AGENDA (As Amended)

1. Call to order
   Professor J. Paul Robinson
2. Approval of Minutes of 18 February 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
   Professor James S. Lehnert
7. Question Time
8. Senate Document 12-4 Change To Academic Regulations and Procedures Drop and Add Dates
   Professor Harold P. Kirkwood
9. Senate Document 12-5 Change to Academic Regulations and Procedures on Grades and Grade Report Regulation
   Professor Harold P. Kirkwood
10. Senate Document 12-6 Addition to University Regulations of Repeat Policy for Nonrepeatable Courses
    Professor Harold P. Kirkwood
11. Senate Document 12-8 Nominees for Senate Vice-Chair
    Professor Michael A. Hill
12. New Business
13. Memorial Resolutions
14. Adjournment
UNIVERSITY SENATE  
Sixth Meeting, Monday, 18 March 2013, 2:30 p.m.  
Room 302, Stewart Center


Guests: Lesa Beals, Richard Buckius, Spencer Deery, Audeen Fentiman, Melissa Johnson, Mike Loizzo, Justin Malk, Soraja Munic, Valerie O’Brien, Chris Sigurdson, Jake Sohn, Brittany Tyner, Eric Weddle, Sue Wilder

1. The meeting was called to order at 2:35 p.m. by Chairperson J. Paul Robinson.

2. The minutes of the 18 February 2013 Senate meeting were approved as distributed.

3. The agenda was considered. An amendment was proposed by Professor Harold P. Kirkwood, Chairperson of the Educational Policy Committee. He made a motion to remove Item #11, Senate Document 12.-7, from the agenda. His motion was seconded and the amendment passed by unanimous voice vote. Following approval of the amendment, the amended agenda was approved by consent.

4. President Mitchell E. Daniels, Jr. presented remarks to the Senate (see Appendix A).

5. Professor Robinson presented the remarks of the Chairperson (see Appendix B).

6. Professor James S. Lehnert presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix C).
At “Question Time” President Daniels answered questions from the Senators. The first question came from Professor Bill Krug who inquired about the resources associated with hiring the 100 new Engineering faculty members. President Daniels assured Professor Krug that no funds would be stripped from other programs to hire these individuals. The expansions of Engineering and the Krannert School faculties are included in the budget for the University as high-priority strategic items.

Professor David Pick asked if the university had realized any savings since the University Counsel position was created and filled. President Daniels said that it is too early to determine if savings have been realized.

Professor Janusz Duzinkiewicz asked if the tuition freeze would be system-wide. President Daniels stated that he had spoken with the regional campus Chancellors to verify that the tuition freeze was only for students attending the West Lafayette campus. Tuition rates at the regional campuses are set by each regional campus.

Professor Charles Ross mentioned that the University had recently experienced two rounds of 3% across-the-board cuts. He suggested that as the cuts did not include cuts in salary, the money was taken from other parts of the budgets of the units. Hence, the real cuts amount to approximately 30% of the non-salary funds of each unit. For example, there has been a cut in the funding available for graduate students and these cuts have impacted teaching significantly. President Daniels reiterated that he does not like the across-the-board cuts and did not plan to use that method. He suggested that there might have to be some resource-shifting but that we would do it in an intelligent fashion. Professor Ray DeCarlo stated that graduate student fees come out of their salaries further reducing their earnings. President Daniels said that entrained fees such as differential fees will remain, but no new fees will be added.

Professor Cheng-Kok Koh said that some academic/professional staff members are involved in teaching and research and the salary freeze might negatively impact their morale. President Daniels stated that some individual cases may need to be revisited and the effect on morale was taken into consideration before the freeze was announced.

Professor Marjorie Rush Hovde asked if there were data on the trends in resources that the University has received. President Daniels stated that those data are all contained in the Purdue University Data Digest. Expenditure trends are also in the Data Digest.

