

Minutes of the  
Second Regular Meeting of the Seventh Senate  
Purdue University Fort Wayne  
October 14 and 28, 2024  
KT G46

Agenda

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, SR 24-12 – 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
  - a. Filling Nominations and Elections Vacancy, SD 24-7 – N&E, J. McHann
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.

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Presiding Officer: C. Gurgur

Parliamentarian: C. Ortsey

Sergeant-at-arms: A. Nasr

Assistant: J. Bacon

Attachments:

“Senate Committee OneDrive Folders: Enhancing Efficiency, Continuity, and Security” (SR No. 24-12)

“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)

“Filling Nominations and Elections Vacancy” (SD 24-7)

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

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

“Commentary Concerning Administration Response to SR 24-8 (SR No. 24-18)”

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

Senate Members Present:

A. Backer, J. Badia, K. Barker, B. Berry, A. Blackmon, B. Buldt, S. Cody, B. Dattilo, Y. Deng, C. Drummond, S. Elfayoumy, R. Elsenbaumer, K. Fineran, C. Freitas, R. Friedman, J. Givens, S. Hanke, C. Huang, J. Johns, M. Jordan, D. Kaiser, A. Khalifa, J. Lawton, J. Li, H. Luo, V. Maloney, E. Mann, J. Mbuba, P. Mishra, D. Momoh, A. Montenegro, A. Nasr, J. Nowak, E. Ohlander, D. Ohlinger, H. Park, L. Roberts, R. Shoquist, S. Steiner, K. Stultz-Dessent, D. Tahmassebi, M. Wang, M. Wolf

Senate Members Absent:

N. Adilov, R. Burton, S. Buttes, M. Hammonds, S. Johnson, J. Lewis, D. Maloney, J. McHann, D. Miller, G. Nakata, I. Nunez, J. O’Connell, P. Saha, S. Schory, K. Surface, K. White, Y. Zhang

Guests Present:

A. Dircksen, T. Grady, C. Kuznar, C. Marcuccilli, M. Parker

Acta

1. Call to order: C. Gurgur called the meeting to order at 12:00 p.m.
2. Approval of the minutes of September 9 and September 16: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Nowak moved to accept the agenda.

Motion to accept the agenda passed on a voice vote.

4. Reports of the Faculty Chairs:

a. Past Chair (UPC Representative):

B. Buldt: Good afternoon, everyone!

You may recall that I will be reporting from the system-wide University Policy Committee (UPC) this academic year. You may also recall that PWL issued three documents this summer in response to SEA 202, one policy and two standards documents. The Executive Committee is seeking feedback on all three documents, which we will then report back to PWL for possible inclusion in a revision of the documents. That at least is the announced plan. In addition to feedback on these three documents, which I suspect few of our faculty colleagues will have, the Executive Committee added three open-ended questions to the Qualtrics survey, inviting faculty to share their questions or concerns so we can better understand what we need to address, possibly in conjunction with OAA or HR. You can find the Qualtrics survey, along with all relevant documents, on the Senate homepage in a folder called "SENATE ENROLLED ACT 202." Thanks to Josh Bacon for this! And although an email has been sent to all full-time faculty, our part-time colleagues are not included, so please also inform the part-time faculty in the unit you are representing here today about the survey.

Thank you!

b. Chair (Presiding Officer):

C. Gurgur: I appreciate the opportunity to work with our chancellor and our provost more and more collaboratively this year. They are really perceptive to our concerns as far as I can tell, and they are also working hard on behalf of us in terms of building the Fort Wayne campus and with a better connection to West Lafayette. We are aware of the enrollments given how academia is changing, and maybe you can call it cannibalization from everywhere, but I am glad to report that they are really trying to place our campus in the Purdue family, given that there is also Purdue Global, Purdue Indy, and Northwest.

I brought the issue of workload discrepancy, especially when it comes to service workload. We have our Senate committees established, and if you recall about two weeks ago I sent an email as a reminder that the chairs are responsible for making sure that efficiency and effectiveness is there, and that every Senate member is pitching in. That it is not just showing up to the meetings, but that you are sharing the workload in terms of reports, if the reports need to be prepared, because when we say shared governance, if the faculty is not taking this seriously, if we are not governing ourselves and doing our job

ourselves in the overall front, we cannot expect so much impact from the administration level. Again, given how academia is changing, I think we should also look for opportunities to start making some important curriculum changes, the interdisciplinary, the transdisciplinary. Again, I think we need to stop working in territorial structures in the colleges and look into the overall picture to better ourselves and to attract more and more enrollments here. Those are my brief remarks.

