

FORT WAYNE SENATE AGENDA
MONDAY
February 10, 2025
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of January 13
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. Originality Checking & AI Detection Group Update, SR 24-28 – K. Jia and E. Mann
6. Unfinished business
7. Committee reports requiring action
 - a. Process for Determining Faculty Qualifications, SD 24-13 – FAC, A. Khalifa (for discussion)
 - b. The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University, SD 24-14 – EC, J. Nowak (for discussion)
 - c. Clarifying Amendments to the Constitution of the Fort Wayne Faculty, SD 24-15 – EC, J. Nowak (for discussion)
8. New business
9. Question time
 - a. RE: VPN Rollout, SR 24-29 – A. Livschiz
10. Committee reports “for information only”
 - a. Executive Committee Report on Administrative Compliance 2023-2024, SR 24-26 – EC, J. Nowak
 - b. Executive Committee Report on Administrative Compliance 2022-2023, SR 24-27 – 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.

Approved

K. Barker

B. Buldt

C. Gurgur

J. Johns

J. McHann

J. Nowak

L. Roberts

Opposed

Abstention

Absent

Non-Voting

C. Ortsey

Attachments:

“Originality Checking & AI Detection Group Update” (SR No. 24-28)

“Process for Determining Faculty Qualifications” (SD 24-13)

“The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University” (SD 24-14)

“Clarifying Amendments to the Constitution of the Fort Wayne Faculty” (SD 24-15)

“Question Time – re: VPN Rollout” (SR No. 24-29)

“Executive Committee Report on Administrative Compliance 2023-2024” (SR No. 24-26)

“Executive Committee Report on Administrative Compliance 2022-2023” (SR No. 24-27)

Originality Checking & AI Detection Group Update

PFW Senate Presentation

Spring 2025

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Group Project Description

“Identify the current needs of Purdue regarding originality and AI detection as part of the academic integrity process. This initiative will determine what specific technical resources are needed and if they are even possible to implement. It will also review potential impact of change to current academic integrity processes, resources, and policies”

Turnitin produces 2 reports:

- “Originality Check”
- “AI Writing Detection”

Group Members

Heather Servaty-Seib (VPT&L)

Chantal Levesque-Bristol (CIE)

Howard Sypher (Ed Policy Comm)

Harry Denny (Purdue OWL)

Lindsay Hamm (Sociology)

Jess Stefancic (OSRR)

Kate Kozikowski (TLT)

Katie Brown (Purdue IT)

Judy Lewandowski (Purdue Global)

Sam Weber (Purdue Global)

Adam Dircksen (Purdue Fort Wayne)

Kathie Surface (Purdue Fort Wayne)

Adolfo Coronado (Purdue Fort Wayne)

Erika Mann (Purdue Fort Wayne)

Jessica Ivy (Purdue Northwest)

Emily Hixon (Purdue Northwest)

Current Progress and Future Considerations

1. We need to keep originality checking for academic integrity consideration.
2. Currently, market research shows Turnitin is likely the best option for the Purdue system, and so Turnitin is renewed for this academic year.
3. All GenAI “detection” software is unreliable and will likely remain that way for the foreseeable future.
4. Another market research might be conducted in a year or two to investigate technology development.

Instructors' View of Turnitin Results in Brightspace


  [AI and the Future of Workforce Panel Discussion...](#) (3.53 MB) 1 % 

  [Diffusion of Innovation Introduction.docx](#) (18.74 KB) 23 % 


  [Version 6.docx](#) (13.63 KB) 0 % 

Submission 3

Unevaluated Tuesday, July 16, 2024 12:37 PM



 AI and the Future of Workforce Panel D
DOCX • 3.5 MB

Turnitin Similarity Report


1 % 

Submission 2

Unevaluated Tuesday, July 16, 2024 12:10 PM

  Diffusion of Innovation Introduction
DOCX • 18.7 KB

Turnitin Similarity Report

23 % 

- When Turnitin is enabled for assignments, instructors can see the similarity score.
- Instructors click on the Turnitin Similarity Report score to open it.

