

FORT WAYNE SENATE AGENDA
MONDAY
October 14, 2024
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of September 9 and September 16
3. Acceptance of the agenda – J. Nowak
4. Reports of the Faculty Chairs
 - a. Past Chair (UPC Representative) – B. Buldt
 - b. Chair (Presiding Officer) – C. Gurgur
 - c. Chair-Elect (IFC Representative) – J. Nowak
5. Special business of the day
 - a. Senate OneDrive Update – J. Johns
6. Unfinished business
 - a. Report to Fort Wayne Senate Regarding Summer Changes to the Organization, SD 24-1 – EC, J. Nowak (for action)
 - b. Reinstatement of the French Program, SD 24-2 – EC, J. Nowak (for action)
 - c. Elimination of Language Programs, SD 24-3 – EC, J. Nowak (for action)
7. Committee reports requiring action
 - a. Approval of Replacement Members of the Grade Appeals Board, Programs Subcommittee, Academic Personnel Grievance Board, and Faculty Affairs Committee, SD 24-5 – EC, J. Nowak (for discussion/action)
 - b. SEA 202 Intellectual Diversity Complaint Advisory Review Board, SD 24-6 – EC, J. Nowak (for discussion/action)
8. New business
9. Question time
 - a. RE: University Financial Challenges, SR 24-10 – A. Nasr
 - b. Administration Response to September Senate Questions, SR 24-11 – R. Elsenbaumer
10. Committee reports “for information only”
 - a. 2023-2024 Annual Report of Faculty Athletics Representative Activities, SR 24-9 – MAAS, M. Parker
11. The general good and welfare of the University
12. Adjournment*

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

Approved	Opposed	Abstention	Absent	Non-Voting
K. Barker				C. Ortsey
B. Buldt				
C. Gurgur				
J. Johns				
J. McHann				
J. Nowak				
L. Roberts				

Attachments:

“Report to Fort Wayne Senate Regarding Summer Changes to the Organization” (SD 24-1)

“Reinstatement of the French Program” (SD 24-2)

“Elimination of Language Programs” (SD 24-3)

“Approval of Replacement Members of the Grade Appeals Board, Programs Subcommittee, Academic Personnel Grievance Board, and Faculty Affairs Committee” (SD 24-5)

“SEA 202 Intellectual Diversity Complaint Advisory Review Board” (SD 24-6)

“Question Time – re: University Financial Challenges” (SR No. 24-10)

“Administration Response to September Senate Questions” (SR No. 24-11)

“2023-2024 Annual Report of Faculty Athletics Representative Activities” (SR No. 24-9)

MEMORANDUM

TO: Fort Wayne Senate
FROM: Cigdem Gurgur, Executive Committee Chair
Steve Carr, Voting Faculty
DATE: 23 August 2024
SUBJ: Report to Fort Wayne Senate Regarding Summer Changes to the Organization

Report to Fort Wayne Senate Regarding Summer Changes to the Organization

WHEREAS significant changes to the organizational structure of Purdue University Fort Wayne occurred right before or during Summer 2024 and which will have significant impact upon areas of primary faculty responsibility and action; and,

WHEREAS these changes included sudden and significant changes to the Office of Graduate Studies, consolidation of all Purdue University Fort Wayne information technology support under the West Lafayette campus where support for many core functions at our campus now reside, and termination of dozens of long-time loyal employees who provided vital functions for the effective operation of the institution; and,

WHEREAS these administrative choices implemented radical restructuring of the organization during the dead of summer when they would be least accountable to faculty, students, or elected representative bodies who might have acted on behalf of these constituencies; and,

WHEREAS [Senate Document SD 19-3](#) noted in 2019 “campus administration’s abrupt and unilateral decision to close College TV occurred during the summer, when Senate was not in session, and without any opportunity for the Voting Faculty, through any Governing Body, to weigh in and exercise its powers and responsibilities before the decision took place”; and,

WHEREAS in 2020 [Senate Document SD 19-26](#) called upon university administration to take reasonable steps seeking faculty input for “determinations made outside of faculty primary responsibility, including but not limited to the restructuring of non-academic units or the elimination of staff and other positions” so that it would confer “first with faculty through established channels and procedures of shared government to assess the impact of those decisions upon areas of primary faculty responsibility and action,” scheduling a special summer session of Senate if necessary; and,

WHEREAS [Senate Reference SR 21-4](#) in 2021 noted that “this summer (as in many past summers), the campus community learned about more centralization of administrative functions” only once faculty and students had returned for Fall 2020; and,

WHEREAS [Senate Reference SR 21-9](#) noted that the decision to eliminate Printing Services in 2021 was made without input from Academic Units on this campus” and that “information about the planned closure was not released to the university until the summer when most faculty were not on contract”; and,

WHEREAS [Senate Reference SR 22-27](#) found that administration only “partly complied with” Senate