Professor David Kemmerer suggested that the University could do research to study its own energy use with the goals of reducing energy consumption and costs. President Daniels said that energy and health-care costs have increased markedly and both present opportunities for cost savings.

Professor Donald Buskirk asked how large is the current student body? President Daniels answered that the current University strategic plan calls for a stable undergraduate population, but there is room for growth in the graduate student population. No caps on enrollment are planned and the undergraduate student population may increase based on what happens with the changes in summer session enrollment. The trimester and summer session issues are still being studied.

Professor Robinson noted that changes had been made recently in the administration of the Purdue Research Foundation (PRF). He asked President Daniels how these changes would impact the faculty. President Daniels suggested that the impact on individual faculty members would be determined by the extent they were involved with the PRF for help with patent applications, technology transfer, inventions, etc. President Daniels would like to explore ways to lower the barriers that are impeding the transfer of research findings to
applications in the commercial and other spheres where they can be beneficial. A primary goal is to enhance the impact of Purdue University research findings on society. A secondary goal is to create an “ecosystem” that will increase the entrepreneurial activities and successes of the faculty. A tertiary goal is to enhance the income from commercial applications of Purdue University research findings.

8. Professor Harold P. Kirkwood, Chair of the Educational Policy Committee presented, for Discussion, the following Senate Documents:
   a. Senate Document 12-4, Change to Academic Regulations and Procedures- Drop and Add Dates,
   b. Senate Document 12-5, Change to Academic Regulations and Procedures on Grades and Grade Report Regulation,
   c. Senate Document 12-6, Addition to University Regulations of Repeat Policy for Nonrepeatable Courses.

Professor Kirkwood, Registrar Robert Kubat and Senior Associate Registrar Lesa Beals answered questions from the floor. Following the discussion period, no changes were suggested for the documents. The documents will be up for Action at the April 2013 Senate meeting.

9. Professor Michael A. Hill presented, for Action, Senate Document 12-8, Nominees for Senate Vice-Chair. He asked for additional nominations from the floor but none were forthcoming. Following his motion and a second, the document was accepted by consent. The candidates, Professor Patricia Hart and Professor David Sanders presented brief remarks to the Senate. The vote was then taken by written secret ballot. Following the vote tally, Professor Hart was named Vice-Chair-elect of the Senate. She will begin her term on 1 June 2013.

10. Under New Business Professor David J. Williams updated the Senators on the opening of the new Purdue University Clinic, The Center for Healthy Living (see Appendix D).

11. No memorial resolutions had been received.

12. The meeting adjourned at 4:00 p.m.
Mitch Daniels Jr.
President
University Senate
WEST LAFAYETTE ENROLLMENT vs. TUITION
2003-2013
BUDGETARY IMPACT OF TUITION FREEZE

Purdue West Lafayette FY13 Budget

$2 Billion

$40 Million foregone tuition
$40 Million

$5 Million—Merit pay freeze
(Does not apply to faculty, clerical, service & lower-paid staff)
2-YEAR MERIT PAY FREEZE

Does apply to:
• Senior administrators
• Deans
• Administrative/professional staff with salaries above $50,000

Does not apply to:
• Faculty
• Clerical-service staff
• Administrative/professional staff with salaries below $50,000
Remarks of the Chair of the Senate: J. Paul Robinson, March 18, 2013

I considered a number of issues that I wanted to bring before the faculty but I decided to focus on just two. Getting change within a large organization that has a decade’s long track record of doing things one way or another is not easy. Over the past few years, I have observed, sometimes closer than I am comfortable with, how some people manipulate situations to their benefit. It’s unclear to me why people get on power trips, but when they do, it’s hard to get them back to reality. The article in the Journal and Courier written by Eric Weddle in yesterday’s paper opened up some of these issues. For those who have not read it, let me summarize it - the article discussed the ease with which Purdue administrators appeared to have access to legal counsel. It outlined that approximately $1.6 million was spent on faculty related issues. It discussed the way the leadership of the university allowed a PNG – persona non grata order against an individual to be conveniently ignored by everyone – yes every single person decided they had no information – but it was enforced by the police. Was it fair, was it necessary? That’s not the question – the question is why did not a single person at this institution have the intestinal fortitude to deal with this issue in a fair and reasonable way? The article noted that the national AAUP had sent several letters to Purdue leadership expressing concerns about how the university was operating. That’s not the only issue the paper discussed.