The First Page of the Turnitin Report



31% Overall Similarity

Filters

1 Exclusion →

Match Groups

Sources

19 matches found with Turnitin's database

Show Help

	11 Not Cited or Quoted	9%
	0 Missing Quotations	0%
	3 Missing Citation	10%
	5 Cited and Quoted	12%

- The default is the Similarity Report.
- Detailed report is on the right side.

The "AI Writing" Report for less than 20% of the Paper Content "Detected" as AI-Generated


AI Writing *18%

***18% detected as AI** ⓘ

Percentage indicates the amount of qualifying text within the submission that was likely generated using AI.

**AI detection scores below the 20% threshold, which we do not surface in new reports, have a higher likelihood of false positives.*

☰ **Submission Breakdown**

 **1 AI-generated only** 18%

Likely AI-generated text from a large-language model.

Example AI Detection Report



Similarity 23% Flags **AI Writing 56%**



2.5% of the population.

- **Early Adopters:** The early adopters are the next to try new ideas. They are influential and often lead others by example with their enthusiasm and positive attitude. They are well-connected, respected, and educated, making up about 13.5% of the population.
- **Early Majority:** These people are more cautious and need more evidence before adopting new ideas. They follow the early adopters but take a little longer to decide. The early majority make up about 34% of the population.
- **Late Majority:** This group is skeptical and resistant to change. They only adopt new ideas after the majority of their peers have done so. They also make up about 34% of the population.
- **Laggards:** The laggards are the last to adopt new ideas. They are traditional, isolated, and very reluctant to change. They only adopt new ideas when they have no other choice or when the new idea is already outdated. This group make up about 16% of the population.

However, it is worth mentioning, the speed at which new ideas are adopted depends on several factors, such as the characteristics of the innovation, communication channels, the social system, and timing. Rogers pointed out that innovations perceived as having relative advantage, compatibility, simplicity, observability, and trialability are more likely to be adopted quickly and widely.

How does diffusion of innovation work?

According to Rogers, diffusion of innovation follows a process that consists of five phases: information. These phases describe the adopting or rejecting an innovation.



56% detected as AI ⓘ

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

Submission Breakdown



13 AI-generated only 56%
Likely AI-generated text from a large-language model.

0 AI-generated text that was AI-paraphrased 0%
Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.



The “AI Writing” Report for 100% of the Paper Content “Detected” as AI- Generated

100% detected as AI ⓘ

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

☰ Submission Breakdown



-  **1 AI-generated only** 74%
Likely AI-generated text from a large-language model.
-  **2 AI-generated text that was AI-paraphrased** 26%
Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.



FAQs

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Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Turnitin Disclaimer

Our AI writing assessment is designed to help educators identify text that **might be** prepared by a generative AI tool. Our AI writing assessment **may not always be accurate** (it may misidentify writing that is likely human generated as AI generated and likely AI generated as human generated) so it **should not be used as the sole basis for adverse actions** against a student. It takes **further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies** to determine whether any academic misconduct has occurred.

Add a slide for student view

Instructors can choose to allow students to see the similarity report or not.

Turnitin™ Integration

Similarity Report

Enable similarity checking to identify matching or similar text to sources in Turnitin's databases.

Enable Similarity Report for this folder







Display

Allow learners to see similarity scores in their submission folder

Submissions Checked

Automatic similarity checking on all submissions

Identify individual submissions for similarity checking

Submission ID	Submission(s)	Turnitin Similarity Report	Date Submitted
10448382	 Version 6.docx (13.63 KB) Version 6 Turnitin™	0 % 	Apr 4, 2023 1:08 PM
14674549	 Diff Turnitin™	23 % 	Jul 16, 2024 12:10 PM
14674596	 Ala (MB) Turnitin™	1 % 	Jul 16, 2024 12:37 PM

Consequences of AI Detection Models like Turnitin

1. They have regular and frequent false positives, and can easily be manipulated (Weber-Wulff et al., Cassal & Kessler, Perkins et al., Lu et al., Creo & Pudasaini)
2. Even a very generous assumption of 90% accuracy would have falsely flagged 17,500 student assignments last year.
3. Early research suggests non-native English speakers are many more times likely to be falsely flagged (Liang et al.).
4. A student is suing a high school in Massachusetts for using AI detection software.

