

Minutes of the  
First Regular Meeting of the Third Senate  
Purdue University Fort Wayne  
September 14 and 21, 2020  
Via Webex

Agenda

1. Call to order
2. Approval of the minutes of April 13, April 20, and April 27
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 (Senate Reference No. 20-1) – J. Toole
6. Special business of the day
  - a. Memorial Resolution (Senate Reference No. 20-2) – C. Lawton
  - b. Presentation of Robert’s Rules – C. Ortsey
7. Unfinished business
8. Committee reports requiring action
  - a. Executive Committee (Senate Document SD 20-1) – B. Buldt
  - b. Executive Committee (Senate Document SD 20-2) – B. Buldt
  - c. Educational Policy Committee (Senate Document SD 20-3) – S. Hanke
  - d. Executive Committee (Senate Document SD 20-4) – B. Buldt
9. Question time
  - a. (Senate Reference No. 19-37) – J. Badia
  - b. (Senate Reference No. 20-3) – J. Badia
10. New business
  - a. (Senate Document SD 20-5) – R. Friedman
11. Committee reports “for information only”
12. The general good and welfare of the University
13. Adjournment\*

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

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Presiding Officer: J. Toole

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

Attachments:

“Report on Senate Documents” (SR No. 20-1)  
 “Memorial Resolution-Elaine Blakemore” (SR No. 20-2)  
 “Resolution on Publicizing COVID-19 Statistics for Purdue University Fort Wayne” (SD 20-1)  
 “Endorsement of Rachel Barney’s Anti-Authoritarian Code of Conduct” (SD 20-2)  
 “Withdrawal Policy for Fall 2020 Semester” (SD 20-3)  
 “Approval of Replacement Members of the Executive Committee” (SD 20-4)  
 “Question Time – re: Free Menstrual Products” (SR No. 19-37)  
 “Question Time – re: Social Distancing in Classrooms” (SR No. 20-3)  
 “Temporary Exemption from Procedures of Promotion for Lecturers at PFW” (SD 20-5)

Senate Members Present:

J. Badia, D. Bauer, S. Betz, Z. Bi, B. Buldt, S. Buttes, M. Cain, S. Carr, B. Chen, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, P. Dragnev, C. Drummond, P. Eber, J. Egger, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, D. Holland, P. Jing, M. Johnson, M. Jordan, D. Kaiser, C. Lawton, C. Lee, J. Lewis, A. Livschiz, L. Lolkus, A. Marshall, J. Mbuba, A. Mohammadpour, M. Parker, S. Randall, G. Schmidt, A. Smiley, H. Strevel, K. White, M. Wolf, N. Younis, M. Zoghi

Senate Members Absent:

A. Benito, J. Burg, B. Elahi, A. Mills, J. O’Connell, M. Ridgeway, R. Stone, A. Ushenko, D. West, S. Wight

Guests Present:

M. Ball, E. Blumenthal, N. Borbieva, J. Cashdollar, R. Clark, F. Combs, C. Compton, T. Cooklev, J. Daniel, S. Davis, A. Dirksen, C. Fox, L. Frolova, M. Frye, T. Heath, M. Kelsey, M. Helmsing, J. Hersberger, C. Hine, G. Justice, A. Kopec, C. Kuznar, T. Luce, J. Malanson, V. Maloney, C. Randall, C. Springer, T. Swim, D. Tahmassebi, N. Virtue, L. Whalen, R. Weiner

Acta

1. Call to order: J. Toole called the meeting to order at 12:00 p.m.
2. Approval of the minutes of April 13, April 20, and April 27: The minutes were approved as distributed.
3. Acceptance of the agenda:

B. Buldt moved to accept the agenda.

Agenda approved by voice vote.

4. Reports of the Speakers of the Faculties:

a. IFC Representative:

P. Dragnev: My name is Peter Dragnev. I am professor and chair of the department of Mathematical Sciences, for those of you who don't know me. It is great to be back in this esteemed body.

IFC has not met yet, so I do not have an update on that.

One of things that happened over the spring and summer was the Anthem/Parkview contract back and forth. I intend to bring the lack of enough input solicited from our campus regarding this to IFC. While Parkview may not be as important for the West Lafayette campus, it certainly is very important for us.

On another note, as we embark in this unprecedented task of teaching in person, I really would like to emphasize the role of shared governance. There are some important things that we have outsourced outside the Fort Wayne Senate where we have both faculty and administration, such as the University Budget Committee, the USAP Task Force, and even the preparedness committees. They did the work that had to happen, indeed, but as we bring these back to the Fort Wayne Senate, something that the faculty leadership and upper administration have agreed upon, it is very important for us to relay to our faculty colleagues how important service is. Our contracts say seventy-five percent teaching and twenty-five percent research, which according to mathematics means zero percent service. Yet, this is very important work for the running of the university, and I invite the senators to just emphasize to their faculty how important it is.

Finally, let me wish you a great semester, the best of health, and stay safe.

Thank you.

b. Deputy Presiding Officer:

N. Younis: Dear Colleagues,

I hope that you and your loved ones are staying safe and healthy in these exceptional times.

It is an honor to be one of your speakers.

I am very impressed with all of you for your resilience and willingness last March and perhaps this semester to assume the extraordinary tasks of moving all instruction, service, and, where possible, scholarly activities to remote and

online platforms. Just one of these efforts under normal circumstances would be difficult, and you were and are engaged on every front.

I recognize your exceptional contributions and I hope the university will recognize your extraordinary work too that can be reflected in the budget.

Considering the pandemic I believe that this is going to be a challenging year as we embark upon tweaking and implementing the new PFW strategic plan and the revision of the general education program.

The faculty is an integral part of developing and executing the plan and the program and I look forward to receiving input from them.

In addition, we will be dealing with issues that the faculty deem necessary and that they are passionate about.

Just like any university, PFW is not a perfect one and we can use some improvements.

For example, when I speak with faculty, it is my opinion; the main issue is the need to improve shared governance. While we have many documents and procedures regarding shared governance at least this needs to be visited and discussed.

I look forward to working with you!

Have a great fall semester.

Thank you.

