UNIVERSITY SENATE  
Sixth Meeting, Monday, 24 March 2014, 2:30 p.m. 
Room 302, Stewart Center

AGENDA

1. Call to order  
   Professor David J. Williams

2. Approval of Minutes of 17 February 2014 Senate Meeting

3. Acceptance of Agenda

4. Remarks by the President  
   President Mitchell E. Daniels, Jr.

5. Remarks of the Chairperson  
   Professor David J. Williams

6. Résumé of Items Under Consideration by Various Standing Committees  
   Professor David A. Sanders

7. Question Time

8. Senate Document 13-4 Military Absence Policy  
   For Action  
   Professor Hal Kirkwood

9. Senate Document 13-5 We are Purdue Statement of Values  
   For Action  
   Professor April Ginther

10. Senate Document 13-6 Nominees for Senate Vice-Chair  
    For Action  
    Professor Michael A. Hill

11. Senate Document 13-7 Formation of the Equity and Diversity Committee  
    For Discussion  
    Professors Alberto J. Rodriguez & Heather Servaty-Seib

12. Senate Document 13-8 Changes to the Senate Bylaws - The Equity and Diversity Committee  
    For Discussion  
    Professors Alberto J. Rodriguez & Heather Servaty-Seib

13. Senate Document 13-9 Support for the Restoration of the Common Reading Program  
    For Discussion  
    Professors Steven T. Wereley & David A. Sanders

14. Senate Document 13-10 Revision to the University Regulations Of Scheduling of Examinations  
    For Discussion  
    Professor Hal Kirkwood

15. Institutional Partnerships through Purdue’s Office of Global Affairs  
    For Information  
    Chief Global Affairs Officer Suresh Garimella

16. New Business

17. Memorial Resolutions

18. Adjournment
UNIVERSITY SENATE
Sixth Meeting, Monday, 24 March 2014, 2:30 p.m.
Room 302, Stewart Center


Guests: Morris Levy, Kate Lewis, G. Thomas Wilson, Spencer Deery, Liz Evans, Shelley Triol, Carrie H., Dave Bangert, Beigian (Michael) Xu, Richard Buckius, Amanda Hamon Kunz, Audeen Fentiman, Kim Campbell, Lesa Beals, Sandy Monroe

1. The meeting was called to order at 2:35 p.m. by Chairperson David J. Williams.
2. The minutes of the 17 February 2014 Senate meeting were approved as distributed.
3. The agenda was accepted as distributed.
4. President Mitchell E. Daniels, Jr. presented remarks to the Senate (see Appendix A).
5. Professor Williams presented the remarks of the Chairperson (see Appendix B).
6. Professor David A. Sanders presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix C). The chairs of the Senate standing committee briefly described the current activities of their respective committees. Chair of the University Nominating Committee Professor Michael A. Hill reminded the Senators that a call for Senate standing committee sign-up will be sent out soon. As much of the important work of the Senate is done in the standing committees, it is important to for Senators to sign up and serve on these committees.
7. At Question Time, Professor Williams noted that he had received several questions in writing for President Daniels. Additional questions came from the floor.
Professor Stephen Martin’s comment and question:
- Professor Martin (Economics) noted that a question had been raised within Krannert about parking arrangements - inviting faculty and staff to park away from locations usually intended for those with “A” stickers – during the Road School, and asked President Daniels what the rationale was for the policy.

President Daniels’ Response:
- President Daniels responded that the Road School may be the biggest event we host, with close to 1000 participants and it has been the custom to handle parking with a “whoever gets there first” approach. President Daniels will raise the issue before the 101st meeting of the Road School and see if anyone can come up with a better way. He believes they would apologize to anyone who was inconvenienced.

Professor Shawn Whiteman’s Question #1:
- Professor Whiteman asked whether and when the findings from the Child Care Task Force, convened over a year ago, would be shared with the faculty, staff, and students and if the President could preview those results.

President Daniels’ Response:
- President Daniels indicated that he has been told that the results of the study are imminent. The results will be released as soon as they are available. If the Senate would like to discuss the study, the results can be brought before the group.

Professor Whiteman’s Question #2:
- Professor Whiteman asked the President to address the rationale for continued tuition increases for Purdue University Child Care, which already exceeds tuition for undergraduate students, juxtaposed against the decision to freeze tuition for undergraduate students.

President Daniels’ Response:
- President Daniels responded that the slots are heavily subsidized at $100/child/week at the Jischke Center and a roughly similar subsidy is in place at the Miller Center. That money comes out of tuition payments and other university revenue. The President remarked that he will encourage the centers to be careful about future increases in tuition.

Professor David Sanders’ Question #1:
- Given the budget cutbacks how much have salary and benefits packages of the top 10/top 20 most highly compensated individuals at Purdue been reduced in the past year?

President Daniels’ Response:
- President Daniels said that there haven’t been any reductions although some of those jobs don’t exist any more and there were no increases. He mentioned that in order to keep tuition from going up again, he proposed that we freeze administrative salaries above a certain level but based on faculty input, that didn’t happen. He also said that he didn’t know what budget cutbacks anyone was talking about because although the budget didn’t grow, there were no cutbacks and no reductions of pay. He later commented that the exception was his own salary, which was cut from his predecessors.
Professor Sanders’ Question #2:
- When fundraising for Purdue as a metric of success is measured, should not increases in current annual revenue to Purdue be considered as an essential and highly important component?

President Daniels’ Response:
- President Daniels responded that one of the criteria in his contract is based on the cash revenue to Purdue through fundraising. Presently, there is no metric for state support but that doesn’t mean we don’t work hard to try and get them to enhance their financial backing.

Professor Charlene Sullivan’s questions for President Daniels:
- As a follow-up to Professor Sanders’ question about the importance of generating new sources of funds from development efforts and commercialization results, Professor Sullivan asked the following questions about the transparency of these activities now that they are running inside the Purdue Research Foundation (PRF). Will the PRF report its costs of raising fund and the results of the fund-raising efforts? Will we know how much is invested to commercialize research and what the financial results are?
- President Daniels responded that one should read the PRF Annual Report because it is a public document and contains the pertinent information.