PFW Plan

- We have major concerns with the AI detection feature component.
- Turnitin AI Detection is a campus-level configuration.
 - PWL and PFW currently have the feature turned on in Brightspace.
 - If it is turned off, nobody can use the AI detection feature.
 - If remained on, instructors can choose to use it or not.
- The Ed Tech team plans to send out a survey to all PFW instructor to collect feedback.

Thank You

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MEMORANDUM

TO : Fort Wayne Senate
 FROM : Amal Khalifa, Chair
 Faculty Affairs Committee
 DATE : 01/24/2025
 SUBJECT : Process for Determining Faculty Qualifications

WHEREAS, the Higher Learning Commission states that “faculty should participate substantially in the establishment of institutional policies and procedures for faculty qualifications” (HLC Guidelines, Institutional Policies and Procedures for Determining Faculty Qualifications: HLC’s Criteria for Accreditation and Assumed Practices, November, 2023);

WHEREAS, the Faculty Affairs Committee is responsible for setting policies through joint effort concerning the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the faculty (SD 15-22 Bylaws of the Senate; 3.1.1.1);

BE IT RESOLVED, that departments develop policies and procedures for hiring qualified faculty that 1) cover the factors of achievement of academic credentials at least one level above the degree level taught, progress towards credentials, and equivalent experience (HLC, 2023); 2) are codified, transparent, consistently implemented, and regularly reviewed (HLC, 2023); and 3) extend to all instructors regardless of location (e.g., on campus vs Dual Credit in high schools) or delivery method (e.g., face-to-face vs online). Then submit them to the Office of Academic Affairs for review and approval by March 31, 2025.

BE IT FURTHER RESOLVED, that documentation for hiring faculty deemed qualified via “equivalent experience” include how that equivalent experience was determined. Equivalent experience qualifications include (but are not limited to) a minimum threshold of experience in an industry/occupation/field, actual tests or certifications (i.e., licensing exams, board exams, EC-Council Certified Ethical Hacker (C|EH) certification, CPA, etc.), research and/or scholarship in the area, and/or other public forms of recognized achievement (i.e., juried exhibits, publications, patents, awards).

BE IT FURTHER RESOLVED, that departmental policies and procedures for hiring qualified faculty will in no way impact Graduate Faculty status. The Purdue Office of the Vice Provost for Graduate Students and Postdoctoral Scholars sets policies regarding Graduate Faculty as well as guidelines for Service on Graduate Degree Committees.

Approved	Opposed	Abstention	Absent	Non-Voting
Mark Jordan, Jay Johns, Hui Di, Sarah Wagner, Amal Khalifa.			Adam Dirksen, Promothes Saha, Wylie Sirk.	Kim O’Connor.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Cigdem Gurgur, Executive Committee Chair
Steve Carr and Noor Borbieva O'Neill, Voting Faculty
DATE: 24 January 2025
SUBJ: The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University Fort Wayne

The Future of Diversity, Equity, and Inclusion Initiatives at Purdue University

WHEREAS House Bill 1496 currently introduced in the Indiana Legislature “prohibits use of public funds by a state educational institution for policies or programs and campus activities outside the classroom that... advocate for campus diversity, equity, and inclusion”; and,

WHEREAS our web page titled “Mission, Vision, Values, and Principles” lists “Diversity and Inclusion” among the university’s “Core Values” at <https://www.pfw.edu/about-pfw/mission-vision-values-principles>; and,

WHEREAS the university’s “Diversity Statement” listed under “Our Principles” on the same web page reads as follows:

Purdue University Fort Wayne is committed to creating an environment that enhances learning by recognizing the inherent worth of all individuals at the university. Diversity stimulates creativity, promotes the exchange of ideas, and enriches campus life. The term *diversity* encompasses differences of culture, background, and experience among individuals and groups. Such differences include, but are not necessarily limited to, differences of race, ethnicity, color, gender, sexual orientation, gender identity or expression, class, age, and disabilities, as well as political and religious affiliation, and socioeconomic status;

and,

WHEREAS Purdue University Fort Wayne created a Diversity, Equity, and Inclusion Office which includes seventeen staff positions across six units including the Multicultural Center, the Women’s Center, the Q Center, TRIO Student Support Services, and TRIO Upward Bound; and,

