AGENDA

1. Call to order
   Professor J. Paul Robinson

2. Approval of Minutes of 18 March 2013

3. Acceptance of Agenda

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

5. Remarks of the Chairperson
   Professor J. Paul Robinson

6. Résumé of Items Under Consideration by Various Standing Committees
   For Information
   Professor James S. Lehnert

7. Question Time

8. Senate Document 12-4 Change To Academic Regulations and Procedures Drop and Add Dates
   For Action
   Professor Harold P. Kirkwood

9. Senate Document 12-5 Change to Academic Regulations and Procedures on Grades and Grade Report Regulation
   For Action
   Professor Harold P. Kirkwood

10. Senate Document 12-6 Addition to University Regulations of Repeat Policy for Nonrepeatable Courses
    For Action
    Professor Harold P. Kirkwood

11. Senate Document 12-9 Nominees for Senate Steering and Senate Nominating Committees
    For Action
    Professor Michael A. Hill

12. Senate Document 12-10 Nominees for Senate Standing Committees
    For Action
    Professor Michael A. Hill

13. Senate Document 12-11 Nominees for Faculty Committees
    For Action
    Professor Michael A. Hill

    For Information
    Director of Athletics Morgan Burke

15. New Business

16. Memorial Resolutions

17. Adjournment


Guests: Cheryl Arroyo, Richard Buckius, Morgan Burke, Alan Friedman, Ed Howat, Mike Loizzo, Greg McClure, Miranda McCormack, Valerie O’Brien, Kyle Pendergast, Sandy Shaffer, Chris Sigurdson, Brittany Tyner, Stephanie Wang, Eric Weddle

1. The meeting was called to order at 2:30 p.m. by Chairperson J. Paul Robinson.
2. The minutes of the 18 March 2013 Senate meeting were approved as distributed.
3. The agenda was accepted as distributed.
4. President Mitchell E. Daniels, Jr. was out-of-town at a meeting of the American Association of Universities.
5. Professor Robinson presented the remarks of the Chairperson (see Appendix A).
6. Professor James S. Lehner presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix B). The chairpersons of each standing committee commented on their committee’s items.
7. As President Daniels was not in attendance, Professor Robinson moved on to the next agenda item.
8. Professor Harold P. Kirkwood, Chair of the Educational Policy Committee presented, for Action, the following Senate Documents:
These documents were dealt with, in turn. Professor Kirkwood made a motion to approve Senate Document 12-4. His motion was seconded by Professor Michael Hill and the discussion of the document began. The proposed changes would allow a student to drop or add a class during the first week with no prior approvals. However, a course dropped during the second through fourth weeks of class would appear with a “W” on the student’s transcript. Professor Morris Levy proposed an en bloc motion to include wording in all three documents that would clarify that the academic policy proposed in this document would apply only to the West Lafayette campus. His motion was seconded by Professor David Pick. During the discussion of the amendment, it was determined that the Senate Document 12-4 already included language ensuring that the policy changes proposed in the document would apply only to the West Lafayette campus. That being the case, Professor Levy withdrew his proposed amendment. The discussion of the main motion resumed and numerous Senators spoke in opposition to the passage of the document. Most notably, Senator Joseph Rust, representing Purdue Student Government, said that the student body at Purdue University would not support the proposed change in the drop date. It was his view that this change, if implemented, would not enhance students’ success. The vote was taken and the motion to approve Senate Document 12-4 was defeated, 15 to 42 with one abstention.

1. Professor Kirkwood next introduced Senate Document 12-5. Professor Pamela Aaltonen made a motion to approve the document which was seconded by Professor Michael Hill. This document proposes changes to the academic regulations that clarify the deadline by which an incomplete grade must be completed and processed while adding plus and minus grades to the regulations. The proposal also requires that faculty members provide students with midterm grade reports through Signal, Blackboard, Banner, written memorandum or verbal communication. Senior Associate Registrar Lesa Beals answered questions from Senator to clarify wording with respect to the use of “academic year” vs. “calendar year” in the document. She said that “year” refers to “academic year.” Several Senators asked if this policy change would apply to the regional campuses. Regional campus Senators Duzinkiewicz and Barrett believe that the proposed changes would have negative impacts on the regional campus students. Professor Levy made a motion to include wording in Senate Documents 12-5 and 12-6 to make it clear the policy would apply to the West Lafayette campus only. His motion was seconded and passed by a show of hands with one vote in opposition. During the discussion, several questions about wording were clarified and several friendly amendments were proposed and accepted by Professor Kirkwood. These are included in the documents attached to these minutes. Following the discussion, the document was approved by a vote of 36 approving, 13 opposing and 5 abstaining.

2. Finally, Professor Kirkwood introduced and moved approval of Senate Document 12-6. His motion was seconded by Professor Peter Hirst. This document proposes changes that will limit the number of times a student can take a course and then repeat the course. During the discussion, several Senators asked for clarification of the total number of times a student can take a course. It was finally concluded that a total of three attempts can be made for a given course. Following the discussion, the document was approved by a vote of 47 approving, 7 opposing and 2 abstaining.

3. Professor Michael A. Hill presented, for Action, Senate Document 12-9, Nominees for Senate Steering and Senate Nominating Committees. He asked for additional nominations from the floor but none were forthcoming. The document was moved and seconded. Voting for this document was done by secret paper ballot. The votes were tallied and Professors Kirk Alter, Paul Ebner, Sandra Liu, Zygmunt Pizlo and Harry Targ
4. Professor Hill next presented Senate Document 12-10, *Senate Standing Committee Nominees*. His motion was seconded. No additional nominations were presented from the floor and the document was approved by consent.

5. Professor Hill then finally presented Senate Document 12-11, *Faculty Committee Nominees*. His motion was seconded. No additional nominations were presented from the floor and the document was approved by consent.

6. Director of Intercollegiate Athletics Morgan Burke presented for Information, the *Athletic Affairs Committee Annual Report* (see Appendices C and D). Following the presentation he and his assistants answered questions from the floor. Associate Director Ed Howat stated that the master tutor program has been particularly effective as the student-athletes come to the sessions well-prepared and they seem more accountable than in other tutoring programs. The master tutor program is very beneficial and more master tutors need to be recruited. If any Senators know of potential master tutors, they should inform Directors Burke or Howat.

7. No memorial resolutions had been received.

8. The meeting adjourned at 4:20 p.m.
### Technology Commercialization for 2011-12

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>% Receiving Awards</th>
<th>Average Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>67%</td>
<td>$315,749</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>47%</td>
<td>257,390</td>
</tr>
<tr>
<td>Assist. Professor</td>
<td>65%</td>
<td>182,278</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>60%</td>
<td>273,482</td>
</tr>
</tbody>
</table>

1. Support in collaboration with development is included.

Source: Sponsored Program Services
Purdue Academics

• TT Faculty 1827
• Lectures & limited term 303 lecturers
Figure 1.
Trends in Faculty Status, 1975-2003
All degree-granting institutions, national totals

- FT Tenured
- FT Tenure Track
- FT Non-Track
- Part-time

1975:
- FT Tenured: 36.5%
- FT Tenure Track: 20.3%
- FT Non-Track: 13.0%
- Part-time: 13.0%

1989:
- FT Tenured: 33.1%
- FT Tenure Track: 16.9%
- FT Non-Track: 13.7%
- Part-time: 30.2%

2003:
- FT Tenured: 36.4%
- FT Tenure Track: 24.1%
- FT Non-Track: 11.0%
- Part-time: 18.7%
<table>
<thead>
<tr>
<th>Institution</th>
<th>Tenured and tenure-track</th>
<th>Full time non-tenure-track</th>
<th>Part time</th>
<th>Percentage of faculty outside tenure system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandeis U.</td>
<td>247</td>
<td>101</td>
<td>153</td>
<td>50.7%</td>
</tr>
<tr>
<td>Brown U.</td>
<td>559</td>
<td>125</td>
<td>114</td>
<td>29.9%</td>
</tr>
<tr>
<td>California Institute Of Technology</td>
<td>274</td>
<td>94</td>
<td>67</td>
<td>37.0%</td>
</tr>
<tr>
<td>Carnegie Mellon U.</td>
<td>613</td>
<td>569</td>
<td>193</td>
<td>55.4%</td>
</tr>
<tr>
<td>Case Western Reserve U.</td>
<td>509</td>
<td>137</td>
<td>181</td>
<td>38.5%</td>
</tr>
<tr>
<td>Columbia U.</td>
<td>1,137</td>
<td>152</td>
<td>747</td>
<td>44.2%</td>
</tr>
<tr>
<td>Cornell U.</td>
<td>1,428</td>
<td>350</td>
<td>188</td>
<td>27.4%</td>
</tr>
<tr>
<td>Duke U.</td>
<td>758</td>
<td>417</td>
<td>102</td>
<td>40.6%</td>
</tr>
<tr>
<td>Emory U.</td>
<td>651</td>
<td>351</td>
<td>79</td>
<td>39.8%</td>
</tr>
<tr>
<td>Harvard U.</td>
<td>1,291</td>
<td>1,072</td>
<td>611</td>
<td>56.6%</td>
</tr>
<tr>
<td>Indiana U. at Bloomington</td>
<td>1,293</td>
<td>296</td>
<td>286</td>
<td>31.0%</td>
</tr>
<tr>
<td>Iowa State U.</td>
<td>1,085</td>
<td>196</td>
<td>227</td>
<td>28.1%</td>
</tr>
<tr>
<td>Johns Hopkins U.</td>
<td>637</td>
<td>631</td>
<td>122</td>
<td>54.2%</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>902</td>
<td>220</td>
<td>520</td>
<td>45.1%</td>
</tr>
<tr>
<td>Michigan State U.</td>
<td>1,769</td>
<td>452</td>
<td>310</td>
<td>30.1%</td>
</tr>
<tr>
<td>New York U.</td>
<td>1,299</td>
<td>744</td>
<td>2,584</td>
<td>71.9%</td>
</tr>
<tr>
<td>Northwestern U.</td>
<td>877</td>
<td>353</td>
<td>285</td>
<td>42.1%</td>
</tr>
<tr>
<td>Ohio State U. main campus at Columbus</td>
<td>2,070</td>
<td>4</td>
<td>610</td>
<td>22.9%</td>
</tr>
<tr>
<td>Pennsylvania State U. at University Park</td>
<td>1,664</td>
<td>1,185</td>
<td>340</td>
<td>47.8%</td>
</tr>
<tr>
<td>Princeton U.</td>
<td>694</td>
<td>113</td>
<td>206</td>
<td>31.5%</td>
</tr>
<tr>
<td>Purdue U. main campus</td>
<td>1,637</td>
<td>546</td>
<td>411</td>
<td>36.9%</td>
</tr>
<tr>
<td>Rice U.</td>
<td>474</td>
<td>95</td>
<td>72</td>
<td>26.1%</td>
</tr>
<tr>
<td>Rutgers U. at New Brunswick</td>
<td>1,740</td>
<td>420</td>
<td>1,299</td>
<td>49.7%</td>
</tr>
<tr>
<td>Stanford U.</td>
<td>928</td>
<td>63</td>
<td>23</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

The table above shows the number of tenured, full-time non-tenure-track, part-time faculty, and the percentage of faculty outside the tenure system for various institutions.
higher education system - is no longer sustainable. When it falls, everyone falls.

Success is not a pathway out of social responsibility.