Professor Sullivan’s question for the Senate Leadership:
- Professor Sullivan asked if the Senate received a regular report from the PRF and suggested that it would be beneficial to receive regular reports.
- Professor Sanders, responded in his role as Chair of the Steering Committee, that the Senate had received a report from the Director of the PRF, but it was not as informative as it could have been.

Professor Evelyn Blackwood’s question for President Daniels:
- Who will teach the English courses designed to help our international undergraduate students get up-to-speed with their language skills?
- President Daniels responded that instructors are currently being hired. Interim Vice Provost for Faculty Affairs Laurel Weldon said that continuing term lecturers are being hired, for now, to teach the courses.

Finally, Professor Marjorie Hovde (Senator from IUPUI) extended a warm welcome to President Daniels to visit the IUPUI campus. The IUPUI community is anxious to have him visit.

8. Professor Hal Kirkwood, Chair of the Educational Policy Committee, presented Senate Document 13-4, Military Absence Policy, for Action. His motion to approve the document was seconded. One question was asked about the rationale for counseling students to not sign up for classes that will be significantly impacted if the students miss 1/3rd or more of the class sessions. It was explained that students are much more likely to fail a class if they miss 1/3rd or more of the class sessions for a course. The vote was taken and the motion to approve the document passed with 60 votes in favor, 3 votes in opposition and 3 abstentions. The appropriate University administrative office will update the University Regulations to reflect the inclusion of the Military Absence Policy.
9. Professor April Ginther, Chair of the Student Affairs Committee, introduced Senate Document 13-5; We are Purdue Statement of Values, for Action. Senator Kyle Pendergast made a brief statement about the document. Professor Charles Ross applauded the edits that were made to the original document and said that the revised document is much improved. The vote was taken and the motion to approve the document passed with 59 votes in favor, 4 votes in opposition and 3 abstentions.

10. Professor Michael Hill introduced Senate Document 13-6, Nominees for Vice-Chair of the Senate, for Action. His motion was seconded. At this point, Professor Hill withdrew his candidacy for the position. Professor Kirk Alter remained as the lone candidate and he was invited to give brief remarks to the Senate. Following his remarks, Professor Williams asked if there were any nominations for the position from the floor of the Senate. None were forthcoming and Professor Alter was declared Vice-Chair-Elect by general consent. Professor Alter will begin his duties on 1 June 2014.

11. Professors Alberto J. Rodriguez and Heather Servaty-Seib introduced Senate Document 13-7, Formation of the Equity and Diversity Committee, for Discussion. They briefly described the rationale for the formation of the committee. Professor Targ suggested that the category of “class” be included as one of the groups mentioned in the document. Letters of support for the formation of the committee can be found at the Senate web site as documents associated with the March 2014 Senate meeting.

12. Professors Alberto J. Rodriguez and Heather Servaty-Seib introduced Senate Document 13-8, Changes to the Senate Bylaws, for Discussion. If the Equity and Diversity Committee is approved by the Senate, the necessary Bylaws changes are described in this document. Professor Michael Hill, Chair of the Senate Nominating Committee, noted that Senators who do not serve on any of the current Senate standing committees, might choose to serve on the Equity and Diversity Committee due to its charge, i.e. they might find it a more desirable committee to serve on than the existing committees. Professor Alberto J. Rodriguez spoke to his experience on similar committees at other universities and how valuable it was to have such a committee as part of faculty governance at those institutions.

13. Professors David Sanders and Steven Wereley introduced Senate Document 13-9, Statement of Support for Restoration of the Common Reading Program, for Discussion. Professors Sanders noted that the “Whereas” statements in the document were taken from the rationale used for the formation of the original program. The statements also reflect the issues Professors Sanders and Wereley have with the discontinuation of the program.

Professor Janusz Duzinkiewicz asked for a summary of the program which the document’s sponsors provided. Professor Wayne Campbell asked if there were any benchmarking data for this program. Professor Sanders stated that he searched for such data suggesting that the program was, or was not, a success. Professor Stuart Bolton noted that an article in the Journal and Courier suggested that the program was unpopular with students. In this case, too, there are no data to support this assertion. Senator Kyle Pendergast provided a student’s perspective on the program. He said that he read and enjoyed all of the books that were chosen for the program. However, he has also heard from students that they did not appreciate the implied mandatory requirement to read the books and many of them never did read the book chosen for their particular incoming class. The students did not perceive that there were any benefits to reading the books.
Professor Holly Mason stated that data have been collected for the program over the years since its implementation. However, he is uncertain what office holds those data reports.

Professor Evelyn Blackwood suggested that the faculty could do a better job of stating the importance of the program to the students they teach.

President Daniels said that the shut-down of the program should not be viewed from the negative perspective. He suggested that the time incoming students spend in Boiler Gold Rush (BGR) can be better spent and be more beneficial if they are provided guidance and information on preparing them for their student years in higher education. He said that there will be readings that are common to the modules that will now be part of BGR. Prior to the discontinuation of the Common Reading Program, fora were held with students to learn of their perspectives on the program. Few students participated and the impression garnered from those who did participate was that the program was not a great success.

Professor Campbell asked what the reasons for the discontinuation of the program were. President Daniels stated that the redesigned BGR program will be more purposeful.

Professor Sanders stated that the Common Reading Program was not based in the BGR, but was related to it. In addition, education is not merely what students are tested on via examination. The faculty need to convey the message that education is more than passing examinations. Professor Wereley noted that faculty members frequently ask students to do things that the students do not perceive are in their best interests.

Professor Douglas Nelson asked what will happen if the program is brought back to ensure that it will succeed. Efforts will need to be made to assess its success and Professor Sanders agreed with this point.

Professor Alan Friedman encouraged Senators to step up and participate in the effort to reinstate the program and he volunteered his own services to do so.

Professor Targ suggested that we are being buffeted by many crises and Purdue University has lost its way. The University should adhere to the classical nature of education that produces well-rounded students and not just serve as a job-placement service.

Professor Kirkwood introduced Senate Document 13-10, Revision to University Regulations of Scheduling of Examinations. Professors Christine Hrycyna and Alan Friedman noted that they have very large classes with over 400 students in a single section and evening examination periods are often the only way to efficiently handle these classes. Professor Kirkwood said that Purdue University is an outlier with respect to the number of evening examinations that are held.

