Minutes of the
First Regular Meeting of the Fifth Senate
Purdue University Fort Wayne
September 12, 2022
Via Webex

Agenda

1. Call to order

2. Approval of the minutes of April 11 and April 18

3. Acceptance of the agenda – A. Nasr

4. Reports of the Speakers of the Faculties
   a. Deputy Presiding Officer – N. Younis
   b. IFC Representative – A. Livschiz

5. Report of the Presiding Officer (Senate Reference No. 22-1) – H. Strevel

6. Special business of the day
   a. Memorial Resolution (Senate Reference No. 22-2) – I. Nunez
   b. Presentation of Robert's Rules – C. Ortsey
   c. Systems Engineering Center and the Student Success Standard Process (Senate Reference No. 22-5) – N. Borbieva and D. Cochran

7. Unfinished business

8. Committee reports requiring action
   a. Executive Committee (Senate Document SD 22-1) – A. Nasr

9. New business

10. Question time
    a. (Senate Reference No. 22-3) – N. Borbieva, C. Erickson, M. Kelsey, S. LaVere, C. Lawton, A. Livschiz, and M. Wolf

11. Committee reports "for information only"
    a. Executive Committee (Senate Reference No. 22-4) – A. Nasr

12. The general good and welfare of the University

13. Adjournment*

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

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

Assistant: J. Bacon

Attachments:

"Report on Senate Documents" (SR No. 22-1)
"Memorial Resolution-Nancy Beth Cothern McFarland" (SR No. 22-2)
"Sustaining Student Success" (SR No. 22-5)
"Endorsement of Revision to Rachel Barney's Anti-Authoritarian Code of Conduct" (SD 22-1)
"Question Time – re: Hope Center" (SR No. 22-3)
"2021-2022 Annual Report of FAR Activities" (SR No. 22-4)

Senate Members Present:

J. Badia, K. Barker, D. Bauer, S. Betz, S. Bischoff, B. Buldt, S. Buttes, M. Cain, B. Chen, Z. Chen, S. Cody, Y. Deng, C. Drummond, B. Elahi, R. Elsenbaumer, R. Friedman, K. Gyi, M. Hammonds, S. Hanke, D. Holland, V. Inukollu, P. Jing, J. Johns, S. Johnson, M. Jordan, D. Kaiser, C. Lawton, J. Leatherman, J. Lewis, A. Livschiz, H. Luo, D. Maloney, E. Mann, J. Mbuba, J. McHann, A. Montenegro, G. Nakata, A. Nasr, I. Nunez, K. O'Connor, E. Ohlander, H. Park, M. Perkins Coppola, A. Pinan-Llamas, P. Saha, R. Shoquist, W. Sirk, T. Soule, G. Steffen, K. Stultz-Dessent, D. Tembras, N. Virtue, L. Whalen, M. Wolf, N. Younis, Y. Zhang

Senate Members Absent:

K. Creager, M. Gruys, J. O'Connell, T. Foley

Guests Present:

M. Ball, A. Blackmon, N. Borbieva, J. Cashdollar, R. Clark, D. Cochran, So. Davis, St. Davis, A. Dircksen, M. Dixson, P. Eber, C. Erickson, C. Fox, M. Helmsing, D. Hoile, C. Huang, K. Johnson, M. Kelsey, J. Malanson, R. Nerad, A. Olah, J. Smith, T. Swim, K. Wagner

Acta

1. Call to order: H. Strevel called the meeting to order at 12:00 p.m.

2. Approval of the minutes of April 11 and April 18: The minutes were approved as distributed.

3. Acceptance of the agenda:

   A. Nasr moved to accept the agenda.

   Motion to accept the agenda approved by voice.

4. Reports of the Speakers of the Faculties:

   a. Deputy Presiding Officer:

N. Younis: Dear colleagues,

Welcome to what I hope will be a good and productive academic year for each of you and for your students.

I believe this is going to be a challenging year as we embark upon implementing the new campus program to achieve the civics literacy requirements as well as tweaking and implementing the PFW strategic plan. The faculty input is essential part in both.

We will also be dealing with issues that the faculty deem necessary and that they are passionate about. For example, I believe that PFW needs to improve drastically when it comes to shared governance. The feedback I received from many faculty confirms that.

Shared governance expects faculty and other constituents who will be affected by a decision on policy and procedures can be informed and can influence governance decisions by their input.

The new advising system, printing services, and marketing showed the lack of shared governance because the faculty inputs were ignored. These are just some recent examples.

I look forward to working with you!

Thank you.

b. IFC Representative:

A. Livschiz: Welcome to the 2022-2023 academic year. This is my second year as faculty speaker, and it's certainly been a learning and eye-opening experience.

It's great to be back on campus and see things returning to normal. But as a person who continues to mask indoors, including in the classroom, but I would like to thank the chancellor on behalf of others like me, for explicitly including in the welcome to the semester email a reference to the fact that people who want or need to continue to wear masks are welcome to do so and are not going to be stigmatized by the university. Such an explicit recognition of the fact that people continue to have different comfort levels with the risks inherent in personal interactions, since COVID is not over, is greatly appreciated.

I am also excited that one of the major strategic projects for our campus this year is quality of place, and it's led by someone with tremendous and demonstrated experience in moving our campus through stages of strategic

planning. I do want to note that there are two general approaches to dealing with "quality of place." One is to pretend that everything is great and emphasize and celebrate those things and those things only, viewing any criticism as sign of meanness or ill-intent. The other approach is to draw attention to things that are not great, not fair, and just wrong, both structurally and in individual cases of faculty/staff/students in an effort to get these policies revised and improved. Faculty who point out problems and criticize administration for unfair policies or unfair implementation don't do it for fun or for the joy of incessant negativity, but because they are deeply invested in the campus at which they are tenured, and because they want to make this campus a better and more just place.

And this is where some of the most eye-opening aspects of my first year as faculty speaker come in. It's bad enough when we lack fair and equitable procedures and policies. It is worse when we do have good policies, but they are simply not followed equitably and individuals get hurt in a variety of personal and professional ways. But what is most heart-breaking is that so many of the individuals who have been treated unfairly accept that unfair treatment is par for the course for working on this campus. And to this, I just want to emphasize that one of the responsibilities of speakers is to be advocates for faculty. We are here for you—please let us know how we can help both in your individual case and perhaps to help enact positive structural changes.

Senate as an institution of shared governance is a unique space on our campus that brings together faculty, administrators, and staff, in an open forum where we can discuss problems and work on possible solutions. Though we can dwell on all the limitations of senate (of which there are plenty), this is also a place where we have the opportunity to discuss and formulate policies that shape this campus—the lives of faculty, staff, and students.

Shared governance is not administrators giving faculty leaders a heads up about a done deal policy and using that as a cover to say that faculty leaders have been consulted or faculty leaders support something. There are a lot of conversations about respect and the fact that faculty criticizing administrators is somehow inherently disrespectful. But I would argue it is much more disrespectful to use the good will of faculty and faculty leaders to help stave off discontent about policies, like for example, centralized advising, and then a year later, completely go against everything that was agreed upon—which is what happened at the end of last year. It is not disrespectful to ask questions, but it is disrespectful to refuse to answer them or to be unprepared to answer them.

We look forward to a productive year. At the end of last year we passed a number of resolutions that have laid the groundwork for work we need to do this year. For example, we all look forward to an update from Communication

and Marketing about the plan for dissemination of information about faculty and staff deaths, as one of the "be it resolveds" in a unanimously passed resolution in April 2022.

We have a busy year ahead of us, and I look forward to working with everyone to make our campus a better and more fair place to work.

5. Report of the Presiding Officer:

H. Strevel (Senate Reference No. 22-1): Hello everyone. I'm Hank Strevel. I am the presiding officer for this year. I am happy to be here, and I am happy to help, as I have told people in various meetings. I am going to try to make my comments pretty short.

I do want to reference Senate Reference No. 22-1. If you haven't read it, please do. If you have any questions, please let me know. If you do have lengthy questions, I would prefer that you wait until after the meeting is over and then we can have a discussion about it because we have such a short amount of time, unless it is something that you believe the entire Faculty Senate needs to hear.

Some comments about shared governance, I have been asked to make a comment about this, so I will. My understanding of the Faculty Senate is that we are a legislative body envisaged by the idea of separation of powers. That being said, a legislative body, in my opinion, should not think of itself as a me versus them entity. That is not at all what we are. The executive branch, which is the administration, obviously, they have a job to do. We have a job to do. We may not always agree, but when we disagree, we should disagree civilly with no ad hominins in mind. And, of course, we should communicate those disagreements in the same way, cordially, of course. What I am trying to say is that the legislative body is a bit of a check on the executive branch, just as the executive branch is bit of a check on us, but that doesn't make us enemies. We are not their enemies, and they don't perceive us as their enemies. So, if there is any quibbling over witch hunts and that sort of thing, let's not speak in that way any further, at least not while I am presiding officer. I would much prefer that we see each other as united and in support of this institution.

That being said, Robert's Rule of Procedure will be covered by the parliamentarian, Mr. Craig Ortsey, and I will not speak on that very much other than to say that if you find yourself stumbling over your words about what to call me, Mr. Chair is fine. You don't need to call me Mr. Presiding Officer. That has a lot more syllables. So, do what you need to do with that.

6. Special business of the day:

   a. Memorial Resolution (Senate Reference No. 22-2) – I. Nunez

      I. Nunez read the memorial resolution for Nancy Beth Cothern McFarland.

b. Presentation of Robert's Rules – C. Ortsey

Please see attached PowerPoint.

c. Systems Engineering Center and the Student Success Standard Process (Senate Reference No. 22-5) – N. Borbieva and D. Cochran

Please see attached PowerPoint.

S. Buttes: I just wanted to ask a question about the work that has been done so far. How is that connecting up with other units on campus? So, planning work versus aspects of this that are currently being operationalized.

N. Borbieva: We have really been doing a very small section of the work that the campus does, and we have been working with a small group of units trying to encourage communication and easing information flows between them. Our focus is really to get information flowing. We are eager to bring in other groups. That is what I can say about it now, but please do reach out to us outside of this meeting and we can talk more about that.

B. Buldt: This sounds like really fantastic and wonderful work. Thank you so much. I wish I had time to join you. That being said, one quick question. I missed the point about repeatability. Why is high repeatability a goal again? The other thing I had is that you mention the SharePoint site. I cannot click on the slide, but if you would copy the link into the chat then everyone could go there. Thank you.

N. Borbieva: Sure. I will do that after our first part of the presentation is over. (Please click here for the SharePoint site: https://ind657.sharepoint.com/sites/PFWStudentSuccessStandardProcess-Development/SitePages/ProjectHome.aspx)

David is the expert on this. I will just briefly say that in terms of repeatability, we can't improve what we are doing if we don't know what we are doing. If everybody is doing something different for one particular goal, we can't actually improve it unless everybody is doing the same thing and we know what everybody is doing. That is why with the modern approach to improvement we try to first make sure we know what people are doing so that if we are not meeting our goals then we can go back and suggest improvement.