5. Report of the Presiding Officer (Senate Reference No. 20-1):

J. Toole: Well, welcome back everyone. It's been a really rough six months or so for all of us. And it doesn't look to be getting better anytime soon, so I wish everyone not only the best of luck but also the strength to persevere, to make this semester the very best one that it be under the conditions that we and our students are facing.

We have a great faculty. I've taught here now for eighteen years, and I'm as impressed as I've ever been with the talent and dedication of all of you, my friends and colleagues. This year has been one of the truest tests of those traits that I can imagine, and I think we've passed with flying colors. The amount of work that faculty have devoted is truly remarkable. We reimagined how we could teach, we learned new and often complicated technologies, we developed skills we never expected to learn. And we did this in the spring under great time pressure and in the summer—this is true of most of us—while not being paid. I want to thank this great faculty for all the hard work, all the creativity, all the willingness to change, adapt, and grow. And I want to give special thanks, very

special thanks, to our limited term lecturers, who have done all of this while having so little pay, benefits, and job security to rely upon.

I believe in this Senate and in the role that shared governance can play. Faculty are central, absolutely indispensable, to this university and to every college and university—there is no higher education without us at its core. Faculty deserve to have a strong voice, and universities are healthier when they listen well to what faculty need, want, and believe. I hope that in the coming year this Senate can speak to the many issues that matter to us and to do so in a clear, effective, efficient, and thoughtful way. I encourage us to continue to think about how what we push for affects not only our students but also our colleagues who work with us as staff and administrators. I also hope that, in turn, our staff and administrative colleagues remember how crucial faculty are to the success and vibrancy of this institution—even when faculty cause you headaches, as I know we sometimes do.

Being members of Senate gives us important opportunities to influence university policies. It also carries responsibilities. Each of us in this room, this virtual room, represents colleagues who are counting on us to act as their representatives in important debates. We are used to showing up once or twice a month for Senate meetings, but we should be doing more than that. Fulfilling our Senate responsibilities well means reading the Senate agenda thoroughly, in advance of the meeting. It means not only listening to but also actively soliciting feedback and opinion on Senate issues from those whom we represent. And it means reporting back to our constituents about what is on the Senate agenda and about how business in each Senate meeting transpired. Senate is not designed to involve all faculty directly; it is designed on the premise that those selected as its members will serve as active and energetic representatives to all those unable to participate themselves in the business that Senate conducts.

In the last several years it has become apparent to many that a relatively small number of Senators have been by far the most active speakers in Senate debate. I would like to say two things about this. First, it is not in the least a problem to have people who speak often and with knowledge and passion about the issues before this body. They speak because they care and because they are deeply engaged in the workings of our university. However, I also think that the Senate would work better if its debate were spread more broadly and evenly throughout its membership. As Presiding Officer I will do all I can to encourage as many voices as possible to be heard. If you raise your hand and haven't yet spoken, I will make sure to call on you—in most cases before I call again on someone who already has spoken. I want to hear from all of you, from the full range of departments and academic disciplines, so as to make our debate as comprehensive and broadly informed as it can be.

Before I close, I'd like to take a moment to thank Assem Nasr and Jeff Nowak, my two outgoing colleagues in faculty leadership. Your commitment to faculty, to students, and to this institution are second to none, and I truly will miss working with both of you. The Senate and the university owe you our thanks.

It is an honor to serve this year as the Presiding Officer of this body, along my fellow faculty leaders Nash and Peter. I pledge to work hard, to represent faculty interests with energy and integrity, and to run these Senate meetings as well as Robert's Rules and Webex will allow. (As I've told some of you already, I'm more worried about Webex than I am about Robert's Rules.) Thank you all for serving as Senators. I look forward to what we can accomplish together in the coming year.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 20-2) – C. Lawton

C. Lawton read the memorial resolution for Elaine Blakemore. A moment of silence was observed.

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

Please see attached PowerPoint.

7. Unfinished business: There was no unfinished business.

8. Committee reports requiring action:

J. Toole: Before we begin, let me say that the EC is reviewing how it places draft resolutions submitted to it by Senators on the Senate agenda. In recent years, the EC has placed some draft resolutions submitted to it from Senators under New Business. Because New Business ideally should be reserved for truly new business arising from the floor on the day of the Senate meeting, the EC is currently choosing to adopt draft resolutions submitted to it as resolutions of its own. This allows draft resolutions submitted in advance of the meeting to be handled under "Committee Reports Requiring Action". When a draft resolution adopted by the EC in this way is reached as we work our way through the agenda, I as PO will state the names of the Senators who originally authored the document. Adoption by the EC in this way does not mean that the EC agrees with the substance or content of the draft resolution; it only signifies that it respects the document's right to be considered by the Senate. If you have any questions our approach to placing draft resolutions submitted by Senators on the agenda, please email me or Bernd Buldt, chair of EC.

a. Executive Committee (Senate Document SD 20-1) – B. Buldt

B. Buldt moved to approve Senate Document SD 20-1 (Resolution on Publicizing COVID-19 Statistics for Purdue University Fort Wayne).

S. Carr moved to amend with the following changes:

Changing the third "whereas" to state "WHEREAS Purdue University Fort Wayne, as of 4 Sep. 2020, has officially published statistics on its [COVID-19 Dashboard](#) to

faculty, staff, students, and members of the Fort Wayne community who interact with them on a daily basis.”

Changing the “be it resolved” to state “BE IT RESOLVED that the Fort Wayne Senate commends the University for disseminating health statistics through its COVID-19 Dashboard.”

