlimited number of terms.
- c) *Quorum.* To conduct a hearing for a student conduct case, a hearing panel composed of at least three but no more than five members of the CRB, including both faculty/staff and student representation.
- d) *Hearing Chairperson.* The hearing shall be chaired by one member of the hearing panel designated in advance by the Office of The Dean of Students. The chairperson shall be a voting member of the Board. The Dean of Students, a Conduct Officer or designee will be present at all hearings as a non-voting Board Advisor to the hearing panel.
- e) *Hearings during Summer Session and Breaks.* To ensure the functioning of the hearing panel during summer terms and at other times when regular classes are not in session, the Dean or designee may convene a CRB hearing with a minimum of three panelists chosen from the pool of the Conduct Review Board members who are available. Should a minimum of three panelists be unavailable from the CRB pool, the Dean of Students, Conduct Officer, or designee may select unappointed or unconfirmed faculty, professional employees, or students to serve.
- f) *Cases That Do Not Warrant Suspension.* The Dean of Students or designated Conduct Officer may refer cases that do not warrant suspension or expulsion to CRB hearings. These cases may be complex in nature.

V. Procedures for Conduct Review Board Hearings

Comment [AB25]: New Option for the Conduct Process. Reasons for this addition:
-Balance the decision-making power from just 1 conduct hearing officer to a board made up of students, staff and faculty.
- Students will feel that a group decision was made regarding their future instead of 1 person.
-A type of Conduct Board is typical at the majority of colleges and universities. PFW has been behind in adding this to its processes.

Comment [AB26]: Information laid out for transparency for all parties involved in the conduct process.

Procedures for disciplinary cases resolved by a hearing shall be as follows:

- a) *Written Notice of Hearing.* In cases where removal from housing, suspension or expulsion is under consideration, the accused student shall be notified by the Conduct Officer or designee in writing of the date, time, and place of the hearing at least five (5) business days before the hearing. This notice shall also include a statement of the allegations of policy violations and information about the hearing process.
- b) *Pre-Hearing Information Session.* The Dean of Students or designated Conduct Officer will meet informally with the student prior to the hearing to explain the disciplinary process and to answer questions about the procedures and possible consequences. The pre-hearing information session may be held either before or after a notice of charges is formally delivered to the student.
- c) *Absence of the Accused Student.* Accused students may choose not to attend the hearing and may instead submit a written presentation of their case at least one (1) business day before the hearing. The hearing may proceed in the absence of the accused. By such absence, accused students forfeit their right to question witnesses and the Conduct Officer.
- d) *Witnesses.* The accused student, and the designated Conduct Officer may invite persons who have information relevant to the alleged violation to present testimony at the hearing; however, the chairperson of the Board may limit the number of witnesses to avoid repetition and cumulative testimony. The names of witnesses and written disclosure of the main points of their testimony must be provided to the Office of the Dean of Students a minimum of two (2) business days before the hearing. Each party shall be responsible for ensuring the presence of their witnesses at the hearing or delivery of a written or recorded statement in lieu of personal testimony. Witnesses invited by either party shall be present only while they are testifying. Character witnesses may not provide testimony directly to the Board but may provide written statements to be considered only if a student is found responsible. Character witness statements will be considered for sanctioning purposes only.
- e) *Student Assistance.* The accused student may be accompanied and assisted at the hearing by an advisor of their choice. Students must provide the name of their advisor to the Office of the Dean of Students at least one business day before the hearing. At no time may the advisor participate directly in the hearing proceedings. They may only consult and speak with the student they are supporting. If the advisor does not comply with this directive, they may be asked to remove themselves from the proceedings.
- f) *Recusals and Challenges.* Board members may recuse themselves if they have a conflict of interest with the case, with the accused student, or when the Board member believes a personal bias makes it impossible to render a fair decision. The accused student may challenge a Board member on the grounds of conflict of interest or personal bias.
- g) *Conduct of the Hearing.* The hearing shall be conducted in an informal manner and without reference to rules applicable to a court of law concerning the examination of

witnesses and admissibility of evidence, but with a view toward providing the Hearing Board with a complete understanding of the facts involved. The chairperson may limit questioning deemed to be irrelevant, immaterial, and unduly repetitious. The hearing and the deliberations of the Board shall be private. Decisions of the Board shall be made by majority vote.