C. Drummond: As a sponsor of this project, I will say that one of the things that we found in talking to all of these groups, and to students, is that different students with similar problems receive different solution paths to the problems they face. That is a big problem for the students because they are getting different answers to the same equation, and to our organizations that are trying to direct the students. In a practical sense, the repeatability aspect is, when faced with a particular issue or challenge, all students receive the same direction.

7. Unfinished business: There was no unfinished business.

8. Committee reports requiring action:

    a. Executive Committee (Senate Document SD 22-1) – A. Nasr

    A. Nasr moved to approve Senate Document SD 22-1 (Endorsement of Revision to Rachel Barney's Anti-Authoritarian Code of Conduct).

    Resolution passed on a voice vote.

9. New business: There was no new business.

10. Question time:

    a. (Senate Reference No. 22-3) – N. Borbieva, C. Erickson, M. Kelsey, S. LaVere, C. Lawton, A. Livschiz, and M. Wolf

    In August 2022, the official university calendar promoted the appearance of a Hope Center mobile unit on our campus, providing free "services" to the campus community. The Women's Studies Executive Committee received multiple concerned messages about this. While places like Hope Center present themselves as clinical centers, they are in fact exempt from regulatory, licensure, and credentialing oversight that apply to health care facilities. The Hope Center is accredited by ECFA, the Evangelical Council for Financial Accountability. To be accredited by this organization, a non-profit must "subscribe to a written statement of faith clearly affirming a commitment to the evangelical Christian faith or shall otherwise demonstrate such commitment, and shall operate in accordance with biblical truths and practices." Furthermore, some of the concerned messages received by WOST EC suggested that the Hope Center had space on campus in the past and was asked to leave because of concerns about the type of counseling they were providing.

    Can the university explain why, when there are multiple options for actual accredited medical facilities, PFW chose to invite, promote, and effectively endorse a medically unlicensed group on our campus? If it is true that they were previously asked to leave, what has changed in the way the Hope Center does its work that resulted in them being invited back?

    Finally, is the administration concerned that endorsing an organization with such an explicit religious agenda that impacts the medical validity of the statements they make during their "counseling" may cause some students distress? Does the administration believe it is appropriate for an administrative unit of a public institution of higher education to endorse groups that evangelize as part of providing what is presented as "medical care"?

R. Elsenbaumer: Purdue Fort Wayne is a public university, and as such, is committed to providing equal access to all members of the community. The university does not endorse external groups, and any external group that appears on campus does so through an established process.

This ensures a broad diversity of ideas and perspectives and is consistent with the university's intent to be inclusive and welcoming to the entire community.

The fact this particular organization may have a faith component is of no consequence, as this is not—and should not be—a consideration in allowing organizations to be on our campus.

An individual's decision to access the services of A Hope Center is entirely a voluntary one. Additionally, A Hope Center asserts that its clinical services, including pregnancy tests, are conducted by licensed nurses or physician assistants. Ultrasounds are administered by licensed sonographers or registered nurses with special training. And all scans are reviewed by the organization's physician medical director. The organization provides prenatal vitamins, provides STI testing, helps facilitate access to Medicaid for anyone who does not have insurance, and assists clients with access to WIC in order to help them receive healthy food.

Establishing a practice of allowing or not allowing entities to be on our campus based on religious, political, racial, gender, sexual orientation, or other justifications would be a very slippery slope and would not be consistent with the university's mission, vision, values, or principles.

A. Livschiz: I appreciate the extremely different perspective that the response took to our question, but I am now even more concerned about what happened because, essentially, we are converting questions about women's health into a theoretical conversation about free speech and inclusivity. I don't remember us having horse dewormer people coming to campus to make sure that we balance out any of the pro-vaccination messaging that was taking place on campus in the last year, but when it comes to women's health, why is women's health seen as so disposable that it can simply be handed over to people in a non-medically accredited unit?

I appreciate that the Hope Center says that they do x, y, and z. That is great that they say that, but the fact remains that as a unit, as an organization, it is not medically accredited. To be able to say, "well, we need to let everyone in, and it just so happens that this is an issue of women's bodies," is profoundly disturbing. To be able to put on this shroud of diversity and inclusivity in the process of doing that is just profoundly insulting, and, frankly, it is hurtful at this point. To say that they may have a religious bias, that is literally in their mission statement. It is not a question of whether they have a religious bias or not, that is the operating principle of this particular institution. I just cannot believe that in 2022, in a public institution campus, this is how we treat issues of women's health and women's access to medical services.

J. Badia: I teach a reproductive justice class here on campus. We do a unit on crisis pregnancy centers, like the Hope Center. There is very good scholarship out there that clearly documents the problems with crisis pregnancy centers or CPCs, like the Hope Center. Among the research, it shows that they traffic in medical inaccuracy, they counsel frequently that condoms and other forms of birth control are ineffective, and they tend to promote abstinence as a primary mode of pregnancy prevention. I could keep going. There is lots of research out there.

Given that the promotion for the Hope Center on our campus includes Purdue branding, and that the flier that gets circulated on campus has the Purdue University Fort Wayne logo on it, I have two concerns. One is that it suggests that we are in fact putting some kind of resource support behind it. Two, it gives a gravitas to it, for lack of a better word, that this is providing healthcare to our campus. My question is, have we vetted this? Has anybody actually explored whether this crisis pregnancy center escapes the major faults of so many of the other ones? My concern here is not with this question of whether this is a faith based "healthcare provider" or not, but whether we have done due diligence to make sure that the appearance of a healthcare facility on this campus actually meets the level of healthcare of the kind of factual fact-based healthcare we would expect a unit like this to practice.

R. Elsenbaumer: Number one, no. This group was not invited to campus. They asked to be on campus. Number two, when somebody asks to be on campus, such as this type of organization, yes, there is a vetting of the organization. In fact, they don't come on campus without having some sort of letter of agreement and intent that is obviously reviewed and approved before anybody comes on campus. Third, no resources from the university are provided. Obviously, there was a parking space on campus that this particular unit was allowed to use, but the university does not provide any financial resources to the institution.

S. Buttes: This is similar to the tail end of Janet's question, which is a desire to know more about the process. Presumably, there are some groups that would not be permitted to engage in this kind of activity. I am mainly wanting to know what the review process looks like. If a group is getting turned down then why are they getting turned down? What does the turndown look like? What does the approval look like?

R. Elsenbaumer: Fortunately, we have developed a culture on our campus before we invite people or allow people to be on campus for any purpose. We certainly look at, and ask for, a letter of intent or a memorandum of understanding. Those can be reviewed. They are always reviewed by our legal counsel. If they are not approved, they are not approved for specific, perhaps legal, reasons, or policy violation reasons. If they are approved, they do not violate any of our policies, or there are not illegal activities occurring on our campus. So, they are looked at and reviewed, and looked at for appropriateness within the boundaries of our policies, practices, and procedures. That is how these processes occur. Fortunately, as I said, many of our units now on

campus understand this, and they do seek the appropriate approvals before engaging in these kinds of activities.

M. Kelsey: I am curious if you can speak to the question of accurate medical information given to our students on campus. I can appreciate a conversation about being free and open to different opinions, but these aren't question of opinion, these are questions of accurate medical care for people on our campus who are seeking information in perhaps one of the worst times of their lives. I am interested in a free and open conversation, but I also need to know that the students on our campus are getting the care that they need to carry on with their lives when something like this comes up. So, can you talk a little bit more about how our students are going to get accurate medical information from our campus?

R. Elsenbaumer: Yes, we were concerned about that. As I indicated in the response, all of these medical practitioners are licensed practitioners. That is what we look for. Of course, they have certain oaths and assurances for their medical licensure that certainly would indicate that they are supposed to do whatever is medically correct and appropriate. When we asked the Hope Foundation about this they did provide important information that indeed all of their clinicians are licensed and their intent is to provide appropriate medical care and advice.

S. Johnson: I feel like there are two problems in this situation. One of which is having an open campus and a diversity of ideas. Second is the defense of this organization, which, as Janet pointed out, we have significant evidence that these centers do not provide appropriate medical information. I am just very concerned here that perhaps our evaluation process for what we consider a truthfulness in that application process could be problematic, if I am making any sense. I know as well that there was supposed to be an organization on campus this weekend that was canceled at the last minute that we were very concerned might spill over into our building and could cause a safety concern for some of the students on campus. We had no idea who to speak to about that. What is the appropriate process for addressing those concerns?

R. Elsenbaumer: Certainly, if there are safety concerns, the first place you could go is our police department. We have a very good police department on our campus. Anytime you have safety concerns, that is the first place to go. I think they would be very helpful and very willing to give you appropriate advice or to take appropriate actions in order to ensure that the campus remains a safe environment. That would be my first response to that issue.

Second is that you can never be assured of everyone acting in the way that they present that they will act on our campus. If there are incidences or information or evidence that individuals are not doing what they intended to do, or they said they were going to do, then we need that information. If that information can be appropriately verified, then we can take action. If organizations do not live up to their expectations, then you are right that there is a good reason for them not to be welcomed back to campus. But, until we have that information, and if you do have it,

I certainly would like to see it. We want to ensure that what we are doing is appropriate and valuable to our campus community.

A. Livschiz: I would just like to note that despite the efforts in the follow up questions, the issue of medical accuracy is being avoided in the response. I appreciate the chancellor's point about how if somebody doesn't do what they promised they are going to do we should then punish them by not letting them come to campus. But, if we have years and years of data collected by scholars that shows that this center provides medical misinformation, why do we have to wait for them to screw with our students before we can actually do something about this problem?

Also, it wasn't answered if whether or not they have been on our campus before and have been asked to leave. If that is the case, then it would be interesting to know what they promised this time around that would be different. I would also like to know if all off campus organizations are allowed to use Purdue branding in their promotional materials, which is what the Hope Center did.

The discrepancy is between specific individuals in that mobile unit who may be individually accredited versus the Hope Center that is not medically accredited as a unit. Which rules take precedence? For example, confidentiality of medical information, if the Hope Center is not medically accredited are they obligated to protect confidentiality of medical information? If somebody who wanted to provide horse dewormer medicine on campus, would they then be allowed to come to campus and do it? Is the bar not that low, but women's health is disposable, so whatevs?

R. Elsenbaumer: Let me address the issue that you expressed and was not answered in the answer to the question, that is about the Hope Center being asked to leave campus. We asked them, "were you asked to live in the past, and, if so, why?" Their response was that they were never asked to leave campus to their recollection. If you do have this information then I certainly would appreciate to know who made the decision, if there was one, that they leave the campus. Our information is that that particular part of the question may not be accurate. If it is accurate, we don't know who made the decision for them to leave or why.

N. Borbieva: My intention was to ask about that part of the question to make sure we got something of an answer. My understanding is that it was really not that long ago that they had a space in Walb that they had to leave. I can't imagine that the information would be that hard for the administration to get for us to learn why they were asked to leave then.

S. Buttes: I am still interested in knowing what the process looks like in terms of thinking about what the Senate as a body can contribute to these kinds of questions. I think faculty expertise is one, as well as processes that ensure that students are getting access to reliable services. I am trying to understand if an institution wants to be on campus working with students, who do they approach and where is the entry point? How does that request proceed through the university towards approval?

