

Minutes of the
Third Regular Meeting of the Seventh Senate
Purdue University Fort Wayne
November 11 and 18, 2024
KT G46

Agenda
(as amended)

1. Call to order
2. Approval of the minutes of October 14 and October 28
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. 2023-2024 Annual Report of Faculty Athletics Representative Activities, SR 24-9, SR 24-20 – MAAS, M. Parker
 - b. Chancellor’s Annual Report to the Faculty Senate on Intercollegiate Athletics 2022-2023, SR 24-18, SR 24-19 – M. Parker
6. Unfinished business
7. Committee reports requiring action
 - a. Approval of Replacement Members of the Educational Policy Committee, Nominations and Elections Committee, and Honors Program Subcommittee, SD 24-8 – EC, J. Nowak (for discussion/action)
8. New business
9. Question time
 - a. RE: Revision of General Education Program Status, SR 24-17 – S. Buttes
10. Committee reports “for information only”
 - a. Minor in Finance, SR 24-13 – CS, L. Roberts
 - b. Charge to University Resources Advisory Committee Concerning Daycare at PFW, SR 24-14 – EC, J. Nowak
 - c. Charge to Formulate a Formal Recommendation on Director of Graduate Studies, SR 24-15 – EC, J. Nowak
 - d. Statement on Senate Questions, SR 24-16 – EC, J. Nowak

11. The general good and welfare of the University

12. Adjournment*

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

Presiding Officer: C. Gurgur
Parliamentarian: C. Ortsey
Sergeant-at-arms: A. Nasr
Assistant: J. Bacon

Attachments:

“2023-2024 Annual Report of Faculty Athletics Representative Activities” (SR No. 24-9)
“Faculty Athletics Representative Report 2023-2024” (SR No. 24-20)
“Chancellor’s Annual Report to the Faculty Senate on Intercollegiate Athletics 2022-2023” (SR No. 24-18)
“2023-2024 Athletics Year in Review” (SR No. 24-19)
“Approval of Replacement Members of the Educational Policy Committee, Nominations and Elections Committee, and Honors Program Subcommittee” (SD 24-8)
“Question Time – re: Revision of General Education Program Status” (SR No. 24-17)
“Minor in Finance” (SR No. 24-13)
“Charge to University Resources Advisory Committee Concerning Daycare at PFW” (SR No. 24-14)
“Charge to Formulate a Formal Recommendation on Director of Graduate Studies” (SR No. 24-15)
“Statement on Senate Questions” (SR No. 24-16)

Senate Members Present:

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

Senate Members Absent:

N. Adilov, J. Badia, C. Freitas, M. Hammonds, S. Johnson, J. Lewis, H. Luo, D. Maloney, J. McHann, G. Nakata, J. O’Connell, P. Saha, S. Schory, K. Surface, K. White

Guests Present:

S. Carr, T. Grady, K. Hartley Hutton, C. Kuznar, C. Marcuccilli, M. Parker, J. Rupp, T. Swim, K. Tierney-Louch

Acta

1. Call to order: C. Gurgur called the meeting to order at 12:00 p.m.
2. Approval of the minutes of October 14 and October 28: The minutes were approved as distributed.
3. Acceptance of the agenda:

J. Nowak moved to accept the agenda.

J. Nowak moved to amend the agenda by adding “Chancellor’s Annual Report to the Faculty Senate on Intercollegiate Athletics 2022-2023” under 5.b.

Motion to amend agenda passed on a voice vote.

Agenda as amended passed on a voice vote.

4. Reports of the Faculty Chairs:

a. Past Chair (UPC Representative):

B. Buldt: Good news. I have nothing to report from the UPC, so this will be short.

We have closed the survey that we had on Senate Enrolled Act 202 and the responses were shared with OAA and HR. You will hear from us.

Thank you!

b. Chair (Presiding Officer):

C. Gurgur: Thanksgiving is around the corner. As I process my own thoughts regarding current events, the great Barbara Kingsolver has, unsurprisingly, distilled the essence of challenging situations and living in the worst of times into a powerful reminder.

Be kind to one another, shine a light on truth, and keep love alive.

Truth and love have been smacked down, so many more times in history today. Truth, because it's often inconvenient, and love because it is vulnerable. But the truth is like gravity, and carbon, and the sun behind an eclipse: it's still there. And love stays alive if you tend it like a flame. If you feel crushed by unkindness today, it's a time for grieving, reaching out to loved ones, noticing one bright color somewhere in the day. Remembering what there is to love. Starting with the immediate, the place and people we can tend to ourselves, and make safe. We can't save everything all at once, but it's still worth saving something. Because there are so many of us to do it. And we are all here today, exactly as we were yesterday. Like gravity, carbon, and the sun behind an eclipse.

Lastly, I was one of the presenters at the Alliance Showcase last Friday at the International Ballroom. It was my first time taking part in the Alliance conference. It was an inspiring afternoon that celebrated innovation in teaching and relevant research. It was nice to see many scholarly professors on campus who are dedicated to promoting student

success, professional development, quality teaching, and the advancement of our university. I encourage each one of you to consider the event next year!

Title of my Research Project: Fostering Ethical and Responsible Digitally Proficient Students through AI-Driven Exploration.

c. Chair-Elect (IFC Representative):

J. Nowak: Greetings everyone, I hope your semester is going well. The Intercampus Faculty Council met last week on Friday, both David Liu and I attended, and there are a few items I would like to bring to your attention.

It was mentioned that the Purdue University College of Veterinary Medicine has named a new Dean, Dr. Bret Marsh, formerly head of the Indiana State Board of Animal Health.

Eva Nodine was recently appointed Chief Financial Officer and Chief Operating Officer for Purdue Global. She will continue to serve as Purdue University's Vice President and Deputy CFO. She also serves as Assistant Treasurer for the Purdue Board of Trustees.

David and I discussed in the meeting the possibility of potentially being a stronger and clearer relationship between applicants who are denied acceptance to Purdue West Lafayette in shared programs being afforded an opportunity to be enrolled on our campus. It has been suggested we are operating at about half our capacity and having students who just miss the cut for PWL could, if then enrolled at Purdue Fort Wayne, bolster both our total enrollment and retention rate. The idea was well received, and further discussion is expected in future meetings.

Thank you.

5. Special business of the day:

- a. 2023-2024 Annual Report of Faculty Athletics Representative Activities (Senate Reference No. 24-9) (Senate Reference No. 24-20) – M. Parker

Please see attachments.

R. Elsenbaumer: I have a comment, not a question. I just want everyone to know what a fantastic job Michelle is doing as the Faculty Athletics Representative. She is representing our institution extremely well within the Horizon League. She is making tremendous inroads and has gathered a tremendous amount of respect amongst our peers. She is the Vice-Chair right now of the FAR within the Horizon League. Within a year and a half from now she will actually be the Chair of the FAR Committee. This is an incredibly important position to become the Chair because the Chair sits in the board meetings with all the chancellors and presidents as well. So, there is a lot of activity as the FAR. It is very important to presidents and chancellors in the Horizon League.

Student wellness is incredibly important and making sure that someone is okay. Michelle is doing that. Thank you for what you are doing. We appreciate all the hard work you are doing. We don't recognize how much time is spent doing this and engaging with our students. I just wanted to say thank you.

M. Parker: Thank you. I appreciate that.

B. Buldt: Can you give an example of the minor infractions that we should not worry about?

M. Parker: It would be something like a coach taking part in a camp during the summer that wasn't already approved. That would be a minor infraction. It is something that is not that big of a deal, but it is a rule violation. We would report it. It usually comes back to doing some rules education and meeting with the person. That is usually it.

D. Kaiser: I don't know whether you have an answer for this or not, but the thing that I haven't been able to understand over the past several years is that every year I have to do these FERPA questions and then I have to do some quiz, in which I usually don't get all of the answers right, to prove that I follow FERPA, and then every semester I get asked by some coach to hand over the grades for my students, which to me sounds like a FERPA violation.

M. Parker: They are faculty. They do teach here on campus.

D. Kaiser: Do I just tell other faculty my students' grades?

M. Parker: We talk about it with our academic advisors, correct?

D. Kaiser: Do coaches count as the same?

M. Parker: It counts as the same. Yeah.

D. Kaiser: And we can do all of this over email?

M. Parker: If it is PFW email. Yeah. The reason that we are asking for grade checks is just to make sure that they are eligible.

D. Kaiser: I understand, but supposedly you aren't supposed to be able to do that. But I don't understand why the coach can't just say "show me your grades." Why do I have to be involved in this transaction?

M. Parker: I will tell you two reasons. Not everyone on campus uses Brightspace gradebook. If everybody on campus used Brightspace gradebook...

D. Kaiser: Just tell them the grades, and if they lie then the coach could have some repercussions.

M. Parker: Right, but we don't want to be in a situation where a student athlete maybe perceives that their grade is an A when it is not really an A, so we really want the faculty member to tell us exactly where they stand in the class because if there is an issue then we want to make sure that we address it. Not just student athletes, this is a student problem. Their perception of their grade versus what their grade is often isn't correct. We want to make sure that we do have the correct grade.

D. Kaiser: It just seems strange to me, so I thought I would bring it up.

M. Parker: Okay. If it was a situation where every person had their grades in Brightspace then they could look it up and they could show their coach their grades.

D. Kaiser: Just tell them. I'm done.

M. Parker: Okay. I appreciate the input. Thank you.

- b. Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics 2022-2023 (Senate Reference No. 24-18) (Senate Reference No. 24-19) – M. Parker

Please see attachments.

S. Cody: When you compare us to comparable peer institutions, how do you define what those peer institutions are?

M. Parker: They are within the Horizon League, the league that we participate in. These are our peer institutions within that league.

S. Cody: Just the league itself?

M. Parker: Yes, just the league itself.

S. Buttes: The questions, as you pointed out, are old in terms of when they were generated. Some of the questions are not relevant anymore and are likely in the need of an update. We have a Senate Document that talks about updating these questions. If we were going to update these questions, I am not saying we should, but if we were, what would an ideal scenario look like in terms of updating questions?

M. Parker: I think it would be more what the Faculty Senate is interested in knowing. I think it would have to be data that you feel is relevant for you to know about the athletics department here on campus. If this data is good enough and you just want to remove the questions that are no longer relevant, that's fine. There could be things removed because you don't feel it is a relevant piece of information anymore. It would have to be what the Faculty Senate would want to hear from us.

S. Buttes: Okay. Could I ask just one more question?

M. Parker: Sure.

S. Buttes: From your point of view, is it more removing of information that seems to be the ideal scenario?

M. Parker: I don't mind one way or the other. I just want to make sure that you all understand that I am not not providing the information. It is just that the information is not even out there for me to give. That is the only thing I am pointing out on that. I mean this was the list of information that was required for this report, and I am providing it to the best of what we have.

D. Miller: I saw the ticket sales numbers and forgive my ignorance about where revenue comes from in athletics, but I assume ticket sales generate some revenue. That is about \$100,000. Where does the other \$14,000,000 come from?

K. Hartley Hutton: A variety of various NCAA distributions that are earned in a variety of ways. There is an NCAA academic earn it unit that is earned. That is about \$150,000 last year, for example. Marketing endowment income that helps aid with the scholarship line named awards that come in every year in the form of donations that we use in the same year. There are a lot of different revenue sources. Of course, we went over the student fee. That is seen as revenue. And then the institution revenue too.

M. Parker: Starting next year, we will also have the men's and women's soccer added into that ticket revenue.

K. Hartley Hutton: To your point, you are right. The ticket revenue is important, but it is a small piece of that revenue right now. We would like it to grow exponentially.

D. Miller: So, the revenue numbers also include whatever the institution is paying for athletics?

K. Hartley Hutton: Yes. From a budget standpoint, absolutely.

L. Roberts: Do you know how many students regularly attend games that are right here in the area? I assume they are happening on campus. I have never been to one. Do students get free tickets?

M. Parker: All students, as part of their student fees, do get free admission into all ticketed events. All of the other sports are just open to everyone. Also new this year, in case you did not know, all faculty and staff receive free admission to all of our ticketed events. If you want to go to a men's or women's basketball game this winter or a men's volleyball game this winter, all you have to do is show your faculty ID at the ticket box office and you do receive a free general admission ticket to the event. We would love to have you come out and join us.

L. Roberts: I get students who ask me to come to games, but I never hear students talking among themselves about sports. I don't know why. It might happen, but I don't hear it. I just wonder why they are not all excited, especially since they are living right here next to campus and looking for something to do.

M. Parker: We are trying to grow that. We have a student organization called the Herd that is doing a really good job of kind of cultivating that spirit and wanting to go to the games and cheering our teams on. They are doing a great job as a student organization to cultivate that.

A. Nasr: Just a clarification, I don't know if I heard this right, revenue includes whatever the university is paying for athletics?

K. Hartley Hutton: In terms of how the budget works, yes, you are going to expenses and revenue. That revenue, we can break it out because we would like to know different pieces of revenue, that absolutely could be done.

A. Nasr: Are you suggesting that the university is considered as an external source paying into athletics?

K. Hartley Hutton: No. I wanted to be transparent in that the resources that each institution that dedicates to athletics helps build this budget.

A. Nasr: Okay. Thank you.

K. Hartley Hutton: It is not an external source.

E. Mann: Was I understanding correctly that you said that the information in here is a little outdated because of the timing of this report as requested? Would you recommend that we request this at a different time?

M. Parker: If you would like to see more current data, which would be EADA data. You are not going to see that come out until after December. So, the timing of the report, if it was requested in the spring then it would have more relevant data. I try to include as much 23-24 data as I had, but really a lot of this comes out of EADA.

E. Mann: Perhaps in combination with taking out those outdated questions we could also request this be a spring report.

M. Parker: Yes.

D. Miller: There was a kind of net of almost \$1,000,000 this last cycle. What happens to that extra \$1,000,000?

M. Parker: That \$1,000,000 doesn't include a lot of the facilities things. Regardless of athletics on campus, we would still have electricity, water, and heating. Those things are what bring those figures down. The EADA and the NCAA audits that we provide based on those questions don't necessarily take into account all of the other parts of the university that we have to pay for in athletics.

K. Hartley Hutton: Indirect, I think that is what you are referring to, and that is the category that the EADA calls this money that is not real money is the best way I can put it. You have to capture the other resources. Time from facilities on campus, IT, HR. There is a formula for that in that EADA report. It is confusing. The other thing to mention is the audit's timing caught revenues at the end of that year from the NCAA that then applied to a different year. We can get back to you about that. That is an important question because it is difficult to explain, and I would like to get with our budget manager and then we can get you more correct information. Would you like a follow up there?