Last week, a corporation proudly announced that it had created a digital textbook that monitors whether students had done the reading. This followed the announcement of the software that grades essays, which followed months of hype over MOOCs - massive online open courses - replacing classroom interaction. Professors who can gauge student engagement through class discussion are unneeded. Professors who can offer thoughtful feedback on student writing are unneeded. Professors who interact with students, who care about students, are unneeded.
fini
## Faculty Profile at West Lafayette

### Student Credit Hours

<table>
<thead>
<tr>
<th>College/School</th>
<th>Tenured &amp; Tenure-Track Faculty</th>
<th>Non-Tenured Faculty</th>
<th>% SCH Taught by Faculty by College/School</th>
<th>Graduate TA and Other</th>
<th>Total</th>
<th>% of all SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>65,113</td>
<td>31,777</td>
<td>67.9%</td>
<td>45,872</td>
<td>142,762</td>
<td>26.6%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>39,816</td>
<td>26,860</td>
<td>58.6%</td>
<td>47,104</td>
<td>113,780</td>
<td>21.2%</td>
</tr>
<tr>
<td>Engineering</td>
<td>53,604</td>
<td>10,309</td>
<td>86.6%</td>
<td>9,861</td>
<td>73,774</td>
<td>13.8%</td>
</tr>
<tr>
<td>Health and Human Sci</td>
<td>26,157</td>
<td>13,121</td>
<td>77.2%</td>
<td>11,607</td>
<td>50,885</td>
<td>9.5%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>28,276</td>
<td>3,263</td>
<td>83.7%</td>
<td>6,121</td>
<td>37,660</td>
<td>7.0%</td>
</tr>
<tr>
<td>Management</td>
<td>10,473</td>
<td>24,130</td>
<td>89.4%</td>
<td>4,092</td>
<td>38,695</td>
<td>7.2%</td>
</tr>
<tr>
<td>Technology</td>
<td>21,615</td>
<td>6,287</td>
<td>75.4%</td>
<td>9,111</td>
<td>37,013</td>
<td>6.9%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>6,415</td>
<td>3,545</td>
<td>71.6%</td>
<td>3,959</td>
<td>13,919</td>
<td>2.6%</td>
</tr>
<tr>
<td>Education</td>
<td>4,107</td>
<td>2,726</td>
<td>67.9%</td>
<td>3,223</td>
<td>10,056</td>
<td>1.9%</td>
</tr>
<tr>
<td>Other</td>
<td>2,015</td>
<td>3,591</td>
<td>56.4%</td>
<td>4,332</td>
<td>9,938</td>
<td>1.9%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>5,703</td>
<td>1,019</td>
<td>87.5%</td>
<td>958</td>
<td>7,680</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Total SCH</strong></td>
<td><strong>263,294</strong></td>
<td><strong>126,628</strong></td>
<td><strong>73%</strong></td>
<td><strong>146,240</strong></td>
<td><strong>536,162</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>% of Total SCH</td>
<td>49%</td>
<td>24%</td>
<td>73%</td>
<td>27%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
TO: University Senate  
FROM: James Lehnert, Chairperson of the Steering Committee  
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees  

STEERING COMMITTEE  
James Lehnert, Chairperson  
lehnert@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  
J. Paul Robinson, Chairperson of the Senate  
jpr@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 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. GPA requirements after readmission  
2. Transfer credit  
3. Academic Year and Calendar Policy  
4. Changes to Academic Regulations and Procedures - Add and Drop Deadline Policy, Grades and Grade Report Policy, Scholastic Records Policy and Degrees and Requirements Policy  
5. Enhanced Recognition for Academic Achievement

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

1. On-line Course Evaluation  
2. Clinical Faculty  
3. NSF ADVANCE Initiative- policies to reduce unintentional bias in faculty hiring

STUDENT AFFAIRS COMMITTEE  
Sally Hastings, Chairperson  
sahnolte@purdue.edu  

1. Student Conduct

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

1. Establishment of the Sustainability Committee  
2. Reviewing Sustainability Initiatives

Chair of the Senate, J. Paul Robinson, jpr@purdue.edu  
Vice Chair of the Senate, David Williams, djw@purdue.edu  
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu  
University Senate Minutes; http://www.purdue.edu/senate
Faculty Oversight of Athletics
2011-2012 ATHLETIC AFFAIRS COMMITTEE

Darryl Ragland (Committee Chair - University Senate Appointment, Associate Professor of Veterinary Medicine)
Jeffrey T. Bolin (Faculty Athletic Representative, Professor of Biological Sciences and Associate Vice President for Research)
Melissa Exum (Presidential Liaison, Vice President for Student Affairs)
John Graveel (Student Affairs Liaison, Professor of Agronomy)
Peter Hirst (University Senate Appointment, Associate Professor of Horticulture)
Howard Mancing (University Senate Appointment, Professor of Foreign Languages and Literature)
Christie L. Sahley (Faculty Athletic Representative, Professor of Biological Sciences and Director, Purdue Center for Faculty Success Special Advisor to the Provost, Gender Equity)
Darlene Sedlock (University Senate Appointment, Associate Professor Health and Kinesiology)
Jon Story (University Senate Appointment, Professor of Nutritional Physiology)
Faculty Oversight of Athletics
2011-2012 ATHLETIC AFFAIRS COMMITTEE
(continued)

Caroline Eberle (Student Representative)
Hayden Gloyeske (Student Representative)
Morgan J. Burke (Athletics Director)
Nancy L. Cross (Senior Woman Administrator, Senior Associate A.D. for Development)
Edward G. Howat (Senior Associate Athletics Director for Student Services)
Barbara J. Kapp (Senior Associate Athletics Director for Business)
Tom Mitchell (ex-officio, Director of Compliance)
Thomas J. Reiter (Associate Athletics Director for Sports)
Calvin Williams (Assistant Athletics Director for Sports)
Jean Fredette (Alumni Representative)
Gerald Gentry (Alumni Representative)
Joe Seaman (Community Liaison)
OUR VISION

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

• Athletic
• Academic

Student-athletes will 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 1-A GSR.
OUR GOALS (continued)

- Fiscal
- Equity
- Image
- Leadership

We will identify, cultivate, and reinforce those student-athletes, coaches, and staff members who are willing to lead by example, who are committed to thorough implementation and who challenge the status quo.
ACADEMIC GOAL PROGRESS

• Priority scheduling has commenced
• 31 consecutive semesters better than the student body
• 11/16 teams greater than or equal to Division I counterparts (or greater than 85%) in GSR
• Degree completion program - 2006-present – has resulted in 21 former student-athletes completing their degrees.
ACADEMIC GOAL PROGRESS

• Mini Boiler Gold rush for Fall sports commenced in 2009
• Brees Center renovation is completed. The renovation increased the academic support area from 3,150 square feet to 5,350 square feet.
• Master tutor recruitment campaign continues; presently we have 17 master tutors.
# Student-Athlete Academic Profile Contrasted to Student Body

<table>
<thead>
<tr>
<th>Academic Performance Measures:</th>
<th>Spring 11-‘12</th>
<th>Fall 12-‘13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.01</td>
<td>3.00</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.98</td>
<td>2.99</td>
</tr>
<tr>
<td><strong>Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>2.91</td>
<td>3.02</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.88</td>
<td>2.89</td>
</tr>
<tr>
<td><strong>Achievement of Semester GPA of 3.0 or higher</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>47.79% (227)</td>
<td>56.4% (290)</td>
</tr>
<tr>
<td>All-campus</td>
<td>54.45%</td>
<td>54.4%</td>
</tr>
<tr>
<td><strong>Achievement of perfect 4.0 Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>5.89% (28)</td>
<td>7.03% (36)</td>
</tr>
<tr>
<td>All-campus</td>
<td>7.24%</td>
<td>6.74%</td>
</tr>
<tr>
<td>Achievement of Academic Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Student-athletes</td>
<td>26.95%</td>
<td>29.49%</td>
</tr>
<tr>
<td>Dean’s List and Semester Honors</td>
<td>(128)</td>
<td>(151)</td>
</tr>
<tr>
<td>Semester Honors only</td>
<td>(78)</td>
<td>(87)</td>
</tr>
<tr>
<td>Dean’s List only</td>
<td>(40)</td>
<td>(51)</td>
</tr>
<tr>
<td>All-campus</td>
<td>(10)</td>
<td>(13)</td>
</tr>
<tr>
<td></td>
<td>31.83%</td>
<td>30.53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement on probation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-athletes</td>
<td>4.42%</td>
<td>3.52%</td>
</tr>
<tr>
<td>Placement on probation</td>
<td>(21)</td>
<td>(18)</td>
</tr>
<tr>
<td>All-campus</td>
<td>6.28%</td>
<td>6.81%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dropped from the University</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-athletes</td>
<td>1.68%</td>
<td>0.39%</td>
</tr>
<tr>
<td>Dropped from the University</td>
<td>(8)</td>
<td>(2)</td>
</tr>
<tr>
<td>All-campus</td>
<td>1.91%</td>
<td>1.32%</td>
</tr>
</tbody>
</table>
CUMULATIVE GRADE INDEX

CUMULATIVE INDEX AVERAGE

UNDERGRADUATES

STUDENT-ATHLETES
LEADERSHIP GOAL PROGRESS

• Leadership Curriculum: continued to implement and design.
• Boilermaker Athletic Council (BAC): Continued to meet with Council members.
• Introduction of the Bystander Intervention program to BAC and Emerging Leaders.
• Presented the D.I.S.C. behavioral assessment to student-athletes
• Sponsored Project Purple – Anti-Drug Campaign.
Leadership Metrics

- 72% (381/528) of student-athletes are involved in Leadership experience in 2012-13. Compared to 72% (370/516) in 2011-12.
- Community Service is an annual expectation for our teams. The highlight of the year was the Purdue Cancer Challenge. Intercollegiate Athletics had participation from each team that was on campus.
Intercollegiate Athletics - Values

• Positive attitude in all we do
• Business and recruiting integrity
• Mutual respect for all
• Belief in hard work by all
• Teamwork brings results
• Commitment to include yields better performance
• Courage to lead
Intercollegiate Athletics - Commitment

• Support the pursuit of excellence by all
• Attract the very best student-athletes, coaches, and staff and retain the engaged involvement of our former student-athletes
• Attract the support of our Purdue alums and fans
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 Spring Semester of 2011-12 and the Fall Semester of 2012-13.

FACULTY OVERSIGHT OF ATHLETICS

Faculty oversight of ICA continues to be exercised through the AAC. The membership of the AAC, listed in Appendix 1 of this report, continues to include representation from faculty, an appointed liaison from the Student Affairs Committee of the University Senate, alumni, citizens from the local community, Purdue University students, and ICA. The AAC has a charge to study, review and approve changes in rules and regulations affecting intercollegiate athletics programs, and to formulate positions with regard to legislation pending before the NCAA. The AAC also discusses current NCAA changes to regulations and proposals on diverse topics that will affect the status of both university sports programs and the eligibility of student-athletes.

Monthly meetings of the AAC are held at which members hear reports and participate in discussions pertinent to their mandate. We heard from Acting President Sands who was our guest at the August 2012 meeting. Topics dealt with this year have included updates of proposals developed by the NCAA Presidential Working Groups, 2011-12 NCAA and Big Ten violations, updates from the 3-year compliance planning meetings, Big Ten Governance initiatives, academic status updates of each sport program, and updates on the Graduation Success Rate and the Academic Progress Rate.

3-Year Academic Planning Meetings – Each year, the senior associate athletics director for student services conducts two 3-year academic planning meetings. The two faculty athletic representatives (FAR) are present at each meeting, along with members of the senior athletic administrative staff and the athletics student services staff. The purpose of the meetings is to update the FAR 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.
ICA STRATEGIC PLAN – APPROVED JANUARY 2009

The plan, which is set forth in Appendix 2 in its entirety, can be summarized as follows:

Purdue University’s Department of Intercollegiate Athletics is a self-supporting auxiliary enterprise within the University, and it is one of the front porches for the University. It unites alums, it forges lifelong ties with students, it entices future Boilermakers to apply for admission, and it provides opportunities for some 500 young men and women each year to pursue excellence in competition and in the classroom, a dual goal we named the “25/75 Club.” As a rallying point on the road to preeminence, Purdue ICA administrators coined the term “25/75 Club” to articulate a vision of an intercollegiate athletics organization that achieves an average finish in the top 25 across all sports and under the federal reporting structure graduates 75 percent of its student-athletes. To align with the NCAA GSR reporting structure, ICA renamed to the “25/85 Club” to express its goal of achieving an 85 percent graduation success rate.

In 1994, our composite ranking of athletic and academic success was 100th out of the nearly 300 NCAA Division I schools. Recently, we have been in the top 25-50 programs in the country. It is now time to increase our focus on achieving the 25/85 designation; only eight universities achieved this designation in 2008-09, and to strive to improve to become one of the elite programs in the country. This strategic plan is designed to accelerate improvement in our performance by creating a focus on six goals designed to:

- Provide opportunity to talented young student-athletes
- Solidify our national standing among the elite programs in the country, and
- Provide a visible example of how the intercollegiate model can produce outstanding leaders for the 21st century

The execution of our plan will require diligent effort by all involved and support from all our John Purdue Club members and fans. The time to Accelerate and Finish is NOW!

ICA STRATEGIC PLAN SYNERGIES
The foundation of the plan lies in the Vision, Mission and Goals of the department. A summary is set forth below:

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

**OUR MISSION**
Collectively aspiring to win championships - both athletically and academically - we will engage and inspire all constituencies to support the broader University pursuit of preeminence. We will attract the very best student-athletes, coaches, and staff and retain the engaged involvement of former student-athletes.

The very best will execute this mission sharing a common set of values - integrity, mutual respect, a belief in hard work, 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 Purdue University.

A financially self-supporting environment will provide the resources for coaches and staff to develop championship programs.

*Execution of our mission and achievement of the vision requires focus on six goals:*

**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.

**Academic**
Student-athletes will 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 1-A GSR.

**Fiscal**
Marketing and Development plans will be designed and executed to generate revenue. All financial resources will be allocated in pursuit of the vision and managed to ensure that we provide scholarships, quality academic support services, competitive operating budgets, and comprehensive facilities.