That is the part of it that I still don't understand. If questions were flagged, are there points where faculty expertise come in? Imagine if there is a bridge building company that wanted to come in and recruit students, somebody might ask an engineering faculty member if this is a reputable company. I just want to know what the process looks like in practical terms. Where is the entry point and how does it proceed?

R. Elsenbaumer: This is actually a good question. I think it is a really important point across our entire campus. The entry point can really be anyway on our campus. What is important to understand is the process that should occur once that entry point is initiated. Just as a matter of good practice, what we always try to do, first and foremost, is engage in some sort of a memorandum of understanding, letter of intent, or some sort of description of what the engagement is with whatever entity that might be. That needs to travel up through the administrative ranks and eventually get to the vice chancellor for your particular unit. It can be anywhere. Once that happens, obviously, along the pathway, or at that point, that particular inquiry goes to our legal department. They look at the appropriateness and completeness and all of the other issues that I mentioned earlier. That is good practice. I know that many faculty do this in their approach on a variety of opportunities. They do engage in getting a memorandum of understanding and having this appropriately vetted by the administration and by our legal team. That would be the best approach, and certainly the one that we would encourage everyone to use.

S. Buttes: In the specific case of the Hope Center, the process that was mentioned, the entry point could be anywhere, but then it goes up through approval through the appropriate vice chancellor. So, which office did this one go through?

R. Elsenbaumer: This one went through wellness, both with a CIO and a letter of intent. It went up through the unit that used to be Student Affairs and is now Enrollment Management and the Student Experience.

A. Nasr: I am just wondering if there is a missed opportunity here for inclusivity for having people share and talk about experiences. I think it takes away some of the research responsibility and so on. Why not include, whether it is student organizations or faculty members or departments that are involved or have the research on this, in making such a decision. I understand fully that this would take more work and more time, but when it comes to something as critical as student health, maybe we should give it that extra boost of understanding. It is just a comment and just a suggestion. But, I think, Women's Studies, or whatever offices or departments that we have that are involved in health issues and health communication. Just a thought. Thank you.

R. Elsenbaumer: It is a good idea, but in most cases, we clearly do, especially something like this, we should involve students. We do usually bring student groups in and make sure that we have a conversation with our student government association. Often times they are involved. I don't know whether they were involved in this particular one or not, but it is always a good suggestion to always bring in

those entities that are involved in whatever activity we are engaging in to get their perspectives before we engage the campus. That is a very good point. Maybe it doesn't happen every time, but it is a good practice. I do appreciate the comment. We should all be sensitive to that approach.

N. Virtue: I am just wondering if it would be possible to see the memorandum of understanding that came out of this agreement. Also, it seems like an example of a really bad decision that was made, and bad decisions do get made sometimes. I was wondering if the vice chancellor responsible for this particular decision had any comments.

R. Elsenbaumer: I don't think that person is available, but we will certainly get ahold of the letters of intent and the conflict of interest statements.

11. Committee reports "for information only":

    a. Executive Committee (Senate Reference No. 22-4) – A. Nasr

    A. Nasr moved to table Senate Reference No. 22-4 (2021-2022 Annual Report of FAR Activities) until the October Senate meeting.

    Motion to table passed on a voice vote.

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 11:15 p.m.

Joshua S. Bacon
Assistant to the Faculty

Senate Reference No. 22-1

TO: The Senate

FROM: Hank Strevel, Presiding Officer
Fort Wayne Senate

DATE: August 25, 2022

SUBJ: Report on Senate Documents

Listed below are the documents considered by the Senate this past academic year. I am distributing this for information only.

SD 21-1 "Amendment to the Bylaws – Formation of Advising Subcommittee" – Amended, approved, and implemented, 11/8/21

SD 21-2 "Amendment to the Bylaws – Renumbering" – Approved and implemented, 9/13/21

SD 21-3 "Approval of Replacement Members of the Grade Appeals Subcommittee, University Advancement Advisory Subcommittee, and Senate Ad Hoc Committee to Investigate Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program" – Approved and implemented, 9/13/21

SD 21-4 "Resolution to Mandate COVID-19 Vaccines for Students and Employees" – Amended and approved, 9/20/21

SD 21-5 "Approval of Replacement Members of the Student Affairs Committee, University Resources Policy Committee, and Nominations and Elections Committee" – Approved and implemented, 10/11/21

SD 21-6 "Civics Literacy Requirement Resolution" – Approved and implemented, 10/11/21

SD 21-7 "Approval of Filling in of a Vacancy in the Senate Faculty Affairs Committee" – Amended, approved, and implemented, 11/8/21

SD 21-8 "Filling Membership of Advising Subcommittee" – Amended, approved, and implemented, 11/8/21

SD 21-9 "Proposed Elimination of June Degree Conferrals by Purdue University Fort Wayne following the conclusion of Summer Session One and Retention of Grade

Submission following the conclusion of Summer Session One" – Approved, 11/8/21

SD 21-10 "Senate Document Renumbering for SD 20-34" – Approved and implemented, 12/13/21

SD 21-11 "School of Education Governance Document" – Withdrawn, 12/13/21

SD 21-12 "Graduation Requirement Resolution" – Approved, 12/13/21

SD 21-13 "Amendment to the Bylaws – Lecturers and Related Matters" – Approved and implemented, 1/10/22

SD 21-14 "Amendment to the Constitution – Definitional Changes (e.g., Lecturers and Secondary Effects" – Approved and implemented, 1/10/22

SD 21-15 "Review of Sabbatical Application Process" – Approved, 1/10/22

SD 21-16 "Approval of Filling in of a Vacancy in the Budgetary Affairs Subcommittee" – Approved and implemented, 2/14/22

SD 21-17 "Academic Calendar for 2024-2025" – Approved, 2/14/22

SD 21-18 "Expanding Class Scheduling Options" – Expired, 2/14/22

SD 21-19 "Senate Ad-hoc Committee on Community Engagement" – Approved and implemented, 2/14/22

SD 21-20 "Amendment to the Bylaws – Subcommittee Task Force Amendment" – Approved and implemented, 2/14/22

SD 21-21 "Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory" – Amended and approved, 3/14/22

SD 21-22 "Approval of Filling Vacancy on General Education Subcommittee" – Approved and implemented, 3/14/22

SD 21-23 "Academic Units' Cooperation on University Website" – Amended and approved, 3/14/22

SD 21-24 "Library Collection Development Policy" – Approved, 3/14/22

SD 21-25 "School of Education Governance Document" – Approved, 3/14/22

SD 21-26 "Amendment to the Bylaws – Merger of the Revenue Subcommittee with the Budgetary Affairs Subcommittee" – Approved and implemented, 3/14/22

SD 21-27 "Approval of Replacement Member of the Executive Committee" – Approved and implemented, 3/14/22

SD 21-28 "PFW Proposal for Purdue System Mandated Civics Literacy Proficiency Requirement" – Approved, 3/14/22

SD 21-29 "Amendment to the Bylaws – PFW Recommendation for how to Administer the Purdue System Mandated Civics Literacy Proficiency Requirement" – Approved and implemented, 3/14/22

SD 21-30 "Report on Dissolution of Printing Services" – Approved, 4/11/22

SD 21-31 "Maintaining Faculty Role in Advising" – Approved, 4/18/22

SD 21-32 "Consideration and Implementation of the Recommendations by the Ad Hoc Committee to Examine the Procedural Handling of Allegations of Misconduct in the PFW Women's Basketball Program" – Approved, 4/11/22

SD 21-33 "Timely Information Sharing with Faculty About Financial Student Retention Policies" – Approved, 4/11/22

SD 21-34 "Revising the Questions from the Annual Athletics Report" – Approved, 4/11/2022

SD 21-35 "Public Sharing Information about Deaths of Faculty and Staff at PFW" – Approved, 4/11/2022

SD 21-36 "Internship Credit Policy" – Expired, 4/18/2022

SD 21-37 "Change to PFW Academic Regulations Reconciliation Process" – Approved, 4/18/22

SD 21-38 "Change to Transfer Credit Regulations" – Approved, 4/18/22

SD 21-39 "Approval of Changes/Updates to SD 06-14: Sabbatical Leaves" – Approved, 4/11/22

Senate Reference No. 22-2

Memoriam – Dr. Nancy Beth Cothern McFarland – IPFW School of Education

Nancy Beth Cothern McFarland, PhD, passed away on March 20, 2022. She was born on October 6, 1958 in Port Arthur, Texas to Johnnie Bess Self Cothern and the late Ray Cothern. She is survived by her mother and brother, Donald Cothern. She was a resident of Baton Rouge, LA at the time of her death. Dr. McFarland had a long and distinguished career as an educator and was a retired professor from the former IPFW School of Education. One of her former IPFW colleagues, Dr. Kathleen Murphy stated, “thinking of Nancy makes me realize what a charming sense of humor she had and how she brought a little bit of 'southern' New Orleans culture to us.” Nancy was much loved by her family, friends and students. Any memorials may be sent to the American Diabetes Association.

Parliamentary Procedure & *Robert's Rules of Order*

14 SEPTEMBER 2015

JEFF MALANSON, SENATE PARLIAMENTARIAN

AMENDED: 10 SEPTEMBER 2022

CRAIG ORTSEY, SENATE PARLIAMENTARIAN

Purpose of the Rules

These rules help to maintain order, insure fairness, and accomplish good legislative work.

"These rules are based on a regard for the rights:

- Of the majority,
- Of the minority, especially a strong minority—greater than one third,
- Of individual members,
- Of absentees, and
- Of all these together."

Robert's Rules of Order: Newly Revised 11th edition

What May a Senator Do?

According to Robert's Rules of Order (11th edition, page 3), the basic rights of an assembly member are to:

1. attend meetings;
2. make motions;
3. speak in debate; and
4. vote.

How Do I Make a Motion?

Raise your hand to get the presiding officer's attention! Once you have it, there are many motions that you can make.

- amend
- lay on the table ("table")
- postpone
- point of order
- parliamentary inquiry ("point of information")

Ranking of Motions

Order of making motions	Common motions	Order of voting on motions
Motions are made from bottom to top	Fix the time to which to adjourn	Motions are voted from top to bottom
	Adjourn	
	Recess	
	Raise a question of privilege	
	Call for the orders of the day	
	Lay on the table	
	Previous question	
	Limit or extend limits of debate	
	Postpone to a certain time	
	Refer to a committee	
	Amend	
	Postpone indefinitely	
	Main motion	

Important Concepts: Procedure

1. Discussion of an item for action cannot take place until there is a motion on the floor regarding the item.
2. Discussion should be limited to the item that is on the floor and the motion that is up for a vote.
3. All comments should be directed to the presiding officer, not fellow Senators.
4. All those with speaking privileges should be allowed to speak on the substance of the motion once before anyone with speaking privileges can speak for a second and final time.

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered.