Professor Sanders stated that evening examinations make it easier to separate students in the room as a larger lecture room can often be reserved in the evening. In addition, an instructor is able to allow accommodations that would normally be difficult to do in a one-hour examination period.

Professor Ashendel suggested that the evening examination periods are beneficial, especially to ESL students. The longer time period available also allows use of
Professor Hill asked what would happen if this policy change was implemented and then 90% of the faculty put in requests for waivers to allow them exemptions to the policy. He suggested that the Senators need an answer to this question prior to the April vote on the document.

Professor Hrycyna asked what the impetus for the proposed changes was. She also wondered how schedule conflicts among classes and examinations will be handled. Professor Friedman said that conflicts are currently handled by offering alternatives to avoid the conflicts.

Professor Patrick Kain, speaking as a member of the EPC, said that the students who have been queried are in favor of the proposed changes to the policy. The changes will make it easier for them to deal with conflicts that occur due to family obligations, other courses and other matters that occur and/or must be dealt with in the evenings. The current number of evening examinations is burdensome to our students. Previous attempts by the Provost’s Office to implement recommendations that would reduce these burdens have failed and the recommendations were often ignored or abused by faculty members.

Professor Stephen Byrn noted that in his experience, students enjoyed the availability of a two-hour examination period.

The document will be up for Action at the April Senate meeting.

15. Chief Global Affairs Officer Suresh Garimella updated the Senate on institutional partnerships available through the Purdue University Global Affairs Office (see Appendix D). Following his presentation he entertained questions from the floor and noted that he encouraged faculty members to send him questions about the partnerships or other pertinent issues.

16. Under New Business Professor Kirkwood introduced Senate Document 13-11, Revision to University Regulations of Academic Standing Regulation for Discussion. It was noted that the proposed revision has been in committee for four years and will be up for a vote at the April Senate meeting. The Rationale in the document explains the reason for the revision. Professor John Niser suggested that a financial impact study is needed for the Purdue University system to determine the effects of the revision. Will more or fewer students potentially be on probation with the current regulation versus the proposed revision? If more students are on probation and eventually drop out, will that have a significant financial impact on the University? We do not have answers to these questions. Registrar Frank Blalark suggested that keeping probationary students enrolled if they have little chance of graduating raises ethical issues. Professor Kain stated that the proposed revision will put the probationary policy into agreement with the requirements for graduation. Finally, Professor Alter said that there have been robust discussions of the revision among the EPC members and there is no confusion among the members about the importance and impact of the proposed revision. The document will be up for Action at the April Senate meeting.
17. Memorial Resolutions had been received for Dr. Linda Shell Bergman, Professor of English, and Dr. Ingeborg Hinderschiedt, Professor Emerita of German and Classics. Out of respect for their departed colleagues, the Senate members stood for a moment of silence.

18. The meeting adjourned at 4:25 p.m.
Administrative Growth: A Common Concern

“...as colleges and universities have had more money to spend, they have not chosen to spend it on expanding their instructional resources—that is, on paying faculty. They have chosen, instead, to enhance their administrative and staff resources.”

—Benjamin Ginsburg, The Fall of the Faculty
“The university has grown so large, it’s hard to even know who is there and where are they...it’s time to go find all the people and identify what they do to make sure they are achieving the mission of the university.”

— J. Paul Robinson
Full-time Faculty per Executive & Professional Staff

For every 100 E&P personnel at Purdue, there are only 80 full-time faculty members
Sample College

# of Executive & Professional Staff: 128

Job Title Examples:

- Marketing Specialist
- Program Design & Evaluation Specialist
- Outreach Director
- Director of Information Services
- Graphic Designer
- Logistics Manager
- Business Assistant
- Director of Student Services
Consolidating administrations at Calumet & PNC

**Goal:** To find ways to invest in students and faculty

**Next Steps:** Chancellors will work with faculty and community to determine the best way forward

"By investing administrative costs in faculty, students and programs, we can build an ‘expanded’ vision of educational excellence for the region that will endure for years."

—Chancellor Keon

"...by working together closely we will be able to create an even stronger presence in the many communities which we serve...we will be better able to serve our students, which should always be our highest priority."

—Chancellor Dworkin
Stephen R. Turner

Vice Chancellor of Administration

Vacant

Assistant Vice Chancellor of Finance and Administration
Stephen R. Turner
Vice Chancellor for Finance and Administration

Purdue University Calumet
Purdue University North Central
Existing administrative functions at both campuses

- Information Services (akin to ITAP)
- Facility Management Services
- Human Resources
- Advancement
- Business Services (e.g. accounting, contracts, purchasing)
- Enrollment Management

Areas where funds could be reinvested

- Hiring faculty
- Improving student support
- Enhancing affordability
Recommendation: A “single point of leadership be designated for undergraduate student success ... to coordinate and integrate curricular and co-curricular efforts...”

Action: A committee will be formed to consolidate our student support and student success efforts into one unit.

Benefits:
• Enhancing student success
• More clarity to students
• Reducing redundancies of effort
• Repurposing administrative resources towards student success programs and scholarships
CURRENT STATE:
Multiple & sometimes overlapping units spread throughout campus

Student Affairs
- Convos
- Bands
- PUSH
- CAPS
- CSEL
- Activities
- Intramurals
- Co-Rec
- ROTC
- Career Center
- TRIO
- Volunteerism

Dean of Students
- Judicial System
- Greek Life
- Crisis Management
- Student Success

Enrollment Management
- Registrar
- Financial Aid
- Admissions

Learning
- IMPACT
- Year Round U
- Service Learning
- Undergrad Research
- Interdiscip. Programs
- Core Curriculum
- Assessment

Public Affairs
- Purdue Extended Campus

Academic Success
- Exploratory Studies
- Advising
- BGR
- STAR
- Tutoring
- Purdue Promise
- First Generation Student
- Work Study

Housing & Food Services
- Hall of Music
- Residential Life
- Off-campus Life
- Dining & Residence Halls
DESIRED STATE:
Single leader to coordinate & integrate student support & student success

Example:
Thank you for your remarks, President Daniels, and welcome to the third meeting of the University Senate for this semester.

As I mentioned earlier, we have a very long agenda for today’s meeting, so my remarks will be brief.

