AMENDED AGENDA

1. Call to order
   Professor Patricia Hart

2. Approval of Minutes of 23 March 2015

3. Acceptance of Agenda

4. Remarks by the Chairperson
   Professor Patricia Hart

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

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

7. Question Time

8. Senate Document 14-10 Resolution Supporting Creation of an English Language Center for Incoming International Students
   For Action
   Professor April Ginther

9. Senate Document 14-14 Faculty Committee Nominees
   For Action
   Professor Michael Hill

10. UCC Revisions to Senate Document 11-7 Embedded Outcomes of the Undergraduate Core Curriculum
    For Action
    Professor Hal Kirkwood

11. Senate Document 14-4 Amendment to the Senate Bylaws Concerning Term Limits for Senators
    For Action
    Senator Christopher Kulesza

12. Senate Document 14-12 Amendment to the Senate Bylaws Concerning Term Limits for Chair and Vice-Chair of the Senate
    For Action
    Senator Christopher Kulesza

    For Discussion
    Professor Linda Prokopy and Co-sponsors

14. Commissioning of SGTF Research Design Team
    For Information
    Vice-Chair of the Senate Kirk Alter

15. Questions and Answers with AD Morgan Burke
    For Information
    Director of Athletics Morgan Burke

16. Update on the Canvas LMS Pilot
    For Information
    Interim Associate Vice Provost Stephen Beaudoin

17. Guidelines for Enhancing Purdue’s Equity and Diversity Web Presence Across Campus
    For Information
    Professor Alberto J. Rodriguez
18. New Business

19. Memorial Resolutions

20. Adjournment
UNIVERSITY SENATE
Seventh Meeting, Monday, 20 April 2015, 2:30 p.m.
Dean’s Auditorium, Pfendler Hall


Guests: Matthew Allen, Donalee Attardo, Julie Kercher-Updike, Ellen Gundlach, Morgan Burke

1. The meeting was called to order at 2:35 p.m. by Chairperson Patricia Hart.

2. The minutes of the 23 March 2015 Senate meeting were approved as distributed.

3. Professor Michael Hill made a motion to amend the agenda to remove Senate Documents 14-11 and 14-13. His motion was seconded and approved. The agenda was accepted as amended.

4. Professor Hart presented the remarks of the Chairperson (see Appendix A).

5. President Mitchell E. Daniels, Jr. thanked Professors Hart, Kirk Alter and David Sanders for their leadership of the Senate and all of the members of the Senate for their participation in faculty governance. He ensured the Senators that the administration and Board of Trustees (BoT) do listen to the voice of the faculty as provided by the Senate. For example, the input from the Senate concerning increases in salaries for faculty and staff has been and will be taken into account as this issue is considered. From President Daniels' perspective, Purdue University has had a very good year and our reputation remains strong. Investments in new faculty will ensure that the high quality associated with Purdue University will be maintained. Finally, he said that we are looking forward to the upcoming year.
6. Professor David Sanders presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix B). The Chairs or designees of the Senate standing committees briefly described the current activities of their respective committees. New committee Chairs (and Vice-Chairs) were reported. Professor Ryan Cabot is the incoming Chair of the Educational Policy Committee. Professor Levon Esters was selected for a second term as Chair of the Faculty Affairs Committee. Professor J. Stuart Bolton will serve as Vice-Chair of the Faculty Affairs Committee. Professor Russell Jones is the incoming Chair of the Student Affairs Committee. Professor Michael Hill, Chair of the Nominating Committee, noted that the two documents removed from the Senate agenda will be sent to the Senators via electronic means for voting purposes. Professor Sanders reminded the Senate of the Bylaws procedure that specifies the approved method for selecting Chairs of the Senate standing Committees (see Senate Bylaws Section 5.03).

7. At Question Time, President Daniels entertained a question from the floor.

Professor Sanders queried President Daniels on the status of the Common Reading Program. President’s Daniels said that the people in charge of Boiler Gold Rush (BGR) are not reinstituting the Common Reading Program as it was done for a few years. There is some common reading material in BGR, but no Common Reading Program.

8. Professor April Ginther introduced Senate Document 14-10, Resolution Supporting Creation of an English Language Center for Incoming International Students, for Action. A motion was made by Professor Hill and seconded by Professor Kirk Alter to approve this document. Professor Ginther answered several questions from the floor during the discussion of the document. Following the discussion, the motion to approve the document passed with 52 votes in favor, 4 in opposition and 1 abstention.

9. Professor Michael Hill, Chair of the Nominating Committee, introduced Senate Document 14-14, Nominees for Faculty Committees, for Action. A motion to approve the document was made and seconded. A friendly amendment was accepted from the floor to change the document as follows:

- Professor Ralph Webb was removed as a nominee for the Censure and Dismissal Committee due to potential conflicts-of-interest between this committee and his role as University Ombudsman. The Senate Nominating Committee will find a replacement nominee for Professor Webb.
- Professor Krishnamurthy Sriramesh was removed from the list of Nominees for the Censure and Dismissal Committee as requested.
- Professor Peter Hirst volunteered to serve as a nominee for the Censure and Dismissal Committee and his name was added to the slate of nominees.

After these changes were made the motion to approve the document passed with 58 votes in favor and 0 votes in opposition.