D. Miller: Sure. Yes.

A. Nasr: First, thank you for this wonderful presentation and detailing everything. I appreciate both of your feedback and the transparency that we so need. A couple of questions. I don't know if you are able to answer them, but I will shoot them anyway. What is the percentage of student athletes in our entire student body population? Any chance you might know?

M. Parker: Whatever 283 divided by 7,000 is. We have 283 student athletes.

A. Nasr: 283. Okay. From the budget standpoint, how much of that goes to academic support and the other things that students require in athletics?

M. Parker: Are you saying academic support specific to athletics?

K. Hartley Hutton: I can follow up with you on that. Just to be clear, are you asking, how much of our budget is dedicated to academic resources to support the student athlete experience?

A. Nasr: Yes. Thank you.

M. Parker: I don't know that number.

A. Nasr: That is all right. Thank you.

M. Parker: I do want to throw this one statistic out to everybody. I think that it is important for everybody to have this understanding. It was surprising to me when I took over this role. Does anybody know what the percentage of our student athletes on campus that have a full ride, which means their entire college is paid for, meaning tuition, books, room and board? Only about 13%. So, we have 250 student athletes on campus that are paying tuition, room and board, and books. I think

that it is important to understand that our student athletes are paying tuition. They are paying for housing here on campus. I think that it is important to understand about our student athletes.

L. Roberts: Can you tell me a little bit about the range of that? I have had students say things about that and I don't always understand what they mean.

M. Parker: They could receive a portion of a full scholarship. So, they could receive just tuition, or they could receive just books, or they could receive just room and board, or maybe a combination of those. We have a good percentage of our student athletes that receive nothing. They pay just like every other student here on campus and they dedicate their time to our university.

K. Hartley Hutton: If I could just expand on that a little bit, it depends on the spectrum. Basketball teams nationwide, we all know that they are expensive. It is a full scholarship sport. It's the premier sport in the Horizon League that we chose to join. We dedicate a lot of resources to basketball, men's and women's. Track athletes are very important too and their experience on our campus. I think the best example is the notion of their revenue to the institution. There is a net gain to the institution in the sport of track and field because we dedicate the S&E, scholarships, salaries of our coaches, what they are bringing in a net value in tuition and all of the other things. A lot of them live on campus and fill the dorms too.

S. Buttes: You showed the ESPN+ revenue and viewership, and the number of visitors. Is there revenue tied with ESPN+ or is that a cost to be on ESPN+? Does the university receive revenue for being on ESPN+?

K. Hartley Hutton: The league gets revenue from ESPN. The expectation is that every Horizon League member does X amount, I think it is around 46 or so minimum of invests in that many broadcasts. There is a Horizon League distribution that comes to us too.

M. Parker: So, we do get the funding.

K. Hartley Hutton: Another exciting thing is that a couple of times our basketball teams have been selected to be pushed to the nonlinear platforms, which is national coverage. Pretty cool. I don't know if you remember, we had an actual ESPN truck doing a production on our campus from the Gates Center. You couldn't possibly pay for that sort of advertising. But you must be selected to do that.

H. Park: This is not directly related to your report, but I was wondering if you could comment if we are planning to have an ice hockey team at PFW?

K. Hartley Hutton: Are you proposing a donation?

H. Park: As you folks mentioned, there is an impact on the marketing.

K. Hartley Hutton: I think there is always a platform for discussing potential sports that would enhance the university. We only have had men's indoor and outdoor track I think for four years. We added it back. But the business plan was very careful so that it did end up in a net revenue to the institution with the enhanced enrollment. We could perhaps have a Title IX issue, but with men's and women's both then maybe not, with proportionality and participation numbers. Hockey is an extremely expensive sport. Ice is very expensive, as you know, if you are a hockey person. Insurance, already very expensive, does nothing but go up for us. So, I would be very cautious about it. I am open to all discussions, but that would be a challenge without a donor who would like to support it.

V. Maloney: It would be helpful to have a breakdown of the revenue that was provided.

K. Hartley Hutton: I will follow up. Would you like it to be more external revenues versus what the institution reports?

V. Maloney: Both.

D. Miller: The average salary for a coach, I believe I saw it earlier, was like an \$80,000 salary. I know there are some coaching positions that are well paid on this campus. It must indicate that there are some that are volunteers. There must be a number of zero salary volunteers.

K. Hartley Hutton: Yeah.

D. Miller: I was just wondering what that distribution looks like, and if the mean is actually the appropriate thing to display. It must be highly skewed distribution. I am wondering what the median salary is.

M. Parker: These are the only items that are in the EADA report, so I wouldn't have that information.

K. Hartley Hutton: But, you are right. There is an outlier. It is way out there. And then it is more like a range of probably between 50 and 65 for the other head coaches.

D. Miller: Gotcha.

K. Hartley Hutton: For perspective, two head coaches, and this is public information, so please look it up, make north of six figures.

B. Buldt: I'm delighted to see this transparency going on here. So that your answers do not get lost, maybe we can put it together and add it as a Senate Reference to the next minutes of the meetings so that everyone can go back and read the questions and have your answers. Just an idea. Thank you.

C. Gurgur: Basically, report the revenue breakdown for the senate minutes. If we can get an email from you by the December meeting, then Josh can put it into the minutes. If it is possible by December. If you feel you need more time...

M. Parker: We will try. It is a very busy time of the year.

K. Hartley Hutton: I like deadlines. We will try.

C. Gurgur: The December Senate meeting deadline is actually November 15, which is this Friday.

M. Parker: That is not going to happen.

C. Gurgur: If you can get it to us by December 6, that is for the January meeting.

K. Hartley: For the time it deserves and to make sure it is correct, we do need more time.

C. Gurgur: I can understand that. We understand that. As soon as possible. If it is possible by December 6, that would be helpful. Again, if you really need more time then you can ask for it. Josh and I, if we can get those questions answered in the archived minutes, then it would be helpful in a way to publish what our Senators are asking for.

Please see attached Senate Reference No. 24-19 (2023-2024 Athletics Year in Review).

K. Hartley Hutton: One thing that we didn't do a respectable job of capturing for this report is the community service and campus service that our student athletes perform and want to be involved in. For example, this fall they did a voter registration event. They are very socially aware and engaged.

M. Parker: I think they had like 60+ student athletes that registered to vote during that event, so that is huge.

K. Hartley Hutton: The reading they do in the community at elementary and middle schools is pretty cool as well.

M. Parker: This is part of our student athlete leadership team, some of the things they are doing, they have pen pals at Holy Cross Lutheran, and they write letters back and forth with them, which I think is a great academic support of working on letter writing, which a lot of people have lost that art. So, they do that, and those students get so excited when they get letters from them. They ran a track retreat event and invited the public. Each of the teams on campus had their own booth and dressed up and interacted with our youth. The men's basketball team has worked very heavily with the Boys and Girls Club here in town. They put in thousands of hours of volunteer work. That is our name out in the community. They do a very good job with that.

K. Hartley Hutton: If I could give one other update to this group, because we did talk at length about the benefits of the Horizon League and that transition from the Summit League. It was very

expensive in terms of the travel and the fact that we didn't have a lot in common. Someone mentioned our peers and how we got there. Those are non-football schools who are more like us in terms of the sports offered. We offer 16 sports. We looked to identify peers who are similar in terms of sports offered too, and the Summit League had a lot of football schools and we had to put our student athletes on planes to get there, so very expensive and inefficient. We have one more sort of series of payments to get into the Horizon League. We have one more. All of that is externally funded. So, that is an update for the group that I know we did that a few years ago.

M. Parker: With being in the Horizon League and having the teams much more close by our student athletes are in class more and not out of the class traveling as much, so that has been a huge improvement.

K. Hartley Hutton: Yeah, we have one remaining entrance fee payment remaining. It has been very good for us.

R. Elsenbaumer: I just wanted to thank Michelle for not only the presentation, Michelle was the one who put this whole presentation together, all of the information, all of the data, and I do very much also appreciate your experience and perspective. Thank you.

(Several questions asked by Senators received a written response after the meeting. Please see below for the answers to those questions).

What is the surplus in Question 6?

- The surplus in FY23 is largely from direct transfers from the institution. In FY23, to clear up and existing deficit (that existed in the accounts but does not reflect in the current year's reporting because the expenses were reported in previous years), there were \$683,202.13 in transfers to Athletics that show as excess revenue but are simply covering/offsetting existing prior year deficits.
- The remaining surplus amount is from NCAA/Horizon League distributions for the FY24 year which were received prior to the FY23 close. The FY24 initial distributions of \$234,842 were posted in June. Due to some additional overages in FY23, we utilized some of the funds for expenses in that year resulting in a carry forward of \$189,212.87 of these funds.
- Note: These numbers are for reporting purposes only to the NCAA and Horizon League and do not reflect the true accounting numbers reported to the Purdue system.

Define and identify revenue and expenses related to athletic academic support

- Mastodon Academic Performance (MAP) Center Expenses and Revenue
 - Salaries (Expenses) Assistant Athletic Director for MAP and two Athletic Academic Specialists 2023-24 \$151,187.40
 - NCAA Academic Unit Funds (Revenue) – Based on our academic achievement from NCAA 2023-2024 \$141,650.00
 - ProFed Donation (Revenue) annual \$6,000.00

Define job responsibilities related to athletic academic success and retention

- Retain and bridge the gap between campus advising and NCAA requirements to participate in DI Athletics
- Monitor Athletic Eligibility
- Track semester by semester grades/GPA
- Teach 4 section of HPER Freshman Success course (no overload pay), tuition revenue to institution
 - Civics Literacy Prep for exam
- Advise and support student-athletes engagement through SALT (Student-Athlete Leadership Team)
 - Community Service
 - Engagement with Horizon League
 - Campus Service and Engagement
 - Voter Registration Drive
 - Halloween Safe “Track or Treat”
 - Team Impact (signing children with serious illness/disabilities to the team rosters for two years) Women’s Volleyball, Men’s Volleyball, Baseball, Men’s Basketball
 - Self-Funding of SALT – through fundraising events SALT self-funds (even though they are a recognized student organization)
 - Donations to local charities
 - Endowed their own scholarship
- Support student-athlete development and wellness
 - Power of Positive Leadership Workshops
 - Education: Healthy Relationships, OneLove, Bystander Education, Situational Awareness, Transition out of Athletics/Graduation
- Recruitment of students to attend Purdue Fort Wayne
 - Meet with potential recruits
 - Work with campus advisors to evaluate transfer students and continuing students for continued success

Are there any FERPA regulations that need to be considered when reporting grade checks for student athletes?

- All student-athletes sign 2 Buckley releases which allows
 1. Disclosure of academics to the NCAA
 2. Disclosure of academic information internally to Athletic Department staff, which includes coaches.
- MAP Center, Administration and other staff are covered by existing FERPA and are permitted access to academics of student-athletes as needed to perform job duties.

In discussion with the Registrar, it was confirmed that the following are appropriate means to share grade information:

- MAP Center has access to Navigate, so sharing of grades through that platform would work

- Brightspace – used so that grades are being calculated as coursework is completed (I.e. not leaving the unsubmitted work as 0% until completion.)
- Completing Grade Check requests sent out by the MAP Center

Describe and define external revenue to athletics.

- a. External revenue
 - i. Ticket sales - \$104,378
 - ii. Guarantees - \$256,616
 - iii. Contributions - \$618,491
 - iv. Gift-In-Kind - \$138,885
 - v. NCAA Distributions - \$792,496
 - vi. Concessions - \$26,931
 - vii. Royalties & Sponsorships - \$202,319
 - viii. Endowment Income - \$225,519
 - ix. Other Operating Income (Gates rental fees, entry fees, equipment sales) - \$25,461
- b. Net Revenue to Institution
 - i. Tuition, Fees, Housing - \$1,301,969 (after scholarships applied)
 - ii. HPER credit hours -Pure tuition revenue as coaches and MAP staff do not receive overload to teach these classes on an annual basis

What are the head coaching salaries in relation to other schools in Horizon League (HL)?

Some 2023-24 data is provided since it was available and more current for context.

<u>PFW</u>	<u>HL avg</u>	<u>HL Median</u>	<u>Rank in</u>	
			<u>HL</u>	
<i>2022-23 data</i>				
64,942	74,427	76,288	9 of 10	
53,040	69,254	65,951	9 of 10	
52,020	57,728	59,983	6 of 6	
54,060	66,660	71,040	8 of 9	
49,184	65,191	66,500	11 of 12	
50,000	48,632	47,835	5 of 10	no Asst. Coach
48,000	46,966	48,000	4 of 8	no Asst. Coach
49,980	56,187	56,480	9 of 10	

2023-24 data

235,000	362,699	350,000	10 of 11
158,223	172,870	166,348	10 of 11

6. Unfinished business: There was no unfinished business.

7. Committee reports requiring action:

a. Executive Committee (Senate Document SD 24-8) – J. Nowak

J. Nowak moved to approve Senate Document SD 24-8 (Approval of Replacement Members of the Educational Policy Committee, Nominations and Elections Committee, and Honors Program Subcommittee).

Resolution passed on a voice vote.

8. New business: There was no new business.

9. Question time:

a. (Senate Reference No. 24-17) – S. Buttes

To the members of the Programs Subcommittee:

Could you provide a report to the Senate on the progress and status of implementation of SD 23-5: Revision of General Education Program? There have been rumors of difficulties, challenges and pressures from various parties (both on and off campus) regarding the program. To dispel rumor and establish fact, it would be helpful to have an update provided to the full Senate about how the Programs subcommittee is carrying out the charge that the Senate has given to the subcommittee.

S. Cody: Thank you very much for this question. For those of you who don't know me, my name is Steven Cody. I'm from the Department of Art and Design, and for my sins, I chair the Programs Subcommittee. I've been asked to speak about the Subcommittee's work on the new General Education Program.

The Faculty Senate established the new General Education Program by passing SD 23-5 on January 8, 2024. The document was later amended on March 11, 2024.

Since the start of this term, the primary task of the Programs Subcommittee has been implementing the procedures laid out in SD 23-5. This process began early: Terri Swim (Associate Vice Chancellor for Academic Programs) and Kent Johnson (Executive Director of Academic Accountability and Student Success) conducted a systematic review of classes in the

current GE program. The goal was to identify which courses already met the new program requirements outlined in SD 23-5.

The ensuing timeline is as follows:

September 25, 2024

- The Gen Ed Task Force – a selection of the Programs Subcommittee – meets and approves 159 current GE courses that already meet the new GE requirements. The Task Force also establishes procedures (i.e. a Qualtrics Form) for managing subsequent course proposals and or altering the designation of any of the 159 approved courses.

September 26, 2024

- That list of approved courses is sent to the Deans for distribution and to the Registrars Office for catalog entry. The Deans also receive the Qualtrics link for additional course proposals.