- h) *Record of the Hearing.* There shall be a single verbatim record, such as an audio recording, of all Conduct Review Board hearings. The Board's deliberations shall not be recorded. No other recording shall be made. The accused student may review the recording in the Office of the Dean of Students upon request, for any reason. The recording shall be the property of Purdue University Fort Wayne and shall be maintained by the Office of the Dean of Students until the conclusion of all appeal proceedings, until the appeal deadline has surpassed, or as required by law.
- i) *Additional Rules:* Procedural rules not inconsistent with this process may be established by the Board from time to time to fulfill its functions in an orderly manner.

VI. The Conduct Review Board Decision

The Board shall submit its recommendations regarding responsibility and sanction, if applicable, to the referring Conduct Officer who shall

- a. Accept the recommendation and impose the recommended sanctions.
- b. Refer the case back to the Hearing Board with a written request to reconsider its recommendations, giving specific reasons for doing so.
- c. Modify the Board's decision: only lesser sanctions may be imposed.

Personal Misconduct Sanctions

- 1. ~~The dean of students is authorized to impose a sanction including, and limited to, one or more of the following:~~

VII. Range of Sanctions

Office of the Dean of Students Conduct Officers or the Conduct Review Board panel may impose any of the sanctions listed below and one or more of the following sanctions when a student is found responsible for violations of the Purdue University Fort Wayne's Code of Student Rights, Responsibilities, and Conduct:

~~a. **Reprimand and Warning.** A student may be given a reprimand accompanied by a written warning that the student may receive additional sanctions if the student engages in the same misconduct again or commits any other violation of this Code.~~

a. **Warning:** a disciplinary action consisting of an official notification to a student that their behavior is inappropriate and not in compliance with the standards set forth in these regulations. Additionally, the student may receive additional sanctions if the student engages in the same misconduct again or commits any other violation of this Code.

Comment [AB27]: Heading and paragraph changed to below green information.

Comment [AB28]: Reprimand and Warning changed to paragraph listed below in Green.

b. **Educational Requirements:** the imposition of mandatory learning opportunities for students who violate the university's regulations, which require them to participate in reasonable and relevant educational activities that foster their personal, ethical and social development. Educational sanctions may be proposed in combination with other disciplinary actions. Examples include interviews, a research project, a reflection paper, university or community service or other type of assignment to provide a learning experience related to the violation.

Comment [AB29]: Although no new sanctions are added; more definitions have been added for transparency.

b. **Disciplinary Probation:** A student may be placed on probation for a specified period under conditions specified in writing by the dean of students, with a warning that any violation of the conditions or any further acts of misconduct may result in additional sanctions, including suspension or expulsion from the university. As a condition of probation, the student may be required to participate in a specific program, such as an alcohol-education program, or to provide a specific service, such as the repair or restoration of any property damaged or taken by the student.

Comment [AB30]: Information not deleted. Re-worded in below green paragraph

c. **Disciplinary Probation:** a status imposed for a limited, specified period of time during which the student must demonstrate a willingness and ability to conform to all university regulations. Any violation of university policy while on Disciplinary Probation is more likely to result in more severe sanctions up to and including suspension or expulsion from the university. A sanction of disciplinary probation does not include any other restrictions. However, disciplinary probation may be combined with restrictions and loss of privileges and other sanctions. Additionally, other university offices and programs may consider disciplinary probation and choose to restrict/deny a student's involvement in certain activities such as participation in athletics, service as student organization leader, international study abroad, or other off-site programs.

c. **Restitution:** A student may be required to pay the cost for the replacement or repair of any property damaged by the student. If the student fails to pay the cost or make the repairs, the student may be subjected to additional sanctions, including suspension or expulsion.

Comment [AB31]: Updated Language in below green paragraph

Restitution: a student whose actions cause damage to, defacing of or destruction of public or private property or injury to another person, may be required to provide monetary reimbursement for restoration of or replacement of property or for medical bills related to injuries.

d. **Participation in a Specific Program, Assessment, or Evaluation.** A student may be required to participate in a specific program, assessment, or evaluation, such as an alcohol-education program. If the student fails to participate in the program as directed, the student may be subjected to additional sanctions, including suspension or expulsion.

e. **Provision of a Specific Service.** A student may be required to provide a specific service, such as the repair or restoration of any property damaged or taken by the student.

~~If the student fails to provide the service as directed, the student may be subjected to additional sanctions, including suspension or expulsion.~~

Comment [AB32]: Information was replaced with less specific “referral” paragraph below. New paragraph is all-encompassing.

Referral: a student may be referred to an appropriate university office or to an outside agency to assist that student in achieving personal, social, or emotional growth.