Document SD 19-26, still making “some decisions on its own” during Summer 2020 “that, under SD 19-26, would require Senate action”;

BE IT RESOLVED that the Purdue University Fort Wayne Senate invite administration to present at the October meeting a detailed report outlining all administrative changes to the organizational structure immediately before and during Summer 2024, including explanations of each decision and rationales for making structural changes to the organization, for the timing of those changes, and for why those changes could not wait until appropriate Senate action in the Fall; and,

BE IT FURTHER RESOLVED that Fort Wayne Senate invite administration to submit a similar and recurring report for the agenda of every subsequent September Senate meeting, and at each first Senate meeting of the academic year present a detailed inventory of all administrative changes to organizational structure that occurred since the Senate’s preceding April meeting, including explanations of each decision and rationales for making those changes, for the timing of those changes, and for why those changes could not wait for appropriate Senate action in the Fall.

Approved	Opposed	Abstention	Absent	Non-Voting
K. Barker				C. Ortsey
B. Buldt				
C. Gurgur				
J. Johns				
J. McHann				
J. Nowak				
L. Roberts				

MEMORANDUM

TO: Fort Wayne Senate
FROM: Cigdem Gurgur, Executive Committee Chair
Steve Carr, Voting Faculty
DATE: 23 August 2024
SUBJ: Reinstatement of the French Program

Reinstatement of the French Program

WHEREAS the Office of Academic Affairs suspended the French minor in consultation with the Dean of the College of Liberal Arts and the Chair of the Department of International Language and Culture Studies; and,

WHEREAS the Vice Chancellor for Academic Affairs, the COLA Dean, and the ILCS Chair reached this decision without first consulting or even notifying ILCS faculty before announcing it publicly; and,

WHEREAS this decision occurred without proper consultation or joint effort with representative faculty bodies at either the College or University levels and through established channels of shared government; and,

WHEREAS consultation among either a few faculty handpicked by administration or administrative appointees who serve at the pleasure of administration do not meet basic standards of shared government and will not suffice for meaningful collaboration and cooperation with elected faculty bodies accountable only to the Faculty; and,

WHEREAS the Purdue University Fort Wayne Constitution of the Faculty grants primary authority and responsibility to the Faculty to review and approve curricula including changes to academic programs; and,

WHEREAS primary authority and responsibility for the curriculum and academic programs includes primary authority and responsibility for academic minors; and,

WHEREAS [COLA CD 23-09 COLA Curriculum Committee Resolution to Reinstate French Minor](#), ratified and approved by the College's representative faculty body, called for OAA to unsuspend the French as "a key portion of the COLA curriculum"; and,

BE IT RESOLVED Fort Wayne Senate calls for OAA to unsuspend the French Minor consistent with COLA CD 23-09; and,

BE IT FURTHER RESOLVED that OAA works through established channels of shared government and with relevant representative faculty bodies to effect orderly curricular changes to the French Minor and to COLA and University curricula.

Approved

K. Barker
B. Buldt
C. Gurgur
J. Johns
J. McHann
J. Nowak
L. Roberts

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

C. Ortsey

MEMORANDUM

TO: Erik Ohlander, Chair of COLA Executive Committee
FROM: Lee Roberts, Chair of COLA Curriculum Committee
DATE: 4/12/2024
RE: COLA Curriculum Committee Resolution to Reinstate French Minor

WHEREAS, the charge of the COLA Curriculum Committee is stated as: 9.2.2.2.1 Receive and make a recommendation of approval or nonapproval of proposals for new course offerings, new academic programs (as used in this charge, “academic programs” shall include degrees, certificates, majors, and minors), and changes in requirements for academic programs. 9.2.2.2.2 Recommend policy regarding College requirements for academic programs; and

WHEREAS, the suspension of the of the French Minor was not considered by the COLA Curriculum Committee; and

WHEREAS, the chairs of COLA departments deliberated and ranked position requests, including the French Lecturer position and made recommendations to the Dean; and

WHEREAS, the Dean of COLA ranked the French Lecturer first in order of filling; and

WHEREAS, short-term budget crises should not mean short-term personnel decisions affect COLA’s curriculum; and

WHEREAS, the Curriculum Committee and College resolved that the International Language and Culture Studies Department make sure instruction provide many options for students to fulfill the International Language Requirement; and

WHEREAS, the French Lecturer position was to include online instruction to meet the Curriculum Committee resolution, and

WHEREAS, the Proposal for the New College of Liberal Arts stated: “Our focus on international language, culture, arts and government mean we will train global citizens;” and

WHEREAS, French is the language spoken in more countries than any other language and is the official diplomatic language of the United Nations; and

WHEREAS, the curriculum of the College is controlled by the faculty;

BE IT RESOLVED, that the French Minor be unsuspending and continue to be a key portion of the COLA curriculum.