Two very important events occurred since our last meeting. First, the Board of Trustees voted unanimously to amend their Bylaws to allow the current Chair of the University Senate a seat, as an ex officio member of the Trustees’ Academic Affairs Committee, and I participated in my first meeting a week ago last Friday. This is significant and I interpret this as a clear signal the Trustees desire a closer working relationship with us. It is an auspicious beginning.

Second, a two-year budget of $2 million has been approved to support the language and cultural competency of our international students. Key aspects include using assessments of language skills to place the 300 new international students with the greatest need into GS 100 and 101, an expansion of English 106i from 750 seats per year to 1000 seats, and additional support for the Writing Lab. The most important point is we now have a concerted effort at serving these students and more cohesion among faculty from English and Communications with staff from Student Success and International Programs. I want to thank President Daniels for his support of this badly needed endeavor.

The Provost Search committee wishes to thank the university community as a whole for the large number of high quality nominations received by the committee. We are now well into the heart of the search process, and hope to be able to present a set of candidates within the next couple of weeks for on-campus interviews that will take place in mid-April.

The Year-Round Task Force has had meetings with President Daniels, Al Diaz, Keith Murray and Frank Blalark since our February meeting, and will be meeting with Melissa Johnson soon, who will share details of the budget model. The group, under the leadership of Prof. Andrew Hirsch, will likely divide into smaller "teams" to dig more deeply into particular areas such as faculty issues of governance, teaching and research, and compensation; and also scheduling and financial issues.

This concludes my remarks.

Thank you.
24 March 2014

TO: University Senate
FROM: David A. Sanders, Chairperson of the Steering Committee
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

STEERING COMMITTEE
David A. Sanders, Chairperson
retrovir@purdue.edu

The primary responsibility of the Steering Committee is the organization and distribution of the agenda for each meeting of the University Senate. This committee also receives communications from any faculty member or group of members and directs such communications to appropriate committees or officers for attention.

ADVISORY COMMITTEE
David J. Williams, Chairperson of the Senate
djw@purdue.edu

The responsibility of the University Senate Advisory Committee is to advise the President and/or Board of Trustees on any matter of concern to the faculty.

NOMINATING COMMITTEE
Michael A. Hill, Chairperson
hillma@purdue.edu

The Nominating Committee is responsible for presenting nominations for the University Senate and University committees. In filling committee vacancies the Nominating Committee seeks to have all interested Senators serve on at least one committee.

EDUCATIONAL POLICY COMMITTEE
Hal P. Kirkwood, Chairperson
kirkwood@purdue.edu

1. Military Absence Policy for Students
2. Evening Exam Reduction
3. Academic Standing & GPA
4. Transfer Credits
5. UCC & Embedded Outcomes
6. "In Residence" & Academic Regulations

FACULTY AFFAIRS COMMITTEE
A. Charlene Sullivan, Chairperson
sullivaa@purdue.edu

1. On-line Course Evaluation
2. Review of Continuous Term Lecture Terms of Employment

STUDENT AFFAIRS COMMITTEE
April J. Ginther, Chairperson
aginther@purdue.edu

1. Student Conduct
2. Purdue Student Creed

UNIVERSITY RESOURCES POLICY COMMITTEE
Richard Johnson-Sheehan, Chairperson
rjohnso@purdue.edu

1. Update on Campus Security
2. Review of Pedestrian and Bicycle Plan
3. Review of State Street Plan

The University Resources Policy Committee shall be concerned with, but not limited to, consideration of the following matters: planning optimal utilization of the physical facilities of the University, including buildings, the library, scientific and equipment and educational aids; studies of staff needs, utilization, and planning; interdepartmental cooperation for improved facilities and staff utilization; and nonacademic planning, including architecture, landscaping, parking, and traffic.

Chair of the Senate, David J. Williams, djw@purdue.edu
Vice Chair of the Senate, Patricia Hart, phart@purdue.edu
Secretary of the Senate, Joseph W.Camp, Jr., jcamp@purdue.edu
University Senate Minutes; http://www.purdue.edu/senate
TO: The University Senate Educational Policy Committee  
FROM: Educational Policy Committee  
SUBJECT: Request to add University regulations of Military Absence Policy for Students  
DISPOSITION: University Senate for Discussion  
CAMPUSES: West Lafayette and Statewide Technology only  
RATIONALE:

- Students who actively serve in the Reserves or National Guard are required to maintain readiness through two-weeks of annual training (AT) per year, drill one-weekend a month, and the occasional extended drill weekend. Failure to maintain readiness is punishable under the Uniform Code of Military Justice and can result in forced military discharge. Whether or not they are allowed to make up missed assignments or tests currently relies upon faculty discretion.
- Students are counseled to inform their professors that they are service members. Students are counseled not to register for courses that will be significantly and substantially impacted by missing more than 1/3 of the class meetings.
- The MAPS policy is intended to assist students in negotiating with faculty to make up missed assignments and course content. This policy does not guarantee student success; it only guarantees an opportunity for success.

Military Absence Policy for Students: Purdue University recognizes that those who are actively serving in the Reserves or National Guard of the United States are required by their military contract to attend mandatory training with failure to attend punishable under law. The University therefore provides the following rights to students required by their military contract to attend mandatory training through the Military Absence Policy for Students (MAPS).

Students will not be penalized for mandatory military training and will be given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of a schedule or class conflict due to mandatory military training. It is the responsibility of the student to inform the instructor at the beginning of the semester of the potential for mandatory military training conflicts. Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.

Students are eligible for up to fifteen (15) days for military-required absences per academic year with no more than ten (10) academic calendar days taken consecutively, for their mandatory military training. Total absences, including travel, may not exceed 1/3 of the course meetings for any course.

Students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified military training from the Purdue campus, as follows:

- Within 150 mile radius of the Purdue campus, no additional excused absence days.
- Between 150 - 300 mile radius of the Purdue campus, one additional excused absence days.
- Beyond 300 mile radius of the Purdue campus, two additional excused absence days. Outside the 48 contiguous United States, four additional excused absence days.