Changing the “be it further resolved to state “BE IT FURTHER RESOLVED that the Fort Wayne Senate requests for the University administration, the PFW Prepared Team, and the Purdue University Board of Trustees to take the following additional actions:

- Coordinate with state and local health agencies to arrange for a neutral third party as an additional self-reporting option that can ensure confidentiality and anonymity for those who do not wish to self-report to the University; and that can allow faculty, staff, and others who may have visited campus to self-report cases of infections without reporting directly to the University;
- Work with state and local officials to ensure that the online platform continues to report only aggregated and anonymous infection rates among faculty, students, staff, and others on campus in a manner that does not disclose any personally identifiable information for any one individual;
- Continue to update this platform at least weekly as the results of each self-reported test and tests of symptomatic individuals become available;
- Provide specific information about contact tracing operations at the University and within the Purdue System, including but not limited to the number of contact tracers dedicated to tracing each occurrence on campus; what specifically will be deemed to constitute “exposure” to the virus and how that information will be systematically collected; and the methods that will be used to notify members of the campus community of possible COVID exposure;
- Establish and disseminate to all members of the campus community a clear designation of the multiple factors that the University will use to determine actions as each campus, including the Fort Wayne campus, reaches different thresholds of COVID-19 community spread, both across the University generally and within specific classes, housing units, student groups, or other constituencies of the campus. The University will publicize this information, in addition to its COVID-19 Dashboard, in multiple easy-to-find venues, including press releases, social media platforms, and email.”

Motion to amend passed on a poll vote.

Resolution passed on a poll vote.

b. Executive Committee (Senate Document SD 20-2) – B. Buldt

B. Buldt moved to approve Senate Document SD 20-2 (Endorsement of Rachel Barney’s Anti-Authoritarian Code of Conduct).

The meeting is suspended at 1:15 until noon, Monday, September 21, 2020.

Session II  
(September 21)

Acta

Senate Members Present:

J. Badia, D. Bauer, A. Benito, S. Betz, B. Buldt, J. Burg, S. Buttes, M. Cain, S. Carr, B. Chen, A. Coronado, K. Creager, K. Dehr, Y. Deng, H. Di, S. Ding, P. Dragnev, C. Drummond, P. Eber, J. Egger, R. Elsenbaumer, K. Fineran, R. Friedman, M. Gruys, S. Hanke, P. Jing, M. Jordan, D. Kaiser, C. Lawton, C. Lee, J. Lewis, A. Livschiz, A. Marshall, J. Mbuba, A. Mohammadpour, M. Parker, S. Randall, M. Ridgeway, G. Schmidt, A. Smiley, H. Strevel, S. Wight, K. White, M. Wolf, N. Younis, M. Zoghi

Senate Members Absent:

Z. Bi, B. Elahi, D. Holland, M. Johnson, L. Lolkus, A. Mills, J. O'Connell, R. Stone, A. Ushenko, D. West

Guests Present:

T. Heath, M. Helmsing, J. Hersberger, C. Kuznar, J. Malanson, C. Springer, N. Virtue

J. Toole reconvened the meeting at 12:00 p.m. on September 21, 2020.

- b. Executive Committee (Senate Document SD 20-2) – B. Buldt

Resolution passed on a poll vote.

- c. Educational Policy Committee (Senate Document SD 20-3) – S. Hanke

S. Hanke moved to approve Senate Document SD 20-3 (Withdrawal Policy for Fall 2020 Semester).

S. Hanke moved to amend with the following changes:

Adding “WHEREAS, Current academic regulations state that the sixth week of the semester is the deadline for changes from audit to credit or credit to audit status.”

Changing a “whereas” to state “WHEREAS, Moving the deadline to withdraw from and change audit status (credit to audit or audit to credit) in courses offered in a standard 16-week duration to the third-to-last Friday, and prorating for non standard terms to 7/8 of the non standard term, would both provide needed flexibility to students and provide the necessary time to process the paperwork.”

Changing the “be it resolved” to state “BE IT RESOLVED, that the deadline for



students to withdraw from and change audit status (credit to audit or audit to credit) in courses offered in a standard 16-week duration during the Fall 2020 semester, without approval, be moved to the third-to-last Friday of the semester and prorated to 7/8 of the term for non standard Fall 2020 terms.”

S. Carr moved to pass a vote of unanimous consent.

No objections to vote of unanimous consent.

Motion to amend passed.

M. Cain moved to amend with the following:

Changing the subject to state “Withdrawal Policy for Fall 2020 and Spring 2021 Semesters.”

Changing a “whereas” to state “WHEREAS, The COVID-19 pandemic could create both direct and indirect adverse effects on the students during the Fall 2020 and Spring 2021 semesters.”

Changing the “be it resolved” to state “BE IT RESOLVED, that the deadline for students to withdraw from and change audit status (credit to audit or audit to credit) in courses offered in a standard 16-week duration during the Fall 2020 and Spring 2021 semester, without approval, be moved to the third-to-last Friday of the semester and prorated to 7/8 of the term for non standard Fall 2020 and Spring 2021 terms.”

S. Carr moved to pass a vote of unanimous consent.

No objections to vote of unanimous consent.

Motion to amend passed.

Resolution passed on a poll vote.

d. Executive Committee (Senate Document SD 20-4) – B. Bernd

B. Buldt moved to approve Senate Document SD 20-4 (Approval of Replacement Members of the Executive Committee).

Resolution passed by voice vote.

9. Question time:

a. (Senate Reference No. 19-37) – J. Badia

Purdue University recently announced that it would be supplying free menstrual products in public restrooms at the West Lafayette campus. Are there any discussions about extending this initiative to Purdue FW? If so, at what stage are those discussions?

R. Elsenbaumer: Yes, there were discussions last Spring Semester (2020) by our Student Government Association. As originally planned by the Student Government Association, all supplies, wall mounted dispensers, etc., were purchased and set to be installed by Physical Plant in March 2020. The impact of the COVID-19 pandemic and eventual closure of the physical campus pushed back the completion timeline. Throughout the summer months and into the fall semester, all of Physical Plant's personnel and resources were dedicated to the preparation to return to campus. Now, the installation is expected to occur by the end of September and concluding by the end of October 2020. Note that any change to campus status due to the COVID-19 pandemic may affect this installation timeframe.

J. Badia: I just want to say thank you. Also, thank you to student government for taking the initiative and working to make it happen. Thanks.

R. Elsenbaumer: You are welcome. We hope it gets completed very soon.

b. (Senate Reference No. 20-3) – J. Badia

According to communications from VCAA Drummond, “an area of 31.2 square feet per student has been used as the distancing goal” in determining capacity in classrooms for our in-person classes for fall 2020. An email from the VCAA to the deans sent June 26 notes that “this goal does not take into account room geometry, seating type, access/egress, or the desired 10 feet between faculty and students. It is a best approximation for a distancing goal assuming 100% compliance with mask usage.”