Approved

Opposed

Absent

Non-Voting

Troy Bassett
Daniel Patten

Richard Weiner

Janet Badia (ex-officio)
Mareitta Frye (ex-officio)

Lee Roberts, Chair
Michael Wolf

Deb Hoile (ex-officio)
Sue Miller (ex-officio)

Memorandum

To: Senate
 FROM: Cigdem Gurgur, Executive Committee Chair
 Assem Nasr, Senate Member, Department of Communication
 DATE: August 22, 2024
 RE: Elimination of Language Programs

WHEREAS, the University has announced cutting the French minor in Spring 2024,

WHEREAS, non-native languages endows students with intercultural and linguistic communication strategies,

WHEREAS, acquiring a second language leverages student cultural awareness and global understanding (Hogan-Brun, 2020) among students and aptly equips them with tools to navigate an increasingly globalized world (Churkina et al., 2023; Hogan-Brun, 2020)

WHEREAS, language learning is critical to learning skills and enhancing problem-solving abilities (de Abreu et al., 2012; Costa et al., 2009; Fox et al., 2019; Shirkhani & Fahim, 2011) further affording students qualities imperative for leadership roles and essential in daily life contexts;

WHEREAS, [PFW's Strategic Plan](#):

1. States that PFW's mission is to "educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment,"
2. "Champion[s] student success" (institutional aspiration),
3. Places "Students First" a top-priority core value in which the Plan attributes "Support[ing] programs and teaching pedagogies that advance student learning and success" as one of four elements to meet Expected Behaviors under the said core value.
4. Highlights "Diversity and Inclusion" as a core value that recognizes the importance of "[fostering] multicultural experiences and global engagement" as an Expected Behavior.

BE IT RESOLVED, that the Senate regards the elimination of language programs as antithetical to PFW's Strategic Plan, mission, core values, and institutional aspirations,

BE IT FURTHER RESOLVED, that the Senate recognizes that cutting language programs deprives students of essential skills and tools thereby diminishing the value of our degrees and undermining student success in their future endeavors,

BE IT FURTHER RESOLVED, that the University Administration offer meaningful and effective solutions to compensate for undercutting our education and uphold the integrity of PFW's mission and role in our community.

BE IT FURTHER RESOLVED that the University Administration pledge to work collaboratively through established channels of shared governance including representative faculty bodies to enact any changes both to the curriculum and to academic requirements, areas where faculty and not administration hold primary responsibilities.

Approved

K. Barker
B. Buldt
C. Gurgur
J. Johns
J. McHann
J. Nowak
L. Roberts

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

C. Ortsey

Sources:

- de Abreu, P. M. J. E., Cruz-Santos, A., Tourinho, C. J., Martin, R., & Bialystok, E. (2012). Bilingualism Enriches the Poor: Enhanced Cognitive Control in Low-Income Minority Children. *Psychological Science*, 23(11), 1364–1371. <https://doi.org/10.1177/0956797612443836>
- Churkina, O., Nazareno, L., & Zullo, M. (2023). The labor market outcomes of bilinguals in the United States: Accumulation and returns effects. *PloS One*, 18(6), e0287711–e0287711. <https://doi.org/10.1371/journal.pone.0287711>
- Costa, A., Hernández, M., Costa-Faidella, J., & Sebastián-Gallés, N. (2009). On the bilingual advantage in conflict processing: Now you see it, now you don't. *Cognition*, 113(2), 135–149. <https://doi.org/10.1016/j.cognition.2009.08.001>
- Fox, R., Corretjer, O., & Webb, K. (2019). Benefits of foreign language learning and bilingualism: An analysis of published empirical research 2012–2019. *Foreign Language Annals*, 52(4), 699–726. <https://doi.org/10.1111/flan.12424>
- Hogan-Brun, G. (2020). *Linguanomics: What is the Market Potential of Multilingualism?* Bloomsbury Publishing. <https://doi.org/10.5040/9781474238304>
- Shirkhani, S., & Fahim, M. (2011). Enhancing Critical Thinking In Foreign Language Learners. *Procedia, Social and Behavioral Sciences*, 29, 111–115. <https://doi.org/10.1016/j.sbspro.2011.11.214>

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: C. Gurgur
Executive Committee

DATE: September 20, 2024

SUBJ: Approval of Replacement Members of the Grade Appeals Board, Programs Subcommittee, Academic Personnel Grievance Board, and Faculty Affairs Committee

WHEREAS, The Bylaws of the Senate provide (3.2.2.) that “Committees shall have the power to fill vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in this document (see subsections 3.1.1 and 4.1)”; and

WHEREAS, There are two vacancies on the Grade Appeals Board; and

WHEREAS, The Grade Appeals Board has appointed Elva Resendez and John Romey as the replacement members for the remainder of the 2024-25 academic year; and

WHEREAS, There are two vacancies on the Programs Subcommittee; and

WHEREAS, The Programs Subcommittee has appointed Mike Wolf and Jeff Casazza as the replacement members for the remainder of the 2024-25 academic year; and

WHEREAS, There are three vacancies on the Academic Personnel Grievance Board; and

WHEREAS, The Academic Personnel Grievance Board has appointed Betsy Berry and Karla Zepeda-Wenger as the replacement members for the remainder of the 2024-25 academic year; and

WHEREAS, There is one vacancy on the Faculty Affairs Committee; and

WHEREAS, The Faculty Affairs Committee has appointed Sarah Wagner as the replacement member for the remainder of the 2024-25 academic year;

BE IT RESOLVED, That the Senate approve these appointments.