A student should contact the Office of the Dean of Students (ODOS) to request that a notice of the leave be sent to instructors as soon as he or she is informed of the dates of mandatory military training. The student will provide documentation of the mandatory military training in the form of orders or equivalent documents as proof of legitimate absence to the ODOS as soon as these documents are available. If necessary, the ODOS may consult with the Veterans Success
Center about the nature of the documentation. When documentation is presented to the Office of the Dean of Students, a verified absence notification will be sent to the student’s instructors.

The student may provide verbal information about the leave to the ODOS and an unverified preliminary (non–MAPS) notice will be sent to instructors for planning purposes only. MAPS will be applicable only when the student has returned to the ODOS with substantiating documentation and ODOS has sent a verified absence notification to the instructors.

With a verified absence notification from the ODOS, the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student begins to make up the work and is not satisfied with the implementation of this policy, he or she shall provide, within 10 days, a written statement to the professor clearly explaining their objection and suggesting an alternative accommodation. If the professor and student cannot expediently resolve this written objection, then the student may appeal for further review or consultation of his or her case to the Department Head, whereupon ODOS or the Veterans Success Center may become involved. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, ODOS, or the Veterans Success Center to review and consult on his or her situation.

In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. In courses with extensive laboratory exercises, group projects, group performances, or participation requirements, equivalent exercises or assessments may not be possible as determined by the instructor and subject to review by the Dean of the school offering the course, or their designee. In such a case the student may be eligible for retroactive withdrawal. The student should always consult with the instructor to determine the potential impact of any absence.
To: The University Senate  
From: Student Affairs Committee  
Subject: Resolution of endorsement for the *We Are Purdue Statement of Values*  
Disposition: University Senate for Approval  

**WHEREAS:** The Purdue Student Government (PSG) has composed the *We Are Purdue Statement of Values* – an explicit statement of Purdue values emphasizing integrity, respect, honor, inclusion, innovation, and growth.

**WHEREAS:** The Purdue Student Government (PSG) and the Purdue Graduate Student Government (PGSG) have passed resolutions endorsing *We Are Purdue Statement of Values*.

**THEREFORE, BE IT RESOLVED THAT:**

The Purdue University Senate recognizes and affirms the efforts of PSG and PGSG to support an atmosphere of tolerance and respect within the Purdue community;

We endorse the efforts of PSG and PGSG to provide a positive, foundational statement of values for the Purdue community in the creation and dissemination of *We are Purdue*;

We encourage the faculty, staff, and student body to recognize the responsibility to foster the Six Pillars of Purdue identified in the *We are Purdue Statement of Values*: integrity, respect, honor, inclusion, innovation, growth.

Respectfully submitted on behalf of the Purdue University Senate  
David J. Williams, Chair  
Patricia Hart, Vice Chair  
Charlene Sullivan, Chair, Faculty Affairs Committee  
Richard Johnson-Sheehan, Chair, University Resources Policy Committee  
Harold Kirkwood, Chair, Educational Policy Committee  
April Ginther, Chair, Student Affairs Committee  
Michael Hill, Chair, Nominating Committee
We Are Purdue

Boilermakers, who are we?

We are a family that embodies integrity through the practice of honesty, humility, and accountability.

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

We are innovators discovering new ideas and solutions that will foster a positive global impact.

We are honored to share our long-lasting traditions instilling a legacy of loyalty and pride within ourselves and others.

We are determined to build ourselves and our community, always One Brick Higher.

We are ever grateful ever true, WE are ONE PURDUE!

Chant

Boilermakers, WHO ARE WE?

WE are EVER GRATEFUL, EVER TRUE.

WE are ONE PURDUE!

Six Pillars of Purdue

INTEGRITY, RESPECT, HONOR, INCLUSION, INNOVATION, GROWTH
TO: The University Senate  
FROM: University Senate Nominating Committee  
SUBJECT: Nominees for Vice Chairperson of the University Senate  
REFERENCES: Bylaws, Section 3.20b, c  
DISPOSITION: Election by the University Senate

The Nominating Committee proposes the following slate to serve as vice chairperson of the University Senate for the academic year 2014-2015. The nominees for Vice Chairperson are:

Kirk Alter  
Building Construction Management Technology

Michael A. Hill  
Veterinary Clinical Sciences

Candidate résumés are attached.
Kirk Alter

Kirk Alter is an associate professor of building construction management. He joined Purdue University faculty in 1995, after a successful career in industry where he grew a nationally recognized company from a start-up to annual revenues of $400m with 1,200 employees. Once recruited to Purdue he led the BCM Department in expanding its offerings of program specializations resulting in increased enrollments and increased industry contributions and participation. His scholarly interest in sustainable design and development led him to being named Fulbright Scholar and Visiting Fellow in the Department of Civil Engineering at Tallinn Technical University in 2006. He is a Founding Faculty Fellow of the Purdue Polytechnic Institute – a Purdue Moves initiative, COT Global Ambassador, and Director of Continuing Education for the BCM Department. He has won many teaching awards, both at Purdue and nationally. His teaching and research focuses on sustainable design and development in the built environment.

Professor Alter has demonstrated leadership in shared governance at Purdue, in industry, and in the greater Lafayette/West Lafayette community. He currently is Vice-Chair of the Senate Steering Committee, has recently been appointed to the Special Task Force on Trimesters, and serves on the Educational Policy Committee. He serves on the Board of Governors of the PHCC National Educational Foundation, is in his second term as elected Director of Tipmont REMC (local electric utility) where he serves as Secretary/Treasurer, serves as a Director for industry partner Feyen Zylstra, and serves on PEFCU’s Asset and Liability Committee.

In this moment in Purdue’s history shared governance could not be more important. Over the next several years as President Daniels’ Purdue Moves platform moves toward implementation the University Senate will need to work diligently to surface all of the issues required to operationalize Purdue Moves thoughtfully. This will require organization, hard work, balance, and a Senate committed to embracing its role in leading policy-making in the areas of calendar, curriculum, and conferring of degrees. Professor Alter is confident that effective shared governance is the only way forward, and that the next two years will require a strong effort by the Senate to provide the leadership necessary to carefully inform the policy-revision process.

Kirk, and his wife Pamela – a Special Education Teacher at Harrison High School, raised four children in West Lafayette. Two daughters are currently attending Purdue – one in Sustainable Agronomic Systems, one in Fashion Design. One of his sons will be graduating from Wabash College in May, and his other son is studying sound engineering at Colorado State University.