WHEREAS principles of diversity, equity, and inclusion figure prominently throughout the curriculum at Purdue University Fort Wayne at multiple levels including General Education, College, and Program-level requirements; and,

WHEREAS House Bill 1496 would potentially eliminate the entire Diversity, Equity, and Inclusion Office as well as terminate seventeen staff positions by forcing the University to choose between its principles and its funding; and,

WHEREAS House Bill 1496 offers only vague and ambiguous standards for what counts as advocacy or “activities outside the classroom;” and,

WHEREAS this vague and ambiguous language could potentially result in the Indiana General Assembly banning any systematic curricular requirement concerning diversity, equity because such

requirements exist “outside the classroom;” and,

BE IT RESOLVED Fort Wayne Senate oppose House Bill 1496; and,

BE IT FURTHER RESOLVED Fort Wayne Senate discuss additional steps the University needs to take to protect our curriculum, the Diversity, Equity, and Inclusion Office and the seventeen staff members who work there, and our stated Mission, Vision, Values, and Principles.

Approved

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

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

C. Ortsey

HOUSE BILL No. 1496

DIGEST OF INTRODUCED BILL

Citations Affected: IC 21-7-13; IC 21-39.5-6-1.5; IC 21-41-16.

Synopsis: State educational institution administration. Prohibits use of public funds by a state educational institution for policies or programs and campus activities outside the classroom that: (1) advocate for campus diversity, equity, and inclusion; or (2) promote or engage in political or social activism. Makes related changes.

Effective: July 1, 2025.

**Bascom, Teshka, Zimmerman,
Davis**

January 21, 2025, read first time and referred to Committee on Education.



First Regular Session of the 124th General Assembly (2025)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2024 Regular Session of the General Assembly.

HOUSE BILL No. 1496



A BILL FOR AN ACT to amend the Indiana Code concerning higher education.

Be it enacted by the General Assembly of the State of Indiana:

1 SECTION 1. IC 21-7-13-9.5 IS ADDED TO THE INDIANA CODE
2 AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY
3 1, 2025]: **Sec. 9.5. For purposes of IC 21-41-16, "campus diversity,
4 equity, and inclusion" has the meaning set forth in IC 21-41-16-1.**
5 SECTION 2. IC 21-7-13-18.4 IS ADDED TO THE INDIANA
6 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
7 [EFFECTIVE JULY 1, 2025]: **Sec. 18.4. For purposes of
8 IC 21-41-16, "federal funds" has the meaning set forth in
9 IC 21-41-16-2.**
10 SECTION 3. IC 21-7-13-25.5 IS ADDED TO THE INDIANA
11 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
12 [EFFECTIVE JULY 1, 2025]: **Sec. 25.5. For purposes of
13 IC 21-41-16, "political or social activism" has the meaning set
14 forth in IC 21-41-16-3.**
15 SECTION 4. IC 21-7-13-27.5 IS ADDED TO THE INDIANA
16 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
17 [EFFECTIVE JULY 1, 2025]: **Sec. 27.5. For purposes of**