**Equity**
In an atmosphere that upholds and embraces inclusiveness among all constituencies, we will provide champion-caliber participation opportunities that recognize and reinforce gender and ethnic equality for all 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.

**Leadership**
We will identify, cultivate, and reinforce those student-athletes, coaches, and staff members who are willing to lead by example, who are committed to thorough implementation and who challenge the status quo.
The strategies to support the Academic and Leadership goals which were bolded above are set forth below:

**GOAL 2: ACADEMIC**

Student-athletes will 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 NCAA Division I GSR. The GSR provides a more accurate graduation metric. If a student-athlete transfers from Purdue and is eligible, they are removed from the co-hort and if a student-athlete transfers to Purdue they are added to the co-hort.

Strategies:

- Develop priority scheduling for registering for classes and strengthen relationships between athletic academic advisors and college academic advisors
- Provide necessary services to support the student-athletes performance – sports medicine, academic advisors, tutors, mentors, and learning specialists so obstacles to performance are removed
- Communicate the standard of behavior that is expected from all Boilermaker student-athletes
- Educate student-athletes about the importance of academic integrity
- Set annual cumulative grade-point average objectives for each team and meet or exceed them
- Develop an individual career plan for each student-athlete to be updated annually to ensure academic success and progress is achieved; identify and utilize support services
- Improve overall Graduation Success Rate (GSR) rate to 85 percent or better
- Encourage former student-athletes to participate in the degree completion program
- Review current support systems to ensure they serve the student-athlete effectively
  - Walk-in tutors
  - Learning disability specialists
  - Tutors
  - Mentors
  - Brees Academic Center floor plan design
- Review the Boiler Gold rush orientation program and determine how it can be effectively used by our teams to assist incoming freshmen – for fall sports, consider having all attend an orientation day in June concurrent with their summer transition, advising, and registration (STAR) program
- Provide individual and team recognition for academic achievement, graduation and postgraduate awards

**GOAL 6: LEADERSHIP**

We will identify, cultivate, and reinforce those student-athletes, coaches, and staff members who are willing to lead by example, who are committed to thorough implementation and who challenge the status quo.

Strategies:

- Effective use of the performance management process to ensure timely feedback and personalized development opportunities
- Plan, develop, and implement a student-athlete leadership curriculum that covers the time period from “recruitment to graduation”
- Foster a spirit of continued leadership development by bringing capable speakers to the department periodically throughout each year
Benchmark metrics are important to every plan.

With the Vision, Mission and Goals articulated and the enumeration of strategies to achieve the goals, Purdue Athletics will compare itself to a set of peer institutions for the purpose of benchmarking to assess progress and competitiveness.

These peers include the Big Ten institutions and public university aspirational peers: Texas, Texas A&M, University of California-Berkeley and Georgia Tech.

The 25/85 designation was achieved by only 9 of the 300 Division I programs in 2011-12 and represents our aspirational vision. During the 2009-2015 time periods, we intend to close the gap (47/78 or the 82 percentile of the 300 Division I programs in 2011-12) and solidify our standing as a nationally elite program.

BENCHMARKS

ATHLETIC GOAL
• Upper Half Big Ten Finishes (most recent 5 years)
• Directors’ Cup Performance (most recent 5 years)

ACADEMIC GOAL
• Average Cumulative Grade Indices: Student-athlete vs. student body (most recent 5 years)
• Graduation Success Rates (peer comparison)
• Spring Academic Profile contrasted with the student body

FISCAL GOAL
Internal
• Development Summary (most recent 5-years – total production, cash production and annual fund)
• JPC Membership (most recent 5 years plus current month)
• Ross-Ade Premium Seating Licensing Activity
• Mackey Arena Premium Seating Licensing Activity
• Major Maintenance Summary (listing of projects from past year)

External (peer comparison)
• Total Athletics Revenue
• Generated Revenue/Total Athletics Revenue
• Net Revenue
• Total Expenditures
• Athletic Expenses/Student-athlete
• Athletic Expenses Rate of Change/University Rate of Change

EQUITY GOAL
• Squad Size Trend Data which compares gender make-up of teams
• Equity Indices and Athletically Related Student Aid by Gender

IMAGE GOAL
• Web Traffic: total monthly hits and unique visitors
LEADERSHIP GOAL
• Number of student-athletes participating in leadership curriculum
• Community Service – number of teams performing and number of student-athletes

ACADEMIC GOAL PROGRESS
Planning Process
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. With the athletics department strategic plan finalized, academic items from the strategic plan are incorporated into the rolling three-year plan and annual athletic department objectives.

Academic Status of Student-Athletes
During the subject semesters, undergraduate enrollment at Purdue University totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring 11-'12</th>
<th>Fall 12-'13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>16,582</td>
<td>17,242</td>
</tr>
<tr>
<td>Women:</td>
<td>12,434</td>
<td>12,826</td>
</tr>
<tr>
<td>Total:</td>
<td>29,016</td>
<td>30,068</td>
</tr>
</tbody>
</table>

For academic reporting purposes, student-athlete enrollment totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring 11-'12</th>
<th>Fall 12-'13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>280</td>
<td>305</td>
</tr>
<tr>
<td>Women:</td>
<td>195</td>
<td>207</td>
</tr>
<tr>
<td>Total:</td>
<td>475</td>
<td>512</td>
</tr>
</tbody>
</table>

Appendix 3 shows the distribution of student-athletes among the Schools and Colleges of Purdue University during the Spring 2013 semester.

Details of the academic performance of student-athletes during the subject semesters, as compared to the corresponding university wide averages, is shown in the table below, including GPAs and other relevant statistics. It is noteworthy that Fall 2012-13 was the 31st, consecutive semester in which the cumulative GPA of Purdue’s student-athletes exceeded the all-campus cumulative GPA.
### Student-Athlete Academic Profile Contrasted to Student Body

<table>
<thead>
<tr>
<th>Academic Performance Measures:</th>
<th>Spring 11-'12</th>
<th>Fall 12-'13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.01</td>
<td>3.00</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.98</td>
<td>2.99</td>
</tr>
<tr>
<td><strong>Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>2.91</td>
<td>3.02</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.88</td>
<td>2.89</td>
</tr>
<tr>
<td><strong>Achievement of Semester GPA of 3.0 or higher</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>47.79% (227)</td>
<td>56.4% (290)</td>
</tr>
<tr>
<td>All-campus</td>
<td>54.45%</td>
<td>54.4%</td>
</tr>
<tr>
<td><strong>Achievement of Academic Honors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>26.95% (128)</td>
<td>29.49% (151)</td>
</tr>
<tr>
<td>Dean’s List and Semester Honors</td>
<td>(78)</td>
<td>(87)</td>
</tr>
<tr>
<td>Semester Honors only</td>
<td>(40)</td>
<td>(51)</td>
</tr>
<tr>
<td>Dean’s List only</td>
<td>(10)</td>
<td>(13)</td>
</tr>
<tr>
<td>All-campus</td>
<td>31.83%</td>
<td>30.53%</td>
</tr>
<tr>
<td><strong>Achievement of perfect 4.0 Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>5.89% (28)</td>
<td>7.03% (36)</td>
</tr>
<tr>
<td>All-campus</td>
<td>7.24%</td>
<td>6.74%</td>
</tr>
<tr>
<td><strong>Placement on probation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>4.42% (21)</td>
<td>3.52% (18)</td>
</tr>
<tr>
<td>All-campus</td>
<td>6.28%</td>
<td>6.81%</td>
</tr>
<tr>
<td><strong>Dropped from the University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>1.68% (8)</td>
<td>0.39% (2)</td>
</tr>
<tr>
<td>All-campus</td>
<td>1.91%</td>
<td>1.32%</td>
</tr>
</tbody>
</table>
In support of its goal to achieve above student-body average GPAs, ICA also wishes to promote the importance of its student-athletes bringing their academic careers to a successful conclusion by ensuring that every student has the best opportunity to graduate. To this end, the goal set by ICA as stated above is to achieve and maintain graduation success rates equal to or better than sport-specific Division 1-A GSR.

The GSR (Graduation Success Rate)
This is the eighth year the NCAA is reporting the Graduation Success Rate (GSR) for Division I institutions. The GSR provides a more inclusive calculation of student-athlete academic success. The GSR is more accurate than the federally mandated methodology because it includes incoming transfers who receive athletic aid and graduate and deletes from the calculation student-athletes who leave an institution and were academically eligible to compete. The federal rate does neither. Thus, the GSR figures are higher than the graduation rates in the federal calculation because the latter counts all students who leave as non-graduates from their initial institution. The GSR value for Purdue is 78% versus 80% for all Division I schools. We anticipate the rate to increase to 80% in May of 2013 and 82% by May of 2014. The current graduation pipeline supports these figures.

Appendix 4 shows GSR data for each Purdue University team and for all Division I sports. Football, men’s and women’s basketball are currently below the national average in GSR. There are several factors to consider when reviewing the data, and it is important to remember this data reflects the 2001-05 cohorts as reported in May of 2012. NCAA legislation was adopted in August 2007 that prohibits transfer student-athletes to
receive athletics aid should they depart their previous institution while ineligible. Prior to 2007, these three sports could have transfers depart while ineligible yet still receive athletics aid at the second institution. All such transfers are still required to sit a year in residence, but now they are unable to receive a scholarship during the year-in-residence. Down the road this will help as there is an incentive to leave in good standing.

Football posted a 59 percent GSR (43 of 73) vs. a national figure of 68 percent, reflecting a graduation gap of six students over the four-year period or 1.5 per year. Men’s basketball posted a 58 percent GSR (5 of 10) vs. a national figure of 68 percent, reflecting a graduation gap of 1.5 students over the four-year period or .04 per year. Women’s basketball posted a 71 percent GSR (9 of 13) vs. a national figure of 84 percent, reflecting a graduation gap of two students over the four-year period or .05 per year.

So our review of the data in the pipeline, indicates the GSR for these sports will increase as later cohorts are added. Most student-athletes that exhaust eligibility in these sports graduate upon departure.

The APR (Academic Progress Rate)
This is the seventh year the NCAA is reporting the APR. The NCAA anticipates reporting data only on the basis of a four-year rolling rate for all sports now that four years of data are available. The multi-year APR data for Purdue University women’s and men’s teams is listed in the table below. Teams must achieve an APR score of 930 to avoid penalties. Teams below 930 will not be allowed to participate in post-season competition and will be required to develop an academic improvement plan.

The APR is calculated by allocating points for eligibility and retention—the two factors that research identifies as the best indicators of graduation. Each player on a given roster earns a maximum of two points per term, one for being academically eligible and one for staying with 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 web site).

Penalties
For the 2012-13 academic year, teams that do not post a 900 APR score will not be eligible for post-season competition. The NCAA’s revised penalty structure has three levels, with penalties increasing in severity at each level.

Level One penalties focus on practice restrictions so teams can focus on academics. Teams facing this penalty lose four hours of practice time one day per week. That time must be replaced with academic activities.

Level Two penalties include the Level One penalty, along with a reduction of four hours of practice time out of season replaced with academic activities. This level also includes the elimination of the nonchampionship season or spring football. Teams without a nonchampionship season face a reduced number of contests.
Level Three penalties include all Level One and Two penalties, plus a menu of potential additional penalties. These can include financial aid reductions; additional practice and contest restrictions; coach-specific penalties (including game and recruiting restrictions); restricted access to practice for incoming students who fall below certain academic standards; restricted membership; and potential multiyear bans on postseason competition.

**PURDUE UNIVERSITY ACADEMIC PROGRESS RATE INSTITUTIONAL REPORT**

**NCAA DIVISION I 2011-2012**

*(to be published spring 2013 by NCAA)*

<table>
<thead>
<tr>
<th>Sport</th>
<th>Multiyear APR Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>978</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>995</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>966</td>
</tr>
<tr>
<td>Football</td>
<td>953</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>986</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>943</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>980</td>
</tr>
<tr>
<td>Men’s Track, Indoor</td>
<td>951</td>
</tr>
<tr>
<td>Men’s Track, Outdoor</td>
<td>959</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>942</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>977</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td>989</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>956</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>983</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>971</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>987</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>978</td>
</tr>
<tr>
<td>Women’s Track, Indoor</td>
<td>965</td>
</tr>
<tr>
<td>Women’s Track, Outdoor</td>
<td>969</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>1000</td>
</tr>
</tbody>
</table>
LEADERSHIP GOAL PROGRESS
In the fall of 2012, the athletics department continued efforts to development the leadership program for its student-athletes. After a year of pursuing a name for the program, the department received permission from John Wooden and his family to designate the leadership program the “John R. Wooden Leadership Institute.” The following mission statement was created:

“The Purdue University Department of Intercollegiate Athletics is committed to the total development of each of its student-athletes. One key component in their development is leadership. The John R. Wooden Leadership Institute is a vehicle to help young people grow and develop the tools to become tomorrow’s leaders. The Wooden Institute will utilize as its foundation John Wooden’s own Pyramid of Success. Purdue student-athletes will attend both classes and seminars as they focus on each of the strategic building blocks that Coach Wooden thought so valuable.”