Michael A. Hill

Michael A. Hill is an associate professor of swine production medicine in the College of Veterinary Medicine. After graduating from the Royal Veterinary College, London, with a veterinary degree, Dr. Hill spent about five years in mixed animal practice and then five years as a diagnostician in one of 24 Ministry-run laboratories in England. Next, he decided to seek higher degrees and moved to the University of Minnesota where he completed his MS in anatomic pathology and his PhD in veterinary medicine.

At this point, having decided to pursue an academic career, in 1984 he joined Purdue University as an assistant professor. He took on the role of professor of record for a core junior year course and used innovative approaches to allowing students to learn applied concepts in Swine Production Medicine. At the same time he carried out applied research into diseases of pigs.

Subsequently, he was invited to develop a series of three core courses that involves freshman and sophomore students learning about behavior, husbandry, and diagnostic and therapeutic techniques in domestic animals ranging in size from mice to large breeds of horses. Although courses are team taught by species and topic specialists, it is his role to co-ordinate laboratories and to participate with the topic leaders. Often Dr. Hill is topic leader as students are prepared to work with each species. In the spring he manages and co-ordinates an elective equine nutrition course with Mark Russell from Animal Sciences.
Over the past three years, Dr. Hill has been an advocate of using a course management system, Blackboard, and he utilizes the platform for all examinations (in a variety of modalities from lower cognitive level questions through to essay answers) as well as note and video presentations and wikis.

During his tenure as a senator he has served as chair of the Nominating Committee, served on the Steering and Advisory committees and participated in meetings of the Committee for Student Excellence and an ad-hoc committee on faculty evaluations.

Michael Hill is married with two sons, one a senior at Wabash College, majoring in Classics with a minor in Religion and an interest in field Archeology. His younger son is a High School junior who is finding his path to a career in engineering, physics/chemistry or something in between. His wife Martha is V.P. for Public Programs and Visitor Experience at the Eiteljorg Museum of American Indians and Western Art and an adjunct faculty at IUPUI.
TO: The University Senate  
FROM: Senators Alberto J. Rodriguez and Heather Servaty-Seib  
SUBJECT: Proposal for a Standing Committee for Equity and Diversity  
DISPOSITION: University Senate Discussion

Sustaining a culturally diverse student, staff, and faculty community is vital to the continuous growth of Purdue University as a leading institution for higher education; therefore, we propose the establishment of a new Senate Standing Committee entitled the Equity and Diversity Committee (EDC).

RATIONALE:

Purdue’s commitment to inclusion, equity, and enhanced diversity is evidenced in a number of university documents and indicated by university actions:

- “Purdue serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge” (University Mission).
- “Purdue University 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, sexual orientation, gender identity and expression, disability, or status as a veteran” (http://www.purdue.edu/purdue/ea_eou_statement.html).
- Purdue is committed to launching tomorrow’s leaders through characteristics such as: “A learning environment immersed in a rich and dynamic culture of diversity, equality, and inclusion for all people, with widespread support and a diverse educational climate for an evolving global society” (p. 6, New Synergies).
- Purdue hired a Vice Provost for Diversity and Inclusion in 2009. The goals of the Division of Diversity and Inclusion include creating and sustaining a welcoming campus where all students can excel; increasing and retaining the number of historically underrepresented and diverse students, faculty and staff; and preparing all students to thrive in the diverse and global environment.
- Purdue established the Lesbian, Gay, Bisexual, Transgender, and Queer Center on campus in 2012.
- Purdue included intercultural knowledge, global citizenship, and social awareness as embedded learning outcomes in the core curriculum.
- Purdue is engaged in training administrators and search committees chairs regarding strategies for recruiting diverse faculty and staff.
- Purdue is engaged in self-study related to the successful recruitment and retention of underrepresented minority students (i.e., Equity Score Process).
Although there are a number of distinct units at Purdue active in important efforts related to equity and diversity, there is a need for strong faculty and staff leadership in university level conversations related to these issues. More specifically, a senate standing committee is a natural extension and vital step in solidifying Purdue’s commitment to inclusion, equity, and enhanced diversity. A standing committee, as opposed to a faculty level committee, is required because:

- Inclusion, equity, and enhanced diversity are crucial to sustaining a positive overall climate at Purdue.
- Inclusion, equity, and enhanced diversity are the purview of everyone on campus and cannot be appropriately or effectively addressed by single units.
- Inclusion, equity, and enhanced diversity are ongoing, overarching, and constantly evolving areas of attention.
- As a standing committee, the Equity and Diversity Committee will have a broad charge, aligned with the broad charges of the existing senate standing committees.
- As a standing committee, the Equity and Diversity Committee will have more direct access to the senate floor and be more accessible to administrators who require the guidance of the committee.
- The act of establishing the Equity and Diversity Committee at the level of a standing (vs. faculty level) committee sends a more powerful message regarding Purdue’s commitment to inclusion, equity, and enhanced diversity.
- Eight out of 11 of Purdue’s peer institutions have a faculty or university senate committee (most as standing committees) dedicated to addressing issues of inclusion, equity and/or diversity. Although not a singularly compelling argument, it is critical for Purdue to at least review and consider the actions taken by peer institutions. For example, the University of Michigan Committee for an Inclusive University was established in 1994.

**COMMITTEE DESCRIPTION:**

*The Equity and Diversity Committee (EDC)*

The Equity and Diversity Committee shall consist of 13 Senators (including Chair, Vice Chair, and Secretary), 3 advisors, and 3 students (two undergraduate students and one graduate student). Two established *ex-officio* members shall be the Vice Provost for Diversity and Inclusion and the Vice Provost for Faculty Affairs. Additional *ex-officio* members shall be invited as deemed appropriate by the EDC. The Purdue Student Government shall recommend the undergraduate students and the Purdue Graduate Student Government shall recommend the graduate student. Each student so chosen shall serve for a term of one year. Any member absent for more than two meetings will forfeit her/his membership on the Committee.

**Duties and Responsibilities**

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.