Again, I am very privileged to be in the company of Bernd Buldt, Jeff Nowak, and other EC members, Jay Johns, Kristin Barker, Lee Roberts, Jim McHann, who cannot make it today due to sickness, and obviously, our parliamentarian, we cannot do any work without him, he is excellent, and obviously, much thanks go to Josh Bacon. We have been working very hard at the EC. We have meetings every week. I am hoping the other Senate committees are also doing their job because there have been instances where, for instance, the University Resources Advisory Committee did not meet at all in an entire academic year. I think simply just saying we don't know what to do is not the excuse. When I was a new faculty member I learnt from some good faculty that you start working with and you start learning by attending and then working alongside with the senior faculty. There is always the opportunity to learn. I think it is much more not carrying the weight in the perspective. I just bring my honest remarks and then I go to Jeff. Thank you.

c. Chair-Elect (IFC Representative):

J. Nowak: Good afternoon, everyone!

I hope your semester, as we near the midpoint, is going well.

The Intercampus Faculty Council met this past week, and I have a few items that I would like to bring to your attention.

First, the question of how the Indianapolis and Purdue West Lafayette Senate were now working together was appraised and it was confirmed that the two campuses are now functioning and being represented as one body and as one Senate housed in West Lafayette.

Second, this year there are plans for an equity study of salaries to be completed on the Purdue West Lafayette campus by a third-party consulting body. That is just going to be happening on their West Lafayette campus this year.

Third, the Purdue West Lafayette campus had a discussion of changing the term "office hours" to "student hours." The reason they want to make that change is to represent and better identify hours and service to students. So, that is likely to happen. It is something that we might want to consider since we usually call them "office hours."

Fourth, a new digital platform is going to be piloted. Many of us recall Digital Measures Faculty Success. Last year we submitted a pdf to our chairs for annual reviews. Symplectic Elements is the new platform being piloted in West Lafayette for annual reviews this year. It was developed at Griffith University and is used at the University of Tennessee, Knoxville, among others. At this time there are no plans to expand it to us. I think our plans at this time are to turn in a pdf again to our chairs, but the system is said to be good and well liked at the university campuses that use it. It is something that benefits the satellite campuses and does not hinder or hurt them in any way. It is something that we should keep an eye on since we no longer have Digital Measures Faculty Success.

Thank you!

5. Special business of the day:

- a. Senate OneDrive Update (Senate Reference No. 24-12) – J. Johns

Please see attachment.

S. Cody: In the past we have had a lot of materials for the previous GenEd Subcommittee that was on SharePoint. Is this system meant to basically swallow SharePoint?

J. Johns: It is actually one and the same. If you just go right to SharePoint then you will see the folder. If you go within your OneDrive system, you will actually see it within there too. You can actually set up a pin from SharePoint and pin it to your OneDrive so that it is instantly in your easily findable things. I am just so used to saying OneDrive because that is what I mainly use, but fundamentally all of this is just equivalent to SharePoint. It is all one and the same. Sorry if I was unclear. That is a good question.

J. Nowak: I was going to say, it is called the OneDrive SharePoint library. It is the same folders for both. SharePoint just gives you a sort of website façade that you can do a few things with on the folders that you can't do in OneDrive, but they are essentially one and the same. Same library.

S. Cody: Just to make sure that I am understanding, if I do something in SharePoint, it is also going to be linked to the OneDrive folder?

J. Johns: They share the exact same back end folder structure. Yeah.

S. Cody: Thank you very much.

S. Steiner: Are ad hoc committees included in this?

J. Johns: They will be. That is something that we need to fundamentally figure out how to handle, whether if that is a subfolder that is probably going to be made within, so let's say you are in an ad hoc committee that is going to be responding to URAC or whatever, then it might be a subfolder within the URAC one or we will have to create a whole other folder for them. I don't really know the best method for it. This is all experiment, so whatever ends up being the best way we can modify and make life a lot easier. We welcome any suggestions on how to improve how we can go about doing that. For all of the subcommittees that we are already aware of, those should already exist in OneDrive as individual folders. We can go ahead and update that whenever needed.

C. Gurgur: Right now, we have the standing committee and subcommittee folders ready. There are changes from one year to another in the ad-hoc committees, but certainly we can have a folder there for those as well.

J. Johns: Exactly. Good question.

A. Nasr: Thank you for doing that.

J. Nowak: It is a lot of work. Josh, and you, and others, thank you.

6. Unfinished business:

a. Executive Committee (Senate Document SD 24-1) – J. Nowak

J. Nowak moved to approve Senate Document SD 24-1 (Report to Fort Wayne Senate Regarding Summer Changes to the Organization).

A. Nasr moved to postpone until November 11.

Motion to postpone failed on a voice vote.