- 1 **IC 21-14-16, "programs or campus activities" has the meaning set**
 2 **forth in IC 21-41-16-4.**
- 3 SECTION 5. IC 21-7-13-31.4 IS ADDED TO THE INDIANA
 4 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 5 [EFFECTIVE JULY 1, 2025]: **Sec. 31.4. For purposes of**
 6 **IC 21-41-16, "social issues" has the meaning set forth in**
 7 **IC 21-41-16-5.**
- 8 SECTION 6. IC 21-7-13-32.5 IS ADDED TO THE INDIANA
 9 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 10 [EFFECTIVE JULY 1, 2025]: **Sec. 32.5. For purposes of**
 11 **IC 21-41-16, "state funds" has the meaning set forth in**
 12 **IC 21-41-16-6.**
- 13 SECTION 7. IC 21-7-13-34.5 IS ADDED TO THE INDIANA
 14 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 15 [EFFECTIVE JULY 1, 2025]: **Sec. 34.5. For purposes of**
 16 **IC 21-41-16, "student-led organization" has the meaning set forth**
 17 **in IC 21-41-16-7.**
- 18 SECTION 8. IC 21-39.5-6-1.5 IS ADDED TO THE INDIANA
 19 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
 20 [EFFECTIVE JULY 1, 2025]: **Sec. 1.5. This article is subject to**
 21 **IC 21-41-16.**
- 22 SECTION 9. IC 21-41-16 IS ADDED TO THE INDIANA CODE
 23 AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE
 24 JULY 1, 2025]:
- 25 **Chapter 16. Prohibition on Funding**
- 26 **Sec. 1. As used in this chapter, "campus diversity, equity, and**
 27 **inclusion" means any:**
- 28 **(1) policy; or**
 29 **(2) program or campus activity;**
- 30 **that classifies individuals on the basis of race, color, sex, national**
 31 **origin, gender identity, or sexual orientation and promotes**
 32 **differential or preferential treatment of individuals on the basis of**
 33 **the classification.**
- 34 **Sec. 2. (a) As used in this chapter, "federal funds" means those**
 35 **funds provided to the state educational institution directly or**
 36 **indirectly by an appropriation by the Congress of the United**
 37 **States. The term includes financial aid provided to the state**
 38 **educational institution by or on behalf of a student attending the**
 39 **state educational institution if the financial aid is provided to the**
 40 **student via a governmental aid or grant program.**
- 41 **(b) The term does not include student fees to support student-led**
 42 **organizations notwithstanding any speech or expressive activity by**



1 such organizations that would otherwise violate this chapter if the
 2 student fees must be allocated to student-led organizations
 3 pursuant to written policies adopted by the board of trustees of the
 4 state educational institution.

5 **Sec. 3. (a) As used in this chapter, "political or social activism"**
 6 **means any activity:**

7 (1) organized with a purpose of effecting or preventing change
 8 to a government policy, action, or function, or any activity
 9 intended to achieve a desired result related to social issues;
 10 and

11 (2) with which the state educational institution endorses or
 12 promotes a position in communications, advertisements,
 13 programs, or campus activities.

14 **(b) The term does not include:**

15 (1) authorized government relations and lobbying activities of
 16 the state educational institution concerning matters that
 17 directly affect the operations of the state educational
 18 institution or direct-support organizations of the state
 19 educational institution; or

20 (2) endorsement or promotion of a position that encourages
 21 compliance with state or federal law or a rule of the
 22 commission for higher education.

23 **Sec. 4. As used in this chapter, "programs or campus activities"**
 24 **means any activities authorized or administered by a state**
 25 **educational institution that involve:**

26 (1) student participation, other than classroom instruction; or

27 (2) hiring, recruiting, training, evaluating, promoting,
 28 disciplining, or terminating institution employees or
 29 contractors.

30 **Sec. 5. As used in this chapter, "social issues" refers to topics**
 31 **that polarize or divide society among political, ideological, moral,**
 32 **or religious beliefs.**

33 **Sec. 6. (a) As used in this chapter, "state funds" are those funds**
 34 **provided to a state educational institution by an appropriation**
 35 **enacted by the general assembly. The term includes financial aid**
 36 **provided to the state educational institution by or on behalf of a**
 37 **student attending the state educational institution if the financial**
 38 **aid is provided to the student via a state government aid or grant**
 39 **program.**

40 **(b) The term does not include student fees to support student-led**
 41 **organizations notwithstanding any speech or expressive activity by**
 42 **the organizations that would otherwise violate this chapter if the**



1 student fees must be allocated to student-led organizations
2 pursuant to written policies adopted by the board of trustees of the
3 state educational institution.

4 Sec. 7. As used in this chapter, "student-led organization"
5 means an organization recognized by the state educational
6 institution as an active and registered student organization that is
7 comprised of student members with a faculty or staff advisor,
8 including an organization that receives activity and service fees
9 authorized by the board of trustees of the state educational
10 institution.

11 Sec. 8. A state educational institution may not expend state
12 funds or federal funds to promote, support, or maintain programs
13 or campus activities that:

- 14 (1) advocate for campus diversity, equity, and inclusion; or
- 15 (2) promote or engage in political or social activism.