In my first remarks to the senate some months ago, I mentioned the need for a different process to deal with faculty issues. An ombudsman not under the influence of other administrators and who had the highest level of access was needed but I noted that it was inconsistent to request such a position without a concomitant reduction in administrative positions. The notion that jumping rapidly onto the lawyer-initiated bandwagon is not healthy and frankly should be avoided if at all possible. How do we get that message across?

Over the past year, I wondered how a person not familiar with the intrigues of the academy would survive this institution. What I forgot was the question I should have been asking was “Will the institution survive such a person?” Let me rephrase that to make it sound a little different. Do we want the institution to remain the same forever? Perhaps we think that what we do and how we do it is the only way things can be done. But maybe it should not be business as usual. I was really amazed to read that Purdue had raised tuition every year for 36 years in a row. That’s more than a process – that’s a philosophy. It’s interesting isn’t it – the leadership made that decision to raise tuition every single year – but on more than several occasions, salaries were flat – and it seems that over the last 10 years we still managed to justify a vast increase in administration. It’s all a matter of priorities.

The real issue for us as faculty is what is our response when an opportunity comes up to play a direct role in keeping tuition stable and possibly changing the way the university does business. I know most of you are not happy that your salaries are in the lower third of the big ten institutions – and the institution telling us that the low cost of living makes that OK is probably not going to assuage any of you.

So how do we pay for keeping tuition flat? I know you are all thinking here we go again – another cost saving effort that will do little to change our position in the big ten. But I think it’s the wrong attitude.
The questions we should be asking is this: How can we as faculty identify ways to reduce the cost of the operation but not reduce the quality of our mission nor make life miserable?

The president has asked us to help identify waste, and opportunities to help keep tuition stable. For those who are 9 month faculty, we are talking about $2.22 million per month or $555,000 per week. How do we do that? How do we find $100,000 every work day for the academic year and save it without reducing the quality of what we deliver? I don’t know the answer, but in discussions with the president, he has guaranteed that whatever savings we can find, they will be appropriately credited.

In order to facilitate this process, I have proposed an ad hoc committee of the senate that I have called the Faculty Reinvestment Committee that could be one mechanism where faculty ideas, leads, suggestions are processed and evaluated. By using this committee, faculty can, if they wish, remain anonymous with their suggestions. The committee will be co-chaired by myself and the vice chair of the senate Professor Williams. I’d like to invite those of you who feel strongly about this idea to contact either Dr. Williams or myself and we will try to make sure the committee is balanced across different colleges. There is no reason why faculty should not put significant effort into helping to keep this task on track. We have left the management of the university totally to administrators for the last 36 years. Let’s take this opportunity to raise our participation level in how this institution is run. After all, many of you have made this your long term home. I hope you help us locate the areas of waste and the opportunities for saving and at the same time improving the delivery of education, as well as our discovery.

Thank you for your attention.
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. Assessment of the results of the COACHE Survey

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

1. Student Conduct

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

1. Report from the BIER Committee
2. Review of Physical Facilities’ Needs

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
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.

### 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, 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>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</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>

### 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Fall/Spring Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</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)**
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>
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</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, 1992).</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 Procedures and Regulations: Grades and Grade Reports, section D).
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.