October 18, 2024

- Deadline for the submission of course proposals. We received 137. These are divided among the five faculty members on the Gen Ed Task Force. All evaluations are due to me by 10/26/24.
 - I organized the evaluations, reviewed any potential issues noted by the committee members, and recommendations decisions to the committee.

October 28, 2024

- The Gen Ed Task Force meets to review and approve the evaluations. The organization system I adopted allowed us to work through the evaluations in groups before spending time with particular courses that warranted special attention. We approved 103 course proposals at this meeting.

October 31, 2024

- The list of 103 additional approvals is sent to the Deans for distribution. This list also includes explanations for any negative decisions issued by the Task Force.

November 1, 2024 – Present

- Key members of the Programs Subcommittee are working with the Registrar’s Office to develop the 25-26 catalog. We are also addressing any concerns/questions that pertain to the GE course proposal evaluations.

As to the rumors mentioned in the Question, I’m not sure how to respond. I haven’t felt pressured by any party (on or off campus) with respect to the GE program. There have been

some difficulties and challenges, but we're talking about the types of challenges you'd encounter on any university committee. In fact, I think we've faced far fewer challenges than one would expect given the nature of our undertaking.

If anyone present has specific questions, I'm happy to address them to the best of my abilities.

S. Steiner: What would be the appropriate way to find out what's happening with the courses? Should we reach out to deans?

S. Cody: If I am understanding correctly, you are saying you proposed a course and you have not yet heard the results.

S. Steiner: I haven't heard a word.

S. Cody: Have you not received anything like an approval yet? You haven't seen that?

S. Steiner: Nothing.

S. Cody: Yeah, the first thing I would recommend is to contact your dean. You could copy me on the email as well.

C. Gurgur: The best course of action is to send an email to Janet Badia by copying Steven Cody and mentioning the Senate meeting, and then you go from there.

S. Buttes: I have two questions. I will start off by saying rumors are rumors, so we will just leave it at that. But the two questions I have about the report, the first one is about the task force. How was that developed? And then the timeline, at some points it is the Programs Subcommittee doing things, and then other times it is the Task Force. I wanted to know where and how decisions are being made. And then the second is, is there an organizational document prepared for Senate to look at so just in case there is miscommunication, we can see what the decision is at various points?

The meeting is suspended at 1:15 until noon, Monday, November 18, 2024.

Session II
(November 18)

Acta

Senate Members Present:

K. Barker, S. Buttes, S. Cody, B. Dattilo, Y. Deng, R. Elsenbaumer, K. Fineran, R. Friedman, J. Givens, J. Johns, M. Jordan, D. Kaiser, J. Lawton, V. Maloney, E. Mann, J. Mbuba, J. McHann, D. Miller, P. Mishra, D. Momoh, A. Montenegro, A. Nasr, I. Nunez, E. Ohlander, D. Ohlinger, H. Park, L. Roberts,

P. Saha, R. Shoquist, S. Steiner, D. Tahmassebi, M. Wang, M. Wolf

Senate Members Absent:

N. Adilov, A. Backer, J. Badia, B. Berry, A. Blackmon, B. Buldt, C. Drummond, S. Elfayoumy, C. Freitas, M. Hammonds, S. Hanke, S. Johnson, A. Khalifa, J. Leatherman, J. Lewis, T. Lewis, J. Li, H. Luo, D. Maloney, G. Nakata, J. Nowak, J. O'Connell, J. Rouleau, S. Schory, K. Stultz-Dessent, K. Surface, K. White, Y. Zhang

Guests Present:

S. Carr, T. Grady, C. Kuznar, C. Marcuccilli, J. Rupp, T. Swim

C. Gurgur reconvened the meeting at 12:00 p.m. on November 18, 2024.

9. Question time:

a. (Senate Reference No. 24-17) – S. Buttes

Thanks to everybody. The questions I asked at the last meeting were about a Gen Ed Task Force within the Programs Subcommittee. At some point, it seemed that the task force was making decisions rather than the Programs Subcommittee as a whole making decisions. So, it was more just trying to find out what the decision-making process was about whether a course goes in or doesn't go in, does this impact departments and the opportunities students have or don't have at the university? I think it is something that the Senate should be able to know. The second thing is that there is a document that was prepared and sent out, I was wondering if that could be made available to the whole Senate? Those were the two questions.

S. Cody: The Programs Subcommittee is one of these kinds of large monstrosities that combines General Education with oversight of Military Student Services and Civics Literacy. I think those are the three things there. What that means is that in those distinct roles you could light up certain parts of the committee. Not everyone is involved in things like military services or things like that are going to happen to weigh in on something like Gen Ed. So, the Gen Ed task force is what we did when we lit up a part of the committee that is currently involved in any type of gen ed work. That is all the faculty members and administrators like Kent Johnson, who oversees gen ed. That is people from the Registrar's office. Everyone that must be part of that discussion would join the Gen Ed Task Force. The faculty members that are part of this committee will be involved in every component. That is what it means to be a faculty member on this committee. In this document I typed up, when I use Programs Subcommittee and Gen Ed Task Force, I am using them interchangeably because we have most of them on the Gen Ed Task Force. It is just that we don't necessarily have to trouble everyone if that is not something that is in their purview at all. That was part one.

Part two, if I am understanding Steve correctly, what you are asking for there is a kind of internal document where I took all of the different evaluations that the committee members made, synthesize them, and then came up with the recommendations based on what committee

members said if it was passed. If it passed with flying colors then it was just coded green, right. If it needed discussion, it might be colored orange, and so on. The recommendations that we used as we kind of voted through an approval of a course for the General Education program, I am disinclined to make that available and circulated widely. The reason is because we are already circulating the final decisions, the ones that were approved, and the ones that weren't approved, along with the reasons why we aren't approving. To add another list to that and to send out more excel sheets and information that probably isn't relevant or meaningful to anyone that wasn't part of that discussion only invites further confusion. So, I think with the materials that are already disseminated, the final decisions, that should be pretty sufficient, and we are I think in the process right now of pulling together a definitive list of every course that is in the Gen Ed program. That will circulate as well, but those internal documents should stay internal.

S. Buttes: I can understand that. It's more about the importance of courses that aren't going in. It's more about understanding why they aren't going in or to what led to significant changes. I think that everybody should care about what the Gen Ed program is. Everybody should care about the experience that students are having. I am passionate about this issue, and willing to accept that, but I think all of us need to be concerned. I understand the reasoning behind it. I understand the final decisions. It's more just wanting to know, based on what we decided as a Senate, the changes to the Gen Ed program, to what extent is that being cared out, and to what extent do our internal workings need modified in some way or are they successful executing the Senate Document? It is more about the process and the Senate planning. I have every confidence about that. It is more about what is needed and just getting a report. I am thankful to those for putting in all the hours.

D. Kaiser: You may have already told us this, things that were already Gen Ed, are those 100% approved or are those not 100% approved? Those things that aren't getting approved, are they new or were they approved previously?

S. Cody: The Senate Document that passed the new Gen Ed program, SD23-5, made certain changes to what could count as Gen Ed courses. For example, it used to be that you could be a portion of learning outcomes or a category like ways of learning category, now you must be all learning outcomes for that to become a category. When Teri Swim and Kent Johnson every year they looked at the current classes of the Gen Ed program and they compared them to stipulations of new programs they said, "we have a section of courses here with what is expected of the new program, we can now approve those over." That list was one of the first things we did in our first meeting. If they are already approved, then this is great. If they are already doing what we are asking them to do, then let's just move them right over. Another stipulation involved prerequisites. So, if a course did not meet a stipulation for the new Gen Ed program it would have to go through an expedited reapplication process, and that expedited reapplication process said can you adapt this course to make sure that it does meet all learning outcomes in your category, have you already begun the process of removing the prerequisites? If the faculty member submitting that for approval said yes to both of those things, then it basically sailed right through, probably because it had already been approved for Gen Ed. If those were answered in the negative, like, no, actually we are going to keep the prerequisites then suddenly it doesn't

qualify as Gen Ed. If they haven't begun the process of removing prerequisites then it couldn't be entered into the catalog for 25-26 as Gen Ed and would have to reapply in the future once we get that prerequisite process started.

C. Gurgur: In our monthly meetings with the chancellor and the provost, I think the Gen Ed program came up, given certain learning goals in the Gen Ed, like internationalization, globalization, DEI initiatives, inclusion, and belonging. I think we all need to contemplate and reflect. Gen Ed is important, especially given how the students start here with their initial experience while taking their first-year classes, I think, is key. Sometimes they make the decision to stay here, or they go somewhere else, including the regional competitors out there.

S. Cody: Sorry, this is just a clarification about one of the things you just said. So, are you saying that there has been a discussion happening on whether we might need to change the language of DEI or equity and inclusivity?

C. Gurgur: There are some goals that we would like our students to achieve, for instance, globalization and geopolitical risk management. I just wanted to bring this up if I am reflecting correctly and if our chancellor would like to correct me. The conversation came like that, and Carl is not here today, but he was the one mentioning, in fact, the College of Liberal Arts made some changes in the Gen Ed course offerings. That was his statement. He said we did work with Janet, the dean. He made some remarks, and I just wanted to bring this up. Would you like to add something or correct me?

R. Elsenbaumer: You handled it exactly correct.

C. Gurgur: So, a conversation came up. Gen Ed work came up.

S. Cody: I just want to make sure I have clarification here. Are you saying that the term DEI, that this phrase is going to become politically contentious? So, you are looking for something a bit more neutral to express the same ideas?

C. Gurgur: So, the conversation came along those lines, and then the provost specifically mentioned that he already directed the dean of the College of Liberal Arts to adjust certain offerings. That was the statement that I remember. We said when it comes to DEI, DEI also includes our underrepresented students, so, we can emphasize academic achievement for underrepresented students. I think we are budgeting for \$1,000,000 in the DEI efforts, as our chancellor mentioned. Basically, the state can come back and ask us "so, you are spending \$1,000,000 on DEI, what are you exactly achieving, and so on." I think that was the statement. Nobody is suggesting or pressuring that we need to do certain changes, but Carl Drummond already mentioned, "I worked with dean of..." He mentioned Janet Badia's name. So, I think they are working on the side to make some adjustments.

L. Roberts: It would be hard to believe that my two questions do not have to do with what you just said, but they do not. One is Steve Cody. Do you have a way already worked out, I think you do, but I am not sure, for people to send new proposals, let's say, next year for Gen Ed?

Secondly, once a course has been submitted as Gen Ed, if you think it doesn't work as a Gen Ed, let's say you would prefer it to be a COLA thematic area course that only people in COLA would care about, is there a way to withdraw your course from Gen Ed and not do damage to the Gen Ed program so that you could put it elsewhere if that was what you thought as the professor of that course?

S. Cody: If we are talking about the next wave of proposals, it is going to look remarkably similar to this past way in just managing the information. There might be some subtle changes in that this time around we are not expecting 150 proposals in each clip. We will be asking again for assessment reports, but that is not yet live and activated. We are all catching our breath after this, but it will be coming out in due course.

I have not thought about the process for withdrawing a course from Gen Ed. In theory, it should be pretty easy. You could email the Programs Subcommittee chair, in this case it would be me, and ask them to do this, and it should happen without any hassle. I don't think one course dropping is going to dismantle the whole Gen Ed program by any means.

L. Roberts: So, what I mean is if, for example, you found that "oops, this doesn't work," retrospectively no one that was already taking it for that would be penalized on my end, but will the state have a problem if suddenly it was there one year and two years later it is no longer on the list? That is what I am wondering. But this may be beyond what we can answer at this meeting.

S. Cody: I don't know how to answer the question, but if you withdraw a course from the Gen Ed program let's say in two years then no one that took it for Gen Ed credit before will suffer because it will be in their catalog. Their catalog year will be there and then people will come in under the next catalog year, they won't have that choice, so it will just be a nonissue.

A. Nasr: When we started this conversation today, I was just contemplating so many issues going on at the university, state, and the United States as a whole. In fact, the world. I am hesitant to say what I am about to say because it's either obvious or maybe it doesn't make sense, so bear with me please as I form this sentence in a way that is conducive to our discussion. I'm wondering if, we have a General Education program, we think of it as courses, as you pretty much put how we are coming here every Monday at noon with "why do we have to be here?" I think there is an attitude about General Education courses or liberal arts education in general with students at large. That's a phenomenon, which I think is really really sad, specifically in today's environment where we are so divided, where we can't really seem to see one another as human beings. It's particular to our university in the sense that we say we offer General Education courses, and Steve and committee, fantastic work, kudos on all the demanding work that you put into this. I just wonder all of this work that is going in, it really doesn't mean much

without the infrastructure of having students basically wanting to take these courses, and by wanting, it's not like we are going to throw candy for them to kind of go in and take it, but it is rather, we have to have an environment that this is a university about an all-encompassing education. This is not about the low-end study, your such and such specialization, walk out of it and you get a job and that's it. I think we are at a loss that a university education, and this is where I am being redundant here, is not about the job that the student takes after college. That's not the measure of success. The measure of success is basically what they have made of their 120 credits in their time here, the influence that they will be having on their lives, their environment, and their careers in general.

So, going back here, I am just wondering what kind of conversations are going on in terms of first, the attitude toward General Education, whether it is through advising, whether it is through non-liberal arts, or non-Gen Ed programs. How have we been talking about this because I can't imagine courses in the General Education program not informing another, like sciences or engineering or music or communication in my case, right? I wonder how it is that we are approaching education in general? I know that is a very huge question, but how is it that what we do here is a holistic kind of knowledge acquisition and education so that students can walk out of here as responsible citizens, as human being who see other people, and their differences, and their whatever? I think that that would at least begin to scratch the surface of the feeling of belonging, and kind of accounting for other people who do not agree or see things the same way.

C. Gurgur: Would you like to respond to him or was this a different thing?

S. Buttes: This is a separate thing, but it is related to the conversation that was happening around if a course is removed from Gen Ed. It was a follow-up question to that conversation.

C. Gurgur: Okay. I think I did see Jim's hand first and then we will go to Erik and then if you would like to respond as the Programs Subcommittee chair. I am sure Jim also has some good points to add. He was making the system perspective, whatever course you are taking.

J. McHann: I just wanted to express a great appreciation for what Assem is saying. I teach in the business school, and most of our students come in with the thought that the primary reason for being here is to get a good job eventually. Our school kind of lends itself to that perspective, but I think almost all of us in the business school are constantly conveying to our students that they are here to prepare for being able to make a living in the world, but more importantly, to become educated to become a more humble person because they have a broader, wider, more diverse, more interdisciplinary, perspective. So, we are always trying to work with both of those. We are kind of bifocal in that regard. We need both of those lenses. I really think that there is no necessary tension between those things. In fact, again, our students need both. They need a good education, and they need to be able to make a good living. They can do both.