The execution is described as followed:

The John R. Wooden Leadership Institute is under the direction of Cathy Wright-Eger. Cathy is the leadership advisor within the Department of Intercollegiate Athletics at Purdue University. The monthly seminars discussing the pyramid blocks will be taught by current athletics department administrators, coaches, institutional administrators, alumni, and corporate leaders. The pyramid block seminars are in addition to the current leadership components of the institute. The curriculum will be based on “The John R. Wooden Coaching Guide”. The John R. Wooden Leadership Institute will utilize resources developed by Coach Wooden. Resources will include the legendary Pyramid of Success, the teachings of Coach Wooden and books written by Coach Wooden. The curriculum will include a public service component during each year of enrollment at Purdue University.

The current components include:

- Monthly meetings of the Boilermaker Athletic Council
- Monthly meetings of the Emerging Leaders
- Fall and Spring EDPS courses for freshmen student-athletes
- Transition programs for exhausted eligibility student-athletes
- Community service projects
- D.I.S.C. Behavioral Assessment

During the 2012-13 academic year, the following speakers have presented a Pyramid of Success session to our student-athletes:

- Chris Herron on Condition (November 2012)
- Scott McGowan on Self-Control (February 2013)
- Brian and Danielle Cardinal on Cooperation (April 2013)
Also, the following activities that support the leadership goal were completed:

- **Project Purple at Purdue**: Anti-Drug Campaign sponsored by Purdue student-athletes. Project Purdue is Chris Herren’s foundation. He spoke to our student-athletes in the fall 2012.
- **Bystander Intervention**: We sponsored a workshop for our Boilermaker Athletic Council and Emerging Leaders.
- **Pen Pal Program**: A mentoring program pairing student-athletes with elementary-aged students to improve writing skills.
- **IMPACT (Influencing/Mentoring by Purdue Athletes with Cardinal Tradition)**. A reading program that commenced in January of 2012 and is currently in 3 elementary schools – Klondike, Happy Hollow and Mintonye.

Each student-athlete will have the opportunity to earn a certification in Leadership. Purdue student-athletes that complete the John R. Wooden Institute curriculum will receive the prestigious certificate of achievement. At the conclusion of the senior year, student-athletes must provide a written document describing their experience in the institute and how they plan to utilize the teachings in the future. The certificate of achievement will be presented each year at the Golden Pete Awards.

As to the benchmarks in this area:

- **381 (72%)** of the approximately 528 student-athletes participated in a leadership activity/up 2% from last year.
  - **EDPS- 91**
  - **Emerging Leaders - 76**
  - **Boilermaker Athletic Council - 64**
  - **Pyramid of Success Series - 311**
  - **IMPACT (Influencing/Mentoring by Purdue Athletes with Cardinal Tradition) and Pen Pal Program - 138**
- **Community Service (See Appendix 6)**
2012-2013 ATHLETIC AFFAIRS COMMITTEE

Darryl Ragland (Committee Chair - University Senate Appointment, Associate Professor of Veterinary Medicine)

Jeffrey T. Bolin (Faculty Athletic Representative, Professor of Biological Sciences and Associate Vice President for Research)

Morgan J. Burke (Athletics Director)

Nancy L. Cross (Senior Woman Administrator, Senior Associate A.D. for Development)

Caroline Eberle (Student Representative)

Melissa Exum (Presidential Liaison, Vice President for Student Affairs)

Jean Fredette (Alumni Representative)

Gerald Gentry (Alumni Representative)

Hayden Gloyeske (Student Representative)

John Graveel (Student Affairs Liaison, Professor of Agronomy)

Peter Hirst (University Senate Appointment, Associate Professor of Horticulture)

Edward G. Howat (Senior Associate Athletics Director for Student Services)

Barbara J. Kapp (Senior Associate Athletics Director for Business)

Howard Mancing (University Senate Appointment, Professor of Foreign Languages and Literature)

Tom Mitchell (ex-officio, Director of Compliance)

Thomas J. Reiter (Associate Athletics Director - Sports)

Christie L. Sahley (Faculty Athletic Representative, Professor of Biological Sciences and Director, Purdue Center for Faculty Success Special Advisor to the Provost, Gender Equity)

Joe Seaman (Community Liaison)

Darlene Sedlock (University Senate Appointment, Associate Professor Health and Kinesiology)

Jon Story (University Senate Appointment, Professor of Nutritional Physiology)

Calvin Williams (Assistant Athletics Director - Sports)
INTERCOLLEGIATE ATHLETICS
STRATEGIC PLAN

NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL
Spring 2013

<table>
<thead>
<tr>
<th>College or School</th>
<th>Number of student-athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>19</td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
</tr>
<tr>
<td>Engineering</td>
<td>38</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td>144</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>112</td>
</tr>
<tr>
<td>Management</td>
<td>54</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
</tr>
<tr>
<td>Technology</td>
<td>82</td>
</tr>
<tr>
<td>Graduate School</td>
<td>2</td>
</tr>
<tr>
<td>USP</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>495</strong></td>
</tr>
</tbody>
</table>
### Student-Athlete Graduation Success Rates (GSR)*
Graduation Rates for 2002-2005 Cohorts

<table>
<thead>
<tr>
<th></th>
<th>Purdue</th>
<th>NCAA Division I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>Baseball</td>
<td>79</td>
<td>73</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>58</td>
<td>68</td>
</tr>
<tr>
<td>Football (FBS)</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>89</td>
<td>85</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>100</td>
<td>86</td>
</tr>
<tr>
<td>Men’s Track/CC</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>76</td>
<td>74</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>71</td>
<td>84</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>90</td>
<td>89</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>100</td>
<td>86</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>87</td>
<td>92</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Women’s Track/CC</td>
<td>86</td>
<td>84</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>100</td>
<td>89</td>
</tr>
</tbody>
</table>

* 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.
PURDUE ATHLETIC DEPARTMENT
CODE OF CONDUCT

I AM A BOILERMAKER STUDENT-ATHLETE.
It is an honor and a privilege to represent the Purdue University athletic FAMILY. The tradition of strong academics and athletics will carry on through me.

I AM A BOILERMAKER STUDENT-ATHLETE.
I dedicate myself to compete for Purdue University with all the Pride and Spirit I possess.

I AM A BOILERMAKER STUDENT-ATHLETE.
I strive to excel in the classroom as well as on the field.

I AM A BOILERMAKER STUDENT-ATHLETE.
I believe in Purdue University, therefore I will conduct myself in a manner that reflects well on Purdue, my community, my teammates and myself.

I AM A BOILERMAKER STUDENT-ATHLETE.
I know no limitations and aim to succeed in all realms of my life.

I AM A BOILERMAKER STUDENT-ATHLETE.
I represent my school, bleeding black and gold, through my blood, sweat and tears.
I AM A BOILERMAKER STUDENT-ATHLETE.
I will never let my school or team down.
I will never falter.
I will never fail.

I AM A BOILERMAKER STUDENT-ATHLETE.
INTERCOLLEGIATE ATHLETICS
COMMUNITY SERVICE

All Teams
• Purdue University Dance Marathon for Riley Children’s Hospital
• The Purdue Cancer Challenge
• IMPACT (Influencing/Mentoring by Purdue Athletes w/Cardinal Tradition)
• Pen Pals with elementary children

Baseball
• Read to local elementary school children
• All-Pro Dad Day
• Participate in Purdue Cancer Challenge
• Pen Pals with elementary children

Basketball-Men’s
• Participate in Purdue Cancer Challenge
• Read to kids at the Patty Jischke Child Center
• Helped with Back-pack Program
• Coaches vs. Cancer Beef House event in conjunction with Illinois
• Holiday shopping spree with Lafayette Family Services
• Project Purple at Purdue
• Pen Pals with elementary children

Basketball-Women’s
• Hunger Hike
• Feast of the Hunter's Moon
• 5K Run for the Cure
• International Day Event
• Adopt a Family for Christmas
• Provided free WBB clinics
• Adopt Trent Smith family
• Think Pink Initiative
• Participate in Purdue Cancer Challenge
• Community Service Boys/Girls Club
• Pen Pals with elementary children

Golf
• Canned Food Drive with Paint Crew
• Purdue University Dance Marathon for Riley Children’s Hospital
• Participate in Purdue Cancer Challenge
• Project Purple at Purdue
• Pen Pals with elementary children
Football
- Reading is Fundamental
- College mentor for Kids
- Purdue University Football Blood Drive
- Books and Chocolate Milk
- Read Books to Cumberland Elementary School children
- Purdue University Dance-a-Thon Benefit for Riley’s Hospital
- Haiti, South Africa Mission Work
- Participate in Purdue Cancer Challenge
- Pen Pals with elementary children

Soccer
- Free Soccer clinic for Community-Hispanics
- Participated in Women in Sports Day
- Participate in Purdue Cancer Challenge
- Pen Pals with elementary children

Softball
- Hunger Hike
- Cancer Walk for leukemia
- Purdue University Dance Marathon for Riley Children’s Hospital
- Participate in Purdue Cancer Challenge
- Girl Scout day
- Volunteer at food bank
- Volunteer at animal shelter
- Pen Pals with elementary children

Swimming/Diving-Men’s
- Worked at the Purdue Cancer Run/Walk
  o 100% participation
- Breaststroke 4 Hope
- Pen Pals with elementary children

Swimming/Diving-Women’s
- Participated in the Purdue Cancer Challenge
- Will make Easter Baskets for the YWCA Domestic Violence Intervention and Prevention
- Breaststroke 4 Hope
- Project Purple at Purdue
- Pen Pals with elementary children

Tennis-Men’s
- Tennis clinics
- USTA kids day - tennis
- Wheelchair clinic
- Participate in Purdue Cancer Challenge
- Pen Pals with elementary children
Tennis-Women’s
- Participate in Purdue Cancer Challenge
- Girl Scout day
- Clinic for Special Education children

Track
- Participate in the Purdue Cancer Challenge
- Area IV “Walk with Seniors”
- Read to elementary children
- Assisted with blind Purdue University staff member
- Pen Pas with elementary children

Volleyball
- Participated in the LARA Spelling Bee to help raise funds
- Participated in Women in Sports Day
- Kids Clinic (free volleyball clinic)
- Participate in Purdue Cancer Challenge
- Adopt a family for Christmas
- Project Purdue at Purdue
- Pen Pals with elementary children

Wrestling
- MDA Telethon
- Wal-Mart bell ringing Salvation Army
- Jubilee Christmas Faith Presbyterian Church
- Jischke Day Care Center volunteers
- Boiler Elite Wrestling Club volunteers
- Christian Attitudes for Athletes speaking engagement
- Purdue University Dance Marathon Fundraiser
- Participate in Purdue Cancer Challenge
- Military Appreciation Night
- Box Topps collection for Klondike Elementary School
- Autism rock concert
- Helped marine, Matt Bowman, move into his new home
- College mentor for kids
- Pen Pals with elementary kids
TO: The University Senate  
FROM: Educational Policy Committee  
SUBJECT: Change to Academic Regulations and Procedures on Drop and Add Dates  
DISPOSITION: University Senate for Discussion  
REFERENCES: Purdue University Academic Regulations  
RATIONALE:

The proposed change is to allow the online drop dates to match the add dates. This would result in assigning a W grade at the end of the first week. Summer and other shortened courses not meeting during the full fall or spring 16 week term are proportionately adjusted.

Concerns have been expressed by students, advisors and faculty relating to the students' ability to add/drop on-line during the first two weeks of the semester. Students can add and drop during the first week and only drop during the second week. This creates the following issues:
- Faculty will not be able to have a final class roster until the second week of the semester;
- Advisors want students to have a solid schedule by the end of the first week of the semester;
- Students want to be able to ensure if they drop a course they can add another course in its place.

PSG is willing to support this proposal with EPC, with an expressed intent to facilitate a course syllabus for every course be made available in a timely manner, preferably at the time registration decisions are being made.

Note: The deletion of the referral to the North Central campus was done with their approval.

---

**Current Academic Regulations and Procedures**

**Registration and Course Assignment**


Schedule revisions may occur following the beginning of a semester or session and are governed by policies intended to be uniformly administered across the various schools of the University. Students may revise their schedule in accordance with the following policy:

1. **Course Additions, Change of Level, or Change of Pass/Not-Pass Option.** A student

**Proposed Academic Regulations and Procedures**

**Registration and Course Assignment**


Schedule revisions may occur following the beginning of a semester or summer session and are governed by policies intended to be uniformly administered across the various schools and colleges of the University. Students may revise their schedule in accordance with the following policy:
may add a course, change course level, or change the pass/not-pass option during the first four weeks of a semester or the first two weeks of a summer session by obtaining on the schedule revision form the signatures of the academic advisor and the instructor of the course to be added or changed, if in their judgments the student could satisfactorily fulfill the course objectives.