Approved

K. Barker
B. Buldt
C. Gurgur
J. Johns
J. McHann
J. Nowak
L. Roberts

Opposed

Abstention

Absent

Non-Voting

C. Ortsey

MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Chair
Executive Committee

DATE: 09/20/2024

SUBJ: SEA 202 Intellectual Diversity Complaint Advisory Review Board

WHEREAS, Senate Enrolled Act 202 requires (art. 39.5, ch. 2, sections 4.(a)(1) and (3)) that each state educational institution shall:

- “establish a procedure that allows both students and employees to submit complaints that a faculty member or person [with whom the institution contracts to teach] is not meeting the criteria [listed below],” and
- “refer complaints submitted under subdivision (1) to appropriate human resource professionals and supervisors for consideration in employee reviews and tenure and promotion decisions;” and

WHEREAS, the Purdue University Vice President for Ethics and Compliance has issued “Operating Procedures for Complaints Related to Intellectual Diversity” that state:

“Students, faculty, and staff of the University may file a complaint when they believe a faculty member, lecturer, teaching assistant, or other employee or individual assigned teaching responsibilities has not:

1. Fostered a culture of free inquiry, free expression, and intellectual diversity;
2. Exposed students to scholarly works from a variety of political or ideological frameworks within and applicable to the given academic discipline;
3. Refrained from subjecting students to views and opinions concerning matters not related to the discipline or assigned course of instruction; or
4. Adequately performed their academic duties and obligations.

Written complaints may be filed with Human Resources for the campus where the named employee works.” and

WHEREAS, the local implementation of the Operating Procedures was delegated to Purdue University Fort Wayne; and

WHEREAS, the Provost, the Associate Vice-Chancellor of Human Resources, and the Faculty Chairs have met, discussed, and agree on the attached proposal; and

WHEREAS, the proposal was communicated to Faculty and Staff at “town hall” meetings with an opportunity for discussion and feedback;

BE IT RESOLVED, that Senate adopts the attached proposal as an interim policy, which, if adopted, will become permanent when included to the next amendment of the Bylaws; and

BE IT FURTHER RESOLVED, that Senators remind their college and school administrators to update their internal Faculty governance documents to align with the proposal; and

BE IT FURTHER RESOLVED, that Senate allows the following deviations from the written proposal for the AY 2024–25, when the Intellectual Diversity Complaint Advisory Review Board must be populated and elections be held for the first time:

- (1) the Nominations and Elections Committee will solicit, as quickly as possible, names of volunteers from each major unit from the rank of tenured full professor or librarian;
- (2) the Chancellor and the Faculty Chairs will select members to serve on the Advisory Review Board from the panel of volunteers: one regular and one alternate member serving an initial term of one year each, a second regular and the second alternate member serving a term of two-years each, and the third regular member serving a full three-year term.
- (3) during the election and nomination cycle in the spring of 2025, major units will submit names according to the proposal, but appointments will be made only for the two positions that will become vacant as per (2) above. Terms are renewable, so members who leave the Advisory Review Board can run again for a membership.

Approved

Kristin Barker
Bernd Buldt
Cigdem Gurgur
Jay Johns
James McHann
Jeffrey Nowak
Lee Roberts

Opposed

Abstention

Absent

Non-Voting

Craig Ortsey

ATTACHMENT: PROPOSAL

New text to be added under “IV. OTHER COMMITTEES”

D. Intellectual Diversity Complaint Advisory Review Board

1. **Membership.** The Intellectual Diversity Complaint Advisory Review Board shall consist of five (5) members, namely,
 - I.A.1.1. five (5) Faculty. The following provisions shall apply to the five members of the Faculty:
 - I.A.1.1.1. Each member must be a tenured full professor or librarian and from a different major unit; three (3) shall be regular members, and the remaining two (2) shall be alternate members.
 - I.A.1.1.2. They shall be selected to staggered, three-year terms by the Chancellor and the Chair, Chair-elect, and Past Chair of the Fort Wayne Senate.
 - I.A.1.1.3. They shall be selected from a panel of nominees composed of at least one nominee from the Faculty of each major unit, elected according to procedures adopted by the unit’s Faculty and incorporated into the documents that define the protocols of faculty governance within the unit
 - I.A.1.1.4. Vacancies shall be filled for the remainder of the term through a process similar to that which selects campus committee members.
2. **Special Regulations.** A regular member of the Advisory Review Board will recuse themselves and be replaced by an alternate member if
 - (1) the faculty respondent to a complaint is a member of their own major unit, or
 - (2) there is some other form of conflict of interest connecting the complainant or the respondent and a member of the Advisory Review Board.
3. **Responsibilities.** The Advisory Review Board shall advise the Purdue Fort Wayne “Intellectual Diversity Complaint Review Committee” in fulfilling the responsibilities and following the procedures established in the “Operating Procedures for Complaints Related to Intellectual Diversity” as maintained by the Purdue University Office for Ethics and Compliance.