Persona Non Grata/Trespass Warning: a student may be prohibited from entering or being on the premises of specific locations, facilities or buildings or the entire campus.

Restriction and Loss of Privileges: denial or restriction of specified privileges (including contact with a specific person or persons) for a designated period of time.

Removal from Housing: termination of housing contract for current term and all future terms. During removal, the student is issued a persona non grata/trespass notice and may not be present on Student Housing property at any time without prior authorization by the Director of Student Housing or their designee. Conditions of re-contracting prior to or following a period of removal will be determined by Student Housing.

Comment [AB33]: New sanctions listed for transparency

f. Suspension. ~~A student may be suspended from classes and future enrollment and excluded from participation in all aspects of campus life for a specified period of time.~~ termination of enrollment for a specific period of time. During the period of suspension, the student is issued a persona non grata/trespass notice and may not be present on university property at any time or attend any university-sponsored event or activity without prior authorization by the Office of the Dean of Students. Conditions of re-enrollment prior to or following a period of suspension will be determined by the Office of the Dean of Students.

Comment [AB34]: Updated Definition to include specifics.

g. Expulsion. ~~A student may be permanently dismissed from the university.~~ permanent termination of enrollment. Upon expulsion, the student is issued a trespass notice and may not be present at Purdue University Fort Wayne, any Purdue sanctioned event, or any Purdue University affiliated campus at any time or attend any university-sponsored event or activity without prior authorization by the Office of the Dean of Students.

Comment [AB35]: Updated Definition to include specifics.

Revocation of Admission and/or Degree: admission to, or a degree awarded from Purdue University may be revoked for fraud, misrepresentation, or other violation of Purdue University Fort Wayne standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

Comment [AB36]: Additional sanction listed out for transparency. (not previously listed in Code)

VIII. The Appeal Process for a Conduct Review Board Hearing

Comment [AB37]: Appeal Process for any Conduct Review Board Hearing

Decisions by the Conduct Review Board and subsequent sanctions may be appealed to the Vice Chancellor for Student Affairs.

The student has five (5) business days from receipt of the original decision in which to submit an appeal in writing.

A student may appeal based on the following reasons:

1. A procedural or substantive error occurred that significantly affected the outcome of the hearing, such as substantiated bias or material deviation from established procedures
2. An unduly harsh sanction
3. New information of a substantive nature sufficient to alter a decision, because such information and/or facts were not known to the student appealing at the time of the original hearing

An appeal may be resolved in one of the following ways:

1. The original decision may be upheld
2. Modified, lesser sanctions, may be imposed
3. The case may be remanded to the Board reconstituted with new members to allow reconsideration of the original determination and/or sanctions.

The appellate decision shall be final and not subject to any further appeal.

C. Summary Action

~~Summary action by way of temporary suspension and exclusion from university property may be taken against a student without the issuance of a notice of charges and without following the procedures prescribed in Part III.B or Part IV on the following conditions:~~

- ~~• Summary action shall be taken only by the chancellor or the chancellor's designee, and only after the student shall have been given an opportunity to be heard if such procedure is practical and feasible under the circumstances.~~
- ~~• Summary action shall be taken only if the chancellor or the chancellor's designee is satisfied that the continued presence of the student on university property threatens imminent harm to any other persons or to the property of the university or of others, or to the stability and continuance of normal university functions.~~
- ~~• Whenever summary action is taken under this provision, the procedures provided for in Part III.B for a hearing or the procedures provided for in Part V for appeals shall be expedited so far as possible in order to shorten the period of summary action.~~

D. Time Limitations

~~Time limitations specified in the preceding sections of this Code may be extended by either the dean of students or the Campus Appeals Board for a reasonable period if an extension is justified by good cause under the totality of the circumstances. The documentation for extending the time limitations must be provided to the student.~~

E. Status During Conduct Proceedings

Except where summary action is taken as provided in Part III.C, the status of a student charged with misconduct shall not be affected, pending the final disposition of charges. The effective date of any sanction shall be a date established by the final adjudicating body (dean of students or the Campus Appeals Board). In case of suspension or expulsion, the student shall not be withdrawn any earlier than the date the notice of charges originated or later than the effective date established by the final adjudicating body.

C. Interim Measures Including Interim Suspension

Comment [AB38]: Information changed and listed below in green.