16 Sec. 9. A state educational institution advocates for campus
17 diversity, equity, and inclusion when it implements a policy or
18 engages in a program or campus activity that:

- 19 (1) advantages or disadvantages, or attempts to advantage or
20 disadvantage, an individual or group on the basis of race,
21 color, sex, national origin, gender identity, or sexual
22 orientation, to equalize or increase outcomes, participation, or
23 representation as compared to other individuals or groups; or
- 24 (2) promotes the position that a group's or an individual's
25 action is inherently, unconsciously, or implicitly biased on the
26 basis of race, color, sex, national origin, gender identity, or
27 sexual orientation.

28 Sec. 10. Student-led organizations may use state educational
29 institution facilities, notwithstanding any speech or expressive
30 activity by the organizations that would otherwise violate section
31 8 of this chapter, if the use must be granted to student-led
32 organizations pursuant to written policies of the state educational
33 institution adopted by the board of trustees.

34 Sec. 11. Section 8 of this chapter does not prohibit programs or
35 campus activities or functions required for:

- 36 (1) compliance with general or federal laws or regulations;
- 37 (2) obtaining or retaining institutional or discipline specific
38 accreditation with the approval of the commission for higher
39 education; or
- 40 (3) access to programs for military veterans, Pell Grant
41 recipients, or other scholarships provided by the federal or
42 state government.



1 **Sec. 12. Section 8 of this chapter does not prohibit expenditure**
2 **of state funds or federal funds if:**
3 **(1) except as prohibited under IC 21-16-2-4(4), IC 21-20-6,**
4 **and IC 21-41-4-5, the expenditure is for ministerial or**
5 **administrative activities of a program or campus activity that**
6 **is not unique to that program or campus activity; and**
7 **(2) the specific program or campus activity is otherwise**
8 **supported by private funds.**
9 **Sec. 13. A state educational institution must designate a state**
10 **educational institution official or officials who are responsible for**
11 **compliance, oversight, and adherence to the prohibited**
12 **expenditure provisions of this chapter.**



MEMORANDUM

TO Fort Wayne Senate

FROM: Cigdem Gurgur, Chair
Senate Executive Committee

DATE: 01/24/2025

SUBJ: Clarifying Amendments to the Constitution of the Fort Wayne Faculty

WHEREAS, the text of the Constitution should never undergo substantial changes without thorough discussions in the Senate; and

WHEREAS, little corrections to the text, which do not affect or alter the meaning, may not be worth valuable Senate time; and

WHEREAS, it has never stated explicitly who can make proposals for amending the Constitution; and

WHEREAS, the here proposed amendments clarify all three points mentioned;

BE IT RESOLVED, that the Fort Wayne Senate approves of the proposed amendments.

Approved	Opposed	Abstention	Absent	Non-Voting
Kristin Barker				Craig Ortsey
Bernd Buldt				
Cigdem Gurgur				
Jay Johns				
James McHann				
Jeff Nowak				
Lee Roberts				

black: old language — green: new — blue: moved — red: stricken — purple: editorial remarks

I. DEFINITIONS

A. For the purpose of this document:

1. Purdue University Fort Wayne shall be referred to as “the University” or “PFW,” and the words “major unit” shall mean “college, school, or the library” (where “school” means “school outside a college”);

VII. AMENDMENTS

Amendments to this Constitution may be proposed to the Executive Committee by any member of the Faculty. ~~Amendment of the Constitution shall require the following:~~

B. Amendment of the Constitution shall require the following:

A. 1. **publication** of the proposed amendment to all members of the Faculty and the Senate;

B. 2. **approval** of the proposed amendment **by majority vote** of the Senate;

C. 3. **approval** of the proposed amendment **via secret ballot** of the Voting Faculty by a two-thirds majority of those voting or by a simple majority of the Voting Faculty, whichever shall be the less.

– 4. The amendment shall **become effective** as provided for in the amendment or, failing that, on the first day of the academic year following the completion of the steps above.

C. **Scrivener's errors.** The Clerk of the Senate, after consultation with and the approval of both the Parliamentarian and the Executive Committee, may correct, provided they do not change the intended meaning, minor clerical mistakes in this document without Senate approval. If the Clerk, Parliamentarian, and Executive Committee do, they must give written notice to the Senate, detailing the changes.

