

UNIVERSITY SENATE
Second Meeting, Monday, 21 October 2019, 2:30 p.m.
Pfundler Hall, Deans Auditorium

AMENDED AGENDA

1. Call to order Professor Cheryl A. Cooky
2. Approval of Minutes of 9 September 2019
3. Acceptance of Agenda
4. Remarks of the Senate Chair Professor Cheryl A. Cooky
5. Remarks of the President President Mitchell E. Daniels, Jr.
6. Question Time
7. Memorial Resolutions
8. Résumé of Items Under Consideration
by Various Committees For Information
Professor Deborah L. Nichols
9. Senate Document 18-02 Purdue Graduate Student Government
Bill of Rights and Responsibilities- Revised For Action
Professor David Sanders
10. Senate Document 19-03 Inclusion Resolution For Action
Professor Audrey Ruple
11. Senate Document 19-02 Resolution on Airport Parking
Reimbursement For Action
Professor Linda Prokopy
12. Senate Document 19-07 Nominees for the Educational Policy
Committee For Action
Professor Frederick Berry
13. Senate Document 19-01 Course Retake Policy Amendment For Discussion
Professor Andrew Freed
14. Senate Document 19-05 Resolution on Health Care Plan Changes For Discussion
Professor Linda Prokopy
15. Senate Document 19-06 Local Transportation Options Resolution For Discussion
Professor David Sanders
16. Report on Academic Rigor For Information
Professors Kevin Mumford and Timothy Bond
17. Annual Report of the Athletic Affairs Committee For Information
Professor Steven Scott

18. New Business

19. Adjournment

UNIVERSITY SENATE

Second Meeting, Monday, 21 October 2019, 2:30 p.m.

Pfendler Hall, Deans Auditorium

Present: *Joseph W. Camp (Secretary of Faculties and Parliamentarian), Cheryl Cooky (Chair of the Senate), Deborah L. Nichols (Vice-Chair of the Senate), Kathleen Abrahamson, Kolapo Ajuwon, Taylor Bailey, Jonathan Bauchet, Alan Beck, Peter Bermel, Bharat Bhargava, Jordan Jo Boileau, Colleen Brady, Sylvie M. Brouder, Steven S. Broyles, Tom Brush, Laura Claxton, Matt Conaway, Martin Corless, Bruce Craig, Chittaranjan Das, David Eichinger, Donna Ferullo, Clifford Fisher, Ray Fouché, Alexander Francis, Andrew Freed, Catherine A. Hill, Stephen Hooser, Ayhan Irfanoglu, Jules Janick, Signe Kastberg, Ralph Kaufmann, Julius J. Keller, Todd Kelley, Neil Knobloch, Jozef L. Kokini, Klod Kokini, David Koltick, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Vincent Duffy (for Seokcheon Lee), Shuang Liu, David J. Love, Robyn Malo, Stephen Martin, Tim McGraw, Michael McNamara, Larry Nies, Song No, Robert Nowack, Erik Otarola-Castillo, Alice Pawley, Rodolfo Pinal, Linda Prokopy, Bob Pruitt, James Pula, Li Qiao, Darryl Ragland, Randy Rapp, Jeremy Reynolds, Elizabeth (Libby) Richards, Felicia Roberts, Paul Robinson, Leonid Rokhinson, Audrey Ruple, Ala Samarapungavan, Steven Scott, Lou Sherman, Qifan Song, William Sullivan, Rusi Taleyarkhan, Hong Tan, Steve Wereley, Kipling Williams, John S. Yaninek, Jane F. Yatchilla, Haiyan (Henry) Zhang, Megha Anwer, Stacey Baisden, Natalie Carroll, Frank J. Dooley, Carl Krieger (for Barbara Frazee), Lowell Kane, Lisa Mauer, Beth McCuskey, Jamie L. Mohler, Alysa C. Rollock, Marie Edmonson (for Jeremy Wampler) and *Stephanie L. Dykhuizen (Sergeant-at-Arms)*.*

Absent: *President Mitchell E. Daniels, Jay Akridge, Stephen P. Beaudoin, Frederick Berry, Robert X. Browning, Min Chen, Sharon Christ, Edward J. Delp III, Jim Dworkin, Ariel de la Fuente, Michael Gribskov, Nan Kong, Julie Mariga, Eric T. Matson, Greg M. Michalski, Jan Olek, Jeff Rhoads, David Sanders, Dharmendra Saraswat, Dennis Savaiano, Daniel W. Smith, Brandon H. Sorge, Susan Watts, Nicole J. Olynk Widmar, Heather Beasley, Michael B. Cline, Keith Gehres, Peter Hollenbeck, Katherine L. Sermersheim.*

Guests: J. Rispoli (BME, For Nan Kong), P. Pillai (PSG), S. Lightner (PSG), C. Shaffer (HR), A. Schenk (PSG), J. Ching (Exponent), A. Nickel (M&M), R. Day (PSG), P. Baranski (PSG), T. Myers (Student), D. Boersma (Athletics), E. Howat (Athletics), N. Hartman (Athletic Affairs Committee), S. Deery (M&M), R. Bailey (NUTR, for Dennis Savaiano), D. Painter (Student), D. Docot (ANTH), M. Russell (Honors), L. Bowling (AGRY), T. Agnew (Education), D. Platt (ENGL), D. Bangert (J&C), S. Murley (Exponent), T. Mitchell (Athletics), J. Gates (Provost), A. Veile (ANTH), S. Briller (ANTH), K. Mumford (Econ), T. Bond (Econ), Z. Ma (FNR), B. Nixon (FNR), and B. McWherter (FNR).

1. The meeting was called to order at 2:35 p.m. by Chairperson Cheryl Cooky.
2. The minutes of the 9 September 2019 Senate meeting were approved as distributed.
3. The October Senate Agenda was approved as distributed.
4. Professor Cheryl Cooky presented the Remarks of the Chairperson (see Appendix A).
5. President Mitchell E. Daniels, Jr. and Provost Jay Akridge were not at the meeting and no remarks were presented.
6. Question Time. One written question had been received. Chairperson Cooky read the question and provided an answer. Both question and answer are in the Remarks of the Chairperson (see Appendix A).

7. No Memorial Resolutions had been received.
8. Representing the Steering Committee, Professor Deborah Nichols presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix B). The Chairs of the Senate Standing Committees briefly described the current activities of their respective committees.
9. Standing in for Professor David Sanders, Chair of the Student Affairs Committee (SAC), Professor Matt Conaway introduced Senate Document 18-02 *Purdue Graduate Student Government Bill of Rights and Responsibilities- REVISED*, for Action. Professor Conaway explained the rationale for the revised document. Professor Conaway mentioned the concerns about the document expressed by Professor Steven Landry of the College of Engineering (see Appendix C). He also mentioned the rebuttal to Professor Landry's concerns written by Associate Dean of the Graduate School, James Mohler (see Appendix D). Professor Landry created a petition that triggered a mandatory revote on the revised document. Professor Landry recently responded with a follow-up email (see Appendix E) and Associate Dean Mohler responded to this email, in turn (see Appendix F). Senators spoke in favor of the document and in opposition to the document. Purdue Graduate Student Government President Taylor Bailey also weighed in with responses to Dr. Landry (see Appendix G). All documents in favor of and opposed to approval of Senate Document 18-02 are on the [Senate website](#). Following a brief discussion period, Professor Linda Prokopy made a motion to delay consideration of Senate Document 18-02 until the November Senate meeting so that the Senators can receive feedback from their constituents before voting on the document. Professor David Koltick seconded the motion. After a brief discussion of the pros and cons of delaying consideration until November, the vote was taken. The motion to delay consideration of Senate Document 18-02 was approved with 37 votes in favor, 28 in opposition with two abstentions.
10. Professor Audrey Ruple, Chair of the Equity and Diversity Committee, presented Senate Document 19-03, *Inclusion Resolution*, for Action. Professor Ruple provided the background and rationale for the document and offered a PowerPoint presentation support of the resolution (see Appendix H). Following the presentation, a motion was made and seconded to approve Senate Document 19-03. There followed a vigorous discussion with Senators speaking for or against approval of the document.
 - Professor Todd Kelley trying to understand the difference between disagreement and discrimination. There are people on this campus who do not agree with the LGBTQ agenda/group. Are the opinions of those people considered and welcomed? As an American institution we are supposed to promote, welcome, and include everyone even if there are disagreements among individuals or groups. He would like to see us as Senators and as educators on this campus teach people how to have civil discourse. That means we do not always agree. He wants to ensure that is clear and would like to know if that is what this (resolution) is representing. It appears to him to be exclusion rather than inclusion and that is a concern for him. He would also like to clarify if this is about Chick-fil-A a company or is this about groups of people that have Christian viewpoints. He asked: "Have we considered all religions on this campus?" He has enjoyed that we have had people come from all the different cultural centers that are trying to promote diversity such

as the Native American Center, the Black Cultural Center, and other groups that are here trying to promote diversity. However, in his four years on the Senate, he has never seen anyone from a religious group come and present about their center to the Senate. If this is about inclusion, it should be equal for everyone.

- Professor Robyn Malo suggested it is important at the start to remember there is a radical difference between disagreement and discrimination. The issue under consideration is not one of disagreement, but of discrimination in terms of how it is people choose to live their lives. She read the statements from the various places the Chick-fil-A foundation sends donations. These organizations make it very clear, although they do not state it explicitly, that people who are not among the righteous will go to hell. This implies that LGBTQ people are among that group. That goes far beyond disagreement and *ad hominem*. The question here is not whether we are open to disagreement as she hopes in the university community it is obvious that we are open to disagreement. The issue is whether or not we accept speech that is targeting one specific group with the idea that they are not as good as everybody else. Lastly, the letter circulated to the Senate this morning from Pastor Steve Viars the implication was that if there was some service on campus that served the LGBTQ community, that this would pose a similar problem for the Christian community. In the letter, there was no acknowledgement of the discrimination inherent in the problem being addressed by the resolution.
- Professor Alice Pawley stated that she is in favor of the resolution. She thanked Professor Ruple for her introductory remarks as they touched on many key points. Professor Pawley noted that the administration has made the point that we must be tolerant of intolerant ideas in the name of tolerance. That free speech requires that we tolerate intolerant ideas. She disagrees with the administration's framing because the resolution is not trying to address intolerant company's right to exist or to do business off-campus or to maintain any discriminatory policies. We are talking about providing privileged access to students, staff, and faculty, the customers, and a subsidy of location to a company that is symbolic of discrimination. This resolution is saying that to be granted the high access to a population for which we are collectively responsible, a company must demonstrate support for our value of inclusion. She thinks inviting vendors to do business on our campus and make their business from our students, staff, and faculty where their values our counter to Purdue's values is undercutting our own commitment to our values. What she is most concerned about is how dismissive the administration was towards the Senate before the resolution was voted on. Professor Pawley thinks that having on campus a symbol of discrimination against LGBTQ people will affect Purdue's ability to provide a campus environment where LGBTQ students can learn fairly compared to their straight peers. Hence, the Senate should vote "yes" on the resolution which makes it the business of the Senate and the Senate will meet its responsibility to the University by advancing such a resolution. Ignoring any potential passage of a resolution as the administration has done regarding other recently passed resolutions

should be held in contempt. Our Purdue value of inclusion should not extend to subsidizing the intolerant. She urged the Senate to vote overwhelmingly in favor of the resolution and asks that the administration to abide by its obligation to comply with the Senate's work on matters of the general welfare of those involved in these educational processes.

- Professor Alexander Francis views the resolution as closing a loophole, the Purdue policy is quite clear and pertains to "...all Purdue University community members." This would seem to include everyone working or studying on our campus, everyone in our community. The Purdue policy is explicit in covering students and employees and, thus, covers all natural persons. There is no mention of commercial entities. We know that in modern political times we have corporate persons, but they are not addressed in the Purdue policy. The resolution under discussion does nothing more or less than ensure that commercial entities that choose to work in the Purdue University community will be held to the same standards of behavior that we already ourselves, our colleagues, and our students to. The only reason he can see to vote against the resolution is if you believe commercial entities should be given the special privilege of being part of our community without being held to the same standards that we hold everyone else to. This resolution is a vote against special privilege for corporate members of our community and he fully supports it.
- Senator Jo Boileau stated that the idea of these entities coming here is destructive to him. It has been difficult for him to operate as a student in the past six weeks given things that have been written about him and about other members of the Senate, but that zeroed in on him being a "faggot." Students have told him that they went to Chick-fil-A and when ordering a meal gave them his (Senator Boileau's) name at that time. He is happy to say the University has had his back relative to the written and verbal assaults, but it shows how destructive the conversation is when one tries to go against something that is inherent in our values. We talk about why we are doing what we are doing. He has spoken to incoming students during Boiler Gold Rush. He told them that what he thinks is special about Purdue is the fact that central to everything we do in classes and as a community is asking the question "why". Why we are doing what we are doing is just as important as doing anything at all. As a student, as a member of the community, as a member the LGBTQ community, he full-heartedly supports the resolution and he thanks Professor Ruple for her diligent work on this and he urges unanimous passage of the resolution.
- Professor Randy Rapp stated that he seconds Professor Kelley's comments about the issue. He has heard nothing about the entity coming here that has been negative towards anyone. We need to evaluate their being here more in the restricted purpose for which they come here to satisfy the wishes of so many of our students who go to Chick-fil-A. They have no intention of doing harm or anything of that sort. He hopes that people can look at this in a broader sense.
- Professor Alan Beck suggested that instead of reading it with LGBTQ issues, read it with some of the other areas that are targeted. Would we feel just as

comfortable if an organization would not hire African-Americans or Jews or Christians? Let us not think about this just as an LGBTQ issue, but think about all the people who are targeted by discrimination. If one feels this is the only issue that bothers one, that is a mistake. These other issues have to be addressed, too.

- Professor Stephen Martin read a prepared statement. “The argument that we should ‘Let the market decide whether Chick-fil-A belongs at Purdue’ has been made in the Letters column of the Journal and Courier and it was made explicitly at our previous meeting. I speak against the misuse of economic arguments. The debate now underway is not about the ability of a business to market a product in a commercially successful way. It is about where we as a University draw the line between conduct that is acceptable and conduct that is unacceptable. We would not find the ‘let the market decide’ argument compelling for a business that supported racial discrimination. Indeed, Purdue took exactly such a position when it returned a donation from John Schnatter last year. It may be that reasonable people can differ about whether support for avowedly anti-LGBTQ positions has a place in civilized discourse. That is the issue on which the discussion should focus. To appeal to ‘market forces’ is a red herring.”
- Professor Megha Anwer wondered if this was a question of free speech. When we talk about protecting and including all members of our community, we have to be very careful that it is about including everyone. It is imperative that we prioritize the inclusion of people who are most vulnerable. Sometimes there are going to be choices we have to make. We have to be honest with each other and with ourselves about who is most vulnerable on campus. “Who are the populations that will be most discriminated against?” It is their well-being we have to ensure and it is for that reason she supports the resolution.
- Professor Kelley agreed with Professor Anwer as that is the point he was trying to make. He has gone through a personal battle as well. Being a white, Christian male on the Purdue campus there are times he feels censored. There are times he feels like the vulnerable person. He reads everything that has been written about Drew Brees because he promoted people bringing a Bible to school. He fears for this country when we get to a place where somebody who understands and believes in the Bible is considered a hater. That is nothing about who he (Professor Kelley) is as a person. That is as damaging as the comments that were made to him. He will be an advocate that never should happen on our campus. He wants to ensure that everyone understands that we have to be welcoming the other side as well and we have to teach them how to have discourse. It pains him when he looks at the *Exponent* and he sees in there one of the people who is shouting their beliefs, not the way he would do this. In that lens, he sees that camera through our Purdue students and you can see them mocking this person. That is not civil discourse and that is not going to be allowed on this campus. We as a whole community have to make that happen. It is a polarized issue. We have seen it against our own alums, people we are proud of and they victimized him. They crucified him and it is wrong.

- Professor Linda Prokopy does not see this resolution as discourse as we have our freedom of expression policies for that issue. She clarified that there is nothing in the resolution that is anti-Christian. In fact, it should support Christians as much as anyone else. If one reads the Purdue policy, religion is the second item listed. The media have picked up on this and called it anti-Christian and she thinks that is very misleading. Nobody from the Senate has ever said that, as far as she knows. In fact, several Christian ministers co-signed a letter to the editor that was referenced in Appendix C. In summary, she does not view this as an anti-Christian resolution.
- Professor Colleen Brady asked: “If one puts in a different marginalized group instead of the LGBTQ, how do you feel about that? Would you think this was a good policy if it was in a primarily Muslim country and it was to provide protections for Christians?” She believes it does help separate faith beliefs that might be different from core values of the University.
- Professor Eric Kvam noted the he walked around the Chauncey Hill recently and noticed there were a lot of empty shops where Chick-fil-A could open off campus. If located in Chauncey Hill, we could point out to the administration that if students want Chick-fil-A, can go off campus to buy the meals.
- Professor Kelley appreciated Professor Cooky’s response to Pastor Viars. Will there be any follow-up regarding the statements that were made from a Purdue faculty member. This is exactly the kind of thing that is concerning to him and that he is struggling with. The fact that when he stands up and speaks his mind about this, he will get those kinds of emails as well. It appears that Pastor Viars did not want to disclose the identity of the faculty member. Professor Cooky can follow-up as appropriate. It was noted that both sides have received vitriolic emails on this issue.
- Professor Brady suggested that this specific question is outside the Senate’s purview. This should be dealt with by the faculty member’s department head or Dean of the College.
- Professor Francis finds it ironic that we are discussing censoring a professor for comments they made outside of the University while we are trying to defend the behavior of a company being made outside the University.

Following the discussion, the vote was taken. Senate Document 19-03 was approved with 61 votes in favor, 12 in opposition with one abstention.

11. Professor Linda Prokopy, Chair of the Faculty Affairs Committee (FAC), introduced Senate Document 19-02, *Resolution on Airport Parking Reimbursement*, for Action. She stated that the resolution is two-fold; it is concerned about lack of faculty on issues that influence us and it is concerned about the actual policy promulgated by the administration. She noted that there was a very good discussion at the September Senate meeting about the document. Based on that discussion and with approval from the document’s co-sponsors several small edits were made to the document. It is presented with those edits in place. A motion was made and seconded to approve the document.
 - Professor Pawley talked with the colleagues in her school of Engineering Education and they think the resolution is “a no-brainer.” All her colleagues

are in favor of the resolution.

- Professor Peter Bermel as a co-sponsor he supports Professor Prokopy's leadership on this topic in both aspects she mentioned. In particular, this is just the tip of the iceberg, in his opinion. He believes there are many concerns that are related both in terms of shared governance, some of which were already discussed and some that will be brought up in the near future. Second and specific to this issue everybody in Electrical and Computer Engineering was unanimous that this is a concern, particularly for faculty that are working on sponsored research. They believe the sponsors of the research and the faculty involved are in the best position to determine what parking requirements and arrangements will be most suitable for their needs, goals, and objectives both personally and professionally. Furthermore, there are many other related issues regarding travel that could potentially be outsourced to others for decision-making and the ECE faculty want to take a stand against those things.

Following the discussion, the vote was taken. Senate Document 19-02 was approved with 67 votes in favor, four in opposition with one abstention.

12. Professor Jeremy Reynolds, standing in for Nominating Committee Chair Professor Frederick Berry, introduced Senate Document 19-07, *Nominees for the Educational Policy Committee*, for Action. Candidates for election are Professor Eric Kvam from Materials Engineering and Professor Libby Richards from Nursing. A motion was made and seconded to approve the document. No discussion occurred and no additional nominations were made from the Senate floor. The vote was taken and Senate Document 19-07 was approved with 68 votes in favor, none in opposition with one abstention. Professors Kvam and Richards were elected to serve on the Educational Policy Committee with term lengths equal to their Senate term lengths.
13. Professor Andrew Freed, Chair of the Educational Policy Committee, introduced Senate Document 19-01, *Course Retake Policy Amendment*, for Discussion. Professor Freed explained the rationale for the proposed policy amendment. The revised rule attempts to provide clarity and consistency to the course repeat rule. This will help the Academic Advisors perform their jobs. Professor Freed entertained questions and comments from the Senate floor.
 - Professor Leonid Rokhinson understands that the wording clarification removes the necessity for consent of the Academic Advisors, but he is trying to understand the rationale to bumping it from two to three class registrations. Professor Freed said that there was no change, but the previous wording was confusing and the revised wording clarifies the policy.
 - Professor Jules Janick wondered how you can repeat a course that is non-repeatable. Vice Provost Frank Dooley explained that a student can enroll in it again. Professor Freed and Vice Provost Dooley added additional explanation. There are courses in the catalog that the can be taken over, repeated, for credit with a grade given each time the course is take. For

example, variable-title courses and band courses. A non-repeatable course only gets one grade on the transcript, even if the student takes the course more than once.

- Professor Bharat Bhargava noted that if students are not able to pass a core course to get their degree. He has recommended that the students take the course more than three times, if necessary, to earn their degrees. Therefore, he wondered why there is a limit of three times courses. Vice Provost Dooley stated that when there was no limit to the times a student could retake a course, some students would take a course up to 8 times and never made progress towards graduation. Many reasons exist for a student to not succeed in a course the first time through, such as medical issues. Analysis of the data on repeated courses revealed that students who take the course up to three times, tend to graduate. Students who took courses more than three times, did not tend to graduate. Thus the limit of three attempts was set.
- Professor Kaufmann suggested minor wording changes such as replacing “should” with “shall” and adding “at most” after “non-repeatable.” His suggestions were accepted by consent of the Senate.
- Professor Bhargava asked wording could be added to allow a student to take a course a 4th time. Professor Freed noted that this was discussed and the Academic Advisors strongly opposed their involvement in signing off on repeated course registrations. Vice Provost Dooley noted that a student can petition the Associate Deans in the various Colleges to take a course more than 3 times. Therefore, a mechanism exists to take courses more than three times.

14. Professor Linda Prokopy introduced Senate Document 19-05, *Resolution on Health Care Plan Changes*, for Discussion. Professor Prokopy yielded her time to Professor Michael Fosmire, Chair of the Faculty Compensation and Benefits Committee (FCBC) who made a presentation that emphasized the lack of engagement of the Senate and its committees in the changes approved by the administration and Board of Trustees (see Appendix I). Following the presentation, Professor Prokopy explained that the currently considered resolution combines one from the FCBC with a resolution from the FAC. Professor Prokopy asked for a motion to suspend the rules to allow a vote on the document during the current Senate meeting. The motion was made and seconded. One Senator asked if passing this would provide any outcome in our favor. Professor Prokopy suggested that it is important to pass this and other resolutions even if the administration chooses to ignore the resolutions. This puts the Senate’s position on-the-record. The vote to suspend the rules was approved with 66 votes in favor and three in opposition. A motion was made and seconded to approve the document and a brief discussion occurred before the vote was taken.
 - Professor Libby Richards asked Professor Cooky for a brief synopsis of her role in the discussion of these changes. Professor Cooky stated that the conversation began with concerns expressed in the fall of 2018 when the administration proposed to get rid of the spousal health care benefits option. That created pushback from employees and discussions occurred among Senate leaders and the administration about the concerns. Professor Cooky

was also able to speak about the matter to the Board of Trustees as the board members thought it might be helpful to receive input from the Senate Chair to inform their deliberations. A town hall was also held to address concerns of employees. Professor Richards emphasized that the faculty were given opportunities to provide feedback even if the administration and Board of Trustees did not incorporate the suggestions of the faculty into the health care plan changes. She also noted, as she had at the September Senate meeting, that the removal of the PPO plan was a bad idea. Professor Cooky said that the faculty concerns were heard and were taken into consideration based on conversations she had with the administration and the Board of Trustees. As a self-insured entity, Purdue has to address the challenges imposed by the ever-increasing costs of health care while maintaining suitable coverages for employees along with premium increases that are reasonable. This also relates to the financial health of Purdue University and the administration and Board of Trustees have to balance the various factors to ensure that we do not end up in some of the financial straits that our Big 10 peers are experiencing. Other institutions are looking at Purdue University as a model of how to maintain their financial health.

- Professor Prokopy wondered if the FCBC should be dissolved as it was not included in the deliberations on the health care changes while the Chair of the Senate was a part of the discussion. Professor Cooky noted that she had a meeting with the previous Chair of the FCBC, Professor Peter Goldsbrough, as well as Professor Fosmire before her meeting with the Board of Trustees and she solicited input from them on the matter. She was able to convey their input to the Board of Trustees when she met with the board members. She sees no reason to dissolve the FCBC, but views the involvement of the Senate Chair as another means of communicating with the Board of Trustees and the administration.
- Professor Brady noted that we realize there will be no changes in the health care plans, but if this is something people feel strongly about and is unacceptable, we have an avenue to let the administration and Board of Trustees know of our concerns. She and her husband are trying to figure out what to do as not all employers are on the same schedule for benefits enrollment.
- Professor Nichols is also unhappy about the removal of the PPO option as she has high-cost claimant children. She has gone to HR to work with them to determine the best plan for her and her family. Hence, one can contact HR to work with people even when it is not the open enrollment period.
- Professor Janick expressed concern about the increased fee for smokers. Professors Cooky and Prokopy stated this does not deal with specific issues, but is more about the process and inclusion of faculty voice in the conversation.

Following the discussion, the vote was taken and Senate Document 19-05 passed with 58 votes in favor and nine in opposition.

15. Professor Matt Conaway introduced Senate Document 19-06, *Local*

Transportation Options Resolution, for Discussion. He explained the rationale for the document.

- Chief of Police, John Cox, provided additional information. He suggested that we need to reach our students to cultivate a cultural change with the students about safety and wheeled transportation. He also noted the efforts being made with university officials and committees as well as local authorities and the scooter company to resolve the various issues.
- Professor Richards asked: “How is the current Parking and Traffic Committee not able to do what is proposed in the resolution?” Professor Conaway does not have a specific answer for that question, but the issue was brought to the Student Affairs Committee by the Parking and Traffic Committee as the avenue to get this to the administration for implementation. The proposal will get all of the stakeholders in the room for the conversation that may not be heard from through the Parking and Traffic Committee. For example, the student governance groups would be included. This is a temporary committee.
- Professor Koltick asked: “If other options considered such as fines?” Chief Cox responded that fining is last thing want to do and would prefer education. For example, the can work with the skateboard club to help educate students. Fines would be a last resort.
- Professor Ayhan Irfanoglu noted one of their administrative staff was hit by a traditional skateboarder at the beginning of the semester, had a dislocated kneecap and is still not able to work. He is concerned that the pedestrians do not have the right-of-way, but that the wheeled conveyances do. He asked that this be taken into consideration. Professor Conaway stated that the resolution is geared towards all forms of transportation from walking through wheeled conveyances.

This will be further discussed in November when the document comes to the floor of the Senate for the vote.

16. Professors Kevin Mumford and Timothy Bond presented, for Information, a Report on Grade Inflation at Purdue (see Appendices J and K). Following the presentation, they took questions from the Senate floor.
 - Professor Kip Williams thanked Professors Mumford and Bond. He noted that they indicated that our peer universities are experiencing higher grade inflation and we are experiencing some except for a few Colleges. It seems like the odd people out are those that are not experiencing grade inflation. He asked: “Are you going to use those College’s data as well?” They responded that other universities are not experiencing higher grade inflation, but merely have higher GPAs than Purdue University. We have experienced rapid grade inflation over the past nine years which is surprising our data are older than the other schools’ data, but they have not had the same rate of increase we have experienced. We went almost 2.5 decades with almost no grade inflation when everybody else did experience grade inflation. The surprising thing is that we have started on the path to catching up to the rest. They are uncertain why the unexplained lack of grade inflation is happening in certain Colleges.

- Professor Erik Otarola-Castillo asked if they tried treating “Colleges” as a random effect. They are not trying to explain the variance in grades being given, but are trying to explain the mean difference. Professor Otarola-Castillo noted that if it was treated as a random effect, you could fit a slope for every College. Using the power that you have, might show an effect. They are not trying to predict why the Colleges are trending differently, but this is merely a methodological point. They are going to do a town hall where they will go into all the methodology they used and methodological choices they made. They will defend the fixed-effects framework as being very atheoretical that does not require any assumptions. This is just a pure decomposition. They did not need to impose any structure and random effects does not fit that because it imposes structure and assumptions. Hence, they avoided that.
- Senator Jo Boileau asked: “How much has the average ACT score increased over the time of the data set?” It has increased 2.5 points, a “gigantic” increase in the ACT scores. They convert all the SAT scores to ACT scores to make them comparable. The student population at Purdue University has gotten much better.

A town hall will be scheduled for early December.

17. Professor Steve Scott, Student Affairs Liaison to the Athletic Affairs Committee, presented the Annual Report of the Athletic Affairs Committee (see Appendices L and M). Following the presentation, he took a question from the Senate floor.
 - Professor Koltick asked if there were any injury statistics. Doug Boersma, Director of Sports Medicine responded that we do not have actual numbers showing the injury rates. If one follows the news in recent years, we have had rates that are all over the place from low numbers of concussion to high injuries of ACLs. This year seems to be a high level, but we do not have an injury rate right now.

Professor Cooky encouraged the Senators to send questions to Professor Scott or other members of the Athletic Affairs Committee.

18. No New Business was brought to the Senate.
19. Having no additional business, the meeting adjourned at 5:15 p.m.

To: The Purdue University Senate
From: Chris Clifton, Chair, Student Affairs Committee
Subject: Purdue Graduate Student Government Bill of Rights and Responsibilities
Disposition: University Senate for Reconsideration

~~*WHEREAS, An inexplicitly defined role for graduate students in the context of the university can allow for ambiguities and misunderstanding that negatively impact their experience and success in their graduate endeavors; and*~~

WHEREAS, No Purdue University-sponsored document fully describes the rights and responsibility of the graduate student body and their relation to the university, acknowledging: (1) “Purdue University Bill of Student Rights”, which provide general discussion of student rights with no specific focus on graduate students, (2) “Guidelines for Graduate Student Mentoring and Advising” approved by the Graduate Council that provides discussion of expectations related to graduate student experience but represents faculty instruction to faculty, and (3) the Graduate School’s “Policies and Procedures for Administering Graduate Student Programs” whose relevant sections provide important but ~~incomprehensive-non-comprehensive~~ discussion of graduate student rights and responsibilities; and

WHEREAS, The Graduate Student Bill of Rights and Responsibilitiesⁱ provides a thorough and directed discussion to improve graduate student awareness of important considerations related to the graduate experience and provides the context for discourse to promote an environment of mutual success and improvement of the graduate experience;

THEREFORE, BE IT RESOLVED that The Purdue University Senate endorses the Graduate Student Bill of Rights and Responsibilities as passed by the Purdue Graduate Student Government.

Respectfully submitted,
Chris Clifton, Chair
Student Affairs Committee

Approve:

Heather Beasley
Chris Clifton
Matt Conaway
Rayvon Fouché
Jason Harris
Russell Jones
Kenji Matsuki

Amendment Approved 4/1/19:

Tom Atkinson
Heather Beasley
Chris Clifton
Matt Conaway
Rayvon Fouché
Jason Harris
Russell Jones
Kenji Matsuki

Beth McCuskey
David Sanders
Anumitha Venkatraman

David Sanders
Jon Story
Anumitha Venkatraman

Not Present:

Brad Alge
James L. Mohler
Steve Wereley

i See <https://drive.google.com/drive/folders/0By3sFdKQNugNbfB2aDBtbTF5c2c>

TO: The University Senate
FROM: *Equity and Diversity Committee*
SUBJECT: *Commitment to maintaining an inclusive community*
DISPOSITION: University Senate for Discussion and Adoption
REFERENCE: *University Policy III.C.2*

RATIONALE: *Purdue University is committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, Purdue University seeks to develop and nurture its diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas and enriches campus life.*

Purdue University views, evaluates and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their own personal abilities, qualifications and other relevant characteristics.

Purdue University does not condone and will not tolerate Discrimination against any individual on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity or gender expression. Purdue University promulgates policies and programs to ensure that all persons have equal access to its employment opportunities and educational programs, services and activities. The principal objective of this policy is to provide fair and consistent treatment for all students and employees of the University. Purdue is committed to increasing the recruitment, selection and promotion of faculty and staff at the University who are racial or ethnic minorities, women, persons with disabilities and veterans. The University also is committed to policies and programs that increase the diversity of the student body.

PROPOSAL: *Purdue University shall require that all commercial entities located on campus property uphold the same values as are recorded in University Policy III.C.2 and promote inclusivity with their policies, hiring practices, and actions.*

Committee Votes

For:

Bharat Bhargava
Tom Brush
De Bush
Alex Griffin-Little
Lowell Kane
Neil Knobloch
Klod Kokini
Song No
Erik Otárola-Castillo
Rodolfo Pinal
Linda Prokopy
Audrey Ruple
Ala Samarapungavan
Grant Sanchez
Val Schull
Nicole Widmar
Kip Williams

Against:

Absent:

Abstained:

Alysa Rollock
Susan Watts

To: The University Senate
From: Linda Prokopy, Peter Bermel, Colleen Brady, Sylvie Brouder, Min Chen, David Eichinger, Alexander Francis, Ayhan Irfanoglu, Signe Kastberg, Todd Kelley, Klod Kokini, Robyn Malo, Stephen Martin, Eric Matson, Michael McNamara, Larry Nies, Bob Pruitt, Jim Pula, Jeremy Reynolds, Leonid Rokhinson, Paul Robinson, Audrey Ruple, David Sanders, Dharmendra Saraswat, Lou Sherman, Rusi Taleyarkhan, Nicole Widmar
Subject: Parking in Airport Garage
Disposition: University Senate for Discussion and Approval

WHEREAS: Purdue faculty and staff were informed in early August 2019 that they could no longer bill Purdue for parking in the garage at the Indianapolis airport with similar limitations at other airports.

WHEREAS: None of the relevant faculty committees were consulted about this decision

WHEREAS: This decision was made in the summer and Senate Resolution 15-6 resolves that: “The President, the Provost, the Board of Trustees, Chancellors, and the rest of the Purdue administration develop and announce all major changes that affect scholarship, teaching, and organization of Purdue while the University Senate and the regional campus Faculty Senates are in session. All major initiatives should then progress openly through the appropriate committees and then be discussed on the respective Senate floors before they are adopted.”

WHEREAS: There are a number of reasons why parking in the garage at the airport is an appropriate choice, including safety concerns, early morning departures, late night arrivals, and mobility challenges.

WHEREAS: Many faculty and staff bill this parking to a sponsored program and so it does not actually cost the university.

THEREFORE, BE IT RESOLVED THAT:

This regulation prohibiting reimbursement for parking in airport garages be rescinded immediately.

TO: The University Senate
FROM: University Senate Nominating Committee
SUBJECT: Nominees for University Senate Educational Committee
REFERENCE: Bylaws of the University Senate
DISPOSITION: Election by the University Senate

The Nominating Committee proposes the following slate of nominees for service on the University Senate Educational Policy Committee. The faculty members elected are to serve the period of years shown following each name.

A. Educational Policy Committee

For the vacancies, the proposed slate of nominees includes Professors:

Name	Years	Department
Eric Kvam	2	Materials Engineering
Libby Richards	3	Nursing

Approving:

Fred Berry
Martin Corless
Ray Fouché
Michael McNamara
Robert Nowack
Jan Olek
Jeremy Reynolds
Qifan Song

TO: The University Senate
FROM: *Educational Policy Committee*
SUBJECT: *Course Retake Policy Amendment*
DISPOSITION: University Senate for Discussion and Adoption
REFERENCE: Academic Regulations and Procedures: Grades and Grade Reports,
Section 1, No. 4
optional items:
PROPOSAL: *Replace the current wording with the proposed wording.*
RATIONALE: In practice, the advisor's consent is not necessary for the student to repeat the course; and the regulation has resulted in an uneven application of the policy by the academic programs.

Current	Proposed
"With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations up to two attempts."	"All students should be allowed to enroll in a non-repeatable course three times."

Committee Votes

Approve (Unanimous vote of those attending

the meeting):

Robin Adams

Frank Dooley

Andrew Freed

Michael Harris, Chair

Stephen Martin

Howard Sypher

Not Present

Ayelet Bernstein

Steven Boyles

Hossein Ebrahiminejad

Rick Esak

Donna Ferullo

Ayhan Irfanoglu
Nan Kong
Greg Michalski
Katherine Sermersheim
Bianca Zenor

Vote: 6 yes, 0 No

For: 6

Against: 0

TO: The University Senate
FROM: Faculty Affairs Committee (FAC)
SUBJECT: *Benefits Changes*
DISPOSITION: University Senate for Discussion and Adoption
REFERENCE: Bylaws of University Senate, Senate Document 15-6
RATIONALE: *The Board of Trustees passed changes to employee benefits, effective with open enrollment for 2020 benefits. These changes were carried out as a result of action on the part of the administration that did not appropriately engage the University Senate.*

PROPOSAL: *The Senate formally asks that the Purdue Administration and the Board of Trustees (1) rescind the 2020 benefit changes and (2) when making decisions that affect faculty, allow for sufficient consultation with the University Senate, in accordance with the principle of shared governance, by providing the University Senate Faculty Affairs Committee with all proposed benefits changes and corresponding justifications in time for discussion at a Senate meeting during the academic year preceding the enrollment period that will be affected by those change.*

Committee Votes

For:

Min Chen
Sharon Christ
Bruce Craig
Alexander Francis
Jozef Kokini
Linda Prokopy
James Pula
Audrey Ruple
Steve Wereley
John Yaninek

Abstain:

Seokcheon Lee

Absent/did not reply to email:

Ralph Kaufmann
David Kotlick

To: The University Senate
From: David A. Sanders, Andrew Hirsch, the Senate Student Affairs Committee, and the Parking and Traffic Committee
Subject: Informing Students of Local Transportation Options
Disposition: University Senate for Discussion and Approval

WHEREAS: There are many modes of transportation available to and around Purdue University; and

WHEREAS: Many Purdue University students are not aware of all the transportation options and rules; and

WHEREAS: Many Purdue University students originate from jurisdictions outside Indiana, where there may be different regulations;

THEREFORE, BE IT RESOLVED THAT:

The University Senate supports the creation of an ad hoc Committee consisting of a representative from the Purdue University Police Department, the Purdue University Senate Student Affairs Committee, Purdue Student Government, the Purdue Graduate Student government, and the Purdue University Parking and Traffic Faculty Committee, whose responsibility is to develop approaches to informing Purdue University students of transportation options and regulations and measuring their comprehension of them. The University Senate furthermore strongly urges the Purdue University administration to implement the developed educational approaches for all Purdue University students.