- Why did the calculation fail to take into account material matters like room geometry, seating type, access/egress, etc. that diminish the actual capacity of the room to such a degree that in many classrooms the goal of social distancing cannot be achieved, even in cases where the class functions as a hybrid course, with only 50% of enrolled students sitting in the classroom at once?
- Does anyone know how many courses are currently meeting in classrooms that do not allow for social distancing? If so, how many courses are failing to provide social distancing for students and instructors?
- Has anyone communicated to the entire campus and to our surrounding community that Purdue FW is holding in-person classes in which social distancing is not possible in some--or even many--cases?

R. Elsenbaumer: In May of this year, the COVID-19 Response Scenario Planning team offered the following recommendations for social distancing and face-to-face instruction for academic year 2020-21:

*Quote: “The university should make every reasonable effort to implement a social distancing plan for all face-to-face classes in the 2020-21 academic year. To the extent possible, this plan should include maintaining the standard 6 feet of separation between all students and faculty. Options for achieving physical distancing include:*

*1) Moving courses into larger classrooms*

*Some courses, especially courses scheduled in classrooms with large seating capacities, could be moved online to facilitate this process*

*2) Utilizing what are normally not instructional spaces as classrooms*

*3) Implementing a hybrid course modality and dividing students into two or more cohorts and establishing a schedule on which each cohort will participate in face-to-face and online instruction*

*Specific decisions about how to organize hybrid offerings should be left in the hands of departments and instructors.” End Quote*

In consideration of these recommendations, the following set of framing assumptions were used as guidance for fall 2020 semester face-to-face instruction:

- Face-to-face instruction is a preferred modality for most learning
- The academic calendar will remain as it is currently structured
- The schedule of classes will not be significantly altered
- A single solution will be sought for all sections of all lecture classes
- The solution should be easy to explain to students and reasonably simple to implement for faculty
- Laboratory, clinical, and studio instruction modifications will be the responsibility of the academic department
- Current guidance from the State of Indiana, the CDC (*Considerations for Institutes of Higher Education*, the American College Health Association, Purdue University), Protect Purdue, and Indiana University’s Restart Committee all recommend maintaining social distancing of a minimum of 6 feet in instructional settings.

Efforts to maintain such distancing can be described as distanced face-to-face instruction. Visualizing a student as the center point of a circle of radius 3 feet, each student would then occupy a “zone of control” of 28.3 square feet.

The first approach to addressing this issue on a large scale, was to think of student distribution in a classroom by taking the room’s area and dividing by the maximum student occupancy. This calculation reveals that our largest classrooms (e.g. LA 159) are characterized by the greatest density of students (9.6 sq. ft. per student) while

computer classrooms are characterized by the smallest density of students (41 sq. ft. per student). Typical tab-arm chair classrooms exhibit a range between 15 and 20 sq. ft. per student, while table classrooms range between 20 and 25 sq. ft. per /student. This gives a very quick overview of the problem areas.

This analysis assumes, however, that all space is utilized with perfect efficiency. Because we are considering students to act as the center of a circle of radius 3 feet, their distribution in a classroom cannot be achieved with perfect efficiency. Rather, when considering the mathematics of packing density, uniformly sized circles can be organized on a surface in two basic geometries. Square packing, where the circles are centered on a square grid of length equal to twice the circles' radii will occupy 78.5 percent of the available space. Hexagonal packing, where six circles are arranged around a seventh at the corners of hexagon with sides of length twice the circles' radii will occupy 90.7 percent of the available space.

Because of the complexities of room geometries, the irregularities of configurations, and the challenges of achieving strict adherence to the 6 feet guideline will, in most cases, result in unacceptably large reductions in room capacity. Therefore, evaluation of classroom space utilization will consider both raw square footage per student and hexagonal closest packing density, but not map those geometries to each unique room shape.

Therefore, additional recommendations of the scenario planning team were implemented.

Approximately 250 class sections were moved from face-to-face to online instruction. All requests for instructional modality change were approved following the procedure outlined in *Office of Academic Affairs Instructional and Operational Guidance Memorandum 20-10*, issued June 22, 2020.

Approximately 500 class sections were moved from their planned classroom to a new, larger room to accommodate the social distancing guidelines described above. Auer Hall is being used as a classroom for our largest sections. The International Ballroom was divided into two, 73-student socially distanced classrooms. Indiana University Fort Wayne is not utilizing many of the larger classrooms they have rented from us, including Neff 101.

While some instructors were required to offer their courses in a hybrid modality due to the number of students enrolled and the revised social distancing capacity of their classroom, all instructors were given complete autonomy to offer their class in a hybrid modality of their choosing in order to better meet the social distancing needs within the unique geometry of their classroom and/or pedagogical needs of their courses.

In collaboration with the Senate Leadership, a Qualtrics survey was developed and distributed to all instructors in order to identify instructional challenges associated

with face-to-face instruction. To date, 99 responses have been received. Of those, 38 respondents reported problems with classrooms—ranging from missing cleaning supplies to concerns about space and safety. Approximately 25 of those complaints have been satisfactorily resolved. Additionally, 37 respondents reported no issues or concerns and that their classrooms were fine. Nineteen respondents reported technology problems (those issues were referred to ITS for support) or offered workarounds or enhancements for producing online/recorded experiences. Three respondents reported student PPE concerns (students were wearing masks, but not appropriately). And two respondents cited that classroom health and safety protocols do not support desired pedagogy. Our intent has been to address issues brought to our attention as soon as possible. And, we are still responding as new issues as they arise. Finally, throughout the spring and summer planning phases as well as the launch of the fall semester, the university has sent many communications to all stakeholders, internal and external, regarding plans for and actions taken in preparation for the launch of the fall 2020 semester. Those communications have been frequent, specific, and comprehensive in describing both the challenges the university faces, as well as the innovative solutions being used.

J. Badia: In summary, if I understand correctly, we made a conscious decision to compromise student and faculty safety by not ensuring six feet of social distancing in some of our classrooms rather than reduce face to face classes to a number we could actually sustain while still maintaining good safety standards? I wanted to make sure that I got that right. That it was a conscious decision. I am also curious about the thirteen unresolved reports from the Qualtrics survey. It is week five. Are those unresolved reports being followed up on still or are those thirteen people just done?