In the case of extenuating circumstances, course changes may be made during weeks five through nine of a semester or during weeks three through four and one-half of a summer session, upon recommendation of the student’s academic advisor, instructor, and head of the department in which the course is listed. Such course changes shall not be made during the last seven weeks of a semester or three and one-half weeks of a summer session.

<table>
<thead>
<tr>
<th>Week</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No approval required</td>
</tr>
<tr>
<td>2-4</td>
<td>Approval of academic advisor and instructor</td>
</tr>
<tr>
<td>5-9</td>
<td>Extenuating circumstances only. Approval of academic advisor, instructor, and head of the department in which the course is listed.</td>
</tr>
<tr>
<td>10-16</td>
<td>Not permitted</td>
</tr>
</tbody>
</table>

2. **Cancellation of Assignment.** Students shall receive a grade for every course in which they are assigned unless the course assignment has been properly cancelled at the registrar’s office upon presentation by the student of a request approved by the academic advisor. If there are extenuating circumstances, these must be stated on the request.

When a course assignment is cancelled prior to the end of two weeks of a semester or one week of a summer session, the course will not be recorded on the student’s record. When a course assignment is cancelled after two weeks and prior to the end of four weeks of a semester or after one week and prior to the end of two weeks of a summer session, a grade of W shall be recorded.

1. **Course Additions, Change of Level, or Change of Pass/Not-Pass Option.**

A student may add a course during the first week of a fall or spring semester or the equivalent portion of a summer session with no prior approvals.

Students may add a course, change course level or change the pass/not-pass option during the first four weeks two through four of a fall or spring semester or the equivalent portion of a summer session or the first two weeks of a summer session by obtaining the signatures of the academic advisor and the instructor of the course on the schedule revision form and presenting to the Office of the Registrar. The signatures of the academic advisor and the instructor of the course to be added or changed, if in their judgments the student could satisfactorily fulfill the course objectives. In the case of extenuating circumstances, Students may submit course changes may be made during weeks five through nine of a fall or spring semester or the equivalent portion of a summer session or during weeks three through four and one-half of a summer session, upon recommendation by obtaining the signatures of the student’s academic advisor, instructor, and head of the department in which the course is listed on the schedule revision form and presenting to the Office of the Registrar. Such course changes shall not be made during the last seven weeks of a fall or spring semester or the equivalent portion of a summer session or three and one-half weeks of a summer session.

<table>
<thead>
<tr>
<th>Week</th>
<th>Fall/Spring Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No approval required</td>
</tr>
<tr>
<td>2-4</td>
<td>Approval of academic advisor and instructor</td>
</tr>
<tr>
<td>5-9</td>
<td>Extenuating circumstances only. Approval of academic advisor, instructor, and head of the department in which the course is listed.</td>
</tr>
<tr>
<td>10-16</td>
<td>Not permitted</td>
</tr>
</tbody>
</table>

2. **Drop With No Record or Withdraw from Course(s)** Cancellation of
After four weeks and prior to the end of nine weeks of a semester or after two weeks and prior to the end of four and one-half weeks of a summer session, a course assignment may be cancelled upon the request of the student with the approval of the academic advisor. The instructor shall indicate whether the student is passing or failing (see Academic Procedures and Regulations: Grades and Grade Reports, section D). If the student is not passing, the case may be referred by either the student or the instructor to the dean of students, who, after consultations with the dean or the designee of the student’s school and other appropriate University agencies, shall determine whether there are sufficient extenuating circumstances beyond the student’s reasonable control to justify the cancellation of the course assignment without a failing grade.

<table>
<thead>
<tr>
<th>Week</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>No approval required, course will not be recorded.</td>
</tr>
<tr>
<td>3-4</td>
<td>Approval of academic advisor; course will be recorded with grade of W.</td>
</tr>
<tr>
<td>5-9</td>
<td>Approval of academic advisor. The instructor shall indicate whether the student is passing or failing (University Senate Document 91-5, February 24, 1992). A grade of W, WF, WN, or WU will be recorded. In case of a W, WF, WN, or WU, exceptions shall be determined by the dean of students. This restriction includes weeks 5-12 at the North Central Campus (University Senate Document 93-14, September 26).</td>
</tr>
</tbody>
</table>

**Assignment.**

When a course is dropped prior to the end of the first week of a fall or spring semester or the equivalent portion of a summer session, the course will not be recorded on the student’s record. No approval is required.

Students shall receive a grade for every course in which they are assigned unless the course assignment has been properly withdrawn cancelled at the Office of the Registrar upon presentation by the student of a request approved by the academic advisor and instructor. If there are extenuating circumstances, these must be stated on the request.

When a course assignment is cancelled prior to the end of two weeks of a semester or one week of a summer session, the course will not be recorded on the student’s record. When a course assignment is cancelled after two weeks and prior to the end of four weeks of a semester or after one week and prior to the end of two weeks of a summer session, a grade of W shall be recorded.

After the first week and prior to the end of the fourth week of a fall or spring semester or the equivalent portion of a summer session, a course may be withdrawn with a grade of W upon the request of the student with the signature of the advisor and instructor on the schedule revision form and presenting to the Office of the Registrar.

After four weeks and prior to the end of nine weeks of a fall or spring semester or after two weeks and prior to the end of four and one-half weeks of a summer session or the equivalent portion of a summer session, a course assignment may be withdrawn cancelled upon the request of the student with the approval signatures of the academic advisor and instructor on the schedule revision form and presenting to the Office of the Registrar.

The instructor shall indicate whether the student is passing or failing (see Academic...
No course assignment shall be cancelled within the last seven weeks of any semester or three and one-half weeks of a summer session. The cancellation of all course assignments constitutes withdrawal from the University. Cancellation of all course assignments as a result of withdrawal shall be treated and recorded in the same manner as the cancellation of a single course assignment with the additional provision that the dean of students shall determine and assign the appropriate effective date to the withdrawal.

3. **Exceptions.** Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular semester or summer session.

1994). Undergraduate students with a semester classification of 0 and fewer than 31 hours of college credit, or with a semester classification of 1 or 2, need not have the instructor's signature. Grades recorded for these students will be W (University Senate Document 91-5, February 24, 1992).

Course assignments cannot be cancelled during this period.

Procedures and Regulations: Grades and Grade Reports, section D). If the student is not passing, the case may be referred by either the student or the instructor to the Dean of Students, who, after consultations with the Dean or the designee of the student’s school and other appropriate University agencies offices, shall determine whether there are sufficient extenuating circumstances beyond the student’s reasonable control to justify the cancellation withdrawal of the course assignment without a failing grade.

No course assignment shall be withdrawn cancelled within the last seven weeks of any fall or spring semester or the equivalent portion of a summer session, or three and one-half weeks of a summer session. The withdrawal from cancellation of all courses assignments constitutes withdrawal from the University. Cancellation of Withdrawal from all courses assignments as a result of withdrawal shall be treated and recorded in the same manner as the withdrawal cancellation of from a single course assignment with the additional provision that the Dean of Students shall determine and assign the appropriate effective date to the withdrawal.
3. **Exceptions.** Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment drop with no record or withdraw from courses may be made for courses that do not span the regular semester or summer sessions. Refer to the Office of the Registrar Drop/Add calendar for specific dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>No approval required, course will not be recorded.</td>
</tr>
<tr>
<td>23-4</td>
<td>Approval of academic advisor and instructor; course will be recorded with grade of W.</td>
</tr>
<tr>
<td>5-9</td>
<td>Approval of academic advisor and instructor. The instructor shall indicate whether the student is passing or failing (University Senate Document 91-5, February 24, 1992). A grade of W, WF, WN, or WU will be recorded. In case of a W, WF, WN, or WU, exceptions shall be determined by the dean of students. This restriction includes weeks 5-12 at the North Central Campus (University Senate Document 93-14, September 26, 1994). Undergraduate students with a semester classification of 0, 1, or 2 and fewer than 31 hours of college credit, or with a semester classification of 1 or 2, need not have the instructor's signature. Grades recorded for these students will be W (University Senate Document 91-5, February 24, 1992).</td>
</tr>
<tr>
<td>10-16</td>
<td>Course assignments Withdraws cannot be cancelled requested during this period.</td>
</tr>
</tbody>
</table>
Respectfully submitted on behalf of the Purdue University Senate Educational Policy Committee,
Hal P. Kirkwood
Chair, Educational Policy Committee
Purdue University Senate

Approving:  Disapproving:  Absent:  PSG Response Pending:
Danita M. Brown  
James R. Daniel  
Jennifer L. Dennis  
Frank J. Dooley  
Teresa Taber Doughty  
Peggy A. Ertmer  
Christine A. Hrycyna  
Hal P. Kirkwood  
Robert A. Kubat  
Martin A. Lopez-de-Bertodano  
Craig L. Miller  
Lindsey Payne  
Thomas H. Siegmund  
A. Dale Whittaker  

Evangeline Flick  
Kyle Pendergast
TO: The University Senate
FROM: The Educational Policy Committee
SUBJECT: Change to Academic Regulations and Procedures on Grades and Grade Reports
DISPOSITION: University Senate for Discussion
REFERENCE: Purdue University Academic Regulations
RATIONALE:

- This change will provide clarity to the deadline for an Incomplete grade to be completed and processed.
  - Incomplete grade policy is difficult to clarify for advisors, students and faculty. Students routinely will reenroll in the same class leaving the existing Incomplete to be unaddressed.
  - This change brings simplicity to a formerly complex regulation.

- Update of Pass/No Pass regulation to include +/- grades.
  - This is to update the regulation to reflect what was done in Legacy and converted into Banner.

- Update of the Current Reports on Grades policy by naming it the Midterm Grade Reporting policy and by modifying it to allow information concerning a student's progress in a class prior to the drop/add deadline. It replaces the policy requiring reporting of all students clearly failing. Proposed policy is based on discussion within EPC and other student success initiatives during the 2010-12 timeframe.
  - It should be noted that this regulation does not specify the faculty will provide the “graded feedback” to the students, only that it must be done. This can be satisfied through Signals, Blackboard, Banner, memo or verbal conversation.

<table>
<thead>
<tr>
<th>Current Academic Regulations and Procedures</th>
<th>Proposed Academic Regulations and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades and Grade Reports</td>
<td>Grades and Grade Reports</td>
</tr>
<tr>
<td>A. Basis of Grades</td>
<td>The policy changes approved at the April 15, 2013 Senate meeting shall apply solely to the West Lafayette campus.</td>
</tr>
<tr>
<td>Each student shall be responsible for the completion of all required work, in each course for which he/she has enrolled, by the time of the last scheduled meeting of the class, unless his/her assignment to the course has been properly cancelled. Each student shall receive from his/her instructors a grade in each course for which he/she is enrolled at the close of the session. This grade shall indicate the student’s achievement with respect to the objectives of the course.</td>
<td>A. Basis of Grades</td>
</tr>
<tr>
<td>B. Semester Grades (University Senate Document 76-7, as amended and approved, February 21, 1977, and University Senate Document 96-8, April 28, 1997.) The following grades shall be available to be</td>
<td>Each student shall be responsible for the completion of all required work, in each course for which he/she has enrolled, by the time of the last scheduled meeting of the class, unless his/her assignment to the course has been properly cancelled withdrawn. Each student shall receive from his/her instructors a grade in each course for which he/she is enrolled at the close of the session. This grade shall indicate the student’s achievement with respect to the objectives of the course.</td>
</tr>
<tr>
<td></td>
<td>B. Semester Grades (University Senate Document 76-7, as amended and approved, February 21,</td>
</tr>
</tbody>
</table>
assigned by the instructors and reported when they are called for by the registrar:

1. For Credit Courses
   
   A+, A: Highest passing grade.
   A-
   B+
   B
   B-
   C+
   C
   C-
   D+
   D
   D-: Lowest passing grade; marginally passing minimal objectives of the course.

   E: Conditional failure; failure to achieve minimum objectives, but only to such limited extent that credit can be obtained by examination or otherwise without repeating the entire course. This grade represents failure in the course unless and until the record is duly changed within one semester. It cannot be improved to a grade higher than D. (See section E.) When an instructor reports a grade of E, he/she shall file in the departmental office a statement of what is required of the student to receive the passing grade.

   F: Failure; failure to achieve minimal objectives of the course. The student must repeat the course satisfactorily in order to establish credit in it.