E. Ohlander: I just wanted to respond to Assem's comments. The Gen Ed Subcommittee answered those questions in the document that was passed, and there was a description of solutions. What it is going to boil down to is faculty in conjunction with Kent Johnson's office

developing an actualization of these ideas that were discussed and brought forward. We need to be creative, and it can be done. So, it is there.

C. Gurgur: That is good to know. I didn't know because I can easily attest that the Gen Zs would like to have badges. They would like to know why they are doing this. They would like to earn certifications. It is like for them, what is the final product outcome? Okay, I need to take this course anyway, but what can I do with this? Those tangible badges help to motivate them, other than just saying "oh, you need to take this course because you have to." It's those little things they like to hear for success and recognition in the outside world. That is a great idea. I wasn't aware.

E. Ohlander: It is in there. It is in the proposal. It needs to be adopted. It is just a matter of putting in the work.

C. Gurgur: Do you know when this will be a proposal?

E. Ohlander: Just when it comes back.

S. Cody: Just to echo everything that Erik was saying, I wanted to bring up the fact that in SD23-5 this idea was put forth that somehow, we need to give students a programmatic review of Gen Ed, so it is not just a set of requirements to take, but it was sort of a philosophical overview that education is not just about getting a job. Some of the thematic clusters that were outlined here, we talked about expressions of human experience, technology and digital skills, global visions, humans and the physical environment, intellectual understanding, self and society. Those are kind of like the baseline thematic clusters that we had. My plan is going forward, we first had to get the Gen Ed program up and running and described in the catalog. Now that that work is at the end stages of being done the committee is going to come back in the spring and sit there and look at the course offerings we have and figure out if we can start to group them in these thematic clusters. We can then start circulating those suggestions to the deans, chairs, and faculty to start a dialog about how we fill that out. So, that is definitely a kind of next step. It's just that the first step was making sure that we had Gen Ed courses in the catalog.

C. Gurgur: For instance, you mentioned global vision, it is like, are you aware of what's going on around the world? With the geopolitical risks, rename cluster global vision to globalization and geopolitical risks. I think Gen Ed is such a program that needs to be updated regularly, even those badges and titles, to reflect and to become relevant to the student body. That is how I feel with my interactions, especially at the undergraduate level. You must make them understand that this is relevant for this reason, or for that reason, and so on.

S. Cody: The wonderful thing about these thematic clusters, and what is different than, say, the ways of knowing categories is that if you are in the ways of knowing category you can only be in one way of knowing category. So, if my classes are in artistic ways of knowing then I can't also place them in another category. That is not how it works. I just pick one. These thematic clusters, you can put your classes in different clusters. I can sit here and say that my art history class can

work toward global visions and expressions of human experience and humans in a fiscal environment. That is just how it aligns. There are a number of ways that students can develop different paths through the Gen Ed program that will give them a real sense of what they will gain from different components of the degree program.

S. Buttes: Just really quick. When a student changes catalogs, when students change degree programs, they go under a new program in the catalog, so they are under an earlier Gen Ed program, my Blueprint will pull what is in the most recent catalog. So, if they had Gen Ed credit, when they go to a new catalog, my Blueprint won't pull. So, if we want to make sure that that stuff counts for them then we have to actually go in and enter it.

10. Committee reports “for information only”:

- a. Curriculum Subcommittee (Senate Reference No. 24-13) – L. Roberts

Senate Reference No. 24-13 (Minor in Finance) was presented for information only.

- b. Executive Committee (Senate Reference No. 24-14) – J. Nowak

Senate Reference No. 24-14 (Charge to University Resources Advisory Committee Concerning Daycare at PFW) was presented for information only.

- c. Executive Committee (Senate Reference No. 24-15) – J. Nowak

Senate Reference No. 24-15 (Charge to Formulate a Formal Recommendation on Director of Graduate Studies) was presented for information only.

- d. Executive Committee (Senate Reference No. 24-16) – J. Nowak

Senate Reference No. 24-16 (Statement on Senate Questions) 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 1:12 p.m.

Joshua S. Bacon
Senate Clerk

MEMORANDUM

TO: The Fort Wayne Senate

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

DATE: August 23, 2024

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

Annual Report of FAR Activities

As set forth in the Purdue University Fort Wayne Faculty Athletics Representative Position Description, this is the annual report of the activities of the Faculty Athletic Representative (FAR) for the Academic year 2023-2024. The report is traditionally requested in April but since I started the FAR role in August and it is to encompass the academic year, I am submitting it at the end of July to accurately reflect all of the activities that I have completed and not have any crossover from the previous FAR.

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

One of duties of the FAR is to ensure that student athletes are being treated the same as other students on campus. This means that they are not being given any extra benefits or advantages not available to other students or not permitted by NCAA policies. Whenever there is a grade change submitted for a student-athlete that could affect their eligibility, I am asked to reach out to the faculty member to make sure that the change in grade was due to the efforts of the student and not their status as a student-athlete. I am asked to follow-up on grade changes several times per year in a normal year. This year I worked with 4 student athletes with their grade appeals. All 4 appeals were miscalculations of grades and were corrected on the student's transcripts.

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

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

Each semester, there are a number of faculty who do not return the grade check forms sent to them by student athletes. These forms are critical in monitoring student athlete eligibility and to keep the university in compliance. When the student athlete's efforts to get the forms back are not working, coaches approach me to request that I reach out to faculty who have not completed the forms. I worked with Jason Baldwin over the summer to work on a new communication through Navigate that hopefully will increase the return rate of these grade reports.

Conferences Attended:

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

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

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

NCAA Regional Rules Seminar. June 2024. This meeting is usually a several day conference in person. Due to the pandemic the sessions were broken up across several different times during the summer and released as recordings to be reviewed. The conference holds meetings and trainings on NCAA rules and policies and the enforcement and application of said rules and policies.

Athletic Travel:

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

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

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

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

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

Committee Work:

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

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

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

Compliance Committee. This committee meets three times per year. The committee is composed of representatives from different areas of campus that affect student athletes (Chancellor, Registrar, Bursar, Compliance, Athletics, Student Affairs, Financial Aid, Institutional Equity, Office of Student Conduct and Care, etc.). The group coordinates to make sure there are no compliance issues with student athletes.

Faculty Senate Mastodon Athletics Advisory Sub-Committee (MAAS). I am the chair of this committee. The committee is a sub-committee of the Faculty Senate Student Affairs Sub-Committee. This committee met once each semester. Its purpose can be found in the Senate Bylaws section 5.3.4.3.2.

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

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

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

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

Athletic Attendance:

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

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

Student Athletes:

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

Student-Athlete Missed Class Worksheets. These worksheets are given to student-athletes at the beginning of each semester. The worksheets have the days of class that the student will have to miss for athletic events that are officially sanctioned by the university. The student-athletes work with the faculty member to come to an agreement and the faculty member signs the form. If there is a complication with a worksheet, or if faculty have concerns about the days the student athlete may miss, I am called on to mediate between the faculty member and the student-athlete regarding what can and cannot be missed as well as how it can be made-up. My goal is to help both parties arrive at a solution that is acceptable for both while protecting the academic integrity of the course and the students learning. This year there were 2 incidents that I was involved in mediating and we were able to come to an agreeable solution by delaying a travel time and allowing a student to Zoom into the classroom while traveling. Overall, the majority of faculty work with the student athletes and are willing to help them compete and do well academically.

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

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

Compliance Department:

The compliance department serves to ensure that all NCAA and legal rules are followed by the athletics department and that student-athletes stay within the rules to stay academically eligible. If there are violations the compliance department reports them and works through any consequences. Whenever there is a violation of NCAA rules and policies, I am required to review the case and sign off on any actions or consequences of the violation. This year there were 5 minor violations, and no major violations this year.

Academic Eligibility Certification:

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

Athletics Department:

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

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

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

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

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

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

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

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

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

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

Chancellor:

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

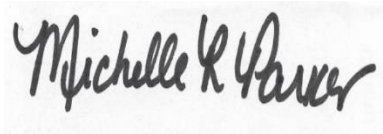
Horizon League:

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

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

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

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



Michelle R. Parker

Associate Professor of Practice in Information Technology

Faculty Athletic Representative

Purdue University Fort Wayne

Senate Reference No. 24-20

***FACULTY ATHLETICS
REPRESENTATIVE REPORT
2023-2024***

Faculty Athletics Representative Report

- What is a Faculty Athletics Representative (FAR)?
 - A FAR is a member of the faculty at an NCAA member institution who has been designated by the institution to serve as a liaison between the institution and the athletics department, and also as a representative of the institution in conference and NCAA affairs. The role of the FAR is to ensure that the academic institution establishes and maintains the appropriate balance between academics and intercollegiate athletics.
- Appointed by the Chancellor on August 15, 2023

Faculty Athletics Representative Report

- Academics
 - No Excused Absence Policy/Missed Class Worksheet
 - Help faculty and student athletes mitigate missed classes
 - Grade Changes
 - Validate that this is not on the basis of being a student athlete
 - 4 last year – all miscalculations of final grades
 - Eligibility Certification
 - Fall/Spring/Summer – verify each student athletes course/grades against eligibility standards

Faculty Athletics Representative Report

- Compliance
 - NCAA
 - Eligibility
 - Infractions
 - Title IX

Faculty Athletics Representative Report

- Committees Representing Role as FAR:
 - Faculty Senate Mastodon Athletic Advisory Board (MAAS)
 - Student Athlete Services (S-AS)
 - Compliance Committee
 - Mastodon Athletic Advisory Board
 - Student Athlete Leadership Team
 - Mastodon Athletics DEI Committee
 - Coaches Committee
 - Faculty Involvement in Mastodon Athletics

Faculty Athletics Representative Report

- Other Activities:
 - Meet with Chancellor, Athletic Director and Mastodon Athletics Advisors
 - Represent PFW at Horizon League, Faculty Athletics Representative Association and NCAA Meetings
 - Administer NCAA Research Surveys to selected Student Athletes
 - FAR Office Hours in MAP Center
 - Serve on Search Committees for Mastodon Academic Performance Center
 - Participate in Fall team meetings
 - Vote for Horizon League All-Academic teams for each sport
 - Submit nominations for Horizon League Post Graduate Scholarship
 - Monitor injury/concussions with classroom attendance
 - Meet with Potential Student Athletes and their families
 - Attended Masty's

Faculty Athletics Representative Report

- Attend Competitions

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

Faculty Athletics Representative Report

- Travel with Mastodon Teams:
 - At least 1 team per semester
 - PFW Women's Softball February 2024 – El Paso, TX



In response to SD 17-20, which calls for the establishment of goals and measures for athletics, it was discovered in the Faculty Senate archives that such measures and a method for reporting on such measures already exists in the form of SD 03-19. This document calls for an annual report by the Chancellor with set criteria and measures. The document calls for a report and presentation before the Faculty Senate each fall. Some of the measures called for are no longer relevant. This report is created for academic year 2022-2023 which is a year behind because EADA data is not available for 2023 until after the fall deadline of this report. If the Faculty Senate wishes to amend SD 03-19 to change or add other metrics or the timing of the report, it may do so following the established faculty governance system. This report contains a best-faith effort at addressing each metric and request. The intention of the Office of the Chancellor is to issue this report and present it to the Faculty Senate each fall.

The report also has attached the Athletics Departments Annual Report from that same year.

Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics

2022-2023

As requested in SD 03-19 following is the Chancellor's Annual Report to the Faculty Senate on Intercollegiate Athletics for the academic year 2022-2023.

Metrics:

1. Percentage and dollar amount of athletic scholarships funded from PFW administered scholarship funds.

Percentage of Athletic Scholarships compared to total scholarship funds: 13.3%

Dollar amount of Athletic Scholarships (does not include Summer 2023): \$2,587,238.51

Total University Aid: \$21,694,856

2. Percentage and dollar amount of athletic scholarships funded from the Chancellor's Merit Scholarship Fund.

This metric is now irrelevant as this type of scholarship has been eliminated. Academic Aid is awarded unrelated of Athletic Aid and therefore is not funding Athletic Aid.

3. Fees per credit hour used in support of intercollegiate athletics.

A student fee of \$9.33 per credit hour is used in support of athletics.

4. Percentage of total athletic budget funded by student fees.

Student fees fund 15.73% of total expenses.

5. Total dollar amount of costs of coaching staff and support personnel allocated to the general fund.

This metric is now irrelevant as a general fund subsidy is sent to athletic accounts. Determining how much of the subsidy is specifically attributed to salary and benefits cannot be determined.

6. Surplus or deficit in annual athletic budget as shown on the EADA report.

2022-2023 Surplus of \$906,704

7. Number of “major infractions” assessed by the NCAA in the past ten years.

The university has had one major violation in the last ten years. It was self-reported to the NCAA and was reviewed through the cooperative summary disposition process, with the infraction’s decision occurring on November 24, 2015. The university was given two years of probation and monitoring for the infraction. The probationary period was completed successfully, and the university has no current major infractions.

Secondary infractions are isolated and limited in nature and often inadvertent. Institutions are obligated to monitor their athletics programs and are required to report even the smallest of infractions. At Purdue Fort Wayne, we emphasize and cultivate a culture of self-reporting as we are committed to operating in a manner consistent with the letter and spirit of NCAA, Horizon League, MIVA and institutional rules and regulations. The NCAA considers an institution’s track record of self-reporting as a potential mitigating factor when deciding sanctions. Institutions that report no secondary infractions are scrutinized heavily. In 2022-2023, we submitted two secondary infractions: one related to transfer recruiting and one related to tryouts involving prospective student-athletes.

8. Win/Loss records in the various sports offered.

1. As of May 25, 2024:

	Baseball			MBB		WBB		MSOC			WSOC			MVB		WVB			Softball			Department			Pct.
	W	L	T	W	L	W	L	W	L	T	W	L	T	W	L	W	L	W	L	T	W	L	T		
2023-24	19	37	0	23	13	23	13	7	6	4	5	7	6	14	12	10	20	14	33	0	115	141	10	0.4511278	
2022-23	13	43	0	17	15	14	19	2	10	3	9	4	6	16	13	9	20	17	32	0	97	156	9	0.3874046	
2021-22	18	36	0	21	12	9	21	5	9	2	5	8	6	17	13	8	23	7	42	0	91	161	8	0.3587786	
2020-21	11	35	0	8	15	1	22	3	6	0	3	5	1	6	9	10	7	12	27	0	54	126	1	0.30110497	
2019-20	5	10	0	14	19	5	24	3	15	0	4	10	4	10	7	18	15	3	21	0	62	121	4	0.34224598	
2018-19	7	45	0	18	15	7	22	10	8	1	4	12	3	17	12	18	14	10	39	0	91	167	4	0.35496183	
2017-18	11	37	0	18	15	4	24	5	9	4	1	17	0	18	11	12	19	19	35	0	88	167	4	0.34749034	
2016-17	9	43	0	20	13	5	24	9	9	0	3	14	2	5	23	13	18	12	36	0	76	180	2	0.29844961	

9. Graduation Rates for the 6-year cohort period for student-athletes, with a comparison to the institution's graduation rate.