10. Professor Hal Kirkwood introduced the Revision to Senate Document 11-7, Embedded Outcomes of the Undergraduate Core Curriculum, for Action. A motion to approve the document was made and seconded. No discussion occurred. The motion to approve the document passed with 58 votes in favor, 2 votes in opposition and 2 abstentions.

11. Senator Christopher Kulesza presented Senate Document 14-4, Amendment to the
Senate Bylaws Concerning Term Limits for Senators, for Action. A motion to approve the document was made and seconded. As at previous Senate meetings, Senator Kulesza explained the rationale for the proposed amendment. Several Senators spoke in favor or in opposition to the amendment. One Senator thought that the ability to serve three consecutive terms instead of the current two consecutive terms was a good compromise. Professor Hill rose to speak in opposition to the proposed amendment and summarized his points in a presentation (see Appendix C). Professor Linda Prokopy spoke in support of Professor Hill’s comments. Senator Kulesza reiterated that research on the topic suggests that any legislative body will lose its institutional knowledge and see a decrease in interpersonal contact among its members when term limits are put in place. Stronger legislation can be created when there are longer terms and more opportunities for interpersonal interactions. Following the discussion, the vote was taken. The motion to approve the document was defeated by a vote of 18 votes in favor, 39 in opposition and 2 abstentions.

12. Senator Kulesza rose to request approval of Senate Document 14-12, Senate Bylaws Amendment Concerning Term Limits for Senate Leadership. A motion to approve was made and seconded. Senator Kulesza made similar comments to those he made in the March Senate meeting about the rationale for the amendment. After a brief discussion, a motion to postpone the vote on the document was made and seconded. This motion was approved by consent of the Senate. Senate Document 14-12 will next be considered for approval at the first Senate meeting of the next academic year.

13. Senate Document 14-15, University Senate Resolution Opposing State Senate Enrolled Act 101, was introduced for Discussion by Professor Linda Prokopy and numerous cosponsors. A motion was made to suspend the rules and allow the vote to occur during the April Senate meeting. The motion was seconded and passed by unanimous voice vote. A motion was then made and seconded to approve the document. During the discussion, Professor Bonnie Blankenship spoke in opposition to Senate Document 14-15. Her statement is included in the minutes as Appendix D. Professor Janusz Duzinkiewicz noted that the resolution was presented to the Purdue University North Central Faculty Senate and was approved with only one vote in opposition. Professor Alberto J. Rodriguez stated that the Equity and Diversity Committee strongly supports the resolution. He mentioned that he has been approached by colleagues at other institutions asking “…what was going on at Purdue?” This reflects how the University is perceived by those outside Purdue University. He said the resolution sends a strong message of support to all people. Professor Evelyn Blackwood said that applicants to graduate programs are asking if it is safe to come to Indiana for graduate studies. Professor Stephen Beaudoin mentioned that the American Institute of Chemical Engineers is meeting at the end of April and will take into account this state law when they consider sites for upcoming meetings. They will not meet in Indianapolis until the law is “fixed.” The discussion ended and the vote was taken. The motion to approve the document passed with 54 votes in favor, 4 in opposition and 2 abstentions.

14. Professor Kirk Alter presented for Information the Student Growth Task Force Oversight Committee and Provost Research Design Team report (see Appendix E). Following the presentation Professor Alter entertained questions from the floor. He noted that all faculty members are welcome to join the group that will work on a testing instrument designed by Purdue University faculty for use at Purdue University. Any interested individuals can contact Professor Alter via email: alterk@purdue.edu
15. Director of Athletics Morgan Burke provided a short summary of the Athletic Affairs Committee (AAC) Annual Report (see Appendix F) and then answered questions that had been sent to him by Senate Chair Patricia Hart. He also took questions from the floor. The Athletic Department’s Concussion Plan can be found in Appendix J.

16. Interim Associate Vice Provost Stephen Beaudoin presented for Information the Update on the Canvas LMS Pilot (see Appendix J). He took questions from the floor and noted that the development sandboxes are still available for faculty members to use to become familiar with the Canvas software. The link required to obtain a sandbox account can be found in Appendix H. Additional information about Canvas including a question-and-answer session with one of the faculty members who is piloting the software can be found at this link: "Professor discusses experiences using Canvas learning management system."

17. Professor Alberto J. Rodriguez presented for Information an update on equity issues’ web presence across campus (see Appendix J).

18. No New Business was brought to the Senate floor.

19. Three Memorial Resolutions had been received for Out of respect for their departed colleagues, the Senators stood for a moment of silence.

20. The meeting adjourned at 4:50 p.m.

Annual Reports for the Senate Standing Committees can be found at the end of the Appendices section.
April Address to Trustees, “The Role of the Senate in the Purdue Family”

Patricia Hart
9 April 2015

Today I’d like to say a few words about how the University Senate works, and how we can collaborate to get the best possible outcomes, day in and day out, for our beloved Purdue.

I’ve thought a lot this year about what shared governance means, and have concluded that it is when every part of the Purdue family works together, sharing our particular types of expertise. The amount of participation is not the same on every issue; the important thing is to get the right balance at the right time.