2. For Credit Courses Taken under Pass/Not-Pass Option

   P: Passing grade; equivalent to grade A+, A, B+, B, B-, C+, C or C-.
   N: Not passing.

3. For Zero Credit Courses (including thesis research but not including laboratory portions of courses in which, for purposes of scheduling, separate course designations are used for the laboratory section).

   S: Satisfactory; meets course objectives.
   U: Unsatisfactory; does not meet course objectives.
   AU: Audit Grade; does not meet degree objectives.

1977, and University Senate Document 96-8, April 28, 1997.)

The following grades shall be available to be assigned by the instructors and reported when they are called for by the registrar:

1. For Credit Courses

   A+, A: Highest passing grade.
   A-
   B+
   B
   B-
   C+
   C
   C-
   D+
   D
   D-: Lowest passing grade; marginally passing minimal objectives of the course.

   E: Conditional failure; failure to achieve minimum objectives, but only to such limited extent that credit can be obtained by examination or otherwise without repeating the entire course. This grade represents failure in the course unless and until the record is duly changed within one semester. It cannot be improved to a grade higher than D. (See section E.) When an instructor reports a grade of E, he/she shall file in the departmental office a statement of what is required of the student to receive the passing grade.

   F: Failure; failure to achieve minimal objectives of the course. The student must repeat the course satisfactorily in order to establish credit in it.

2. For Credit Courses Taken under Pass/Not-Pass Option

   P: Passing grade; equivalent to grade A+, A, B+, B, B-, C+, C or C-. 
   N: Not passing.

3. For Zero Credit Courses (including thesis research but not including laboratory portions of courses in which, for purposes of scheduling, separate course designations are used for the laboratory section).

   S: Satisfactory; meets course objectives.
   U: Unsatisfactory; does not meet course objectives.
A grade of incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student’s control, which work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit. The incomplete grade is not to be used as a substitute for a failing grade. The incomplete may also be used to delay the awarding of a grade in courses (e.g., self-paced courses, mastery courses, and practicums) the completion of which normally requires one semester, but the structure of which allows specified additional time. An instructor may consult with the dean of students to determine whether the circumstances may warrant a grade of incomplete. When an instructor reports a grade of incomplete, he/she shall file in the departmental office registrar’s form 60 stating the reasons for the grade and what is required of the student to achieve a permanent grade. He/She shall also indicate the grade the student has earned on the work completed, and the weight to be given to the remainder of the work in computing a final, permanent grade. The student must achieve a permanent grade in the course no later than one year after the incomplete is given, or the incomplete grade will revert to a failing grade. (See section F.) If the student is not enrolled for a period of three years following the semester in which the incomplete is given, then the incomplete grade will be permanent. The grade will not revert to a failing grade, nor will the student be able to earn credit for the course by completing the work.

Appropriate incomplete grades for courses are as follows:

I: Incomplete; no grade; the student was enrolled in a credit course under objectives.

AU: Audit Grade; does not meet degree objectives.

NS: Not Submitted; assigned when a grade is not submitted by the instructor.

A student will not be permitted to enroll in a course in a future semester for a course in
C. Pass/Not-Pass Option

In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. Students will register for the pass/not-pass option in accordance with "Academic Regulations and Procedures: Registration and Course Assignment," section A (University Senate Document 73-6, January 28, 1974).

a. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that department or school are available only on the pass/not-pass option (University Senate Document 75-10, as amended and approved, April 19, 1976).

b. Subject to the regulations of his/her school, a student may elect this option in any course that does not already appear on his/her academic record and in which he/she is otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the total credit hours required for graduation.

c. The registrar’s class roster will indicate which students have elected this option.

d. A student who is enrolled in a course under this option has the same obligations as those who are enrolled which they have a current I, PI, or SI grade.

Appropriate incomplete grades for courses are as follows:

I: Incomplete; no grade; the student was enrolled in a credit course under the regular grade option.

PI: Incomplete; no grade; same as I except that the student was enrolled in a credit course under the pass/not-pass option. (See Section C.)

SI: Incomplete; no grade; same as I except that the student was enrolled in a zero credit course.

C. Pass/Not-Pass Option

In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. Students will register for the pass/not-pass option in accordance with "Academic Regulations and Procedures: Registration and Course Assignment," section A (University Senate Document 73-6, January 28, 1974).

a. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that department or school are available only on the pass/not-pass option (University Senate Document 75-10, as amended and approved, April 19, 1976).

b. Subject to the regulations of his/her school, a student may elect this option in any course that does not already appear on his/her academic record and in which he/she is otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the total credit hours required for graduation.

c. The registrar’s class roster will indicate
in the course for credit with letter grade. When the instructor reports final grades in the course, he/she will report that any such student who would have earned a grade of A, B, or C has passed the course, and that any other such student has not passed. The registrar will make an appropriate notation on the student’s academic record in place of a letter grade, but will not use the course in computing grade indexes.

D. Directed Grades (University Senate Document 83-8, March 26, 1984; amended by University Senate Document 01-3, November 19, 2001)

The registrar is directed to record the following grades and symbols under special circumstances in lieu of semester grades. The registrar may request from the faculty such information as he/she needs and on such forms as the registrar shall prescribe.

W: Withdrew; a record of the fact that a student was enrolled in a credit course and withdrew from the course after the second week.

WF: Withdrew Failing; a record of the fact that a student, with a classification of 3 or higher, was enrolled in a credit course and withdrew from the course after the fourth week at which time, according to a statement from the instructor, the student was not passing in his/her work. This grade does not affect index computations. A grade of WF may be directed by the Committee on Scholastic Delinquencies and Readmissions.

WN: Withdrew Not Passing; the same as WF for a credit course taken under the pass/not-pass option.

WU: Withdrew Unsatisfactory; the same as WF for a zero credit course.

IF: Unremoved Incomplete-Failing; for a credit course in which a student received an I grade, a directed record of the student’s failure to achieve a permanent grade by the 12th week of the second subsequent semester of enrollment. This grade counts in all respects as a failing grade.

IN: Unremoved Incomplete-Not Passing; for a credit course taken under the pass/not-pass option and in which the student received a PI grade. The same as an IF grade except that it which students have elected this option.

d. A student who is enrolled in a course under this option has the same obligations as those who are enrolled in the course for credit with letter grade. When the instructor reports final grades in the course, he/she will report that any such student who would have earned a grade of A+, A-, B+, B-, C+, C, or C- has passed the course, and that any other such student has not passed. The registrar will make an appropriate notation on the student’s academic record in place of a letter grade, but will not use the course in computing GPA grade indexes.

D. Directed Grades (University Senate Document 83-8, March 26, 1984; amended by University Senate Document 01-3, November 19, 2001)

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IF: Unremoved Incomplete-Failing; for a credit course in which a student received an I grade, a directed record of the student’s failure to achieve a permanent grade before the end of

withdrawal date per campus time-frame. (This is pending approval of change to drop/add dates)

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IU: Unremoved Incomplete-Unsatisfactory; for a zero credit course in which a student received an SI grade. The same as an IF grade except that it does not affect index computations.

IX: Permanent Incomplete; if the student is not enrolled for a period of three years following the semester in which the incomplete is given, then the incomplete grade will be permanent. The grade will not revert to a failing grade, nor will the student be able to earn credit for the course by completing the work.

E. Improvement of E Grade
(University Senate Document 76-7, as amended and approved, February 21, 1977)

A student who receives a grade of E may request the opportunity to improve the grade provided that he/she can complete special requirements by the time he/she completes another semester enrollment. A student who successfully achieves all minimal objectives in the course will receive a grade of D. The value of the D grade shall replace the E grade in the computation of future graduation indexes. If the student fails to achieve within the specified time a D grade in any course for which he/she received a grade of E, it shall become the permanent grade and the registrar shall not thereafter honor a request to change that grade. However, on the recommendation of the head of the student’s school and the approval of the department head, the time for accomplishing this improvement may be extended. Certification of the improvement of an E grade to a D grade shall be reported on such forms as the registrar shall prescribe. The D grade shall be added to the permanent academic record and reported to the student no later than his/her next grade report.

F. Completion Grades
(University Senate Document 83-8, March 26, 1984)

A student who receives a grade of I, PI, or SI in a course and who successfully completes his/her work in the time interval specified by the instructor, but no later than the 12th week of the second subsequent semester of enrollment, will receive from the instructor whatever permanent grade his/her work would have deserved if it had been completed on time. The value of the one year after the Incomplete was given by the 12th week of the second subsequent semester of enrollment. This grade counts in all respects as a failing grade.

IN: Unremoved Incomplete-Not Passing; for a credit course taken under the pass/not-pass option and in which the student received a PI grade. The same as an IF grade except that it does not affect index GPA computations.

IU: Unremoved Incomplete-Unsatisfactory; for a zero credit course in which a student received an SI grade. The same as an IF grade except that it does not affect index GPA computations.

IX: Permanent Incomplete; if the student is not enrolled for a period of three years following the semester in which the incomplete is given, then the incomplete grade will be permanent. The grade will not revert to a failing grade, nor will the student be able to earn credit for the course by completing the work.

E. Improvement of E Grade
(University Senate Document 76-7, as amended and approved, February 21, 1977)

A student who receives a grade of E may request the opportunity to improve the grade provided that he/she can complete special requirements by the time he/she completes another semester enrollment. A student who successfully achieves all minimal objectives in the course will receive a grade of D. The value of the D grade shall replace the E grade in the computation of future graduation indexes. If the student fails to achieve within the specified time a D grade in any course for which he/she received a grade of E, it shall become the permanent grade and the registrar shall not thereafter honor a request to change that grade. However, on the recommendation of the head of the student’s school and the approval of the department head, the time for accomplishing this improvement may be extended. Certification of the improvement of an E grade to a D grade shall be reported on such forms as the registrar shall prescribe. The D grade shall be added to the permanent academic record and reported to the student no later than his/her next grade report.

F. Completion Grades
(University Senate Document 83-8, March 26, 1984)
final grade resulting from the late completion of the course requirements shall be incorporated in future cumulative GPAs. If the student fails to achieve within the specified time a permanent grade in any course for which he/she received a grade of I, PI, or SI, the registrar shall record a permanent grade of IF, IN, or IU for the grade of I, PI, or SI, respectively. The value of an IF grade shall be incorporated in future cumulative GPAs. If the student repeats the course within two subsequent semesters of enrollment, the original grade of Incomplete shall not revert to a failing grade. The value of a completion grade or an IF grade shall not be included in Graduate School index computation if the original grade of Incomplete was received while the student was enrolled as an undergraduate.

The registrar shall not honor a request to extend the time for completing the course requirements except when such a request is prompted by causes beyond the student’s control, and a documented explanation of the circumstances is submitted to the registrar along with the recommendation of the head of the student’s school and the approval of the department head.

Requests for the addition of a permanent grade to the record shall be submitted on such forms as the registrar shall prescribe. Any addition of grade as provided in this section shall be entered on the student’s permanent academic record and be reported to the student no later than his/her next grade report.

G. Grade Corrections

An instructor who discovers that an erroneous grade was reported for a student shall immediately submit to the registrar a statement, countersigned by the department head, of what retroactive correction is to be made. A correction of grade should be reported to the registrar within 30 days after the start of the regular semester following the session in which the erroneous grade was reported. Any correction reported after this time must be accompanied by the instructor’s explanation for the delay in reporting in addition to the approval of the department head, unless the grade change is the result of a grade appeal. When a grade correction is recorded, the appropriate semester and graduation indexes will be

A student who receives a grade of I, PI, or SI in a course and who successfully completes his/her work in the time interval specified by the instructor, but no later than one academic year after the I grade was given, will receive from the instructor whatever permanent grade his/her work would have deserved if it had been completed on time regardless of the student’s enrollment status. The value of the final grade resulting from the late completion of the course requirements shall be incorporated in future cumulative GPAs. If the student fails to achieve within the specified time a permanent grade in any course for which he/she received a grade of I, PI, or SI, the registrar shall record a permanent grade of IF, IN, or IU for the grade of I, PI, or SI, respectively. The value of an IF grade shall be incorporated in future cumulative GPAs. If the student repeats the course within two subsequent semesters of enrollment, the original grade of Incomplete shall not revert to a failing grade. The value of a completion grade or an IF grade shall not be included in Graduate School index computation if the original grade of Incomplete was received while the student was enrolled as an undergraduate.

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Requests for the addition of a permanent grade to the record shall be submitted on such forms as the registrar shall prescribe regardless of the student’s enrollment status. Any addition of grade as provided in this section shall be entered on the student’s permanent academic record and be reported to the student no later than his/her next grade report. (with myPurdue no reporting is needed as it’s automatically available to the student.)

G. Grade Corrections

An instructor who discovers that an erroneous grade was reported for a student
H. Current Reports on Grades

At the end of the seventh week of a full semester, the registrar shall call for reports from the faculty on all students enrolled in a course whose work up to that time is not clearly passing. The instructor shall make his/her report directly to the student with copies for distribution by the registrar.