Comment [AB39]: Paragraph moved to beginning of Student Conduct Procedures. (pg. 16)

I. Interim Measures

Should there be reasonable cause, the university may find it necessary to take interim measures before a formal decision is made in order to mitigate the effects of alleged misconduct and otherwise promote the safety of university community members. If a student fails to comply with the requirements of the interim measure(s), the university may take further actions as it deems necessary to ensure the safety of the campus community. Interim measures may include, but are not limited to

1. No contact orders
2. Student Housing reassignments or removal
3. Changes to student employment assignments
4. Changes to academic schedule
5. Counseling
6. Temporary delay of graduation or other academic progress
7. Restriction on the student's presence in university buildings, on university property, at university events, and/or use of the university's online resources

No contact and other orders do not always involve actions that threaten the safety or operations of the university community.

The Dean of Students or designee will make decisions on interim measures after appropriate review. The Director of Student Housing or designee may initiate a residential move or removal in cases concerning immediate safety. They may also issue temporary no contact order under the same circumstances. All interim measures described above will be documented in writing.

Interim Measures cannot be appealed.

II. Interim Suspension

When the behavior of a student poses an immediate risk to the safety of or a substantial disruption to the effective operations of the university community, the university may interim suspend the student. This interim suspension immediately suspends the student from all university premises and activities.

The interim suspension will be decided by the Dean of Students or their designee. The interim suspension will be confirmed via email in writing to the student and remain in effect until such time as the alleged violations of the Purdue University Fort Wayne Code are resolved. The student will be notified of the interim suspension by the Dean of Students or designee. Within three (3) business days of the notification of the interim suspension, the student may request a review of the interim suspension. The request for review must be submitted in writing and include all relevant documentation the student wishes to be considered as part of the review. The

Comment [AB40]: Listed Interim Measures for transparency

Comment [AB41]: Proposed Code lists out Interim Measures vs. Interim suspension.

Comment [AB42]: Authority has been transferred from the Chancellor to the Dean of Students.

purpose of the review is to determine only if the student poses an ongoing threat. After a thorough and comprehensive review of the available information, the Vice Chancellor for Student Affairs or designee will then determine if the interim suspension remains in effect, is modified, or is rescinded. The Vice Chancellor for Student Affairs or designee may make their decision in consultation with other personnel. The decision on the review will be provided to the student in writing and is final.

The student may request an extension of the deadline to submit a request for review in extreme circumstances, such as hospitalization or incarceration. Students may be required to provide documentation related to their request for an extension.

The outcome of the review will not impact the pending disciplinary process. If the Vice Chancellor for Student Affairs or designee upholds the interim suspension, the decision will remain in effect until the matter has been resolved through formal procedures including investigation and adjudication as needed. The student will be notified of the decision of the Vice Chancellor for Student Affairs or designee in writing within a reasonable time frame.

If the final decision of the student conduct process is to suspend or expel the student, the sanction will take effect from the date of the interim suspension. The student has the right to appeal the final decision.

Part IV. Student Complaint Procedures

Preamble

The following student complaint procedures are designed to ensure that students have an identified and well-understood mechanism for registering and resolving complaints of the types described below.

A. Students having complaints concerning alleged violations of the Anti-Harassment Policy, as referenced in Part I.A.3, Part I.A.4 and Part I.A.6 of the Code, should use the Purdue University Procedures for Resolving Complaints of Discrimination and Harassment.

B. Students having complaints concerning actions or decisions which are claimed to violate other rights recognized in Part I of the Code must first make a reasonable effort to resolve the complaints informally with the faculty/staff member whose action or decision is the basis for the complaint.

1. The effort to resolve the complaint informally with the faculty/staff member must be initiated by the student in a documented manner no later than within 21 calendar days the action or decision occurred. The documentation only needs to be dated and indicate that the student has made a good faith effort at initiating the conversation with the responsible faculty/staff member. For a complaint to continue to receive consideration under these procedures, the student must initiate each successive step in the process within 21 calendar days of conclusion of the previous step. In addition, it is expected that each step in the process will be concluded within 21 calendar days of initiation.
2. If the complaint is not resolved informally between the student and the responsible faculty/ staff member, the student may pursue the complaint informally with the faculty/ staff member's department head, who shall investigate, mediate, and suggest a resolution.
3. If the complaint remains unresolved after the department head's attempt to mediate a resolution, the student may continue to pursue the complaint with the head of the next

highest administrative level (e.g., the college/school/division dean/director), who shall investigate, mediate, and suggest a resolution.