Important Concepts: Best Practices

October 2015

Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
				1	2 **Docs. to Josh**	3
4	5	6	7	8	9	10
11	12 *Columbus Day*	13	14	15	16	17
18	19 **Senate!**	20	21	22	23	24

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered.
2. Senators should carefully review the Senate agenda and its attached documents before each meeting.

Order of Business/Agenda (Source: Senate Bylaws 2.4)

1. Call to order
2. Approval of the minutes
3. Acceptance of the agenda
4. Speakers of the Faculty reports
5. Presiding Officer report
6. Special business of the day
7. Unfinished (old) business
8. Committee reports requiring action
9. New business
10. Question time
11. Committee reports
    "for information only"
12. Good and welfare
13. Adjournment

Important Concepts: Best Practices

1. Documents, reports, resolutions, questions, etc. should be submitted to the Senate secretary a minimum of 17 calendar days before the Senate meeting at which they are to be considered.
2. Senators should carefully review the Senate agenda and its attached documents before each meeting.
3. It at all possible, amendments should be written out ahead of time.

Questions?

Student Success Standard Process Lifecycle
Presentation to Fort Wayne Senate
September 12, 2022

Thank you, senators, for your consideration today. The EC has kindly given us 10 minutes, so the presentation is about 7 and then there will be a few minutes for questions.

Today, I am speaking on behalf of Dr. David Cochran, Professor of Systems Engineering and Director of the Center of Excellence in Systems Engineering, his staff, and myself. I will be speaking about what we have been doing at PFW for about two years. My goals are to open lines of communication with the senate, facilitate senate and faculty collaboration, and establish that David and I are committed to seeing that this project adheres to accepted standards of university shared governance.

<Slide 1>
The Student Success Standard Process Lifecycle responds to a problem: the university is struggling to set itself up for long-term sustainability.

<Slide 2>
It faces financial and demographic challenges. It is not achieving target measures of student success, such as retention and graduation rates. All of us here today share that we care about this institution and its students. We want PFW students to succeed. This concern has driven David and me and the entire team to engage in the work I describe here.

<Slide 3>
We are not the first ones to try to improve things at PFW. In recent years, the USAP task force and subsequent restructuring was an attempt to improve the institution. The Student Success Standard Lifecycle offers a different approach.

<Slide 4>
What is different about us? We approach the university from the perspective of systems theory. We view the university as a complex system. That means its success depends on the ways the different parts work together. Success lies not in how fast or hard any one person or unit works. Success will not come from rewarding programs with the most majors or advisors who see the most students and getting rid of the rest. Success depends on the health of relationships among the people and units that work on this campus. When relationships are healthy, the result is good information flow, which nurture excellence, innovation, and agility. This is the basic philosophy of the systems approach to enterprise improvement.

<Slide 5>
This approach is practiced in the manufacturing sector, but it is less widely applied in enterprises of the information economy. Part of our focus in the Lifecycle work has been to adapt these proven approaches to a university.

<Slide 6>

The specific approach we are using is called Collective System Design, which David developed. CSD uses what David calls the Flame Model. There are four levels in the Flame Model. They build on each other.

The first level is tone. Tone is about how people feel about their work. Are they scared? Burned out? Do they feel blamed? Fear losing their job? Or do they feel valued and heard? Tone is established from the top. By establishing the correct tone, leaders facilitate collaboration and problem-solving. An important part of establishing the correct tone is communicating that when an institution is not meeting its goals, in the majority of instances, the problems lie in how the system is organized, not in the people working in the system.

Our work on tone has largely been confined to the small group of PFW employees who we have been working with most closely, but we feel our attention to tone has made a big difference in what we have been able to achieve.

<Slide 7>
The next level in the flame is thinking. This is when we determine what our institution's goals are. Once there is a positive tone, it is possible to have honest conversations about purpose. In conversations we had with numerous stakeholders about this work, we learned that many of us at PFW view our goal to be student success.

<Slide 8>
This is confirmed by the institution's Strategic Plan, which focuses on student success in its top three Priority Strategic Activities, listed on the Strategic Plan Action Planning page. In our smaller group, we refined this goal further. We decided student success means students move smoothly through their college career, from entering PFW to graduation, and then start a satisfying career.

<Slide 9>
After defining this high-level goal, we broke the goal into component parts, diagramming them in the form of a Student Lifecycle. In this diagram you can see the different states that students moved through as they progress toward graduation and career. We call these the seven Student Success States.

<Slide 10>
We also realized that students are able to move through these states insofar as they experience 4 types of wellness: academic, financial, career, and holistic/life.

<Slide 11>
The next level in the flame is structure. Structure is when we determine HOW we meet our goals: what do we actually do when we come to work? The actions (called "processes") we would want to take to accomplish a specific task related to student success are called "normal work."

<Slide 12>

In our group, we decided to talk about the processes we were using to move students from Student Success State 3, admitted and committed to PFW, to State 4.1, starting first semester. Defining the processes that get done as students move from S3 to S4.1 involved long and difficult conversations with people from different units. We wanted everyone involved in a process to understand their role and the roles of others involved in the process.

<Slide 13>
Here, we faced a challenge: how could we capture this information so that it was easily interpretable, even by people not working with us? We decided to use software called LUCID which allowed us to create an intuitive flow chart. Here is detail from the flow chart we created of processes used to move students from S3 to S4.1. The chart describes what each unit communicates to students and other units and how the students and other units should respond.

<Slide 14>
We discovered during this work that in many cases different people used different processes to accomplish the same goal. We also learned that this inconsistency frustrated students, often leading to what students call the "mastodon shuffle." One example is when a student has a hold and can't register. When they try to resolve the issue, they don't know which unit to approach. They go to one, but it is not the correct unit. That unit sends them to a different unit, but the second unit isn't correct either. This ambiguity is time-consuming and can be demoralizing for students. By standardizing what people do and making sure everyone knows what everyone else is doing, we can eliminate the mastodon shuffle and make students' lives better.

<Slide 15>
The final level is "working on the work." Once we have agreed on our goals and processes, we can then talk about making improvements.

<Slide 16>
Improvement is done systematically, following what is called in quality management, "the Deming Cycle." Which is the "plan/do/check (or study)/act" cycle. Defining our normal work (the actions we take to meet our goals) is "Plan." Doing those things is "Do." Measuring to check and study whether we are meeting our goals is "Check." Implementing improvements is "Act."

<Slide 17>
We hope through this Lifecycle approach to student success, to move from where PFW is now in terms of its processes—low repeatability (we don't use the same process every time) and low accuracy (we aren't maximizing student success)—to high repeatability (we ARE using the same process every time) and low accuracy (still not maximizing student success) and after several iterations of PDCA, high repeatability (everyone knows what everyone else is doing because we use processes consistently) and high accuracy (maximizing student success).

<Slide 18>
Thus far, we have been working with the following units: Admissions, Bursar, Financial Aid, SAAC, Student Information Systems, Registrar, college advisors.

<Slide 19>
This semester, we are expanding our work to 4.1 to 4.2, ready for second semester, and we are eager to involve a greater number of units, including faculty.

<Slide 20>

If you would like more information, you can contact us or go to our Sharepoint site.

FAQs

1. How do we onboard other PFW units in this Lifecycle approach to student success?
2. Why is it important for our processes to be repeatable?

PURDUE UNIVERSITY
FORT WAYNE

Sustaining Student Success

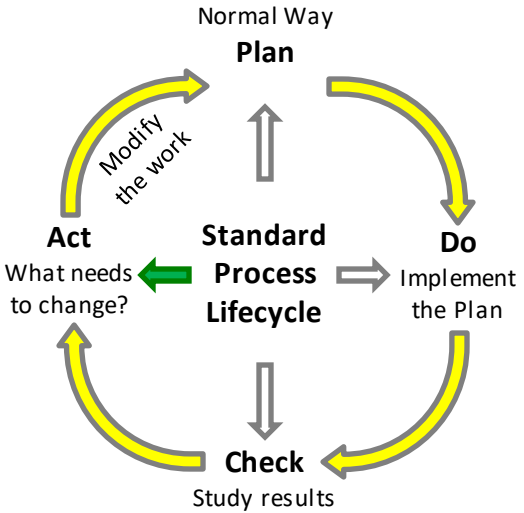
Student Success Standard Process Lifecycle and Improvement

September 12, 2022

PFW faces financial, demographic, and ideological challenges. What can we do to make sure PFW thrives long-term?

Long-Term Sustainability Requires Improving Retention

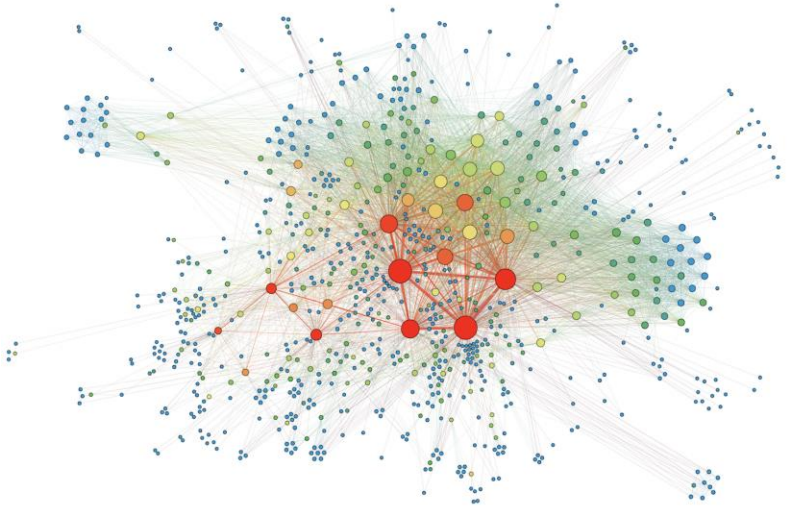
Define the Normal Way for students to progress through PFW so that we know when students need help.