EXAMPLES OF POTENTIAL FUNCTIONS FOR THE EDC:

a) Revise the University’s welcoming statement and other social media statements to ensure that they address equity and diversity issues.
b) Work with Colleges/Departments on their respective faculty, staff and student recruitment and retention plans and provide suggestions.
c) Work with other Equity and Diversity groups on campus to develop short-term and long-term action plans that can maximize our efforts toward “a rich and dynamic culture of diversity, equality, and inclusion for all people” (New Synergies, p. 6).
To: The University Senate  
From: Senators Alberto J. Rodriguez and Heather L. Servaty-Seib  
Subject: Change to University Senate Bylaws  
References: University Senate Bylaws; University Senate Document 13-7  
Disposition: University Senate for Discussion

**Proposed**

**Present**

5.01 *Committee Structure*

The standing committees of the University Senate, hereafter called "senate committee(s)," shall be the following:

- Steering Committee
- Nominating Committee
- Equity and Diversity Committee
- Student Affairs Committee
- Faculty Affairs Committee
- Educational Policy Committee
- University Resources Policy Committee
- Advisory Committee

5.01 *Committee Structure*

The standing committees of the University Senate, hereafter called "senate committee(s)," shall be the following:

- Steering Committee
- Nominating Committee
- Student Affairs Committee
- Faculty Affairs Committee
- Educational Policy Committee
- University Resources Policy Committee
- Advisory Committee

**Proposed Addition**

5.30 *The Equity and Diversity Committee (EDC)*

The Equity and Diversity Committee shall consist of 13 Senators (including Chair, Vice Chair, and Secretary), 3 advisors, and 3 students (two undergraduate students and one graduate student). Two established *ex-officio* members shall be the Vice Provost for Diversity and Inclusion and the Vice Provost for Faculty Affairs. Additional *ex-officio* members shall be invited as deemed appropriate by the EDC. The Purdue Student Government shall recommend the undergraduate students and the Purdue Graduate Student Government shall recommend the graduate student. Each student so chosen shall serve for a term of one year. Any member absent for more than two meetings will forfeit her/his membership on the Committee.
Duties and Responsibilities

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.

All subsequent committee description numbering in the Bylaws will be changed to reflect the addition of the Equity and Diversity Committee. For example, the sections describing the Student Affairs committee will now be 5.40 and 5.41 rather than 5.30 and 5.31.
Date: March 13, 2014
To: University Senate
From: Dr. G. Christine Taylor, Ph.D.
Subject: PROPOSAL FOR A STANDING COMMITTEE FOR EQUITY AND DIVERSITY

Colleagues,

I am writing to offer my full and enthusiastic support for the formation of a new University Senate standing committee for Equity and Diversity.

Diversity and inclusion are essential to academic excellence, and the issues surrounding diversity and inclusion impact every sector of our campus, including faculty, students and staff. One of the goals of the Division of Diversity and Inclusion is to prepare all students to thrive in the diverse and global environment. We know that the preparation of tomorrow’s global leaders requires a comprehensive institutional approach.

The addition of the Equity and Diversity standing committee will place the importance of this area within the context of the academic governance structure of the institution. This will enhance our ability to reach our institutional goal.

Thank you for your consideration of the Equity and Diversity standing committee. It has my enthusiastic support.
March 12, 2014

Drs. Alberto J. Rodriguez & Heather Servaty-Seib
University Senators
Purdue University

Dear Drs. Rodriguez & Servaty-Seib:

The Executive Committee of the Latino/a Faculty and Staff Association (LaFaSA) strongly supports the establishment of a University Senate Standing Equity and Diversity Committee.

We are excited about the multiple opportunities for collaboration this Committee will offer as we have many common goals. One of the primary functions of LaFaSA is to raise awareness about issues affecting the wellbeing and success of Latina/o faculty, staff and students on campus. We believe that a Senate Standing Committee focusing on equity and diversity issues will enable us to work together more effectively for the benefit of the university community at large.

It is also worth noting that members of the LaFaSA Executive Committee are often invited by various university departments that are conducting faculty searches to meet with their candidates. The request to meet with Latina/o faculty and staff of color often comes from the candidates themselves who want to find out more about the climate and opportunities the university provides to culturally diverse individuals. Having a Senate Equity and Diversity Committee could assist with these efforts, as well as send a clear message that Purdue University is committed to enriching the opportunities for access and success of all its members.

Please feel free to contact us if you require any further assistance.

On behalf of the Executive Committee,

______________________________
Rosa Villarreal
Secretary
DRAFT: for Senate Steering Committee

University Senate Document 13-9
24 March 2014

To: The University Senate
From: Steve Wereley and David A. Sanders
Subject: Statement of Support for the Restoration of the Common Reading Program
Disposition: University Senate for Approval

WHEREAS: “The mission of the Purdue University Common Reading program [was] to provide a common, academic-based first-year experience for all new students (freshmen and transfers) – an experience that sets high academic expectations for students from the onset of their undergraduate careers.”* and

WHEREAS: “The goals associated with this mission [included]:
Connect students to their faculty/instructors
Connect students to their peers
Enhance student success by:
  emphasizing reading as an intellectual skill central to student achievement,
  promoting learning with and from others,
  setting higher expectations for student success, [and]
  modeling academic behaviors”* and

WHEREAS: The Purdue University Common Reading program was canceled without input from either the Common Reading Committee, whose membership included faculty, students, and staff or from any other faculty or students, and

WHEREAS: The reasons advanced for the elimination of the Purdue University Common Reading program appear to be post hoc rationalizations and

WHEREAS: The announcement of the cancellation of the Purdue University Common Reading program was made without warning during Winter Break and
WHEREAS: There has been support among the faculty for the Purdue University Common Reading Program.

THEREFORE, BE IT RESOLVED THAT:

The Purdue University Senate strongly urges Student Success at Purdue and other responsible administrative units to restore the Purdue University Common Reading program for the 2015-2016 academic year and to provide the resources necessary to do so.

Respectfully submitted,
Steve Wereley and David A. Sanders

* Student Success at Purdue
TO: The University Senate Educational Policy Committee  
FROM: Educational Policy Committee  
SUBJECT: Revision to University Regulations of Scheduling of Examinations  
DISPOSITION: University Senate for Discussion  
CAMPUSES: West Lafayette campus only  
RATIONALE: The intended purpose of the evening examinations is to accommodate multi-division courses whose daytime classrooms and schedules prohibit effective common examinations. 
Evening examination periods are not intended for use in single-division courses.