S. Cody moved to table until later in the meeting.

Motion to table passed on a voice vote.

b. Executive Committee (Senate Document SD 24-2) – J. Nowak

S. Cody moved to table Senate Document SD 24-2 (Reinstatement of the French Program).

Motion to table passed on a voice vote.

c. Executive Committee (Senate Document SD 24-3) – J. Nowak

J. Nowak moved to approve Senate Document SD 24-3 (Elimination of Language Programs)

Resolution passed on a voice vote.

7. Committee reports requiring action:

a. Executive Committee (Senate Document SD 24-5) – J. Nowak

J. Nowak moved to approve Senate Document SD 24-5 (Approval of Replacement Members of the Grade Appeals Board, Programs Subcommittee, Academic Personnel Grievance Board, and Faculty Affairs Committee).

S. Cody moved to suspend the rules in order to vote on the resolution.

Motion to suspend the rules passed on a voice vote.

Resolution passed on a voice vote.

b. Executive Committee (Senate Document SD 24-6) – J. Nowak

J. Nowak moved to approve Senate Document SD 24-6 (SEA 202 Intellectual Diversity Complaint Advisory Review Board).

B. Buldt moved to amend by deleting “(1) the faculty respondent to a complaint is a member of their own major unit, or (2)” and “other” from the “Special Regulations” section.

Motion to amend passed on a voice vote.

B. Buldt moved to amend by deleting “full” and adding “preferably at the highest rank” to the second “BE IT FURTHER RESOLVED” so that the paragraph states “(1) the Nominations and Elections Committee will solicit, as quickly as possible, names of volunteers from each major unit from the rank of tenured professor or librarian, preferably at the highest rank.”

Motion to amend passed on a voice vote.

D. Kaiser moved to amend by deleting “at the highest rank” from the second “BE IT FURTHER RESOLVED.”

The meeting is suspended at 1:15 until noon, Monday, October 28, 2024.

Session II  
(October 28)

Acta

Senate Members Present:

A. Backer, K. Barker, B. Berry, A. Blackmon, B. Buldt, S. Buttes, S. Cody, C. Drummond, S. Elfayoumy, K. Fineran, R. Friedman, J. Givens, M. Hammonds, S. Hanke, C. Huang, J. Johns, M. Jordan, D. Kaiser, A. Khalifa, J. Lawton, J. Li, H. Luo, V. Maloney, E. Mann, J. Mbuba, J. McHann, D. Miller, P. Mishra, D. Momoh, A. Montenegro, A. Nasr, J. Nowak, I. Nunez, E. Ohlander, D. Ohlinger, H. Park, L. Roberts, J. Rouleau, P. Saha, R. Shoquist, S. Steiner, K. Stultz-Dessent, D. Tahmassebi, M. Wang, M. Wolf, Y. Zhang

Senate Members Absent:

N. Adilov, J. Badia, B. Dattilo, Y. Deng, R. Elsenbaumer, C. Freitas, S. Johnson, J. Leatherman, J. Lewis, D. Maloney, G. Nakata, J. O'Connell, S. Schory, K. Surface, K. White

Guests Present:

S. Carr, A. Dircksen, E. Graves, A. Harrison, V. Johnson, C. Kuznar, T. Lewis, M. Parker, J. Rupp

C. Gurgur reconvened the meeting at 12:00 p.m. on October 28, 2024.

b. Executive Committee (Senate Document SD 24-6) – J. Nowak

D. Kaiser moved to amend by deleting “at the highest rank” from the second “BE IT FURTHER RESOLVED.”

Motion to amend passed on a voice vote.

E. Ohlander moved to amend by changing the second “BE IT FURTHER RESOLVED” from “(1) the Nominations and Elections Committee will solicit, as quickly as possible, names of volunteers from each major unit from the rank of tenured professor or librarian” to “(1) the Nominations and Elections Committee will solicit, as quickly as possible, names of volunteers from each major unit from the rank of tenured associate librarian or professor, professor or librarian.”

Motion to amend passed on a voice vote.

B. Buldt moved to amend by changing the second “BE IT FURTHER RESOLVED” from “(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” to “(2) the Chancellor and the Faculty Chairs will select seven (7) members to serve on the Advisory Review Board from the panel of volunteers, each from a different major unit: 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, the third regular member serving a full three-year term, and two additional members serving one year to help with crafting policies.”



Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

6. Unfinished business:

a. Executive Committee (Senate Document SD 24-1) – J. Nowak

A. Nasr moved to take Senate Document SD 24-1 (Report to Fort Wayne Senate Regarding Summer Changes to the Organization) off of the table.

Motion to take Senate Document SD 24-1 off the table passed on a voice vote.

B. Buldt moved to amend Senate Document SD 24-1 with the following changes:

Changing the first “whereas” from “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” to “WHEREAS the administration may find it necessary to implement significant changes during the summer that may have a significant impact on areas of primary faculty responsibility and action, such as the organizational structure of Purdue University Fort Wayne.”