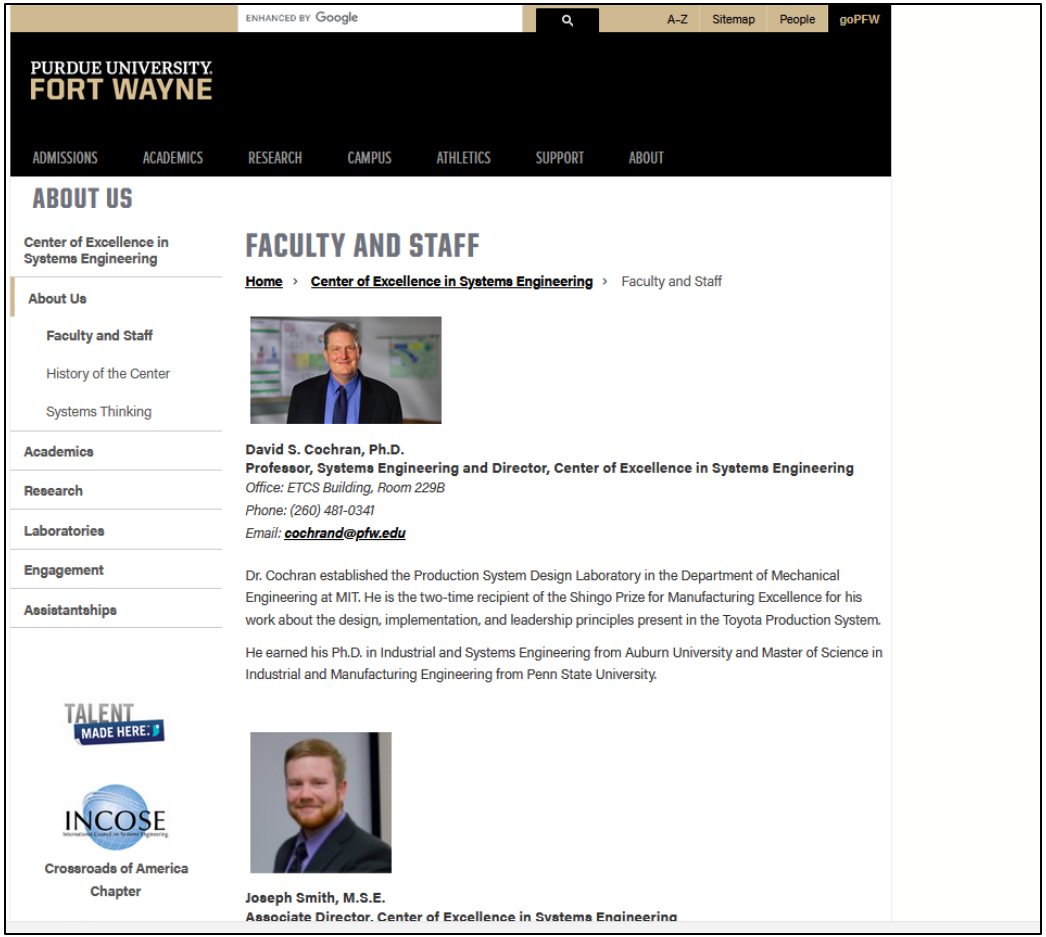


Continuous Improvement requires us to recognize abnormal conditions.

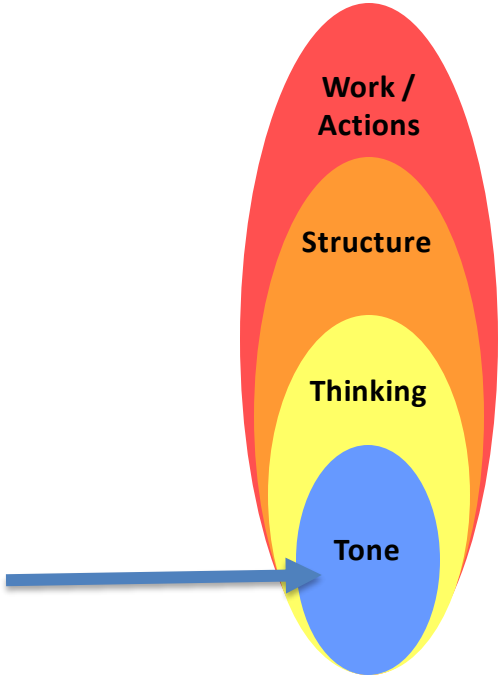
- **Call to action: Check out our SharePoint Site and consider joining a Standard Process Lifecycle team.**

How can we make sure the different parts of the university work together effectively to achieve our goals?




ENHANCED BY Google
A–Z
Sitemap
People
goPFW
PURDUE UNIVERSITY
FORT WAYNE
ADMISSIONS
ACADEMICS
RESEARCH
CAMPUS
ATHLETICS
SUPPORT
ABOUT
ABOUT US
Center of Excellence in Systems Engineering
About Us
Faculty and Staff
History of the Center
Systems Thinking
Academics
Research
Laboratories
Engagement
Assistantships
TALENT MADE HERE
INCOSE
Crossroads of America Chapter
FACULTY AND STAFF
Home › Center of Excellence in Systems Engineering › Faculty and Staff
David S. Cochran, Ph.D.
Professor, Systems Engineering and Director, Center of Excellence in Systems Engineering
Office: ETCS Building, Room 229B
Phone: (260) 481-0341
Email: cochrand@pfw.edu
Dr. Cochran established the Production System Design Laboratory in the Department of Mechanical Engineering at MIT. He is the two-time recipient of the Shingo Prize for Manufacturing Excellence for his work about the design, implementation, and leadership principles present in the Toyota Production System.
He earned his Ph.D. in Industrial and Systems Engineering from Auburn University and Master of Science in Industrial and Manufacturing Engineering from Penn State University.
Joseph Smith, M.S.E.
Associate Director, Center of Excellence in Systems Engineering

Collective System Design



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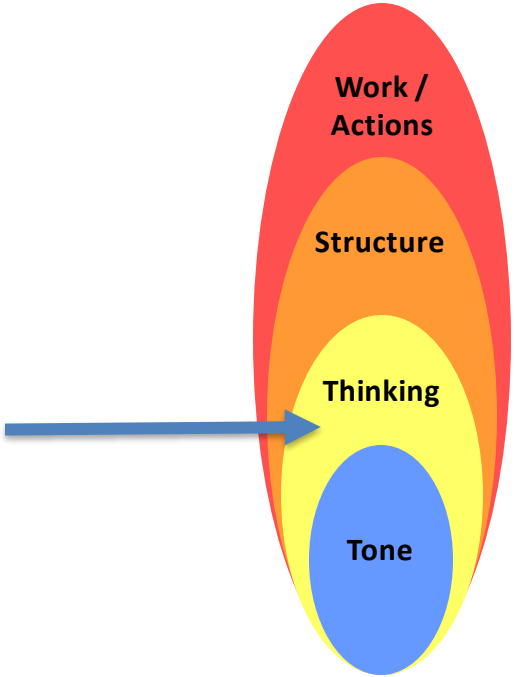
Collective System Design



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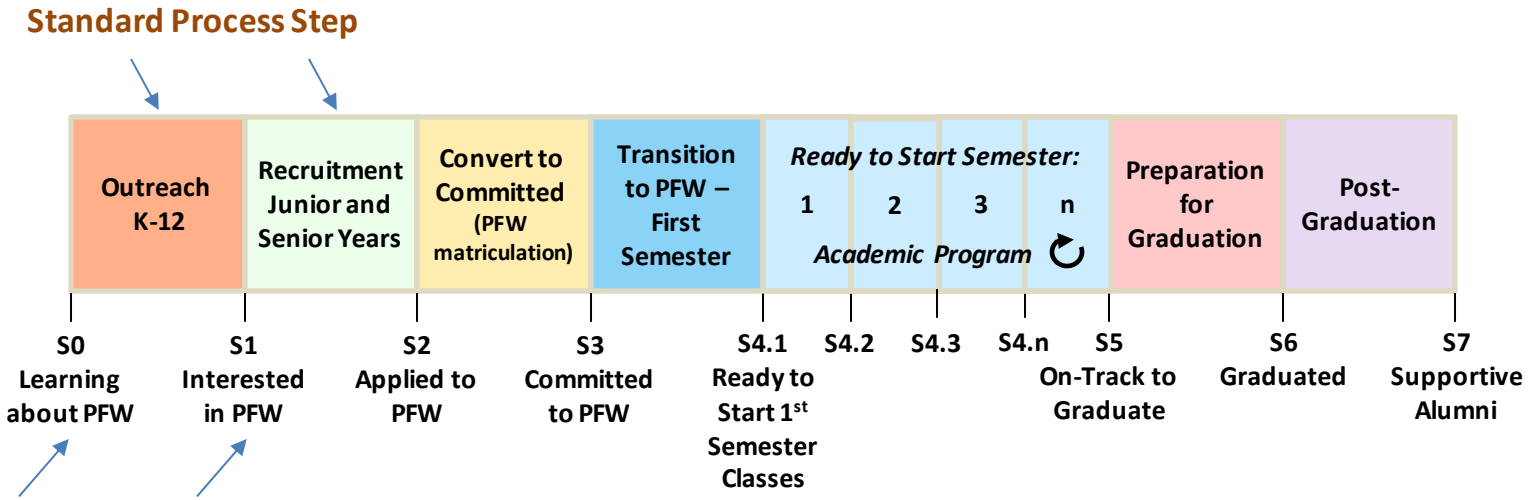
Strategic Plan Implementation
Action Planning
Reports and Updates
Be Engaged
Strategic Planning
Strategic Initiatives
Leadership and Committees

ACTION PLANNING

PRIORITY STRATEGIC ACTIVITIES

- **Student Success 1.1.** Increase the use of active learning strategies and high-impact practices in high-enrolling and gateway courses and in online and hybrid courses.
- **Student Success 2.2.** Develop financial aid and assistance programs that make attending full-time a financially viable option, emphasize need, and support students at all stages of their academic careers.
- **Student Success 3.1.** Develop a university advising model informed by the assessment of current advising practices, benchmarking of successful institutions, and advising best practices

The Student Success Lifecycle



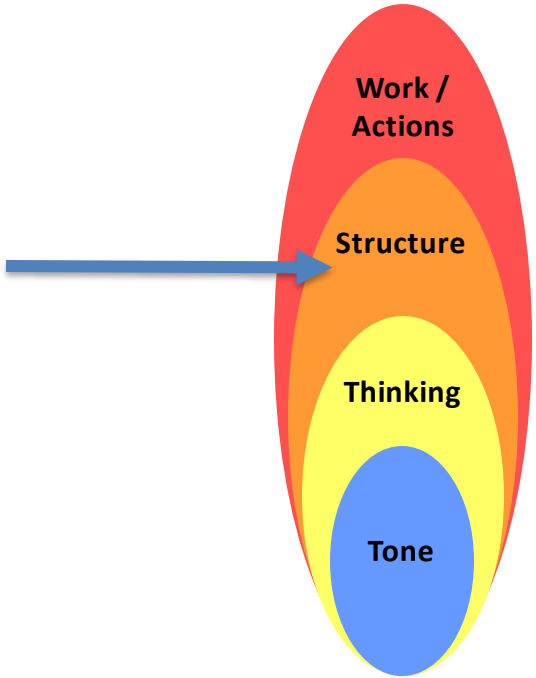
Student Success States (S0, S1 …) - Academic, Financial, Career/Professional, Living Wellness

Each Student Success State Achieves Wellness

The 4 Types of Wellness:

- **Academic Wellness**
- **Financial Wellness**
- **Career Wellness**
- **Living Wellness**