Question Time

At 8:45PM on Saturday of the weekend before the start of spring semester, faculty and staff received notification that they would need to use VPN to get to certain university resources, including Brightspace and go.pfw.edu. IT Services would not reopen until Monday morning. Instructions that we received did not appear to work for everyone. By Monday, in addition to faculty struggling with this new policy, students discovered the problem as well, and many faculty, many of whom were still trying to figure this out, were flooded with panicked emails from students about access to their online classes, etc.

The policy's roll out brought chaos and stress and has negatively impacted many people's ability to do their jobs. I can not even imagine how much stress all this in turn placed on people who still work at IT services at PFW, who, as I understand it, had no say in the policy but got to bear the brunt of the aftermath.

Even those of us who eventually were able to get things to work properly have discovered that problems can crop up unexpectedly. As I am typing this question on Thursday evening, after being able to use VPN for 8 days, I discovered that it no longer works. I have emails from students that need to be answered that require me to go into their records, something that I assumed I would be able to do (since I could this morning) but am not able to do, and won't be able to get fixed until tomorrow when IT reopens.

When I described what happened on our campus to people who work in cyber security in the private sector, they were utterly horrified by the way the roll out happened.

It would be helpful to have an explanation for why the policy had to be implemented so abruptly without warning or adequate preparation. What made it necessary to make so many people's working environments so stressful and challenging? What are the plans for ensuring that students, especially students who only take online classes, are able to access the materials they need?

A. Livschiz

Executive Committee Report on Administrative Compliance 2023-2024

Due to EC: Monday, December 9, 2024

SD 23-2: Persona Non Grata Determination Process

- Complied with
- Vice Chancellor of Financial and Administrative Affairs, Glen Nakata, gave a brief presentation on *persona non grata* at Faculty Senate in February 2024.

SD 23-9: Responding to Concerns from Campus Climate Survey: Deadnaming

- Partly complied with
- As of Fall 2024, COGNOS reports include students' preferred names rather than legal names.
- The OAA did not develop and promote policies that clearly distinguish between free speech and the commitment to fostering inclusive classrooms.

SD 23-16: Indiana Senate Bill 202 to Amend the Indiana Code Concerning Higher Education

- Not complied with
- The administration did not take a public stance against SEA 202; instead, Chancellor Elsenbaumer indicated that Purdue Fort Wayne would follow the guidance provided by Purdue West Lafayette regarding any statements on the matter.

SD 23-27: PFW Faculty Senate Position on Conflict in the Middle East

- Partly complied with
- Administration did not take a public stance on the ongoing conflict in the Middle East.
- In June 2024, PFW hosted a vigil for Gaza, emphasizing the themes of peace and unity. The event served as a space for reflection and remembrance of those who have lost their lives in the Middle East due to conflict.

Executive Committee Report on Administrative Compliance 2022-2023

November 6, 2023

SD 22-4: Access to Reproductive Health Care for All Benefited Purdue Employees

- Not complied with
- Senate EC must ask Chancellor Elsenbaumer whether he communicated with the Purdue Board of Trustees about this issue. Channels for getting such questions answered remain unclear (see notes below about past procedures).

SD 22-6: Review of the Created Equal Event on Campus on Tuesday, September 20, 2022

- Partly complied with
- During Faculty Senate, a member from Administration informed Senators on the process organizations must follow to be allowed on campus, which involved a formal signed agreement.
- Administration informed Senators that organizations with diverse backgrounds and missions will continue to have campus access, provided they adhere to the agreement process.
- It is still uncertain whether this organization returned to campus since this issue occurred.

SD 22-10: Public Sharing Information about Deaths of Students at PFW

- Complied with
- The University continues to follow the “Protocol for Response to the Death of a Student”

SD 22-16: Shared Governance and Consideration of Greek Life

- Complied with

SD 22-23: Support for WL University Senate Document 22-20 PNW Concerning Chancellor Thomas Keon’s Racist Comments

- Not complied with – BUT deemed unnecessary
- The Purdue Board of Trustees approved Kenneth Holford as the new chancellor of Purdue University Northwest starting on January 8, 2024. So, Thomas Keon is no longer chancellor of PNW. It did not have anything to do with the Elsenbaumer administration, and so it can be considered resolved.

SD 22-30: Reminder to Our Administrative Leadership

- Partly complied with