Prior attempts to discourage the use of evening exams to reduce student conflicts have not proven effective.

This policy change is intended to eliminate single-division course evening exams in all but extraordinary circumstances.

Students suggest that the use of night examinations creates conflicts with their participation in student organizations, conflicts for students with more than one night exam or class on the same evening, and presents challenges for students with work or family responsibilities in the evening.

The office of the Registrar will send a memo to departments on March 24 to call for fall 2014 evening exams due back by May 2.

Scheduling of Examinations

Evening Examinations

(Under University Senate Document 77-27, approved September 25, 1978, and University Senate Document 82-5, approved February 21, 1983; revised by University Senate Document 00-4, March 19, 2001; and University Senate Document 7-6, February 18, 2008)

1. The Office of the Registrar will schedule examinations as requested under the provisions of this policy. Such scheduling will be subject to limitations on available facilities and will be based on the concept of minimizing the number of students scheduled for more than one examination at the same time.
2. Evening examinations will be scheduled when requested for multi-division courses whose daytime classrooms and schedule prohibit effective common examinations during regular class periods.
3. Single-division course evening exams are prohibited, but under extraordinary circumstances and with the personal approval of the Vice Provost, they may be permitted and scheduled when requested, if critical to the objectives of the course.
4. Graduate-level courses (60000-level) are exempted from this policy.
4-5. **Multidivision** evening examinations may be scheduled during either of the following periods:

- 6:30 to 7:30 p.m.
- 8:00 to 9:00 p.m.

As an exception, when the Hall of Music, Loeb Playhouse, or Fowler Hall is used for two 60-minute examinations in a single evening, the examinations are to be scheduled for the following periods:

- 6:30 to 7:30 p.m.
- 8:30 to 9:30 p.m.

Start times in these locations will change to 6:00 p.m. and 8:00 p.m. respectively on those occasions when they are scheduled for a 60-minute exam and an exam which exceeds 60 minutes. Requests for more than 60 minutes will be scheduled to start at the later hour.

Requests for more than 60 minutes will be scheduled to start at the later hour.

5-6. In all cases, the testing period should be restricted to 60 minutes, unless a multiple-period evening examination has been requested. Multiple-period evening examinations may be requested only when the unique nature of the course as testified by the department head precludes effective testing within the regular 60-minute evening examination period.

6-7. **Examinations** will be held on Monday, Tuesday, Wednesday, and Thursday, with the exception that no examinations will be held on the day preceding an official University holiday.

7-8. For all examination periods scheduled, roughly equivalent regular class periods are to be omitted. Omitted meetings are to be selected by the instructor according to the principle that meetings for each course should be distributed uniformly over its assigned term of instruction.

8-9. Requests for the scheduling of evening examinations shall conform to the following procedures:

1. Requests shall be forwarded to the Office of the Registrar by and with the approval of the departmental schedule deputy. The request should include a preferred date and two alternative dates (one of which should be in another week) for each evening exam requested.
   1. **Multidivision** courses at the 10000- and 20000-level must submit requests at the time departments submit their schedule of classes. A statement that these courses require evening examinations will be printed in the Schedule of Classes.
   2. If possible, all other courses requesting evening examinations should submit requests at the same time departments submit their schedule of classes. These courses will also be identified in the Schedule of Classes.
   3. If after the beginning of classes it becomes necessary to submit a request for an evening examination not previously scheduled, this request should be submitted at least two weeks prior to the
proposed examination date to the Vice Provost. If approved, these requests will be honored only as space and the principle of conflict minimization permit.

4. Scheduled times for evening examinations may be changed after the beginning of the semester providing a request for the change is submitted at least two weeks in advance of the earlier of the two scheduled dates. These requests, if approved by the Vice Provost, will be honored only as space and the principle of conflict minimization permit. Changes in scheduled examinations should be avoided as much as possible. In particular, requests for changes in scheduled examinations in 10000- and 20000-level courses should be requested only under the most unusual circumstances.

2. Examinations coincident with convocations, intercollegiate athletic events, and student activities will be avoided if possible; but if necessary, such examinations may be scheduled on the premise that the examination process takes priority over any of these events. In this case, the Office of the Registrar has the authority to start the first period of evening exams as early as 6:00 p.m.

3. Conflicts shall be resolved as follows (University Senate Document 81-4, April 19, 1982):
   1. In case of examination conflicts (exams scheduled for the same student at the same time), the conflict should be resolved by the course instructors, provided that the student informs them of the conflict. If the instructors cannot resolve the conflict, the student may elect the course in which he/she is to be examined and should so inform both instructors prior to the examination.
   2. In case of examination conflicts with a scheduled evening course, the affected student, after consultation with the instructors involved, may elect the alternative at the scheduled time that is most appropriate to his/her academic interests.
   3. Other conflicts should be resolved between the instructor and the student. If conflict resolution is not possible, the examination shall take precedence, subject to appeal through the head of the department in which the course is offered.

4. The Office of the Dean of Students will be available for assistance in conflict resolution.

9-10. Requests for the scheduling of single-division evening examinations shall conform to the same procedures as multi-division exams after receiving Vice Provost approval.

40-11. The Office of the Provost shall implement a procedure to inform faculty and students of the academic regulations governing the scheduling and conducting of evening examinations.
The Office of Global Affairs is Purdue University’s connection point to the rest of the world, fostering university-level global initiatives and programs. We link Purdue colleges, departments, centers and programs with global companies, agencies, non-governmental organizations (NGOs), alumni and other universities.

**Our primary mission**: Advance Purdue’s education, research and engagement programs as we extend the University’s global impact and reputation.

- Advance Indiana’s economic, social and cultural climate
- Enhance study abroad experiences
- Leverage our strengths in the STEM areas, including agriculture
- Establish and deepen global alumni and corporate partnerships
- Facilitate research partnerships with leading institutions
- Attract and better integrate the best, most diverse body of students, faculty and staff
- Inform global policymakers

The successful university of the future will engage globally to provide rich experiences for students, attract top talent, partner with leading companies and address global-scale challenges.

*Suresh Garimella*, Chief Global Affairs Officer, Purdue University
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*Approved*