Deleting the second “whereas.”

Changing the third “whereas” from “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” to “WHEREAS these administrative decisions are made during a time when there is little communication with faculty, students, or elected representative bodies who might have acted on behalf of these constituencies.”

Deleting the fourth “whereas.”

Deleting the fifth “whereas.”

Deleting the sixth “whereas.”

Deleting the seventh “whereas.”

Deleting the eighth “whereas.”

Adding a new “whereas” that states “WHEREAS these administrative decisions are made during a time when there is little communication with faculty, students, or elected representative bodies who might have acted on behalf of these constituencies.”

Changing the “be it resolved” from “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” to “BE IT RESOLVED that Fort Wayne Senate invite administration to compile a report outlining all major changes implemented since the Senate’s preceding April meeting, including their rationales and timing, and either present it at or submit it for inclusion to the agenda of the September Senate meeting.”

Changing the “be it further resolved” from “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” to “BE IT FURTHER RESOLVED that the report for the Summer 2024 should be presented at or received in time for the November Senate meeting.”

B. Buldt moved for unanimous consent to withdraw the amendment.

No objections to vote of unanimous consent.

Motion to amend withdrawn.

Resolution approved on a voice vote.

b. Executive Committee (Senate Document SD 24-2) – J. Nowak

A. Nasr moved to take Senate Document SD 24-2 (Reinstatement of the French Program) off of the table.

B. Buldt moved to amend Senate Document SD 24-2 with the following changes:

Deleting the fourth “whereas.”

Deleting the seventh “whereas.”

Deleting the “be it resolved.”

Changing the “be it further resolved” from “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” to “BE IT RESOLVED that Senate exercise its right to review and remind administrators at all levels to work through established channels of shared government and with relevant representative faculty bodies to effect orderly curricular changes.”

Motion to amend failed on a voice vote.

A. Nasr moved to amend by adding new sixth “whereas” that states “WHEREAS, Purdue University Fort Wayne Senate Bylaws, section 3.A.4.3.3.1., states that it is within the purview of the Curriculum Subcommittee to examine “Administrative or Faculty-led initiatives to reorganize, merge, reduce, or eliminate academic programs or units.”

Motion to amend passed on a voice vote.

M. Wolf moved to extend the meeting by five minutes.

Motion to extend passed on a voice vote.

Resolution passed on a voice vote.

8. New business:

- a. Senate Document SD 24-7 (Filling Nominations and Elections Vacancy) – J. McHann

J. McHann moved to approve Senate Document SD 24-7 (Filling Nominations and Elections Vacancy).

J. McHann moved to approve Senate Document SD 24-7 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

9. Question time:

- a. (Senate Reference No. 24-10) – A. Nasr

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?

(Answer to Senate Reference No. 24-10 will be provided at a future Senate meeting).

- b. (Senate Reference No. 24-11) – R. Elsenbaumer

(Written answers provided to Senate Reference No. 24-6, Senate Reference No. 24-7, and Senate Reference No. 24-8)

#### **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.

L. Roberts moved to include Craig Ortsey and Suzanne LaVere's written response to the response from Chancellor Elsenbaumer on The Learning Community in the minutes of the October Senate meeting.

Motion to include the written response passed on a voice vote.

(Please see the attached Senate Reference No. 24-18 for the written response, also listed below).

Commentary Concerning Administration Response to SR 24-8 (Reference: SR 24-11)

Madam Presiding Officer and Members of the Senate:

It is often considered a truism that "extraordinary claims require extraordinary evidence". The extraordinary claim confronting the Senate today is the one from the PFW Foundation that it, and by extension PFW itself, should cease subsidizing the top-rated daycare services preferentially available for PFW faculty, staff and students provided by The Learning

Community (TLC). In support of this claim, the August 23 letter from the PFW Foundation and Chancellor Elsenbaumer's response to the questions contained in SR 24-8 concerning this letter make two assertions, namely that:

- 1) the building that currently houses TLC is too decrepit to host a daycare center and cannot be brought up to code without an unreasonable investment in maintenance and repairs; and
- 2) because the PFW Foundation derives no revenue from the building and pays for the liability insurance on the structure, it is not worth continuing to support the daycare services provided by TLC that are currently offered there.

Both of these assertions are extremely problematic for a host of reasons, the most important of which is that they are supported by no valid evidence whatsoever. None of the communications that have been provided to the parents of the children (euphemistically referred to as "clients" in the August 23 letter) have contained any information concerning basic questions such as the following.