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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. Cancellation of Withdrawal from 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>
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</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>
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</thead>
<tbody>
<tr>
<td><strong>Grades and Grade Reports</strong></td>
<td><strong>Grades and Grade Reports</strong></td>
</tr>
<tr>
<td><strong>A. Basis of Grades</strong></td>
<td><strong>A. Basis of Grades</strong></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>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>
</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.)</td>
<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.)</td>
</tr>
<tr>
<td>The following grades shall be available to be</td>
<td>The following grades shall be available to be</td>
</tr>
</tbody>
</table>
assigned by the instructors and reported when they are called for by the registrar:

1. For Credit Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+, A</td>
<td>Highest passing grade.</td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
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<tr>
<td>C+</td>
<td></td>
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<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Lowest passing grade; marginally passing minimal objectives of the course.</td>
</tr>
</tbody>
</table>

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-, 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.
4. For Incomplete Work, Either Credit or Noncredit (University Senate Document 83-8, March 26, 1984; revised by University Senate Document 97-7, April 27, 1998, and University Senate Document 00-5, March 19, 2001)

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 the 12th week of the second subsequent semester of enrollment, 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...
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 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

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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.

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

d. A student who is enrolled in a course
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 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, A-, B+, 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 G.P.A grade indexes.

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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 before the end of 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.
does not affect index 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 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
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

one calendar year after the I grade was given 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 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 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
corrected (University Senate Document 79-4, November 19, 1979).

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.

reported to the registrar within 30 days after the start of the regular fall, spring or summer semester 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 G.P.A. 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
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.

### Current Academic Regulations and Procedures

#### Grades and Grade Reports

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)

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.

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.
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

### Proposed Academic Regulations and Procedures

#### Grades and Grade Reports

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1. The semester GPA is an average determined by weighting each grade received during a given academic session semester by the number of semester hours of credit in the course.
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
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, 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.

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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 up to two 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.

* 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.

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>
<td>A-</td>
<td>3.7 x sem hrs = index pts</td>
</tr>
<tr>
<td>B+</td>
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<tr>
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<td>1.0 x sem hrs = index pts</td>
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<tr>
<td>D-</td>
<td>0.7 x sem hrs = index pts</td>
</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, SI</td>
<td>Not included</td>
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Grades received in foreign language courses to establish reading knowledge as specified by the Graduate Council are not used in computing graduation indexes.

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</tr>
<tr>
<td>P, N, I, PI, SI, W, WF, WN, WU, IN, IU</td>
<td>Not Included</td>
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</tbody>
</table>

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 Vice Chairperson of the University Senate
REFERENCES: Bylaws, Section 3.20b, c
DISPOSITION: Election by the University Senate

The Nominating Committee proposes the following slate to serve as vice chairperson of the University Senate for the academic year 2013-2014. The nominees for Vice Chairperson are:

Patricia Hart Languages & Cultures
David Sanders Biological Sciences

Candidate résumés are attached.

Approving, via e-mail:

Stephen Byrn
Richard Cosier
Buster Dunsmore
Patricia Hart
Michael Hill
Iñigo Sánchez-Llama
Cleveland Shields
Patricia Hart

Patty Hart, Professor of Spanish, School of Languages and Cultures (SLC), has been at Purdue since 1987. During that time, she has served in many positions and on a number of committees at the departmental, school, college, and university levels. This is her second term in the University Senate, and she was also on the CLA Senate for four terms. She chaired the Department of Spanish and Portuguese for one term, and was Honors representative for the department and the school, as well as faculty advisor for the Spanish Honors Society and various student organizations, and advisor to a number of freshmen scholars. Hart has served actively in the SLC Primary Committees, and did two terms on the CLA Area Committee for Promotion and Tenure. She was director for the Purdue book Series in Romance Literatures for seven years, where she still serves as Spanish Editor. She is beginning her third term on the Purdue University Press Board. Hart was Director of Graduate Studies in her school and also did one term on the university Graduate Council. She has directed five different undergraduate study abroad programs in Mexico and Spain, and she participated for years as a Faculty Fellow in Windsor and Wiley Halls. In 2007, she received the highest teaching honor that the University bestows, the Charles B. Murphy Outstanding Undergraduate Teaching Award and was inducted into the Book of Great Teachers. Her research includes books and numerous articles on Spanish film and fiction. Hart is currently the Director of Film and Video Studies, an interdisciplinary program in the College of Liberal Arts.