R. Elsenbaumer: Let me answer the thirteen outstanding cases. I think we can ask Jeff Malanson about those. I would be surprised if they had not been addressed. Our folks have been extremely responsive in addressing the issues as they come in, but I would have to ask Jeff where those stand right now.

I would like to go back to your first statement about making a conscious decision. The decision was made that in those cases where it was not possible to do actually what we had hoped we could do in terms of social distancing and/or taking into consideration the room geometry then those decisions were handed back to local control. Then, faculty members and/or department chairs would have to make decisions about how they wish to proceed with the use of their class assigned classrooms. That was one of the reasons for the Qualtrics survey because as things emerged people were using their spaces. If they felt that they were not appropriate then they had an opportunity to present alternate solutions.

J. Malanson: When we distributed the survey, and we distributed it twice at this point, we made the explicit point that it was not anonymous because if we are able to take action in terms of expressed concerns then we would do so. In any cases that we were not able to address those concerns this semester, then we would take those concerns into consideration as we began planning for the spring. In several cases, people

expressed just generalized concerns without necessarily asking for a specific remedy or suggesting a specific remedy, so there was nothing we could explicitly do to resolve those. In other cases, I am sure that the proposed remedy was not something that the instructor cared to do or found satisfactorily, so that is not something that we can count as being resolved even though we potentially posed a remedy. But, in all cases, all of the input we have been collecting is factoring in to our planning for the spring semester.

J. Badia: I did want to follow up about the survey and the idea that a conclusion has been reached about the number of classrooms being fine. I guess I am realizing my second bullet is still kind of hanging out there unanswered because what I am curious about is, for example, I teach in LA 40 right now. According to the calculation done by the vice chancellor, that classroom should hold nineteen students. That is according to the reduced maximum capacity that is posted in the room. There would be absolutely zero possibility of nineteen students socially distancing in that classroom. But, I could see a faculty member or an instructor coming to the conclusion that they are fine, and that the classroom is fine because the sign on the wall says it is fine. I say this because I did for the first week of class walk around campus and I poked my head in some classrooms, but classrooms were not fine. Students were sitting shoulder to shoulder in some cases in some rooms. The fact that we are relying on both the posters in the classrooms and individual people making decisions about whether their classrooms are fine or not is deeply problematic because clearly they are not fine. We shouldn't be allowing the students to occupy those classrooms. I guess I am still wondering, do we actually know how many courses are currently meeting in classrooms where students are not able to socially distance?

R. Elsenbaumer: I believe that is a question that is actually addressed to everyone. I think only the faculty would know whether or not they are in a situation where they feel it is not appropriate. If they haven't told us then I would like to know why?

A. Livschiz: I will start by saying that I am teaching online because everything that I have heard over the summer made me realize that I couldn't move forward with face to face classes, but I am just so concerned about this last statement that the chancellor made. It is literally the opposite of what Janet just said. If we step outside of just PFW, I think it is clear that the information about what is and what isn't safe is politically contested and there is a lot of ideological baggage attached to what should be scientific consensus guidelines. I think that all of us who subscribe to the AAUP listserv have been treated to examples where it is clear that some faculty believe that there is no problem, no crisis, and that all of the prescriptions from the administration that are issued about safety are ridiculous and that there is no way to enforce those. To say that "well, no one is complaining, so that means everything must be fine" is deeply problematic because if students are in a classroom where the professor is not following the various guidelines it is not clear to me how comfortable the student would feel about reporting it or saying anything about it. I understand that it is easier to just assume that if nobody is complaining then everything is fine, but I think to go

back to Janet's original question, the concern is more about the responsibility that we have to protect everyone on campus and not just those students who are lucky enough to be in classes by faculty who are taking the pandemic seriously and all the guidelines seriously.

M. Cain: I too am teaching just online this semester, so I don't have firsthand experience with the issue of social distancing in face to face classrooms. However, I have heard from various colleagues that one of the problems they encountered in trying to prepare themselves for the fall semester was that they did not have access to the classrooms that they would be teaching in. In other words, they wanted to preview what the space would look like with social distancing before they actually went in for the semester. The stories that I am hearing is that there are a number of faculty who either tried to preview, but they couldn't preview because they were locked out of those classrooms, or they just didn't even think they had to preview because they were reassured by the administration's comments that they wouldn't have to worry about the social distancing in the classroom. My concern is that faculty came into classrooms on the first day of classes and were surprised, perhaps shocked, by the fact that social distancing wasn't possible. That is one of the things that came out of what I heard from what has been going on. Thank you.

R. Elsenbaumer: I just want to thank Mary Ann for the comment. Things aren't perfect, but we have an opportunity to get it a little bit better for this spring.

S. Carr: I actually just wanted to follow up on the chancellor's last comment and say that I think there is a real opportunity here to engage in further collaborative and cooperative action with faculty, as well as other governance structures on campus. I think part of the problem here is that it is sort of a one and done mentality when it comes to shared governance. So, the administration might do one thing, like plot out what social distancing looks like in classrooms, and then sort of turn things over to the departments and say, "you pick up the pieces and figure out how to make this work." Along those lines, I want to say that while I very much appreciate the effort that went into doing some of the initial planning for social distancing in classrooms, only thinking about the solution to this as social distancing makes me feel as a faculty member like my campus is not a safe place to come to. I know when I was considering looking at moving my class to another classroom I could not find a single classroom on campus that had windows that could open. I know Purdue West Lafayette has pitched tents and is allowing sort of areas where students and faculty can go to teach outdoors, so I would just say that as we move to spring semester anything that all parties, administration, governance, departments, and faculty can do to work together to find solutions that go beyond just social distancing I think would really help to address the crisis that we are in now. Thank you.

R. Elsenbaumer: I think Steve's comments are very well taken. In fact, this isn't a one dimensional problem. I think these are great ideas you bring up with the EPC for how we will handle the spring semester.

10. New business:

- a. (Senate Document SD 20-5) – R. Friedman

R. Friedman moved to approve Senate Document SD 20-5 (Temporary Exemption from Procedures of Promotion for Lecturers at PFW).