Question Time

As the university undergoes cuts and financial challenges, could the Administration kindly clarify the status of our affairs, particularly:

1. What is the budgetary shortfall during the 2023-2024 academic year?
2. What are the factors that caused this shortfall? Could you ascertain if and how Athletics' expenditures have contributed to this outcome?
3. How has this affected filling faculty lines, decreasing travel (and departmental?) budgets, and suspending or cancelling minors?
4. In light of the above, could the administration offer insights on whether or not some administrators received new titles and if such promotions were matched with salary increases?
5. If indeed the University is under a budgetary shortfall, how does the administration reconcile overspending, administrative raises (if so), and the future of our institution and its quality education under dire circumstances?

A. Nasr (on behalf of anonymous Communication member)

MEMORANDUM

**Questions for Chancellor Ron Elsenbaumer
Faculty Senate
Purdue University Fort Wayne
September 2024**

SENATE REFERENCE NO. 24-6

Question

On February 13, 2023, I asked a question about the university's plans to address the growing need for electric vehicle (EV) charging stations on campus, especially considering the frequent use of power sockets in parking garages for charging EVs (Senate Reference # 22-19). In response, Chancellor Elsenbaumer stated that the university was planning a pilot project to install a dual charging station at the Kettler dock by July 1, 2023, with plans to install similar dual stations in each of the three parking garages. Could the administration please provide an update on the status of the university's plans to install EV charging stations on campus?

(J. Mbuba)

Response from Chancellor Elsenbaumer:

The university earlier communicated the possibility of installing EV stations at several locations on campus when the City of Fort Wayne installed a large number of stations. Our plan was to participate in that program — with little to no cost to the university. However, we discovered that the contract included a clause related to land ownership for the charging stations at their locations on campus. The Purdue University legal team rejected such ownership, and as a result, the option for participating in the city's charging station program was not pursued further.

When the university looked into the cost of installation of these units, it became clear that it was cost prohibitive for the university to do this on its own because of the extraordinary cost of the charging station unit and running the 240V power needed out to the locations.

Should another partnering opportunity arise for a low to no-cost option for installation of these units on campus, then we will certainly revisit this opportunity again. Likewise, the federal government recently announced a possible plan for reimbursements for the cost of installation of electric car charging units. Should this become a reality, then we can again explore this (no-cost or low-cost) option for campus.

SENATE REFERENCE NO. 24-7

Question

Has the Office of Academic Affairs or its designee changed its guidelines for review of academic programs and begun instructing external reviewers it engages to evaluate solely undergraduate degree majors and not graduate degrees, minors, certificates, or other academic programs housed within the department undergoing review?

(S. Carr)

Response from Chancellor Elsenbaumer:

No. A program review entails a review of a specific academic program and is not a departmental review.

At times it is reasonable to include subsidiary credentials, such as certificates and affiliated minors, in the program review of a baccalaureate degree program. However, multiple independent degree programs that reside administratively within an academic department, such as an undergraduate and graduate program, should be subject to independent review.

As a result of this question, and the conversations that have occurred in drafting this response, it has become clear that a comprehensive review of all graduate offerings at Purdue Fort Wayne is in order. As such, in collaboration with the Director of Graduate Studies and the graduate program directors, such a review will be undertaken this academic year. The goals of this process will include: review of the quality and efficiency of curriculum delivery, currency of curricular content, alignment of program offerings with regional needs, potential opportunities for new program creation to meet those needs, and an analysis of the viability of current offerings.

SENATE REFERENCE NO. 24-8

Question

On August 23, 2024, a letter (see appendix) was emailed to some (although not all) PFW employees whose children attend the daycare center supported by the university, The Learning Community (hereafter, TLC). In this message, the VCFAA, Glen Nakata, announced that PFW would cease its support for TLC once the 2024-25 academic year had concluded and evict TLC from a PFW Foundation-owned building. While there will be time to interrogate the wisdom of this decision and its broader consequences, the letter itself raises several pressing questions that require immediate attention.