4. Only after all such remedies have been exhausted may the student petition for a hearing before the Campus Appeals Board. To petition for a hearing before the Campus Appeals Board, the student must complete the online form. The complaint must describe the action or decision claimed to violate one or more of the student rights recognized in Part I of the Code, identify the right(s) claimed to have been violated, and specify the remedy sought. The dean shall direct properly received complaints to the chair of the Campus Appeal Board. The Campus Appeals Board shall have the authority and duty to reach findings and to convey recommendations to the chancellor. If necessary, the chancellor may present such recommendations to the university president and Board of Trustees for their consideration.
5. See Part V of the Code for information about the composition of the Campus Appeals Board.

Part V. Petition for Hearing

Preamble

Students wishing to appeal any decision by a university official or body under the preceding sections of this Code shall use this petition process.

A. Types of Appeals

The Campus Appeals Board (CAB) may hear the following types of appeals from students: (1) appeals of misconduct findings and sanctions imposed by the dean of students, including findings and sanctions concerning student organizations; (2) appeals of academic misconduct findings imposed by faculty members, department chairs, or academic deans or division directors; (3) appeals of SGA Judicial Court rulings; and (4) appeals of faculty/staff decisions claimed to violate student rights recognized in Part I of the Code (per Part IV). Extension to any time limits specified below must be approved by the chair of the board.

B. Campus Appeals Board

1. **Composition.** The Campus Appeals Board (CAB) shall consist of nine members selected in the following manner: four students appointed by the president of Purdue Fort Wayne Student Government Association subject to confirmation by the SGA Senate; three faculty members elected by the Faculty Senate; and two administrative staff members appointed by the chancellor, one of whom shall be designated as chair of the Campus Appeals Board. An equal number of alternates from each constituent group shall be appointed at the same time and in the same manner as the regular members. From the members and alternates, the chair shall designate a hearing panel consisting of a minimum of three members including at least one student. A minimum of three panel members including at least one student is required for quorum.
2. **Terms of Office.** The term of office for student members and their alternates shall be one year, and for the faculty and administrative members, it shall be two years, except that members shall continue to have jurisdiction of any case under consideration at the expiration of their term. The terms of office for all members shall begin at the start of the fall semester. No member shall serve more than two consecutive terms. If any appointing authority fails to make its prescribed appointments to the Campus Appeals Board, or to fill any vacancy on the panel of alternates within seven calendar days after being notified to do so by the chancellor, or if at any time the Campus Appeals Board cannot function because of the refusal of any member or members to serve, the chancellor may make

appointments, fill vacancies, or take such other action as deemed necessary to constitute the Campus Appeals Board with a full complement of members.

C. Criteria for Appeal

Appeals may only be requested for one or more of the following reasons:

1. Failure to follow an established policy or procedure;
2. The assigned sanction is unduly harsh or arbitrary;
3. New information has become available since the conclusion of the process; or
4. Bias has been exhibited through the process.

The purpose of an appeal shall not be simply to hold a rehearing of the original matter.

D. Filing the Petition

Students who wish to request Campus Appeals Board action shall complete the online form within 10 business days of the date of the sanction letter or within 10 business days of the conclusion of the previous step in the appeal process, as applicable. The dean shall in turn forward properly filed appeals to the chair of the Campus Appeals Board.

To be properly filed, the appeal must be submitted within the established time limits, identify the action or decision being appealed, name the party whose decision or action is being appealed (sometimes referred to below as the “named party”), and identify one or more of the criteria identified in the Criteria for Appeal set forth above. If the above criteria are not met, the CAB chair shall dismiss the appeal.

E. Investigation of Appeals

Within 10 business days of the chair’s receipt of the appeal, the CAB chair will assign a board member or alternate who is a faculty member or administrator to investigate the appeal and notify the party named that an appeal has been filed. Notification will include a copy of the appeal and the identity of the student who filed the appeal. The party whose action or decision is being appealed will be requested to respond in writing within 10 business days from the date of notification. To protect both the student and the named party, CAB appeals will be treated with the greatest degree of confidentiality possible.

As soon as practicable following appointment, the investigator will interview the student who filed the appeal. The student may have an advisor or legal counsel (at the student’s own expense) present at meetings with the investigator. However, the advisor or counsel may not stand in place of the student or otherwise participate in the investigation process.