David Sanders

David Sanders is an Associate Professor of Biological Sciences at Purdue University. He received his Bachelor of Science degree from Yale College in Molecular Biophysics and Biochemistry. He conducted his Ph.D. research in Biochemistry with Dr. Daniel E. Koshland, Jr., who was then editor of the journal Science, at the University of California at Berkeley. David Sanders originated the idea of the “Molecule of the Year” feature in Science. His Biochemistry Ph.D. thesis concerned his discovery of a critical biochemical reaction that underlies how bacteria sense and respond to changes in their environments. Following a position as a Visiting Scientist at the University of California at San Francisco, where he studied signal-transducing GTPases, he was a postdoctoral fellow at the Whitehead Institute for Biomedical Research, which is affiliated with M.I.T. It was there that he began his studies on the entry of viruses into cells with a focus on the inhibition of infection and applications to gene therapy.

Dr. Sanders joined the Markey Center for Structural Biology at Purdue University in 1995, where he is Executive Committee Representative of the Purdue University Life Science (PULSe) Molecular Virology program and also a member of the Purdue Cancer Center, the Birck Nanotechnology Center and the Oncological Sciences Center. He was the discoverer of a biochemical reaction that leads to the entry of cancer-causing retroviruses into cells. He also is the holder of two U.S. patents on novel gene-therapy delivery techniques. His work on the Ebola virus led to his participation in the U.S. Defense Threat Reduction Agency’s Biological Weapons Proliferation Prevention Program, a product of the Nunn-Lugar legislation. His responsibilities included inspecting the Vector laboratory in Siberia, which was the site of biological-weapons development in the era of the Soviet Union. He has investigated the transmission of viruses from other animals, especially birds, to humans and is often invited to speak on ethics, biodefense, evolution, gene therapy, vaccination and influenza viruses in public forums. He is a recipient of the National Science Foundation CAREER Award for his work on an enzyme that is involved in production of the greenhouse gas and potential energy source, methane. He is also an American Cancer Society Research Scholar and received the Lions Club Cancer Research Award. He is currently a principal investigator on a Howard Hughes Medical Institute Experiment Grant for the reform of the undergraduate premedical curriculum.
At Purdue University, Dr. Sanders has served on numerous committees at the departmental, college, and university level. Among the posts he has filled, Prof. Sanders has served as Convener of the Department of Biological Sciences Safety, Undergraduate Studies, and Undergraduate Curriculum Reform Committees. He has been the yearly organizer of the Professor Miriam Hasson Memorial Lecture. Professor Sanders was elected the inaugural Chair of the PULSe Admissions Committee. He was elected Chair of the College of Science Grievance Committee and Chair of the University Grievance Committee, a capacity in which he still serves. Dr. Sanders is currently a member of the College of Science Faculty Council and the Undergraduate Curriculum and Academic Policy Committee. He also serves as the Purdue University representative on the Indiana State Core Transfer Library Life and Physical Sciences Academic Panel. Professor Sanders is a member of the University Senate Faculty Affairs and Steering Committees.
The Center for Healthy Living opened as scheduled on February 27 with an overwhelmingly positive response.

- In the first week-and-a-half alone, the Center provided service to 211 employees and covered dependents with an average appointment wait time of five minutes.

- Over 50% of clients were seen for non-preventive care while 34% were seen for preventive and well care including annual physicals, well exams, health coaching, Medical Therapy Management and the Employee Assistance Program.

- Employees have been impressed with the service, facility and quality care the Center provides at an affordable rate.

- Due to the response, an additional provider will soon be added to assist with volume and demand for services.

- Visit the Center for labs, immunizations, annual physicals, health coaching, non-preventive care, mental health counseling and more.

Learn more at www.purdue.edu/healthyliving
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*Approved