IPEDS Graduation Rate Surveys	<u>All Students</u>	<u>Student-Athletes</u>
2015-2016 Cohort	38%	77%
4-class average thru 2015	39%	62%

10. Student-Athlete GPA for the most recent fall and spring semesters.

	<u>All Students</u>	<u>Student-Athletes</u>
Fall 2022 GPA	2.88	3.22
Spring 2023 GPA	2.95	3.21

11. Attendance at athletic events.

Average single game attendance:

Sport	2021-22	2022-23	2023-24
<i>Women's Basketball</i>	589	501	724
<i>Men's Basketball</i>	1,109	1,450	1,255
<i>Women's Volleyball</i>	390	277	478
<i>Men's Volleyball</i>	448	542	663

Note: Attendance records are not kept for other sports and admission is free.

ESPN+ Viewership

	2021-21	2022-23	2023-24
Total number of home events broadcast	62	69	77
Total online minutes viewed	2,300,000	3,025,630	4,612,491
Total online unique viewers	111,521	131,790	152,999

12. Gate receipts.

Total Ticket Revenue (four indoor sports)

2015-16: \$91,323
 2016-17: \$260,937 (Includes \$170,644.75 from Nov. 11, 2016 Indiana game tickets)
 2017-18: \$93,929
 2018-19: \$91,691
 2019-20: \$93,173
 2020-21: \$6,435 (Post-COVID restricted attendance)
 2021-22: \$78,078
 2022-23: \$104,387
 2023-24: \$113,433

13. EADA comparable institution data, including gender-equity measures. The comparable institutions were selected based on their demographic, financial, and athletic similarity to PFW.

(note: 2023 EADA data is not available until after this report has been submitted)

1. Equity in Athletics Data Analysis (EADA) – Comparable Institutional Data – all for 2022-2023

	Purdue Fort Wayne	Cleveland State	Northern Kentucky	Oakland	Wright State
FT UG Male Enrollment	2,314	3,578	2,958	4,217	2,256
FT UG Female Enrollment	2,203	4,204	4,162	6,004	2,854
FT UG Total Enrollment	4,517	7,782	7,120	10,221	5,110
Total Male Participants	225	178	155	183	140
Total Female Participants	207	170	173	227	134
Total Participants	432	348	328	410	274
Total Operating Expenses Men's Teams	\$641,927	\$755,611	\$639,316	\$824,727	\$634,591
Total Operating Expenses Women's Teams	\$550,364	\$655,494	\$698,895	\$885,498	\$264,637
Total Revenues Men's Teams	\$4,547,340	\$5,273,845	\$4,824,499	\$5,387,864	\$5,144,465
Total Revenues Women's Teams	\$3,742,318	\$5,019,281	\$4,769,738	\$5,749,291	\$3,080,653
Total Revenues not allocated by sport	\$6,009,372	\$5,548,585	\$3,541,336	\$4,916,070	\$3,801,378
Total Revenues	\$14,299,030	\$15,841,711	\$13,135,573	\$16,053,225	\$12,026,496

Total Expenses Men's Teams	\$4,533,759	\$5,215,014	\$4,824,499	\$5,387,864	\$5,144,465
Total Expenses Women's Teams	\$3,742,318	\$4,905,828	\$4,769,738	\$5,749,291	\$3,080,653
Total Expenses not allocated by sport	\$5,116,249	\$5,123,942	\$3,541,336	\$4,916,070	\$3,801,378
Total Expenses	\$13,392,326	\$15,241,814	\$13,135,573	\$16,053,225	\$12,026,496
Men's Teams Head Coaches	8/50%	6/40%	6/46%	6/40%	5/50%
Women's Teams Head Coaches	8/50%	9/60%	7/54%	9/60%	5/50%
Men's Teams Assistant Coaches	16/52%	17/53%	10/48%	27/47%	11/55%
Women's Teams Assistant Coaches	15/48%	15/47%	11/52%	30/53%	9/45%
Men's Teams Athletically Related Student Aid	\$1,352,637	\$1,423,605	\$1,247,995	\$1,917,677	\$1,117,634
Women's Teams Athletically Related Student Aid	\$1,522,641	\$1,977,205	\$1,934,611	\$2,909,569	\$1,264,574
Men's Teams Recruiting Expenses	\$123,992	\$110,218	\$118,270	\$113,353	\$74,269
Women's Teams Recruiting Expenses	\$95,454	\$100,826	\$79,622	\$87,801	\$53,278
Men's Average Annual Institutional Salary per Head Coaching Position	\$80,814	\$94,947	\$126,008	\$108,974	\$156,651
Men's Number of Head Coaching Positions Used to Calculate the Average Salary	8	8	6	7	5
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$92,359	\$116,858	\$151,210	\$138,694	\$176,012
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7	6.5	5	5.5	4.45
Women's Average Annual Institutional Salary per Head Coaching Position	\$67,298	\$69,058	\$69,774	\$78,393	\$72,458
Women's Number of Head Coaching Positions Used to Calculate the Average Salary	8	9	7	9	5
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$76,912	\$82,870	\$81,403	\$94,072	\$79,624
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	7	7.5	6	7.5	4.55
Men's Average Annual Institutional Salary per Assistant Coaching Position	\$33,029	\$42,590	\$50,898	\$35,778	\$74,228
Men's Number of Assistant Coaching Positions Used to Calculate the Average Salary	15	17	9	17	7
Men's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$41,286	\$56,787	\$63,889	\$72,929	\$78,727
Men's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	12	12.75	7.17	8.34	6.6
Women's Average Annual Institutional Salary per Assistant Coaching Position	\$26,784	\$34,634	\$36,566	\$28,614	\$50,624
Women's Number of Assistant Coaching Positions Used to Calculate the Average Salary	13	15	10	19	6
Women's Average Annual Institutional Salary per Full-time equivalent (FTE)	\$29,016	\$44,214	\$41,790	\$58,648	\$56,249
Women's Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	12	11.75	8.75	9.27	5.4

Part II. NCAA Financial Audit Report - Review of findings in the 2022-23 Audit (most recent available)

The audit found no exceptions to compliance with NCAA Financial Audit Guidelines.

The report also included the following statistics:

Total revenues	\$14,298,720
Total expenses	\$13,426,305
Net revenue	\$872,415

Part III. Athletics Certification Self-Study Report (2004, completed every 10 years).

The NCAA ceased its Athletic Certification process in April of 2011.

PURDUE
— **FORT WAYNE** —



2023-2024
YEAR IN
REVIEW

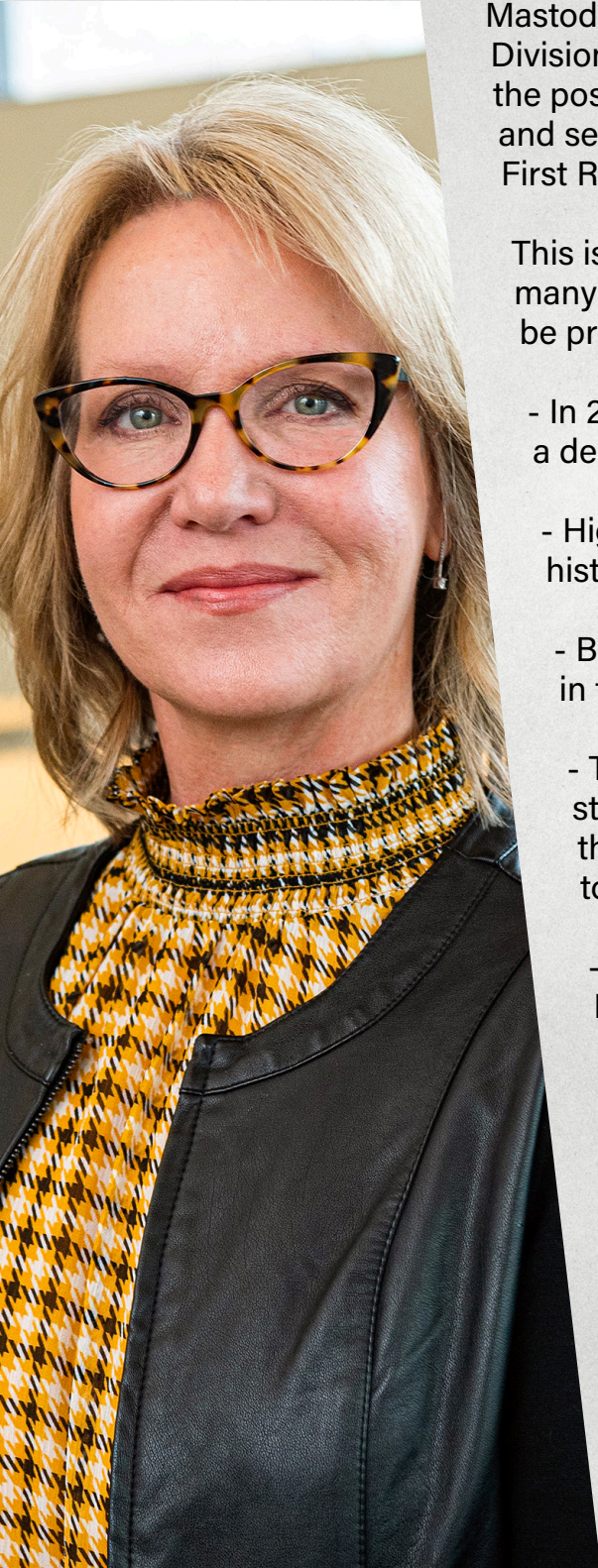
LETTER FROM THE ATHLETIC DIRECTOR

DEAR MASTODON FAMILY,

The Horizon League has proven to be the perfect fit we thought it would be. Thirteen Mastodons have won major league awards in our four seasons in the league. In 2023-24, the Mastodons earned the best win percentage as a department since 2013-14. Over the last two seasons, ten Mastodon programs have put together their best season in the Division I era. Both basketball teams won 20 plus games and played in the postseason last season. Track and field won eight individual titles and sent a pair of student-athletes to the NCAA Men's Track & Field First Round for the first time ever.

This is my favorite letter to write each year. Why? Because there are so many accomplishments from the previous season to look back on and be proud about.

- In 2023-24, our Mastodon teams earned the best win percentage as a department since 2013-14.
- Highest Horizon League McCafferty Trophy point total in program history.
- Both basketball teams won 20 +games and won multiple games in the postseason.
- Track and field won eight individual titles and sent a pair of student-athletes to the NCAA Men's Track & Field First Round for the first time ever. As a team, both set program records for point totals at the Horizon League championships.
- Women's cross country and men's golf both finished as Horizon League runners-up.
- Multiple freshmen made impacts for the 'Dons, including women's volleyball's Panna Ratkai earning both Offensive Player of the Year and Freshman of the Year. Aglaia Rudd was named the Softball Freshman of the Year while baseball's Justin Osterhouse knocked a freshman-program record nine home runs.



- Baseball won at No. 20 Indiana, for their third win over a Big Ten team in as many seasons. Kevin Fee earned the Horizon League Freshman of the Year honor.
- Women's golf won a pair of tournaments and earned multiple all-league spots.
- Men's soccer put together won a Horizon League Tournament game for the first time ever and advanced to the semifinals.

All of these moments PLUS a 21st consecutive year of a 3.00 GPA or better for our student-athletes.

But these are just the competition highlights from 2023-24. All of our student-athletes are here to prepare themselves for what is next. Seeing updates from our alumni are some of my favorite parts of the job. Notes about weddings, babies, academic achievements, career accomplishments, etc. fill me with joy. Mastodons accomplish amazing things and I am proud to come to work each day to support them.