Within 10 business days following completion of the interview with the student, the investigator will notify the chair as to whether or not the allegations set forth in the appeal, if substantiated, would support the basis for the appeal and, if so, whether the action or decision being appealed would constitute a violation of one or more student rights recognized in Part I of the Code. If in such notification the investigator answers these inquiries in the negative, the chair may dismiss the appeal, and the decision shall be final. The chair shall provide the student and named party with written notice of such dismissal. In all other cases, the investigator will conduct a thorough fact-finding investigation, and will meet separately with the student and named party, interview pertinent witnesses, and review relevant documents regarding the appeal. The investigation shall be completed within 10 business days following the assignment of the appeal to the investigator. Within 10 business days following conclusion of the investigation, the investigator will prepare and deliver a report to the chair, the student filing the appeal, and the named party. The report will include a finding based upon a preponderance of information that the appeal shall be upheld or denied. The “preponderance of information” standard requires that the information supporting the finding is more convincing than the information offered in opposition to it. The report will

include the basis upon which the investigator reached the finding and recommendation for remedy, if any.

F. Determination

Within 10 business days of receipt of the investigator's report, the chair will convene a meeting of the CAB hearing panel. The student and the named party will be notified of the date, time, and location of the meeting. Prior to the meeting, the student, named party, and panel members shall be furnished with a copy of the investigator's report and copies of the appeal and response. The student may have an advisor or legal counsel (at the student's own expense) present at the meeting. However, the advisor or counsel may not stand in place of the student or otherwise participate in the hearing process. At the meeting the panel will be afforded the opportunity to ask questions of the investigator. The student who filed the appeal and the named party will be afforded the opportunity to make a brief statement to the panel, after which the panel members may ask questions. The panel shall meet separately with the student and the named party. Within 10 business days following the final meeting with the panel, the chair shall render the written recommendation of the hearing panel and include a brief explanation of the recommendation setting forth the findings upon which the recommendation is based. The chair shall furnish copies of the recommendation to the chancellor, the student who filed the appeal, the party whose decision is being appealed, and to others within the university with a need to know as determined by the panel. The chancellor shall render a written and final decision within 10 business days of receiving the panel's recommendation.

Part VI. Authority, Application, and Amendments

A. Authority

Student rights, responsibilities, and standards of conduct will be established by campus administrators in consultation with the student and faculty government organizations and shall be consistent with the principles established by Purdue University.”

B. Application

This Code, as from time to time amended, shall apply to all undergraduate and graduate students while enrolled at Purdue University Fort Wayne and shall be deemed a part of the terms and conditions of admission and enrollment at the university. In case of any conflict or inconsistencies with any other rules, regulations, directives, or policies now existing, this Code shall govern. They shall be enforced by the chancellor.

C. Amendments

1. In General. This Code, and any amendments hereto, shall remain in effect until rescinded or modified by or under the authority of the Board of Trustees of The Trustees of Purdue University, as exercised by the president of the university under delegated authority from the Board and in consultation with the chancellor. Amendments may be proposed by the Purdue Fort Wayne Student Government Association, Purdue Fort Wayne Senate, university administrative officials, , or the Board of Trustees, and any such proposed amendment shall be submitted to the Purdue Fort Wayne Student Government Association and Faculty Senate for review and comment before adoption.
2. Amendments to Part I: Student Rights and Responsibilities. Without limiting the generality of the amendment process described in Part VI.C.1 above, the following additional provisions shall apply to amendments to the student rights and responsibilities set forth in Part I. Proposed amendments of such rights and responsibilities may be initiated by the Purdue Fort Wayne Student Government Association, the Faculty Senate, university administrative officials, or the Board of Trustees and shall be submitted to the

Comment [AB43]: Information not deleted. Section moved to page 21 after Procedures for Academic Misconduct.

Purdue Fort Wayne Student Government Association, and the Faculty Senate for consideration and recommendation before adoption by or under the authority of the Board of Trustees, as exercised by the president of the university under delegated authority from the Board. In the event such an amendment to the rights and responsibilities set forth in Part I is adopted without approval of the Purdue Fort Wayne Student Government Association or the Faculty Senate, either of such bodies may withdraw its endorsement of such rights and responsibilities, in whole or in part.

APPENDIX A – Requirement to Disclose Felony Conviction or Charge after Admission

Purdue University Fort Wayne is concerned with the safety and achievement of its students and employees. Out of that concern, the university requires students who have been charged with or convicted of a felony after being admitted to report felony charge or conviction to the Office of the Dean of Students within five (5) business days (reports can be made via the following ways to the Office of the Dean of Students: located in Walb Union, Room 111; phone 260-481-6601; email dos@pfw.edu).

As noted in section Part II.B.2.9 of the Code of Student Rights, Responsibilities and Conduct, persons “may be subject to the university sanctions for the same conduct, in accord with established policies and procedures, when the conduct is in violation of a university rule. At the discretion of the Office of the Dean of Students, disciplinary action under this Code, may proceed in advance of or during the pendency of criminal proceedings. Determinations made or sanctions imposed under this Code, shall not be subject to change because criminal charges arising out of the same set of facts giving rise to university rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.”