- a) How much money would it take to repair the building to bring it up to code, especially as compared to how much the building is worth?
- b) Were any contractors, inspectors or other experts on building maintenance consulted to determine what those repair costs might be?
- c) Who was consulted during the consideration of whether to shut down university-supported daycare operations at PFW and, in the end, who made this decision?
- d) Was a cost-benefit analysis created for this determination?
- e) Taking into account TLC's contributions to paying liability insurance, how much of an expense is this for the PFW Foundation?
- f) Ultimately, what evidence was used in making the decision to evict TLC from the PFW Foundation building?

Unfortunately, it seems as though no one outside of the PFW Foundation knows the answers to these fundamental questions.

Moving away from the question of absent evidence for a moment, it is worthwhile to consider the logic behind the statement that because no revenue is being generated directly by the building itself that daycare services for students, faculty and staff should not be supported by the PFW Foundation any longer. Apart from the fact that the purpose being addressed here is a *service* to the affected individuals and not an opportunity for revenue, it is this service that makes some degree of revenue generation possible at this university. In other words, without daycare services, parents of young children who are affiliated with PFW cannot attend classes, work, or teach such that the money created by these activities flows into this university. If this same logic were applied to other parts of the university that don't directly generate revenue--let's say, Facilities Management or the Registrar's Office--one could argue that they should be shut down because they are not worth the investment. However, no one would seriously make that claim because it is implicitly understood that these vital offices are critical to allowing revenue



generation to occur at PFW. It is rather difficult to see how the situation is any different when it comes to daycare services at this institution.

Returning to the question of evidence once more, it appears that the only attempt at providing evidence in the two communiques referenced above are the numbers in the first paragraph of Chancellor Elsenbaumer's response to SR 24-8. Unfortunately, these figures, and the arguments derived from them, are as extremely problematic as the two assertions made in these documents.

- a) The eleven families figure is an undercount of the individuals impacted by this decision because it does not include any PFW families that were on the waiting list at the time the determination to stop supporting TLC's services was made.
- b) The correct denominator for the fraction used to determine the percentage of PFW employees impacted by this decision is not the total number of employees; rather, it's the number of employees who would be eligible for this service in the first place (i.e., those with children young enough to require daycare services). In other words, the relevant question in determining the worth of the daycare subsidy is its pickup among the individuals who could use that service, not counting those who never would. Otherwise, other benefits provided by the university or its affiliates that are similarly restricted (for example, the tuition discount for children of PFW faculty and staff) could be removed based on the argument that only a small percentage of employees overall utilize it.
- c) In the same vein, any benefit that isn't used by a sufficient number of PFW employees (perhaps the accidental death and dismemberment insurance) could find itself on the chopping block for the same reason. However, the point of offering these benefits and services is that it's important for the university to demonstrate that it cares enough for its employees to provide them, not that they are used by any particular percentage its workers.
- d) Perhaps most importantly, the reason why the student and employee percentages are so problematic is that the university has done almost nothing to promote knowledge of the existence of this program over the past dozen years or so. For example, even though TLC prominently displays its affiliation with PFW on its web page and outside its facility, there is no indication on PFW's website that this service is available. Our suspicion is that many members of the Senate were unaware of the existence of TLC or the university's relationship with it until SR 24-8 appeared on the September agenda, which is emblematic of how little PFW has done to advertise this opportunity for its students and employees.

Finally, the implication that it is not worth the PFW Foundation's resources to subsidize TLC's operations because only roughly one-sixth of the families using the facility are PFW employees is puzzling at best given the Foundation's goal of creating a "seamless" connection between the community and the university. What better way to demonstrate that dedication could there be than to financially support a badly needed daycare center that serves both the university and, more impactfully, the community at large? In conclusion, not only is extraordinary evidence to support the contention that the PFW Foundation should stop subsidizing off-campus daycare services missing, but it appears that any valid evidence to sustain this notion is entirely absent.

At a certain level, one could contend that this entire exchange is moot because the PFW Foundation has already announced that they are planning on selling the building in question and that whatever daycare arrangements that PFW will have starting next year will be different from what it has presently. However, this situation has initiated a long-overdue and critical discussion on this campus concerning daycare and what the university will do to assist its students and employees in obtaining this desperately necessary service. Consequently, we wish to encourage the members of the Senate, and all PFW employees more generally, to support the efforts of APSAC, CSSAC and URAC in investigating the need for daycare at PFW. Furthermore, we would also like to encourage URAC in its efforts to look into the decision (and whatever evidence is available that bolsters it) that prompted this conversation in the first place. Thank you for the opportunity to expand upon our questions and participate more fully in the dialogue that is taking place on this issue.

S. LaVere, History  
C. Ortsey, Political Science

10. Committee reports “for information only”:

- a. Mastodon Athletics Advisory Subcommittee (Senate Reference No. 24-9) – M. Parker

Senate Reference No. 24-9 (2023-2024 Annual Report of Faculty Athletics Representative Activities) was presented for information only.