Resolution sent to unfinished business for the October 12 Senate meeting.

11. Committee reports “for information only”: There were no committee reports “for information only.”
12. The general good and welfare of the University: There was no general good and welfare of the University.
13. Adjournment: The meeting adjourned at 1:15 p.m.

Joshua S. Bacon  
Assistant to the Faculty



## Senate Reference No. 20-1

TO: The Senate

FROM: James Toole, Presiding Officer  
Fort Wayne Senate

DATE: August 28, 2020

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 19-1 “Changes to Academic Programs and Structures” – Approved, 10/14/19
- SD 19-2 “Approval of Replacement Members of the Professional Development Subcommittee, Campus Appeals Board, Faculty Affairs Committee, Educational Policy Committee, University Resources Policy Committee, and Executive Committee” – Approved and implemented, 10/14/19
- SD 19-3 “Senate Ad Hoc Committee to Restore College TV” – Amended and approved, 10/28/19
- SD 19-4 “Academic Calendar for 2022-2023” – Approved and implemented, 10/14/19
- SD 19-5 “Diversity at PFW” – Failed, 11/11/19
- SD 19-6 “Purdue Fort Wayne Representative to the Purdue West Lafayette Faculty Senate” – Approved and implemented, 10/14/19
- SD 19-7 “Elimination of USAP Recommendations 2.1 and 2.2” – Currently under review by the Educational Policy Committee
- SD 19-8 “University Strategic Plan” – Amended and approved, 11/11/19
- SD 19-9 “Guiding Principles for Promotion of Lecturers at PFW” – Amended, approved, and implemented, 1/13/20
- SD 19-10 “Special Abbreviated Procedure for First Year of Senior Lecturer Promotion Process” – Amended, approved, and implemented, 12/9/19

- SD 19-11 “Signing the U.S. Academic Joint Statement on the Escalation of Tensions in Hong Kong and at the Polytechnic University of Hong Kong” – Amended and approved, 12/9/19
- SD 19-12 “Amendment to the Bylaws of the Fort Wayne Senate: Expanding Membership of the Revenue Subcommittee” – Approved and implemented, 12/9/19
- SD 19-13 “Procedures of Promotion for Lecturers at PFW” – Amended, approved, and implemented, 2/10/20
- SD 19-14 “Recommendation for Creation of a Chief Diversity Officer and Office of Diversity, Equity, and Inclusion” – Failed, 1/27/20
- SD 19-15 “Approval to Fill a Vacancy on the General Education Subcommittee” – Approved and implemented, 1/13/19
- SD 19-16 “Approval to Adding Member to the University Resources Policy Committee” – Approved and implemented, 2/10/19
- SD 19-17 “Amendment to the Bylaws on Lecturer Voting Privileges” – Approved and implemented, 2/10/20
- SD 19-18 “Approval of Adding Member to the Executive Committee” – Approved and implemented, 2/10/20
- SD 19-19 “Constitutional Amendment- Apportionment” – Approved and implemented, 3/23/20
- SD 19-20 “Approval to Fill a Vacancy on the Curriculum Subcommittee” – Approved and implemented, 3/23/20
- SD 19-21 “Approval of Filling in of a Vacancy in the Senate Faculty Affairs Committee” – Approved and implemented, 3/23/20
- SD 19-22 “Procedures of Promotion to Include Clinical Faculty” – Approved and implemented, 3/23/20
- SD 19-23 “Amendment to the Bylaws of the Fort Wayne Senate: Curriculum Review Subcommittee and Graduate Subcommittee” – Approved and implemented, 3/23/20
- SD 19-24 “Senate Document SD 19-24 and Procedures for Senate Curriculum Review Subcommittee and Graduate Subcommittee” – Approved and implemented, 4/27/20
- SD 19-25 “Splitting the College of Arts and Sciences” – Approved, 4/13/20

- SD 19-26 “Resolution to Secure Shared Governance over Summer 2020” – Approved, 4/13/20
- SD 19-27 “Criteria of Promotion for Lecturers at PFW for 20-21” – Approved and implemented, 4/20/20
- SD 19-28 “PFW CARE Funds” – Approved, 4/20/20
- SD 19-29 “Purdue Fort Wayne Online Orientation Experience” – Approved, 4/20/20

## In Memorium

Judith Elaine Owen Blakemore

January 4, 1948-February 8, 2020

Elaine Blakemore, Professor Emerita of Psychology, was born on January 4, 1948 in Quyon, Quebec. She grew up in the small towns of the Canadian Prairies where her father was posted as a missionary priest. Elaine moved to Chicago at the age of 19 to pursue a career in art and fashion but discovered an interest in psychology when she took a psychology class during her first year of college. She went on to earn her Ph.D. in developmental psychology from Northern Illinois University in 1978. She then taught for eight years at the University of Wisconsin-Eau Claire before joining the faculty at IPFW in 1986.

Elaine served as chair of the Department of Psychology for 14 years, Associate Dean of the College of Arts and Sciences for nearly five years (August 2009–February 2014), and Interim Dean of the College for a year and a half (February 2014–June 2015). She served many years on the Faculty Senate, including as speaker of the Purdue faculty. Throughout her career, Elaine was deservedly proud of her ability to balance her teaching, research, and service. But more than just balance these areas, she was able to make significant contributions in all three.

Elaine worked tirelessly to keep her teaching updated with the latest research from the field and to mentor students in her lab. Last fall, I asked former students and colleagues of Elaine to send thoughts about her impact on their careers and lives that I could share with her. One of her students wrote, “It was watching you share your knowledge and wisdom so matter-of-factly, yet wrapped in encouragement and expectations that inspired me to keep trying all the way through to graduation.” And from another former student, “Your passion and motivation inspired me to persevere regardless of the circumstances in front of me. I know now that I can be confident and inspired, compassionate and strong, without hiding who I am. I have you to thank for that.”

Elaine was a renowned expert on the development of gender roles in children. She published over 20 articles and was the lead co-author of a highly-regarded textbook on gender role development, published in 2009. The book will be published as a second edition with Elaine still listed as an author as a way for her co-authors to honor Elaine’s lasting impact on it.