I. Final Grade Report

At the end of each session, a final report will be made by the instructor for each student enrolled in a given class in accordance with the conditions of the registration and following instructions issued by the registrar. The complete record for the session will then be reported to the student, to the head of the school, and to such other designated parties as may be entitled to the report.

shall immediately submit to the registrar a statement, countersigned by the department head, of what retroactive correction is to be made. A correction of grade should be reported to the registrar within 30 days after the start of the regular fall, spring or summer session following the session semester in which the erroneous grade was reported. Any correction reported after this time must be accompanied by the instructor’s explanation for the delay in reporting in addition to the approval of the department head, unless the grade change is the result of a grade appeal. When a grade correction is recorded, the appropriate semester and overall GPA graduation indexes will be corrected (University Senate Document 79-4, November 19, 1979).

H. Current Reports on Mid-Term Grades

Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record. At the end of the seventh week of a full semester, the registrar shall call for reports from the faculty on all students enrolled in a course whose work up to that time is not clearly passing. The instructor shall make his/her report directly to the student with copies for distribution by the registrar.

I. Final Grade Report

At the end of each session semester, a final report will be made by the instructor for each student enrolled in a given class in accordance with the conditions of the registration and following instructions issued by the registrar. The complete record for the session semester will then be reported to the student, to the head of the school, and to such other designated parties as may be entitled to the report.

Respectfully submitted on behalf of the Purdue University Senate Educational Policy Committee,

Hal Kirkwood
Chair, Educational Policy Committee
Purdue University Senate
Approving:    Disapproving:    Absent:
Danita M. Brown
James R. Daniel
Jennifer L. Dennis
Frank J. Dooley
Teresa Taber Doughty
Peggy A. Ertmer
Evangeline Flick
Christine A. Hrycyna
Hal P. Kirkwood
Robert A. Kubat
Martín A. Lopez-de-Bertodano
Craig L. Miller
Lindsey Payne
Kyle Pendergast
Thomas H. Siegmund
A. Dale Whittaker
TO: The University Senate Educational Policy Committee  
FROM: Educational Policy Committee  
SUBJECT: Addition to University Regulations of Repeat policy for Nonrepeatable Courses  
DISPOSITION: University Senate for Discussion  
RATIONALE:  
- [http://www.purdue.edu/univregs/academicprocedures/grades.html](http://www.purdue.edu/univregs/academicprocedures/grades.html)  
- Limiting the number of attempts to repeat a successfully or unsuccessfully attempted course has implications of financial aid and degree progress. The Department of Education will allow funding of state/federal dollars for up to one additional attempt after a successful attempt. Students continued attempts at previously enrolled courses impact availability to students needing their first attempt to stay on track for degree completion.

<table>
<thead>
<tr>
<th>Current Academic Regulations and Procedures</th>
<th>Proposed Academic Regulations and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades and Grade Reports</td>
<td>Grades and Grade Reports</td>
</tr>
<tr>
<td>J. Scholastic Indexes (University Senate Document 76-7, as amended and approved, February 21, 1977; University Senate Document 84-10, March 25, 1985; University Senate Document 94-2, December 12, 1994; and University Senate Document 7-5, April 21, 2008)</td>
<td>The policy changes approved at the April 15, 2013 Senate meeting shall apply solely to the West Lafayette campus.</td>
</tr>
<tr>
<td>The scholastic standing of all undergraduate students enrolled in programs leading to a degree shall be determined by three scholastic grade point averages (GPAs). The semester index GPA, the cumulative index GPA, and the program index GPA.</td>
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<tr>
<td>1. The semester GPA is an average determined by weighting each grade received during a given academic session by the number of semester hours of credit in the course.</td>
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<tr>
<td>2. The cumulative GPA for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the consent of his/her academic advisor, a student may repeat a course not</td>
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</tbody>
</table>
intended for repeated registrations. In the case of such a repeated course, the same course* is to be used and only the most recent grade received shall be included in the cumulative GPA. In the case of a course in which a conditional grade has been improved by examination, the most recent grade received shall be used.

* An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.

3. The program GPA is derived from a degree audit and will be used as a criterion to accept a student to a program during the process of Change of Degree Objective (CODO). The degree audit relevant to the program to which a student transfers is used to determine the program grade point average. In a case where no courses of the initial program apply to the new program, the same criteria for acceptance to a program may be used as for a student applying out of high school.

4. The cumulative GPA for a student enrolled in the professional curriculum in pharmacy is a weighted average of all grades received by the student while in the professional curriculum plus all grades included in the student’s undergraduate graduation index, as defined in section J-2 above, prior to entering the professional curriculum. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, undergraduate student. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations not to exceed two additional attempts. In the case of such a repeated course, the same course* is to be used, the same grade mode and only the most recent grade received shall be included in the cumulative GPA. In the case of a course in which a conditional grade has been improved by examination, the most recent grade received shall be used.

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only the most recent grade received shall be included in the graduation index.

5. The cumulative GPA for a graduate student is a weighted average of all grades received by the student in graduate-level courses (those numbered 500 or higher) since entering a graduate program, plus all grades received in undergraduate-level courses, taken while in the graduate program as part of the graduate plan of study. With the consent of his/her major professor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the graduation index.

Grades received in foreign language courses to establish reading knowledge as specified by the Graduate Council are not used in computing graduation indexes.

6. For the purpose of averaging, each grade shall be weighted in the following manner (University Senate Document 96-8, April 28, 1997).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A</td>
<td>4 x sem hrs = index pts</td>
</tr>
<tr>
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<td>3.7 x sem hrs = index pts</td>
</tr>
<tr>
<td>B+</td>
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</tr>
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</tr>
<tr>
<td>D-</td>
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</tr>
<tr>
<td>E, F, IF</td>
<td>0.0 x sem hrs = index pts</td>
</tr>
<tr>
<td>P, N, I, PI, SI, W, WF, WN, WU, IN, IU,</td>
<td>Not included</td>
</tr>
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</table>

entering the professional curriculum. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations up to two additional attempts. In the case of such a repeated course, the same course* is to be used, the same grade mode and only the most recent grade received shall be included in the cumulative GPA.

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<td>E, F, IF</td>
<td>0.0 x sem hrs = index pts</td>
</tr>
<tr>
<td>P, N, I, PI, SI, W, WF, WN, WU, IN, IU</td>
<td>Not included</td>
</tr>
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Hal Kirkwood  
Chair, Educational Policy Committee  
Purdue University Senate

**Approving:**  
Danita M. Brown  
James R. Daniel  
Jennifer L. Dennis  
Frank J. Dooley  
Teresa Taber Doughty  
Peggy A. Ertmer  
Eva Flick  
Christine A. Hrycyna  
Hal P. Kirkwood  
Robert A. Kubat  
Martin A. Lopez-de-Bertodano  
Craig L. Miller  
Lindsey Payne  
Thomas H. Siegmund  
A. Dale Whittaker

**Disapproving:**

**Absent:**  
Kyle Pendergast
TO: The University Senate  
FROM: University Senate Nominating Committee  
SUBJECT: Nominees for University Senate Nominating and Steering Committees  
REFERENCE: Bylaws of the University Senate  
DISPOSITION: Election by the University Senate

The Nominating Committee proposes the following nominees for service on the University Senate Nominating and Steering committees. The persons elected are to serve the period of years shown following each name. Brief biographies of the nominees are included below (when submitted).

A. For the 1 vacancy on the **Nominating Committee**, the following 2 faculty members are proposed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell Jones</td>
<td>3</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>Steven Wereley</td>
<td>3</td>
<td>Mechanical Engineering</td>
</tr>
</tbody>
</table>

B. For the 5 vacancies on the **Steering Committee**, the following 10 faculty members are proposed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirk Alter</td>
<td>2</td>
<td>Building Construction Management Technology</td>
</tr>
<tr>
<td>Paul Ebner</td>
<td>3</td>
<td>Animal Sciences</td>
</tr>
<tr>
<td>William Hutzel</td>
<td>3</td>
<td>Mechanical Engineering Technology</td>
</tr>
<tr>
<td>Yaman Kaakeh</td>
<td>3</td>
<td>Pharmacy Practice</td>
</tr>
<tr>
<td>Mark Lawley</td>
<td>3</td>
<td>Biomedical Engineering</td>
</tr>
<tr>
<td>Sandra Liu</td>
<td>3</td>
<td>Consumer Sciences and Retailing</td>
</tr>
<tr>
<td>Zygmunt Pizlo</td>
<td>2</td>
<td>Psychological Sciences</td>
</tr>
<tr>
<td>Alberto Rodriguez</td>
<td>3</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Charles Ross</td>
<td>2</td>
<td>English</td>
</tr>
<tr>
<td>Harry Targ</td>
<td>2</td>
<td>Political Science</td>
</tr>
</tbody>
</table>

**Approving (via email):**

Stephen Byrn  
Richard Cosier  
Buster Dunsmore  
Patricia Hart  
Michael Hill  
Peter Hirst  
Iñigo Sanchez-Llana
Nominating Committee – Nominates elective members for all senate committees. Solicit information from the faculty concerning faculty preferences and qualifications for committee assignments annually.

Russell Jones
Visual and Performing Arts

An associate professor of stage design at Purdue since 1998, Russ Jones served as chair of the Department of Theatre his first ten years at Purdue and the prior five years at the University of Kentucky. He is a past chair of Design and Technology for Region III of the Kennedy Center American College Theatre Festival [KCACTF] and was awarded the 2004 national scenic design fellowship for the KCACTF Summer Design Intensives at the Kennedy Center. His Master of Fine Arts degree in stage design is from Northwestern University.

Jones has designed over 120 productions for theatre, opera, and television. Recent work includes Comedy Sportz, Chicago; Death and the Maiden, Centaur Theatre, Montreal; The Nutcracker, RiverPark Center, Kentucky; River of Time, (world premiere) Lexington Opera House; Quartet, Hudson Village Theatre, Quebec; Big Ten television programs: The Danny Hope Show, The Matt Painter Show, and The Sharon Versyp Show, Learfield Communications; and, the 2009 Purdue Christmas Show. He received Chicago’s Joseph Jefferson Citation for Outstanding Achievement in Scenic Design for Noises Off at Pegasus Players.

In June of 2009 Jones was an invited lecturer at the Beijing Dance Academy and the Central Academy of Drama in Beijing. While in China, he consulted on a new theatre facility at the American International School of Guangzhou.

Steven Wereley
Mechanical Engineering

No biography was received.

Steering Committee – Shall propose the agenda for every session of the senate, ensure the distribution of the agenda to each member of the senate at least five days before each regularly scheduled meeting. The Steering Committee may schedule an annual report of each of the senate committees to the senate. The various councils will be requested by the Steering Committee to inform the senate of their activities, studies, and recommendations at fixed intervals to be established by the Steering Committee. The Steering Committee shall receive communications from any faculty member or group of members who wish to present any proposal before any meeting of the senate.

Kirk Alter
Building Construction Management Technology

Kirk Alter is an Associate Professor in the Department of Building Construction Management. He teaches sustainable development and green building construction in the undergraduate program, research methods and sustainable global entrepreneurship in the graduate program, and an interdisciplinary course with colleagues from history, linguistics, women’s studies and agricultural and biological engineering in sustainable global collaboration. He is the director of
continuing education in BCM and has delivered professional education at Purdue to more than 1000 industry partners. His recent and current research areas include examining opportunities to increase the energy efficiency in homes of low-income families and the effectiveness of global collaborations in creating sustainable entrepreneur boot-strapping incubators in East Africa. He is active in the examination of current trends in higher education delivery and administration and in the development and delivery of alternative transdisciplinary offerings to students. He has broad industry experience in governance at the board of director level having served as a director for both private firms and a public utility company. Alter was elected to the Purdue Senate in 2012 as the BCM representative from the College of Technology.

**Paul Ebner**  
Animal Sciences

Paul Ebner is an associate professor in the Department of Animal Sciences. His research focuses on food safety in livestock production and the development of technologies to limit foodborne pathogen transmission in food animals. Paul has several active Extension and outreach programs focused on food safety, microbiology and the interface between livestock production and human health. He has also developed a service learning course where U.S. and Romanian undergraduate students work in teams alongside Romanian livestock producers to develop and implement solutions to the challenges that they face in their operations. Paul was elected to the Purdue senate in 2013 as the “at-large” member from the College of Agriculture.