Disclosing a felony charge or conviction will not result in an automatic separation from the university. Any disciplinary action that is taken will take place according to procedures noted in Part III of this Code.

Per Part III.C.2 of this Code, discovery of a student’s failure to report a felony charge or conviction as required in this policy may result in an interim suspension from the university pending a conduct proceeding.

Comment [AB44]: Appendix A added per various scenarios from the past year & a half.

Question Time

Can we get an update from the university administration on the status of the investigation of the new allegations against Coach Niecee Nelson? The statement of support sent out by Kim Wagner at 8:20am on Friday, January 22 does not address the allegations since 2019 nor the allegations of retaliation. Will the university administration respond to the suggestions made by the PFW chapter of the AAUP calling for a new internal investigation?

A. Livschiz

Question Time

I faced a situation this semester where I needed to lock the deadbolt on my classroom to keep out a non-enrolled student who was disrupting my class while we waited for campus police to arrive. The experience left me grateful that I had the option to flip a deadbolt and prevent a possible escalation of the scene. I know there are still many classrooms without deadbolts, unfortunately. When will Building Services complete the project of putting locks on all classrooms across campus? I've not been able to get an answer to this question through conventional routes.

J. Badia

MEMORANDUM

TO: Fort Wayne Senate
FROM: Steven A. Hanke, Chair of the Education Policy Committee
DATE: 2/1/2021
SUBJ: Defining Accreditors for Transfer Credits

Over the past several decades, two main categories of institutional accrediting bodies for higher education have prevailed. These categories are regional and national. As part of their charge, these accrediting bodies review institutions as a whole. Regional accrediting bodies ensure a university meets an established standard of quality and accredit state-owned or non-profit universities and colleges within the agency’s region of the United States. National accrediting agencies review institutions of a similar type, such as vocational, technical, and faith-based studies schools, across the entire nation. A relatively recent change in the Department of Education policy eliminates the distinction between “regional” accreditors and “national” accreditors, mixing both former categories under the “national” accreditors heading. This elimination effectively implies that institutional accreditation is equivalent whether from a traditional regional accrediting body or a traditional national accrediting body.

The rigor and types of allowable coursework and credits of traditional nationally accrediting bodies differ from the regional accrediting bodies. A blanket acceptance of credits from all national accreditors could create a series of challenges to Purdue Fort Wayne’s assurance of the Higher Learning Commission’s “quality of credits” requirement.

Academic Regulations 1.2.2 states “Transfer credits...will be accepted as transfer credit if completed at a **regionally** accredited institution...”. The practical guideline for this academic regulation will be to continue accepting coursework only from traditional regional accrediting bodies with the following wording contained in the university catalog:

Purdue University Fort Wayne accepts transfer credit earned from the following accrediting agencies in which a student earned a C- or better: Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), WASC Senior College and University Commission (WSCUC), and Accrediting Commission for Community and Junior Colleges (ACCJC).

Equivalent credit will be determined by the Indiana Core Transfer Library, formal transfer agreements, and disciplinary departmental review for courses from recognized accrediting agencies listed above.

This practical guideline in the university catalog is not a policy shift since it doesn't change from whom we accept transfer credit but clarifies what institutions are included in the context of the recent Department of Education changes.

Approved	Opposed	Abstention	Absent	Non-Voting
Hosni Abu-mulaweh			Kate White	Cheryl Hine
Stacy Betz				Teri Swim
Steven Hanke				
Donna Holland				
Shannon Johnson				

Summary of the Proposed Changes to the Purdue University Fort Wayne campus Academic Regulations

Current Regulation		Proposed Regulation	
6.2: Semester grades. The following grades may be assigned:		6.2: Semester grades. The following grades may be assigned:	
Grade	Meaning	Grade	Meaning
A, A+, A-	Outstanding achievement	A, A+, A-	Outstanding achievement
B, B+, B-	Above-average achievement	B, B+, B-	Above-average achievement
C, C+, C-	Average achievement	C, C+, C-	Average achievement
D, D+, D-	Below-average achievement; lowest passing grade	D, D+, D-	Below-average achievement; lowest passing grade
Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades		Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades	
F	Failure, or unauthorized discontinuance of class attendance; no credit	F	Failure, or unauthorized discontinuance of class attendance; no credit
I	Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course	I	Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. <u>This grade does not affect GPA computations.</u>
IF	Unremoved Incomplete, Failing. Recorded for failure to achieve a permanent grade by the deadline stated in these regulations.	IF	Unremoved Incomplete, Failing; Recorded for failure to achieve a permanent <u>regular</u> grade by the deadline stated in these regulations. <u>This directed grade counts in all respects as a failing grade, affecting GPA computations.</u>
		<u>IN</u>	<u>Unremoved Incomplete-Not Passing; for a credit course Taken under the pass/not-pass</u>