Respectfully submitted by David A. Sanders and Andrew Hirsch

Committee Votes

Student Affairs Committee

In Favor

Opposed

Dennis Savaiano
Signe Kastberg
Beth McCuskey
Steven Scott
Tom Atkinson
Rayvon Fouche
Rusi P Taleyarkhan
Jane Yacilla
David Sanders

Parking and Traffic Committee

Nicholas Dib
Ryan Gallagher
Leslie Charters
John Cox
Adam Keyster
Andy Pruitt
Zachary Stewart
Stephanie Winder
Kristi Brown
Steven Carn
Xingshuo Chen
Ben Dispennett
David Montgomery
Sun Dengfeng
Rick Walker

University Senate Chair Remarks

October 21, 2019

Late last week I was at the University of Michigan in Ann Arbor for the Big Ten Academic Alliance meetings. In attendance were the Senate Chairs and other Senate leadership from each of the Big Ten institutions. There were a number of important topics discussed including admissions and enrollment, sexual harassment, online education, and faculty life. When delivering our institutional reports outlining key dimensions of University Senate on our respective campuses, a common theme emerged on the challenges faced regarding shared governance. Many universities reported shared governance was confined primarily to topics related to curriculum and instruction, and thus faculty voice was limited in this regard. Some noted that shared governance is dependent in a large part on having a healthy relationship between the administration and the Senate, and thus the efficacy of shared governance fluctuates as a result. Other institutions reported there was little to no shared governance at their university. A bit of an outlier among the group, Michigan State University reported a notable improvement in shared governance over the past few years, and said they were pleased with

increased inclusion of faculty voice. The MSU Senate leadership attributed this improvement directly to the fallout of the Nassar scandal¹.

Earlier last week, I was debriefed on the 2018 COACHE² survey results. While COACHE has been discussed in other venues, during this meeting I was reminded of the extent to which faculty at Purdue are dissatisfied with governance. Indeed, according to the analysis, the five benchmarks on governance were the lowest ranked benchmarks at Purdue. Moreover, we were in the bottom 30% of the cohort (109 institutions), and were well below our 5 peer institutions in terms of faculty satisfaction with governance. For example, sample survey items on governance asked the following: “institutional decisions are not made until consensus between faculty and senior administration is reached,” as well as “faculty have equal say in

¹ Dr. Larry Nassar is currently serving life in prison for sexual abusing more than 200 girls and young women while serving as an osteopathic physician and team doctor at Michigan State. Evidence suggests MSU administration were aware of complaints of abuse as early as 2016, if not sooner, and had not adequately responded to remove Nassar from his position.

² COACHE: Collaborative on Academic Careers in Higher Education, a job satisfaction survey coordinated by Harvard University. Purdue has participated in COACHE since 2012. Survey theme on governance: "Shared governance" means something different to each group on a college campus. Whatever the definition, we know that governance is working when faculty, administrators, and other stakeholders listen respectfully to different perspectives and then work together to make decisions aligned with their shared understanding of their institution's best interests. Our instrument draws specific attention to the faculty's own communication and decision-making structures, on the culture among faculty, and on the working interactions between faculty leaders and senior administrators.

governance matters.” These two items specifically had only 12% and 10% respectively of faculty rating these items a 4 or 5 – in other words, indicating over 90% of faculty expressed some level of dissatisfaction on these items.

A few weeks ago, I received the following question from a Senator. Since President Daniels is not able to attend the meeting due to schedule conflict, I have been asked to respond. Here is the question:

Being new to the Senate, I would like to better understand the process through which Senate resolutions are handled after they have been voted on by this body. It appeared to me that the administration communicated their response to the voter ID resolution with the press, rather than to the Senate. Is this the normal process through which I should expect to learn of how resolutions are handled by the administration? Or would it be of value for us to work together to formalize a process in which the administration communicates with the Senate prior to discussing Senate resolutions with reporters?

In response to this Senator’s question, I direct us to our bylaws (Article 1, 1.00) which state:

The University Senate is the governing body of the faculty and it exercises the legislative and policy-making powers assigned to the faculty, subject only to review and check by the faculty by established procedures (Article VI). Therefore, subject to the authority of the Board of Trustees and in consultation with the President, it has the power and responsibility to propose or to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.

One of the roles of the University Chair is to expedite and implement University Senate actions (Article 3.21). I have found in many instances the University Senate has been quite successful in collaborating and communicating with the administration. As a result, there have been productive conversations and positive outcomes. While some may not always agree and while the outcomes may not be what we hoped, the important dimension of shared governance is that we are able to develop and foster healthy relationships and that we are present at the table when the opportunity presents itself.

Yet, in light of these recent events I have outlined with you today, I am reminded of my Vice-Chair election speech I delivered in spring of 2018. Since many of you

were not on the Senate at the time, and since most of you probably don't remember my speech, I thought it appropriate to share excerpts as it relates to my remarks to you today:

From my vantage point, it seems that the Senate has had varying levels of success influencing and impacting the decisions of the University. This can be discouraging for those who have differing perspectives or viewpoints regarding the process by which decisions are ideally made. Yet, as a 2009 Chronicle of Higher Education article noted, shared governance is “not a matter of committee consensus.” True shared governance, “attempts to balance maximum participation in decision making with clear accountability. That is a difficult balance to maintain... Genuine shared governance gives voice (but not necessarily ultimate authority) to concerns common to all constituencies as well as to issues unique to specific groups.”

I went on to say,

The Chair of the Senate plays an important role in communicating the collective faculty voice to the administration and wider campus and academic community. At the same time, I have heard from faculty who are disheartened or discouraged, and who question the extent to which our voice “matters.” I too find myself asking what impact the University Senate has on

the decision-making processes of the Administration (...). Yet, I believe the University Senate has an important role to play, and so despite reservations we may or may not have regarding the impact of our voice, we must also continue to work pragmatically and strategically on those areas where we can affect positive progress. If given a voice, if offered a seat at the table, I believe we should take advantage of those opportunities and have our voice heard. If and when the outcome is not as we had hoped, we must keep moving forward, and keep sitting at the table.

Now fast forward to today October 21 2019. As University Chair, I feel the same sentiments I expressed nearly two years ago in my Vice Chair election speech. Yet, I have witnessed success when we have a seat at the table, when we are able to work collaboratively with the administration on issues and concerns both “common to all constituencies as well as issues unique to specific groups.” Some may have found the immediate response to the media regarding the Voter ID resolution passed in September less than ideal. However, through conversation we were able to work with the administration to determine a feasible and reasonable approach to fulfilling the intent of the resolution. I’m pleased to report the “grace period” for students to return their old student ID and get a replacement is this

week, October 21-25. Moreover, the sports wagering policy³ was a collaborative effort by which faculty, Senate committees, Senate leadership, Administration and the Board of Trustees were able to work together to arrive at a policy that upholds our values and sends a powerful message across campus that demonstrates our respect and support of our student-athletes. It is these moments where my faith in shared governance is strengthened.

It is my hope that the administration can continue to work collaboratively and in good faith with the University Senate and vice-versa. At the end of the day, we all want what is best for the university. The challenge before us is arriving at a common consensus as to what that means.

Thank you.

³ <https://www.purdue.edu/policies/ethics/iiia5.html>

TO: University Senate
FROM: Deborah Nichols, Chairperson of the Steering Committee
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

STEERING COMMITTEE

Deborah Nichols deborahnichols@purdue.edu

ADVISORY COMMITTEE

Cheryl Cooky senate-chair@purdue.edu

NOMINATING COMMITTEE

Fredrick Berry berryf@purdue.edu

1. Faculty Committees: Volunteer Call-Out

EDUCATIONAL POLICY COMMITTEE

Andrew Freed freed@purdue.edu

1. Earning Academic Credit
2. Scheduling of Night Examinations
3. Degrees and Requirements (with the Academic Progress and Records Committee)
4. Priority Registration for “Degree in 3” Students
5. Civics Requirements (with Student Advisory Committee)

EQUITY AND DIVERSITY COMMITTEE

Audrey Ruple aruple@purdue.edu

1. Strategic plan adoption
2. Voter ID cards resolution - outcome
3. Inclusion resolution
4. Housing for graduate students
5. Sanitary products in campus buildings
6. Oral English Proficiency Exam
7. National Academies of Science, Engineering, and Medicine Consensus Study Report on Sexual Harassment of Women
8. Food security on campus
9. Faculty continuing education recommendation

FACULTY AFFAIRS COMMITTEE

Linda Prokopy lprokopy@purdue.edu

1. Censure and Dismissal Procedures Faculty Committee
2. Faculty Compensation and Benefits Faculty Committee
3. University Grade Appeals Faculty Committee
4. Teaching evaluations
5. COACHE survey

6. Dual career, retention, and strategic opportunity hires
7. Paying for child care, etc. out of grants
8. Academic Analytics
9. Process of determining travel regulations
10. Possibility of having a sick leave pool
11. Academic rigor
12. Pay equity
13. BoilerCast and copyright issues

STUDENT AFFAIRS COMMITTEE

David Sanders retrovir@purdue.edu

1. Transportation Options and Rules for Students
2. Diversity in the Student Body
3. Class Absence Policies
4. Monitoring Experiences of Student Athletes
5. Civic Engagement
6. Housing
7. Mental Health
8. Food Insecurity

UNIVERSITY RESOURCES POLICY COMMITTEE

Randy Rapp rrapp@purdue.edu

1. Physical Facilities Master Plan review scheduled December 2, PMU #258, 2:45-4:45 PM. Special interests:
 - a. Vehicle parking plans from standpoint of convenience and security.
 - b. Provision for routine building environment assessments and remediation.
2. Reporting committees all progressing in necessary organization and business objectives

Chair of the Senate, Cheryl Cooky, senate-chair@purdue.edu
Vice Chair of the Senate, Deborah Nichols deborahnichols@purdue.edu
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu
University Senate Minutes; <https://www.purdue.edu/senate>

Colleagues,

At the last Senate meeting of the fall semester, the attached document was passed, indicating the Senate's, and thereby your, support for a graduate student bill of rights, which was created by the Purdue Graduate Student Government (PGSG). That document is also attached. Please read that document and the Senate resolution.

I find the action by the Senate ***ill-considered and irresponsible***. I therefore am generating this petition to ***request reconsideration of the document***.

If 75 faculty "signatures" (emails responses) are collected, the University Senate must reconsider its actions. I need these signatures (emails) by ***tomorrow***, ***Thursday, 17 January*** to comply with Senate deadlines for reconsideration.

If you agree, please respond to this email by tomorrow, indicating your support for reconsideration. A simple email stating that "I support the petition to reconsider Senate Document 18-02" along with your name, title, and contact information, will be sufficient.

Although I do not disagree with the sentiments in the student document, I believe supporting this bill of rights would be highly detrimental to faculty and staff. Moreover, I do not believe that most Senators read the student document, nor did they know what they were endorsing.

More specifically:

- The statement that "no Purdue University-sponsored document fully describes the rights and responsibility (sic) of the graduate student body" is completely false. The student bill of rights (https://www.purdue.edu/studentregulations/student_conduct/studentrights.html), passed by the Board of Trustees in 1970, with revisions in 1975 and 1997, covers ***all*** students, including graduate students. The need for a separate graduate bill of rights is not clearly identified, and much of the document is duplicative of the student bill of rights. Moreover, there is a clear process (Article 21) for amending the Bill of Student Rights – it even calls out the PGSG as one organization that can initiate amendments.
- ***There is no provision anywhere that students can establish their own bill of rights that is binding on the University***. The PGSG bill tries to impose responsibilities on faculty and staff (see Article 2, #2 and Article 3, #1 for examples), and even tries to prescribe how salaries are set (Article 2, #4.) Encouraging or endorsing students in mandating such things is a ***very bad idea***, even if the university should do these things.
- This document was generated with minimal faculty involvement. PGSG seemed to work with Graduate Council members and Senate committee members, but Colleges and Schools were not consulted.
- There are several places where students are requiring staff and faculty to do certain things. (See for example Article 3, #1.) These statements are vague – who decides whether, for example, feedback to graduate students is sufficiently "regular and constructive?" Who decides whether students have been given "a fair opportunity to improve performance and address deficiencies?" Who decides whether students have been given "fair treatment and attribution?"

**Rebuttal to the Statements of Dr. Steven Landry
Concerning the Graduate Student Bill of Rights (GSBOR)
January 16, 2019**

Exercising his faculty rights, Dr. Steven Landry, Acting Head and Professor of the School of Industrial Engineering, has sent an email to numerous faculty, first to garner support for the University Senate to revisit its endorsement of the Graduate Student Bill of Rights that was reviewed in November, and then to forward it on to various members of the Graduate Council to generate support for his dissenting statements about the document.

This document has been drafted by Dr. James Mohler, Associate Dean of the Graduate School and Professor of Computer Graphics Technology, also exercising his rights as a faculty member, to dispel what he perceives as misinformation meant to derail the laudable efforts of the PGSG and their attempt at following the faculty directives of garnering support from the Senate and its Student Affairs Committee prior to full consideration by the Graduate Council.

1. From Dr. Landry's Email

- “The statement that “no Purdue University-sponsored document fully describes the rights and responsibility (sic) of the graduate student body” is completely false. The student bill of rights (https://www.purdue.edu/studentregulations/student_conduct/studentrights.html), passed by the Board of Trustees in 1970, with revisions in 1975 and 1997, covers ***all*** students, including graduate students. The need for a separate graduate bill of rights is not clearly identified, and much of the document is duplicative of the student bill of rights. Moreover, there is a clear process (Article 21) for amending the Bill of Student Rights – it even calls out the PGSG as one organization that can initiate amendments.”

Dr. Mohler's Rebuttal

1. The existing Bill of Rights specifies that it covers WL only in its title. The Graduate School is a systemwide graduate school and any document pertaining to its students must also be systemwide.
2. The existing Bill of Rights generically covers rights that affect all students but do not sufficiently address specific issues that apply to graduate students. This is the genesis for the creation of the Graduate Student Bill of Rights.
3. Adding articles that are specific to graduate students to the existing Bill of Rights creates a single document with articles that are not relevant for undergraduate students.

4. The current Bill of Rights provides a provision for many different entities to suggest changes to the document (see article 21: “Proposed amendments of this Bill of Student Rights may be initiated by the Purdue Student Government, Purdue Graduate Student Government, University Senate, administrative officials, or the Board of Trustees”). However, only the Senate and Purdue Student Government “consider and recommend” adoption of revisions. If the Bill of Rights were a document covering all students, the Graduate Council and the Purdue Graduate Student Government would/should also be part of the “consider and recommend.” Additionally, a combined committee that equalizes representation amongst those four groups would be needed.
5. The Graduate Student Bill of Rights provides some overlap with the Bill of Rights, but the document is not mostly “duplicative” as asserted by Dr. Landry. Most of the Graduate Student Bill of Rights is unique to graduate students (space does not permit article by article comparison, but the reader is encouraged to examine this).

2. From Dr. Landry’s Email

- **“*There is no provision anywhere that students can establish their own bill of rights that is binding on the University*.”** The PGSG bill tries to impose responsibilities on faculty and staff (see Article 2, #2 and Article 3, #1 for examples), and even tries to prescribe how salaries are set (Article 2, #4.) Encouraging or endorsing students in mandating such things is a ***very bad idea***, even if the university should do these things.”

Dr. Mohler’s Rebuttal

According to the documents that establish the Graduate School and Graduate Council, those bodies have authority over all matters pertaining to graduate curricula, faculty and students (see *Purdue University Graduate Council Minutes, Volume I, September 24, 1929 to December 1, 1939*). Additionally, the Graduate Council has a special relationship with the Purdue Graduate Student Government and works with them to ensure that graduate education at Purdue meets the needs of graduate students. The president of PGSG serves on the Graduate Council and PGSG may, from time to time, propose recommended policies or other changes pertaining to students and for the betterment of graduate education overall.

The Graduate Council involved the University Senate in the development of the GSBOR early on as a *courtesy*. **The Graduate Council does have the authority to approve policies, procedures and other documents that are related to graduate curricula, faculty and students as it sees fit.**

To the points raised pertaining to specific articles in the GSBOR:

1. Article 2, #2 says students “should” in both cases. It is not “imposing”; it is suggesting.

From the GSBOR, Article 2, #2: “2. Graduate staff members should understand the impact of their earnings on eligibility for student loans and salaries. Relevant university, college, department and/or graduate program resources, including human resources and business office staff, should be responsive to graduate student inquiries about their working conditions.”

2. Article 3, #1 repeats what is already recommended in the recommendations for faculty mentoring and follows the best practices recommended by the Graduate Council and Graduate School (see Appendix G of the *Policies and Procedures for Administering Graduate Student Programs* that was approved by the Graduate Council on May 8, 2017; Graduate Council Report 17-18a).

From the GSBOR, Article 3, #1: “1. Graduate students have a right to request consultation on all aspects of their progress within their degree program. Graduate students should receive regular and constructive feedback and guidance concerning their performance on a mutually agreeable schedule from all members of their graduate committee. Requests for meetings by either party should be met in a timely fashion, and feedback should be provided in writing when requested.”

3. Article 2, #4 acknowledges what the Graduate School already attempts to do by managing the lowest graduate stipend in the university, and by advocating, from time to time, increases in graduate salaries (typically bi-annually). This bullet does not demand a specific wage but simply one “comparable” and competitive across the Big 10.

From the GSBOR, Article 2, #4: “4. Graduate staff have the right to a competitive salary relative to their colleagues in comparable departments in peer institutions, standardized to cost of living for an individual who is renting housing in the Greater Lafayette area. Graduate salary levels should be evaluated on a triennial basis by colleges and departments. The process and rationale for outcomes of evaluations should be made available to the pertinent graduate staff members.”

3. From Dr. Landry's Email

- “This document was generated with minimal faculty involvement. PGSG seemed to work with Graduate Council members and Senate committee members, but Colleges and Schools were not consulted.”

Dr. Mohler's Rebuttal

PGSG did as they were directed by faculty representatives on Council and Senate (as the highest faculty governance bodies in the university) as well as senior leadership such as the Dean of the Graduate School. If appointed members of the Council or voting members of the Senate are not relaying information, this should not be considered a fault of PGSG. The very first versions of this document began being circulated in December of 2016 (the first draft was June 27, 2016). Thus, communication within the faculty governance structures seems to be the problem, not PGSG working in a rogue or secretive way. I suggest we find ways to solve the communication problem in faculty governance rather than subjugate the endeavor to make graduate education and the graduate student experience better.

4. From Dr. Landry's Email

- “There are several places where students are requiring staff and faculty to do certain things. (See for example Article 3, #1.) These statements are vague – who decides whether, for example, feedback to graduate students is sufficiently “regular and constructive?” Who decides whether students have been given “a fair opportunity to improve performance and address deficiencies?” Who decides whether students have been given “fair treatment and attribution?””

Dr. Mohler's Rebuttal

The level of vagueness in Article 3, #1 is no more vague than the requirements for tenure or any other university element requiring interpretation by faculty and/or faculty/student review committees. And, as issued above, Article 3, #1 repeats what is already recommended in the recommendations for faculty mentoring and follows the best practices recommended by the Graduate Council and Graduate School (see Appendix G of the Policies and Procedures for Administering Graduate Student Programs that was approved by the Graduate Council on May 8, 2017; Graduate Council Report 17-18a).

From the GSBOR, Article 3, #1: “1. Graduate students have a right to request consultation on all aspects of their progress within their degree program. Graduate students should receive regular and constructive feedback and guidance concerning their performance on a mutually agreeable schedule from all members of their graduate committee. Requests for meetings by either party should be met in a timely fashion, and feedback should be provided in writing when requested.”

There can be differences on whether what the students are requesting is reasonable or not, but in any case (a) they should not be encouraged to try to publish edicts to try to enforce compliance with their will, and (b) they should be encouraged to follow the existing process to amend the existing student bill of rights. I personally am very supportive of students, but they should at least attempt to follow proper procedure, and faculty should encourage PGSG to follow this proper procedure rather than endorse this document.

I attempted to have my senate representative stop this from being passed, but it passed with very little discussion in a rush using a show of hands.

Thank you and regards,

Steven J. Landry
Professor and Acting Head, School of Industrial Engineering
Co-director, Purdue Systems Collaboratory
Professor of Aeronautics and Astronautics (by courtesy)
Regenstrief Center for Healthcare Engineering
Purdue University 315 N. Grant St.
West Lafayette, IN 47907
765-494-6256

From: [Landry, Steven J](#)
To: [Nichols, Deborah L](#); [Prokopy, Linda S](#); [Camp, Joseph W.](#)
Cc: [University Senate Chair](#); [Sanders, David A](#)
Subject: RE: 18-02
Date: Monday, October 21, 2019 10:47:49 AM

You are describing the process. I don't disagree with the process. I disagree with the action - the Senate endorsing the document.

My opinion is just one opinion, and I am OK being outvoted by a knowledgeable and engaged Senate, who have gotten appropriate feedback from their constituents. That has not happened, and I will continue to oppose this until (a) I am outvoted under the conditions indicated, or (b) changes are made such that I no longer oppose its endorsement.

Here are my concerns:

1. Not all of my original concerns were addressed.
2. I still think it is disingenuous of faculty and the Graduate School to endorse a document that will have no effect other than to salve the conscience of those who are the source of the graduate student concerns. For example, one "right" expressed is the right to fair pay, yet the Graduate School, who "endorsed" this, has no intention of raising minimum graduate student pay even though they can do that on their own. We should be advising these students to pass this as some sort of statement of grievances, then working with faculty committees to address them at the School, College, and University level through appropriate, enforceable means. Endorsing this document is counterproductive – it will hurt graduate students.
3. This document originally should have been sent around through Senators to the units so that Senators could solicit feedback from individual faculty. Senators are supposed to speak for us, but not in cases where no one knows anything about what is being discussed. That error should be remedied before attempting to endorse this again. The response that "it was on the agenda and Senators should have done something on their own" does not mean that faculty then have no standing to object to it.

If this passes today, I ***will again obtain 75 signatures to get it recalled.*** I am sure I can do it, because there are few faculty who know anything about this, and I am certain they will object to its endorsement. Even the chair of the FAC didn't know this was coming! People really need to stop trying to sneak things through the Senate; regardless of whether sneaking was the intent or not, that is the effect.

Steve

From: Nichols, Deborah L <deborahnichols@purdue.edu>
Sent: Monday, October 21, 2019 10:30 AM
To: Landry, Steven J <slandry@purdue.edu>; Prokopy, Linda S <lprokopy@purdue.edu>;
Camp, Joseph W. <jcamp@purdue.edu>

-----Original Message-----

From: Mohler, James L
Sent: Tuesday, October 22, 2019 7:34 PM
To: Bermel, Peter A <pbermel@purdue.edu>
Subject: RE: 18-02 Follow-Up Email from Steve Landry

Dear Peter,

Thank you for forwarding the documents and giving me a chance to respond. I will keep this brief:

1. Indeed, not all of Dr. Landry's concerns were addressed in the final revision. We met with him face to face, as did Taylor Bailey, I believe. There have been numerous revisions since 2016 (albeit Dr. Landry's concerns seem to be constrained to the last year). Dr. Landry's concerns with merit were addressed; those without merit were not.
2. The Graduate Students put forth this document. I can only surmise that the faculty on the Graduate Council and the PGSG Senators believe this will help graduate students by providing an aspirational document that sets forth what graduate education and a graduate student experience would look like at Purdue University. It was approved by both bodies and not without much editing, revision and discussion. While not a unanimous vote, there were very few dissensions or abstentions in Graduate Council.
3. This document was vetted as much as is possible since 2016. Dr. Landry's focus seems to continue to be focused on Senate procedure and process. This document was hardly "snuck" through any of the three bodies that examined it.

As to Dr. Landry's statement about securing additional signatures for an additional recall, I will restate what was in my original rebuttal: PGSG seeking the Senate's endorsement is a courtesy only. The Graduate Council, who is the governing body of all graduate matters, has already approved it. I hope the Senate will judge the merits of the GSBORR fairly and deal with any procedural deficiencies separate from the document that many have worked so diligently to craft.

////////////////////////////////////
James L. Mohler, Ph.D.

Admin: Devona Gangwer 765.494-0245 gangwerd@purdue.edu

-----Original Message-----

From: Bermel, Peter A <pbermel@purdue.edu>
Sent: Tuesday, October 22, 2019 5:38 PM
To: Mohler, James L <jlmohler@purdue.edu>
Subject: RE: 18-02 Follow-Up Email from Steve Landry

Hi James,

Hope all is well. If you haven't seen the recent follow-up email from Steve Landry regarding Senate Document 18-02 (Purdue Graduate Student Government Bill of Rights and Responsibilities Resolution) sent yesterday, I've attached it to this email.

Please let me know if you have any additional responses beyond what was posted on the Senate website (second attachment). I plan to contact the ECE faculty very soon, and I wanted to ensure that your views are fairly represented.

Thank you.

Best Regards,

Peter

Mr. Taylor W. Bailey: President, Purdue Graduate Student Government
 twbailey@purdue.edu
 25 October 2019

Response to Prof. Steve Landry E-mail "RE: 18-02"

I offer the following in response to discussion at the October University Senate Meeting. I am a co-author of the GSBoRR and the individual who has headed this project within PGSG for the past 2 and a half years. I believe that my intentions and due diligence have been poorly addressed and are immediately relevant to the discussion. I ask that your conversations with faculty colleagues acknowledge my perspectives and intention for the GSBoRR, and I happily welcome any questions or opportunities to discuss this project with anyone.

1. It is true that not all of the original concerns were addressed. I believe my position is well described in my earlier response, shared with SAC but not forwarded to the full senate.
2. An extension of the logic of this argument is, for example, that almost all resolutions that come from the University Senate have no value as the University Senate does not have the authority to create policy outside of a narrow scope. It was expressed in the October Senate meeting multiple times how important it is for the University Senate to have a voice—how is this any different than the Purdue Graduate Student Government setting an aspirational document (read: "resolution")?

The discussion of Prof. Landry ignores what my intention has been. Rights exist philosophically in absence of codification by policy, and we assert that these are rights and responsibilities that describe a positive and productive graduate student experience. We are absolutely within appropriate bounds to create such a document and distribute it. I believe the inclusion of faculty in this process is important recognition that faculty are an unalienable part of the culture of graduate education, but we are not asking for permission or elevation of the status of the GSBoRR. We are asking you to validate that these are important considerations for graduate students as they progress through their experience.

The only and unequivocal nature of the PGSG request for "endorsement" is to answer the question: do you agree with us?

I find no other way to interpret the statement that endorsement of this document "will have no effect other than to salve the conscience of those who are the source of the graduate student concerns" than an admission that faculty are the problem. That has *never* been my personal narrative nor motivation to see this project through. The purpose of the GSBoRR is to inform and empower graduate students to recognize when they should consider advocating for themselves; it is not a set of rule to be dictated to faculty and staff. To that end, while I acknowledge the utility of a policy document, the GSBoRR serves its purpose as an aspirational document. I invite further discussion on how to approach a policy document, but it has already taken over 3 years to progress this project this far. To avoid acknowledging the current GSBoRR as presented does nothing to improve the self-efficacy of graduate students as self-advocates.

It is a statement of fact that there are graduate students currently in abusive relationships with their major professors. Students cannot advocate for themselves if they are unaware of how

recognize unproductive or abusive circumstances. That is the fundamental purpose of the GSBoRR. I invite everyone to review the "Purdue University Bill of Student Rights". I have never described this as an "undergraduate focused" document; it pertains to and describes the functional relationship of all students with the University. It does not, however, illustrate the graduate student experience. PGSG acknowledges the various points of content and thematic overlap with the three documents referenced in 18-02, but I assert that the GSBoRR is a non-redundant extension as a document from graduate students to inform and empower graduate students.

To the point of graduate staff pay:

There are departments who responded to discussion within Graduate Council by setting an agenda and timeline to review graduate staff pay internally. The Graduate School will also be evaluating the topic of graduate staff pay with a task force over the coming year. The point as presented by Prof. Landry is moot.

3. I have no comment as to the responsibility of Senators to communicate.

To the insinuation of "sneaking", I reiterate my personal effort to communicate with the Senate, Graduate Council, and relevant University administrators throughout this process.

As of the date my letter and the GSBoRR was distributed to students and faculty, the GSBoRR had been reviewed by the Board of Trustees, President, Provost, Vice Provost for Student Life, Dean of Students, Associate Dean of Students for Student Rights and Responsibilities, and Deputy General Counsel. Endorsement of the GSBoRR was not requested in any case, but the project and its intent were validated in every case.

I personally presented to the Graduate Council two times and participated in multiple discussions with Council members about the project. I cannot speak to communication between Council members and their constituents in general, but I would like to recognize faculty from the College of Engineering who proactively engaged graduate program administrators within their college to discuss the GSBoRR as a positive example.

The GSBoRR was brought to the Student Affairs Committee by PGSG. Prof. Sanders is the third Chair of SAC during my tenure with PGSG with whom I have discussed this project; I have attended multiple SAC meetings in the past years. A member of the PGSG Executive Board attended a Faculty Affairs Committee meeting to discuss the GSBoRR prior to the original Senate vote on 18-02. An earlier version of the GSBoRR was shared with the Equity and Diversity Committee when I served as the graduate student representative the year prior. I personally presented on the Senate floor about the GSBoRR the month that 18-02 was on the Agenda for Information; at this time the immediate-past version of the GSBoRR was made available to the Senate.

I received, at many stages, various feedback from faculty members. There have been criticisms and suggestions, some of which resulted in changes in the GSBoRR. Ultimately, the GSBoRR is a PGSG document. I invite everyone to offer support for 18-02 in the spirit of validating our message to students that these are important considerations as graduate students, and more generally, that graduate student well-being matters.

Cc: University Senate Chair <senate-chair@purdue.edu>; Sanders, David A <retrovir@purdue.edu>

Subject: Re: 18-02

Hello Steve.

18-02 appears for action on the agenda because it is a reconsideration of the original resolution based on comments shared by you with Chris Clifton and SAC last spring. After receiving your objections and signatures and in accordance with the bylaws, Jerry Shively returned the resolution to the SAC and Chris for reconsideration. No further action was taken by the SAC prior to the end of the academic year and no indication was made whether SAC had reconsidered 18-02 based on the petition. As current Steering Chair, I reached out to David Sanders and the SAC because your original petition and the reconsideration requires that they review it and make a decision about the action to be taken. There were several possible actions:

1. SAC could reconsider 18-02 and decide that, as the committee with the authority on this matter who first put it forward for consideration and action, no further action is warranted.
2. SAC could resubmit the original resolution that was approved during the November 2018 meeting and the senate would vote on that. If the Senate reaffirms its original action on this resolution in an unamended form, then the issue would be submitted, along with the appropriate documents summarizing opposing views, to a mail ballot by all University faculty (clinical-track and tenure-track).
3. SAC could submit an amended version of the 18-02 taking into consideration your concerns and put that forward to the senate for a vote.

Chris shared the SAC changes from the spring with David and changes were made and those were put those forward for action.

Let me know if you have additional questions or concerns.

Thanks,

Deb

Deborah Nichols, Ph.D.
Associate Professor
Human Development & Family Studies
1202 W. State Street
Hanley Hall, Room 223
West Lafayette, IN 47907
765.496.0137 (office)
765.602.6388 (cell)

From: Landry, Steven J <slandry@purdue.edu>

Sent: Friday, October 18, 2019 8:55 AM

To: Prokopy, Linda S <lprokopy@purdue.edu>

Cc: University Senate Chair <senate-chair@purdue.edu>; Nichols, Deborah L <deborahnichols@purdue.edu>; Sanders, David A <retrovir@purdue.edu>

Subject: 18-02

Linda,

I notice 18-02 is on the agenda.

I again oppose endorsement of this document, and am requesting that the faculty affairs committee oppose this action. Again, my opposition is not due to the contents of the document; I actually agree with pretty much everything in it. I agree that graduate students have not been well protected against malicious faculty and the administration; I actually think it is even worse than graduate students realize.

However, endorsing this non-binding document will ensure that graduate student rights/desires are actually ignored. The administration, Graduate School, and faculty can say that they did something for graduate students, when in fact they did not, as this document will be roundly ignored as graduate student whining written out in a document that has no effect on anyone.

PGSG should utilize the existing process to amend the ***binding*** student bill of rights. I know that is slow and difficult, and they are likely not going to get everything in there that they want, but that is not a reason not to do this properly and effectively. Such an amendment would ensure that all parties are properly informed and empowered to weigh in on the individual elements of the document.

There ***is*** an existing process to address graduate student concerns. It is ***improper*** for PGSG to try to circumvent this process, and ***disingenuous*** of the Senate (and other parties) to endorse this as if that adds any level of enforceability to the document.

I imagine you probably support this, but I hope you understand that I actually think this will be a symbolic and counterproductive action. It will not help graduate students at all, but it will enable the Graduate School and the administration (and faculty) to say they did something for graduate students when in fact they did nothing. For other faculty, it will just come off as whiny graduate students, and they may actually treat them worse than before.

Lastly, most of the elements of the petition have ***not*** been addressed. Faculty members signed a petition that Senate endorsement was against their will, effectively, and now the same process is being followed to try to ram this through the Senate. If this passes, I will be forced to ***again*** attempt to get it rescinded. I don't want to have to go through that again.

I'm also sending this to my Senate representative, and hopefully if you do not raise this concern he will.

Steve

Inclusion resolution

Senate document 19-03

Proposal

Purdue University shall require that all commercial entities located on campus property uphold the same values as are recorded in University Policy III.C.2 and promote inclusivity with their policies, hiring practices, and actions.

September 13, 2019

Purdue University Statement on Chick-fil-A

WEST LAFAYETTE, Ind. — Purdue will continue to welcome Chick-fil-A to our campus given the overwhelming demand for their service from students, staff, and faculty.

While we respect and protect the rights of all to express their opinions at Purdue, this clarification is intended to reassure our students and others that this long-requested dining option will not be taken from them and to dispel any impression that Purdue would ever seriously consider such an action.

Like all Purdue vendors, the young woman franchisee, a Purdue graduate, has signed and observed a commitment of equal access and treatment in her employment and service practices. We would not be promoting choice and freedom by depriving thousands of people in our community of a choice they have long sought and are already taking advantage of in large numbers. And, we would not be practicing inclusion by excluding a completely legitimate business and its staff from our campus.

Additional Statement from Dr. John Gates, Vice Provost for Diversity and Inclusion:

We are fortunate to be a campus that embraces excellence through diversity and freedom of expression and choice for all people. The Chick-fil-A operator on campus is bound by Purdue's non-discrimination policy statement, and we look forward to them respecting our institutional core values of integrity, honor, respect, inclusion, innovation and growth.

Purdue faculty challenge promise of a Chick-fil-A on campus

[Dave Bangert](#), Lafayette Journal & Courier Published 6:32 p.m. ET Sept. 9, 2019

Faculty and Purdue's student body president question whether Chick-fil-A, a polarizing fast food franchise, lives up to the university's claims about diversity

Purdue stands by Chick-fil-A, despite protests from faculty, student body president

[Dave Bangert](#), Lafayette Journal & Courier Published 11:17 a.m. ET Sept. 13, 2019 | Updated 4:35 p.m. ET Sept. 13, 2019

Purdue, facing faculty Chick-fil-A location to campus, issues statement to 'dispel any impression that Purdue would ever seriously consider such an action'

Purdue University is allowing Chick-fil-A because it doesn't want to 'deprive' its students

Purdue students need Chick-fil-A or else they'll be deprived, even though students have been fighting against the anti-LGBTQ chain.

By Daniel Villarreal Thursday, September 19, 2019 10 Comments

A pastor, Purdue's Chick-fil-A and a case of discrimination masquerading as 'diversity'

J&C readers Published 10:16 a.m. ET Sept. 11, 2019 | Updated 2:14 p.m. ET Sept. 11, 2019

I am appalled by the opinion piece by Pastor Steve Viars ("[Lafayette pastor: The troubling case of Purdue faculty trying to kick out Chick-fil-A](#)"), who should be a pillar of our community but instead used that soapbox to spread a gospel of hate and false equivalencies. He equated [protests from Purdue's faculty, students and staff regarding a proposed campus Chick-fil-A location](#) to the bullying of an elementary school student by peers for lack of appropriate sports paraphernalia.

THE EXPONENT



CAMPUS

CITY

FEATURES

SPORTS

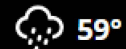
OPINIONS

ADVERTISING

SPECIAL SECTIONS

PHOTOS

E-EDITION



TOP STORY

Editorial board: Purdue's Chick-fil-A statement alienates LGBTQ students

By ALISA REYNYA On behalf of the Editorial Board Sep 26, 2019



Dear Purdue profs, diversity goes both ways on Chick-fil-A

J&C readers Published 5:37 p.m. ET Sept. 10, 2019 | Updated 2:14 p.m. ET Sept. 11, 2019

Lafayette pastor: The troubling case of Purdue faculty trying to kick out Chick-fil-A

Steve Viars, For the Journal & Courier Published 5:58 p.m. ET Sept. 10, 2019

Lafayette pastor: Purdue faculty show their bias by trying to kick Chick-fil-A off campus

That brings us to the case of some of the members of Purdue University Senate's misguided shaming of Chick-fil-A. They propose a measure that ensures that Purdue's commercial ventures "uphold the same values and promote inclusivity with their policies, hiring practices and actions." Great. Is that inclusive of all viewpoints or just theirs? If someone holds to a conservative position for their own life without foisting that on others in the way they conduct business, is that still going to be met with progressive prosopolempsia?

ATTENTION LIBERAL SNOWFLAKES OF AMERICA: TRIGGER WARNING REGARDING LATEST CHICK-FIL-A CONTROVERSY.

The celebrated mental disorder that is "university liberalism" has reared its ugly head again - this time in Lafayette, Indiana amid a ridiculous controversy over tasty and flavorful chicken.

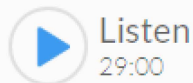
Chick-Fil-A

Monthly Conversation With Mitch Daniels: IDs, Chick-Fil-A And Betting On Purdue

By STAN JASTRZEBSKI • SEP 25, 2019



JAE LEE / WBAA NEWS



Two topics come up time and again on this edition of WBAA's Monthly Conversation with Mitch Daniels: food and money.

Faculty have opposed the opening of a Chick-Fil-A location on campus, in part because the company's founders oppose same-sex marriage on religious grounds. So is making the proprietor sign boilerplate language about inclusivity and non-discrimination enough to quiet those concerns? And what's the difference between this and giving money back to the founder of Papa John's Pizza after he made insensitive remarks?

Purdue faculty challenge promise of a Chick-fil-A on campus

Dave Bangert, Lafayette Journal & Courier Published 6:32 p.m. ET Sept. 9, 2019

A proposed measure meant to pressure Purdue's administration to make sure that commercial ventures on campus "uphold the same values and promote inclusivity with their policies, hiring practices and actions" didn't call out Chick-fil-A by name.

"It's bigger than that," said Audrey Ruple, chair of the University Senate's Equity and Diversity Committee. "We intentionally didn't want this to be about one business – just 'The Chick-fil-A' resolution."

Our mission

To help every child become all they can be

The Chick-fil-A® Foundation is the corporate foundation of Chick-fil-A, Inc. A not-for-profit organization, the Foundation's purpose is to lead the company's commitment to support youth and education in Chick-fil-A's local communities. The Foundation's work is focused on developing and educating young people so they can build a positive legacy and become all they can be.

Chick-fil-A donated to anti-LGBTQ group that bars employees from 'homosexual acts'

The group gave \$1.8 million to discriminatory groups in 2017, despite reportedly claiming it was winding down that practice last year.

2017 Tax Returns

- Fellowship of Christian Athletes (FCA)
 - \$1,653,416
 - Sexual purity statement
 - Marriage is “a covenant between one man and one woman,” that “God intends sexual intimacy to occur only between a man and a woman,” and that “each person’s gender is determined by biological sex instead of one’s self-perception.”
- Paul Anderson Youth Home
 - \$6,000
 - Website “homosexual behavior and lifestyle” was lawlessness
- Salvation Army
 - \$150,000
 - Has a history of opposing civil rights legislation for LGBTQ people and has discriminated against transgender people on multiple occasions.