Collective System Design



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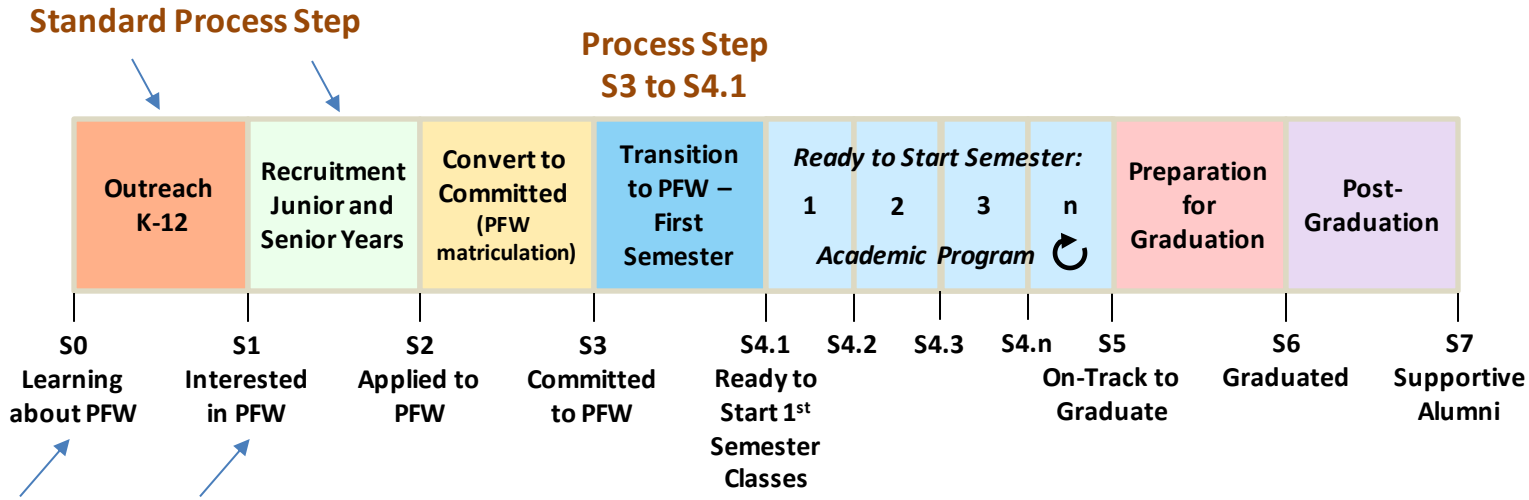
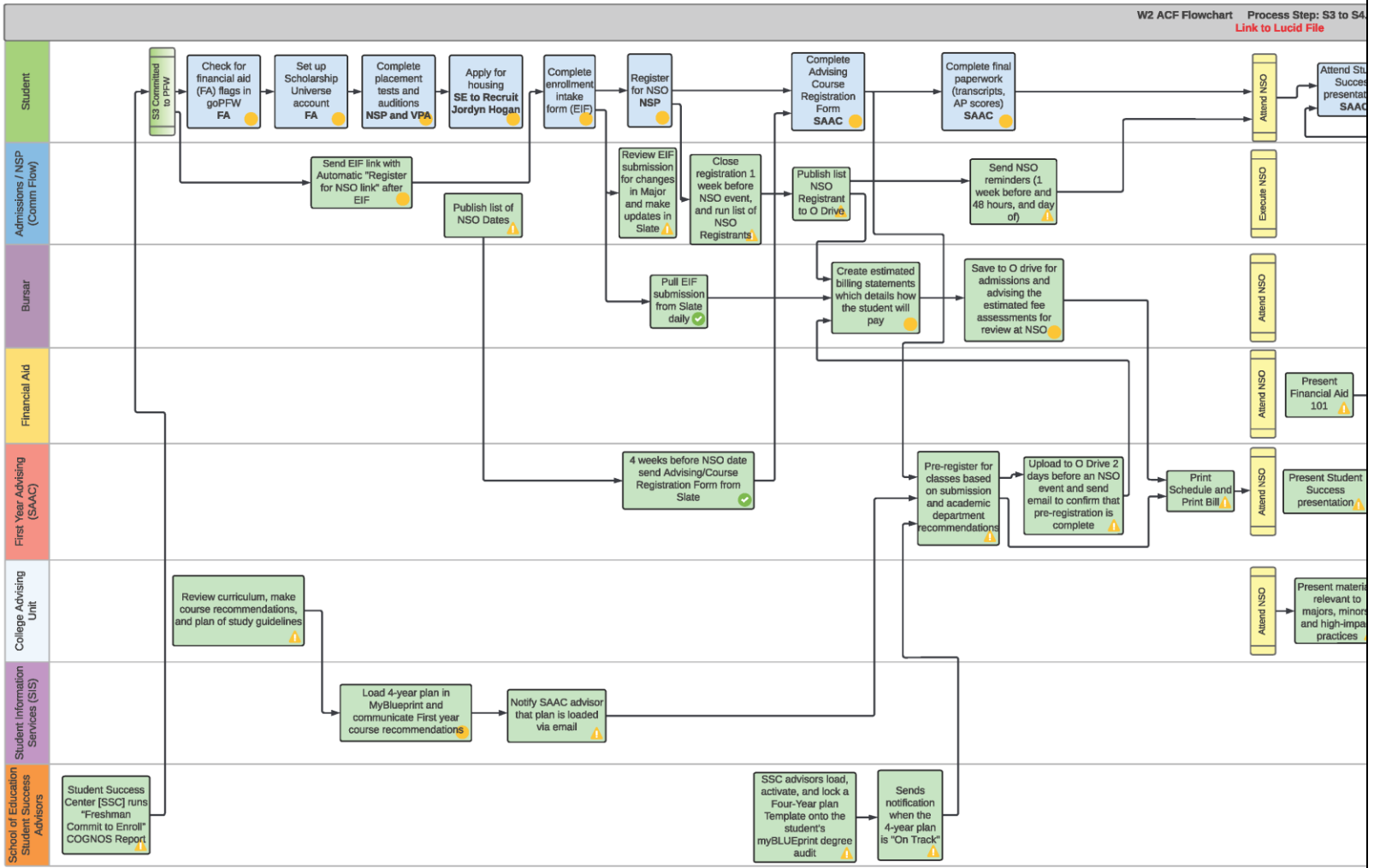
The Student Success Lifecycle

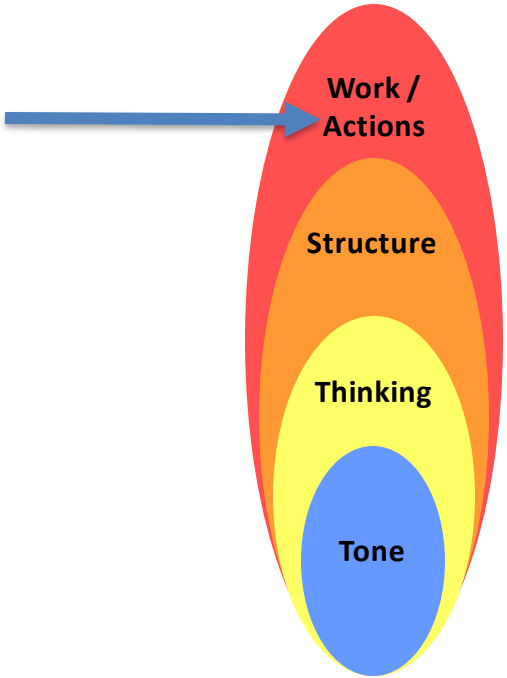


Student Success States (S0, S1 …) - Academic, Financial, Career/Professional, Living Wellness


W2 ACF Flowchart
Process Step: S3 to S4
Link to Lucid File
Student
Admissions / NSP (Comm Flow)
Bursar
Financial Aid
First Year Advising (SAAC)
College Advising Unit
Student Information Services (SIS)
School of Education Student Success Advisors
S3 Committed to PFW
Check for financial aid (FA) flags in goPFW FA
Set up Scholarship Universe account FA
Complete placement tests and auditions NSP and VPA
Apply for housing SE to Recruit Jordyn Hogan
Complete enrollment intake form (EIF)
Register for NSO NSP
Complete Advising Course Registration Form SAAC
Complete final paperwork (transcripts, AP scores) SAAC
Attend NSO
Attend Stu Succes presentat SAAC
Send EIF link with Automatic "Register for NSO link" after EIF
Publish list of NSO Dates
Review EIF submission for changes in Major and make updates in Slate
Close registration 1 week before NSO event, and run list of NSO Registrants
Publish list NSO Registrant to O Drive
Send NSO reminders (1 week before and 48 hours, and day of)
Execute NSO
Pull EIF submission from Slate daily
Create estimated billing statements which details how the student will pay
Save to O drive for admissions and advising the estimated fee assessments for review at NSO
Attend NSO
Attend NSO
Present Financial Aid 101
4 weeks before NSO date send Advising/Course Registration Form from Slate
Pre-register for classes based on submission and academic department recommendations
Upload to O Drive 2 days before an NSO event and send email to confirm that pre-registration is complete
Print Schedule and Print Bill
Attend NSO
Present Student Success presentation
Review curriculum, make course recommendations, and plan of study guidelines
Attend NSO
Present materi relevant to majors, minor and high-impa practices
Load 4-year plan in MyBlueprint and communicate First year course recommendations
Notify SAAC advisor that plan is loaded via email
Student Success Center [SSC] runs "Freshman Commit to Enroll" COGNOS Report
SSC advisors load, activate, and lock a Four-Year plan Template onto the student's myBLUEprint degree audit
Sends notification when the 4-year plan is "On Track"

The Mastodon Shuffle

Collective System Design



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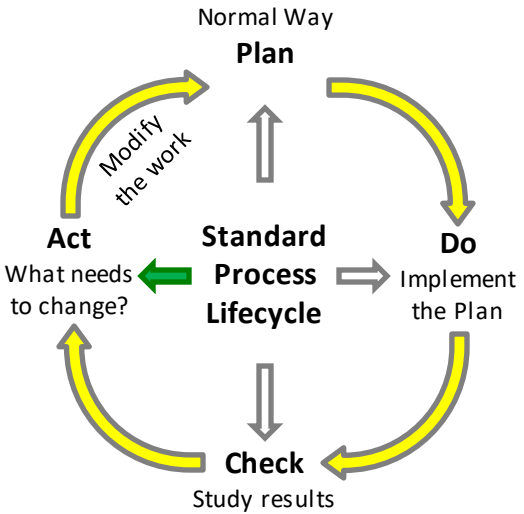
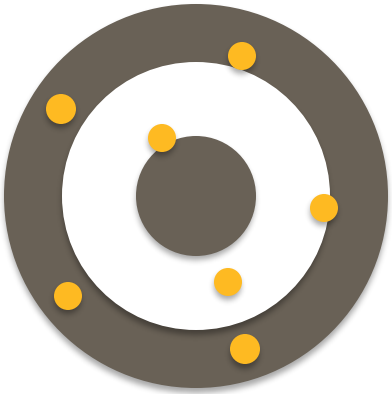
Cycle of Improvement



Continuous Improvement requires us to define the normal work.

Deming Cycle



Low repeatability, low accuracy.

Step 1.

Define Normal with PFW Standard Process Steps.

High repeatability, low accuracy.

Step 2.

Improve Normal with PDCA each semester.

High repeatability, high accuracy.

Kahneman, D. et al. 2021. *Noise: A Flaw in Human Judgment.* New York, Little, Brown Sparks.