The University Senate can be an invaluable resource in this noble endeavor. The voting members are 99 faculty people from West Lafayette and the other campuses, including the Provost. There is one undergrad, and one grad student. The President and the Treasurer also vote and have floor privileges. Senators are apportioned between all 10 traditional colleges based on faculty head-count, with the greatest number coming from Engineering, followed by Science and then Ag. Together, those senators make up more than half of the body. Engineering will be apportioned more and more senators as their numbers continue to rise.

The senate has five standing committees that meet publicly and take minutes: Educational Policy, Faculty Affairs, Student Affairs, University Resources Policy, and Equity and Diversity. There are also important subcommittees, including Academic Organization, and Budget Interpretation, Evaluation, and Review.

Only one body, the Advisory Council to the President, does not take minutes. Everything said there is considered confidential. The Chairman of the Board of Trustees has the power to convene that committee at any time if he wants confidential input on any subject from 21 faculty people representing every college. We would welcome him, or any other Trustee, very cordially.

All these committees work soberly and hard, with dedicated members who take valuable time from well-respected research projects and other responsibilities to help keep Purdue great. I have been truly impressed to see just how much combined know-how and energy they devote to this work.

We in the Senate believe that there is much to be gained by harnessing these long-standing structures when the University makes major budgetary or academic decisions. If ad-hoc committees are convened to tackle specific tasks, they should operate openly, take minutes, and post them online, so that the Senators can do their job of vetting
polices and seeking input from around campus. Many eyes bring different perspectives so that shortcomings are caught and corrected, and creative contributions can be made.

Right we have before us the prospect of revolutionizing the way that academic space is used in the university. Large issues are at stake, from the utilization of active learning spaces to increased centralization of scheduling. These decisions should not be made unilaterally at the top. We think it’s very important that this process have Senate participation through the University Resources Policy Committee and other groups, so that there is a chance for stakeholders to participate and give valuable input. This is the transparent path, and it is without a doubt the way to get the best results.

Overall, the Purdue University Senate is a thoughtful, hard-working, and traditional body that is willing and anxious to share the governance however and whenever is appropriate. We welcome your partnership.

Do you have any questions for me?
TO: University Senate
FROM: David A. Sanders, Chairperson of the Steering Committee
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

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

ADVISORY COMMITTEE
Patricia Hart, Chairperson of the Senate phart@purdue.edu

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

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

1. New chair
2. Membership of the EPC
3. Transfer Credits
4. ‘In Residence’ & Academic Regulations
5. Educational Policy Holistic Review

EQUITY AND DIVERSITY COMMITTEE
Alberto J. Rodriguez, Chairperson alberto-rodriguez12@purdue.edu

1. Reviewing university-wide data on recruitment and retention of faculty and students.
2. Looking into university sponsored religious events on campus.

FACULTY AFFAIRS COMMITTEE
Levon Esters, Chairperson lesters@purdue.edu

1. Limited Term and Continuous Lectures Policy

STUDENT AFFAIRS COMMITTEE
Sandra Rossie, Chairperson rossie@purdue.edu

1. Revised Senate Resolution 14-10 English Language Support for International Students
2. Review of Athletics Department’s policies on academic integrity and student athletes
3. Grievance lodged by several student organizations against Purdue Conferences
4. Election of chairman for 2015/16

UNIVERSITY RESOURCES POLICY COMMITTEE
Michael Fosmire, Chairperson fosmire@purdue.edu

1. Long-term energy plan for University
2. Space management and utilization
3. Concur
4. Graduate Student Health Coverage
5. Faculty retention

Chair of the Senate, Patty Hart, phart@purdue.edu
Vice Chair of the Senate, Kirk Alter, alterk@purdue.edu
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu
University Senate Minutes; http://www.purdue.edu/senate
Opposition to proposal to amend 2-term rule
Senate Document 14-4
Assumptions as far as University Senate is concerned

• Term limits bar experienced members from Senate service, potentially reducing the effectiveness of the University

• Term limits reduce the democratic choice of each Senate constituency.

• Term limits reduce the influence of legislative chambers in relation to other institutions.
History

• There were **no term limits prior to April, 2012** so faculty members could serve on the Senate forever
  • .......in fact some seemed to.
  • Some colleges re-elected the **same people over and over**.
History

- **Drs Joan Fulton** (Senate Chair 2010-12) and **Natalie Carroll** (Chair Nominating Committee) served on a sub-committee Spring 2011 through spring 2012 to consider term limits
  - Presented findings to Senate, spring 2012, as Senate Document 11-13
  - Accepted by Senate
Considerations for committee

• The Senate will be most effective when its membership is diverse and represents a broad perspective of the faculty.
  • Nominating Committee efforts to diversify committees

• Limiting participation on the Senate to 2 consecutive terms will allow for rotation of faculty and increased participation.
  • Democratic and inclusion process

• In addition, we believe that some faculty will be more willing to participate when they see that service on the Senate has a finite length of commitment.
  • Incentive to serve
While reelection can help maintain continuity and provide ‘history’ it also can give rise to some particular challenges, including:

- **Fewer new ideas/concerns/viewpoints** coming to the Senate
  - *Stagnation*
- ......*very difficult to get people*, faculty members and senate members, to volunteer for committee work.
  - *Disincentive in comfort*
- This may have been because everyone is so very busy, but it may also be, in part, because there was a feeling of hierarchy (insiders & outsiders) that allowed only limited opportunities to bring new ideas forward.
  - *Intimidation*
There were a few standing committees that had very limited turnover prior to the 2012 bylaw.