**William Hutzel**  
Mechanical Engineering Technology

William (Bill) Hutzel is a Professor of Mechanical Engineering Technology and a Professional Engineer. His academic career has focused on learning, discovery, and engagement related to high performance buildings. He was the faculty leader for Purdue’s participation in the 2011 Solar Decathlon, an international competition where teams of university students design and build net zero energy homes that are functional, comfortable and affordable. He also manages Purdue’s Applied Energy Laboratory, a unique facility for teaching and research that features a variety of commercial HVAC equipment and solar energy systems that are monitored and controlled by web-enabled building automation systems. Hutzel also has an interest in energy policy and served as a Congressional Fellow in the U.S. Senate for 2007-20078. Hutzel has served two terms in the Purdue University Senate as a representative from Mechanical Engineering Technology. He was most recently elected in 2012 and is on the University Resources Policy Committee.

**Yaman Kaakeh**  
Pharmacy Practice

Dr. Kaakeh is a Clinical Associate Professor of Pharmacy Practice in the College of Pharmacy; her focus being in the area of internal medicine pharmacotherapy. She provides both didactic and experiential education for Doctor of Pharmacy students. Her research interests include drug-induced adverse effects and clinical application of evidence-based medicine. She is double board certified by the Board of Pharmaceutical Specialties as a Board Certified Pharmacotherapy Specialist and a Board Certified Nutrition Support Pharmacy Specialist. Dr. Kaakeh serves on the Purdue biomedical institutional review board and is an active member of multiple national pharmacy organizations. She was elected to the Purdue University Senate in
2013 from the College of Pharmacy.

Mark Lawley
Biomedical Engineering

Mark Lawley is Professor of Biomedical Engineering in the Weldon School of Biomedical Engineering at Purdue University. Before joining Biomedical Engineering in 2007, he served nine years as Assistant and Associate Professor of Industrial Engineering, also at Purdue, two years as Assistant Professor of Industrial Engineering at the University of Alabama, and he has held engineering positions with Westinghouse Electric Corporation, Emerson Electric Company, and the Bevill Center for Advanced Manufacturing Technology. As a researcher in academics, he has authored over 100 technical papers including book chapters, conference papers, and refereed journal articles, and has won four best paper awards for his work in systems optimization and control. Four of his doctoral students hold faculty positions at major universities, and, in 2006, he received the James H. Greene Graduate Educator Award from Purdue’s School of Industrial Engineering. He received the PhD in Mechanical Engineering from the University of Illinois at Urbana Champaign in 1995.

Sandra Liu
Consumer Sciences and Retailing

Sandra S. Liu is currently Professor and Director of Graduate Studies of Department of Consumer Science and Director of Center for Global Urban Sustainability in College of Health and Human Sciences of Purdue University. Liu has taught undergraduate honor’s class on global health, entrepreneurship certificate program, sales force management, and strategic issues; and consumer behavior theories, strategy and business modeling, and social entrepreneurship in healthcare at the graduate level. She has been active in promoting health and wellness among underserved populations in the State of Indiana and internationally. Liu was elected co-chair of Covering Kids and Family (CKF) Lake County Coalition since 2011 and currently chair of its Enrollment and Infrastructure Committee; and a member of CKF’s state-wise school committee. On the global level, Liu is Director of Public Health and Policy Committee of International Breast Cancer (Prevention) and Nutrition Program in Purdue Center for Cancer Research. She also leads several research and training initiatives in the areas of hospital management and community health programs for the indigents in China and Taiwan. Liu’s research focuses on the strategic issues and business modeling in customer contact activities in an e-environment. Her current endeavor is to examine these issues in the health and wellness context: 1) Strategic leadership in leading and managing transformation of healthcare; 2) building uniform platform for integrating and synergizing enrollment efforts across healthcare, schools, and social services to ensure sustainable health and wellness among uninsured populations; and 3) consumer/patient connectedness through the technology of social media and iCloud. In the Fall 2012, Liu was appointed to replace Sharon Burns on her position at the Purdue Senate and the Steering Committee.

Zygmunt Pizlo
Psychological Sciences

Zygmunt Pizlo is a Professor in the Department of Psychological Sciences and in the School of Electrical and Computer Engineering. Pizlo's research is on computational models of human vision, problems solving and motor control. He is implementing the models in robots and
compares robot's performance to human. His research has been supported by the NSF, AFOSR, DOE and DOD. He has served as a member of the University Senate since 2009. He was a member of the faculty affairs committee for two years.

Alberto Rodriguez
Curriculum and Instruction

Dr. Rodriguez is the Mary Endres Chair in Elementary Teacher Education and Professor of cross-cultural science education in the Department of Curriculum. His research focuses on the use of sociotransformative constructivism (sTc) as a theoretical framework that merges multicultural education tenets (as a theory of social justice) with social constructivism (as a theory of learning). Thus, Dr. Rodriguez is investigating how teachers can make their pedagogy and curriculum more culturally and socially relevant to all students, as well as how teachers can better integrate STEM across all curriculum subjects.

He was recently one of the Principal Investigators of the Effective Science Teaching for English Language Learners (ESTELL) Project. This was a professional development research project involving pre-service teachers from three large universities in California. The project was sponsored by NSF with a $3.1 million grant.

Dr. Rodriguez’s work has been published in various journals such as, the American Educational Research Journal, the Journal of Research in Science Teaching, Research in Science Education, the Journal of Teacher Education, Theory into Practice, and many others. One of his previously published article was selected for a special issue of the Journal of Research in Science Teaching (JRST) in which 9 of the most influential science education articles on multicultural science education in the last 30 years were re-published and made widely available to educators and policy makers. A committee of 12 science educators reviewed 233 articles using a scoring rubric. The selected article was: Strategies for counterresistance: Toward sociotransformative constructivism and learning to teach science for diversity and for understanding. Previously published in 1998, and re-reprinted in the special issue: Multicultural science education, equity and social justice. JRST, November 2011. According to the ISI Journal Citation Reports, JRST is ranked 4/184 education and educational research journals. He has also edited and co-edited several research-based books. The co-edited volume with Rick Kitchen (math education) entitled, Preparing Prospective Mathematics and Science Teachers to Teach for Diversity: Promising Strategies for Transformative Action (2005), was selected as an Outstanding Academic Title in 2005 by Choice Magazine.

Dr. Rodriguez received the Kappa Delta Pi – Teaching and Teacher Education Research Award from the American Educational Research Association in 2000, and the New Mexico State University’s Award for Exceptional Achievements in Creative Scholarly Activity in 2002.

Dr. Rodriguez served as a Senator for the College of Education at the University of Wisconsin-Madison (1994-1997); Chair of the Faculty Council (a senate-like faculty body composed of elected officials but functioning at the college level, 2007-2008); and Chair of the Latino/a Caucus of the California Faculty Association (2007-2008).

Charles Ross
English

No biography was received.
Harry Targ
Political Science

No biography was received.
The Nominating Committee proposes the following slates of nominees for service on the University Senate Standing Committees. The faculty members elected are to serve the period of years shown following each name.

A. Educational Policy Committee  
For the 9 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirk Alter</td>
<td>2</td>
<td>Building Construction Management Technology</td>
</tr>
<tr>
<td>Monica Cox</td>
<td>3</td>
<td>Engineering Education</td>
</tr>
<tr>
<td>James Greenan</td>
<td>1</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Harold Kirkwood</td>
<td>3</td>
<td>Libraries</td>
</tr>
<tr>
<td>Patrick Kain</td>
<td>3</td>
<td>Philosophy</td>
</tr>
<tr>
<td>David Pick</td>
<td>3</td>
<td>Psychology (Purdue Calumet)</td>
</tr>
<tr>
<td>Darryl Ragland</td>
<td>1</td>
<td>Veterinary Clinical Sciences</td>
</tr>
<tr>
<td>Whitney Walton</td>
<td>3</td>
<td>History</td>
</tr>
<tr>
<td>Gabriela Weaver</td>
<td>2</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

B. Faculty Affairs Committee   
For the 2 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janusz Duzinkiewicz</td>
<td>3</td>
<td>History (Purdue North Central)</td>
</tr>
<tr>
<td>Yuehwern Yih</td>
<td>2</td>
<td>Industrial Engineering</td>
</tr>
</tbody>
</table>

C. Student Affairs Committee  
For the 4 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Dennis</td>
<td>2</td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td>Darryl Granger</td>
<td>2</td>
<td>Earth, Atmospheric and Planetary Sciences</td>
</tr>
<tr>
<td>Íñigo Sanchez-Llama</td>
<td>2</td>
<td>Languages and Cultures</td>
</tr>
<tr>
<td>Ronald Sterkenburg</td>
<td>1</td>
<td>Aviation Technology</td>
</tr>
</tbody>
</table>

D. University Resources Policy Committee 
For the 4 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jody Banks</td>
<td>3</td>
<td>Botany and Plant Pathology</td>
</tr>
<tr>
<td>Gary Lantz</td>
<td>3</td>
<td>Veterinary Clinical Sciences</td>
</tr>
<tr>
<td>Holly Mason</td>
<td>3</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>Voicu Popescu</td>
<td>3</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>
Approving (via email):

Stephen Byrn
Richard Cosier
Buster Dunsmore
Patricia Hart
Michael Hill
Peter Hirst
Iñigo Sanchez-Llama
TO: The University Senate
FROM: University Senate Nominating Committee
SUBJECT: Nominees for Faculty Committees
REFERENCE: Bylaws of the University Senate
DISPOSITION: Election by the University Senate

The Nominating Committee proposes the following slates of nominees for service on the University faculty committees listed below. The faculty members elected are to serve for terms as specified:

A. University Grade Appeals Committee
   Holly Mason   Pharmacy
   John Patterson  Animal Sciences
   Cheryl Rockwell  Nursing

   for terms of service ending 31 May 2016.

B. University Censure and Dismissal Procedures Committee

   Regular Members
   Donatella Danielli-Garofalo  Mathematics
   Otto Doering  Agricultural Economics
   Peter Dunn  Entomology
   Stephen Elliott  Industrial Technology
   Samuel Liles  Computer & Information Technology
   Philip Mick  Aviation Technology
   JoAnn Miller  Sociology
   J. Paul Robinson  Basic Medical Sciences
   Christine Sahley  Biological Sciences
   Lia Stanciu  Mechanical Engineering

   Alternate Members
   Richard Ghiselli  Hotel and Tourism Management
   Jean Stiles  Veterinary Clinical Sciences

   for terms of service ending 31 May 2016.

Approving (via email)

Stephen Byrn
Richard Cosier
Buster Dunsmore
Patricia Hart
Michael Hill
Peter Hirst
Iñigo Sanchez-Llama
<table>
<thead>
<tr>
<th>SENATE DOCUMENT</th>
<th>TITLE</th>
<th>ORIGIN</th>
<th>SENATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-1</td>
<td>Change to Academic Regulations and Procedures on Academic Year and Calendar</td>
<td>Educational Policy Committee</td>
<td>*Approved 19 November 2012</td>
</tr>
<tr>
<td>12-2</td>
<td>Reappointment of the University Senate</td>
<td>University Senate Steering Committee</td>
<td>*Approved 19 November 2012</td>
</tr>
<tr>
<td>12-3</td>
<td>Change to Academic Regulations and Procedures on Scholastic Records-Duplicate Diplomas</td>
<td>Educational Policy Committee</td>
<td>*Approved 18 February 2013</td>
</tr>
<tr>
<td>12-4</td>
<td>Change to Academic Regulations and Procedures – Drop and Add Dates</td>
<td>Educational Policy Committee</td>
<td>Defeated 15 April 2013</td>
</tr>
<tr>
<td>12-5</td>
<td>Change to Academic Regulations and Procedures on Grades and Grade Report Regulation</td>
<td>Educational Policy Committee</td>
<td>*Approved 15 April 2013</td>
</tr>
<tr>
<td>12-6</td>
<td>Addition to University Regulations of Repeat Policy for Nonrepeatable Courses</td>
<td>Educational Policy Committee</td>
<td>*Approved 15 April 2013</td>
</tr>
<tr>
<td>12-7</td>
<td>Changes to Academic Regulations and Procedures Scholastic Deficiency and Drop GPA Levels</td>
<td>Educational Policy Committee</td>
<td>Withdrawn 18 March 2013</td>
</tr>
<tr>
<td>12-8</td>
<td>Nominees for Senate Vice-Chair</td>
<td>Nominating Committee</td>
<td>*Approved 18 March 2013</td>
</tr>
<tr>
<td>12-9</td>
<td>Nominees for Senate Steering and Senate Nominating Committees</td>
<td>Nominating Committee</td>
<td>*Approved 15 April 2013</td>
</tr>
<tr>
<td>12-10</td>
<td>Nominees for Senate Standing Committee</td>
<td>Nominating Committee</td>
<td>*Approved 15 April 2013</td>
</tr>
<tr>
<td>12-11</td>
<td>Nominees for Faculty Committees</td>
<td>Nominating Committee</td>
<td>*Approved 15 April 2013</td>
</tr>
</tbody>
</table>

*Approved