Chick-fil-A barred from Texas airport due to "anti-LGBTQ behavior"

BY KATE GIBSON

UPDATED ON: MARCH 22, 2019 / 2:58 PM / MONEYWATCH



Seven years after CEO Dan Cathy voiced support for "the biblical definition of the family unit," Chick-fil-A is again on the defensive against claims the fast-food chain has an anti-LGBTQ agenda.

Chick-fil-A barred from second airport after anti-LGBTQ donations

BY SARAH MIN

APRIL 5, 2019 / 3:08 PM / MONEYWATCH



- Chick-fil-A has been barred from opening a restaurant in Buffalo Niagara International Airport over concerns about the chain's stance on LGBTQ issues.
- In March, Texas officials reversed plans to let Chick-fil-A open a location in San Antonio International Airport.
- A recent report said Chick-fil-A in 2017 gave \$1.8 million to three Christian groups with a history of anti-LGBTQ rights discrimination.

Student Groups Shut Down Chick-Fil-A Proposal

By SOPHIE KOZUB, News Co-Editor

April 21, 2017



For now, members of the Fordham community will not "Eat Mor Chikin." Following push back from clubs and independent students over LGBTQ issues and menu offerings, the university has opted to decline an Aramark proposal to install a Chick-Fil-A in the Ram Cafe.



Report: NJ university rejects students' request for Chick-Fil-A over 'corporate values'

by Sinclair Broadcast Group | Wednesday, November 21st 2018

FAST FOOD · Published May 9

Chick-fil-A voted to be booted from campus by Cal Poly, Trinity University for alleged 'anti-LGBTQ' views

News › UK

UK's first Chick-fil-A restaurant to close amid LGBT rights backlash

BONNIE CHRISTIAN | 2 days ago | 4 comments



Like

Click to follow
The Evening Standard



LGBT groups have slammed the opening of a UK Chick-fil-A restaurant (AFP/Getty Images)

THE GENDER DEBATE

A WEDGE ISSUE IS A POLITICAL OR SOCIAL ISSUE, OFTEN OF A CONTROVERSIAL OR DIVISIVE NATURE, WHICH SPLITS APART A DEMOGRAPHIC OR POPULATION GROUP. WEDGE ISSUES CAN BE ADVERTISED OR PUBLICLY AIRED IN AN ATTEMPT TO WEAKEN THE UNITY OF A POPULATION, WITH THE GOAL OF GETTING POLARIZED INDIVIDUALS TO GIVE SUPPORT TO AN OPPONENT OR WITHDRAW THEIR SUPPORT ENTIRELY OUT OF DISILLUSIONMENT.

- WIKIPEDIA



Purdue dumps Papa John's founder after slur, will return \$8M, strip name from econ center

Dave Bangert, Lafayette Journal & Courier

Published 12:22 p.m. ET Aug. 3, 2018 | Updated 4:35 p.m. ET Aug. 3, 2018

Purdue trustees decide the \$8 million from embattled John Schnatter distracts from work at economic center renamed for Papa John's founder in April

WEST LAFAYETTE, Ind. — [Purdue University](#) will strip John Schnatter's name from an economic research center at the Krannert School of Management and will offer to return the \$8 million the founder of the [Papa John's pizza chain](#) gave the West Lafayette campus in April after racially charged comments he made.

“The board believes this action is necessary to avoid distraction from the center’s work, counterproductive division on the campus, and any inference of any deviation from the university’s often stated stance on tolerance and racial relations.”

Previous statements regarding Purdue's stance on tolerance were attached to BOT statement

Statement regarding Indiana General Assembly action on the Religious Freedom Restoration Act, dated March 2015

“Purdue works hard every day to be an open and welcoming institution, and we stand by our university-wide policy on nondiscrimination, which prohibits ‘discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.’

We will continue our proactive and persistent efforts to ensure that all members of the University community feel welcome and supported.”

Previous statements regarding Purdue's stance on tolerance were attached

Excerpt: Welcome letter to all freshmen, dated July 21, 2017

“...Any discrimination or intimidation on the basis of race or other such characteristic is unacceptable, and those who practice either are not welcome at Purdue.”

Excerpt: Message to all Purdue faculty, staff and students from President Daniels and Provost Akridge, dated August 21, 2017

“...Racism, anti-Semitism, bigotry, and violence like that demonstrated in Charlottesville are the antithesis of those values and have no place on our campus.”

The presence of Chick-fil-A on our campus would distract from our work, create counterproductive division on the campus, and would deviate from the university's often stated stance on tolerance and inclusion. We will continue our proactive and persistent efforts to ensure that all members of the University community feel welcome and supported.

Purdue needs Chick-Fil-A!



3,557 have signed. Let's get to 5,000!



 Rodney Amos signed this petition

 Trevor Jacobs signed this petition

 Audrey Ruple West Lafayette, IN, Uni... 

I'm signing because... (optional)

PURDUE STUDENT SENATE

RESOLUTION 19-23

“Reaffirming University Senate’s Commitment to Maintaining an Inclusive Community as Written in Senate Document 19-03”

Author:	Priya Pillai
Sponsor(s):	Henry Semler
Agenda Date(s):	9/25/19
Recommendations:	
Action(s):	Bring to Senate Floor
President Pro Tempore:	Priya Pillai
Student Senate President:	Assata Gilmore
Student Body President:	Jo Boileau

Purdue Graduate Student Senate

Resolution Number: FA19-R001

“Commercial Entities Upholding Purdue University Inclusivity Values”

Authors: Val Z. Schull

Sponsor: Val Z. Schull

Date of Meeting: Sept. 25th, 2019

Ruling: Constitutional

President, PGSG: Taylor W. Bailey



Purdue faculty challenge promise of a Chick-fil-A on campus

Dave Bangert, Lafayette Journal & Courier Published 6:32 p.m. ET Sept. 9, 2019

A proposed measure meant to pressure Purdue's administration to make sure that commercial ventures on campus "uphold the same values and promote inclusivity with their policies, hiring practices and actions" didn't call out Chick-fil-A by name.

"It's bigger than that," said Audrey Ruple, chair of the University Senate's Equity and Diversity Committee. "We intentionally didn't want this to be about one business – just 'The Chick-fil-A' resolution."

BYLAWS OF THE UNIVERSITY SENATE - Article 1

The University Senate is the governing body of the faculty and it exercises the legislative and policy-making powers assigned to the faculty, subject only to review and check by the faculty by established procedures (Article VI).

Therefore, subject to the authority of the Board of Trustees and in consultation with the President, it has the power and responsibility to propose or to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University **and the general welfare of those involved in these educational processes.**

BYLAWS OF THE UNIVERSITY SENATE - Article 5.31

The Senate's Equity and Diversity Committee shall provide guidance in all aspects of climate, recruitment, retention, inclusion, and equal opportunities for access and success. To this end, the duties of the EDC are to:

- a. Pro-actively engage with other university units, department and/or organizations to **promote a climate of inclusion.**
- b. **Seek to increase cultural awareness, respect and inclusion of all groups—including traditionally underrepresented groups based on cultural, ethnic, language, gender, and/or sexual orientation status and all others noted in Purdue's nondiscrimination policy.**
- c. Review Purdue University's programs for the recruitment and retention of faculty, staff, and students.
- d. Advise the Senate regarding issues of prohibited discrimination, equal opportunity, outreach and related matters.
- e. Initiate joint explorations and investigations with other Senate Standing Committees to ensure diversity and equity issues are integrated throughout Senate deliberations.
- f. Encourage diverse representation of multiple perspectives across Senate and other university committees.

EDC Strategic Plan

Our highest priority will be to propose and to adopt policies, regulations, and procedures that will create or enhance an inclusive culture across our campus.

Goal 1: Develop Policies that Promote a More Equitable, Diverse, and Inclusive Environment

Goal 2: Provide Advocacy for an Equitable, Diverse, and Inclusive University System

Goal 3: Develop and Facilitate Educational Programs related to Equity, Diversity, and Inclusion

Worst Aspects

geographic location [Q267_15]	273
quality of leadership [Q267_30]	162
compensation [Q267_14]	132
diversity [Q267_16]	130
protections from service/assignments [Q267_19]	119
quality of the facilities [Q267_6]	95
manageable pressure to perform [Q267_27]	77
support for research/creative work [Q267_7]	77
quality of graduate students [Q267_4]	67
my sense of "fit" here [Q267_18]	63
teaching load [Q267_23]	62
support of colleagues [Q267_2]	55
t/p clarity or requirements [Q267_29]	53
support for teaching [Q267_8]	43
quality of colleagues [Q267_1]	42
spousal/partner hiring program [Q267_13]	42
support for professional development [Q267_9]	34
there are no positive aspects [Q267_99]	33
presence of others like me [Q267_17]	28
commute [Q267_20]	22
childcare policies/practices [Q267_11]	20
quality of undergraduate students [Q267_5]	18
opportunities to collaborate with colleagues [Q267_3]	10
academic freedom [Q267_28]	9
assistance for grant proposals [Q267_10]	8

Worst Aspects

geographic location [Q267_15]	273
quality of leadership [Q267_30]	162
compensation [Q267_14]	132
diversity [Q267_16]	130
protections from service/assignments [Q267_19]	119
quality of the facilities [Q267_6]	95
manageable pressure to perform [Q267_27]	77
support for research/creative work [Q267_7]	77
quality of graduate students [Q267_4]	67
my sense of "fit" here [Q267_18]	63
teaching load [Q267_23]	62
support of colleagues [Q267_2]	55
t/p clarity or requirements [Q267_29]	53
support for teaching [Q267_8]	43
quality of colleagues [Q267_1]	42
spousal/partner hiring program [Q267_13]	42
support for professional development [Q267_9]	34
there are no positive aspects [Q267_99]	33
presence of others like me [Q267_17]	28
commute [Q267_20]	22
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quality of undergraduate students [Q267_5]	18
opportunities to collaborate with colleagues [Q267_3]	10
academic freedom [Q267_28]	9
assistance for grant proposals [Q267_10]	8

Areas of concern (all faculty combined)

- *Departmental Collegiality*
- *Departmental Engagement*
- *Governance: Adaptability*
- *Governance: Productivity*
- *Governance: Shared Sense of Purpose*
- *Governance: Trust*
- *Governance: Understanding the Issue at Hand*
- *Leadership: Departmental*
- *Leadership: Faculty*
- *Nature of Work: Service*
- *Tenure Expectations: Clarity*
- *Tenure Policies*

Change in Benchmarks, 2015 to 2018, for Purdue University

Governance: Trust	-0.5%
Governance: Purpose	-1.0%
Departmental Engagement	-1.7%
Governance: Productivity	-2.8%
Leadership: Faculty	-3.5%
Tenure Policies (TT Asst Prof)	-4.7%
Tenure Expectations: Clarity (TT Asst Prof)	-5.1%

Survey Items within "Governance" Theme, for Purdue University

COACHE Item Prompt	COACHE Scale	Demographic Comparison	2018
Effectiveness of the shared ..	Effectiveness	None	2.6
Faculty governance structur..	Agreement	None	2.8
Understandable processes f..	Agreement	None	2.8
Clear rules about roles/auth..	Agreement	None	2.9
Governance in unusual situ..	Agreement	None	2.6
Systematic review of govern..	Agreement	None	2.5
Committees make progress ..	Frequency	None	3.0
Progress is publicly recogni..	Frequency	None	2.7
Institution cultivates new le..	Frequency	None	3.1
Institutional decisions not ..	Frequency	None	2.2
Senior admins ensure time f..	Frequency	None	2.6
Senior admins communicat..	Frequency	None	2.8
Have equal say in governan..	Frequency	None	2.3
Engage each other in defini..	Frequency	None	2.7
Respectfully consider one a..	Frequency	None	2.8
Have an open system of co..	Frequency	None	2.7
Share a sense of responsibi..	Frequency	None	3.2
Discuss difficult issues in g..	Frequency	None	2.9

AREAS FOR IMPROVEMENT



1
**CLARIFYING THE TENURE
AND PROMOTION MESSAGE**



2
**BETTER SUPPORT
FOR MENTORING**



3
**WORKLOAD EQUITY,
ESPECIALLY WITH
SERVICE WORK**



4
**IMPROVE SHARED
GOVERNANCE AND
COMMUNICATION**



5
**STRONGER FOCUS ON
DIVERSITY AND INCLUSION**



6
**STRENGTHEN COMMITMENT
TO COLLEGIALLY**

WEAKNESSES COMPARED TO PEERS



3.65 vs. 3.84

**DEPARTMENTAL
COLLEGIALLY**



3.75 vs. 3.97

**VISIBLE SUPPORT
FOR DIVERSITY**



3.15 vs. 3.42

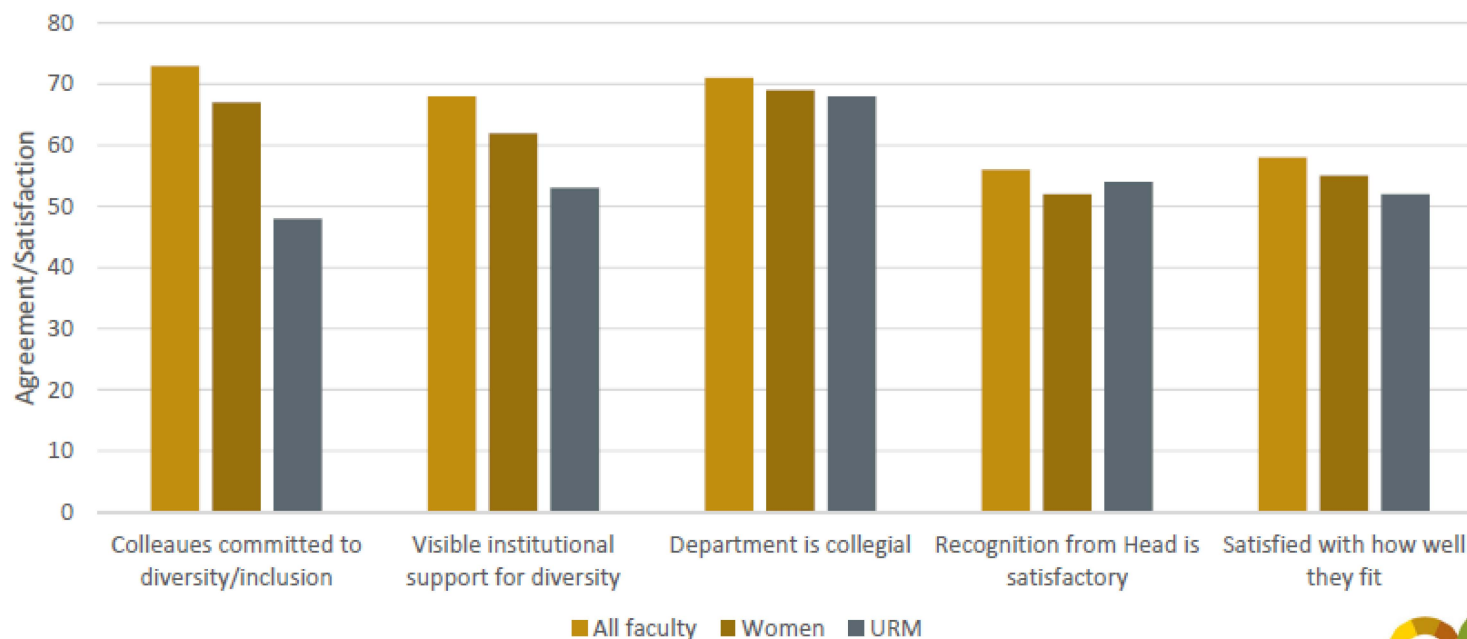
**TENURE
EXPECTATIONS**

The final item in our survey is an open-text response to the prompt, "What is the one thing your institution could do to improve the workplace for faculty?" The comments from your faculty were reviewed by our team, redacted of identifying information, and coded according to the survey themes. The five most common themes in your faculty's responses were:

- *Culture* - 24%
- *Facilities and resources for work* - 23%
- *Appreciation and recognition* - 18%
- *Nature of work: General* - 17%
- *Leadership: General* - 13%

Diversity, Inclusion, and Collegiality

Lower than our peers and the COACHE cohort in these areas



Changes in Questions between 2015 and 2018

The demographic group with the largest numbers of questions with declines in responses were those who self-identified as LGBT

Of the questions with declines...

The question with the largest negative effect size for LGBT faculty was the level of agreement to the following statement:

Respectfully consider one another's views before making important decisions

Our Core Values - One Purdue

We are a unified community that respects each other by embracing diversity, promoting inclusion, and encouraging freedom of thought and speech.

- Integrity
- Respect
- Honor
- Inclusion
- Innovation
- Growth

Discussion of 2020 Health Plan Process and Decisions

Faculty Compensation and Benefits Committee

October 21, 2019

The Board of Trustees passed changes to employee benefits, effective with open enrollment Fall 2019. These changes were carried out as a result of action on the part of the administration that

(1) failed to allow adequate time for response by relevant stakeholders (faculty, staff) and

(2) did not address employees' feedback on surveys in response to similar proposals last year.

Furthermore, these changes appear to be

(3) made without clear evidence/justification,

(4) potentially unnecessary, disproportionately and unfairly distributed, and likely to harm the reputation of Purdue in comparison to peer institutions.

2020 Benefits Timeline

December	Preliminary projection Discussion of potential modifications
January	Updated projection based on completed prior calendar year Discussion of strategy, potential changes and determine further analysis needed Initial memo to CFO/Treasurer indicating upcoming calendar year financial projections
March	Updated projections based on analysis indicated in January Detailed presentation to CFO/Treasurer on considerations for upcoming calendar year Discussion on options to pursue further
June	Finalize financial and program changes
July	Develop memo and presentation for Board of Trustees meeting
August	Board of Trustees meeting for upcoming calendar year approval
September	Employee education on financial and program changes for upcoming calendar year
October	Open Enrollment

Key Takeaways- Concerns to Benefits Changes

- Employees were concerned about the rising costs of benefits with a perception of decreased benefits and/or quality of benefits.
- Many employees had strong negative perceptions about potential changes to the spousal policy, believing it would negatively influence them and/or create a negative perception of Purdue, making it hard to recruit/retain quality employees.
 - Over 50% of married participants believed the potential change to the spousal policy is a bad idea, and selected the lowest possible option for that item
 - Employees were also upset these changes were not communicated sooner
 - If changes are made to the spousal policy, communicate them earlier and provide clear evidence/justification.

Attitudes on Changes to Spousal Insurance Policy

n=1494

Bad idea		Not necessary		Unfair	
1	47.6%	1	39.4%	1	39.5%
2	9.8%	2	10.4%	2	10.3%
3	6.8%	3	8.2%	3	8.0%
4	21.2%	4	22.9%	4	24.7%
5	3.7%	5	6.8%	5	5.6%
6	5.0%	6	5.9%	6	5.0%
7	6.0%	7	6.4%	7	6.9%
Good idea		Necessary		Fair	
Mean	2.63	Mean	2.90	Mean	2.89

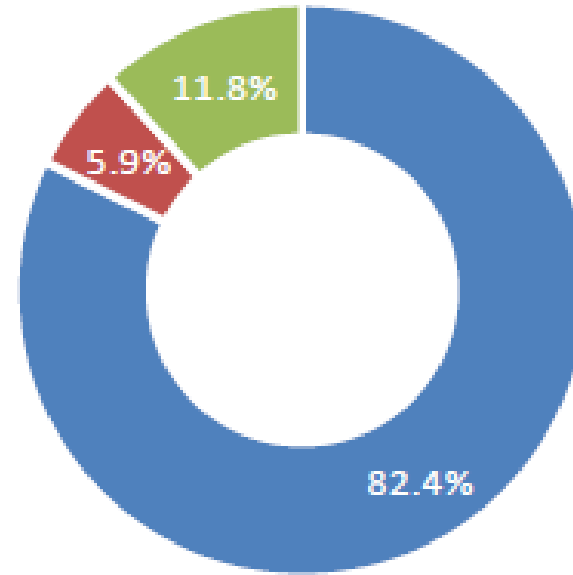
Note: Each of these means are significantly below the midpoint of 4 on the scale of 1-7, $p < .001$.

"2019 Open Enrollment Survey Results." Presentation to 2020 Health Plan Combined Meeting, 6/27/2019. Candace Shaffer and Michael

PURDUE
UNIVERSITY.

- Institutions participating in the survey have to embrace any differences in how spouse handled from an eligibility perspective. The vast majority of respondents treat them the same as any other member.

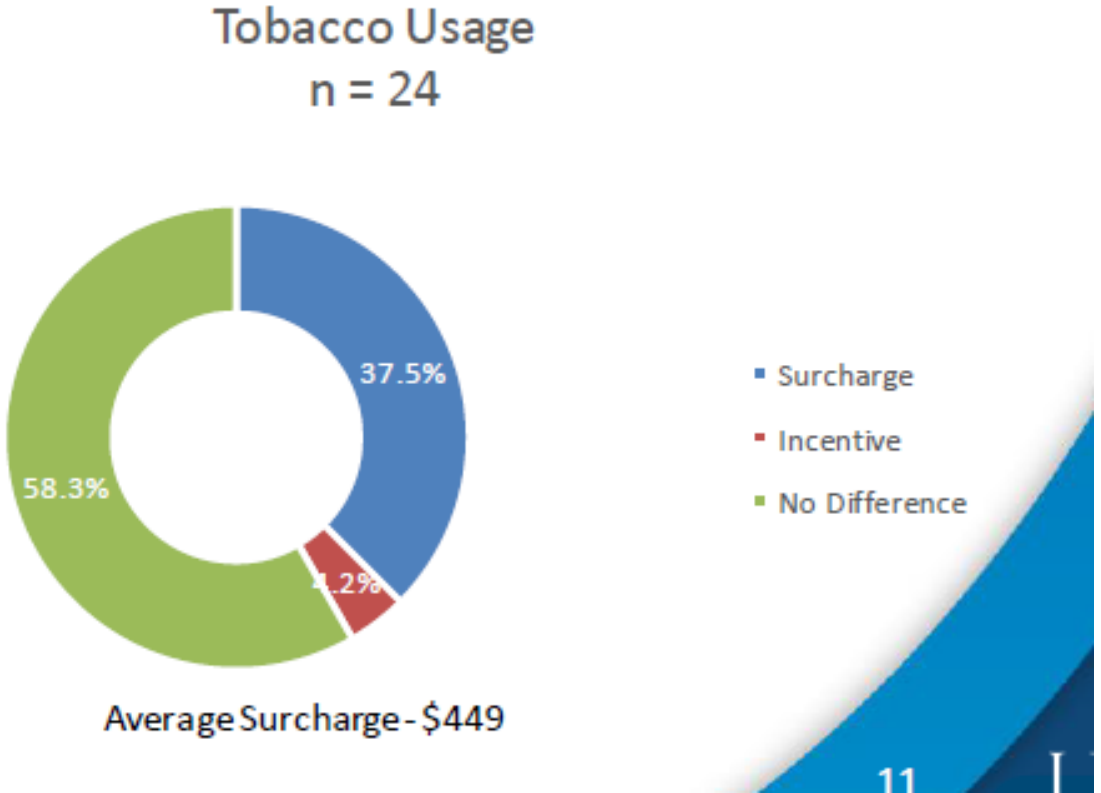
Spousal Eligibility n = 17



- No differently than any other eligible dependent.
- Spouses are NOT eligible for medical benefits.
- Insured spouses pay a surcharge.

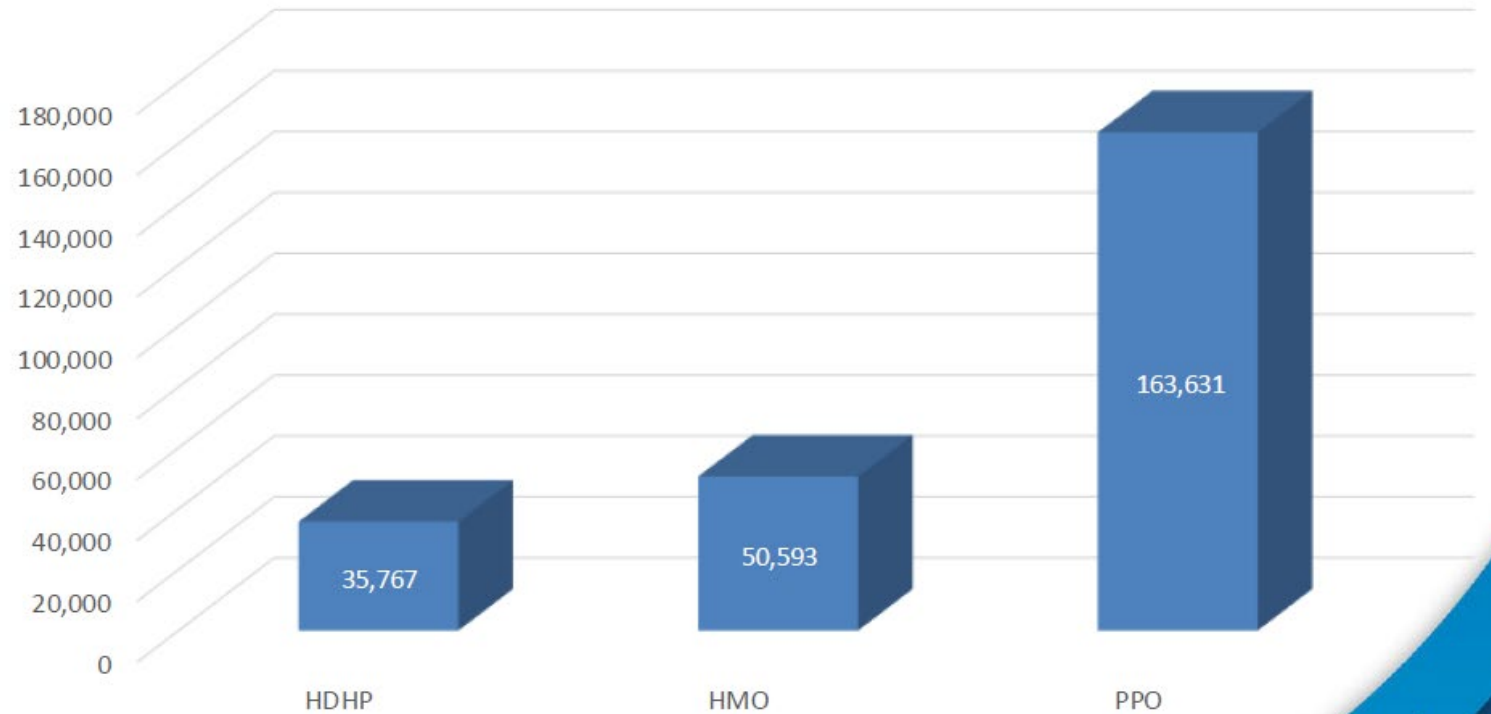
- *2* "Higher Education Health and Welfare Survey Results." Presentation to 2020 Health Plan Combined Meeting, 7/24/2019. Candace Shaffer and Michael Piercefield. Slide 11.

- Additionally, nearly two-thirds of respondents do not ask tobacco users to pay anything additional.



- ²“Higher Education Health and Welfare Survey Results.” Presentation to 2020 Health Plan Combined Meeting, 7/24/2019. Candace Shaffer and Michael Piercefield. Slide 11.

Active Enrollment By Plan Type



- *2* "Higher Education Health and Welfare Survey Results." Presentation to 2020 Health Plan Combined Meeting, 7/24/2019. Candace Shaffer and Michael Piercefield. Slide 6.

In Summary

- Would like the Purdue Administration/Board of Trustees to reconsider the Spousal Surcharge, Doubling of Smoker Fee, and sunseting of the PPO plan.
- We would like evidence to justify these decisions going forward, including a consideration, for example, if the spousal surcharge is adversely and unequally affecting a portion of our employees.
- We would like to discuss proposed new health plan changes earlier in the year, when faculty are available (i.e., before May). We would like to be part of the negotiations on what changes are to be made with the plan, so that, ideally, we can support and endorse the plan and help explain its benefits to the Purdue community.

The Causes and Consequences of Purdue Grade Inflation



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Krannert School of Management
RESEARCH CENTER IN ECONOMICS

Purdue was (and is) unique among peer universities for our low average GPA. However, average grades have increased dramatically, starting in the 2009 academic year.

Figure 1: Purdue Average Undergraduate Grade Index, 2000-2019

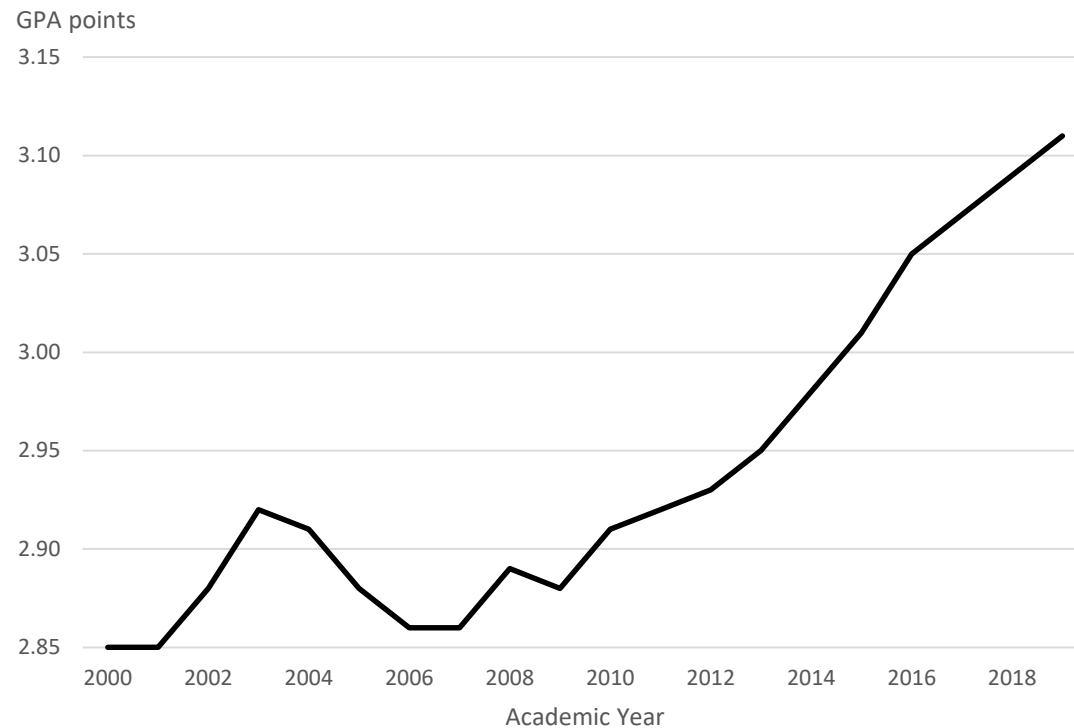


Table 1: Average GPA at Peer Institutions

Institution (year)	Average GPA	Institution (year)	Average GPA
Duke (2014)	3.51	Penn State (2014)	3.12
Florida (2014)	3.35	Princeton (2014)	3.39
Georgia Tech (2014)	3.25	Texas (2014)	3.22
Harvard (2015)	3.65	Texas A&M (2013)	3.08
Illinois (2015)	3.25	UC Berkeley (2014)	3.29
Indiana (2013)	3.19	UCLA (2013)	3.27
Maryland (2014)	3.17	Virginia (2013)	3.32
Michigan (2015)	3.37	Virginia Tech (2015)	3.15
MIT (2015)	3.39	Washington (2015)	3.28
Ohio State (2015)	3.17	Wisconsin (2014)	3.25



Research Findings

Causes of Grade Inflation

- 1/3rd better-prepared students
- 1/3rd course and instructor selection
- 1/3rd unexplained grade inflation
(better teaching, better facilities, better academic support, and easier grading)
- 4 colleges are responsible for nearly all the grade inflation:
Engineering, Liberal Arts, Polytechnic Institute, and Science (the reasons are different)

Consequences of Grade Inflation

- Grade inflation increased graduation rates by about 2 percentage points
- Grade inflation helps students persist in higher-paying majors
- Grade inflation has not decrease starting salary for graduates (yet)



Data and Analysis

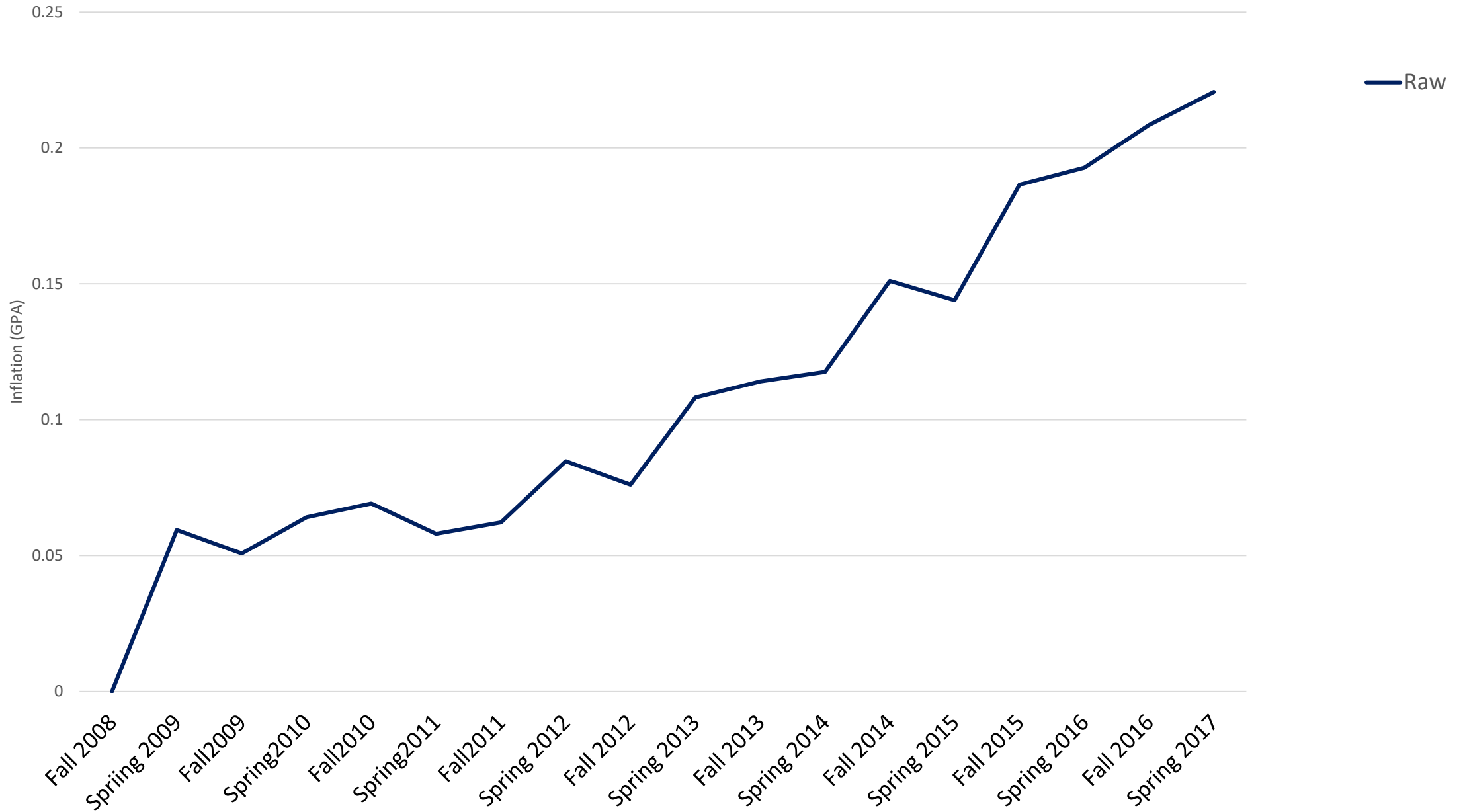
Data:

- 9-Year Time Period: Fall 2008 – Spring 2017
- All undergraduate student grades earned at the West Lafayette campus

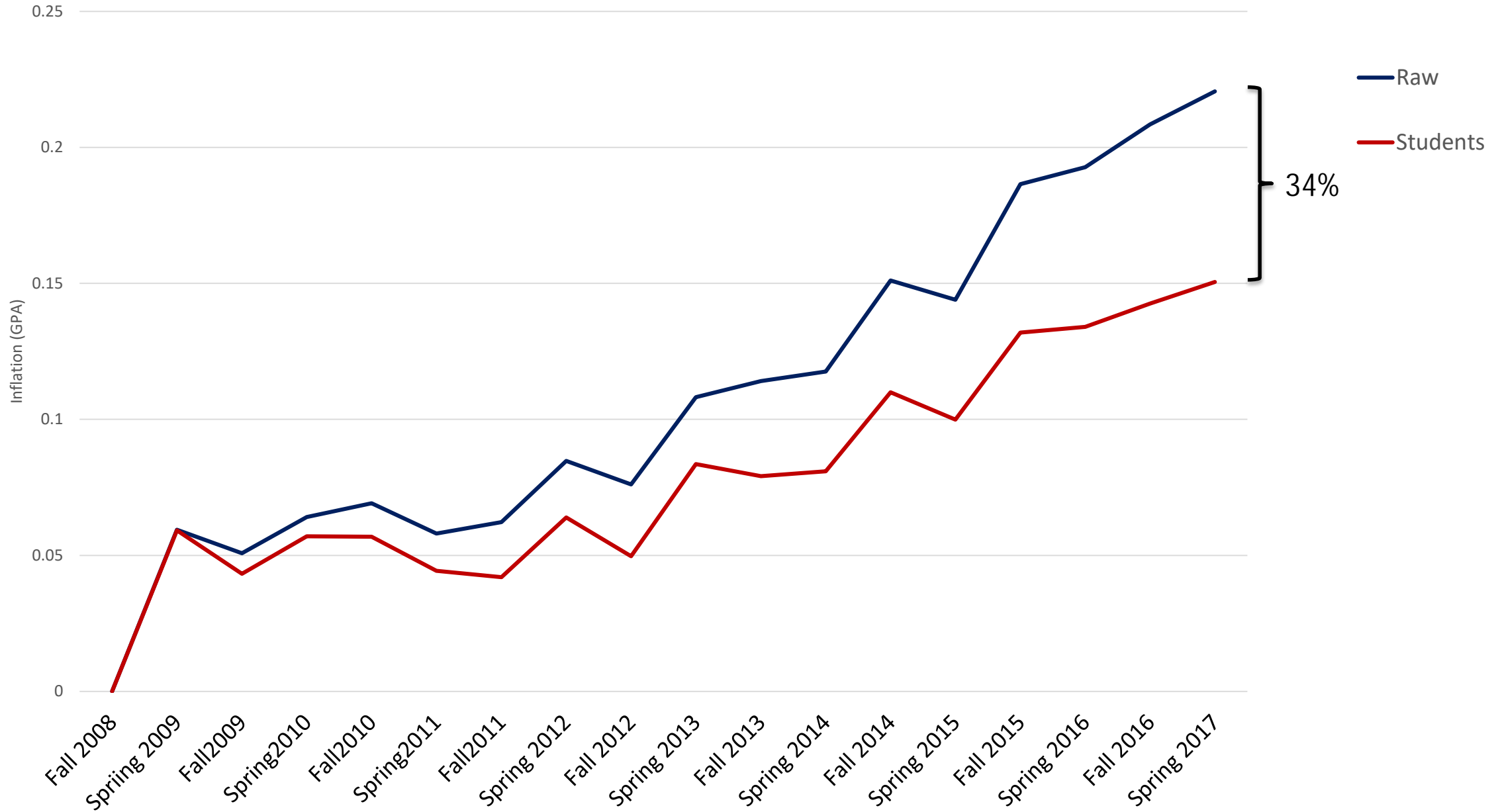
Analysis:

- Fixed-effects regression decomposition method
- Estimate how much grade inflation is caused by specific factors
- Some grade inflation is left unexplained

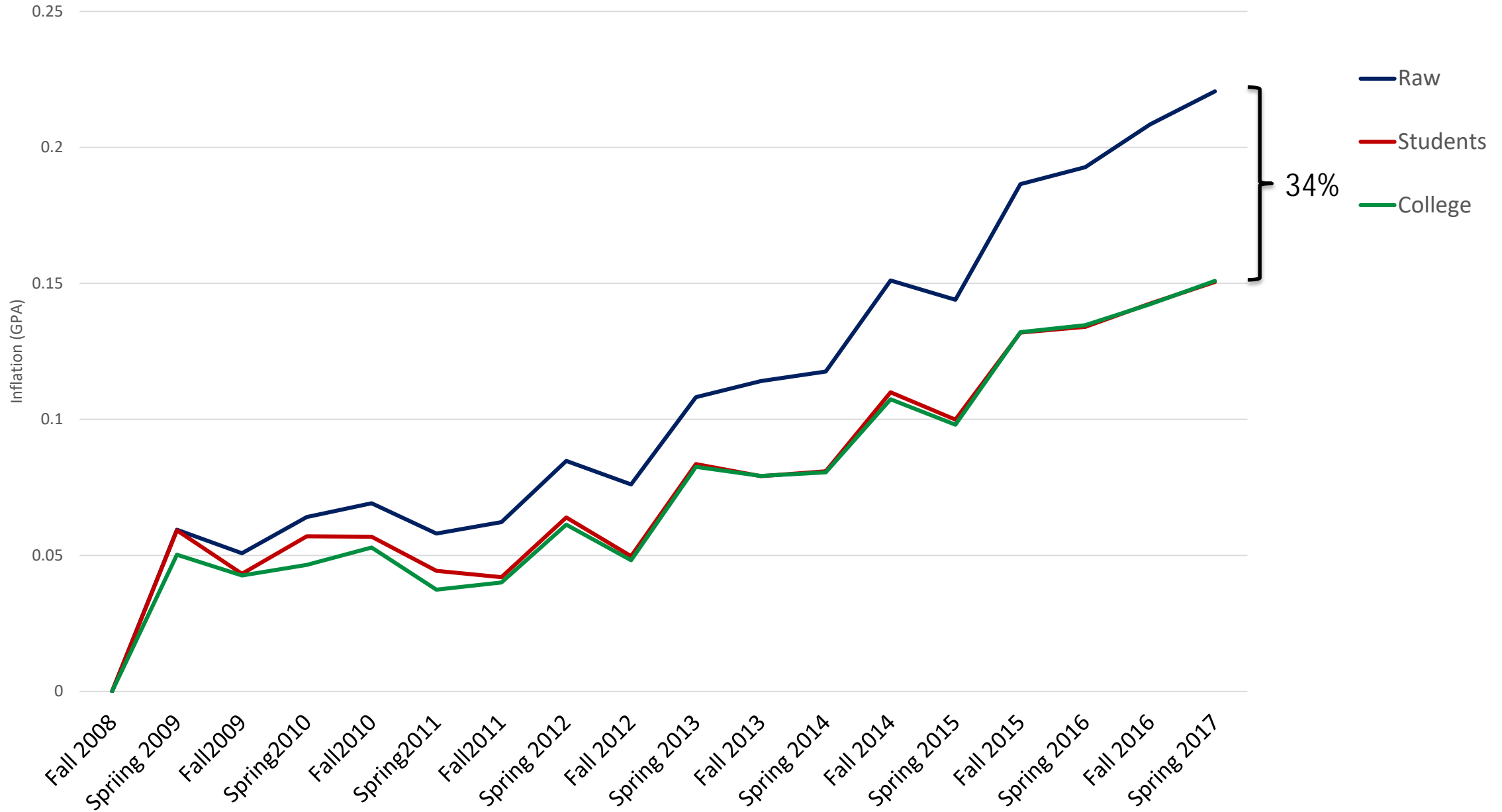
Grade Inflation by Semester



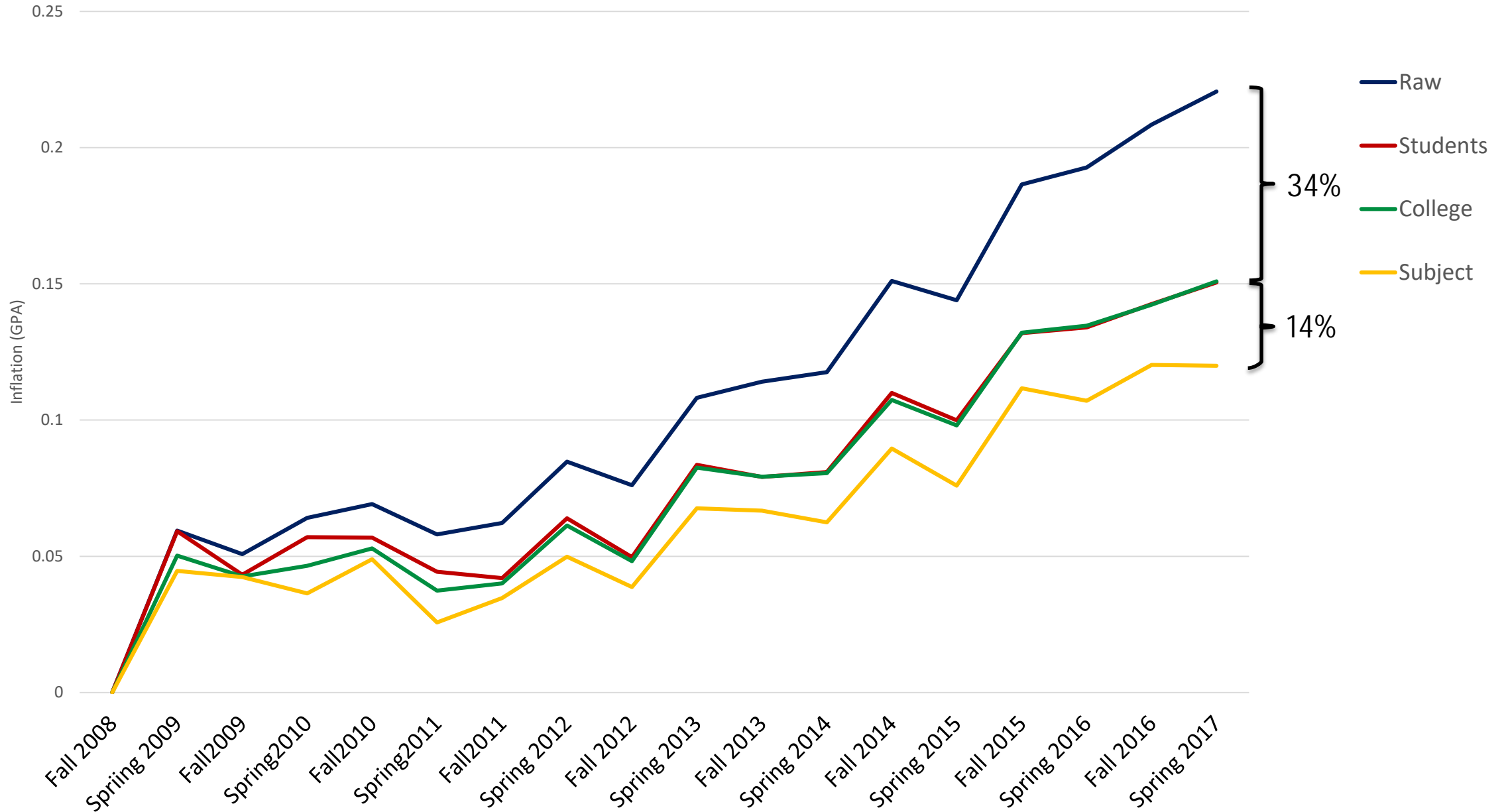
Grade Inflation by Semester



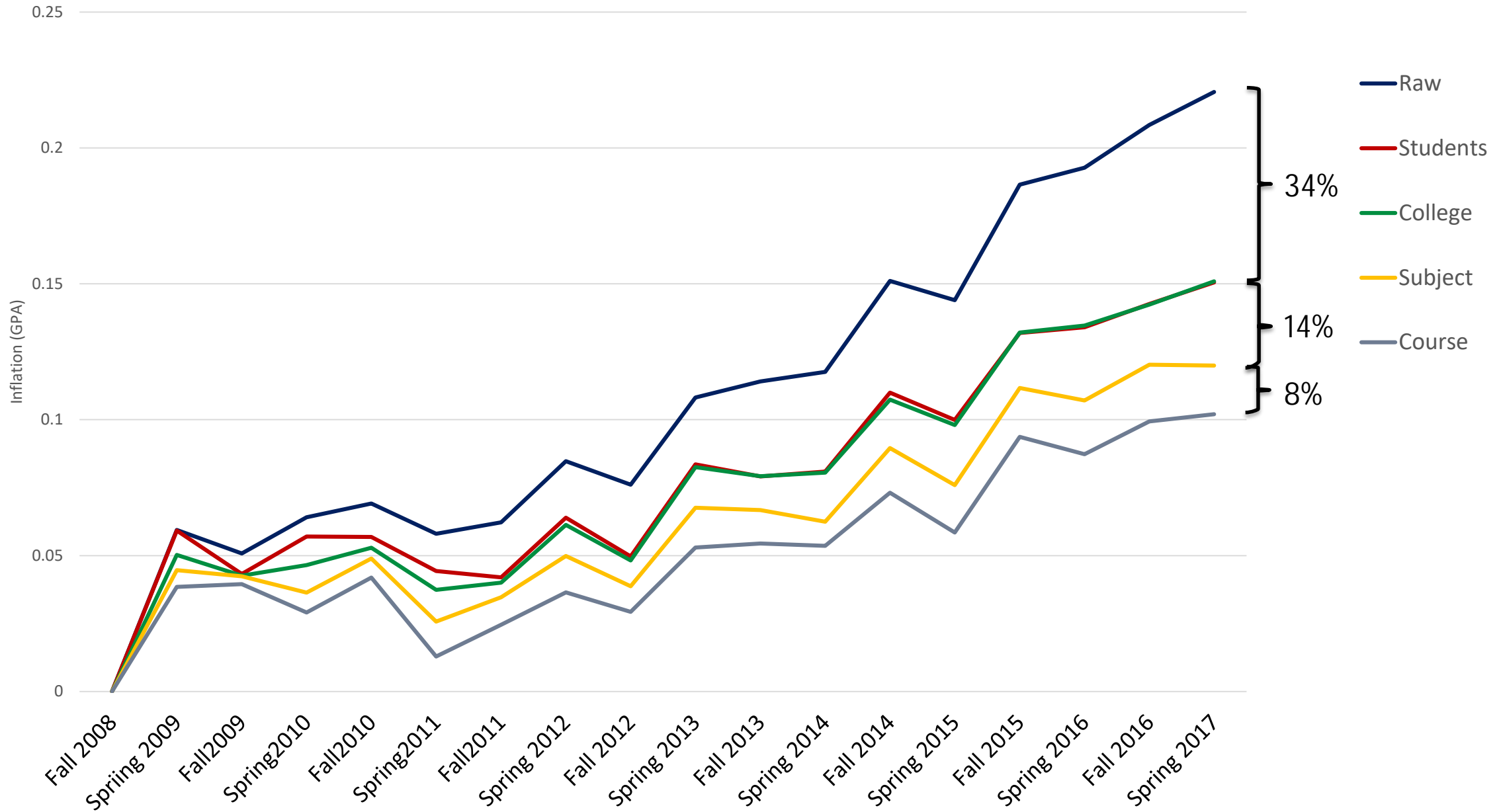
Grade Inflation by Semester



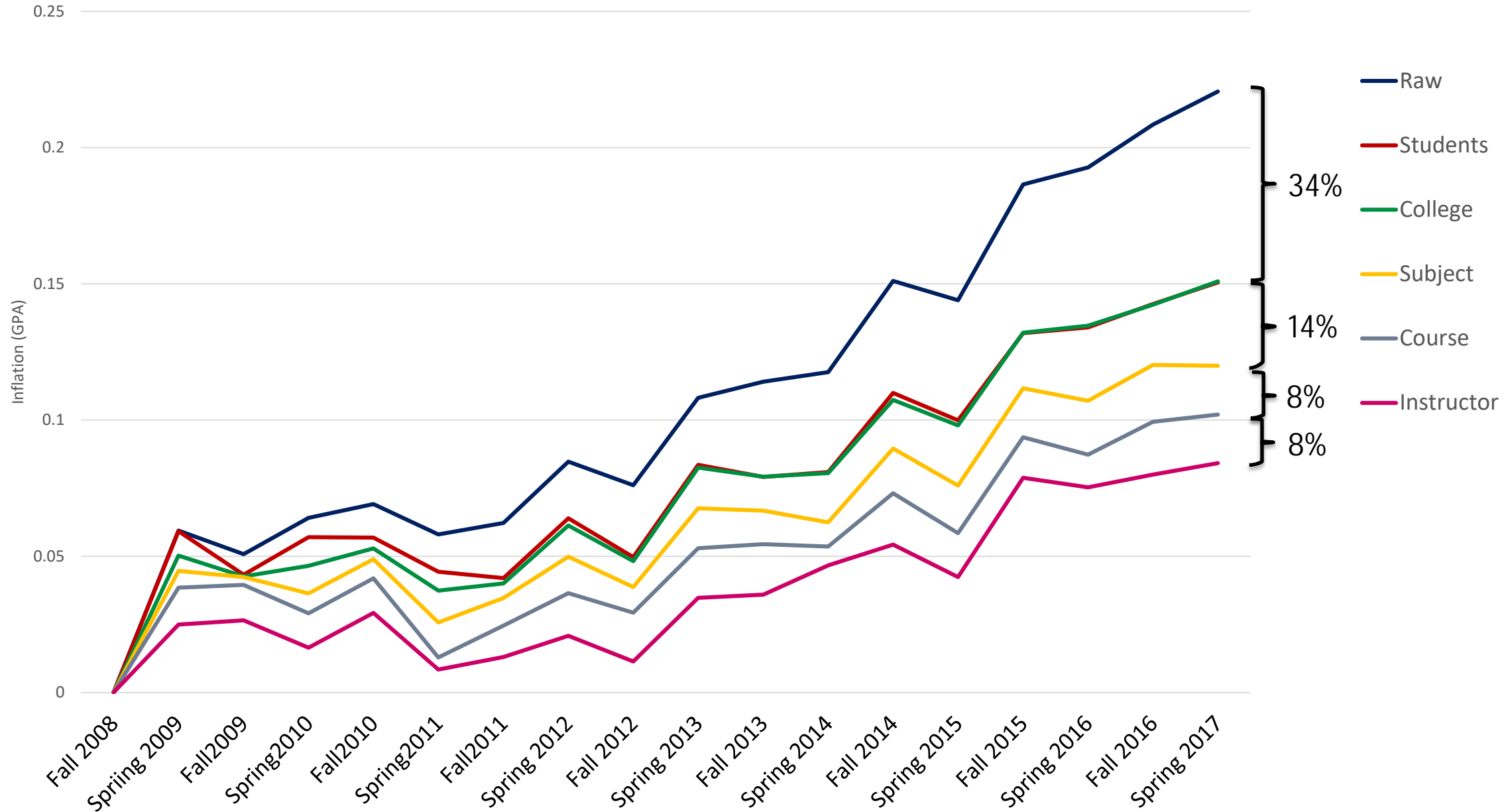
Grade Inflation by Semester



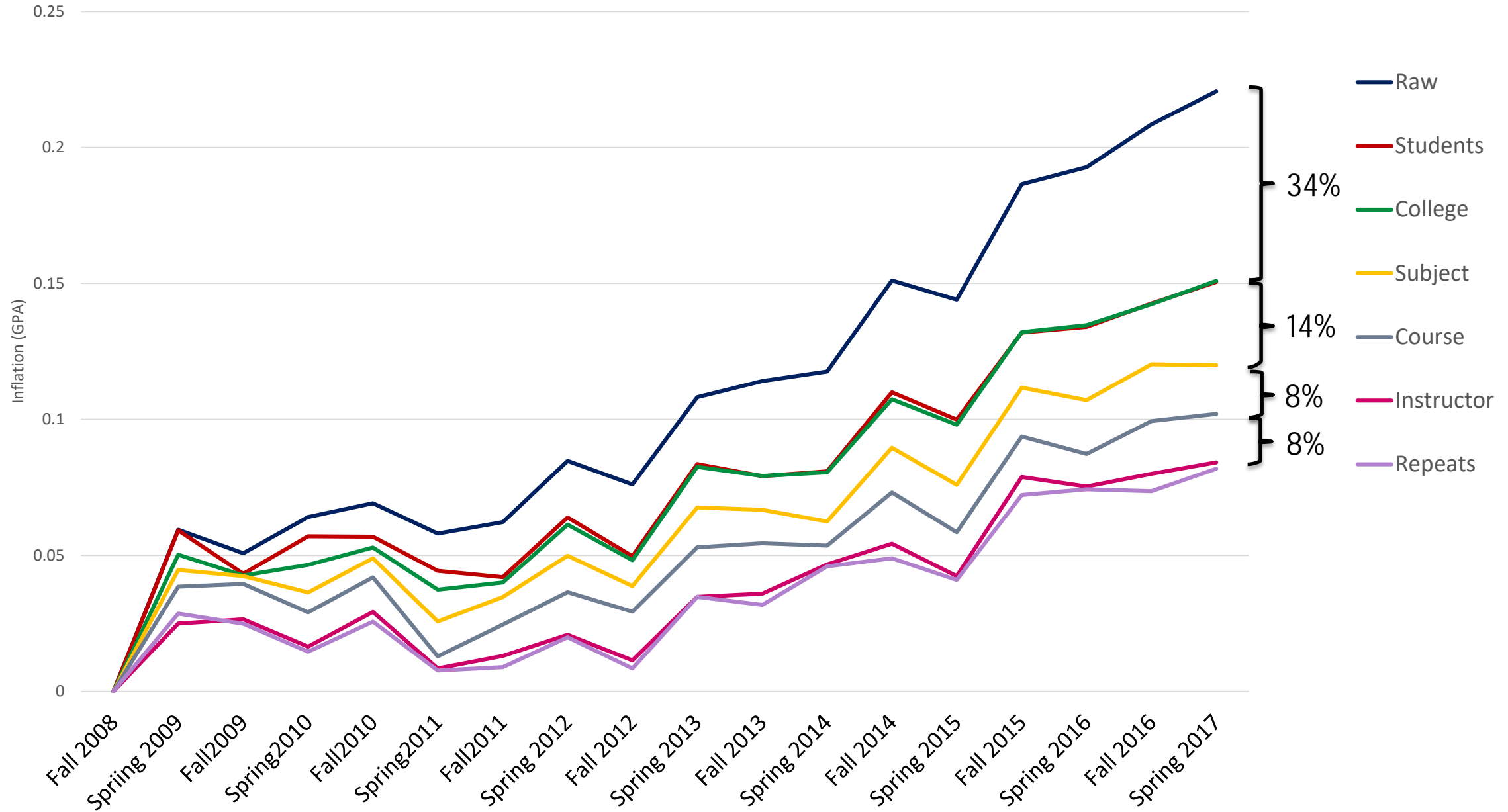
Grade Inflation by Semester



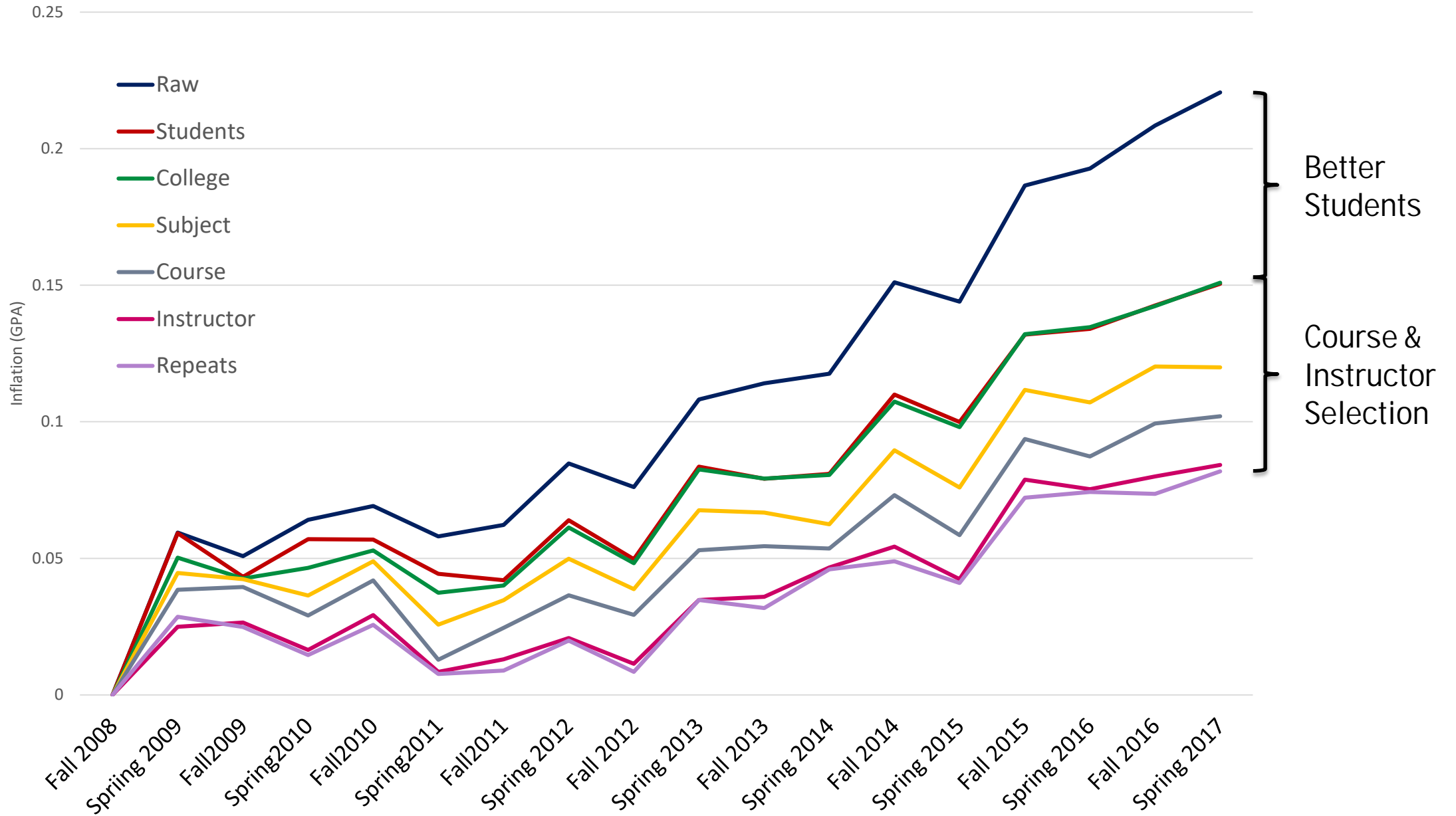
Grade Inflation by Semester



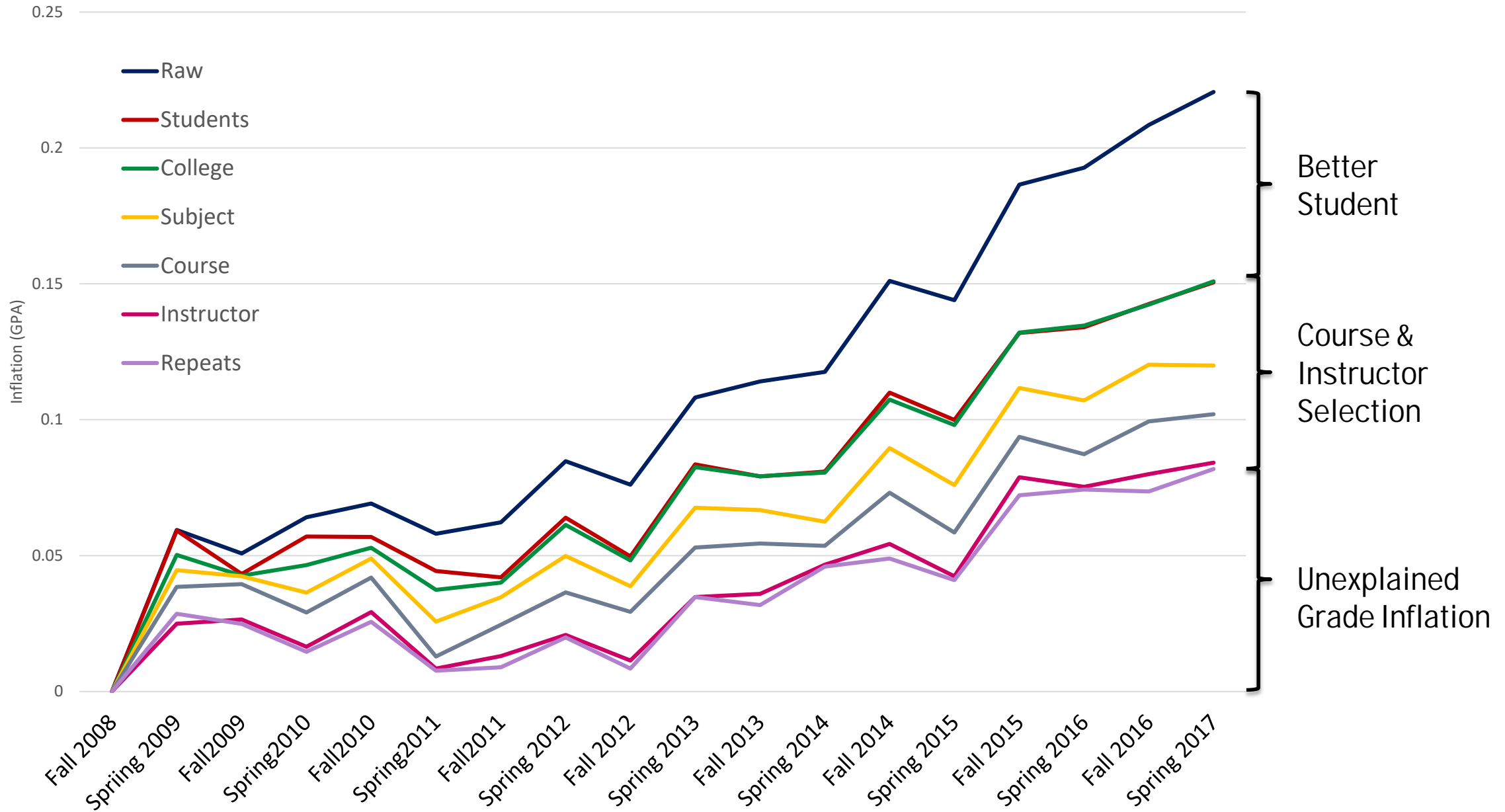
Grade Inflation by Semester



Grade Inflation by Semester



Grade Inflation by Semester



Differences by Lower- and Upper-Division Courses

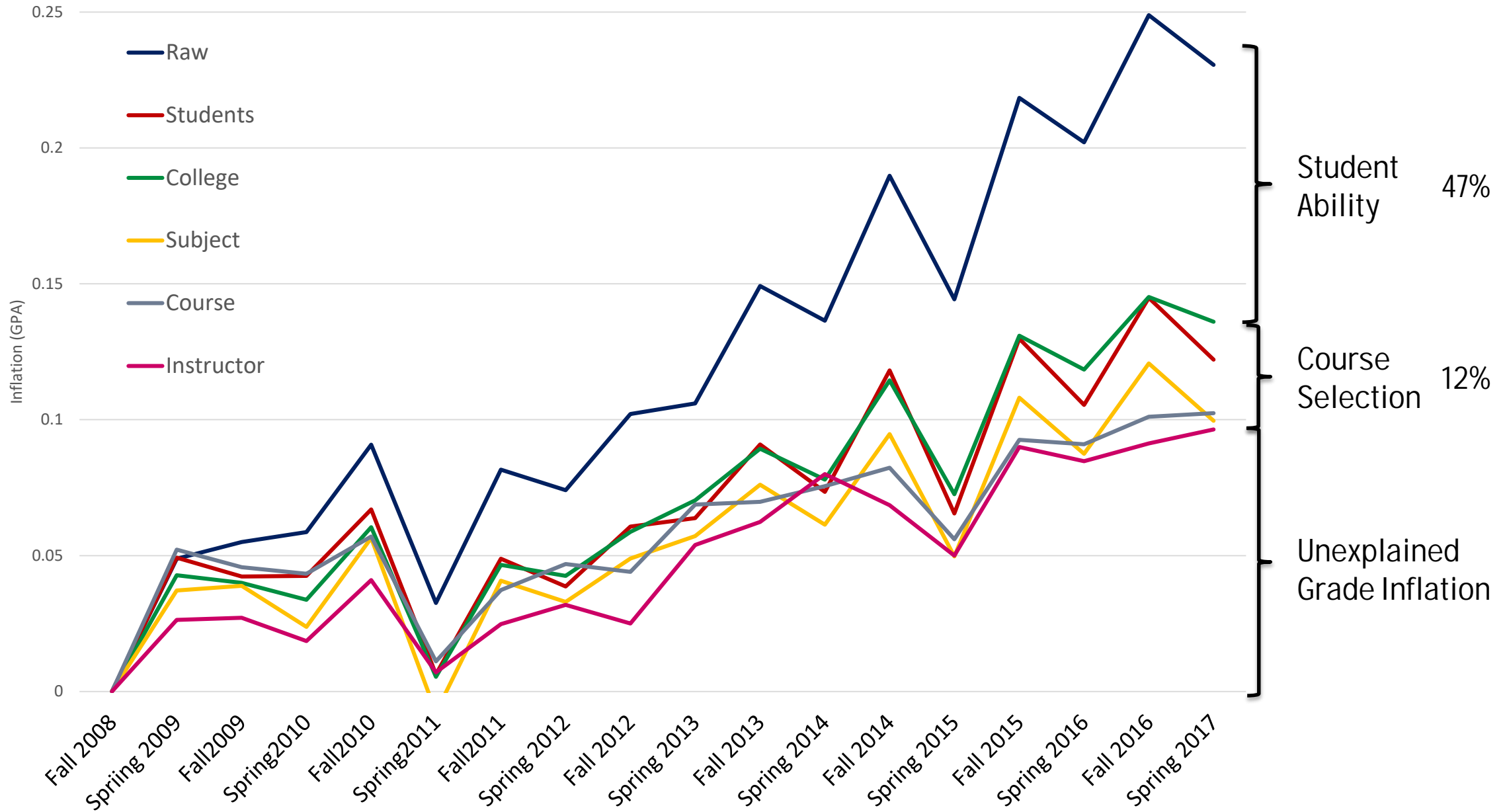
Lower-Division Courses:

- Higher grade inflation, more of it caused by better students (47%)
- 41% of lower-division grade inflation is unexplained
- Only 12% is due to course selection, primarily across subjects

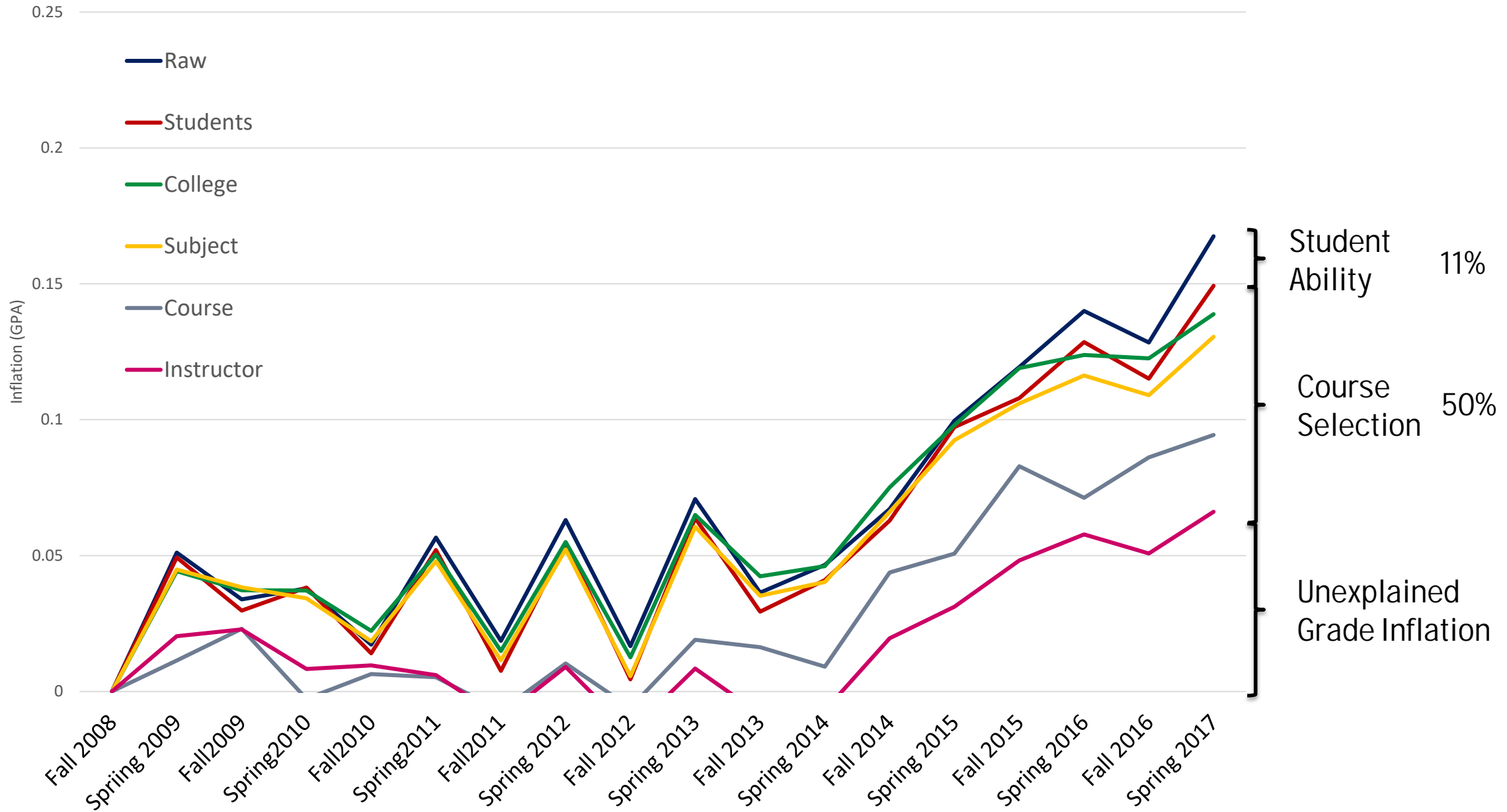
Upper-Division Courses:

- 50% of the grade inflation is caused by course selection, primarily within subjects
 - Better advising, helping students be successful
 - More flexibility and more choice in plans of study (better fit leads to better outcomes)
 - More student hunting for courses that grade easy (& technology)

Grade Inflation in Lower-Division Courses



Grade Inflation in Upper-Division Courses



Grade Inflation by College and Differences in Causes

Grade Inflation Driven by 4 Colleges:

- **Engineering** – unexplained
- **Liberal Arts** – unexplained
- **Polytechnic Institute** – unexplained, high-grade instructors
- **Science** – better students, course selection across subjects

Low Grade Inflation:

- **Agriculture** – better students, course selection within subjects
- **Management** – better students, high-grade instructors

No Grade Inflation:

- **Education**
- **Health & Human Science**



Consequences of Grade Inflation for Students

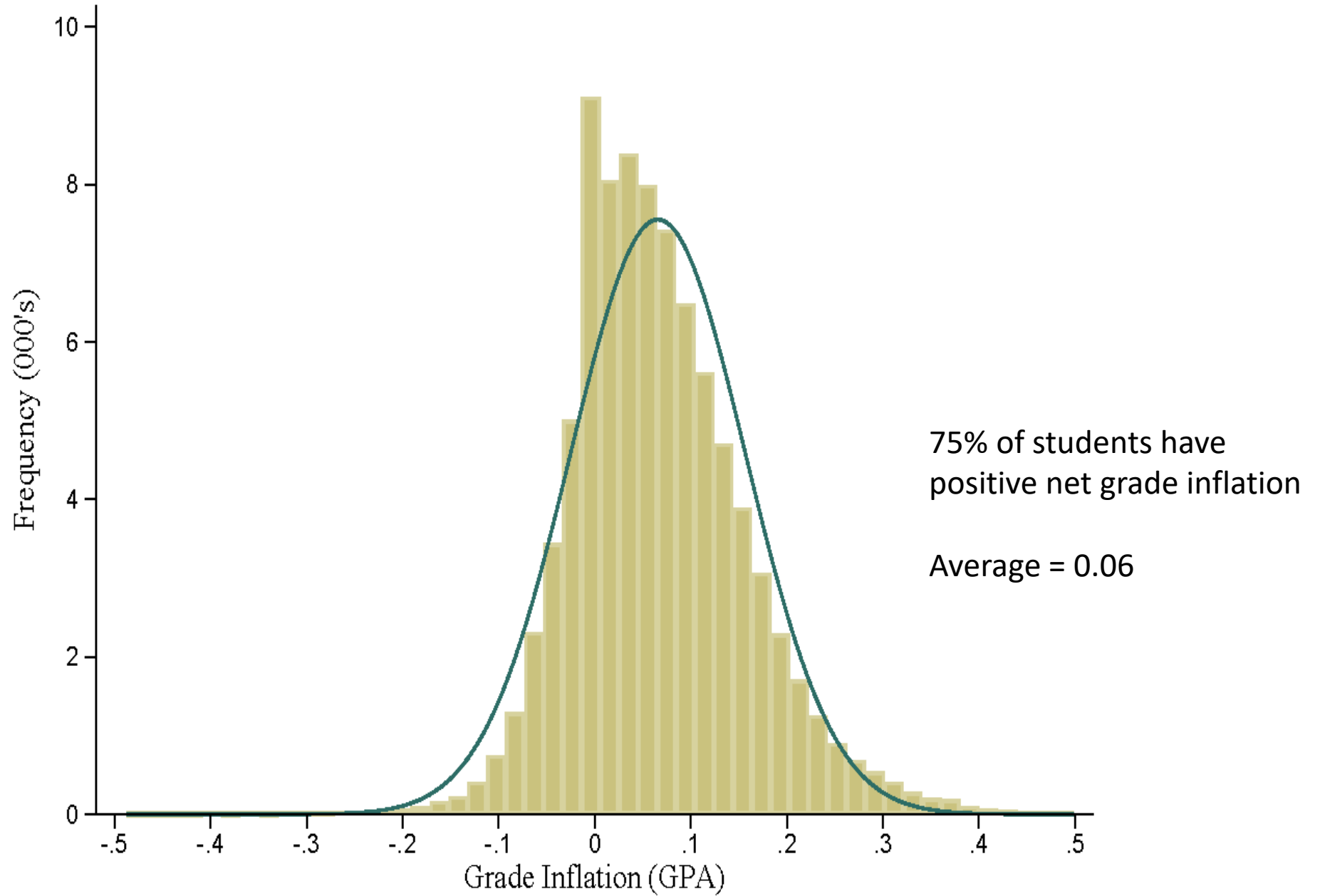
Cohort Data:

- Undergraduate students entering between fall 2008 and fall 2012 (5 cohorts)
- All courses they take between 2008 and 2017

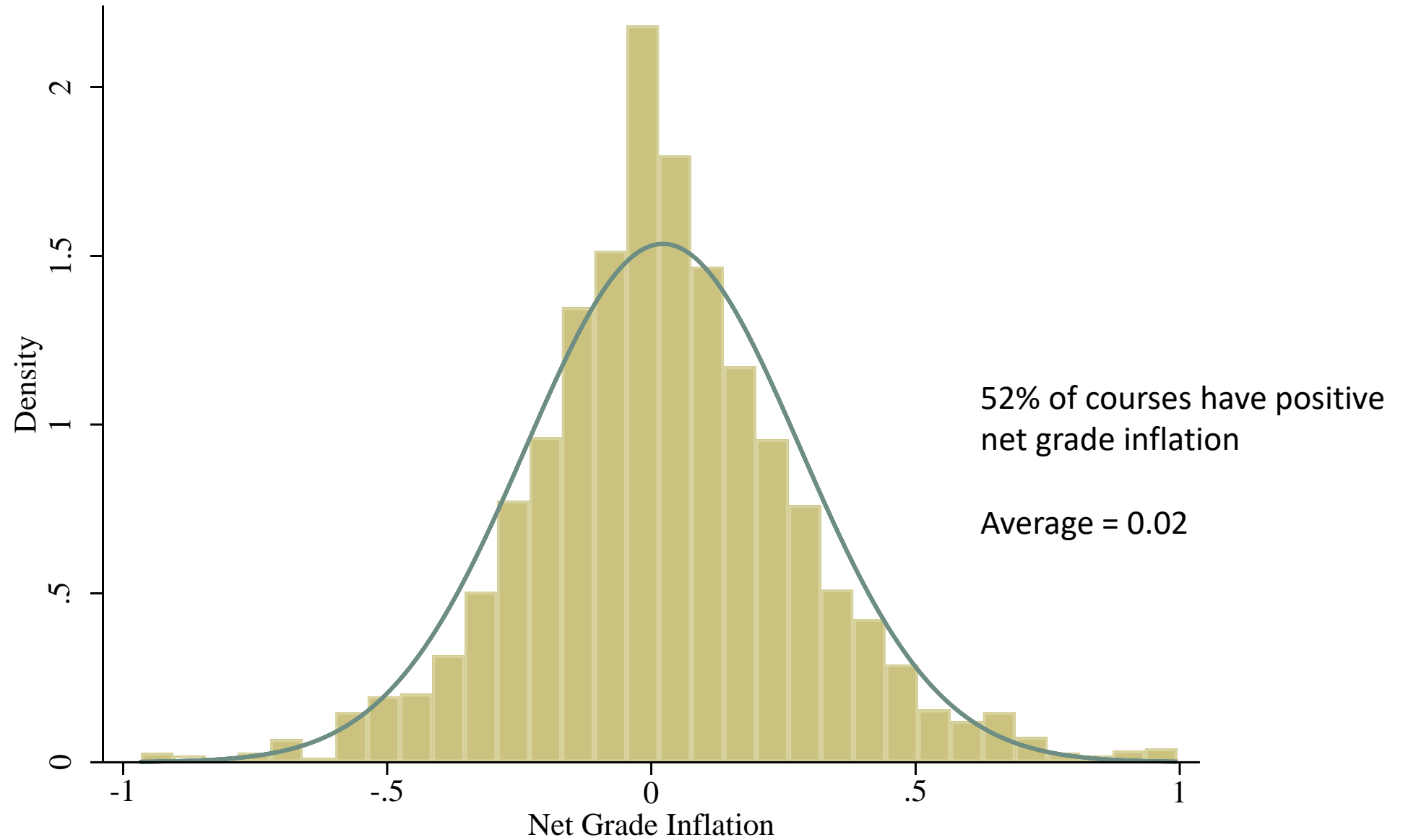
Analysis:

- We deflate grades: given the student characteristics, we compute the grade they would have earned in each course if it had been taken in fall 2008.
- Using credit-hour weights, we compute the student's Real GPA:
the GPA he or she is predicted to have earned had he or she taken all courses in fall 2008
- Net Grade Inflation is the difference between the Nominal GPA and the Real GPA

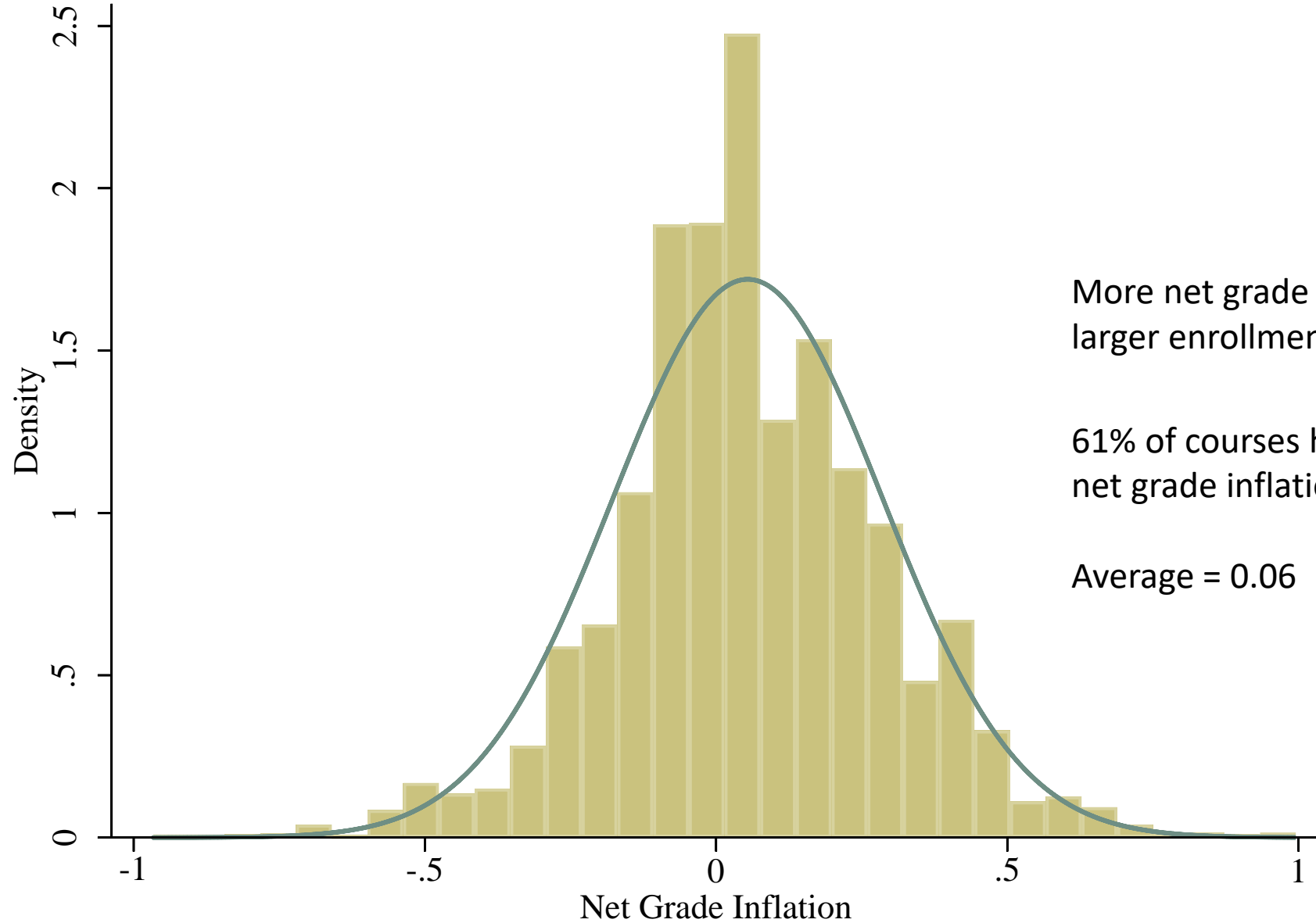
Net Grade Inflation for Students



Net Grade Inflation for Courses



Net Grade Inflation for Courses Weighted by Enrollment



Effect of Grade Inflation on Probability of Graduation

	(1)	(2)	(3)
	4-year rate	5-year rate	6-year rate
Real GPA	0.323 ^{***} (0.0036)	0.349 ^{***} (0.0032)	0.343 ^{***} (0.0032)
Net Grade Inflation	0.086^{**} (0.0344)	0.197^{***} (0.0297)	0.210^{***} (0.0282)
Constant	-0.431 ^{***} (0.0108)	-0.294 ^{***} (0.0103)	-0.246 ^{***} (0.0102)
N	23,547	23,547	23,547
R ²	0.229	0.312	0.324
Mean Grad. Rate	0.527	0.745	0.775

Notes: this table reports the effect of Net Grade Inflation on 4-, 5-, and 6-year graduation rates. The estimates suggest that grade inflation has a positive effect on graduation rates. Standard errors in parentheses: * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$



Effect of Lower-Division Grade Inflation on Graduation

	(1)	(2)	(3)	(4)
	4-year rate	5-year rate	6-year rate	Switch college
Real GPA (lower)	0.226*** (0.0039)	0.219*** (0.0040)	0.208*** (0.0041)	-0.073*** (0.0065)
Net Grade Inflation (lower)	0.258*** (0.0231)	0.311*** (0.0198)	0.311*** (0.0192)	-0.126*** (0.0239)
Constant	-0.135*** (0.0115)	0.100*** (0.0125)	0.162*** (0.0128)	0.502*** (0.0207)
N	20,579	20,579	20,579	16,328
R ²	0.166	0.196	0.194	0.341
Mean dep. var.	0.537	0.755	0.784	0.271

Notes: this table reports the effect of Net Grade Inflation in only 100- and 200-level courses on 4-, 5-, and 6-year graduation rates. The estimates suggest that grade inflation has a positive effect on graduation rates and a negative effect on switching out of the college to which the student was originally admitted. Standard errors in parentheses: * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$



Effect of Grade Inflation on Log Salary

	(1)	(2)	(3)	(4)
	Naïve	Full controls	Non-switchers	Switchers
Real GPA	0.061*** (0.011)	0.095*** (0.010)	0.097*** (0.012)	0.098*** (0.022)
Net Grade Inflation	0.687*** (0.075)	0.202** (0.083)	0.229*** (0.083)	0.044 (0.163)
Constant	10.589*** (0.037)	12.575*** (1.614)	13.014*** (2.108)	12.496*** (2.820)
N	6,999	6,999	5,278	1,669
R ²	0.016	0.493	0.499	0.525
Mean Salary	\$52,816	\$52,816	\$54,052	\$49,237

Notes: this table reports the effect of Net Grade Inflation on the log of the student's starting salary after graduation. The estimates suggest that grade inflation has a positive effect on salary, with effects concentrated on students who graduate from the same college to which they were originally admitted. Standard errors in parentheses: * p < 0.1, ** p < 0.05, *** p < 0.01



Conclusions

Consequences

- Grade inflation increased graduation rates by about 2 percentage points
- Grade inflation helps students persist in higher-paying majors and has not hurt starting salary (yet)

Remaining Questions

- What caused the large unexplained grade inflation in Engineering, Liberal Arts, and the Polytechnic Institute?
- How has increased student choice contributed to grade inflation?
- How did the introduction of the core curriculum contribute to grade inflation?
- Has competition for students across majors lead to relaxed grading standards?

The Causes and Consequences of Purdue Grade Inflation

October 2019

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This report documents a 0.22 grade point increase in average course grades for undergraduate students at Purdue University between fall 2008 and spring 2017. Yet, we still find that that average undergraduate course grades at Purdue are far below that of peer institutions. This report's primary objective is to understand the causes and consequences of grade inflation at Purdue. We identify several factors that account for this grade inflation and estimate their importance. We also estimate how grade inflation affects the likelihood of graduation and starting salary after graduation.

* Corresponding Author

This report was commissioned by Purdue Provost, Jay Akridge. We express gratitude to Purdue Senior Vice Provost for Teaching and Learning, Frank Dooley, for providing us with several rounds of very helpful comments on earlier drafts.



Executive Summary

This report uses a statistical decomposition method to estimate the degree to which grade inflation for undergraduate students at Purdue between fall 2008 and spring 2017 is caused by several factors. We also estimate how grade inflation net of student characteristics affected the graduation rate and the average starting salary for graduating students.

Key Findings

- Average grades at Purdue are well below the average for peer institutions.
- One third of grade inflation at Purdue was caused by enrolling and retaining better-prepared students as measured by observable student characteristics.
- One third of grade inflation at Purdue was caused by increased enrollment in courses that award higher grades on average and a decrease in courses that award lower grades on average.
- One third of grade inflation at Purdue is left unexplained and may be due to better teaching, better classroom space, better academic support, and instructors “grading easier” by awarding higher grades for similar or lower-quality academic work.
- There are important differences across colleges with most grade inflation occurring in just four colleges: Engineering, Liberal Arts, Polytechnic Institute, and Science. However, the causes of grade inflation are quite different across colleges.
- Controlling for student characteristics, we estimate that grade inflation caused a 2 percentage point increase in the 6-year graduation rate. In addition, grade inflation increases real starting salary for Purdue graduates, at least in part due to increasing the number of graduates in high-salary majors.

Remaining Questions

- How has increased student choice contributed to grade inflation? Factors include: the new course registration system adopted in fall 2008, changes to plans of study giving students more choice, the creation of new majors and investments in academic advising.
- How have changes in the early college experience, particularly the first-year engineering program and the introduction of the core curriculum, contributed to grade inflation?
- Has competition for students across majors lead to relaxed grading standards?
- What caused the large unexplained grade inflation in Engineering, Liberal Arts, and the Polytechnic Institute?



1. Objectives of this Study

The term “grade inflation” has two distinct uses. The first use describes the observed increase in average course grades over time. The second use applies to a particular cause: awarding higher grades for similar or lower-quality academic work over time. In this report, we use the term grade inflation in the first sense which does not imply a specific cause. We use a statistical decomposition method to estimate the degree to which grade inflation for undergraduate students at Purdue between fall 2008 and spring 2017 is caused by several factors. We also estimate how grade inflation affected the likelihood of graduation for students and the average starting salary for graduating students.

Having explained the study objectives, it is also useful to describe what the study is not. This study is not an analysis of the overall rigor of the courses offered at Purdue. We make no effort to evaluate the content taught nor do we attempt an independent assessment of student learning. This study is simply a decomposition analysis of several factors that account for the increase in the mean of the distribution of letter grades. We used a fixed-effects regression model to estimate the amount of the increase in the mean of the grade distribution that is explained by each considered factor.

We do not attempt to explain the variance in student grades. The letter grade a particular student earns in a particular class depends on his or her effort, learning style, interests, conscientiousness, health, sleep, course load, other activities, outside stress, etc. Most of the variance in student grades is explained by these types of unobserved student characteristics. In this analysis, the estimated regression model explains about 65 percent of the increase in the mean of the grade distribution, while explaining only about 25 percent of the total variation in grades. Given the available data, it is not surprising that we are better able to explain the causes of grade inflation than variance in student grades.

This report is not focused on explaining changes in the number of D, F, and W grades. Changes in the DFW rate are important and do play a role in grade inflation at Purdue, but grade inflation at Purdue has occurred throughout the entire grade distribution, not just at the bottom. We restrict the scope of this study to analyzing the increase in the average grades and leave a more detailed explanation of the decline in the DFW rate for future work.

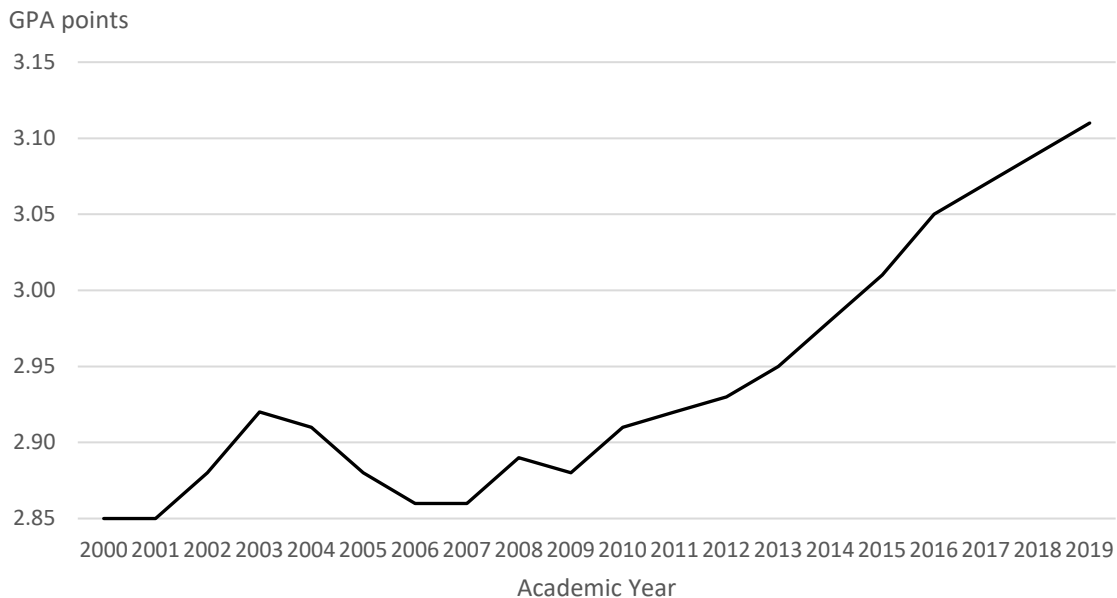
The available data also restricts the scope of the study. The University Registrar provided us with every course grade awarded to undergraduate students at the West Lafayette campus from the fall 2008 semester to the spring 2017 semester along with each student’s gender, race, ethnicity, residency status, and SAT and ACT scores. High school GPA is missing for most international students and so is not used in this analysis. Other student characteristics that may be part of the application were not provided.



2. Background

Among public universities in the U.S., Purdue was one of a small group with little to no grade inflation in the 1990s and 2000s (Rojstaczer, 2010).¹ Figure 1 reports the average undergraduate grade index by academic year (excluding summer semesters) from 2000 to 2019 as reported by Purdue’s data digest. It confirms that there was essentially no grade inflation in the recent years prior to 2009. However, it is also apparent that that the average grades have increased quite dramatically since 2009. From 2009 to 2017, the fraction of *A* grades increased from 40 to 48 percent of all grades awarded while *C* grades decreased from 25 to 18 percent.² It is an undisputable fact that Purdue University has recently experienced grade inflation; the goal of this study is to determine what caused it and what effect it has on our students.

Figure 1: Purdue Average Undergraduate Grade Index, 2000-2019



Source: www.purdue.edu/datadigest (including archived versions). This figure presents the average grades awarded by academic year (with summer semesters excluded) to undergraduate students at Purdue University's main campus. There are discrepancies between different versions of the Purdue Data Digest, so we adjust the historical reports to make the overlapping years in the series consistent with current reports.

¹ Purdue was held up as an example of a university that was “immune to grade inflation.” More recent reports describe Purdue as having “experienced significant grade inflation” (<http://www.gradeinflation.com>).

² It is clear from the data that the proportion of A grades has increased and that the proportion of C, D, and F grades has decreased. A large number of new seminar courses have been created which award a high proportion of A grades, but many are 1 credit hour courses and thus have a smaller effect on semester GPA. Some of these new seminar courses were created in response to the Foundations of Excellence movement, some were affiliated with the launch of the new Honors College, and others were created by departments to enrich the student experience.

3. Comparison with Peer Institutions

Average course grades at Purdue have been on the rise recently, but the mean of the grade distribution was so far below that of peer institutions back in 2008 that Purdue still has lower average grades. Rojstaczer's (2016) [gradeinflation.com](http://www.gradeinflation.com) website compiles the average GPA as reported by the universities themselves for a large number of institutions. Table 1 reports the average GPA at peer institutions indicating the last year for which the average GPA is reported. For comparison, the average GPA at Purdue in 2013 is 2.95 and in 2015 is 3.01. Even with the grade inflation over the past 5 years, this evidence strongly supports the claim that average grades at Purdue are still well below the national average for peer institutions.

Table 1: Average GPA at Peer Institutions

Institution (year)	Average GPA	Institution (year)	Average GPA
Duke (2014)	3.51	Penn State (2014)	3.12
Florida (2014)	3.35	Princeton (2014)	3.39
Georgia Tech (2014)	3.25	Texas (2014)	3.22
Harvard (2015)	3.65	Texas A&M (2013)	3.08
Illinois (2015)	3.25	UC Berkeley (2014)	3.29
Indiana (2013)	3.19	UCLA (2013)	3.27
Maryland (2014)	3.17	Virginia (2013)	3.32
Michigan (2015)	3.37	Virginia Tech (2015)	3.15
MIT (2015)	3.39	Washington (2015)	3.28
Ohio State (2015)	3.17	Wisconsin (2014)	3.25

Source: Rojstaczer (2016) <http://www.gradeinflation.com/>. Rojstaczer created the website in 2002 and last updated it in 2016. He reports collecting data from a variety of sources including administrators, newspapers, campus publications, and internal university documents. It is not clear if these self-reported average GPAs are comparable, but this website appears to be the only place one can go to obtain this type of information.



4. Causes of Grade Inflation

In this section, we identify several causes of the recent grade inflation at Purdue University. Using the universe of all grades earned by undergraduate students at Purdue’s main campus during the fall 2008 – spring 2017 period, we calculate the average grade awarded by semester. Note that this is not the average cumulative GPA of enrolled students; it is the credit hour weighted average of the numerical grades earned in the particular semester by all undergraduate students.³ For each fall and spring semester, we calculate the difference between the average grade awarded for the given period and the average grade awarded in our starting period, the fall 2008 semester. We call this the “raw” grade inflation and plot it as the solid blue line in Figure 2. It shows a 0.22 grade point increase in average grade awarded over this 9 year period. Note that this analysis excludes summer semesters entirely as there are many differences in summer courses that would complicate this analysis.

To estimate the contribution of various causes of the observed grade inflation, we estimate a fixed effects regression model with student i ’s grade in course j taught by instructor k in semester t as the dependent variable. The semester indicator variables, indexed by t , capture the grade inflation not explained by other variables in the model. The “raw” grade inflation estimates are obtained by estimating the model with no other controls included. We then introduce student characteristics, X_i , and fixed effect controls for potential causes as indicated in the following equation:

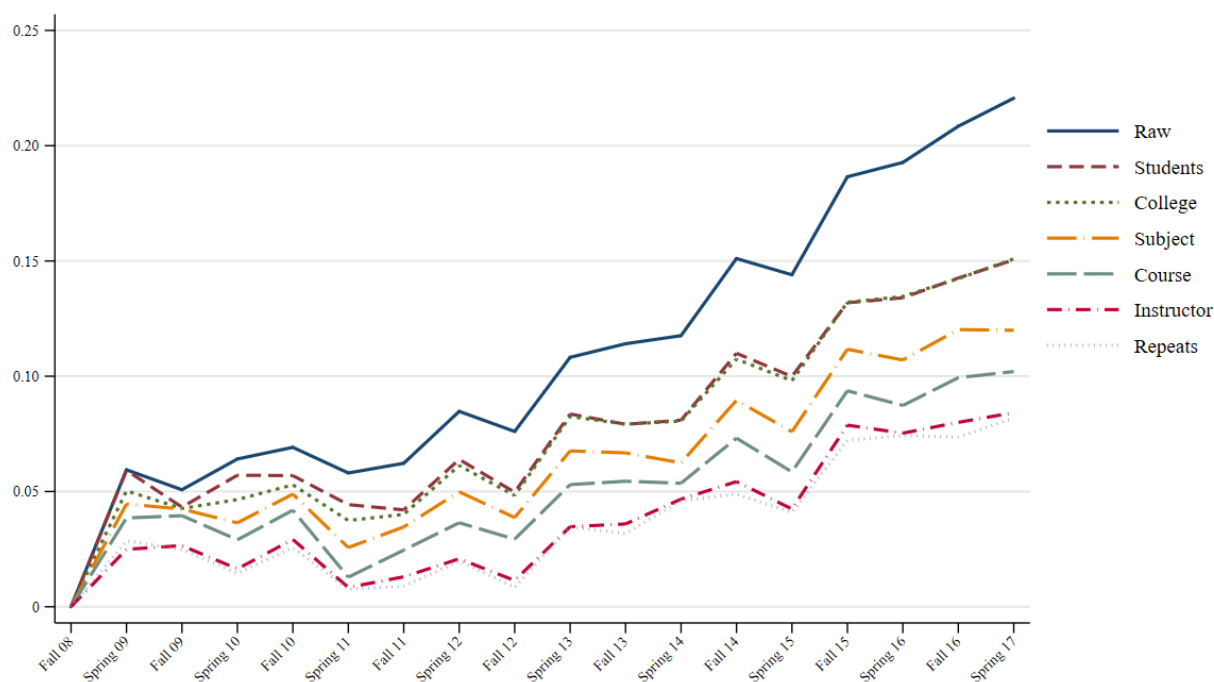
$$grade_{ijkt} = \lambda_t + X_i' \beta + \theta_j + \delta_k + u_{ijkt} . \quad (1)$$

After accounting for the grade inflation explained by the included controls, we report the remaining grade inflation that is not explained by all included factors. Adding controls for factors one at a time allows us to estimate how much of the increase in the mean of the grade distribution is caused by each factor. This is a very robust method that can even account for unobserved characteristics that are constant over time. For example, including instructor fixed effects (thousands of them, one for every professor, lecturer, and graduate student who taught at Purdue during this period) controls for all time-invariant instructor-level characteristics.⁴ This means that when we include instructor fixed effects, we are controlling for instructor characteristics like rank, gender, race and ethnicity, year of PhD, year hired at Purdue, persistent personality traits, persistent teaching style, etc.

³ About 4 percent of grades earned from fall 2008 to spring 2017 are replaced when the student repeats the course. We include both sets of grades (those eventually excluded from a student’s cumulative GPA and those earned from repeating a course) in this analysis.

⁴ The incidental parameter problem makes fixed effects estimation with a large number of courses and instructors computationally difficult. We use a fixed effects estimator proposed by Correia (2015) which efficiently absorbs the fixed effects as in Guimaraes and Portugal (2010) rather than estimating them.

Figure 2: Grade Inflation by Semester



Notes: this figure graphs the raw level of grade inflation by semester and then graphs the remaining grade inflation after accounting for potential causal factors in order: student SAT and ACT test scores and demographics (Students), which courses are taken by students as measured by the college offering the course (College), the course subject (Subject), the subject and course number (Course), the professor, lecturer, or graduate student teaching the course (Instructor), and if the course is a retake that will replace an earlier grade (Repeat).

We start by controlling for student characteristics. Over this period, the average SAT and ACT scores for enrolled students increased dramatically. We convert student SAT scores into ACT scores using the equivalence from prepscholar.com and take the best score from students who took both the SAT and the ACT.⁵ The average ACT score for undergraduate students enrolled in the spring of 2017 is 26.46 which is a 2.49 point increase over the fall 2008 average of 23.97.⁶ Including a full set of ACT fixed effects in the regression as well as indicators for student demographics accounts for 34 percent of the observed grade inflation.⁷ In Figure 2, we label this as controlling for the “student” factor. The results suggest that enrolling and retaining students who are better prepared for college is one of the major driving forces of grade inflation at Purdue.

⁵ We use the ACT rather than the SAT because there are fewer possible values for the ACT score and this simplifies the analysis.

⁶ Student quality as measured by SAT and ACT test scores grows slowly until a sudden increase starting in 2012. An ACT score of 24 is the 74th percentile of the test distribution while an ACT score of 26.5 is between the 83rd and 84th percentile of the test distribution.

⁷ The demographic factors include indicators for the student’s gender, race and ethnic group, and resident status as either an international student, out-of-state domestic student, or in-state domestic student.

Next we account for changes over time in the courses students take, starting with the college offering the course. Shifts over time in the number of students enrolled by college, changes to the plans of study and to the university core curriculum, and improvements to the advising process affect the number of students enrolled in courses offered by a particular college by semester. The average grades awarded differs significantly by college with a 3.61 average GPA for courses offered by the College of Education and a 2.63 average GPA for courses offered by the College of Science. We add college fixed effects to the regression model (which already includes the ACT and student demographic fixed effects) to account for differences over time in course enrollments by college and the average grading differences across colleges. This is labeled as controlling for the “college” factor in Figure 2. Conditional on student characteristics, increasing course enrollments in some colleges and decreasing course enrollments in other colleges accounts for none of the observed grade inflation at Purdue.

After conditioning on student characteristics, shifts in students across colleges do not explain grade inflation at Purdue. However, changes in the selection of courses students take within colleges has greatly contributed to grade inflation. We separately estimate the effect of changes in the courses students take by subject, then by the specific course within the subject, and then by the instructor. Some subjects correspond directly to an academic department, while other departments offer courses in multiple subjects.⁸ There are large differences in the average grades across subjects at Purdue (see the Appendix).⁹ We add subject fixed effects to the regression specification and label this factor as “subject” in Figure 2. We then replace the subject fixed effects in the regression specification with course fixed effects where the course is identified by unique combination of course number and subject code. We label this factor as “course” in Figure 2. Movement of students to courses that have historically award higher grades explains 22 percent of the total grade inflation at Purdue over the past 9 years. This is not due to easing grading standards in these courses, but is instead due to student enrollment increasing in high-grade courses and decreasing in low-grade courses.

In courses with multiple sections taught by different instructors, some instructors award higher grades on average than other instructors. Student enrollment movement toward such instructors would result in higher grades. We add an instructor fixed effect to the regression specification with student test score, student demographics, and course fixed effects and label the remaining grade inflation as “instructor” in Figure 2. Instructor fixed effects control for instructor rank, title, gender, year of PhD, etc., in addition to all other instructor characteristics that do not vary over time. Students shifting their course enrollment over the study period to take more courses from instructors who award higher grades on average explains 8 percent of the grade inflation at Purdue. This could

⁸ There are 134 subject codes in the data, the largest of which are: MA, MGMT, CHM, COM, ENGL, BIOL, PSY, PHYS, ECON, ME, SOC, ECE, CS, STAT, and HIST. There are 65 academic departments.

⁹ Across subject codes with more than 1,000 student grades, the highest-grading subject has an average GPA of 3.98 and the lowest-grading subject has an average GPA of 2.46 (see the Appendix).

be driven by changes in the number of undergraduate students in courses taught by newly hired instructors or graduate students who assigned to teach. It cannot be explained by instructors improving their teaching quality, through the IMPACT program, by adopting new instructional technology, etc. or choosing to grade easier by awarding higher grades for similar or lower-quality academic work. These grading changes and others that occur over time for a particular instructor are left in the remaining unexplained grade inflation measure.

There have been changes to course retake policies at Purdue over this period. Figure 2 shows that changes in the prevalence of repeating a course have had very little effect on grade inflation at Purdue.¹⁰

In total, selection across courses and course instructors explains 30 percent of the grade inflation at Purdue during this period. Increasing student quality explains 34 percent of the observed grade inflation. This leaves 36 percent of the grade inflation unexplained by these factors. During this time period, Purdue made important investments to improve teaching, classrooms, study space, and academic support. These factors likely explain some of this remaining 36 percent, but they are difficult to measure at the student-course level. This makes it difficult to determine how much of this remaining 36 percent is due to increases in student performance and how much is due to instructors simply grading easier. To gain insight into the unexplained grade inflation we split the analysis, first by course level and then by the college offering each course.

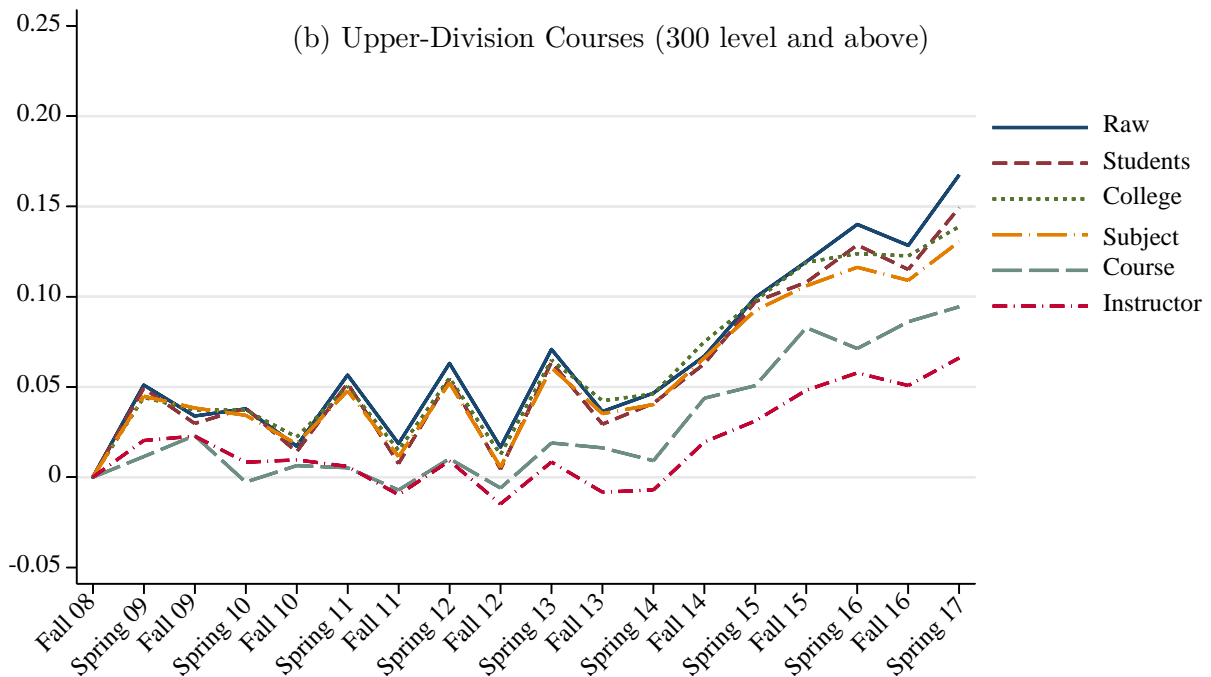
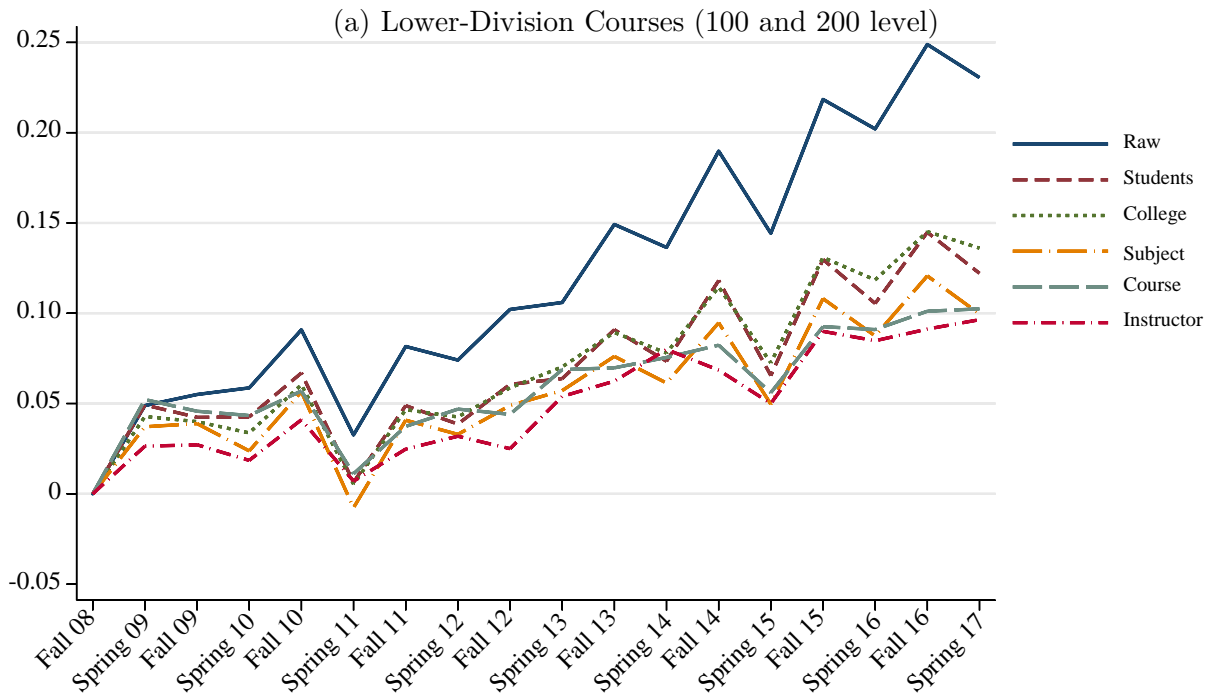
4.1 Differences by Course Level

We repeat the fixed effects decomposition analysis for two groups of courses: lower-division courses at the 100 or 200 level and upper-division courses at the 300 level or above. All other data characteristics and methods are as described in the previous section.

Figure 3 displays the results of this analysis with the lower-division grade inflation in subfigure (a) and the upper-division grade inflation in subfigure (b). As shown in Figure 3, there has been far more grade inflation in lower-division courses than in upper-division courses and less of the grade inflation in lower-division courses can be explained by student characteristics and course enrollment changes. University investments in academic support and better teaching were primarily focused on lower-division courses, so perhaps this is not surprising. The largest difference between the lower- and

¹⁰ Retaking courses during the fall and spring semesters has become less common at Purdue over this period. Students took 20,645 courses to replace a prior grade in the fall and spring of the 2009 academic year while only 13,457 in the fall and spring of the 2017 academic year.

Figure 3: Grade Inflation by Semester and Course Level



Notes: these figures graph the raw level of grade inflation for (a) lower-division courses at the 100 and 200 levels and (b) upper-division courses at the 300 and higher levels by semester. They then graph the remaining grade inflation after accounting for potential causal factors in order: student SAT and ACT test scores and demographics (Students), which courses are taken by students as measured by the college offering the course (College), the course subject (Subject), the subject and course number (Course), and the professor, lecturer, or graduate student teaching the course (Instructor).

upper-division courses is that .108 grade points of inflation in lower-division courses is explained by student characteristics, while they explain only .018 grade points of inflation for upper-division courses.

For lower-division courses, after accounting for student characteristics, nearly all of the remaining grade inflation that can be explained is driven by changes in course enrollments across subject. This means that for lower-division courses, students enrollments have shifted to courses that are in different subjects (generally offered by different departments) that award higher grades on average.