Stagnation

People would defer to the more tenured (speaking time-wise) in some committee discussions, particularly when they were couched in terms of the “history” and/or “Purdue way” terms.

Stagnation
The current bylaws

• ....allow a faculty member to serve for **two-three year terms**.
• Consequently, a faculty member can serve **6 years**.
• ...after allowing another departmental or college faculty member to serve on the Univ. Senate for a term, **they can be re-elected**, as indeed, both Larry DeBoer and Natalie Carroll are doing as College of Agriculture reps.
• With a **democratic process** in place and Senators are staggered in their terms, if an ex-senator is exceptional or an incumbent Senator steps down, thus opening a position, they could be re-elected in less than 3 years.
Another option that has already been used as a way for Univ. Senate committees to obtain the expertise that they need

• ...is the appointment of **ex-officio members** when needed - Senate Document 11-13

• This is where ex-Senators can **play a mentoring role in encouraging “new blood”** as they start their terms of office

• Provided the committee chair performs his or her duty, **it is unlikely that ex-Senators could manipulate the system** and strive to take over from freshmen
Give the current rule time! Vote against the amendment.
My Name is Bonnie Tjeerdsma Blankenship, and I am a professor in the Department of Health & Kinesiology. I speak here on behalf of myself, not my HK colleagues. I am in favor of State Senate Enrolled Act 101, the Religious Freedom Restoration Act, and so, cannot support University Senate Document 14-15. As a citizen the deterioration of the rights of people with faith concerns me. My faith is not just a once a week occasion, but part of my everyday life. I would like the ability to decline to participate in events that would cause me to go against the principles of my faith; this act helps to ensure that ability. Does that mean I am prejudiced and that I discriminate or that I want the right to do those things? Not in the least. Anyone who knows me knows that is not true. In fact, I am in full support of President Daniels’ March 30 statement affirming the University’s commitment to nondiscrimination. But to me, the two positions are not exclusive. I do not speak today in hopes of convincing anyone to agree with me; that would be nice, but I know highly unlikely. I simply appreciate the opportunity to make my views known. Thank you.
Provost’s Research
Design Team
A Brief History

November 2013 – Student Growth Task Force (SGTF) Final Report

December 11, 2014 – Report of The Student Growth Task Force Oversight Committee (SGTFOC)

March 9, 2015 – Report of the Provost’s Research Design Team (PRDT) for Assessing Student Growth

April 1, 2015 – SGTFOC Project Proposal
In a December 2014 report of the Student Growth Task Force Oversight Committee (following an earlier [November 2013] recommendation by the Student Growth Task Force) it was recommended that a “... Research Design Team composed of a small group of experts in social science research design...” be assembled for the purpose of developing a research plan for assessing student growth at Purdue University. Pursuant to that end, in February 2015, Provost Debasish Duta invited three faculty members to serve in that capacity and charged the group with developing a “research problem” centered on longitudinal assessment of student growth and informed by the work of previous faculty committees that had studied the issue.
Matthew W. Ohland, Professor, School of Engineering Education
John O. Greene, Professor, Brian Lamb School of Communication
Ala Samarapungavan, Professor & Head, Department of Educational Studies, College of Education
1. What is critical thinking (CT)?
   a. Does the Purdue community agree on the definition of critical thinking? Is there a definition that the President, Board of Trustees, alumni, and faculty in diverse academic disciplines can agree upon?
   b. Where there are already commercial standardized CT instruments, which instruments have evidence that they consistently measure CT in a way that is aligned with Purdue’s definition?
   c. How do commercial standardized CT instruments correlate with disciplinary measures of CT embedded in course work (e.g., student performance on engineering problem solving or clinical reasoning in counselling disciplines)?

2. What purposes does or should a measure of CT growth serve?
   a. What does it tells us that is distinct from the vast array of academic achievement information we already have or can easily gather from our students?
   b. What does it uniquely predict about their readiness/performance in the post-graduate world?
(1) Develop a clear conceptual definition of CT and the questions we wish to answer about CT.
(2) Identify or develop suitable (i.e., reliable and valid) measures of CT.
(3) Identify variables that mediate or moderate CT.
(4) Identify the best feasible research design for studying CT and acknowledge its limitations.
(5) Measure differences in individuals rather than individual differences.
(6) Conduct stratified random sampling of the group under study.
(7) Motivational factors must be taken into account.
Two Scopes of Work

Scope #1: PRDT, SGTFOC

a. The development and execution of a survey to gather input from Purdue stakeholders to build a consensus definition of critical thinking.

b. The identification of an instrument to measure critical thinking

c. The design of an experimental plan for a longitudinal study of student growth at Purdue using instrument.

Scope #2: President’s Office, OIRAE

a. The selection of the specific standardized test to administer to 360 incoming Freshpersons Fall 2015.

b. The acquisition and administration of testing materials to be delivered to the sample of 360 incoming freshpersons.

c. The delivery of complete Fall 2015 test results no later than December 1, 2015.
As the creation of the SGTF, SGTFOC and PRDT were ad hoc and were mutually formed with input from both the University Senate leadership and the Office of the Provost, and not specifically with advice or consent of the full Senate or its standing committees, the Senate as a body has neither deliberated, endorsed or ratified any action by any of the aforementioned entities. Regardless, it clearly seems within the purview of the Office of the Provost to proceed with the work as outlined in April 1, 2015 proposal, and the Senate will continue to reserve the right to consider, debate, and ratify or reject the endorsement of any experimental plan for a longitudinal study of student cognitive growth at Purdue at a later date.