			<u>option and in which the student received a PI grade. This directed grade counts the same as an IF grade except that it does not affect GPA computations.</u>
		<u>IU</u>	<u>Unremoved Incomplete-Unsatisfactory; for a zero credit course in which a student received an SI grade. This directed grade counts the same as an IF grade except that it does not affect GPA computations.</u>
NC	Completion of the course as an auditor; carries no credit	NC	Completion of the course as an auditor; carries no credit
NP	Not passing grade when enrolled under the P/NP enrollment option Purdue University students who receive this grade will have a grade of N recorded on official transcripts.	NP	Not passing grade when enrolled under the P/NP enrollment option Purdue University students who receive this grade will have a grade of N recorded on official transcripts. <u>This grade does not affect GPA computations.</u>
NS	Not Submitted; assigned when a grade is not submitted by the instructor.	NS	Not Submitted; assigned when a grade is not submitted by the instructor.
P	Passing grade; under the P/NP option, equivalent to a grade of A, B, or C	P	Passing grade; under the P/NP option, equivalent to a grade of A, B, or C. <u>This grade does not affect GPA computations.</u>
		<u>PI</u>	<u>Incomplete - Pass; no grade; same as I except that the student was enrolled in a credit course under the pass/not-pass option. It is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory</u>

			<u>work-in-progress. This grade does not affect GPA computations.</u>
S	Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/F basis, or on a departmental/divisional examination, or another award of special credit, or completion of a zero- credit course. Purdue University students who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits	S	Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/ <u>U</u> basis, or on a departmental/divisional examination, or another award of special credit, or completion of a zero-credit course. <u>This grade does not affect GPA computations.</u> Purdue University students who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits
		<u>SI</u>	<u>Incomplete - Satisfactory; no grade; same as I except that the student was enrolled in a satisfactory/unsatisfactory graded course. It is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress. This grade does not affect GPA computations.</u>
W	Withdrew; a record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees after the end of the fourth week	W	Withdrew; a record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees. after the end of the fourth week
6.4: Incompletes. A grade of I is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in		6.4: Incompletes. A grade of I, <u>PI or SI</u> is a temporary record of passing work <u>for a course graded as regular, pass/no pass or satisfactory/unsatisfactory, respectively,</u> which (1) was interrupted by	

an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign the grade of incomplete. The instructor who reports a grade of I shall file in the Registrar's Office a statement that includes the following information:

- The reason for the incomplete
- The requirements for completion of the course
- The grade for the course to date
- The time limit allowed for completion of the course, shall not exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.
- Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.
- The Registrar's Office shall change the I to an IF unless the student graduates or removes the incomplete within the time allowed.
- If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record

circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign a grade of † incomplete. The instructor who reports a **an incomplete** grade of † shall file in the Registrar's Office a statement that includes the following information:

- The reason for the incomplete
- The requirements for completion of the course
- The grade for the course to date
- The time limit allowed for completion of the course, shall not exceed one calendar year. An instructor may change the incomplete to an appropriate grade if requirements for completion of the course are not met within the specified period.
- Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.
- The Registrar's Office shall change the **incomplete grade to a grade of IF, IN or IU for regular, pass/no pass, or satisfactory/unsatisfactory grade modes, respectively,** unless the student graduates or removes the incomplete within the time allowed.
- If the student re-enrolls in the same course while the incomplete is still on the

<p>permanently.</p> <ul style="list-style-type: none">• Students transferring resident credit for a course bearing an unremoved incomplete shall have the grade of I recorded for up to one calendar year from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.	<p>record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.</p> <ul style="list-style-type: none">• Students transferring resident credit for a course bearing an unremoved incomplete shall have the <u>incomplete</u> grade of I recorded for up to one calendar year from the date of admission to IPFW <u>but subject to the limitation of one calendar year from the time the grade was originally recorded at the relevant campus.</u> At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to <u>IF the unremoved incomplete grade to a grade of IF, IN or IU for regular, pass/no pass, or satisfactory/unsatisfactory grade modes, respectively.</u> from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.
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