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

13. Adjournment: The meeting adjourned at 1:20 p.m.

Joshua S. Bacon  
Senate Clerk

## SENATE COMMITTEE ONEDRIVE FOLDERS: ENHANCING EFFICIENCY, CONTINUITY, AND SECURITY

### Introduction

To improve the efficiency, transparency, and continuity of Purdue Fort Wayne's Senate Committees, we are introducing a centralized document management system using OneDrive. This solution addresses long-standing challenges with document storage, sharing, and access management. By transitioning to OneDrive, we aim to enhance collaboration, ensure consistency across academic years, and provide a secure platform for sharing committee materials.

### Current Challenges with Document Management

Currently, the process for managing and sharing documents within Senate Committees is inefficient and prone to errors. Two common scenarios highlight the need for improvement:

1. **Individual Storage:** Each committee member stores all documents on their personal devices, leading to duplication. For example, if a committee has five members, all five store identical records, which can lead to inconsistencies when documents are updated.
2. **Email-Based Sharing:** When a document needs to be updated, it is shared via email. Each member handles downloading and replacing the old document on their device. Amid a busy semester with many emails from faculty, staff, and students, it is easy to overlook updates, resulting in members working off different versions of the same document.

### Solution: OneDrive Senate Committee Folders

To address these challenges, we propose the implementation of OneDrive folders for each Senate Committee. This solution offers the following benefits:

1. **Centralized Document Storage:** All Senate Committee documents will be stored in a shared OneDrive folder, providing a single point of reference for current and earlier academic years. This will ensure that committee members are always working with the most up-to-date versions of documents.
2. **Edit and View Permissions:** All committee members will have "Edit" access to their respective committee folders, allowing them to collaborate efficiently. Additionally, a separate "Public" folder will house the Senate Committee meeting minutes, with "Edit" access restricted to the Chair and Secretary. Other users will have "View" access, ensuring transparency while keeping control over document updates.

3. **Continuity Across Academic Years:** One of the fundamental issues with the current system is that OneDrive folders are often tied to individual members who created them. This creates problems when members leave the university or transition out of the committee. With the new OneDrive folders, control will no longer rest with one person. The folders will be managed by the committee, with new members gaining access through a clearly defined process.

## Addressing Potential Concerns

While the benefits of this system are clear, we recognize the need to address potential concerns, particularly around technology, security, and access management.

1. **Technological Training and Support:** For faculty members unfamiliar with OneDrive, training will be available to ensure that everyone can access and manage their committee's documents effectively. Tutorials and support will be provided to streamline this transition.
2. **Security and Confidentiality:** OneDrive offers robust security features, including encryption and access controls, to ensure that sensitive documents stay confidential. Only members of the Senate Committees will have access to their respective folders, providing a secure workspace for committee deliberations.

## Folder Permission Structure

The folder permission structure is designed to balance secure internal collaboration with public transparency. Here is how the folder permissions will be structured:

1. **Private Committee Folder:**

**Access:** All committee members will have "Edit" privileges, ensuring that all relevant documents are accessible and up to date.

**Purpose:** This folder will serve as the central repository for all committee documents, including research, draft proposals, and internal communications.

2. **Public Senate Committee Minutes Folder:**

**Access:** The Chair and Secretary will have "Edit" access to add approved meeting minutes, while all others (with PFW email accounts) will have "View" access.

**Purpose:** This folder will house publicly accessible Senate Committee minutes, ensuring

transparency while supporting document integrity.

**Shortcut Link:** Each Senate Committee will have a shortcut link to the “All Senate Committee Minutes – Publicly Viewable” folder within their private OneDrive space for easy reference.

### 3. [Senate Committee Name] Chair Information Folder:

**Access:** All committee members, with a specific focus on the incoming Chair.

**Purpose:** This folder will be a repository of useful resources for the Chair, particularly during transitions. Outgoing Chairs are encouraged to upload vital information such as timelines, responsibilities, and procedural guidance to ensure continuity across academic years.

## Onboarding New Chairs and Members

Each year, new members and Chairs will be added to the OneDrive folders. Outgoing Chairs are responsible for ensuring that the transition of access occurs smoothly. New Chairs, especially those who have not previously served on the committee, will benefit from the Chair Information folder, which will help them quickly acclimate to their new responsibilities.