Participating groups

Admissions

Bursar

College advising

Financial Aid

Registrar

SAAC

Student Information Systems

Tuesday meetings: Helmke 440

8:30 am to 10:00 am

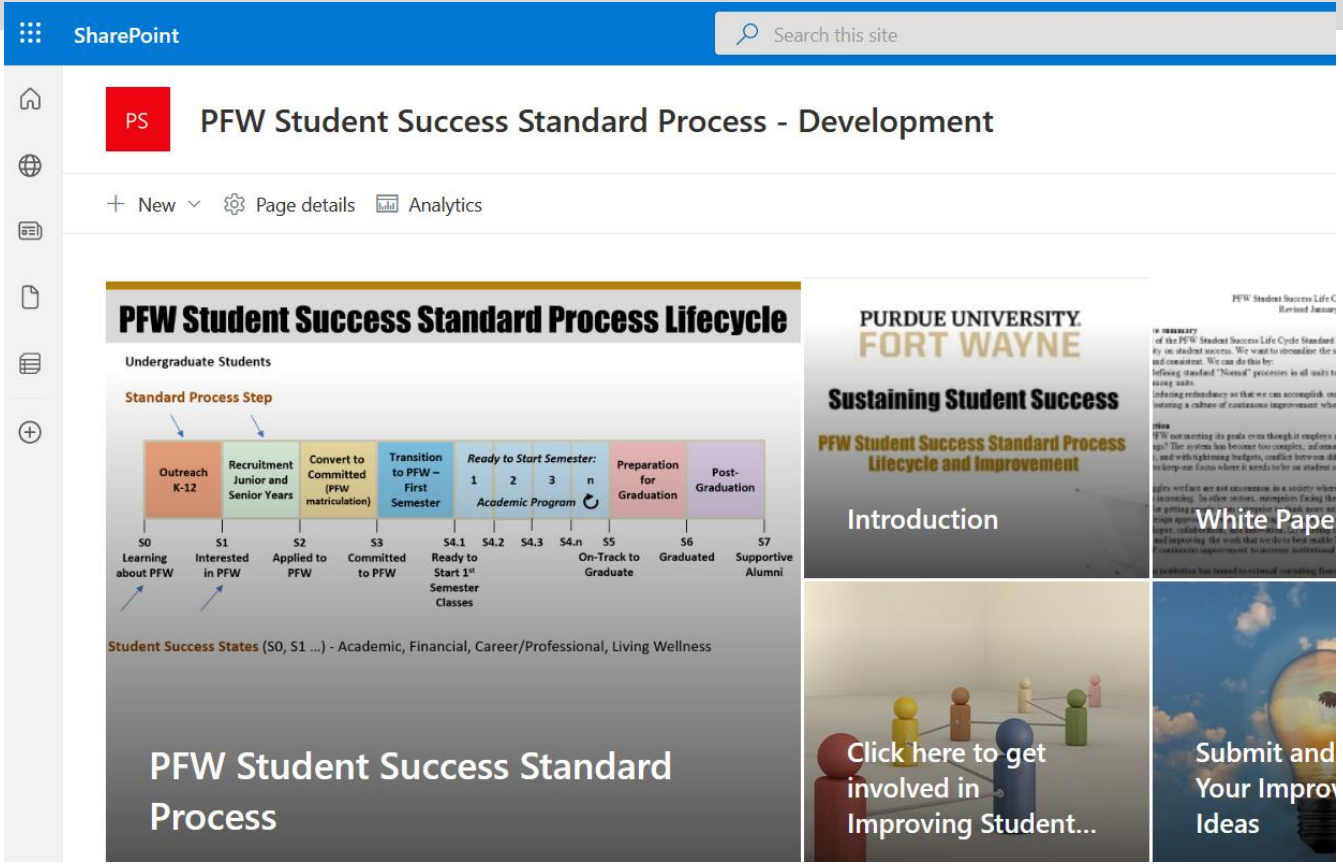
S3.0 to S4.1 Admitted/committed to ready for first semester. Finish processes for high school admits; start processes for transfer students.

10:30 am to Noon

S4.1 to S4.2 Ready for first semester to ready for second semester.

Contact us

- SharePoint website
- Dr. Cochran: cochrand@pfw.edu
- Systems Engineering Center: secenter@pfw.edu
- Dr. Borbieva: borbievn@pfw.edu



Senate Document SD 22-1
Approved, 9/12/2022

MEMORANDUM

TO: Fort Wayne Senate
FROM: Assem Nasr, Executive Committee Chair
Steve Carr, Voting Faculty
DATE: 20 August 2022
SUBJ: Endorsement of Revision to Rachel Barney's Anti-Authoritarian Code of Conduct

Endorsement of Revision to Rachel Barney's Anti-Authoritarian Code of Conduct

WHEREAS in September 2020 the Fort Wayne Senate approved Senate Document SD 20-2 Endorsement of Rachel Barney's Anti-Authoritarian Code of Conduct; and,

WHEREAS Indiana as of August 2022 now has signed into law Senate Bill 1, which establishes a near-total abortion ban endangering the health, safety, and lives of women, girls, and pregnant people in the state; and,

WHEREAS the IU Faculty Councils consisting of representation of Faculties from across all IU campuses have issued a statement calling the legislation "extraordinarily intrusive" in altering the lives of our students "for the worse"; and,

WHEREAS Indiana Attorney General Todd Rokita has abused the powers of his office by engaging in a flagrantly politicized misinformation campaign targeting Dr. Caitlin Bernard, a faculty member with the Indiana University School of Medicine who, in performing an abortion before SB 1 took effect, provided access to reproductive healthcare for a pregnant ten-year-old who was raped; and,

WHEREAS the Constitution of the Faculty of Purdue University Fort Wayne grants Voting Faculty powers to recommend policies concerning "student conduct and discipline," as well as the "welfare… of the faculty," and "to present its views concerning any matter pertaining to the conduct and welfare of PFW;" and,

WHEREAS faculty, and the educational process construed more broadly, hold special responsibilities both in upholding basic principles of reasoned discourse and in ensuring and protecting the rights of all who come to a university to pursue an education; and,

WHEREAS, those who attend a university to pursue an education have the right to do so, free from fear, threats of retaliation and harassment, and targeted enforcement by way of unjust laws based purely on identity-driven hatred meant to target individuals simply because of who they are or because they seek or grant access to basic reproductive freedoms and healthcare;

(cont'd)

BE IT RESOLVED that the Fort Wayne Senate endorse and adopt a revision to the Anti-Authoritarian Code of Conduct, originally drafted by University of Toronto philosopher Rachel Barney and adopted by this body in September 2020; and,

BE IT FURTHER RESOLVED, that the Fort Wayne Senate urge faculty, staff, students, and other members of the campus community to freely promote and publicize both this document, and the values and behaviors expressed in it, as inherent to the principles, values and behaviors of any academic institution:

Modified from Rachel Barney's Anti-Authoritarian Code of Conduct (https://ethics.utoronto.ca/anti-authoritarian-professional-ethics-academics-right-thing-era-trump/)

1. I will not aid in the arrest, registration, rounding-up, prosecution, or internment of students and colleagues occurring solely based on their politics, religious beliefs, race, ethnicity, orientation, gender expression, or any other basis of identity.
2. I will not aid in the arrest or prosecution of any student or colleague seeking reproductive healthcare including an abortion.
3. I will not aid in the marginalization, exclusion, or deportation of both documented and undocumented students and colleagues, or students and colleagues seeking reproductive healthcare including an abortion.
4. I will, as much as I can, discourage and defend against the bullying and harassment of vulnerable students and colleagues targeted for important aspects of their identity (such as race, gender, religious beliefs, sexual orientation, pregnancy, etc.).
5. I will not aid government or law enforcement in activities which violate the U.S. Constitution or other local, state, or federal law.
6. I will not aid in government surveillance. I will not inform.
7. As a teacher and researcher, I will not allow private or government interests to buy me off or to intimidate me. I will present the state of research in my field accurately, whether it is what the university, local, state, or federal officials want to hear. I will challenge others when they lie.
8. I will not shy away from my commitment to academic values: truth, objectivity, free inquiry, and rational debate. I will challenge others when they engage in behavior contrary to these values.
9. As an administrator, I will defend my students, faculty, and non-academic staff. I will not allow expulsion, firing, disciplining, harassment, or marginalization of individuals targeted simply for who they are, for beliefs they hold, for seeking reproductive healthcare including abortions, or for speaking freely on behalf of those who seek this access. I will speak up for academic freedom. I will insist on the autonomy of my institution.
10. I will stand with my colleagues at other institutions and defend their rights and freedoms.
11. I will be fair and unbiased in the classroom, in grading, and in all my dealings with all my students, including those who disagree with me politically.

Senate Reference No. 22-3

Question Time

In August 2022, the official university calendar promoted the appearance of a Hope Center mobile unit on our campus, providing free "services" to the campus community. The Women's Studies Executive Committee received multiple concerned messages about this. While places like Hope Center present themselves as clinical centers, they are in fact exempt from regulatory, licensure, and credentialing oversight that apply to health care facilities. The Hope Center is accredited by ECFA, the Evangelical Council for Financial Accountability. To be accredited by this organization, a non-profit must "subscribe to a written statement of faith clearly affirming a commitment to the evangelical Christian faith or shall otherwise demonstrate such commitment, and shall operate in accordance with biblical truths and practices." Furthermore, some of the concerned messages received by WOST EC suggested that the Hope Center had space on campus in the past and was asked to leave because of concerns about the type of counseling they were providing.

Can the university explain why, when there are multiple options for actual accredited medical facilities, PFW chose to invite, promote, and effectively endorse a medically unlicensed group on our campus? If it is true that they were previously asked to leave, what has changed in the way the Hope Center does its work that resulted in them being invited back?

Finally, is the administration concerned that endorsing an organization with such an explicit religious agenda that impacts the medical validity of the statements they make during their "counseling" may cause some students distress? Does the administration believe it is appropriate for an administrative unit of a public institution of higher education to endorse groups that evangelize as part of providing what is presented as "medical care"?

N. Borbieva
C. Erickson
M. Kelsey
S. LaVere
C. Lawton
A. Livschiz
M. Wolf

Senate Reference No. 22-4

To: The Fort Wayne Senate

From: A. Nasr, Chair of the Senate Executive Committee

Date: August 26, 2022

Subj: 2021-2022 Annual Report of FAR Activities

Please see below for the 2021-2022 Annual Report of FAR Activities.

Annual Report of FAR Activities

As set forth in the "Indiana University-Purdue University Fort Wayne Faculty Athletics Representative Position Description" this is the annual report of the activities of the Faculty Athletic Representative (FAR) for the Academic year 2021-2022. The report is traditionally filed each April and therefore is from April 2021 to April 2022.

The global pandemic has affected the work of the Faculty Athletic Representative. Sporting events have continued for much of the year with differing amounts of fans as time has progressed. During the pandemic, the student athletes did not stop being students, and they did not stop practicing and working out. The work of advising, certifying, and helping student-athletes continued all during the pandemic.

Due to the pandemic, and the resulting additional stress and uncertainty, the number of students who have had academic and medical difficulties is continually high. In the academic arena there are many more students having issues and complications with professors, due dates, and missed classes due to medical reasons. In a non-pandemic semester, I deal with 5-8 issues where a student has a conflict with an instructor. These numbers increased during the pandemic and have remained steadily higher during 2021-2022. As FAR I am included in conversations about student athlete well-being and I work as a bridge between the student athletes and their instructors. There were at least double the 5-8 issues in a non-pandemic semester.