Elaine’s service, mentorship of colleagues, and promotion of faculty governance continue to impact many of us across campus. In addition, she was a champion of women faculty and a fierce supporter of the Women’s Studies program. As one colleague wrote last fall, “Elaine had a principled and moral calling for her to provide the resources and motivation that would enable faculty and students to succeed if they had the capability and wherewithal to take advantage of it. ‘Inspiring’ is a concept that expressed the essence of Elaine’s being. Her incisive understanding and knowledge about university governance and regulation has benefitted the campus immeasurably. Future generations of faculty will have the advantage of her efforts to develop and make explicit the procedures and foundations on which faculty governance should be built.” From another colleague, “Elaine was just always this level-headed, approachable, and deeply sane person whose presence helped make sense of a lot of insanity flying around. She listens

deeply and responds with steady, thoughtful comments and advice. She was and is this institution.” And one more, “You always have worked to generate positive and concrete solutions to problems or challenges. You have been the kind of person to say, ‘We can figure this out’ and then thrown your energy and support into making it happen. I’ve always felt comfortable expressing my opinion with you and seeing where the discussion went. You aren’t threatened by other opinions and you create an atmosphere where all ideas are welcomed.”

Elaine’s scholarship and service were recognized by her selection as the 2014 Distinguished Lecturer of the College of Arts and Sciences and her receipt of the 2014 Lowell W. Beineke Award for Outstanding Contributions to the Liberal Arts and Sciences and the 2016 IPFW Chancellor’s Medal. Elaine also served as secretary-treasurer and president of the Midwestern Psychological Association.

We deeply miss our valued colleague but are grateful to be the beneficiaries of her extraordinary life’s work.

Elaine is survived by her husband Thomas and two sons, Gregory (Jennifer) and Neil.

# Parliamentary Procedure & *Robert's Rules of Order*

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14 SEPTEMBER 2015

JEFF MALANSON, SENATE PARLIAMENTARIAN

AMENDED: 12 SEPTEMBER 2020

CRAIG ORTSEY, SENATE PARLIAMENTARIAN



# Purpose of the Rules

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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.”

# What Does a Senator Do?

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According to Robert's Rules of Order (11<sup>th</sup> 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.



# Important Concepts: Procedure

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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.

# 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: Best Practices

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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

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October 2015

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

# Important Concepts: Best Practices

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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)

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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
7. Unfinished (old) business
8. Committee reports requiring action
9. Question time
10. New business
11. Committee reports  
“for information only”
12. Good and welfare
13. Adjournment

# Important Concepts: Best Practices

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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?

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MEMORANDUM

TO: Fort Wayne Senate

FROM: B. Buldt  
Chair, Executive Committee

DATE: 28 August 2020

SUBJ: Publicizing COVID-19 Statistics for Purdue University Fort Wayne

**Resolution for Publicizing COVID-19 Statistics for Purdue University Fort Wayne**

WHEREAS the University of Alabama released COVID-19 statistics only after its faculty senate passed a resolution similar to this one demanding university administration release these numbers; and,

WHEREAS having clear daily information about COVID-related health risks based on explicit population-level data (i.e., how many faculty/staff/students have positive tests, hospitalizations, and/or deaths) is essential for members of the campus and Fort Wayne communities to protect themselves; and,

WHEREAS Purdue University Fort Wayne, as of 4 Sep. 2020, has officially published statistics on its [COVID-19 Dashboard](#) to faculty, staff, students, and members of the Fort Wayne community who interact with them on a daily basis; and,

WHEREAS the University's and Purdue System's Return Plans only anticipate closure if the Purdue Board of Trustees, the State of Indiana, or the Allen County Department of Health make those decisions for us; and,

WHEREAS Purdue University Fort Wayne has not publicly announced the threshold of COVID-19 spread (campus-wide positivity rate) we would use to determine a return to remote operations and/or remote learning, leaving members of the campus community uncertain, fearful, and unable to plan flexibly for possible outcomes in the Fall 2020 semester and beyond; and,

WHEREAS the University's and Purdue System's Return Plans lack specific details for a communication plan to notify faculty, staff, and students if they have come into contact with an infected person (e.g., if a student in a class has tested positive) so that we can make appropriate decisions regarding cancelling in-person class meetings, self-quarantining, remote work, etc.; and,

WHEREAS the Constitution of the Faculty of Purdue University Fort Wayne grants Voting Faculty powers to recommend policies concerning the "welfare... of the faculty," to make recommendations concerning "the planning of physical facilities," and "to present its views concerning any matter pertaining to the conduct and welfare of PFW;"

BE IT RESOLVED that the Fort Wayne Senate commends the University for disseminating health statistics through its [COVID-19 Dashboard](#); and,

BE IT FURTHER RESOLVED that the Fort Wayne Senate requests for the University administration, the PFW Prepared Team, and the Purdue University Board of Trustees to take the following additional actions:

- Coordinate with state and local health agencies to arrange for a neutral third party as an additional self-reporting option that can ensure confidentiality and anonymity for those who do not wish to self-report to the University; and that can allow faculty, staff, and others who may have visited campus to self-report cases of infections without reporting directly to the University;
- Work with state and local officials to ensure that the online platform continues to report only aggregated and anonymous infection rates among faculty, students, staff, and others on campus in a manner that does not disclose any personally identifiable information for any one individual;
- Continue to update this platform at least weekly as the results of each self-reported test and tests of symptomatic individuals become available;
- Provide specific information about contact tracing operations at the University and within the Purdue System, including but not limited to the number of contact tracers dedicated to tracing each occurrence on campus; what specifically will be deemed to constitute “exposure” to the virus and how that information will be systematically collected; and the methods that will be used to notify members of the campus community of possible COVID exposure;
- Establish and disseminate to all members of the campus community a clear designation of the multiple factors that the University will use to determine actions as each campus, including the Fort Wayne campus, reaches different thresholds of COVID-19 community spread, both across the University generally and within specific classes, housing units, student groups, or other constituencies of the campus. The University will publicize this information, in addition to its [COVID-19 Dashboard](#), in multiple easy-to-find venues, including press releases, social media platforms, and email.