1] Were the individuals who made this decision aware that:

- a) IPFW and TLC initially entered their arrangement in order to replace child-care services that were once provided in an on-campus facility?
- b) these child-care services were intended to support (I)PFW students, faculty and staff rather than act as a "revenue generator" for the university?
- c) TLC's administration is aware of the unique scheduling challenges faced by academic workers and students and therefore provides scheduling flexibility and benefits to them that would likely not be available in other child-care facilities?
- d) as part of its relationship with PFW, its students, faculty and staff are eligible for discounts on care that would not be available at other area facilities?
- e) child-care places are at a premium in the Fort Wayne area (for instance, the current wait list at TLC is more than seventy families long)?
- f) TLC spent thousands of dollars in the past year renovating their spaces dedicated to infant care, thereby expanding the number of infant-care places that are currently in the shortest supply regionally?
- g) TLC has been a Paths of Quality Level 4-rated child-care facility for at least the past five years, the highest ranking available in the state of Indiana?
- h) TLC prides itself on being an educational institution and is thus accredited by the National Association for the Education of Young Children (NAEYC)?
- i) many (I)PFW students in the Early Childhood Education program have utilized TLC as the site for their practicum studies?
- j) despite the support provided by PFW, TLC has had to raise its tuition rates significantly in the last year due to the disappearance of COVID pandemic-related federal child-care subsidies?

2] How does the decision to end PFW's relationship with TLC and thus make it even more difficult for PFW employees and students to find affordable child-care options square with the Purdue system's attempts to ease the financial burden of child-care as evidenced by the Purdue Child Care Tuition Assistance Program?

3] How does PFW's decision to end its support for employee child-care benefits dovetail with the university's attempts to "Enhance Quality of Place" as an employer, an important goal of PFW's 2020-2025 strategic plan?

Response from Chancellor Elsenbaumer:

There is a full understanding of how the availability of childcare impacts quality of place at Purdue Fort Wayne. Unfortunately, of the 60-plus families using the TLC center, only 11 represent PFW employees. No PFW students are currently utilizing this facility (as we were told). PFW and the PFW Foundation derive no revenue from TLC for the operation of this facility. With such a small percentage of PFW employees (0.8%) and students (0%) using the TLC facility, and no revenue being derived from it by PFW or the Foundation, should the university be heavily subsidizing this facility and assuming such a large legal liability for its operation when, in fact, it is largely being utilized by the general public? Perhaps this is the type of question and situation that would be appropriate for the faculty senate University Resources Advisory Committee to debate.

Nonetheless, the administration continues to work diligently with TLC leadership, and other childcare entities throughout the Fort Wayne area, to facilitate a transition of the current facility to a suitable childcare organization so that faculty, staff, and (future?) students with children will have smooth continuity of childcare service. It is further desired and intended that such a transition would also continue to serve as a practicum location/site for the School of Education student placements without placing the financial burden of building maintenance and liability on the university or the PFW Foundation.

At the moment, this is a fluid situation and multiple encouraging discussions are underway. As we learn more, we intend to keep impacted parties informed.

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MEMORANDUM

TO: The Fort Wayne Senate

FROM: Michelle Parker, Faculty Athletics Representative
Chair, Mastodon Athletics Advisory Subcommittee

DATE: August 23, 2024

SUBJ: 2023-2024 Annual Report of Faculty Athletics Representative Activities

Annual Report of FAR Activities

As set forth in the 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 2023-2024. The report is traditionally requested in April but since I started the FAR role in August and it is to encompass the academic year, I am submitting it at the end of July to accurately reflect all of the activities that I have completed and not have any crossover from the previous FAR.

I began my role as FAR on August 15, 2023 and have spent much of this year familiarizing myself with the many activities and requirements of this position. Dr. Jens Clegg, Kelley Hartley-Hutton, Jason Baldwin, Rachel Holycross and I met multiple times to transition the role to me. In addition, prior to my August 15th start date, I accompanied Jens to the Horizon League meetings in June 2023 and Summer athletics certification in early August. These were excellent opportunities for me to observe the then acting FAR and to familiarize myself with the position.

One of 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. This year I worked with 4 student athletes with their grade appeals. All 4 appeals were miscalculations of grades and were corrected on the student's transcripts.

The main issue that continues to impact our student athletes on campus is the lack of an excused absence policy for university sponsored business. Each semester, student athletes need to have a missed class worksheet filled out to communicate class periods that will be missed only due to travel and competition (not practice). Most of the impacts come from a course only being offered once a year and only at one time where the athlete doesn't have a choice to take it at a time that would minimize missed classes for travel and competitions. I answered questions from faculty on ways that a student athlete could still participate in class even though they are travelling. This has been aided by our busses being equipped with mobile hot spots so students can Zoom into the classroom while travelling. Due to the new medical excused absence policy that was started this year, our student athletes didn't need

any assistance from me to help them with missed classes and assignments due to injury, medical procedures or hospitalization as the Office of Student Conduct and Care in conjunction with the athletic training staff handled the communication.

Each semester, 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 and 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 worked with Jason Baldwin over the summer to work on a new communication through Navigate that hopefully will increase the return rate of these grade reports.