For upper-division courses, most of the shifts in student enrollment have happened within subject codes. This could be because departments have stopped offering some upper-division courses that had traditionally awarded lower grades and introduced new upper-division course that award higher grades. This could also be due to changes in the plans of study which allow students more choice in determining which upper-division elective courses to take within a subject. Plans of study frequently require students to complete a number of courses from a list of options. These results suggest that the increase in student choice plays an important role in upper-division grade inflation. It may be that university investments in better academic advising contributed to this factor as advisors encourage students to select courses which offer higher average grades or better fit students' academic strengths.

Instructor selection is another important factor in explaining grade inflation for upper-division courses. Course selection plus instructor selection explain 50 percent of the grade inflation in upper-division courses. In addition to the possible mechanisms described above, Purdue's implementation of a new course registration system in fall 2008 may play an important role. Prior to the fall 2008 semester, student registration was done in a batch which made it very difficult for students to select a particular instructor when there were multiple sections taught by different instructors. The new registration system greatly increases a student's ability to choose. Coupled with better academic advising and websites like ratemyprofessors.com, students can better identify which courses and which instructors offer a better chance of a high grade.

We summarize the grade inflation results presented in Figures 2 and 3 by factor in Table 2. The amount of grade inflation explained is reported both in terms of the grade points and as a percentage. Each decomposition was done separately (all courses, lower-division courses, and upper-division course) which means that the lower- and upper-division results do not necessarily add up to the all-course results. The total number of grades observed as well as the total credit hours by category are reported at the bottom of Table 2.

Table 2: How much Grade Inflation is explained by each Factor?

Factor	All Courses		Lower Division		Upper Division	
	Grade Points	Percentage	Grade Points	Percentage	Grade Points	Percentage
Better Students	.078	34%	.108	47%	.018	11%
Course Selection	.051	22%	.020	9%	.055	33%
Instructor Selection	.018	8%	.006	3%	.028	17%
Unknown Factors	.082	36%	.096	41%	.066	39%
TOTAL	.228	100%	.231	100%	.168	100%
	2,568,401 grades		1,584,733 grades		983,668 grades	
	7,562,414 credits		4,702,564 credits		2,859,850 credits	

Notes: the raw grade inflation is listed as TOTAL above. We use fixed effects regression to decompose the raw grade inflation into the amount that is explained by student characteristics, course selection (college, subject, and course), instructor selection, and unexplained. Each decomposition was done separately (all courses, lower-division courses, and upper-division course) which means that the lower- and upper-division results do not necessarily add up to the all-course results. The total number of grades observed as well as the total number of credit hours by category are reported at the bottom of the table.

4.2 Differences by College

The results presented above mask important differences across colleges. We repeat the fixed effects decomposition analysis for courses offered by eight Purdue colleges: Agriculture, Education, Engineering, Health and Human Sciences, Liberal Arts, Management, Polytechnic Institute, and Science. All other data characteristics and analysis methods are as described above. We exclude Pharmacy, Veterinary Medicine, and the Honors College because of the small number of undergraduate students taught. Figure 4 displays the results of the grade inflation analysis college by college.

Figure 4: Grade Inflation by Semester and College

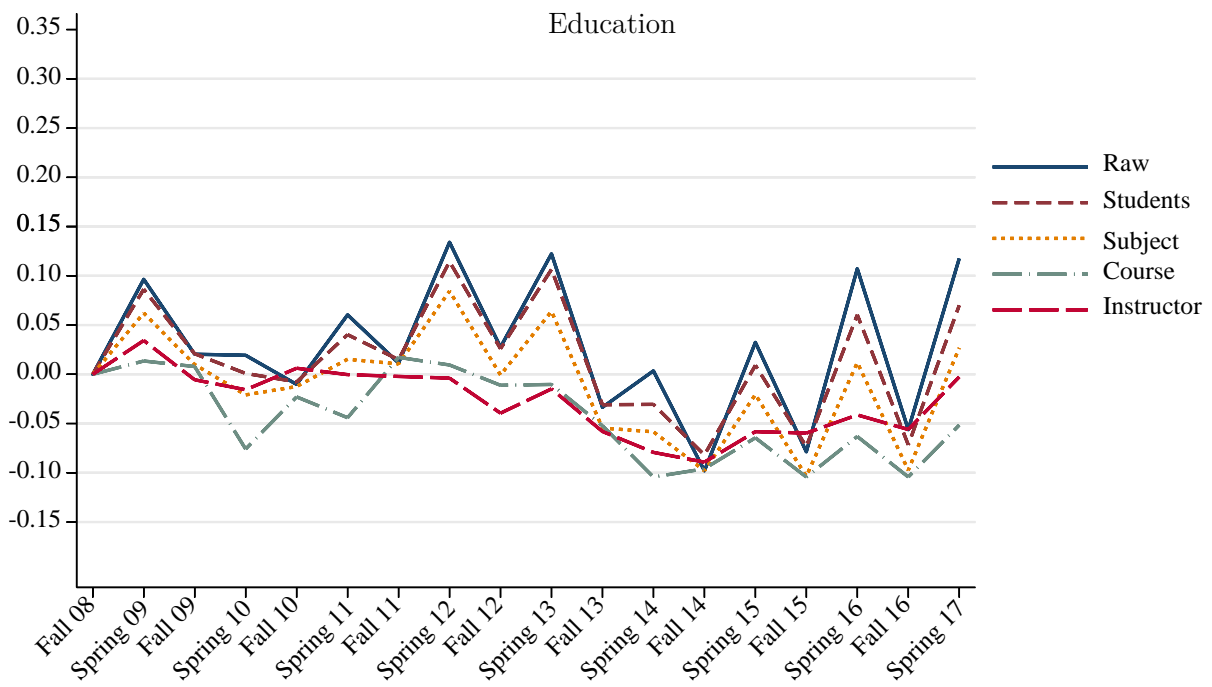
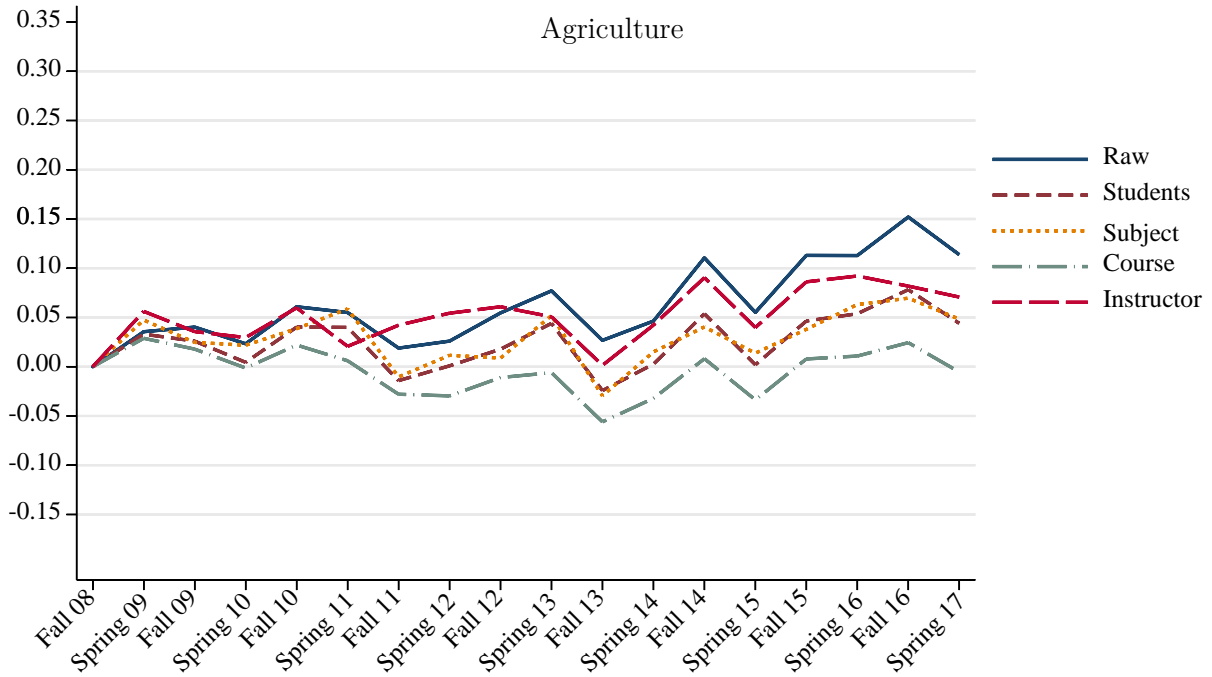


Figure 4 (continued): Grade Inflation by Semester and College

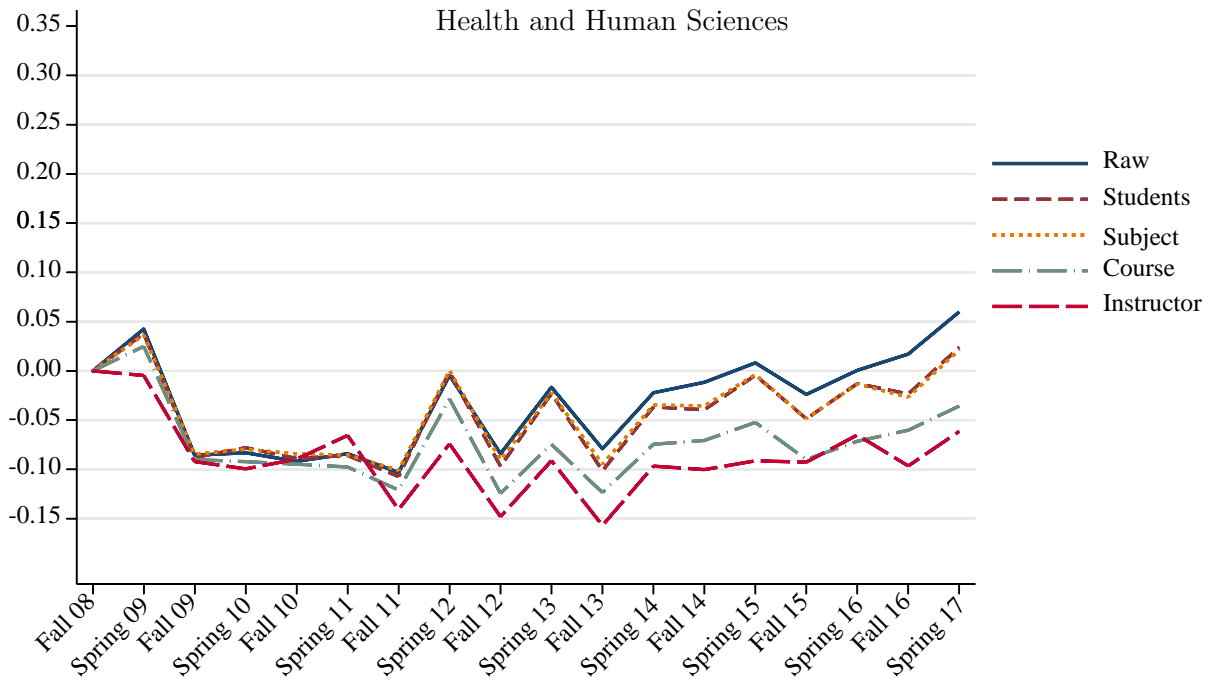
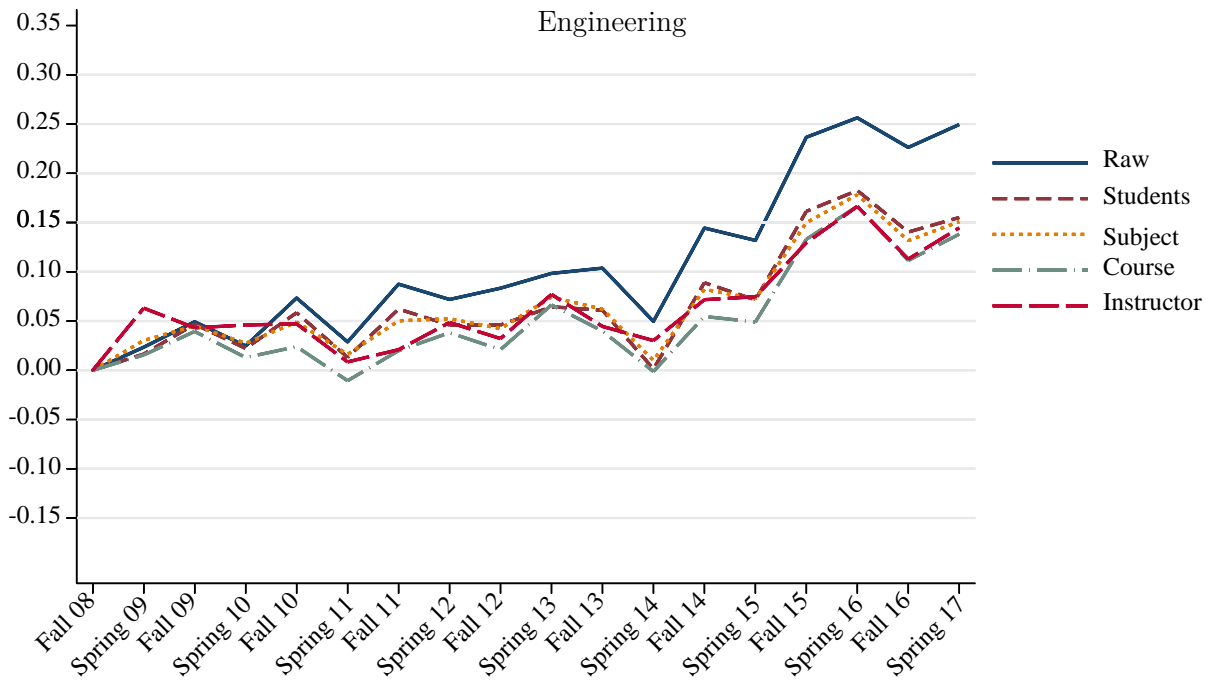


Figure 4 (continued): Grade Inflation by Semester and College

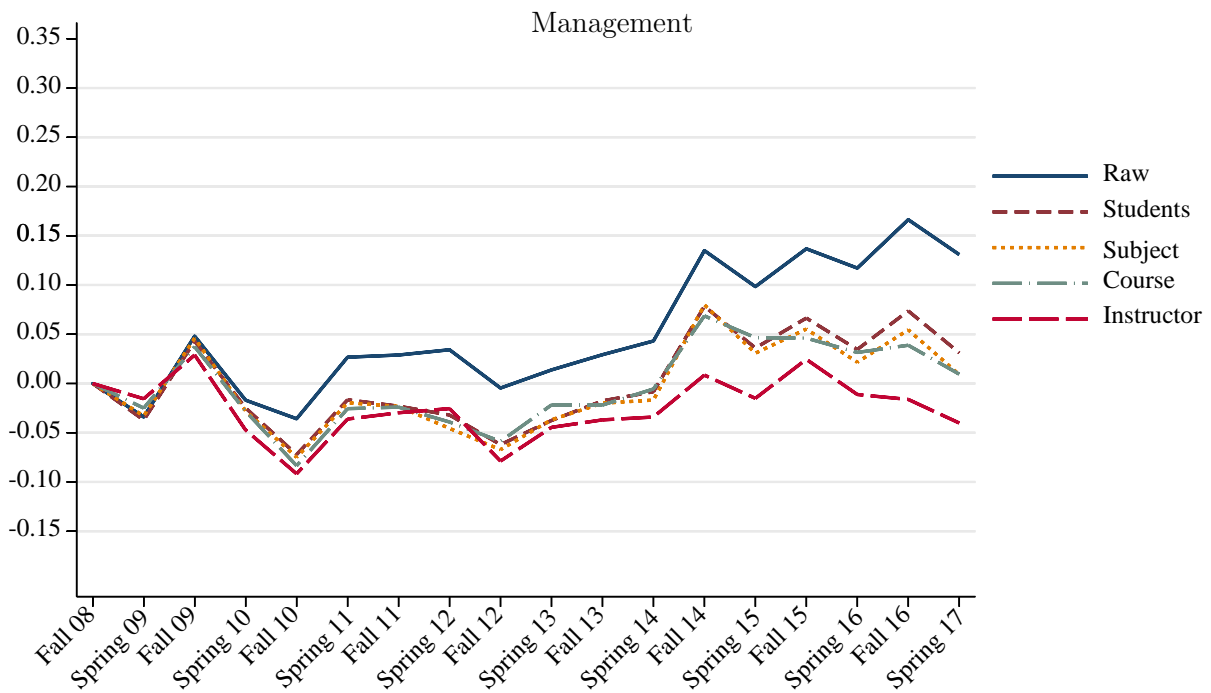
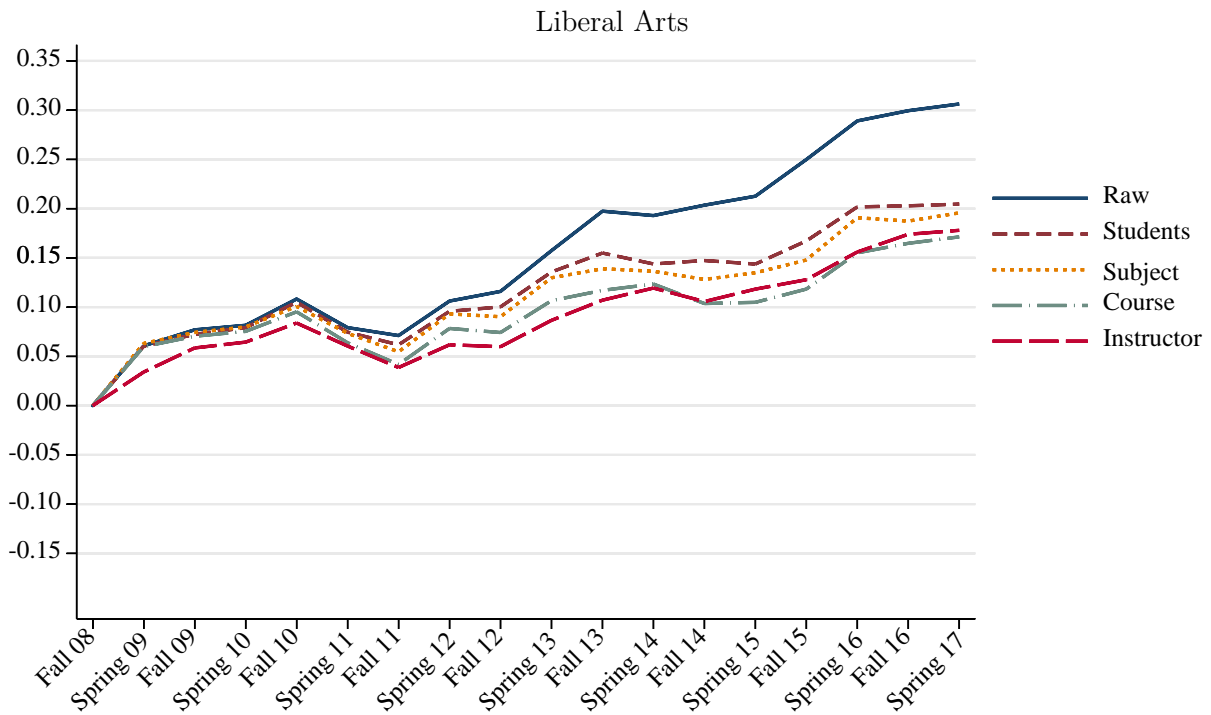
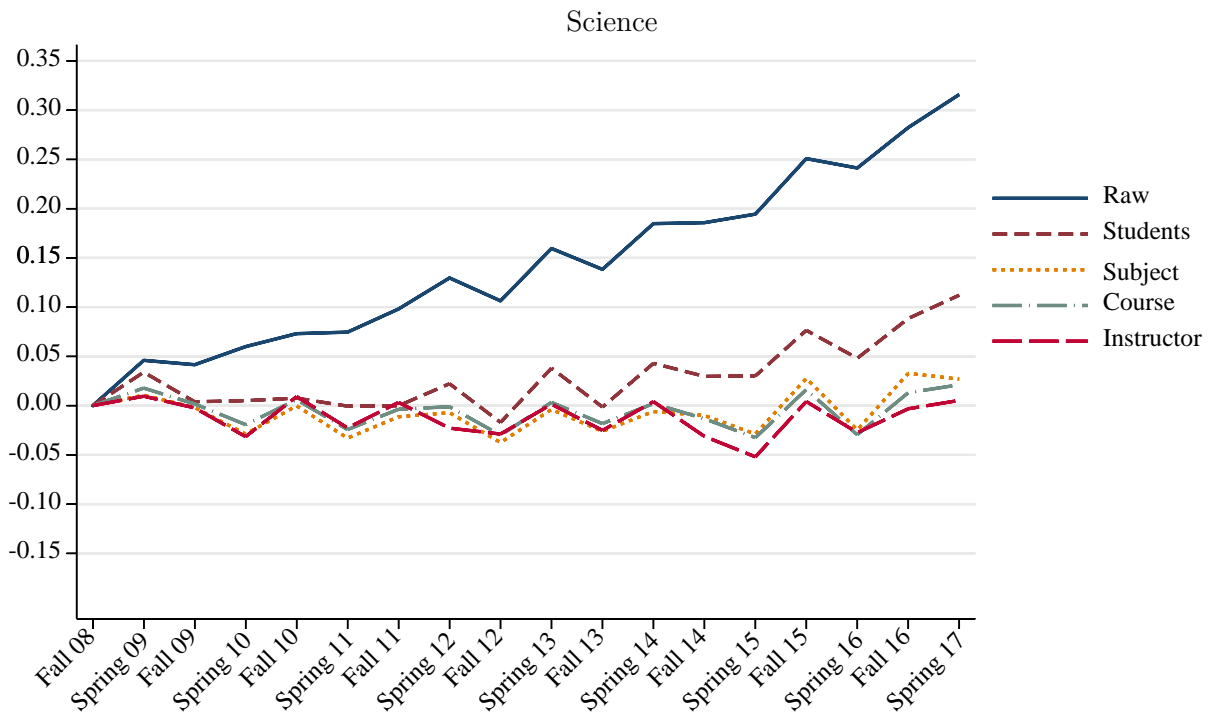
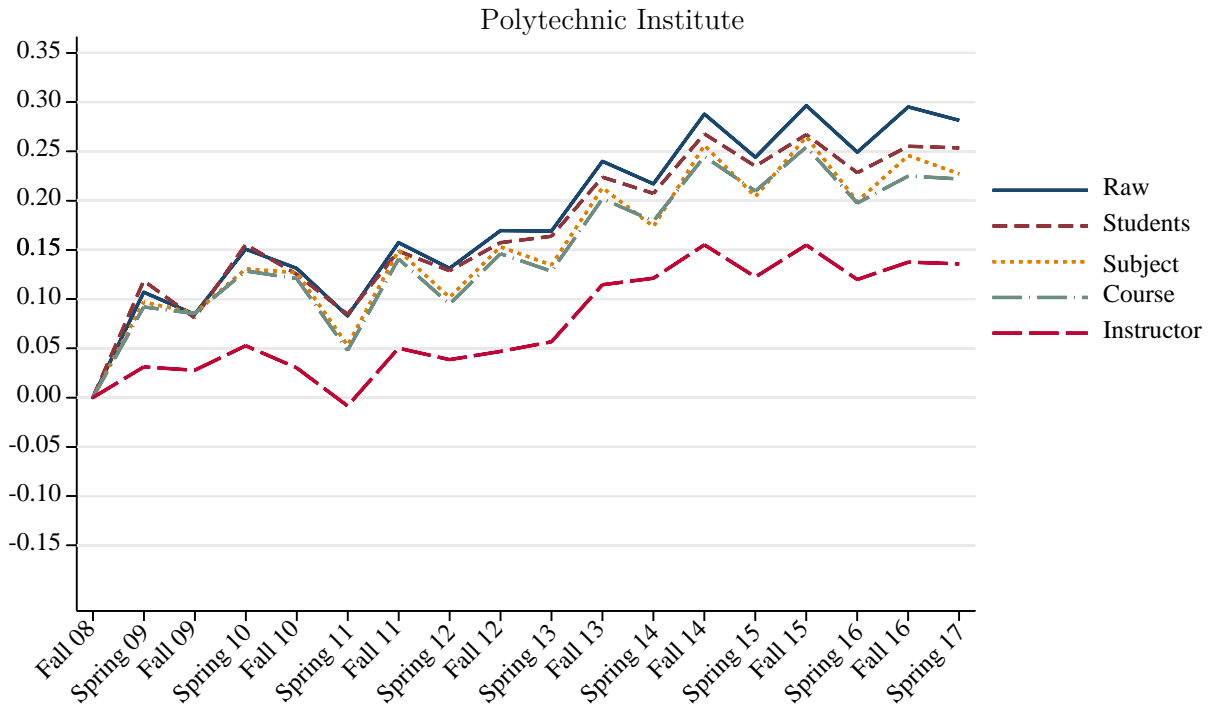


Figure 4 (continued): Grade Inflation by Semester and College



The results displayed in Figure 4 are summarized in Table 3 below. The colleges of Engineering, Liberal Arts, the Polytechnic Institute, and Science experienced the highest grade inflation over this period. The colleges of Management and Agriculture experienced a moderate amount of grade inflation while the colleges of Education and Health and Human Sciences experienced essentially no grade inflation. Once we account for student characteristics, the Colleges of Agriculture and Management have little remaining grade inflation, suggesting that grade inflation in these two colleges was driven by better students. However, instructor selection plays an important role in Management and a sizable portion of grade inflation in Agriculture is unexplained. It is striking that 72 percent of the grade inflation in the College of Science is explained by better students and the rest is explained by course and instructor selection.

Table 3: How much Grade Inflation is explained by each Factor by College?

Factor	AGR	EDUC	ENG	HHS	CLA	MGMT	POLY	SCI
Better Students	.072	.031	.090	.038	.099	.096	.034	.199
Course Selection	.052	.077	.023	.048	.036	.028	.031	.083
Instructor Selection	-.067	-.049	-.004	.031	-.008	.052	.087	.016
Unknown Factors	.059	-.078	.117	-.100	.146	-.011	.083	-.022
TOTAL	.115	-.018	.226	.017	.273	.166	.235	.276
Better Students	63%	-	40%	-	36%	58%	14%	72%
Course Selection	45%	-	10%	-	13%	17%	13%	30%
Instructor Selection	-57%	-	-2%	-	-2%	31%	37%	6%
Unknown Factors	51%	-	52%	-	53%	-6%	36%	-8%
Average GPA	3.051	3.619	2.920	3.273	3.153	2.926	3.042	2.631

Notes: the raw grade inflation in grade points is listed as TOTAL above. We use fixed effects regression to decompose the raw grade inflation into the amount that is explained by student characteristics, course selection (college, subject, and course), instructor selection, and unexplained. Each decomposition was done separately by college. The percentages in each column sum to 100. The average GPA is the credit-weighted average of all undergraduate course grades for courses offered by the college.



Table 3 raises an important question: What caused the large unexplained grade inflation in Liberal Arts, Engineering, the Polytechnic Institute, and to a lesser extent, in Agriculture? Our analysis provides one suggestion. We look specifically at the amount of unexplained grade inflation accounted for by core curriculum courses. Our estimates show that .058 of the .146 points of unexplained grade inflation in the College of Liberal Arts is accounted for by courses that are in the core curriculum. This suggests (but does not prove) that the increase in the number of courses included in the core curriculum created competition for students across courses which resulted in higher grades in those courses. Another hypothesis is that programs like IMPACT have improved teaching and when this is combined with fixed grading standards, rather than a fixed grade curve, average course grades increase. We strongly suggest that additional work is needed to explain grade inflation, particularly in Liberal Arts, Engineering, and the Polytechnic Institute.

5. Sorting into High- and Low-Grade Courses

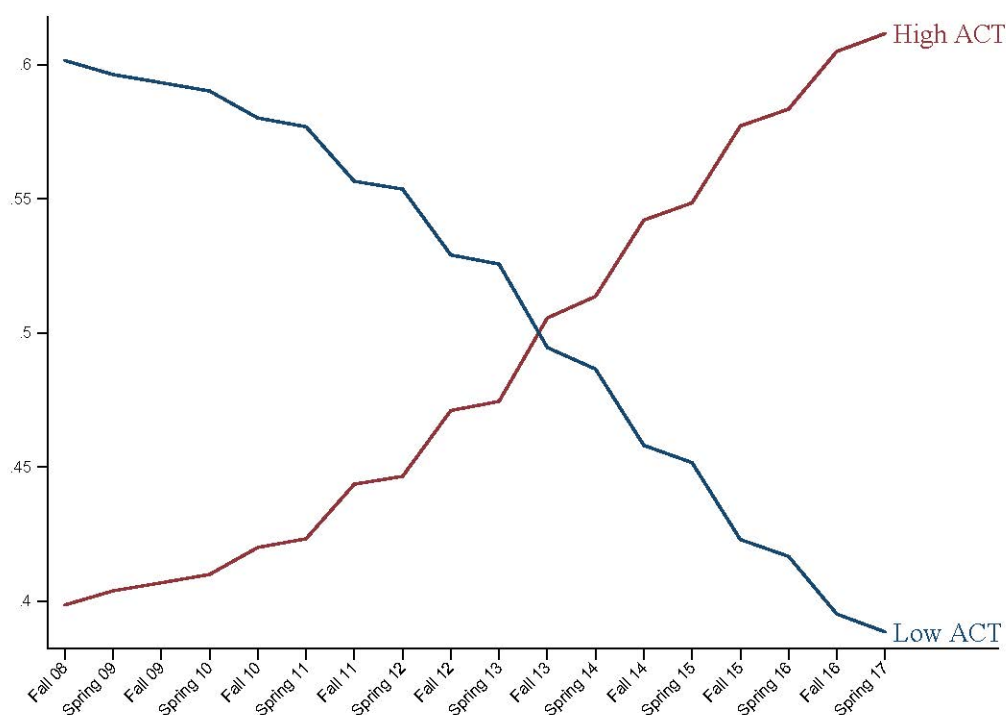
The results above suggest that about one third of the grade inflation at Purdue is caused by students sorting into courses that award higher average grades. This is particularly important for upper-division courses and for the colleges of Management, the Polytechnic Institute, and Science. Student-preparation for college has been increasing over this time period, and we find that there is an important interaction between student test scores and course selection.

An example of this selection is that students with higher test scores enter Purdue with more AP credit and therefore avoid taking some of the lower-division courses that tend to have low average grades. Figure 5 reports the fraction of undergraduate enrollment by students with an ACT or SAT score that is above the overall median score at Purdue over this 9-year time period. We call these students with above median scores “high-ACT” students. The fraction of high-ACT students at Purdue increased significantly over the 9-year period while the number of low-ACT students decreased significantly.

For each college, we calculate the average grades awarded in each course across all semesters and divide the courses into two groups by college. We call those that award higher than average grades for the college “high-grade courses” and those that award lower than average grades for the college “low-grade courses.” It is important to note that the cutoff point between high- and low-grade courses is specific to each college. We then split the students into two groups: high-ACT and low-ACT by the college-specific median ACT score. It is important to note that this is not the median ACT score for students admitted to the college; it is the median ACT score for credit-weighted course enrollments in courses offered by the college. Figure 6 shows a strong increase in student enrollments in high-grade courses, particularly an increase in high-ACT students in high-grade courses, while there has been a decrease in student enrollments in low-grade courses, particularly a decrease in low-ACT students in low-grade courses.



Figure 5: Fraction of Undergraduate Enrollment by SAT Score Range



For every college, there has been an increase in high-ACT students in high-grade courses and a decrease in low-ACT students in low-grade courses. This increase of high-ACT students into high-grade courses is, in part, due to the increase in the number of high-ACT students at the university overall and within every college. However, there is no similar increase in the fraction of high-ACT students in low-grade courses, except in the College of Science. This suggests that high-ACT students from across campus are better able to identify and enroll in courses that award higher grades. The increase in high-ACT students has not increased their enrollment in low-grade courses, suggesting that they are avoiding those courses. Similarly, low-ACT students in several colleges are better able to identify and avoid courses that award lower grades.

Both types of sorting lead to higher GPAs. By avoiding low-grade courses, low-ACT students are able to increase their GPA which may increase their likelihood of graduating. Note that courses with high-grades are not necessarily easier courses. High-grade courses may have demanding coursework and excellent instructors who are able to help students reach a higher level of mastery. The important point is that by filling more of their schedules with high-grade courses, high-ACT students are graduating with higher GPAs than they otherwise would have.

Figure 6: Fraction of Students in High- and Low-Grade Courses by ACT Level

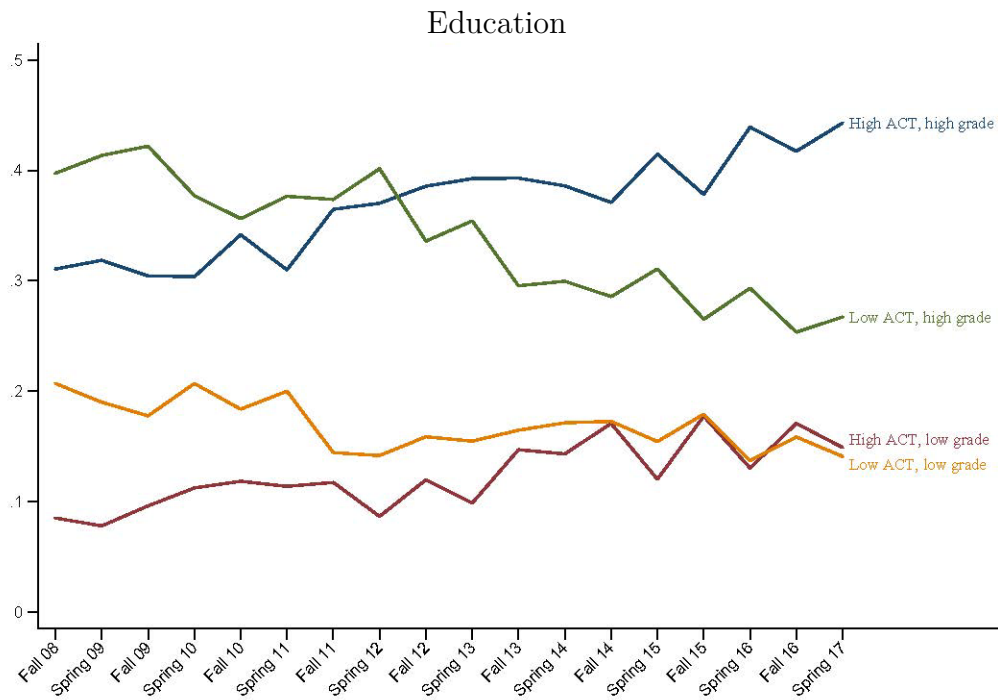
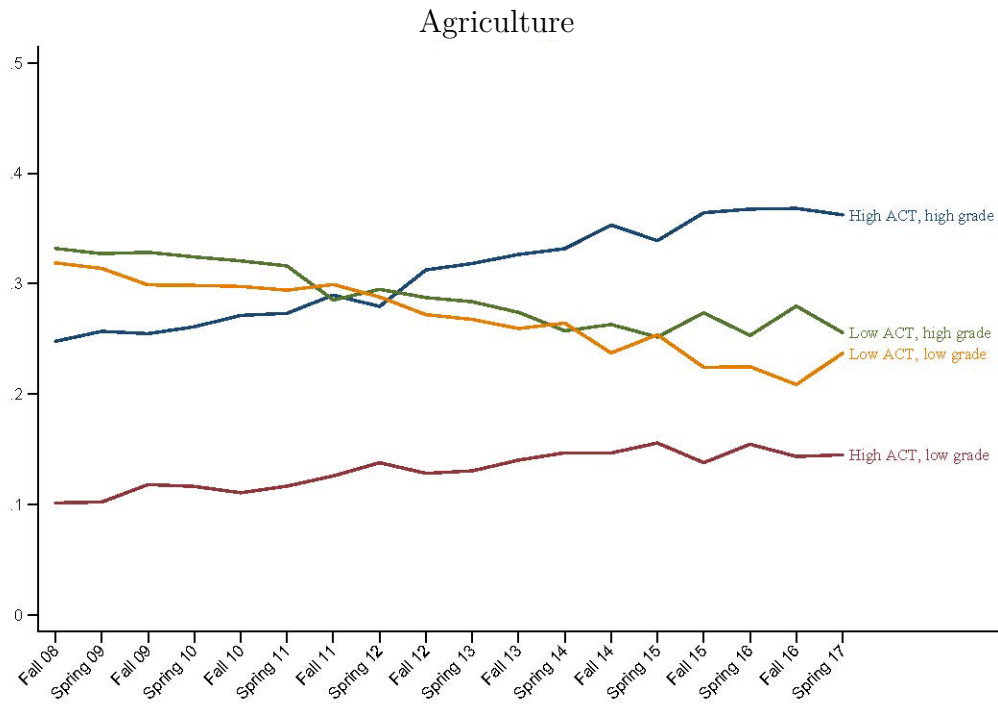


Figure 6 (continued): Fraction of Students in High- and Low-Grade Courses by ACT Level