**Specific Exclusions from Scope**
This proposal specifically excludes the endorsement of any testing instrument by the Purdue University faculty.
The implementation plan identified below is subject to the approval date of the proposals. The approval date of both proposals will trigger the schedule. The implementation and timing of Scope #2 will be completely under the purview of the Office of the President and the OIRAE.

Approval of both scopes - April 30, 2015
Commissioning of RDT to perform Scope #1 - May 1, 2015
Administration of Testing F15 - To be determined and communicated by OIRAE
Transmission of F15 Testing results from OIRAE to RDT - December 1, 2015
Final Report of RDT & Delivery of Completed Scope of Work - May 1, 2016
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 2013-14 and the Fall Semester of 2014-15.

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. All minutes are filed with the University Senate and are available for review. During the year, the AAC was briefed on the academic status of each sport program and received updates on the Graduation Success Rate and 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.

OVERVIEW OF STUDENT-ATHLETE ACADEMIC DATA

Beginning Spring 2015, descriptive statistics to assess the pattern of student-athlete choice of major, course selection and academic performance will be reported by the Office of the Registrar each semester. This report will be sent to the Vice-Provost for Learning and Teaching, Athletic Affairs Committee, FARs and Athletics Director for review. A pilot analysis was conducted for 2011 in January of this year. The report is included in Appendix 2.
ICA PLAN 2020

The Department of Intercollegiate Athletics takes great pride in its role as a front porch to Purdue University. We embrace the responsibility of uniting alums, forging lifelong ties with students and enticing future Boilermakers to apply for admission, all while providing opportunities for more than 500 student-athletes each year to pursue excellence in competition and in the classroom.

In 2008, we unveiled our strategic plan for the six-year period through 2014, a road map that guided us along an exciting journey to improve performance. Here is “a Look Back” for our Strategic Plan 2008-14:

Purdue Athletics set a series of lofty goals when it released its strategic plan in 2008. Each was designed with the department's vision in mind: A championship-caliber athletics organization that is excellent in all respects and is a constant member of the "25/85 Club (Each sport ranked in the top 25 nationally and a minimum of 85% graduation rate)."

In looking back, there were numerous accomplishments across the board. Here is a snapshot:

**Athletic:** In the Director's Cup competition, our average finish was 46th, and we were consistently between the 85th and 88th percentile among the 351 NCAA Division I schools. When looking at only the 20 sports that we sponsor, our finish increased an average of seven spots per year. On average, 11.6 teams earned NCAA postseason opportunities annually (with highs of 14 in 2011-12 and 12 in 2013-14), while 8.8 had upper-half Big Ten Conference finishes (with highs of 14 in 2009-10 and 12 in 2013-14). Women's golf won the 2010 NCAA Championship, while five teams won Big Ten regular-season championships and five squads captured conference tournament titles. To hit the target of a top 25 Director's Cup finish, 16 of our 20 teams need to qualify for postseason competition, with eight or more placing in the top 16 or higher. Student-athlete welfare was improved with the creation of the sports performance area focusing on unique training methods for each sport program, including strength, power development, speed, recovery, regeneration and diet.

**Academic:** Student-athletes performed equal to or better than the student body every semester and now have done so for 34 consecutive semesters - or 17 years - dating to 1997-98. Student-athletes have maintained better than a 3.0 cumulative grade-point average for the last 11 semesters, achieving a record 3.04 in the spring of 2014. Our Graduation Success Rate has climbed to 82 percent, and we expect to hit 84 percent in 2015. Ninety percent of student-athletes completing his/her eligibility at Purdue graduate. Student-athletes who graduated in May of 2013 realized a 90 percent job-placement rate (based upon placement within six months of graduation).

**Fiscal:** Purdue Athletics is a self-supporting auxiliary enterprise - one of just seven such NCAA Division I programs currently - that receives no university or state funding and writes a check to the university for scholarships (currently more than $10 million annually). Nearly $130 million was invested in facility construction and renovation, highlighted by the Mackey Complex project, Alexander Field, Brees Academic Center, soccer complex and softball stadium. We believed that eliminating the remaining obvious facility deficiencies was critical to our attaining the 25/85 vision, and we elected to invest the vast majority of the incremental television revenue to do so. We were able to match each dollar of private donations with $3 from that revenue stream to accomplish the $130 million investment. In addition, Intercollegiate Athletics committed $12 million to the Krach Leadership Center out of Big Ten television revenue. John Purdue Club membership stood at an average of 8,370 annually, and growth in this area is critical if we are to achieve our 25/85 vision.
Equity: An average of 528 students participated in intercollegiate athletics. Our equity rate of 56.1 percent for men and 43.9 percent for women was in line with the university undergraduate gender distribution of 57.6 percent men and 42.4 percent women.