Conferences Attended:

Faculty Athletics Representative Association (FARA) Annual Conference. November 2023. This conference is an annual meeting of all Faculty Athletic Representatives. The meeting includes training, education, and information for FAR's on topics from the NCAA, legislation, mental and physical health of athletes.

NCAA National Convention. January, 2024. Due to weather, my flight was canceled to the convention and I was unable to get rescheduled with enough time to participate in the convention. Will be attending next year.

Horizon League Meeting. June 2024. This meeting brings together FARs, Athletic Directors, Senior Women's Administrators (SWA) and representative student athletes from all of the Horizon League institutions. During the FAR breakout session, we review all potential changes in the league to make sure that the student athlete's well-being is taken into consideration. During the larger group meetings, we discuss Horizon League initiatives, communication strategies and areas for impact along with training sessions for student athlete well-being.

NCAA Regional Rules Seminar. June 2024. 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.

Athletic Travel:

I had an opportunity to travel on 3 occasions with our student athletes.

Horizon League Cross Country Championships –October - Dayton, OH. I rode on the bus with the track team to the Horizon League Cross Country Championships to support our men's and women's cross-country student athletes competing in the conference meet.

Men's Volleyball – February - Charlotte, NC. I did not travel with the team, but I was in Charlotte for personal travel and attended their game with Queens University of Charlotte. I was able to meet and talk with the players before and after the match.

Women's Softball UTEP Invitational – February - El Paso, TX. While on the trip, I supervised study tables, drove the equipment vehicle to and from the softball field and the hotel and delivered food for the student athletes and coaching staff to the fields. In addition, I was able to learn about the demands on our student athletes while on an extended road trip.

NCAA Division 1 Track and Field East Regionals – May - Lexington, KY. Had dinner with our 2 student athletes that qualified as one of the top 48 in the East region the night before the championships, attended the following day to watch both of them compete and also picked up/delivered food for the athletes during the competition.

Committee Work:

The following are committees that I am a part of representing the role of FAR:

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 monthly 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 (Chancellor, Registrar, Bursar, Compliance, Athletics, Student Affairs, Financial Aid, Institutional Equity, Office of Student Conduct and Care, 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. This committee met once each semester. Its purpose can be found in the Senate Bylaws section 5.3.4.3.2.

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.

Mastodon Athletics DEI Committee. This committee meets every month to review policies to make sure that we are in compliance with all DEI requirements and plan events to promote DEI awareness within Mastodon Athletics. In addition, we coordinated multiple events to bring awareness to DEI such as sponsoring PRIDE games with women's softball and men's volleyball and baseball, Martin Luther King Jr. Day of Service video, partnering with PFW DEI office with a belonging campaign. All but 1 team has participated in Safe Zone training and that team will be participating in the training this fall.

Mastodon Coaches Committee. This committee meets once each month to communicate information to all coaches about academics, budgets, academics, financial aid, compliance and equipment/facilities.

Faculty Involvement in Mastodon Athletics (FIMA). This is a committee that I created and chaired as part of my role as FAR. While I am tasked with maintaining the well-being of the student athlete, I also want to continue to increase the awareness and involvement of faculty with our athletes and athletic department. This year, the committee was able to partner with New Faculty Institute and invite all new faculty to PFW to join us for a women's soccer game at the annual Party at the Pitch. We had our first ever college night where 75 ETCS Faculty, Staff and students attended a men's basketball game. We created Don Zone training which was offered once each semester. This training provided information and rules pertaining to athletics and was presented by the athletic director, senior women's administrator, FAR, Mastodon Academic Performance Center and Compliance. The last initiative completed was Very Important Professor Nights at Men's Volleyball and Women's Basketball games. We recognized a total of 5 professors on court on behalf of 6 JR/SR athletes.

Athletic Attendance:

I attend athletic events to support our student-athletes and ensure their experience is a positive one. I tried to attend at least 1 competition for each sport this year, the only teams that I was unable to attend was Men’s Soccer in the fall and Men’s and Women’s Golf in the spring. I did attend:

Sport	Attendance
Men’s Volleyball	4 matches
Women’s Volleyball	2 matches
Women’s Basketball	4 games
Men’s Basketball	8 games
Women’s Soccer	1 match
Men’s Soccer	Did not attend
Men’s & Women’s Cross Country	1 race
Men’s & Women’s Track & Field	1 invitational & NCAA Regionals
Men’s Baseball	3 games
Women’s Softball	5 games
Men’s Golf	Did not attend
Women’s Golf	Did not attend

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 faculty 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. This year there were 2 incidents that I was involved in mediating and we were able to come to an agreeable solution by delaying a travel time and allowing a student to Zoom into the classroom while traveling. 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.

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 through any consequences. 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. This year there were 5 minor violations, and no major violations this year.