## How to Use the OneDrive Senate Committee Folders

To ensure the success of this initiative, each Senate Committee will follow these steps:

1. **Annual Folder Set-Up:** At the start of each academic year, the Senate Secretary will ensure that each Committee Chair is given “Edit” permissions to the private Senate Committee folder and the public Minutes folder.
  - a. All Committee Chairs are responsible to add all committee members to the private committee folder with “Edit” permissions.
    - i. Ensure that all non-committee members are removed from accessing the private folder.
  - b. All Committee Chairs are responsible to add the Secretary to the public committee Minutes folder with “Edit” permissions.
    - i. Ensure that only the current committee Chair and Secretary are given “Edit” permissions to the public Minutes folder.
2. **Adding Meeting Minutes:** After committee approval, the Chair or Secretary will upload the minutes to the public Minutes folder. Each committee will have a shortcut to the public folder to streamline this process.
  - a. Committee Minutes no longer must be emailed to the Senate Secretary instead ensure the Minutes are posted within the public Minutes folder.

- i. **\*\*All other documentation such as Senate Documents, References, Question Time questions, etc. will still need to be emailed to the Senate Secretary. \*\***
3. **Using the Chair Information Folder:** Chairs will be expected to add key documents, such as procedural outlines and important dates, to the Chair Information folder, ensuring future Chairs have access to critical information.

## Conclusion

The introduction of OneDrive folders for Senate Committees will significantly improve document management, enhance transparency, and ensure continuity across academic years. By providing centralized access to committee documents and a clear system for managing permissions, this system will reduce inefficiencies and create a more streamlined, secure environment for Senate Committee work.

We welcome feedback from committee members as we implement this new system to ensure it meets the evolving needs of the Senate.

**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.



**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, Purdue University Fort Wayne Senate Bylaws, section 3.A.4.3.3.1., states that it is within the purview of the Curriculum Subcommittee to examine “Administrative or Faculty-led initiatives to reorganize, merge, reduce, or eliminate academic programs or units;”

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.

## 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.

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Sources:

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- 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>
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- 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.

MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Chair  
Executive Committee

DATE: 09/20/2024

SUBJ: SEA 202 Intellectual Diversity Complaint Advisory Review Board

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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 associate librarian or professor, professor or librarian;
- (2) the Chancellor and the Faculty Chairs will select seven (7) members to serve on the Advisory Review Board from the panel of volunteers, each from a different major unit: 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, the third regular member serving a full three-year term, and two additional members serving one year to help with crafting policies;
- (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.



**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 from the rank of tenured associate librarian or professor, 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 there is some 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.

Senate Document SD 24-7  
Approved, 10/28/2024

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jim McHann, Chair  
Nominations and Elections Committee

DATE: 10/25/2024

SUBJ: Filling Nominations and Elections Vacancy

WHEREAS, The Bylaws of the Senate provide (I.B.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, The Bylaws of the Senate provide (II.B.1) that “the Nominations and Elections Committee shall consist of two Senators, elected by the Senate in such manner that each is from a different major unit”; and

WHEREAS, There is one vacancy on the Nominations and Elections Committee; and

WHEREAS, David Momoh is a Senator from a different major unit than the one continuing Nominations and Elections member; and

WHEREAS, David Momoh is not currently serving on more than two standing committees; and

WHEREAS, The Nominations and Elections Committee has voted for David Momoh as the replacement member for the remainder of the 2024-25 academic year;

BE IT RESOLVED, That the Senate approve David Momoh as the replacement member of the Nominations and Elections Committee for the remainder of the 2024-25 academic year.

**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.

###

Commentary Concerning Administration Response to SR 24-8 (Reference: SR 24-11)

Madam Presiding Officer and Members of the Senate:

It is often considered a truism that “extraordinary claims require extraordinary evidence”. The extraordinary claim confronting the Senate today is the one from the PFW Foundation that it, and by extension PFW itself, should cease subsidizing the top-rated daycare services preferentially available for PFW faculty, staff and students provided by The Learning Community (TLC). In support of this claim, the August 23 letter from the PFW Foundation and Chancellor Elsenbaumer’s response to the questions contained in SR 24-8 concerning this letter make two assertions, namely that:

- 1) the building that currently houses TLC is too decrepit to host a daycare center and cannot be brought up to code without an unreasonable investment in maintenance and repairs; and
- 2) because the PFW Foundation derives no revenue from the building and pays for the liability insurance on the structure, it is not worth continuing to support the daycare services provided by TLC that are currently offered there.

Both of these assertions are extremely problematic for a host of reasons, the most important of which is that they are supported by no valid evidence whatsoever. None of the communications that have been provided to the parents of the children (euphemistically referred to as “clients” in the August 23 letter) have contained any information concerning basic questions such as the following.

- a) How much money would it take to repair the building to bring it up to code, especially as compared to how much the building is worth?
- b) Were any contractors, inspectors or other experts on building maintenance consulted to determine what those repair costs might be?
- c) Who was consulted during the consideration of whether to shut down university-supported daycare operations at PFW and, in the end, who made this decision?
- d) Was a cost-benefit analysis created for this determination?
- e) Taking into account TLC’s contributions to paying liability insurance, how much of an expense is this for the PFW Foundation?
- f) Ultimately, what evidence was used in making the decision to evict TLC from the PFW Foundation building?