Image: While continuing to utilize our website as the definite source of information about Purdue Athletics, we became actively involved in myriad of social media platforms to report on the accomplishments of our student-athletes and proactively tell our stories. Community service took on heightened awareness, with individuals and teams involved in projects on campus, around town and globally. Support for the Purdue University Center for Cancer Research has been a department-wide initiative, with participation in the annual 5K run/walk and team events like the Hammer Down Cancer game and Dig for a Cure match. All teams also are involved in Shoes for Haiti. Other service initiatives have included the creation of IMPACT (Influencing/Mentoring by Purdue Athletes with the [Brian and Danielle] Cardinal Tradition), in which student-athletes regularly visit elementary schools, and Boiler-Maker-Wish, modeled after the Make-A-Wish Foundation and aimed at putting smiles on the faces of children facing physical adversity in the West Lafayette and Lafayette communities. The Boilermaker Athletic Council and Emerging Leaders group have taken on the Purdue University Dance Marathon as their fall semester group project and last year helped raise more than $1 million for Riley Hospital for Children.

Leadership: The John R. Wooden Leadership Institute was established in 2009 to accelerate the leadership development of student-athletes. Resources include the legendary Pyramid of Success and a series of speakers designed to highlight each of Wooden's 15 building blocks for a better life. Among the speakers have been Super Bowl MVP quarterback Drew Brees (self-control), Amway president Doug DeVos (industriousness), General Electric CEO Jeff Immelt (team spirit) and longtime NFL executive Bill Polian (competitive greatness). Other programs include Transition IN (assist incoming student-athletes with their adjustment to college), financial management and career development workshops, and Transition OUT (assist graduating student-athletes for life after college). In 2013-14, 100 percent of our student-athletes participated in a leadership activity.

Now, as we embark on the next six years, we present “Plan 2020.” It is an epilogue to our strategic plan, designed to help us move into that elite status of departments nationwide that consistently have their teams ranked in the top 25 while graduating their student-athletes at an 85 percent rate, a dual goal we call the “25/85 Club.” Precious few of the 351 Division I universities achieve that lofty status, but that remains our ambition. We know as we climb the Directors’ Cup standings the competition gets fiercer. We pledge to continue working hard. The full Plan 2020 is available through the following link: http://www.purduesports.com/school-bio/plan.2020.html

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**
Developing Champions / Scholars / Citizens

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

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

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

*Execution of our mission and achievement of the vision require focus on five 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.

**Student-Athlete Development and Welfare**
We will deliver exceptional support services throughout the athletics department to all student-athletes to ensure they are mentally and physically prepared to absorb the skill development necessary to maximize their potential as students, leaders, and athletes.

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

**Equity and Integrity**
To promote an atmosphere that upholds and embraces inclusiveness among all constituencies, we will provide champion-caliber participation opportunities that recognize and reinforce gender and ethnic equality for all coaches, staff and student-athletes.
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.

The strategies to support the Student-Athlete Development and Welfare and Equity and Integrity goals which were bolded above are set forth below:

**GOAL 2: STUDENT-ATHLETE DEVELOPMENT and WELFARE:**
We will deliver exceptional support services throughout the athletics department to all student-athletes to ensure they are mentally and physically prepared to absorb the skill development necessary to maximize their potential as students, leaders and athletes.

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

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:**

**Improve the yearly academic profile of incoming freshmen student-athletes**
- Coaches are required to actively pursue prospective student-athletes who are academically prepared to be successful at Purdue
- In consultation with head coaches, monitor the academic profiles of freshmen student-athletes and track each team’s improvement
- Assist coaches in transforming departmental recruiting mentality to bring in academically talented and athletically talented student-athletes
- In consultation with head coaches, conduct periodic reviews of academic profiles of incoming student-athletes by sport

**Promote comprehensive academic support services and Purdue’s vast curriculum**
- Ensure prospective student-athletes understand the extensive academic support services available to help them succeed academically at Purdue
- Promote Purdue’s 10 colleges and schools and its nearly 200 majors to prospective student-athletes
- Ensure prospective student-athletes fully understand that they can select a major of their choice and receive the support to earn a Purdue degree
- Promote the value of a degree from Purdue
Improve the level of tutoring provided to our student-athletes
- Develop a tutor recruitment plan and screening tool to attract more tutors who can best assist student-athletes in all majors.
- Annually assess the tutoring program by surveying student-athletes and tutors

Educate student-athletes and staff about the importance of academic integrity
- Recruit and retain student-athletes and staff who exhibit and embrace integrity and honesty, the core values of the university and Boilermaker athletics.
- Ensure that student-athletes understand their enhanced public visibility and their responsibility as representatives of the university and their team

Conduct a systematic review of problematic courses
- Review appropriate data to identify the most difficult courses at Purdue
- Identify avenues for improving support and preparation for the courses that most affect student-athletes

Explore the future use of new technology for student-athletes
- Continue the pilot study of student-athletes’ academic use of iPads and Microsoft Surface tablets
- Investigate with ITaP the possible future faculty use of e-texts in their courses

Use social media to help promote the academic success and community service of our student-athletes
- In conjunction with Athletics Communications, establish Purdue Athletics Student Services social media accounts
- Assign a staff member to oversee these accounts regularly

Develop an individual career plan for each student-athlete to be updated annually to ensure academic success and progress
- Design a plan of study that helps each student-athlete to be on track for graduation in his/her final semester of athletics eligibility (i.e., fall sports graduate in fall of their final year of athletics eligibility, winter and spring sports graduate in spring of their final year of athletics eligibility)
- Ensure plans of study enable student-athletes to graduate as efficiently, timely, and economically as possible
- Track the number/percentage of student-athletes in a given class that graduate later than their final semester of athletics eligibility and determine why