In Fall 2021 and part of Spring 2022 there was continued COVID testing of student athletes. Student-athletes were tested regularly and as a result there were numerous quarantines for those student athletes. Some student-athletes missed multiple weeks of class due to successive quarantines. For every student athlete who was quarantined an email was sent to each instructor of that student and I was included on each and every one of those emails and their replies. In each case I helped mediate any conflicts or confusion to keep things moving smoothly. There were well over 60 emails on this topic in Fall 2021 alone. Spring 2022 was also be busier that usual. As with the Fall 2021 semester I was asked to mediate in more than the usual number of student/faculty conflicts. In all, I have worked with approximately 24 different cases in the reporting period.

In most semesters, there are a number of faculty who do not return the grade check forms sent to them by student athletes. These forms are critical in monitoring student athlete eligibility to keep the university in compliance. When the student athlete's efforts to get the forms back are not working, coaches approach me to request that I reach out to faculty who have not completed the forms. I was asked to reach out to approximately 23 faculty to encourage them to turn in the forms. Most faculty responded to my request but there were a few who never got back to me and never turned in the form.

One of the other duties of the FAR is to ensure that student athletes are being treated the same as other students on campus. This means that they are not being given any extra benefits or advantages not available to other students or not permitted by NCAA policies. Whenever there is a grade change submitted for a student-athlete that could affect their eligibility, I am asked to reach out to the faculty member to make sure that the change in grade was due to the efforts of the student and not their status as a student-athlete. I am asked to follow-up on grade changes several times per year in a normal year. During the last year the pandemic has accelerated this with more students needing incompletes and make-up work. I would estimate that I have had 6-8 cases during the time of this report. In each of those cases the faculty have indicated that there was no special treatment of the student-athlete and

that the opportunities offered to the student-athlete were the same as what were offered to any other student.

Conferences Attended:

NCAA Regional Rules Seminar. Summer 2021. This meeting is usually a several day conference in person. Due to the pandemic the sessions were broken up across several different times during the summer and released as recordings to be reviewed. The conference holds meetings and trainings on NCAA rules and policies and the enforcement and application of said rules and policies.

Faculty Athletics Representative Association (FARA) Annual Conference. Various dates in November of 2021. Virtual Meeting. This conference is an annual meeting of all Faculty Athletic Representatives. The meeting includes training, education, and information for FAR's. This years meeting was virtual due to the ongoing global pandemic.

NCAA National Convention. Various dates in January, 2022. Due to the pandemic, the convention has been moved to a virtual convention and spread across several weeks. I attended numerous training and information sessions related to my duties as FAR.

Athletic Travel:

Due to the pandemic and my schedule, I was not able to travel with any of the teams this year.

Committee Work:

The following are committees that I belong to or advise and attend the regular meetings of:

Student-Athlete Leadership Team (SALT). This meeting is held monthly. SALT has student-athlete representatives from each of the athletics teams. In the meeting they coordinate athletic and service events as well as matters of importance to student-athletes. They also discuss and seek advice on academic matters from the FAR.

Student Athlete Services (S-AS). This committee holds bi-weekly meetings to coordinate student-athlete issues and includes representatives from the Mastodon Academic Performance Center, The Registrar's Office, Financial Aid, and the Compliance office.

Compliance Committee. This committee meets three times per year. The committee is composed of representatives from different areas of campus that affect student athletes (registrar, bursar, compliance, athletics, student affairs, financial aid, etc). The group coordinates to make sure there are no compliance issues with student athletes.

Faculty Senate Mastodon Athletics Advisory Sub-Committee (MAAS). I am the chair of this committee. The committee is a sub-committee of the Faculty Senate Student Affairs Sub-Committee and usually meets at least once per semester. It may meet more depending on need. Its purpose can be found in the Senate Bylaws section 5.3.4.3.2.

Athletics Health and Wellness Promotion Team. This is a recently formed committee in the Athletic Department. The committee meets to discuss and make plans for the health and wellness of student athletes. It usually meets 2 times per semester but has met less recently due to the pandemic. Health and wellness is another area where the NCAA encourages the FAR to be involved.

Mastodon Athletics Advisory Board. I serve as a member of the Athletics Advisory Board. This committee meets twice per semester and is primarily composed of community members that are supportive of athletics.

Work with Student Athletes:

There are several situations where I work directly with student-athletes. To protect their anonymity, I will use generalities and avoid names.

Student-Athlete Missed Class Worksheets. These worksheets are given to student-athletes at the beginning of each semester. The worksheets have the days of class that the student will have to miss for athletic events that are officially sanctioned by the university. The student-athletes work with the faculty member to come to an agreement and the faculty member signs the form. If there is a complication with a worksheet, or if faculty have concerns about the days the student athlete may miss, I am called on to mediate between the faulty member and the student-athlete regarding what can and cannot be missed as well as how it can be made-up. My goal is to help both parties arrive at a solution that is acceptable for both while protecting the academic integrity of the course and the students learning. In the Fall semester of 2021, there were 6 such instances. There were approximately 5 in Spring of 2022. Overall, the majority of faculty work with the student athletes and are willing to help them compete and do well academically.

Advising. The student athletes have academic advisors in athletics as well as in their major areas so I do not directly advise them for their majors and coursework. As the FAR they occasionally come to me for advice on interacting with faculty and for career advice.

Appeals. If a student-athlete has a conflict with a coach or someone in the athletic department and wishes to appeal a decision that has been made, a committee is formed with members from the Athletics Advisory Sub-committee. There were no appeals this academic year.

Work with the Compliance Department:

The compliance department serves to ensure that all NCAA and legal rules are followed by the athletics department and that student-athletes stay within the rules to stay academically eligible. If there are violations the compliance department reports them and works though any consequences. I work with compliance to review and comment on any legislative changes and to monitor athletic department processes and practices. In this capacity I meet regularly with the compliance director Rachel Holycross and her assistant Brian Bienz. Whenever there is a violation of NCAA rules and policies, I am required to review the case and sign off on any actions or consequences of the violation. There are usually 5-10 minor violations per year. There have been no major violations this year.

Academic Eligibility Certification:

Three times per year we are required to certify that student athletes did or did not maintain their athletic eligibility. This is determined by the academic progress of each student. Each student-athlete is required to hit certain progress towards degree and GPA requirements each semester. The Certification Team (Compliance, Registrar, Mastodon Academic Performance Center, and FAR) meet together for **three to four days** (8:00 am-5:00 pm) **between each semester** to review the academic record of each student athlete and certify that they have met the requirements and are eligible to play their sport. Each student must be certified individually ensuring that all of their coursework from that semester has been accounted for. With over 300 student athletes this usually takes the full four days. We meet after fall semester, after spring semester, and at the end of the two summer terms to certify

each student athlete. Frequently after this meeting is over there are several student-athletes with complicated situations that we need to come back to and work through until we have solved the complication. This requires numerous emails.

Work with the Athletics Department:

I meet regularly with the Athletic Director, Kelley Hartley Hutton, to consult on academic issues and ensure that there is a faculty voice in athletics decisions. The Athletic Director is very open to input and actively seeks ways to improve communication between athletics and academics.

I also have the opportunity to work with the coaches of the different teams. I often attend the monthly Coaches Meetings to stay aware of what is happening on the teams. I also meet with the coaches on a one on one basis from time to time to check in and address any issues. In these meetings we have discussed practice schedules, game schedules, and missed class worksheets. All of the coaches that I have met with actively promote academic excellence on their teams.

As part of my role I attend practices for different sport teams on a random basis. For the year included in this report I have attended at least one practice for baseball, track (men's and women's), softball, basketball (men's and women's), and volleyball (men's and women's), as well as men's and women's soccer.

Part of my duties include being made aware of any concussions. I am notified by the athletic trainers when the concussion is diagnosed and when the student athlete is cleared to return to academics and athletics. I help ensure that faculty in the classes of the affected student-athlete are aware of the injury and of the status of the student. In all existing cases proper protocols were followed. The student was not allowed to compete until completely cleared by the proper medical professional.

I also work closely with the Mastodon Academic Performance Center (MAP). I am notified of any academic problems or challenges with student-athletes. We also meet regularly to review student eligibility and discuss future plans for students. As part of the process of monitoring eligibility, each day I (as well as the employees of the MAP) receive a report of the enrollment and status of student-athletes. Individually we review the report and compare it to the team rosters to make sure that all student-athletes remain eligible. As FAR I work to make sure that university academic policies are being followed and that advising policies are in the best academic interests of the students. The employees of the MAP are very open to my comments and actively seek my input for policies and procedures as well as day to day issues.

On occasion I am invited participate in the interview and hiring process for new coaches and athletic academic personnel. There were several replacement hires this academic year. When invited, I participated in the interview process and gave feedback on the candidates.

When someone new is hired in athletics I participate in the onboarding process. Each new employee comes to meet with me and discuss my role as FAR and how I can help them. This happens frequently with the changes in coaches, trainers, and graduate assistants.

As FAR I am occasionally asked to administer the NCAA coaches recruiting exam. That duty is shared between myself and compliance. All coaches must re-take the exam each year to certify that they know and follow the rules. Each exam takes one hour with 30-40 coaches needing the test. This is usually done in June, July and August of each year. When a new coach is hired, they may also need to take the exam before beginning work.

I also participate in and attend the Athletics annual awards banquet as well as the athletics academic honors awards.

Athletics Events:

As the FAR it is recommended that I attend some athletics events each semester to make sure that the student-athlete experience is a positive one. For 2021-2022 I was able to attend games/meets for: men's and women's basketball, men's and women's soccer, softball, baseball, men's and women's track and field, and men's and women's volleyball. I attend these events to ensure that proper safety protocols are in place and that student athletes are having a positive experience.

Chancellor:

Part of my duties are to meet with the chancellor to discuss the academic progress of student-athletes and give input into issues that affect athletics and academics. I have met or spoken on the phone with the chancellor multiple times in the last academic year.

Horizon League:

In the Horizon League is that FARs are expected to serve on league committees. I serve on the Horizon League Student Athlete Committee as the FAR Representative. This committee is composed of and directed by two student athletes from each school. The committee meets once per month and is a place where student athletes can discuss and plan together. My role on the committee is advisory.

As a member of the Horizon League there are several duties and functions performed by the FAR. At the end of each sport's season the FAR's of the league are sent the names and dossiers of the nominees for awards within that sport. We are required to read over each dossier (about 20-24 athletes per sport) and then rank those athletes on their academic and athletic performance. Those rankings are submitted and the winners are chosen based on the rankings. With 14 sports in the league is is time consuming to complete the process.

The Horizon league group of FAR's holds video conferences at least once per month to meet and discuss legislative and procedural issues. I read the prepared documents and policies and then attend and participate in these meetings.

Jens H Clegg

Jens H. Clegg

Associate Professor of Spanish

Faculty Athletic Representative

Purdue University Fort Wayne