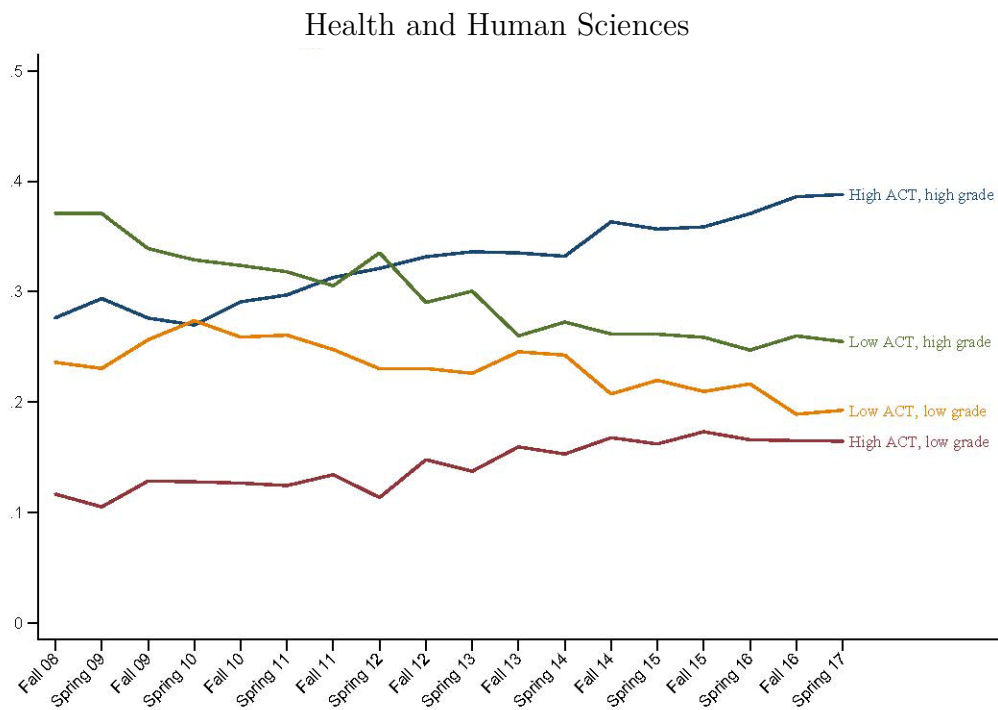
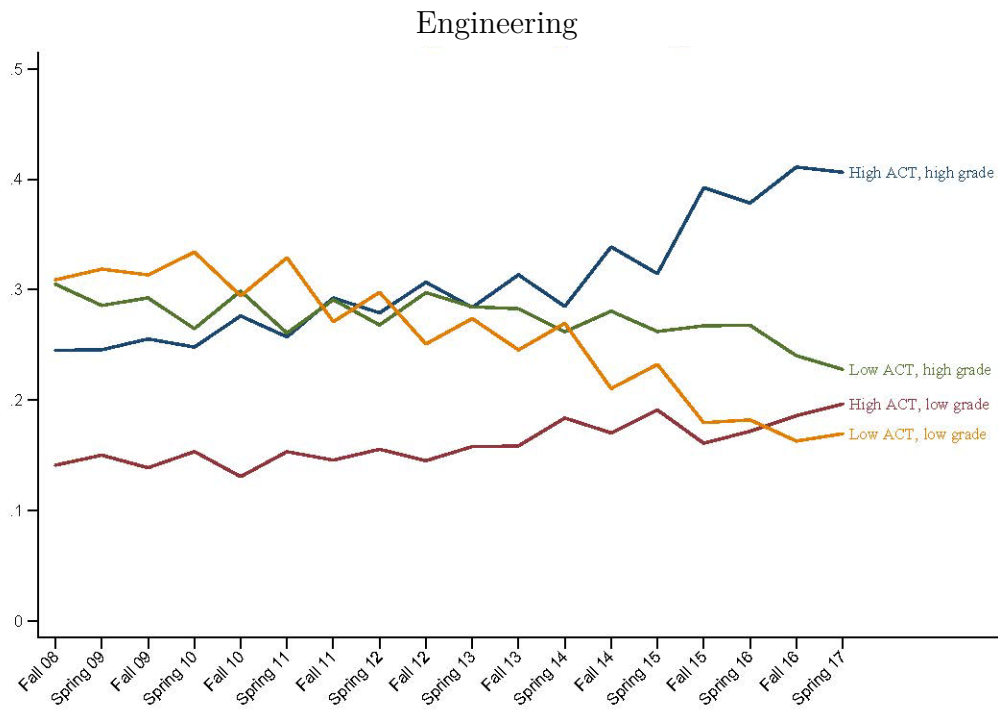


Figure 6 (continued): Fraction of Students in High- and Low-Grade Courses by ACT Level

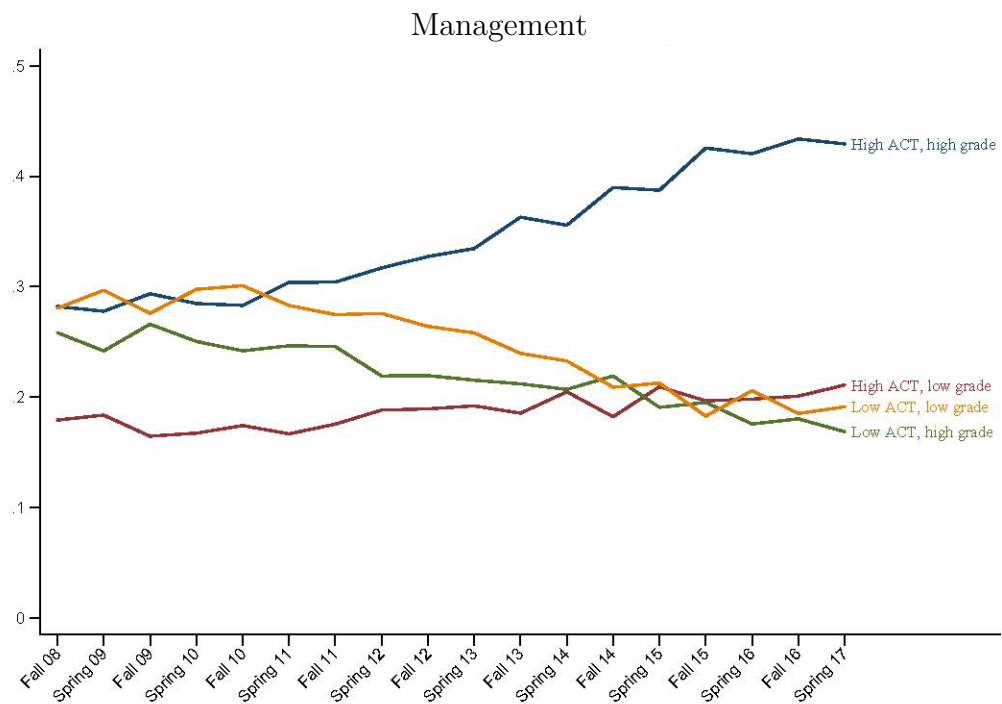
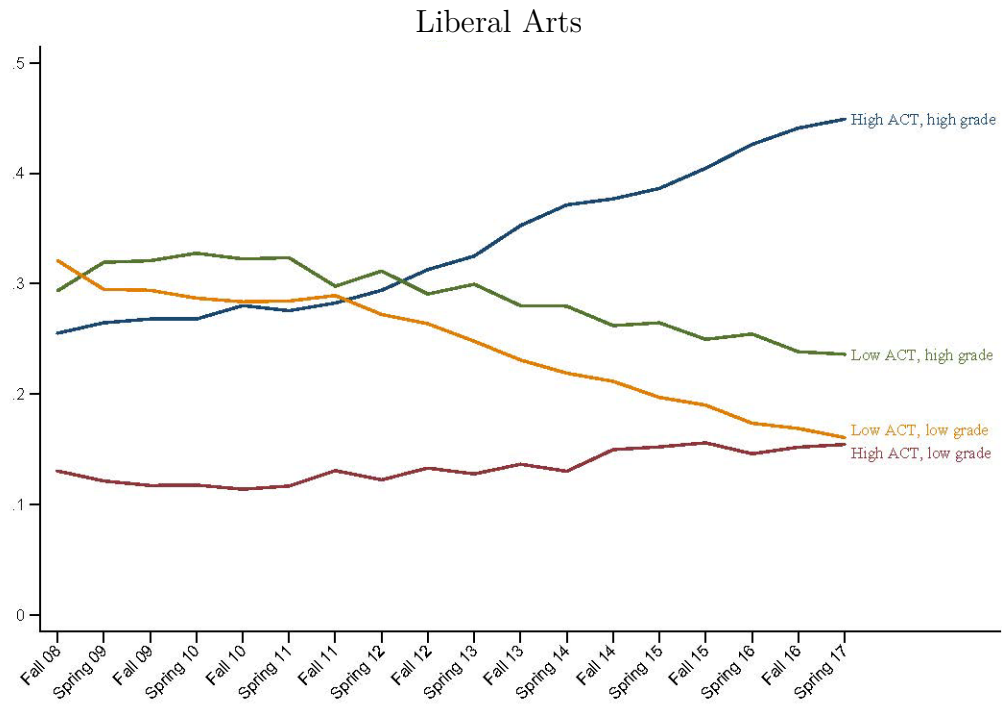
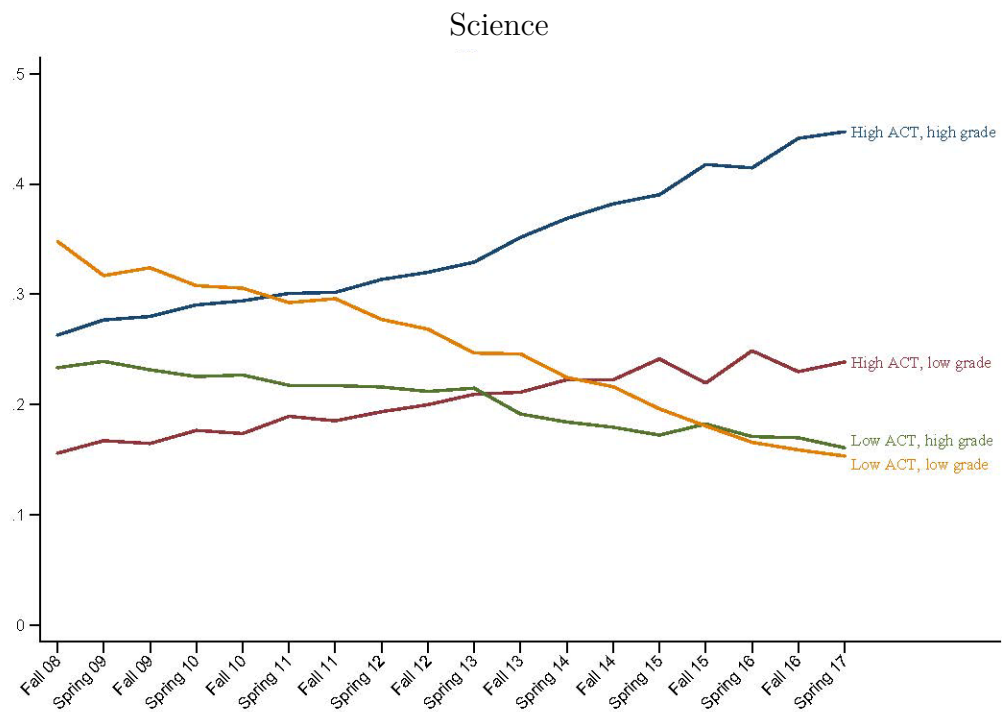
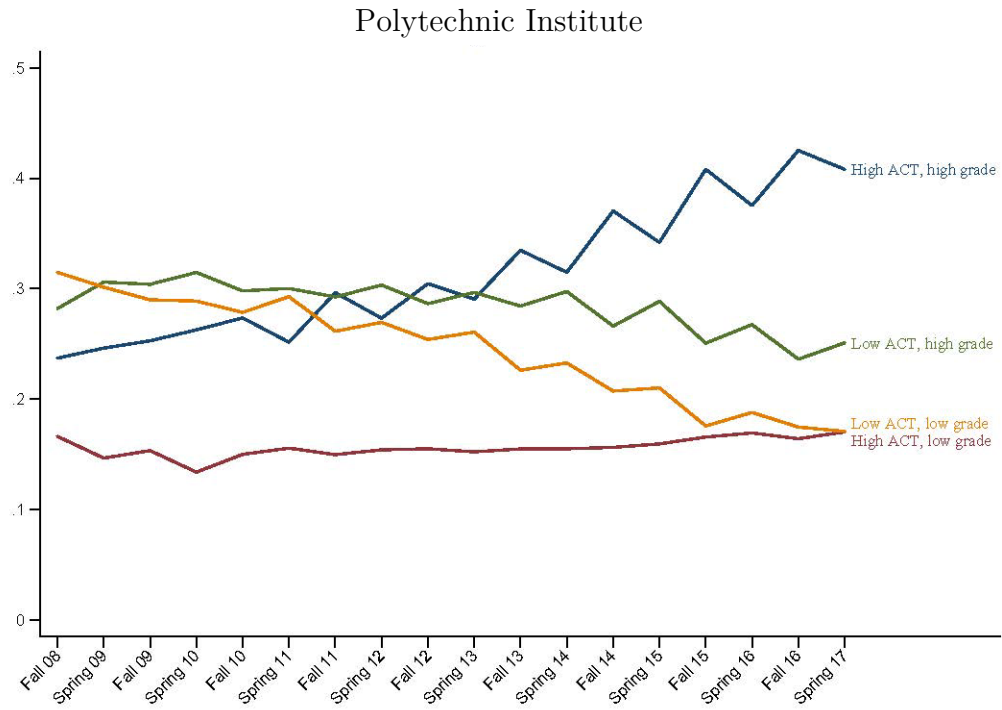


Figure 6 (continued): Fraction of Students in High- and Low-Grade Courses by ACT Level



6. Consequences of Grade Inflation for Students

It is not *a priori* obvious whether grade inflation helps or harms students. Those who earn low grades are often prevented from continuing in a chosen major and may even be academically dropped from the university. Grade inflation certainly increases the probability of graduation for students who are near these GPA thresholds. Grade inflation may also increase the probability of graduation for students who are above these thresholds if there are psychological benefits from receiving better grades than they otherwise would have. Conversely, students' career outcomes may be hurt if grade inflation undermines the reputation of the university and their degrees.

To answer this question, we calculate differences in the exposure to grade inflation for each student. There are two sources of variation in this exposure. First, students in the same major and cohort may take different courses en route to their degree, and these courses may differ in the amount of grade inflation experienced in our time frame. For example, mechanical engineering majors in the same cohort may take a different set of courses (with different grading standards) to satisfy their general education and technical elective requirements. Second, two students in different cohorts who otherwise have the same plan of study will take these courses in different semesters. A mechanical engineering graduate in 2016 will thus be exposed to a different level of inflation than an otherwise similar graduate in 2012. Assuming that these cross-time and cross-student differences are uncorrelated with unobservable student ability, we identify the causal effect of grade inflation.

We begin by reducing the sample to only those undergraduate students who entered between the fall 2008 semester and the fall 2012 semester.¹¹ All courses, including those taken in the summer, are included in this sample. Using this data, we estimate the relationship between the grades in each course, student ACT score fixed effects, and a year fixed effect. We use these estimates to “deflate” each student’s course grade to its 2008 levels.¹² Consider the following illustrative example. Suppose we observe a student in the fall 2015 semester with an ACT score of 26 that earned a B+ (3.3 grade points) in ENGL 106. Further, our regression model predicts that a student with a 26 ACT in the fall 2015 rendition of that course would have likely earned a 3.1. We thus calculate that this student earned 0.2 grade points more than expected when she took the course. Now, suppose that our regression model predicts that a student with an ACT score of 26 enrolled in ENGL 106 in fall 2008 would earn 2.5 grade points. The “deflated” grade for the student in this example would be 2.7 grade points – 0.2 points above that predicted for a student with her characteristics in fall 2008. We define a student’s “Real GPA” as the credit-weighted average of their deflated grades computed in this manner.¹³ Their net grade inflation is simply the difference between their real GPA and their

¹¹ Dropping later cohorts is necessary to be able to accurately determine if students graduate in 4, 5, or 6 years.

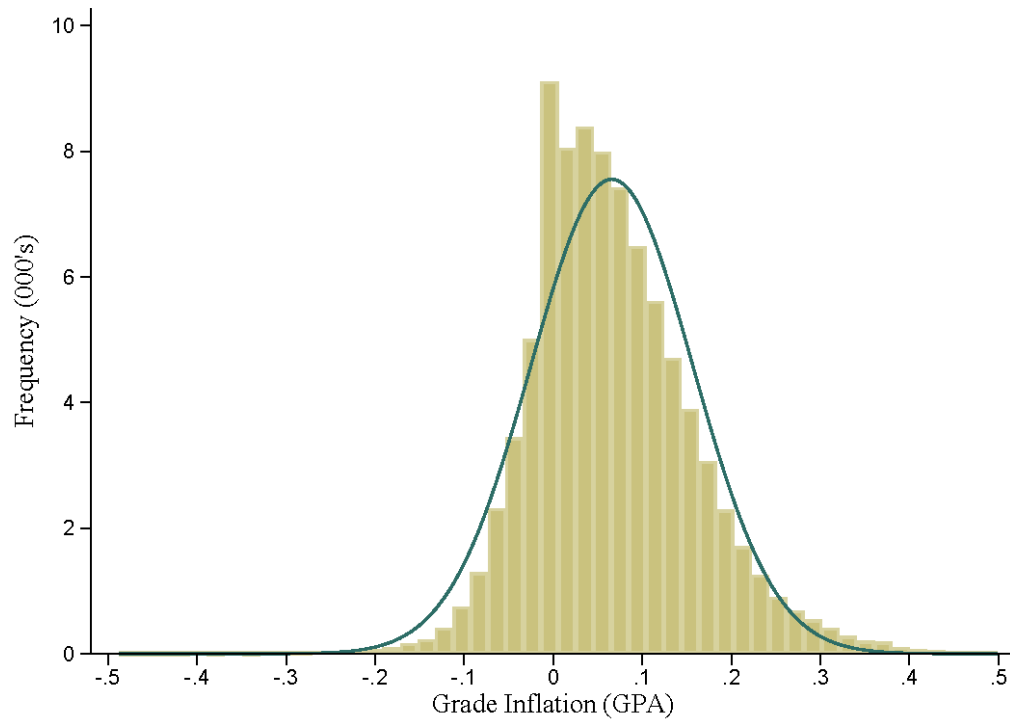
¹² When available, we deflate course-level grades to the fall 2008 semester. For courses not offered that semester, we deflate it to the earliest semester we observe.

¹³ Here the term “Real” simply means net of inflation due to student characteristics.

(nominal) GPA computed from their actual earned grades. Net grade inflation is a student-specific measure of the remaining 70 percent of grade inflation that is left after accounting for student characteristics.

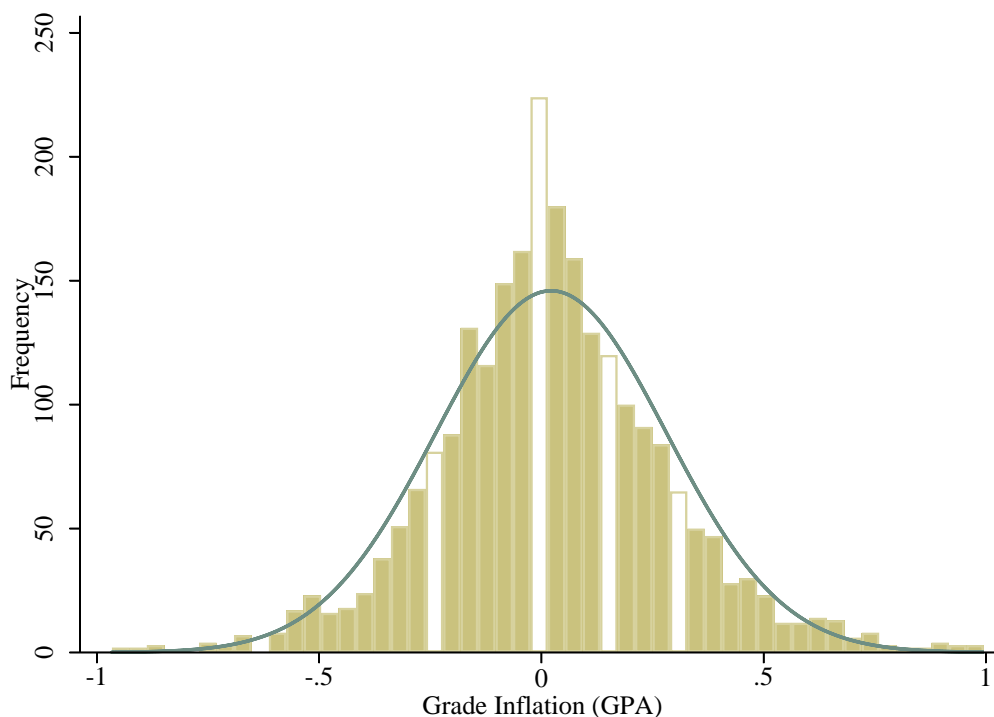
We report the distribution of student-specific net grade inflation across all Purdue undergraduate students who entered between 2008 and 2012 in Figure 7. Unsurprisingly given the university-wide grading trends, the distribution is both shifted to the right and right-skewed. We estimate that the average student in our sample obtained a GPA 0.06 grade points higher than they would have had they taken all of their courses in fall 2008. 10 percent of students saw their GPAs inflated by more than 0.18 grade points. It is interesting to note however that nearly 25 percent of students actually received *lower* GPAs than they would have under fall 2008 standards.

Figure 7: Histogram of Net Grade Inflation for Undergraduate Students, 2008-2012 Cohorts



Notes: this figure displays the histogram of the estimated Net Grade Inflation for Purdue students in the 2008 to 2012 starting cohorts. These student-specific Net Grade Inflation values are the credit-hour weighted sum of the course GPA Inflation, conditional on student characteristics, for the courses the student completed. The mean of the distribution is 0.06 grade points with 75 percent of the distribution above zero.

Figure 8: Histogram of Net Grade Inflation for Undergraduate Courses, 2008-2012 Cohorts



Notes: this figure displays the histogram of the estimated Net Grade Inflation for undergraduate courses taken by students in the 2008 to 2012 starting cohorts. These course-specific net grade inflation values are the weighted sum of grades for all students, conditional on student characteristics. The mean of the distribution is 0.02 grade points.

We report the net grade inflation across all undergraduate courses in Figure 8. This figure is striking in that it has a very symmetric shape with a mean only 0.02 grade points above zero. During this period, 48 percent of all undergraduate courses experienced net grade deflation, rather than inflation. However, net grade inflation is concentrated in courses with larger enrollment. Weighting by student enrollment, the mean is 0.06 with 39 percent of enrollment in course with net grade deflation. The key takeaway here is that grade inflation, net of student characteristics, has not occurred uniformly in all courses. Most courses have experienced very little or even negative net grade inflation.

In Table 4, we report linear regression estimates of real GPA and net grade inflation on the probability of graduating in 4 years or less (column 1), 5 years or less (column 2), or 6 years or less (column 3). We find a uniformly strong effect of real GPA on probability of graduation; going from a *C* average to a *B* average raises the probability of graduation by roughly 33 percentage points at each time interval, controlling for student ability, demographics, and application major. However, we also find net grade inflation increases the probability of graduating, particularly at the 5 and 6 year mark. Based on our column (3) estimates, and the average net grade inflation exposure of 0.06, a back of

the envelope calculation suggests that grade inflation caused 297 additional students to graduate within 6 years.

Table 4: The Effect of Grade Inflation on Probability of Graduation

	(1)	(2)	(3)
	4-year rate	5-year rate	6-year rate
Real GPA	0.323*** (0.0036)	0.349*** (0.0032)	0.343*** (0.0032)
Net Grade Inflation	0.086** (0.0344)	0.197*** (0.0297)	0.210*** (0.0282)
Constant	-0.431*** (0.0108)	-0.294*** (0.0103)	-0.246*** (0.0102)
N	23,547	23,547	23,547
R ²	0.229	0.312	0.324
Mean Grad. Rate	0.527	0.745	0.775

Notes: this table reports the effect of GPA Inflation on 4-, 5-, and 6-year graduation rates. The estimates suggest that grade inflation has a positive effect on graduation rates. Standard errors in parentheses: * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

Table 4 used a student’s entire record to calculate the student-specific GPA Inflation. Given typical patterns of student dropout, however, it is likely that experiences in the first two years of enrollment are more important than those in later years. In the first 3 columns of Table 5, we re-estimate this regression model, but instead measure only the Real GPA and GPA Inflation experienced in 100- and 200-level courses, the courses most likely to be taken by freshmen and sophomores. If anything, Real GPA in early courses is actually a worse predictor of graduation than overall GPA. However, we find a substantially stronger positive effect of early course grade inflation on future graduation, especially graduating in four years. We find, for this sub-sample, the average student experienced 0.08 grade points of inflation in lower division courses. Based on this number, our estimates suggest grade inflation caused an additional 425 students to graduate in four years and 512 students to graduate in six years. This is about a 2 percentage point increase in the graduation rate.

Table 5: Effect of Grade Inflation in Lower-Division Courses on Probability of Graduation

	(1)	(2)	(3)	(4)
	4-year rate	5-year rate	6-year rate	Switch college
Real GPA (lower)	0.226*** (0.0039)	0.219*** (0.0040)	0.208*** (0.0041)	-0.073*** (0.0065)
Net Grade Inflation (lower)	0.258*** (0.0231)	0.311*** (0.0198)	0.311*** (0.0192)	-0.126*** (0.0239)
Constant	-0.135*** (0.0115)	0.100*** (0.0125)	0.162*** (0.0128)	0.502*** (0.0207)
N	20,579	20,579	20,579	16,328
R ²	0.166	0.196	0.194	0.341
Mean dep. var.	0.537	0.755	0.784	0.271

Notes: this table reports the effect of GPA Inflation in only 100- and 200-level courses on 4-, 5-, and 6-year graduation rates. The estimates suggest that grade inflation has a positive effect on graduation rates and a negative effect on switching out of the college to which the student was originally admitted. Standard errors in parentheses: * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

Early college career grades can also have an important effect on the likelihood of a student persisting in his or her initial major. In column (4) we estimate the impact of lower-division GPA Inflation on the probability of graduating in the same college as one began.¹⁴ We only use our sample of Purdue graduates here, as we cannot observe a graduation major for those who do not complete a degree. Unsurprisingly, we find that a higher real GPA is associated with a higher rate of persistence in one’s initial major; going from a C to a B is associated with a 7 percentage point lower probability of graduating in a different college than one applied. But the effect of grade inflation is even larger, nearly double the magnitude of real performance. This suggests a possibly important and positive effect of grade inflation on student welfare is increasing the rate at which students successfully complete more difficult (and higher paying) majors.

In Table 6, we look at the effect of grade inflation on the student’s starting salary. Note that we have only a limited sample of students here, as many students do not complete the salary portion of the first placement survey conducted by the Center for Career Opportunities.¹⁵ If grade inflation

¹⁴ We use college of graduation rather than major of graduation because some application “majors”, such as first year engineering, lead to many different graduation majors within the same college.

¹⁵ The Center for Career Opportunities surveys all graduating students and asks students to report their starting salary. This is known as the “CCO First Destination Survey.” Roughly 25 percent of students report that they are seeking additional education and so do not report a starting salary. A lower proportion of international students respond to the survey and report a starting salary than domestic students.



increases the likelihood that students will graduate in higher-paying majors, we might expect to see a positive effect of grade inflation on career outcomes. In contrast, if it is undermining the reputation of the university in the eyes of employers, grade inflation may be associated with lower initial earnings.

Table 6: The Effect of Grade Inflation on Log Salary

	(1) Naïve	(2) Full controls	(3) Non-switchers	(4) Switchers
Real GPA	0.061*** (0.011)	0.095*** (0.010)	0.097*** (0.012)	0.098*** (0.022)
Net Grade Inflation	0.687*** (0.075)	0.202** (0.083)	0.229*** (0.083)	0.044 (0.163)
Constant	10.589*** (0.037)	12.575*** (1.614)	13.014*** (2.108)	12.496*** (2.820)
N	6,999	6,999	5,278	1,669
R ²	0.016	0.493	0.499	0.525
Mean Salary	\$52,816	\$52,816	\$54,052	\$49,237

Notes: this table reports the effect of GPA Inflation on the log of the student’s starting salary after graduation. The estimates suggest that grade inflation has a positive effect on salary, with effects concentrated on students who graduate from the same college to which they were originally admitted. Standard errors in parentheses: * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

In column (1), which includes no additional controls, we find a remarkably strong positive effect of grade inflation on the salary of first placement. Even with the inclusion of student demographics, ACT scores, application college and starting semester fixed effects, in column (2), we find a strong positive effect of realized grade inflation on starting salary. In other words, when comparing two students who started in the same college at the same time and performed equally well according to Real GPA, we find that the student who took courses with more grade inflation obtained a higher paying first placement. Columns (3) and (4) divide our sample into those who graduated in their application college, and those who switched to a different college. The positive effects of grade inflation are driven entirely by those who persisted in their starting college. Note that this does not necessarily suggest that it is the persistence documented in Table 5 which drives these wage gains. The higher rate of students persisting in difficult colleges as a consequence of grade inflation would be captured by the application college fixed effect. The effect must come either through persistence in a more difficult major within one’s starting college, or through a real positive effect of employer’s perceptions of highly inflated students.



In Table 7, we re-estimate our regressions on starting salary using just the real GPA and inflation from 100- and 200-level classes. Remarkably, we find no effect of grade inflation once we take into account student characteristics and application major in column (2). In other words, it is only upper-division grade inflation which has a positive impact on wages. To the extent that upper-division courses are of more direct relevance to employers than lower courses which are often general education, this provides some evidence that employers are responding positively to the higher grades seen on Purdue transcripts.

Table 7: The Effect of Grade Inflation in Lower-Division Courses on Log Salary

	(1)	(2)	(3)	(4)
	Naïve	Full controls	Non-switchers	Switchers
Real GPA (lower)	0.038*** (0.0086)	0.064*** (0.0077)	0.078*** (0.0103)	0.050*** (0.0132)
Net Grade Inflation (lower)	0.392*** (0.0332)	0.032 (0.0328)	0.032 (0.0475)	0.004 (0.0544)
Constant	10.678*** (0.0269)	13.886*** (1.8899)	14.028*** (2.5353)	15.212*** (3.1424)
N	6233	6233	4743	1442
R ²	0.023	0.496	0.504	0.523
Mean salary	\$53,299	\$53,299	\$54,680	\$49,075

Notes: this table reports the effect of GPA Inflation in 100- and 200-level Courses on the log of the student's starting salary after graduation. The estimates suggest that grade inflation has a positive effect on salary. Standard errors in parentheses: * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

7. Conclusion

Over the 9 years from fall 2008 to spring 2017, there has been a strong increase in the academic preparation of enrolled students. We estimate that about one third of grade inflation at Purdue is the result of more prepared students performing better in their courses. We find evidence of this phenomenon across all courses taught by all colleges with the largest increases in the College of Science. We may be concerned that grade compression could disadvantage students at the top of the grade distribution, but on the whole, this source of grade inflation is something to celebrate.

Purdue students in 2017 earn a larger number of credits from courses and instructors which historically awarded higher grades on average as compared to students in 2008. Course and instructor selection are particularly important for courses offered by Management, the Polytechnic Institute, and Science. High-ACT students are filling a larger portion of their schedule with high-grade courses and low-ACT students are taking low-grade courses less frequently. This sorting is an important source of grade inflation across all colleges.

Course selection operates very differently in lower-division courses as opposed to upper-division. For lower-division courses, the course selection effect on grade inflation is nearly all across subjects rather than within subjects. For example, rather than being required to take ENGL 106, students can now choose a course from AMST, COM, EDCI, HONR, PHIL, SCLA, or SPAN to satisfy the written communication university core curriculum requirement. For upper-division courses, far more of the grade inflation is due to shifts in course enrollments within subjects. One source is changes to plans of study which allow students more choice in course selection. This is combined with better academic advising which helps students select courses in which they will be successful. Another source is the creation of new courses which award higher grades and their inclusion on plans of study. It is not clear if this cause of grade inflation should be celebrated. We may not be happy if students have just gotten better at identifying and taking easier courses. However, Purdue's investments in academic advising helps students find a path through their major in which they will be most successful.

The other causes of grade inflation are left unexplained, but could include instructors lowering their grading standards, instructors teaching better, and improvements in academic support. That is, it could be that instructors have been grading easier or it could be that students have been performing better. Other explanations are also possible. These unspecified causes explain about one third of the grade inflation at Purdue during this 9-year period, but they are nearly all concentrated in four colleges: Engineering, Liberal Arts, the Polytechnic Institute, and to a lesser degree, Agriculture. The factors driving grade inflation may be different for each of these colleges. Additional analysis for each college is needed to determine whether this is cause for alarm or a well-earned reflection of improved curriculum and student performance.



Grade inflation had a positive effect on the graduation rate. This is in large part driven by lower-division courses. Our estimates suggest that grade inflation caused a 2 percentage point increase in the graduation rate. We also find evidence that grade inflation caused increased persistence for students in their starting major. This means that grade inflation helps students successfully complete more difficult and higher paying majors. It is not clear if this is something that we should celebrate. The university could achieve a 100 percent graduation rate by simply handing out degrees to all students after they are admitted. Obviously, this would not be desirable. So, it is not clear if the role of grade inflation in helping students to graduate is a positive or a negative finding.

We found little evidence of negative wage consequences of grade inflation. If anything, students who took courses with inflated grades received higher wages upon graduating. One interpretation of this finding is that it suggests at least some of our measured grade inflation is due to real improvements in instruction and knowledge gained by Purdue graduates. However, we provide some strong words of caution for this result. It may take several years for employers to learn that Purdue's grading standards have changed. Thus, negative changes in Purdue's standing in the business community may be slow to materialize and not possible to observe in this short-term analysis. Second, we are only able to observe the initial placement for students who do not go directly to a graduate program and who respond to the survey. If the positive wage effects of grade inflation reflect employers being "tricked" into an overly optimistic view of our students, they may have slower career advancement later in life as employers learn about their true aptitude.

It is clear that Purdue has very demanding standards for its students and far lower average grades than at peer institutions. Commissioning this study demonstrates Purdue's commitment to maintaining its rigorous degree standards. The grade inflation left unexplained in this report is a warning that additional work is needed to determine its cause. We suggest that Purdue take a careful look at grade inflation in the Colleges of Engineering, Liberal Arts, and the Polytechnic Institute. We also suggest a study of the role of the implementation of the core curriculum as a driver of grade inflation with a focus on how the inclusion of additional courses to the core curriculum causes competition for students which may lead to grade inflation. We also suggest an examination of the role of increased student choice via changes to the plans of study, introduction of new majors, the new (fall 2008) course registration system, and increased academic advising as a source of grade inflation, particularly in the Colleges of Management, the Polytechnic Institute, and Science.

Appendix

Average GPA and Grade Inflation (Net of Student Characteristics) by Course Subject

Subject Code	Average GPA	Net Grade Inflation	Credit Hours	Subject Code	Average GPA	Net Grade Inflation	Credit Hours
MA	2.46	0.06	193,333	MET	2.73	0.25	24,186
MGMT	2.96	-0.03	131,154	NUTR	3.21	0.03	23,516
CHM	2.85	0.17	109,453	HDFS	3.36	-0.04	23,356
COM	3.11	0.08	104,254	NUR	3.46	-0.02	22,846
ENGL	3.40	0.12	96,864	CHE	3.01	-0.04	21,090
BIOL	2.76	0.09	91,380	ANTH	2.96	0.28	20,934
PSY	2.83	0.14	73,249	ANSC	3.01	0.03	20,927
PHYS	2.56	-0.07	68,592	EDPS	3.53	-0.11	20,365
ECON	2.73	0.08	67,338	FNR	2.83	0.01	19,380
ME	2.72	0.15	66,712	PES	3.81	-0.04	17,503
SOC	3.10	-0.06	65,492	ECET	2.98	0.05	17,018
ECE	2.74	0.13	64,839	ENTM	3.08	0.16	16,286
CS	2.85	0.15	59,687	GS	3.41	0.03	16,063
STAT	2.64	0.11	52,014	AGRY	3.09	0.15	15,667
HIST	2.95	0.05	50,177	IT	2.95	0.04	14,253
ENGR	3.32	0.13	45,255	MSE	2.91	0.08	13,609
OLS	3.28	0.05	44,600	AGR	3.51	-0.11	12,717
AGEC	3.04	-0.04	44,282	MUS	3.21	-0.01	12,708
CE	2.84	-0.08	39,272	BAND	3.98	0.01	12,173
HK	3.30	0.04	39,091	THTR	3.50	0.19	11,970
EAPS	3.11	-0.01	38,525	HSCI	3.25	0.01	11,123
AD	3.24	0.05	37,448	OBHR	3.10	-0.04	10,716
POL	2.84	0.15	36,690	BME	3.31	0.06	10,632
SPAN	3.03	0.15	36,473	SLHS	3.14	0.06	10,318
AT	3.31	-0.03	33,611	ENTR	3.56	0.07	10,316
HTM	3.21	-0.11	33,466	FS	3.07	0.05	10,120
AAE	2.94	0.01	32,546	HORT	3.23	0.04	9,946
CSR	3.19	-0.05	32,023	BCHM	2.96	-0.02	9,534
IE	3.03	0.13	30,833	ABE	3.09	-0.10	8,852
CGT	3.19	0.23	28,176	FR	2.95	0.11	8,592
CNIT	2.98	0.13	25,736	NUCL	3.11	0.13	8,357
EDCI	3.72	-0.01	25,402	HONR	3.86	0.11	7,999
PHIL	2.86	0.10	24,601	GER	2.99	0.11	7,993
BCM	3.27	0.02	24,382	TECH	3.39	0.28	7,367

Notes: Average GPA is for the full 2008-2017 period. Net Grade Inflation is computed only using the 2008-2012 cohorts and is net of student characteristics.



Average GPA and Grade Inflation (Net of Student Characteristics) by Course

Course	Students	Net		Course	Students	Net	
		Average GPA	Grade Inflation			Average GPA	Grade Inflation
COM	11400	3.17	0.03	ME	27000	2.50	0.32
ENGL	10600	3.41	0.17	NUTR	30300	3.25	0.08
PSY	12000	2.73	0.23	BIOL	11100	2.76	0.48
SOC	10000	3.17	-0.10	PHYS	22000	2.36	-0.05
CHM	11500	2.82	0.31	EAPS	10000	3.12	0.04
ECON	25100	2.70	-0.02	HIST	15200	2.86	0.23
MA	26100	2.54	-0.08	PES	11400	3.79	-0.08
PHYS	17200	2.48	-0.10	MA	16500	2.67	0.03
STAT	30100	2.45	-0.06	HIST	10400	2.83	0.01
MGMT	20000	2.58	0.06	CS	23500	3.27	0.43
MA	16200	2.28	0.01	MUS	25000	3.12	-0.01
BIOL	11000	2.63	0.09	SPAN	20200	2.94	0.14
CHM	11600	2.63	0.29	MGMT	45500	2.67	-0.19
MA	15300	2.07	-0.20	CGT	16300	3.37	0.39
ECON	25200	2.66	0.39	MA	16010	2.40	0.05
MA	16100	2.16	0.17	STAT	22500	2.43	0.22
ENGR	13100	3.54	0.05	MA	16600	2.54	1.50
ENGR	13200	3.07	0.39	ENGL	42100	3.46	0.09
PHYS	24100	2.55	-0.51	EDPS	10500	3.37	-0.07
ENGL	42000	3.60	0.05	OLS	28400	3.18	0.32
OLS	25200	2.98	0.01	ECE	20700	3.55	0.14
CS	15900	2.51	0.33	BIOL	20300	2.57	0.03
MA	26500	2.51	-0.15	COM	31800	2.58	0.39
AGEC	21700	2.74	-0.26	SPAN	10200	2.79	0.25
SOC	22000	3.25	-0.10	MA	26200	2.52	0.06
ME	20000	2.32	0.48	CHM	11200	2.76	-0.02
CHM	11100	2.83	0.15	POL	10100	2.49	0.26
OLS	27400	3.35	-0.14	HDFS	21000	3.22	-0.29
MA	26600	2.55	0.19	PSY	35000	2.93	-0.15
ECE	20100	2.37	0.27	ANTH	20500	2.97	0.32
MA	22300	2.28	-0.05	PHIL	11100	2.90	0.14
SPAN	20100	2.78	0.18	CSR	34200	2.75	0.07
STAT	11300	2.56	0.43	ENGR	19500	3.15	0.06
MGMT	20100	2.57	0.04	ECON	21000	2.51	0.06
POL	13000	2.74	0.14	ENTR	20000	3.60	0.05
MA	22400	2.24	0.10	MA	15400	2.31	0.38

Notes: Average GPA and Net Grade Inflation are computed using the 2008-2012 starting cohorts for the 2008-2017 period.