Enhance post-graduate and career development opportunities for student-athletes
- Continue and improve the student-athlete career fair
- Establish a yearly summer internship program for student-athletes
- Work with CCO to provide resources and workshops that will help student-athletes with their resumes and cover letters, preparing for career fairs and interviews, etc.
- Establish a network of Purdue alumni interested in hiring student-athletes
- Assist high-performing student-athletes in applying for postgraduate awards and scholarship opportunities

Develop a leadership manual for all student-athletes
- The manual will serve as a tool to help maneuver our student-athletes successfully through their academic and athletic careers
- The manual will serve as a resource for the development of our student-athletes that equips them with the skills necessary to become tomorrow’s leaders within their chosen fields
Ensure the Boilermaker Athletic Council receives training in the use of tools that will allow them to embrace inclusiveness
Continue to provide meaningful programs for student-athletes via:
- Boilermaker Athletic Council and Emerging Leaders
- Bystander Intervention Training
- Wooden Pyramid of Success Series
- Equal Access/Equal Opportunity Training
- Diversity 360: University Programming on Inclusiveness
- EDPS 490: Life Skills and Strategies for Success Class for freshman

Conduct a longitudinal study on all former student-athletes who participated in the John R. Wooden Leadership Institute
- Identify outside entity to conduct the study
- Utilize the results to update and revise the John R. Wooden Leadership Institute curriculum

GOAL 4: EQUITY and INTEGRITY
To promote an atmosphere of integrity 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 coaches, staff and student-athletes.

The Big Ten Conference document, Standards for Safeguarding Institutional Governance of Intercollegiate Athletics (“Conference Standards”), embodies the firm and common commitment of each conference member institution to the core principle that intercollegiate athletics must be properly aligned with the overall educational mission. The Conference Standards were adopted to underscore this commitment and to reflect the agreement by all conference member institutions as to what must be achieved if institutions are to maintain appropriate oversight and control of the operation of intercollegiate athletic programs

Strategies:
Maintain an environment where equity is a fundamental component of the decision-making process – annually assess opportunities to grow the sport base provided recurring revenues will support national prominence in terms of facilities and budget

Employ a diverse and qualified group of coaches, administrators and support staff in the athletics department and create an environment that provides opportunities and training for all staff equally

Maintain an internal culture of compliance that encourages accountability for all coaches and administrators, including a commitment through one’s actions related to business and recruiting integrity

Maintain an external culture of compliance that encourages accountability for our donors and fans through regular educational initiatives

Beginning in 2014-15, Purdue will be required to annually report to the Big Ten that it adheres to the principles and standards laid forth within the Conference Standards document
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 11 of the 300 Division I programs in 2013-14 and represents our aspirational vision. During the 2009-2015 time periods, we intend to close the gap (42/80 or the 85 percentile of the 300 Division I programs in 2012-13) 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)

STUDENT-ATHLETE DEVELOPMENT AND WELFARE 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 five years – total production, cash production and annual fund)
• John Purdue Club Membership (most recent five years plus current month)
• Ross-Ade 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 AND INTEGRITY 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
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 Plan 2020 finalized, academic items from the list of strategies are incorporated into the rolling three-year plan and annual athletics department objectives.

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

<table>
<thead>
<tr>
<th></th>
<th>Spring 13-'14</th>
<th>Fall 14-'15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>15,646</td>
<td>16,732</td>
</tr>
<tr>
<td>Women:</td>
<td>11,906</td>
<td>12,441</td>
</tr>
<tr>
<td>Total:</td>
<td>27,552</td>
<td>29,173</td>
</tr>
</tbody>
</table>

For academic reporting purposes, student-athlete enrollment totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring 13-'14</th>
<th>Fall 14-'15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>308</td>
<td>302</td>
</tr>
<tr>
<td>Women:</td>
<td>203</td>
<td>205</td>
</tr>
<tr>
<td>Total:</td>
<td>511</td>
<td>507</td>
</tr>
</tbody>
</table>

Appendix 3 shows the distribution of student-athletes among the Schools and Colleges of Purdue University during the Spring 2015 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.
<table>
<thead>
<tr>
<th>Academic Performance Measures:</th>
<th>Spring 13-'14</th>
<th>Fall 14-'15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.04</td>
<td>3.03</td>
</tr>
<tr>
<td>All-campus</td>
<td>3.04</td>
<td>3.05</td>
</tr>
<tr>
<td><strong>Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.02</td>
<td>3.00</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.92</td>
<td>2.96</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>59.3% (303)</td>
<td>57.59% (292)</td>
</tr>
<tr>
<td>All-campus</td>
<td>56.46%</td>
<td>58.41%</td>
</tr>
<tr>
<td><strong>Achievement of Academic Honors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>31.7% (162)</td>
<td>33.73% (171)</td>
</tr>
<tr>
<td>Dean’s List and Semester Honors</td>
<td>(88)</td>
<td>(105)</td>
</tr>
<tr>
<td>Semester Honors only</td>
<td>(58)</td>
<td>(59)</td>
</tr>
<tr>
<td>Dean’s List only</td>
<td>(16)</td>
<td>(7)</td>
</tr>
<tr>
<td>All-campus</td>
<td>33.11%</td>
<td>34.25%</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>5.87% (30)</td>
<td>7.3% (37)</td>
</tr>
<tr>
<td>All-campus</td>
<td>7.61%</td>
<td>7.22%</td>
</tr>
<tr>
<td><strong>Placement on probation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.91% (20)</td>
<td>5.13% (26)</td>
</tr>
<tr>
<td>All-campus</td>
<td>5.62%</td>
<td>5.73%</td>
</tr>
<tr>
<td><strong>Dropped from the University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>0.59% (3)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>All-campus</td>
<td>1.58%</td>
<td>1.14%</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 82% versus 82% for all Division I schools. We anticipate the rate to increase to 84% in May of 2015. The current graduation pipeline supports these figures.