MEMORANDUM

TO: Fort Wayne Senate

FROM: B. Buldt  
Chair, Executive Committee

DATE: 27 August 2020

SUBJ: Endorsement of Rachel Barney's Anti-Authoritarian Code of Conduct

**Endorsement of Rachel Barney's Anti-Authoritarian Code of Conduct**

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 the upcoming 2020 election may well prove to be the most divisive and polarizing one in recent U.S. history, especially amid increasingly toxic discourses targeting immigrants, refugees, racial minorities, and other disenfranchised identities and groups; 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;

BE IT RESOLVED that the Fort Wayne Senate endorse and adopt the following Anti-Authoritarian Code of Conduct, originally drafted by University of Toronto philosopher Rachel Barney; 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:

(cont'd)

1. I will not aid in the registration, rounding-up, 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 marginalization, exclusion, or deportation of both documented and undocumented students and colleagues.
3. 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, etc.).
4. I will not aid government or law enforcement in activities which violate the U.S. Constitution or other local, state, or federal law.
5. I will not aid in government surveillance. I will not inform.
6. 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.
7. 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.
8. 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, or for beliefs they hold. I will speak up for academic freedom. I will insist on the autonomy of my institution.
9. I will stand with my colleagues at other institutions and defend their rights and freedoms.
10. 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.

MEMORANDUM

TO: Fort Wayne Senate  
FROM: Steven A. Hanke, Chair of the Education Policy Subcommittee  
DATE: 8/27/2020  
SUBJ: Withdrawal Policy for Fall 2020 and Spring 2021 Semesters

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WHEREAS, Current academic regulations require students obtain approval due to extenuating circumstances to withdraw from a course after the first nine weeks of a standard semester and prorated for non standard terms; and

WHEREAS, Current academic regulations state that the sixth week of the semester is the deadline for changes from audit to credit or credit to audit status; and

WHEREAS, The Instructional Preparedness Subcommittee of PFW Recommendations issued in response to COVID-19 suggested EPC to evaluate temporary amendments of the university academic regulations regarding withdrawals and incompletes; and

WHEREAS, The COVID-19 pandemic could create both direct and indirect adverse effects on the students during the Fall 2020 and Spring 2021 semesters, and

WHEREAS, The EPC supports extending the time period during which students can withdraw from a course without obtaining approval; and

WHEREAS, Moving the deadline to withdraw from and change audit status (credit to audit or audit to credit) in courses offered in a standard 16-week duration to the third-to-last Friday, and prorating for non standard terms to 7/8 of the non standard term, would both provide needed flexibility to students and provide the necessary time to process the paperwork; and

WHEREAS, The EPC supports retaining the current academic regulations regarding the requests for incompletes and changing to a pass/not-pass option;

BE IT RESOLVED, that the deadline for students to withdraw from and change audit status (credit to audit or audit to credit) in courses offered in a standard 16-week duration during the Fall 2020 and Spring 2021 semester, without approval, be moved to the third-to-last Friday of the semester and prorated to 7/8 of the term for non standard Fall 2020 and Spring 2021 terms, and

BE IT FURTHER RESOLVED, no changes be made to the current academic regulations regarding requests for incompletes or deadlines of changing to a pass/not-pass option.

MEMORANDUM

TO: Fort Wayne Senate  
FROM: B. Buldt  
Chair, Executive Committee  
DATE: September 3, 2020  
SUBJECT: Approval of Replacement Members of the Executive Committee

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

WHEREAS, There are two vacancies on the Senate Executive Committee; and

WHEREAS, The Executive Committee has appointed Hui Di and Ann Marshall as the replacement members for the remainder of the 2020-21 academic year;

BE IT RESOLVED, That the Senate approve these appointments.

Question Time

Purdue University recently announced that it would be supplying free menstrual products in public restrooms at the West Lafayette campus. Are there any discussions about extending this initiative to Purdue FW? If so, at what stage are those discussions?

J. Badia

Question Time

According to communications from VCAA Drummond, “an area of 31.2 square feet per student has been used as the distancing goal” in determining capacity in classrooms for our in-person classes for fall 2020. An email from the VCAA to the deans sent June 26 notes that “this goal does not take into account room geometry, seating type, access/egress, or the desired 10 feet between faculty and students. It is a best approximation for a distancing goal assuming 100% compliance with mask usage.”

- Why did the calculation fail to take into account material matters like room geometry, seating type, access/egress, etc. that diminish the actual capacity of the room to such a degree that in many classrooms the goal of social distancing cannot be achieved, even in cases where the class functions as a hybrid course, with only 50% of enrolled students sitting in the classroom at once?
- Does anyone know how many courses are currently meeting in classrooms that do not allow for social distancing? If so, how many courses are failing to provide social distancing for students and instructors?
- Has anyone communicated to the entire campus and to our surrounding community that Purdue FW is holding in-person classes in which social distancing is not possible in some--or even many--cases?

J. Badia



Tabled, 9/21/2020

MEMORANDUM

TO: Faculty Senate

FROM: Ron Friedman, Interim Dean of COAS

DATE: 9/14/20

SUBJ: Temporary Exemption from Procedures of Promotion for Lecturers at PFW

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WHEREAS, the Purdue Fort Wayne Senate adopted an abbreviated procedure (SD 19-10) for the first year of Lecturer promotions due to the timeline involved in having college procedures approved; and

WHEREAS, the procedure outlined in SD 19-10 is that: "The Department Committee will make a recommendation to the Chair who then recommends to the Dean and, subsequently, Vice-Chancellor for promotion of Lecturers"; and

WHEREAS, the pandemic created a situation where it was extremely difficult for colleges to adjust their documents to accommodate lecturer promotion by the relevant deadlines;

BE IT RESOLVED, that the lecturer promotion process outlined in SD 19-10 be utilized for any Lecturer who moves through the promotion process in academic year 2020-2021; and

BE IT FURTHER RESOLVED, that all colleges with Lecturers ensure that their promotion procedures are changed to allow future Lecturers to move through the process enumerated in SD 19-13 by March 1, 2021; and

BE IT FURTHER RESOLVED, that, in the spirit of Section 1.1.9 of SD 19-13, all departments with Lecturers have their Lecturer promotion criteria ready for college-level review by February 10, 2021.