PURDUE ATHLETIC AFFAIRS COMMITTEE

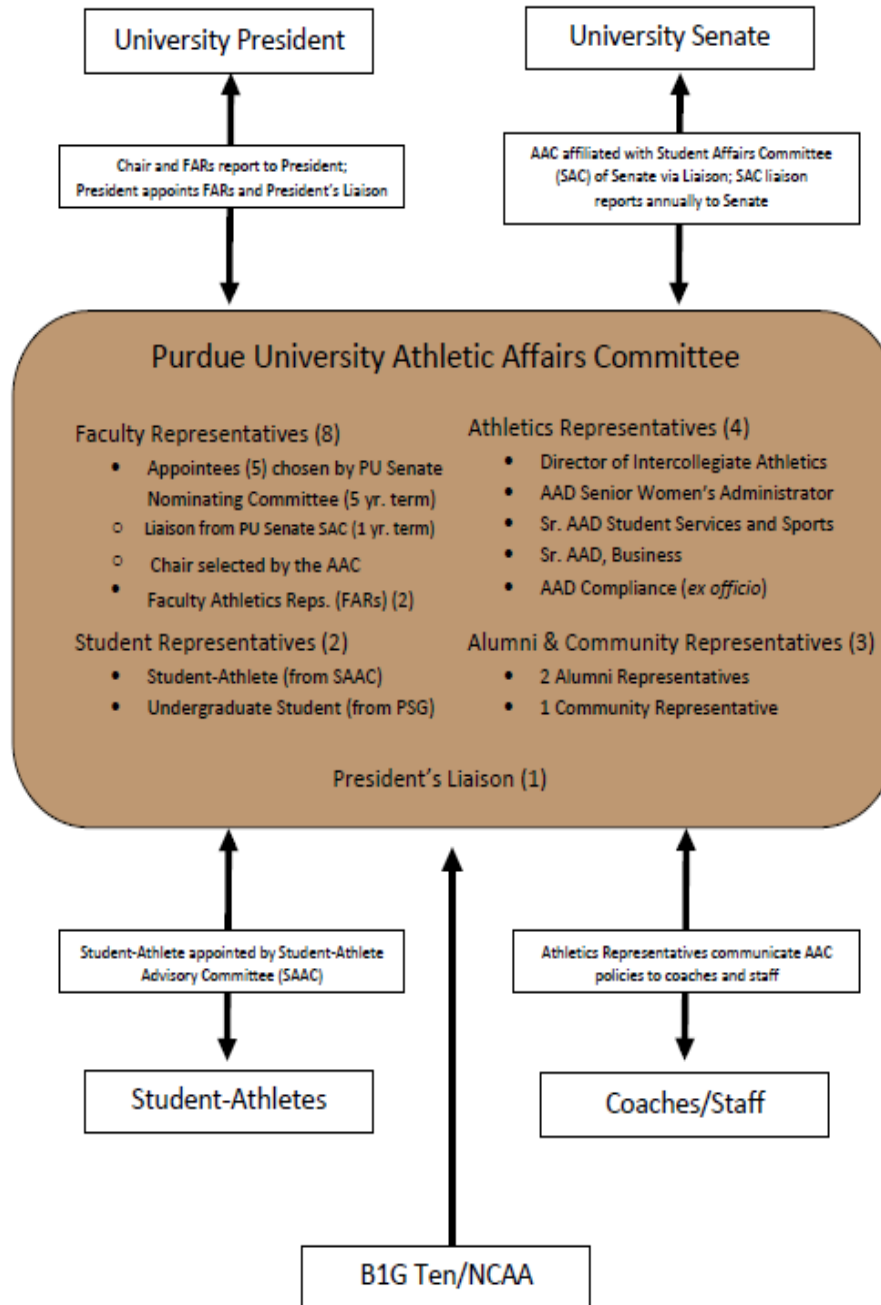
REPORT TO THE UNIVERSITY SENATE

OCTOBER 21, 2019

The Athletic Affairs Committee

- One facet of institutional control of athletics
- Ties to the beginnings (1895) of what is now known as the Big Ten Conference and the role of the faculty
 - The Presidents of the original member institutions delegated oversight of athletics to the faculty
- Intended to represent the interests of the entire University community
 - Faculty, students, alumni, community representatives, and senior administrators from Intercollegiate Athletics

AAC Linkages



AAC Membership

- **Five faculty members** appointed by the University Senate Nominating Committee for three year terms*.
- **One faculty member liaison** from the Student Affairs Committee of the Senate*.
- **Two Faculty Athletic Representatives** appointed by the University President*.
- **Three student members:** two appointed by the University President with input from PSG (2 year terms) and one student athlete appointed by Intercollegiate Athletics (one each semester)*.
- **One University administrator** appointed by the University President, ex-officio.
- **Two Alumni Representatives** appointed by Intercollegiate Athletics*.
- **One Community Representative** appointed by Intercollegiate Athletics*.
- **Intercollegiate Athletics Administration members**
 - Vice President/Athletics Director (Michael Bobinski)*
 - Deputy Athletics Director (Jason Butikofer)*
 - NCAA Senior Compliance Administrator (Tom Mitchell)*
 - Senior Associate Athletics Directors and Support Officials (Ed Howat)
 - Associate Athletics Director (Calvin Williams)

*Voting Members

Current Faculty Membership

Faculty members serving on the Athletics Affairs Committee

- Chair: **Nathan Hartman** (PPI)
- Student Affairs Liaison: **Steven Scott** (PHAR)
- Senate Appointees:
 - Nathan Hartman** (PPI)
 - Kip Williams** (HHS)
 - Kathy Abrahamson** (HHS)
 - Stacy Holden** (CLA)
 - Jessica Huber** (HHS)
- Faculty Athletic Representatives
 - Marcy Towns** (Science)
 - Phillip Vanfossen** (Ed)

Connections to the Senate

- Reports to the Student Affairs Standing Committee
- Liaison to the AAC from the Student Affairs Committee

Enrollment Data

College or School	Fall 2018	Spring 2019
Agriculture	22	22
Education	12	10
First Yr. Eng.	12	9
Engineering	40	37
HHS	128	117
Liberal Arts	82	74
Management	77	72
Pre-Pharmacy	7	5
Pharmacy	2	2
Science	22	20
Polytechnic Inst.	53	55
Graduate School	9	6
Exploratory Studies	38	32
Veterinary Medicine	1	1

Academic Performance

Spring 2019

	Student-Athletes	Campus
Semester GPA	3.10	3.05
Cumulative GPA	3.12	3.17
GPA \geq 3.0	62.9%	63.9%
Academic Honors	36.8%	40.8%
4.0 GPA	8.5%	9.2%
Placed on Probation	7.0%	7.6%

GPA by Team (Spring 2019)

Team	GPA
Baseball	2.94
Football	2.93
Men's Basketball	2.90
Men's Cross Country	3.31
Men's Golf	3.60
Men's Swimming	3.11
Men's Tennis	3.20
Men's Track	3.01
Soccer	3.31
Softball	3.09
Volleyball	3.90
Women's Basketball	3.23
Women's Cross Country	3.51
Women's Golf	3.20
Women's Swimming	3.43
Women's Tennis	3.20
Women's Track	3.15
Wrestling	3.06
Student-Athlete Totals	3.10
Student Body Totals	3.05

AAC Initiatives for 2019-20

- Assure the university is looking after the welfare and best interests of student athletes
- Foster better communication of academic successes and community involvement of our student athletes
- Foster better communication between student athletes and faculty/staff
- Work with athletic department to enhance student athlete professional development and portfolio building
- Work with athletic department to help create a framework for “life after sports”

TO: The University Senate
FROM: Athletic Affairs Committee
SUBJECT: Athletic Affairs Committee Report to the University Senate, 2018-19 AY
REFERENCES: University Senate Document 90-31, 22 April 1991
DISPOSITION: University Senate for Information

Purdue University's commitment to the academic and social well-being of its student-athletes is focused through the activities of the Athletic Affairs Committee (AAC) and Intercollegiate Athletics (ICA). This report covers the two regular semesters in the year that has passed since the last report from the AAC: the Fall 2018 Semester and the Spring 2019 Semester.

FACULTY OVERSIGHT OF ATHLETICS

Faculty oversight of ICA continues to be exercised through the AAC. The 2018-19 and 2019-20 membership of the AAC, listed in *Appendix 1* of this report, includes representation from faculty, an appointed liaison from the Student Affairs Committee of the University Senate, a liaison to the President, alumni, citizens from the local community, Purdue University students, and ICA senior staff. The AAC monitors the academic progress of the student-athletes and the efforts of ICA to provide outstanding opportunities to learn, compete, and develop personally. The AAC was briefed on the academic status of each sport program and received updates on the primary NCAA academic metrics, the Graduation Success Rate and the Academic Progress Rate.

At monthly meetings of the AAC, the members hear reports and participate in discussions pertinent to their mandate. All minutes and supporting documents are filed with the University Senate, and thus are readily available for review. The AAC may be asked to study, review and approve changes in Purdue rules and regulations affecting intercollegiate athletics programs, and to formulate positions with regard to legislation pending before the NCAA. The AAC also discusses diverse topics related to Big Ten or NCAA matters, or national news/trends that may affect the status of both university sports programs and the eligibility of student-athletes. A characteristic agenda and a partial list of topics discussed during the current academic year are provided in *Appendix 2*.

The Vice President and Director of Athletics provides additional information related to the strategic plans of the department, including current goals, key progress measures, facilities projects, etc. Elements of the current plan, especially those that pertain to the development and welfare of the students are presented in brief below.

In addition to the AAC meetings, the senior associate athletics director for student services conducts two academic planning meetings each year at which plans and outcomes over a three-year period are discussed. The two faculty athletic representatives (FAR) participate in each meeting, along with members of the senior athletics administrative staff and the athletics student services staff. The purpose of the meetings is to update the FARs on the plans for the academic areas for the next three years. Academic information for the athletics department and for each sports program is reviewed during each meeting. Information from these meetings is conveyed to the AAC as appropriate.

OVERVIEW OF STUDENT -ATHLETE ACADEMIC DATA

Each semester the pattern of student-athlete choice of major, course selection and academic performance is assessed through data reported by the Office of Institutional Effectiveness and compared to comparable data for the remainder of the student body. This report is/will be sent to the President, Provost, Vice-Provost for Learning and Teaching, the Athletic Affairs Committee, FARs and Athletics Director for review. Data for the fall 2018 and spring 2019 is included in Appendix 3.

OVERVIEW OF THE STRATEGIC PLAN FOR INTERCOLLEGIATE ATHLETICS

The Director of Athletics and others from the department often share goals and metrics from the department's strategic plan with the AAC. Some elements of the plan, especially those related to the academic success of the students are reported for the Senate's review. Words in brackets replace personal pronouns that might be misunderstood in the context of this report.

The foundation of the plan lies in the Vision, Mission and Goals of the department.

Vision: A championship-caliber athletics organization that is excellent in all respects and is a consistent member of the “25/85 Club.”

The "25/85 Club" refers to a very small number of elite NCAA Division I institutions that consistently have their teams ranked in the top 25 while graduating their student-athletes at an 85 percent rate as measured by the NCAA Graduation Success Rate (GSR). The GSR is similar to the Federal Graduation Rate, but the yearly cohorts are adjusted as students transfer in or out of the university.

Mission: Developing Champions / Scholars / Citizens

[The department] will engage and inspire all constituencies to support the broader university pursuit of preeminence by attracting and retaining the very best student-athletes, coaches and staff while engaging former student-athletes in an effort to maintain their identity as part of the Purdue athletics family.

The very best [student-athletes] will execute this mission sharing a common set of values – integrity, mutual respect, a belief in hard work and team work, a commitment to inclusiveness – and the courage to lead. They will be the Purdue Athletics’ brand and continue to enhance our reputation while being pleased with every aspect of their experience at the university.

It is expected that [the department] will be a financially self-supporting enterprise that provides the resources for coaches and staff to develop championship programs.

Goals in support of the Departmental Vision and Mission

Athletic

All sports will place in the top 25 nationally. Consistent performance at this level will see us competing for Big Ten and NCAA championships.

[The department] will deliver exceptional support services throughout the athletics department to all student-athletes to ensure they are mentally and physically prepared to absorb the skill development necessary to maximize their potential as students, leaders, and athletes.

Student Athlete Development and Welfare

Student-athletes will maintain a cumulative grade-point average of 3.0 or above each semester while competing to perform at or above the all-campus cumulative grade-point average; all Purdue teams will have a graduation success rate (GSR) equal to or better than sport specific Division I-A GSR while striving to achieve a department-wide GSR of 85 percent or higher.

The athletics academic support services unit operates with a rolling three-year plan. Each year, the athletics academic support services staff reviews and updates the plan to ensure it is meeting the academic needs of the student-athletes and that it helps create the atmosphere and expectation for academic success. The three-year plan provides the opportunity for the staff to modify and update current practices in an organized manner. The three-year plan objectives are reviewed twice a year with both faculty athletic representatives (FARs) and the athletics senior staff to ensure progress is being made. These meetings provide the opportunity for input by the FARs and sport administrators.

Fiscal

All financial resources will be allocated in pursuit of the vision and managed to ensure that [the department recognizes] the expectation to remain self-supporting while providing scholarships, quality academic support services, competitive operating budgets, and comprehensive facilities. Marketing and development plans will be designed and executed to generate revenue.

Equity and Integrity

To promote an atmosphere that upholds and embraces inclusiveness among all constituencies, [the department] will provide champion-caliber participation opportunities that recognize and reinforce gender and ethnic equality for all coaches, staff and student-athletes.

Image

The student-athletes, coaches, and staff will live their shared values as the role models that they are, so that people “experience” Purdue Athletics with respect, admiration, and pride. All decisions will be communicated in a manner to create, project and enhance this strong intercollegiate athletic brand.

Appendix 1: Members of the Athletic Affairs Committee for 2018-19

- Joe Camp - CHAIR (*University Senate Appointment, Secretary of Faculties and Professor of Veterinary Parasitology*)
- Kathy Abrahamson (*University Senate Appointment, Associate Professor of Nursing*)
- Tony Albrecht (*Alumni Representative*)
- Mike Bobinski (*Vice President and Director of Intercollegiate Athletics*)
- Jason Butikofer (*Deputy Director of Intercollegiate Athletics*)
- Nancy L. Cross (*Senior Woman Administrator & Senior Associate Athletics Director – Sports*)
- Jared Florell (*Student Representative Fall 2018 Semester – Wrestling Student-Athlete*)
- Nathan Hartman (*University Senate Appointment, Professor of Computer Graphics & Technology*)
- Gary Henriott (*Alumni Representative*)
- Stacy Holden (*University Senate Appointment, Associate Professor of History*)
- Sue Holder Price (*Community Liaison*)
- Ed Howat (*Senior Associate Athletics Director for Student Services – Sports*)
- Jessica Huber (*University Senate Appointment, Associate Vice Provost for Faculty Affairs & Professor of Speech, Language, and Hearing Sciences*)
- Will Kaufman (*Student Representative*)
- Beth McCuskey (*Presidential Liaison, Vice Provost for Student Life*)
- Tom Mitchell (*ex-officio, Associate Athletics Director – Compliance*)
- Ena Sabanagic (*Student Representative Spring 2019 Semester – Soccer Student-Athlete*)
- Jon Story (*Student Affairs Liaison, Professor of Nutritional Physiology*)
- Marcy Towns (*Faculty Athletic Representative, Professor of Chemistry*)
- Philip VanFossen (*Faculty Athletic Representative, Director & James F. Ackerman Distinguished Professor of Social Studies Education*)
- Calvin Williams (*Associate Athletics Director – Sports*)

Members of the Athletic Affairs Committee for 2019-20

Nathan Hartman - CHAIR (*University Senate Appointment, Professor of Computer Graphics & Technology*)

Kathy Abrahamson (*University Senate Appointment, Associate Professor of Nursing*)

Tony Albrecht (*Alumni Representative*)

Mike Bobinski (*Vice President and Director of Intercollegiate Athletics*)

Jason Butikofer (*Deputy Director of Intercollegiate Athletics*)

Nancy L. Cross (*Senior Woman Administrator & Senior Associate Athletics Director – Sports*)

Lauren Guiao (*Student Representative Fall 2018 Semester – Women’s Golf Student-Athlete*)

Gary Henriott (*Alumni Representative*)

Stacy Holden (*University Senate Appointment, Associate Professor of History*)

Sue Holder Price (*Community Liaison*)

Ed Howat (*Senior Associate Athletics Director for Student Services – Sports*)

Jessica Huber (*University Senate Appointment, Associate Vice Provost for Faculty Affairs & Professor of Speech, Language, and Hearing Sciences*)

Will Kaufman (*Student Representative*)

Jaden Mattox (*Student Representative Fall 2018 Semester – Women’s Track & Field Student-Athlete*)

Beth McCuskey (*Presidential Liaison, Vice Provost for Student Life*)

Tom Mitchell (*ex-officio, Associate Athletics Director – Compliance*)

Randy Roberts (*Distinguished Professor of History – serving fall semester for Sue Holden*)

Steven Scott (*Student Affairs Liaison, Associate of Pharmacy Practice*)

Marcy Towns (*Faculty Athletic Representative, Professor of Chemistry*)

Philip VanFossen (*Faculty Athletic Representative, Director & James F. Ackerman Distinguished Professor of Social Studies Education*)

Calvin Williams (*Associate Athletics Director – Sports*)

Kip Williams (*University Senate Appointment, Distinguished Professor, Social Psychology*)

Appendix 2: A typical agenda for a meeting and representative topics of discussion

**Fifth 2018-2019 Meeting, April 19, 2019
3:30-5:00 p.m. J. NINE CLUB - MACKEY**

- | | |
|---|-------------------------------------|
| 1. Call to Order | J. Camp |
| 2. Approval of November 2018 Minutes | Committee |
| 3. Waiver Petitions, Schedule, Approvals | J. Camp |
| 4. Purdue Athletics Sports Medical Update | Dr. Carly Day (Head Team Physician) |
| 5. Remarks from the Director | M. Bobinski |
| 6. Remarks from the Sr. Associate AD-Sports | N. Cross |
| Associate AD-Sports | C. Williams |
| Sr. Associate AD-Academics/Sports | E. Howat |
| 7. Compliance Issue of the Month | T. Mitchell |
| 8. Report from the Student Affairs Liaison | J. Story |
| 9. Report from the Student Members | W. Kaufman/E. Sabanagic |
| 10. Report from the Faculty Representatives | M. Towns/P. VanFossen |
| 11. Other Business | Committee |
| 12. Adjournment | J. Camp |

Examples of Topics Discussed at 2018-19 AAC Meetings

NCAA academic metrics (APR/GSR)

Capital Projects; R&R and other facilities issues

Sport competition schedules & review of missed class time

Big Ten and NCAA legislation and reports on meetings

Review of NCAA Progress-Towards-Degree eligibility requirements

Review of the eligibility certification process utilized at Purdue

Topics related to rules compliance

Legalized sports gambling

NCAA Division I men's basketball FBI investigation

Big Ten & NCAA discussions/actions related to student issues

Review of time demands policies and procedures

Review of ICA decadal budget summary report

Big Ten Finances

Updates on hiring process for Big Ten Commissioner

Updates on current lawsuits against the NCAA

Appendix 3: Academic Metrics and Enrollment Data by College and Course

Student-Athlete Academic Profile Contrasted to Student Body		
Academic Performance Measures:	Fall 2018	Spring 2019
<u>Cumulative GPA</u>		
Student-athletes	3.10	3.12
All-campus	3.16	3.17
<u>Semester GPA</u>		
Student-athletes	3.02	3.10
All-campus	3.07	3.05
<u>Achievement of Semester GPA of 3.0 or higher</u>		
Student-athletes	55.1% (277)	62.9% (296)
All-campus	63.6%	63.9%
<u>Achievement of Academic Honors</u>		
Student-athletes	31% (156)	36.8% (173)
Dean's List and Semester Honors	(92)	(96)
Semester Honors only	(43)	(65)
Dean's List only	(21)	(12)
All-campus	39.8.0%	40.8%
<u>Achievement of perfect 4.0 Semester GPA</u>		
Student-athletes	6.8% (34)	8.5% (40)
All-campus	8.4%	9.2%
<u>Placement on probation</u>		
Student-athletes	8.8% (44)	7% (33)
All-campus	8%	7.6%
<u>Dropped from the University</u>		
Student-athletes	0.4% (2)	1.1% (5)
All-campus	0.6%	1.3%

Cumulative Grade Point Average by Team

Fall 2018 - Team	CGPA
Baseball	2.95
Football	2.89
Men's Basketball	2.96
Men's Cross Country	3.32
Men's Golf	3.54
Men's Swimming	3.14
Men's Tennis	3.18
Men's Track	2.97
Soccer	3.29
Softball	3.12
Volleyball	3.18
Women's Basketball	3.24
Women's Cross Country	3.56
Women's Golf	3.17
Women's Swimming	3.41
Women's Tennis	3.26
Women's Track	3.19
Wrestling	3.05
Student-Athlete Totals	3.10
Student Body Totals	3.16

Spring 2019 - Team	CGPA
Baseball	2.94
Football	2.93
Men's Basketball	2.90
Men's Cross Country	3.31
Men's Golf	3.60
Men's Swimming	3.11
Men's Tennis	3.20
Men's Track	3.01
Soccer	3.31
Softball	3.09
Volleyball	3.90
Women's Basketball	3.23
Women's Cross Country	3.51
Women's Golf	3.20
Women's Swimming	3.43
Women's Tennis	3.20
Women's Track	3.15
Wrestling	3.06
Student-Athlete Totals	3.12
Student Body Totals	3.17

NCAA Graduation Success Rate (GSR) Data

The Graduation Success Rate (GSR) serves a purpose similar to the Federal Graduation rate. Both measure graduation within six years for annual cohorts of students. The federal rate does not account for students who transfer from one institution to another and graduate. The GSR does account for these, which provides a more inclusive calculation of academic success.

STUDENT-ATHLETE GRADUATION SUCCESS RATES (GSR)*

Graduation Rates for 2008-2011 Cohorts (Published November 2018)

() Prior Year

	Purdue	NCAA Division I
	-----%-----	
Overall	85 (84)	
Baseball	82 (67)	82
Men's Basketball	89 (92)	81
Football (FBS)	77 (81)	77
Men's Golf	100 (92)	88
Men's Swimming	67 (63)	88
Men's Tennis	100 (91)	92
Men's Track/CC	90 (83)	82
Men's Wrestling	66 (67)	78
Women's Basketball	92 (93)	90
Women's Golf	83 (67)	94
Women's Soccer	100 (100)	93
Women's Softball	100 (100)	91
Women's Swimming	96 (100)	95
Women's Tennis	100 (89)	95
Women's Track/CC	88 (89)	90
Women's Volleyball	100 (100)	93

* The GSR permits institutions to subtract student-athletes who leave their institutions prior to graduation as long as the student-athlete would have been academically eligible to compete at Purdue University had he or she remained.

The Academic Progress Rate (APR)

The APR is an NCAA semester-by-semester assessment of academic progress. It is calculated by allocating one point per student for eligibility and one for retention—the two factors that research identifies as the best predictors of graduation. The data are presented on the basis of four-year rolling averages for each team. Teams must achieve an APR score of 930 to avoid NCAA penalties. Teams below 930 are ineligible for NCAA post-season competition and are required to develop and execute an academic improvement plan.

Each student on a roster who is receiving an athletics scholarship earns a maximum of two points per term, one for being academically eligible and one returning to the institution. A team's APR is the total points of a team's roster at a given time divided by the total points possible. The number is then multiplied by 1,000. Thus, a raw APR score of 0.930 is reported as 930 and reflects an approximate 50 percent Graduation Success Rate (NCAA website).

PURDUE UNIVERSITY ACADEMIC PROGRESS RATE INSTITUTIONAL REPORT NCAA DIVISION I 2017-18

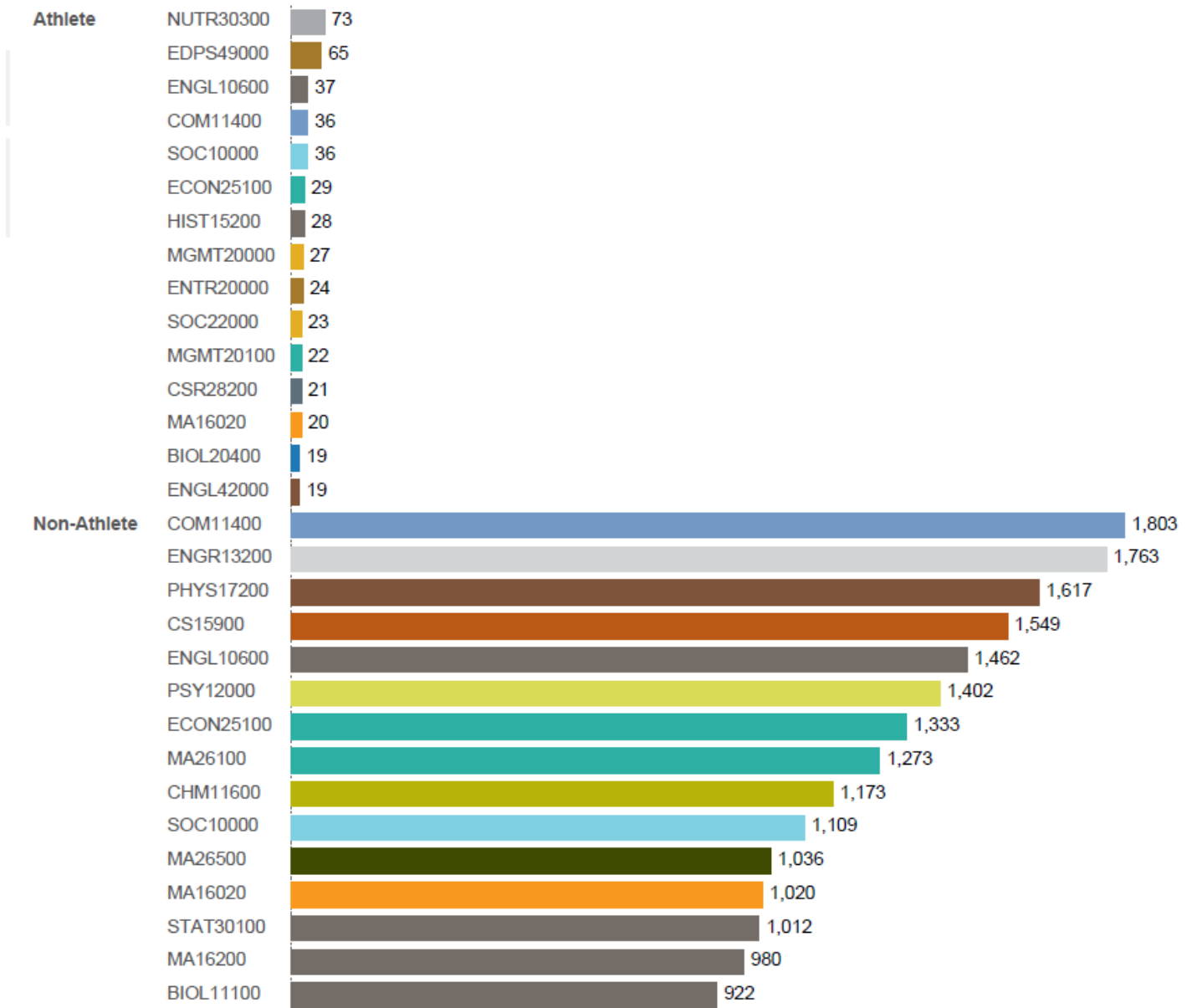
	Multiyear APR Rate
Baseball	989
Men's Basketball	955
Men's Cross Country	952
Football	956
Men's Golf	1000
Men's Swimming	990
Men's Tennis	982
Men's Track	954
Men's Wrestling	976
Women's Basketball	978
Women's Cross Country	988
Women's Golf	1000
Women's Soccer	995
Women's Softball	966
Women's Swimming	1000
Women's Tennis	992
Women's Track	957
Women's Volleyball	1000

Enrollment Data

NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL

College or School	Number of student-athletes	
	Fall 2018	Spring 2019
Agriculture	22	22
Education	12	10
First Year Engineering	12	9
Engineering	40	37
Health and Human Sciences	128	117
Liberal Arts	82	74
Management	77	72
Pre-Pharmacy/Pharm. Sciences	7	5
Pharmacy (Pharm. D.)	2	2
Science	22	20
Polytechnic Institute	53	55
Graduate School	9	6
Exploratory Studies	38	32
Veterinary Medicine	1	1

Course Enrollment Review: Top 15 Courses Spring 2019, Office of Institutional Effectiveness

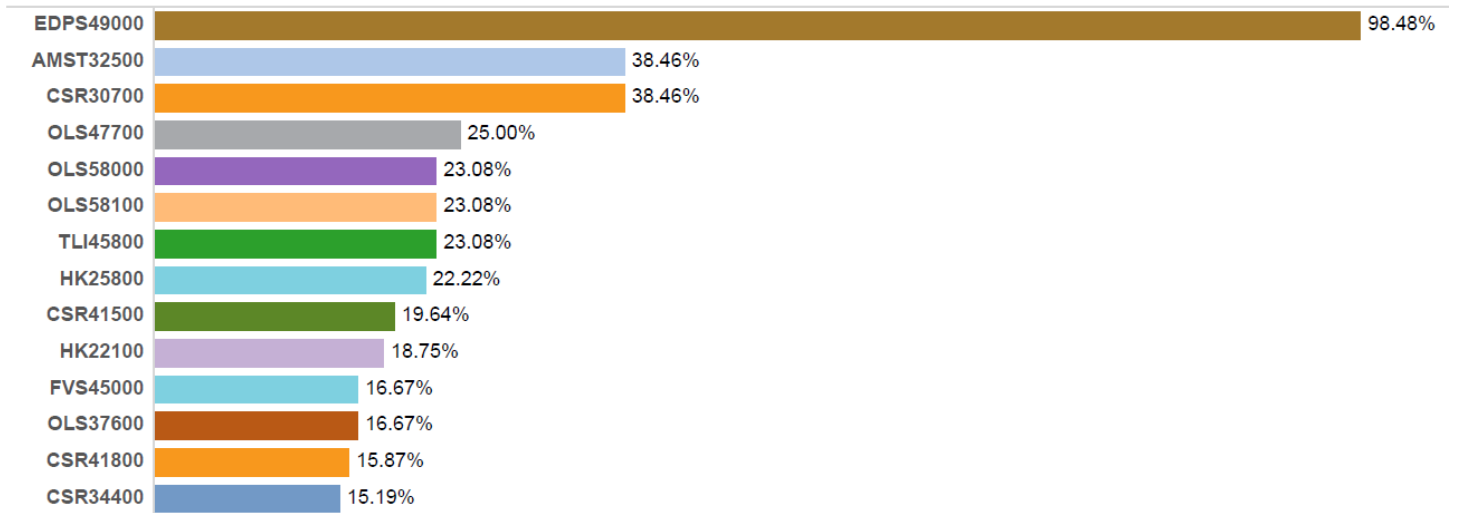


Course Enrollment Review: Grade Distributions in Top 15 Courses
Spring 2019, Office of Institutional Effectiveness

		A, A-, A+	B, B-, B+	C, C-, C+	D, D-, D+	F	Other: Withdrawl, Audit, Pass/No Pass, etc.
COM11400	Athlete	30.65%	50.03%	8.35%	2.80%	5.53%	2.63%
	Non-Athlete	49.82%	37.54%	6.82%	1.76%	1.93%	2.13%
ENGL10600	Athlete	40.58%	56.66%	2.76%			
	Non-Athlete	63.75%	23.99%	5.28%	1.51%	2.91%	2.56%
ECON25100	Athlete	30.84%	24.41%	17.20%	17.00%	7.05%	3.49%
	Non-Athlete	32.23%	29.66%	19.93%	11.60%	4.84%	1.74%
SOC10000	Athlete	43.25%	39.76%	14.10%	2.89%		
	Non-Athlete	43.45%	29.74%	17.08%	4.44%	3.27%	2.02%
MA16020	Athlete	20.20%	39.95%	29.81%	5.04%		5.00%
	Non-Athlete	17.66%	26.39%	38.44%	8.85%	2.32%	6.34%
MGMT20000	Athlete	11.29%	14.85%	36.87%	11.20%	18.60%	7.20%
	Non-Athlete	15.83%	21.48%	34.16%	10.55%	13.90%	4.07%
NUTR30300	Athlete	58.55%	20.69%	11.04%	7.00%	1.38%	1.34%
	Non-Athlete	72.95%	16.25%	4.91%	2.06%	2.36%	1.48%
BIOL20400	Athlete	21.06%	31.77%	31.92%	10.10%	5.15%	
	Non-Athlete	36.84%	29.92%	22.01%	7.71%	2.59%	0.93%
MGMT20100	Athlete	49.61%	45.95%	4.44%			
	Non-Athlete	57.18%	28.59%	10.63%	1.56%	0.78%	1.26%
SOC22000	Athlete	38.87%	26.03%	22.07%	4.39%	4.24%	4.41%
	Non-Athlete	70.75%	16.45%	5.98%	2.24%	2.61%	1.97%
ENGL42000	Athlete	47.63%	31.85%	15.58%		4.94%	
	Non-Athlete	61.80%	27.01%	6.27%	1.99%	0.39%	2.54%
HIST15200	Athlete	13.82%	57.36%	28.83%			
	Non-Athlete	44.80%	31.37%	12.35%	4.01%	3.33%	4.15%
ENTR20000	Athlete	74.86%	20.89%	4.24%			
	Non-Athlete	87.56%	10.84%	0.28%		0.53%	0.79%
CSR28200	Athlete	76.33%	23.67%				
	Non-Athlete	77.01%	14.97%	3.68%	2.85%		1.48%
EDPS49000	Athlete	89.14%	9.32%	1.54%			
	Non-Athlete	50.00%					50.00%

High Enrollment Courses for Participants in Intercollegiate Athletics
(Courses with > 15% enrollment by participants in ICA)

Spring 2019, Office of Institutional Effectiveness



Grade Distributions for High Enrollment Courses
(Courses with > 15% enrollment by participants in ICA)

Spring 2019, Office of Institutional Effectiveness

		A, A-, A+	B, B-, B+	C, C-, C+	D, D-, D+	F	Other: Withdrawal, Audit, Pass/No Pass, etc.
EDPS49000	Athlete	89.23%	9.23%	1.54%			
	Non-Athlete	100.00%					100.00%
AMST32500	Athlete	40.00%	40.00%	20.00%			
	Non-Athlete	75.00%	25.00%				
CSR30700	Athlete	40.00%	20.00%				40.00%
	Non-Athlete	75.00%					25.00%
OLS47700	Athlete	11.11%	44.44%	44.44%			
	Non-Athlete	40.74%	40.74%	14.81%			3.70%
OLS58000	Athlete	33.33%	66.67%				
	Non-Athlete	100.00%					
OLS58100	Athlete	66.67%	33.33%				
	Non-Athlete	90.00%	10.00%				
TLI45800	Athlete	66.67%	33.33%				
	Non-Athlete	90.00%	10.00%				
HK25800	Athlete	100.00%					
	Non-Athlete	80.95%	9.52%	9.52%			
CSR41500	Athlete	45.45%	27.27%	9.09%	9.09%	9.09%	
	Non-Athlete	82.22%	8.89%	8.89%			
HK22100	Athlete	33.33%	33.33%	33.33%			
	Non-Athlete	38.46%	53.85%		7.69%		
FVS45000	Athlete	100.00%					
	Non-Athlete	100.00%					
OLS37600	Athlete			100.00%			
	Non-Athlete	40.00%	20.00%	30.00%			10.00%
CSR41800	Athlete	60.00%	10.00%	10.00%	10.00%	10.00%	
	Non-Athlete	64.15%	26.42%	5.66%	3.77%		
CSR34400	Athlete	50.00%	33.33%	8.33%			8.33%
	Non-Athlete	64.18%	20.90%	8.96%	5.97%		

Appendix 4: Examples of Student Involvement in Community Service During 2018-19

All Teams

- The Purdue Cancer Challenge
- Mentor Mondays – New Northside Community Center
- IMPACT (Influencing/Mentoring by Purdue Athletes w/Cardinal Tradition)
- BoilerMaker Wish (Purdue Athletes making a wish come true for physically challenged children in the community)
- Shoes for Boys and Girls at Salvation Army
- Walking dogs at Natalie's Second Chance Shelter
- John Purdue Thank-a-Thon & Scholarship Day
- Dr. Seuss Reading Day
- National Walk to School Day
- Mortar Board's Reading is Leading
- Purdue's Dance Marathon
- Purdue Sports Nutrition Community Garden

Basketball-Men's

- Participated in Purdue Cancer Challenge
- Read to kids at the Patty Jischke Child Center
- Helped with Back-pack Program
- Holiday shopping spree with Lafayette Family Services
- PU Dance Marathon
- Dinner and mentoring with the Cary Home of Lafayette
- Mentoring sessions with College Mentors Program
- Jay Cooperider Memorial 5K
- Mortar Board's Reading is Leading
- Cary Home Basketball Court Dedication Celebration
- YMCA Basketball Court Dedication Celebration
- Wabash Riverfest
- Kids Club clinics

Basketball-Women's

- Hunger Hike
- Feast of the Hunter's Moon
- 5K Run for the Cure
- Relay for Life Cancer Walk
- Special Olympics Polar Plunge and Basketball Clinic
- International Day Event
- Adopt a Family for Christmas: Provided all gifts and clothes to a family
- Provided free WBB clinics
- Think Pink Initiative
- Participate in Purdue Cancer Challenge
- Community Service Boys/Girls Club
- BoilerMaker Wish with special needs children

- IMPACT: 1 on 1 mentoring to underprivileged school aged children
- Volunteering at Hanna Community Center
- Natalie's Second Chance Animal Shelter
- Championing Equality Event

Football

- Reading is Fundamental
- College Mentor for Kids
- Hammer Down Hunger (Packed Meals)
- Buddy Walk (Awareness Event for Down Syndrome)
- Purdue University Football Blood Drive
- Books and Chocolate Milk
- Read Books to Cumberland Elementary School children
- Haiti, South Africa Mission Work
- Participate in Purdue Cancer Challenge
- Spelling Bee Team for Spell Day
- IMPACT: 1 on 1 mentoring to underprivileged children at Happy Hollow School
- BoilerMaker Wish with special needs children
- Volunteered at Lynn Treece Boys and Girls Club
- Volunteered at Patty Jischke Early Care and Education Center
- Food Finders Food Bank
- Team members spoke at Wainwright Middle School on Leadership
- Participated in Bowl for Kids' Sake benefitting Big Brothers/Big Sisters
- Accelerated Reader program at Hershey Elementary
- PALS
- Mortar Board's Reading is Leading
- Bowling Your Heart Out - Josh Lindblom Foundation and Riley Kids
- Aster Place Assisted Living Prom
- West Lafayette Parks and Rec - Helped mulch a trail
- Indy Event: made meals for the homeless
- Tippy Stars - Special needs softball
- RiverFest Waterdrop kids race

Volleyball

- Participated in Women in Sports Day
- Kids Clinic (free volleyball clinic)
- Adopt a family for Christmas
- Participated in Sunnyside Jr High's Purdue Day
- Family Fun Fitness night at Glen Acres School
- Decorated Christmas trees for ASPS (Animal Shelter)
- Arthritis Walk
- Read at Klondike Elementary for Dr Seuss Week
- Reading – Super Bowl
- Mortar Board's Reading is Leading
- Participated in FCA's Mission Trip to Haiti
- Hunger Hike
- Junior Achievement Golf Outing