Kelley Hattay Nutter

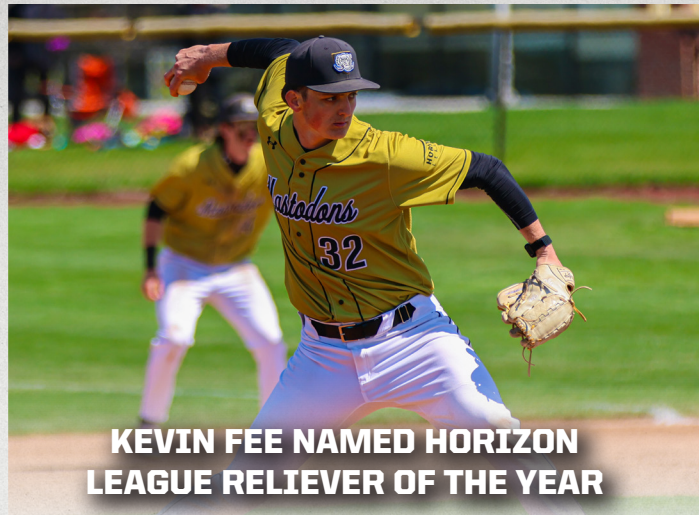
Director of Athletics



HIGHLIGHTS



MEN'S BASKETBALL WINS 23 GAMES; REACHES CIT FINAL



KEVIN FEE NAMED HORIZON LEAGUE RELIEVER OF THE YEAR



MEN'S SOCCER ADVANCES TO HORIZON LEAGUE SEMIFINALS



PANNA RATKAI WINS HORIZON LEAGUE FRESHMAN AND OFFENSIVE PLAYER OF THE YEAR



WOMEN'S CROSS COUNTRY TAKES SECOND AT HORIZON LEAGUE CHAMPIONSHIP

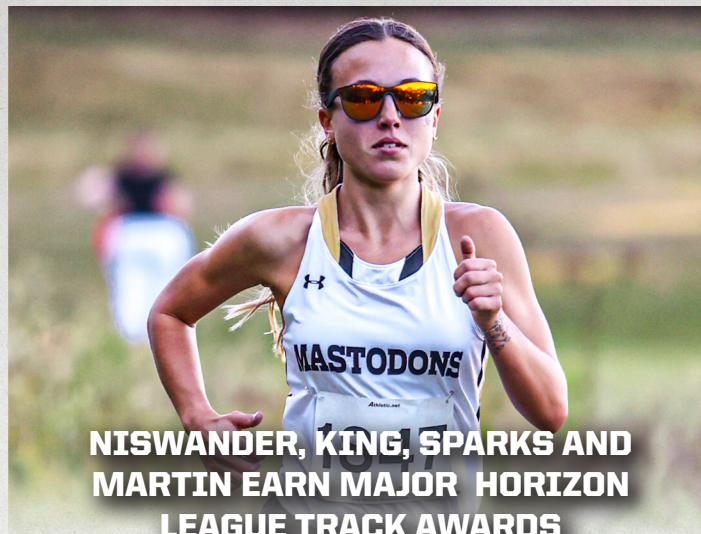


MEN'S GOLF EARNS RUNNER UP AT HORIZON LEAGUE CHAMPIONSHIP

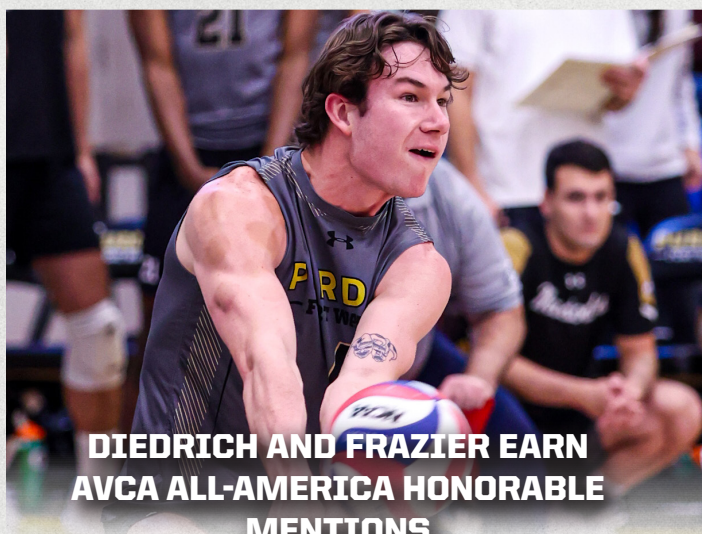
HIGHLIGHTS



VIKTOR ERTELT AND AARON MARTIN REACH NCAA TRACK AND FIELD FIRST ROUND



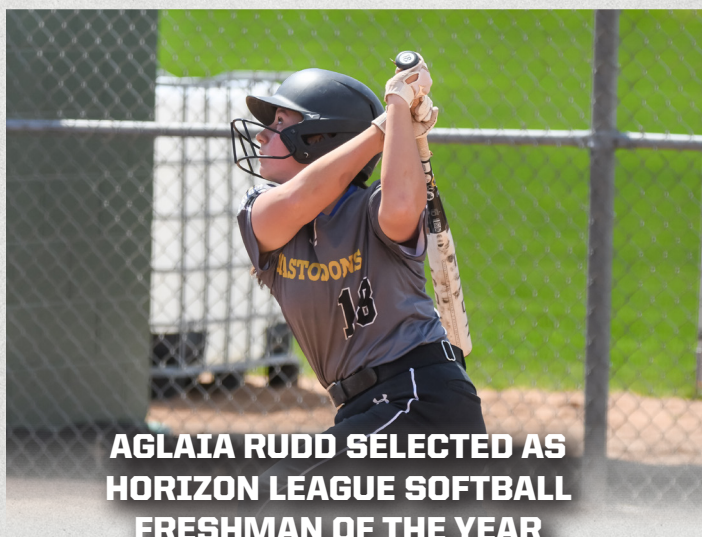
NISWANDER, KING, SPARKS AND MARTIN EARN MAJOR HORIZON LEAGUE TRACK AWARDS



DIEDRICH AND FRAZIER EARN AVCA ALL-AMERICA HONORABLE MENTIONS



WOMEN'S GOLF WINS TWO TOURNAMENTS IN 2024



AGLAI RUDD SELECTED AS HORIZON LEAGUE SOFTBALL FRESHMAN OF THE YEAR



WOMEN'S HOOPS WINS RECORD 23 GAMES; ADVANCES TO WNIT SUPER 16

ACADEMICS

ACADEMIC ACCOLADES

HORIZON LEAGUE ALL-ACADEMIC TEAM

Kevin Fee, *baseball*
Madison King, *women's cross country*
Kasey Lilly, *men's golf*
Hunter Mefford, *men's golf*
Burke Pitz, *men's golf*
Anna Olafsdottir, *women's golf*
Kai Auernheimer, *men's track and field*
Aaron Martin, *men's track and field*
Ali Sparks, *women's track and field*
Riley Tate, *women's track and field*
Audra Emmerson, *women's basketball*
Lizzie Haub, *women's soccer*
Brooke Wintlend, *softball*
Maggie Castleman, *women's volleyball*

ALL-ACADEMIC TEAM HONORABLE MENTION

Ben Higgins, *baseball*
Riley Tate, *women's cross country*
Seth Mahlmeister, *men's soccer*
Brent Donaldson, *men's track and field*
Colin Gasson, *men's track and field*
Colten Gasson, *men's track and field*
Nathan Mills, *men's track and field*
Harrison Niswander, *men's track and field*
Asher Walden, *men's track and field*
Rylee Vrugink, *women's soccer*
Panna Ratkai, *women's volleyball*

ACADEMIC ALL-MIVA

Jon Diedrich, *men's volleyball*
Wilmer Hernandez, *men's volleyball*
Emmanuel Jurineack, *men's volleyball*
Casey Lyons, *men's volleyball*
Andrew Mayer, *men's volleyball*
Logan Muir, *men's volleyball*
Raul Papaleo Jr., *men's volleyball*
Davey Singer, *men's volleyball*
Peter Soczewka, *men's volleyball*
Bryce Walker, *men's volleyball*

CSC ACADEMIC ALL-DISTRICT

Jacob Walker, *baseball*
Kevin Fee, *baseball*
Mac Ayres, *baseball*
Owen Willard, *baseball*
Jalen Jackson, *men's basketball*
Sophia Buck, *women's track and field*
Riley Tate, *women's track and field*
Marissa Van De Weg, *women's track and field*
Ramey Wilder, *women's track and field*
Ava Genovese, *women's track and field*
Kai Auernheimer, *men's track and field*
Colten Gasson, *men's track and field*
Harrison Niswander, *men's track and field*
Jarred Neff, *men's track and field*
Asher Walden, *men's track and field*
Anna Olafsdottir, *women's golf*
Wilmer Hernandez, *men's volleyball*
Bryce Walker, *men's volleyball*
Nick Holder, *men's golf*
Hunter Mefford, *men's golf*
Burke Pitz, *men's golf*
Luke Morrell, *men's soccer*
Marco Navarro, *men's soccer*
Juan Romero, *men's soccer*
Amellia Bromenschenkel, *women's basketball*
Audra Emmerson, *women's basketball*
Sydney Graber, *women's basketball*
Shayla Sellers, *women's basketball*
Allison Adams, *women's soccer*
Madde Elliott, *women's soccer*
Mackenzie Evans, *women's soccer*
Lizzie Haub, *women's soccer*
Rylee Vrugink, *women's soccer*
Isabell Wissel, *women's soccer*
Bailey Manos, *softball*
Brooke Lickey, *softball*
Taya Haffner, *women's volleyball*

ACADEMICS

BY THE NUMBERS

FALL 2023

3.32

GPA OF ALL
STUDENT ATHLETES

14

TEAMS ACHIEVING A
3.0+ GPA

165

STUDENT ATHLETES
EARNING A 3.5+ GPA

116

QUALIFIED FOR THE HL
ACADEMIC HONOR ROLL

3.74

HIGHEST WOMEN'S TEAM GPA
WOMEN'S BASKETBALL

3.75

HIGHEST MEN'S TEAM GPA
MEN'S GOLF

SPRING 2024

3.31

GPA OF ALL
STUDENT ATHLETES

13

TEAMS ACHIEVING A
3.0+ GPA

142

STUDENT ATHLETES
EARNING A 3.5+ GPA

110

QUALIFIED FOR THE HL
ACADEMIC HONOR ROLL

3.71

HIGHEST WOMEN'S TEAM GPA
SOFTBALL

3.80

HIGHEST MEN'S TEAM GPA
MEN'S GOLF

2023-24 ACADEMIC YEAR

3.33

GPA OF ALL
STUDENT ATHLETES

14

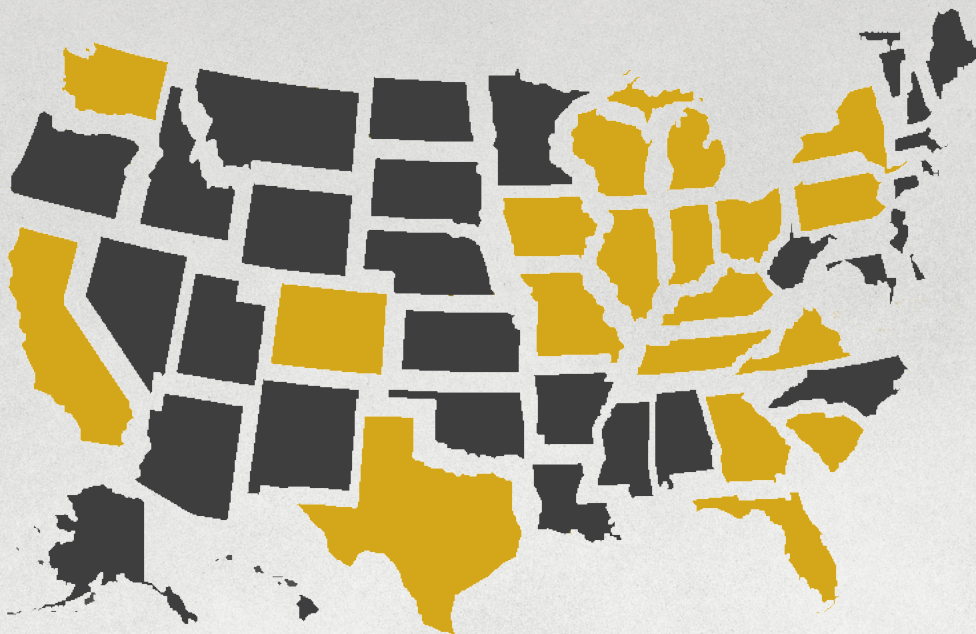
TEAMS ACHIEVING A
3.0+ GPA

162

STUDENT ATHLETES
EARNING A 3.5+ GPA

'DONS AROUND THE WORLD

STATE AND TERRITORIES REPRESENTED



California • Colorado • Florida • Georgia • Illinois • Indiana • Iowa • Kentucky • Michigan • Missouri • New York • Ohio • Pennsylvania
South Carolina • Tennessee • Texas • Virginia • Washington • Wisconsin • Puerto Rico

COUNTRIES REPRESENTED

ALBANIA

Klea Kaci, *women's basketball*

BAHAMAS

Deangelo Elisee, *men's basketball*

CANADA

Daniel Tareke, *men's soccer*

Alexis Purdy, *women's soccer*

Taryn Jenkins, *softball*

Joel Opoku, *men's soccer*

ENGLAND

Peter Soczewka, *men's volleyball*

GERMANY

Kai Auernheimer, *men's track and field*

Viktor Ertelt, *men's track and field*

GREECE

Konstantina Mantzioti, *women's basketball*

HUNGARY

Panna Ratkai, *women's volleyball*

ICELAND

Anna Olafsdottir, *women's golf*

Arny Dagsdottir, *women's golf*

INDIA

Hunar Mittal, *women's golf*

JAPAN

Soshi Fujioka, *men's soccer*

NETHERLANDS

Louiza Kruiswijk, *women's track and field*

NEW ZEALAND

Max Collingwood, *men's soccer*

Alex Frank, *men's soccer*

SERBIA

Andrej Polomac, *men's volleyball*

SPAIN

Marc Rodriguez, *men's soccer*

ACCOLADES

ALL-HORIZON LEAGUE

FIRST TEAM

Madison King, *women's cross country / indoor track and field*
Brooke Neal, *women's cross country*
Kasey Lilly, *men's golf*
Seth Mahlmeister, *men's soccer*
Soshi Fujioka, *men's soccer*
Amellia Bromenschenkel, *women's basketball*
Grace Hollopeter, *softball*
Aglaiia Rudd, *softball*
Panna Ratkai, *women's volleyball*
Jarred Neff, *men's indoor track and field*
Kobe Milledge, *men's indoor track and field*
Kehinde Oladapo, *men's indoor track and field*
Harrison Niswander, *men's indoor track and field*
Ezra Lewellen, *men's indoor track and field*
Viktor Ertelt, *men's outdoor track and field*
Ali Sparks, *women's outdoor track and field*
Kassie Jordan, *women's indoor track and field*
Korynne Moga, *women's indoor track and field*
Marissa Van De Weg, *women's indoor track and field*
Jessica Hudson-Turpin, *women's indoor track and field*

SECOND TEAM

Riley Tate, *women's cross country / indoor track and field*
Justin Osterhouse, *baseball*
Jacob Walker, *baseball*
Carter Sabol, *baseball*
Luke Morrell, *men's soccer*
Juan Romero, *men's soccer*
Anna Olafsdottir, *women's golf*
Olivia Jang, *women's golf*
Morgan Reitano, *women's soccer*
Alanah Jones, *softball*
Ali Sparks, *women's indoor/outdoor track and field*
Ava Genovese, *women's indoor track and field*
Aaron Martin, *men's indoor track and field*
Harrison Niswander, *men's outdoor track and field*
Asher Walden, *men's outdoor track and field*
Louiza Kruiswijk, *women's outdoor track and field*

THIRD TEAM

Jalen Jackson, *men's basketball*
Rasheed Bello, *men's basketball*
Shayla Seller, *women's basketball*
Dylan Kirkwood, *women's indoor track and field*
Jordan Yanders, *women's indoor track and field*
Jai Reed, *women's indoor/outdoor track and field*
Ezra Lewellen, *men's indoor track and field*
Brent Donaldson, *men's indoor/outdoor track and field*
Kobe Millegde, *men's indoor/outdoor track and field*
Jonas Morris, *men's indoor/outdoor track and field*
Kai Auernheimer, *men's indoor track and field*
Jessica Hudson-Turpin, *women's outdoor track and field*
Isaiah Smith, *men's outdoor track and field*
Kassie Jordan, *women's outdoor track and field*
Korynne Moga, *women's outdoor track and field*
Marissa Van De Weg, *women's outdoor track and field*

ALL-DEFENSIVE TEAM

Rasheed Bello, *men's basketball*
Anthony Roberts, *men's basketball*

ALL-FRESHMAN TEAM

Justin Osterhouse, *baseball*
Corey Hadnot II, *men's basketball*
Aidan Antcliff, *men's soccer*
Renna Schwieterman, *women's basketball*
Erin Woodson, *women's basketball*
Aglaiia Rudd, *softball*
Ashby Willis, *women's volleyball*
Panna Ratkai, *women's volleyball*