Unfortunately, it seems as though no one outside of the PFW Foundation knows the answers to these fundamental questions.

Moving away from the question of absent evidence for a moment, it is worthwhile to consider the logic behind the statement that because no revenue is being generated directly by the building itself that daycare services for students, faculty and staff should not be supported by the PFW Foundation any longer. Apart from the fact that the purpose being addressed here is a *service* to the affected individuals and not an opportunity for revenue, it is this service that makes some degree of revenue generation possible at this university. In other words, without daycare



services, parents of young children who are affiliated with PFW cannot attend classes, work, or teach such that the money created by these activities flows into this university. If this same logic were applied to other parts of the university that don't directly generate revenue--let's say, Facilities Management or the Registrar's Office--one could argue that they should be shut down because they are not worth the investment. However, no one would seriously make that claim because it is implicitly understood that these vital offices are critical to allowing revenue generation to occur at PFW. It is rather difficult to see how the situation is any different when it comes to daycare services at this institution.

Returning to the question of evidence once more, it appears that the only attempt at providing evidence in the two communiqués referenced above are the numbers in the first paragraph of Chancellor Elsenbaumer's response to SR 24-8. Unfortunately, these figures, and the arguments derived from them, are as extremely problematic as the two assertions made in these documents.

- a) The eleven families figure is an undercount of the individuals impacted by this decision because it does not include any PFW families that were on the waiting list at the time the determination to stop supporting TLC's services was made.
- b) The correct denominator for the fraction used to determine the percentage of PFW employees impacted by this decision is not the total number of employees; rather, it's the number of employees who would be eligible for this service in the first place (i.e., those with children young enough to require daycare services). In other words, the relevant question in determining the worth of the daycare subsidy is its pickup among the individuals who could use that service, not counting those who never would. Otherwise, other benefits provided by the university or its affiliates that are similarly restricted (for example, the tuition discount for children of PFW faculty and staff) could be removed based on the argument that only a small percentage of employees overall utilize it.
- c) In the same vein, any benefit that isn't used by a sufficient number of PFW employees (perhaps the accidental death and dismemberment insurance) could find itself on the chopping block for the same reason. However, the point of offering these benefits and services is that it's important for the university to demonstrate that it cares enough for its employees to provide them, not that they are used by any particular percentage its workers.
- d) Perhaps most importantly, the reason why the student and employee percentages are so problematic is that the university has done almost nothing to promote knowledge of the existence of this program over the past dozen years or so. For example, even though TLC prominently displays its affiliation with PFW on its web page and outside its facility, there is no indication on PFW's website that this service is available. Our suspicion is that many members of the Senate were unaware of the existence of TLC or the university's relationship with it until SR 24-8 appeared on the September agenda, which is emblematic of how little PFW has done to advertise this opportunity for its students and employees.

Finally, the implication that it is not worth the PFW Foundation's resources to subsidize TLC's operations because only roughly one-sixth of the families using the facility are PFW employees is puzzling at best given the Foundation's goal of creating a "seamless" connection between the community and the university. What better way to demonstrate that dedication could there be than to financially support a badly needed daycare center that serves both the university and,

more impactfully, the community at large? In conclusion, not only is extraordinary evidence to support the contention that the PFW Foundation should stop subsidizing off-campus daycare services missing, but it appears that any valid evidence to sustain this notion is entirely absent.

At a certain level, one could contend that this entire exchange is moot because the PFW Foundation has already announced that they are planning on selling the building in question and that whatever daycare arrangements that PFW will have starting next year will be different from what it has presently. However, this situation has initiated a long-overdue and critical discussion on this campus concerning daycare and what the university will do to assist its students and employees in obtaining this desperately necessary service. Consequently, we wish to encourage the members of the Senate, and all PFW employees more generally, to support the efforts of APSAC, CSSAC and URAC in investigating the need for daycare at PFW. Furthermore, we would also like to encourage URAC in its efforts to look into the decision (and whatever evidence is available that bolsters it) that prompted this conversation in the first place. Thank you for the opportunity to expand upon our questions and participate more fully in the dialogue that is taking place on this issue.

S. LaVere, History

C. Ortsey, Political Science

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 15<sup>th</sup> 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.

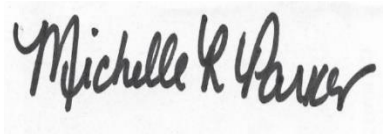
### **Horizon League:**

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.



Michelle R. Parker

Associate Professor of Practice in Information Technology

Faculty Athletic Representative

Purdue University Fort Wayne