Academic Eligibility Certification:

Three times per year, the Certification Team (Compliance, Registrar, Mastodon Academic Performance Center, and FAR) are required to certify that student athletes did or did not maintain their athletic eligibility. This is determined by the academic progress rate, where each student-athlete is required to hit certain progress towards their degree and GPA requirements each semester. After the fall and spring semesters, we meet together for **two to three full days** and after summer **one to two full days** to review the academic record of each student athlete, their grades from that semester and certify that they have met the progress 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 280 student athletes this is an intensive process.

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 have met with some coaches on a one-on-one basis to answer questions or address any issues that they may have. All of the coaches that I have met with actively promote academic excellence on their teams.

I also work closely with the Mastodon Academic Performance Center (MAP). This year, I established office hours 2 days a week in the Study Tables room. These on-site hours make me available to student-athletes who have questions, but also allow me time to discuss issues with the academic advisors. I am notified of any academic problems or challenges with student-athletes. 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 MAP advisors are very open to my comments and actively seek my input for policies and procedures as well as day to day issues.

As part of the process of monitoring eligibility, each day I (as well as the advisors in MAP and Compliance) receive a report of the enrollment and status of student-athletes to ensure that student-athletes are enrolled full time. I worked with the advisors, compliance and Sam Pray to revise this report to further refine it so that it was accurately

reporting those students who are below full time (12 credit hours). Reasons why a student would be below full time would be the last semester of their degree program or they are a graduate student.

I was invited to participate in the hiring process for an advisor for the MAP center this year. I participated in the interview process and gave feedback on the candidates.

The NCAA selected our Men's and Women's Soccer teams to participate in a survey on student athlete experiences with social media and gambling. I worked with both coaches to determine a time for their team to take the survey, administered the survey and then sent the survey back to the NCAA. The survey was anonymous with no identifiable information about any of our athletes. This data will be collected, analyzed and used to protect and improve student-athlete experiences.

I also participated in multiple events within the Athletics this year. At the beginning of the Fall semester, I participated in the 3 mandatory student athlete meetings to go over policies and rules. I presented the role of the FAR and talked with the student athletes about the dangers of using AI for cheating and plagiarism. I attended the academic recognition dinner in both the fall and spring semesters that recognized our student athletes who had above a 3.2 GPA in the previous semester. In the Spring, I presented the Men's Golf and Women's Basketball teams with the awards for the highest team GPAs in the department during a Men's Volleyball game. At the end of the Spring semester, I attended the Mastys which is the student athlete awards ceremony and I was asked to give the closing remarks at the Student Athlete Stole ceremony. In addition, I attended the Men's Basketball Kickoff Luncheon and the Men's Basketball Casino Night fundraiser.

I have the opportunity to work with the Mastodon coaches by meeting with some coaches on a one-on-one basis to answer questions or address any issues that they may have. All of the coaches that I have met with actively promote academic excellence on their teams.

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. Office of Student Conduct and Care, 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, protocols were followed and the student-athlete was not allowed to compete until completely cleared by the proper medical professional.

Chancellor:

I meet the Chancellor at least once per semester to discuss the academic progress of student-athletes and give input/answer questions on issues that affect athletics and academics. I also worked with the Chancellor to collect data and write the Chancellor's Report on Athletics which is presented to Senate in late Fall. This year the Chancellor was unavailable to present the report and I presented it to the Faculty Senate.

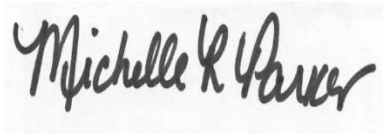
Horizon League:

As a member of the Horizon League there are several duties and functions performed by the FAR. At the end of each of the 14 sport's seasons, the FAR's of the league are sent the names and dossiers of the nominees for academic all-conference awards within that sport. We are required to read over each dossier (about 20-24 athletes per sport) and then vote on those that we feel based on their academic and athletic performance deserve that honor.

In the Spring, I am expected to select 1 female and 1 male senior student athlete for nomination from PFW to the Horizon League Post Graduate Scholarship. I send out the scholarship information to our qualified student athletes,

vet the submission and select our PFW male and female nomination and forward their application packet to the Horizon League. The Horizon League sends all FARs the application packets for each nominee from each school. Using a rubric, we evaluate each athlete based on their achievements in academics, athletics, service and leadership and submit our evaluations which are then compiled and 1 female and 1 male athlete scholarship winner is announced by the Horizon League.

The Horizon League FAR's hold a video conference once per month to meet and discuss legislative and procedural issues. I read the prepared documents and policies and attended and participate in these meetings. I was elected to serve as Vice-Chair of the Horizon League FAR committee for a 2 year term from Fall 2024-Summer 2026 and then will serve a 2 year term as Chair from Fall 2026 – Summer 2028. I have worked with my fellow FARs on sharing our Don Zone training as they felt it would be beneficial on their campuses as well. I have been working with all of the FARs in updating the Horizon League document from 2019 on Excused Absence Policies within the league.



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