RELIEVER OF THE YEAR

Kevin Fee, *baseball*

FRESHMAN OF THE YEAR

Panna Ratkai, *women's volleyball*
Aglaiia Rudd, *softball*

ALL-MIVA

Jon Diedrich, *men's volleyball*
Mark Frazier, *men's volleyball*

AVCA ALL-AMERICA HONORABLE MENTION

Jon Diedrich, *men's volleyball*
Mark Frazier, *men's volleyball*

PLAYERS OF THE WEEK

Sergio Carillo, *men's volleyball*
Samantha Castaneda, *women's soccer (x3)*
Tori Countryman, *softball*
Rachael Crucis, *women's volleyball*
Arny Dagsdottir, *women's golf*
Jon Diedrich, *men's volleyball*
Mark Frazier, *men's volleyball*
Colten Gasson, *men's cross country*
Makaila Groves, *women's track and field*
Ben Higgins, *baseball*
Cain Hohne, *men's track and field*
Grace Hollopeter, *softball (x2)*
Zyler Johnson, *men's track and field (x2)*
Emmanuel Jurineack, *men's volleyball*
Seth Mahlmeister, *men's soccer*
Hunter Mefford, *men's golf*
Noah Melendez, *men's volleyball*
Brevin Miller, *men's track and field*
Brooke Neal, *women's track and field*
Anna Olafsdottir, *women's golf*
Liz Rivers, *women's track and field*
Ali Sparks, *women's track and field (x2)*

Braxton Trittipio, *men's track and field*

OFFENSIVE PLAYER OF THE YEAR

Panna Ratkai, *women's volleyball*

HORIZON LEAGUE CHAMPIONSHIP OUTSTANDING PERFORMER

Madison King, *women's indoor track and field*

Ali Sparks, *women's indoor track and field*

HORIZON LEAGUE ATHLETE OF THE YEAR

Madison King, *women's cross country*
Harrison Niswander, *men's indoor track and field*

Aaron Martin, *men's outdoor track and field*

USCA ALL REGION SECOND TEAM

Seth Mahlmeister, *men's soccer*
Soshi Fujioka, *men's soccer*

MASTY AWARDS

FEMALE ATHLETE OF THE YEAR

Panna Ratkai, *women's volleyball*

Amellia Bromenschenkel, *women's basketball*

MALE ATHLETE OF THE YEAR

Harrison Niswander *men's track and field*

SENIOR FEMALE ATHLETE OF THE YEAR

Samantha Castaneda, *women's soccer*

Shayla Sellers, *women's basketball*

SENIOR MALE ATHLETE OF THE YEAR

Kasey Lilly, *men's golf*

Jon Diedrich, *men's volleyball*

FRESHMAN FEMALE ATHLETE OF THE YEAR

Panna Ratkai, *women's volleyball*

FRESHMAN MALE ATHLETE OF THE YEAR

Justin Osterhouse, *baseball*

DAVID R. SKELTON AWARD

Kevin Fee, *baseball*

HEART OF A DON AWARD

Davey Singer and Bryce Walker, *men's volleyball*

SALT SERVICE TO STUDENTS AWARD

Carissa Combs

ACADEMIC EXCELLENCE AWARD

Jacob Deakyne, *men's golf*

Anna Olafsdottir, *women's golf*

MASTODON CUP

Women's Soccer



MASTODONS

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: C. Gurgur
Executive Committee

DATE: October 25, 2024

SUBJ: Approval of Replacement Members of the Educational Policy Committee, Nominations and Elections Committee, and Honors Program Subcommittee

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, There is one vacancy on the Educational Policy Committee; and

WHEREAS, The Educational Policy Committee has appointed Sherrie Steiner as the replacement member for the remainder of the 2024-25 academic year; and

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

WHEREAS, The Nominations and Elections Committee has appointed Daryoush Tahmassebi as the replacement member for the remainder of the 2024-25 academic year;

WHEREAS, There is one vacancy on the Honors Program Subcommittee; and

WHEREAS, The Honors Program Subcommittee has appointed Heather Tierney as the replacement member for the remainder of the 2024-25 academic year;

BE IT RESOLVED, That the Senate approve these appointments.

Question Time

To the members of the Programs Subcommittee:

Could you provide a report to the Senate on the progress and status of implementation of SD 23-5: Revision of General Education Program? There have been rumors of difficulties, challenges and pressures from various parties (both on and off campus) regarding the program. To dispel rumor and establish fact, it would be helpful to have an update provided to the full Senate about how the Programs subcommittee is carrying out the charge that the Senate has given to the subcommittee.

S. Buttes

MEMORANDUM

TO: 2023-2024 Senate Executive Committee

FROM: Teri Hogg
Chair, Curriculum Subcommittee

DATE: October 1, 2024

SUBJECT: Minor in Finance

The Curriculum Subcommittee reviewed and supported the proposal from the Doermer School of Business for a new minor in Finance in the Department of Economics & Finance. We find that the proposal requires no Senate review.

Thank you for the opportunity to review this new concentration.

Approved	Opposed	Absent	Non-Voting
Steve Carr Chris Huang Alan Legg Lee Roberts Emily Tock		Teri Hogg	Nurgul Altalieva Carl Drummond Abraham Schwab Terri Swim

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 80% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):



Undergraduate Academic Program Memo

Date: 1/30/24

From: Zafar Nazarov, Interim Chair of Department of Economics and Finance

To: Terri Swim, Associate Vice Chancellor for Academic Programs

Re: Minor in Finance (non-Business majors)

Brief description of the program:


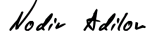

The objective of this minor is to enhance the educational credentials of PFW students by preparing them to be more competitive for local and national labor market opportunities that utilize knowledge of the basic principles of corporate finance, financial management, and financial statement analysis. The elective courses aim to enhance students' understanding of the local and national banking sector and the issues related to international finance.

Brief rationale for program request:

Finance and Insurance is one of the fastest growing industries of Northeast Indiana. The industry is represented by various smaller sectors generating many employment opportunities that can be matched with PFW students. Directly, PFW students with credentials in Finance can find numerous entry-level positions in retail and commercial banking, investment banking, insurance, financial advising, brokerage firms, etc. Recently, the economy of Northeast Indiana has experienced a growth in private equity and venture capital firms. The healthcare and manufacturing industries that have significant footprints in the area have also recently increased their demands for specialists with basic knowledge in corporate finance, financial management and financial statement analysis.

CIP Code:

For completion by Office of Academic Affairs

DocuSigned by:  <small>2145422BB0024E8...</small>	8/13/2024
<i>Department Chair Signature</i>	<i>Date</i>
Signed by:  <small>641058873A524AC...</small>	8/13/2024
<i>School Dean Signature</i>	<i>Date</i>
DocuSigned by:  <small>27109142004745C...</small>	8/13/2024
<i>Vice Chancellor for Academic Affairs Signature</i>	<i>Date</i>

PLEASE NOTE: The Office of Academic Affairs will collect electronic signatures from the Chair, Dean, and Vice Chancellor for Academic Affairs after the form has been filled out and submitted to the Associate Vice Chancellor for Academic Programs with the rest of the program proposal.

PFW
Request for a New UG Minor

Proposed Title of Minor: **Finance (for non-Business majors)**

College/School and Department Offering the Minor: **Doermer School of Business, Department of Economics and Finance**

Projected Date of Implementation: **Spring 2025**

- I. Brief Description of Minor: *This may be published in the Catalog. A brief explanation of what the student will experience and/or learn; no more than 2-3 sentences.*

The objective of this minor is to enhance the educational credentials of PFW students outside of the Doermer School of Business by preparing them to be more competitive for local and national labor market opportunities that utilize knowledge of the basic principles of corporate finance, financial management, and financial statement analysis. The elective courses aim to enhance students' understanding of the local and national banking sector and issues related to international finance.

- II. Why is this minor needed? *Rationale, including market research and/or survey results.*

Finance and Insurance is one of the fastest growing industries of Northeast Indiana. The industry is represented by various smaller sectors generating many employment opportunities that can be matched with PFW students. Directly, PFW students with credentials in Finance can find numerous entry-level positions in retail and commercial banking, investment banking, insurance, financial advising, brokerage firms, etc. Recently, the economy of Northeast Indiana has experienced a growth in private equity and venture capital firms. The healthcare and manufacturing industries that have significant footprints in the area have also recently increased their demands for specialists with basic knowledge in corporate finance, financial management and financial statement analysis. Based on Bureau of Labor statistics, the list of occupations that directly related to finance is becoming more and more extensive and includes today such occupations as accountant & auditor, budget analyst, claim adjuster, compensation & benefit specialist, cost estimator, financial examiner, insurance underwriter, and many other occupations that offer above the average compensations. Most of these occupations are either directly represented or grouped with other occupations. such as financial specialists, financial examiners or financial and investment analysts. ONET projections list them as Bright Outlooks due to growth being faster than the average occupational group; these occupations are expected to have more than 10% growth annually in Indiana. In another example, the job search platform ZipRecruiter lists more than 500 open vacancies in Indiana for the occupational group that is coded 13-2099.00-financial specialists, others.

The goal of this minor is to fill the void in the shortage of qualified workforce using the internal labor resources of the region.

- III. **Prospective Curriculum:** *Please create a plan of study for the degree. If new courses are being created, all course proposals must be completed in order to add to this block.*

The proposed curriculum map (the more detailed version is in Appendix A) includes:

Prerequisite courses

MA 15300 – College Algebra or higher required. (3 credits)

One of the following:

ECON 27000 – Introduction to Statistical Theory in Business and Economics, STAT 51100 – Statistical Methods, or STAT 51600 – Basic Probability and Applications (3 credits)

Two foundational courses

BUS 20100 – Introduction to Financial Accounting (3 credits)

BUS 20200 – Introduction to Managerial Accounting (3 credits)

Four upper-level courses in Finance

Three mandatory courses

BUS 30100 – Financial Management (3 cr)

BUS 30500 – Intermediate Corporate Finance (3 cr)

BUS 31000 – Financial Statement Analysis – Finance Perspective (3 cr)

One elective course (student chooses one course)

BUS 34500 – Money, Banking, and Capital Markets (3 cr)

BUS 45400 – Current Topics in Banking (3 cr)

- IV. **Credits required**

A successful student must obtain 18 credits to satisfy the minor requirements in Finance: six (6) credits in foundational courses and twelve (12) credits in upper level courses (i.e., nine [9] required credits and three [3] elective credits).

- V. List all specific **program completion** requirements, including courses, minimum course GPA, minimum overall GPA, number of credits completed in residence, maximum time allowed from the completion of the first course, how many courses can be applied to another certificate or program of study, etc.

The program completion requirements are intended to be the same as for any degree, minor, or certificate program offered by the Department of Economics and Finance. Students should maintain at least a C- in foundational and upper-level courses to satisfy the requirements of the minor program. The minimum GPA is 2.0 with at least 12 of the required 18 credits completed at PFW. The maximum time allowed from the completion of the first course to satisfy all program requirements is 8 years.

- VI. Describe student population to be served and summarize the benefits to them, including focus and/or career relevance.

Any degree seeking student majoring in any field of study can expand their educational choices and seek this new minor in Finance. Currently, we offer a minor in Finance strictly to students that pursue one of the majors offered by DSB. By offering this new opportunity to PFW students, we are reducing the barriers for students who want to extend their educational qualifications beyond what they study in their majors. We intend to allure a diverse group of students with different educational and professional backgrounds. The main objective of the new program is to increase the competitiveness of our students in the local labor market and nationwide. The knowledge of best practices in financial management and the ability to analyze complex financial data are listed as desired qualifications for many openings in various job search platforms. As an educational option, students might return to the MBA program and seek graduate degrees with concentration in Finance to bolster their theoretical and practical knowledge about the industry. Our MBA program offers pre-MBA courses in economics and finance for students with limited educational and industry backgrounds in the given fields. The new minor prepares non-Business majors in these fields and creates a path to the graduate program. Students with minor in Finance will be better prepared for the educational challenges of our MBA program.

- VII. How does this minor complement the institution, college, or departmental missions?

The core university's mission is to "educate and engage our students and communities by cultivating learning, discovery, and innovation in an inclusive environment." The university also pledges to provide an education of higher academic quality. This new minor satisfies both statements. It welcomes a diverse group of students to enhance their knowledge about the rapidly growing industry with the highest returns on educational investment. Since the current Department of Economics and Finance faculty is a blend of industry and academia, this effort must result in higher academic quality and improved choices for non-Business majors. We can apply the same logic of the direct relevance of the new minor to DSB's mission: "to provide quality business education to meet the higher education needs of northeast Indiana." Finally, our department's mission is to increase the number of students that are directly exposed to the department's and school's course offerings, and the new minor, in collaboration with our industry partners, should assist in the given main mission.

- VIII. Describe any relationship to existing programs within the university.

The Department of Economics and Finance offers three majors: Economics, Finance, and Money & Banking. The major in Economics is available for students enrolled in the DSB program and the College of Liberal Arts. Furthermore, our department offers two minors in Economics and Finance for business students and a number of certificates. The new minor will have a direct relationship to all existing programs offered by our department. Besides that, we anticipate that the new minor will allow the department's current offerings to be mapped to offerings of Actuarial Science, Political Science, and Engineering programs. That should encourage some curriculum exchanges among various programs.

- IX. List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.). *

At the present moment, the Department of Economics and Finance doesn't intend to request any new faculty line to address the possible increase in demand for foundational, upper-level or elective courses in Finance. All the courses listed in the curriculum map have been developed and successfully offered for students of majors in Finance and Money and Banking or minor in Finance for business students. This year, our department received one visiting faculty line as a response to the change in the leadership structure of the department and school. This new line will be strategically used to hire a faculty who can teach both Economics and Finance courses. Thus, if the scale of the minor increases in the future, the department will have the ability to cover the needs for more Finance courses. No special equipment or library holdings will be required to start the new minor.

- X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

Finance because of continuous innovations in financial engineering and an on-going adoption of new innovative products is highly innovative sector of economy. The perpetual development of financial products require faculty teaching the topics related to corporate investment, financial and risk management to learn innovative ways of delivering materials. The department will seek every opportunity to incorporate some innovative features of teaching into the minor program offerings. Our department intends to identify and adopt various innovative pedagogical features that include but are not limited to teaching with simulations & forecasting and teaching with real-world cases. The department also foresees possible cooperative efforts with the local banking sector to increase internship opportunities for the students pursuing this minor.

- XI. A Liaison Library Memo

Attached.

Liaison Librarian Memo

Date: February 2, 2024

From: s.g. maldonado-velez

To: Zafar Nazarov

Re: Finance for Non-Business Students Minor

Describe availability of library resources to support proposed new program:

Helmke Library subscribes to over 400 databases and online resources in all subject areas, including those appropriate to this program, such as business, economics, and finance. Through these resources, students can access journals, magazines, newspapers, and various electronic materials covering topics such as the evolving financial market, accounting, and banking, which would be relevant to this degree. The library continuously updates its physical resources of books and media to maintain a current and useful collection. Materials not available within the library can be requested through Document Delivery and interlibrary loan.

Comments:

Since this program will use only existing courses and faculty, I anticipate that the current resources provided by the library will be sufficient to support this degree. While we do have access to a few introductory financial sources, I will evaluate the need to add more to our collection as this program gets started. In addition to physical material acquisition, library subscription costs continue to rise. If the library's budget does not increase to match those costs, some resources, including those relevant to this program, may need to be cut in the future. Any materials, print or subscription, that the library would be unable to provide through its resources would increase document delivery and interlibrary loan use and associated costs.

s.g. maldonado-velez

2/2/24

Liaison Librarian Signature

Date

Please email academic_program@pfw.edu with questions about this form.
Send signed original to Associate Vice-Chancellor for Academic Programs
Kettler Hall, Room 174

Minor in Finance (for non-Business majors)

MINOR COURSES
<p>Prerequisite course – 6 credit hours (do not count in minor total)</p> <ol style="list-style-type: none"> 1. MA 15300 – College Algebra or higher required. 2. ECON 27000 – Introduction to Statistical Theory in Business and Economics, STAT 51100 – Statistical Methods, or STAT 51600 – Basic Probability and Applications
<p>Foundational courses – 6 credit hours</p> <ol style="list-style-type: none"> 1. BUS 20100 – Introduction to Financial Accounting (3 cr) 2. BUS 20200 – Introduction to Managerial Accounting (3 cr)
<p>Upper-level courses – 12 credit hours</p> <ol style="list-style-type: none"> 3. BUS 30100 – Financial Management (3 cr) 4. BUS 30500 – Intermediate Corporate Finance (3 cr) 5. BUS 31000 – Financial Statement Analysis – Finance Perspective (3 cr) 6. <u>Pick one</u> BUS 34500 – Money, Banking, and Capital Markets (3 cr) BUS 45400 – Current Topics in Banking (3 cr)
<p>Total – 18 credit hours (At least 12 of the required 18 credits should be taken at PFW)</p>

Notes:

1. Students must complete at least 12 of the required 18 credits at Purdue Fort Wayne to be eligible to receive the minor.

Course Descriptions

BUS 20100 - Introduction To Financial Accounting

Introduction to concepts and issues of financial reporting for business entities; analysis and recording for business entities. Required for business majors and others who expect to take more than one semester of accounting.

Preparation for Course

P: Sophomore Class Standing or consent of instructor.

Cr. 3.

Notes: Indiana Core Transfer Library course.

BUS 20200 - Introduction To Managerial Accounting

Introduction to concepts and issues of management accounting; budgeting, variance analysis, cost determination, and standard costs.

Preparation for Course

P: BUS 20100 with grade of C- or better.

Cr. 3.

Notes: Required for all business majors. Indiana Core Transfer Library course.

BUS 30100 - Financial Management

An overview of the essentials of corporate finance needed to compete effectively in an increasingly global environment. Topics include time value of money, forecasting, stock and bond analysis, project analysis, cost of capital, short-term asset analysis, global financial markets, and ethical considerations.

Preparation for Course

P: MA 15300, "College Algebra" or higher and (BUS 20200 or MA 27300, Introduction to Financial Mathematics). P or C: ECON 27000, Intro to Statistical Theory or STAT 51100, Statistical Methods or STAT 51600, Basic Probability and Applications.

Cr. 3.

Notes: Enrollment in business (BUS) courses numbered 30100 and above is restricted to students who meet established criteria: business majors who have met the pre-business requirements and been admitted into one of the business majors; or students that have declared other pre-approved programs or minors which require particular business courses, and completed all course prerequisites; or students that have obtained written permission from the department through which the course is offered.

BUS 30500 - Intermediate Corporate Finance

Provides a rigorous treatment of the core concepts of corporate finance. Covers capital budgeting, the valuation of firms, capital structure choices and payout policies. Makes extensive use of spreadsheet modeling to implement financial valuation models. Serves as a foundation for all 40000-level finance electives.

Preparation for Course

P: BUS 30100 with grade of C- or better.

Cr. 3.

Notes: Enrollment in business (BUS) courses numbered 30100 and above is restricted to students who meet established criteria: business majors who have met the pre-business requirements and been admitted into one of the business majors; or students that have declared other pre-approved programs or minors which require particular business courses, and completed all course prerequisites; or students that have obtained written permission from the department through which the course is offered.

BUS 31000 - Financial Statement Analysis - Finance Perspective

Analysis of financial statements to provide basis from which informed decisions concerning investments, financing opportunities, and appropriate financing instruments can be made.

Preparation for Course

P or C: BUS 30100 with grade of C- or better.

Cr. 3.

Notes: Enrollment in business (BUS) courses numbered 30100 and above is restricted to students who meet established criteria: business majors who have met the pre-business requirements and been admitted into one of the business majors; or students that have declared other pre-approved programs or minors which require particular business courses, and completed all course prerequisites; or students that have obtained written permission from the department through which the course is offered.

BUS 34500 - Money, Banking and Capital Market

An analysis of the interrelated financial systems of central banks, private banks, and other sources and users of financial capital. Theoretical, empirical, policy, and institutional issues are analyzed using economics and finance. Topics include the theory of money demand and supply, monetary policy and central banks, interest rate determination, financial intermediaries, and international financial markets.

Preparation for Course

P: BUS 30100 with grade of C- or better.

Cr. 3.

Notes: Enrollment in business (BUS) courses numbered 30100 and above is restricted to students who meet established criteria: business majors who have met the pre-business requirements and been admitted into one of the business majors; or students that have declared other pre-approved programs or minors which require particular business

courses, and completed all course prerequisites; or students that have obtained written permission from the department through which the course is offered.

BUS 45400 - Current Topics In Banking

Understand, examine, and analyze banks and other financial institutions in their current operating environment through the use of case studies and other materials. Focus on regulations, economic factors, and bank consumer issue and operations.

Preparation for Course

P: BUS 30100 with grade of C- or better.

Cr. 3.

Notes: Enrollment in business (BUS) courses numbered 30100 and above is restricted to students who meet established criteria: business majors who have met the pre-business requirements and been admitted into one of the business majors; or students that have declared other pre-approved programs or minors which require particular business courses, and completed all course prerequisites; or students that have obtained written permission from the department through which the course is offered.

MEMORANDUM

TO: James McHann, Chair
University Resources Advisory Committee

FROM: Cigdem Gurgur, Chair
Senate Executive Committee

DATE: 10/02/2024

SUBJ: Charge to University Resources Advisory Committee Concerning Daycare at PFW

Brief Background. Although this issue has evolved considerably since this date, on August 26, 2024, a PFW faculty member concerned about the contents of the email attached to this charge brought it to the Executive Committee's attention. Based upon the contents of Bylaws Section II.A.2.2.1., this faculty member specifically requested that a Senate committee investigate the following matters connected to this message:

- 1) the circumstances under which this decision was made, including any research or consultation with interested parties that took place;
- 2) the evidence that was used to justify this decision; and
- 3) any concrete and definite plans that the university has to replace the services for faculty, staff and students that are currently being withdrawn.

Given URAC's charge (which is based on a delegated power given to faculty by Section A.405.j. of [Purdue's document on this subject](#)) to make formal recommendations concerning "the planning, maintenance, and optimal utilization of existing or prospective physical facilities" (Bylaws IV.A.2.2.2.), the fact that [The Learning Community](#) (TLC) is currently housed in a building owned by the [Purdue Fort Wayne Foundation](#) (an entity whose sole purpose is to invest in PFW), and the former URPC's long history of engaging with daycare issues on (I)PFW's campus, the Executive Committee has decided that URAC would be the logical choice to look into the issues raised by this faculty member's request.

The actual charge(s) incl. due dates and deliverables. Therefore, the Executive Committee requests that URAC conduct as thorough of a fact-finding operation as possible concerning these matters and produce a report summarizing its findings. This report should be prefaced with a brief history of childcare policy at (I)PFW to contextualize the current controversy surrounding The Learning Community and, given that TLC may not be the university's childcare provider in the future, conclude with recommendations about what childcare policies PFW should pursue going forward. The Executive Committee strongly recommends that URAC consult with current and retired faculty members who have engaged with the issue of daycare on campus, current and former users of The Learning Community's services, and the leadership of TLC to simplify their fact-finding task.

Additionally, the Executive Committee fervently suggests that URAC coordinate its endeavors with parallel work being done on this issue by APSAC and CSSAC to reduce wasteful duplication of effort; URAC should also consult with interested members of the administration to ensure that their perspectives are fully taken into account. Since this issue is highly time-sensitive, the Executive Committee requests that this report be made available on or before the January 2025 Senate document deadline (December 9, 2024) to discuss it at that Senate meeting.

Please do not hesitate to contact the Executive Committee with any concerns about this charge.

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

From: Glen Nakata <gnakata@pfw.edu>

Sent: Friday, August 23, 2024 11:49

To: Glen Nakata <gnakata@pfw.edu>

Subject: The Learning Community

Dear PFW Parents,

We have some important information to share with you regarding The Learning Community. The building and property where TLC is located is owned by the Purdue Fort Wayne Foundation and operated by the university. It is provided to TLC, along with several key services such as full facility maintenance, at no charge to TLC. We are pleased to have been able to offer this substantial benefit to TLC and its clients for well over a decade.

Unfortunately, the building, which opened in 1989, is in need of frequent repairs annually to meet code requirements and major renovations to ensure its long-term viability. With no revenue generated from that location, these necessary expenses have become cost-prohibitive and the PFW Foundation is exploring options for the property. The current agreement with TLC ends in December, but we will be extending that arrangement through the end of the current 2024-25 academic year in May.

The spring date was chosen in order to provide time for the foundation to find an acceptable option for the site, which ideally would include a child care provider. It also provides TLC a five-month extension to its current service agreement, which was set to expire Dec. 31. This information was communicated to TLC today.

We can assure you members of university and foundation leadership are working diligently to find viable options for the site.

We understand that any change of this nature, regardless of the advance notice provided, can present significant stress for you and your family. We will provide updates as they become available and, in the weeks ahead, will provide resources and support accordingly.

Glen Nakata

Vice Chancellor for Financial and Administrative Affairs

Purdue University Fort Wayne

Email: gnakata@pfw.edu

MEMORANDUM

TO: Amal Khalifa, Chair
Faculty Affairs Committee

FROM: Cigdem Z. Gurgur, Chair
Senate Executive Committee

DATE: 10/16/2024

SUBJ: Charge to Formulate a Formal Recommendation on Director of Graduate Studies

The revised Bylaws codify the status quo and therefore mandate that the Director of Graduate Studies is a member of the Voting Faculty. Abe Schwab is no longer a Voting Faculty and therefore, he is in violation of the Bylaws continuing to serve as the Director.

The working group responsible for the revised Bylaws denied Abe's request to amend the Bylaws "on the fly" since they concluded that making such a change would go beyond a simple amendment but rather amount to a policy change, namely, a policy on who is eligible to serve as the Director. While the current policy is probably just precedent, Section VI.B.4.b of the Constitution (and therefore the Purdue Board of Trustees) states that the Faculty has the power to make a formal recommendation, that is, to present its judgment in writing, before the University reaches a decision concerning "the screening and selecting of academic or administrative officers."

We therefore are charging FAC with developing such a written policy recommendation. We think that it should address obvious questions such as academic rank (tenured, yes/no), qualifications (has served as graduate faculty, yes/no), AY or FY appointment, FTE workload assignment, selection procedure (e.g., should Faculty produce a slate of candidates from whom to pick), period upward review cycle (yes/no), etc. And while we trust your judgment on this, we believe that the directors of all graduate programs at our University should be among those consulted. In light of its recommendation, FAC may also propose changes to the Bylaws.

It would be desirable to have the recommendation in time for the meeting of Senate in December 2024. As such, your written policy recommendation must reach us by Friday, November 15, the December Senate document deadline. The recommendation is meant to strengthen shared governance (as spelled out in the Constitution, Section VI.A), but is in no way intended to infringe on the right of the Chief Academic Officer to appoint the Director. So, we encourage FAC to work in close cooperation with OAA.

Approved

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

Non-Voting

Craig Ortsey

TO: Chancellor Elsenbaumer and the Cabinet

FROM: Dr. Cigdem Z. Gurgur
Chair, Executive Committee
Presiding Officer, Purdue Fort Wayne Faculty Senate

DATE: 09/26/2024

SUBJ: Statement on Senate Questions

The Executive Committee agrees that a written response to questions gives you the opportunity to provide a more complete and thoughtful response, including more data and information than time allows in Senate meetings. Senators can read your response before the meeting. Then, during Question Time, a few follow-on questions may help faculty gain a better understanding. We anticipate that the written format will generate a more thoughtful response and fruitful conversation during the usual Q&A time in Senate meetings. Answers to questions submitted for the April meeting will need to be received in time for the April meeting since we will be at the end of an academic year.

The Executive Committee supports that a written response to questions can be beneficial for several reasons: it gives the administration the opportunity to provide more comprehensive answers; it saves valuable meeting time; it allows for better-informed follow-up questions. It is, however, against the current Bylaws for written responses not to be received in time for distribution with all other meeting documents. The Executive Committee sees two options going forward and is soliciting your feedback on them.

Option 1. The Executive Committee will forward questions to the administration promptly as they are received, thus giving the administration more time to draft their responses, which will then be received in time for distribution along with all other meetings documents. We believe this to be the only option we have for questions that are submitted for the April meeting.

Option 2. The Executive Committee will amend the Bylaws to allow the administration to submit their responses for inclusion to the next Senate meeting. (Except for the April meeting; see above.)

The Executive Committee has no intention to remove Question Time from the agenda. Two-way communication between the administration and Faculty Senate is a critically important element of shared governance and should not be given up lightly. We therefore consider it indispensable and very crucial that a representative of the administration is always be available for follow-up questions during the Question Time.

Please, let us know what you think. Given Faculty's concerns about the change and a more drastic resolution on this matter already before the Executive Committee, we would appreciate hearing from you at your earliest convenience, preferably by the EOB, Monday, September 30.

We will finalize the October 14th Senate agenda soon. Therefore, it is essential we receive your response and cooperation timely.