Appendix 4 shows GSR data for each Purdue University team and for all Division I sports. For the first time, football, men’s and women’s basketball are currently at or above the national average in GSR.

So our review of the data in the pipeline, indicates the GSR for these sports increased this past year and will continue to increase with future cohorts. Most student-athletes (90%) 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
Beginning with 2012-13 championships, teams must earn a minimum 900 four-year APR or a 930 average over the most recent two years to be eligible to participate. For 2014-15 championships, teams must earn a 930 four-year average APR or a 940 average over the most recent two years to participate in championships. In 2015-16 and beyond, teams must earn a four-year APR of 930 to compete in championships.

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.
## Multiyear APR Rate

<table>
<thead>
<tr>
<th>Sport</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>979</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>985</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>955</td>
</tr>
<tr>
<td>Football</td>
<td>964</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>988</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>957</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>986</td>
</tr>
<tr>
<td>Men’s Track, Indoor</td>
<td>961</td>
</tr>
<tr>
<td>Men’s Track, Outdoor</td>
<td>962</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>970</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>966</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td>989</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>968</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>983</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>990</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>985</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>1000</td>
</tr>
<tr>
<td>Women’s Track, Indoor</td>
<td>974</td>
</tr>
<tr>
<td>Women’s Track, Outdoor</td>
<td>978</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>1000</td>
</tr>
</tbody>
</table>
LEADERSHIP GOAL PROGRESS
In the fall of 2014, the athletics department continued efforts to develop the leadership program for its student-athletes. Now in its seventh year, the John R. Wooden Leadership Institute stands by the following mission statement:

“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 incoming freshmen and exhausted eligibility student-athletes
- Community service projects
- D.I.S.C. Behavioral Assessment
- Boilers Back in Action

During the 2014-15 academic year, the following speakers have presented a Pyramid of Success session to our student-athletes:

- **Dr. Michael Grander – The Sleep Doctor** (September 2014)
- **Kevin DeShazo – Social Media Expert** (November 2014)
- **Dr. Kacey Oines – Sport Psychologist** (February 2015)
- **Emily Fogle – Current Student-Athlete** (April 2015)
- **Adam Soldati – Head Diving Coach** (June 2015)
Also, the following activities that support the leadership goal were completed:

- Nominated Ben-Marvin Egel as a Big Ten student-athlete representative in the new autonomy structure of NCAA Division I.
- His nomination was approved and he is one of 15 student-athletes across the country to have a vote on autonomous legislation.
- Collaborated with the Boilermaker Athletic Council (BAC) to achieve amore student-athlete run organization.
- Partnered with the Purdue LGBTQ Center to create a “Championing Equality” event on Monday, March 30.
- BAC members developing video for “It’s on Us” campaign that focuses on encouraging bystander interaction and building a culture that makes sexual assault unacceptable.
- Implemented student-athlete internship program. The internship program provides real world work experience in a controlled environment.

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 personal statement 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:

100% of the student-athletes participated in a leadership activity this year with the addition of synching Boilers Back in Action and The John Wooden Pyramid of Success Speaker Series!

- EDPS – 79
- Emerging Leaders - 67
- Boilermaker Athletic Council - 71
- Pyramid of Success Series - 291
- IMPACT (Influencing/Mentoring by Purdue Athletes with Cardinal Tradition) - 7
- Boilers Back in Action - 507
- BoilerMaker Wish - 11

- 2014-15 Community Service Activities (See Appendix )
2014-2015 ATHLETIC AFFAIRS COMMITTEE

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

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

Morgan J. Burke (Vice President and Director of Intercollegiate Athletics)

Ashley Burkhardt (Student Representative – student-athlete)

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

Ben-Marvin Egel (Student Representative – student-athlete)

Bob Falk (Alumni Representative)

Gerald Gentry (Alumni 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)

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

Tom Mitchell (ex-officio, Assistant Athletics Director - Compliance)

Alyssa Panitch (University Senate Appointment, Associate Department Head/Professor of Biomedical Engineering)

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)

Shelby Swain (Student Representative)

Calvin Williams (Associate Athletics Director - Sports)

Karen Yehle (University Senate Appointment, Associate Professor of Nursing)
Athlete Review
Fall/Spring/Summer 2011

Sample

Sample Population

<table>
<thead>
<tr>
<th>Athlete</th>
<th>N</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>31,294</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>5,555</td>
<td></td>
</tr>
</tbody>
</table>

Distinct count of Paid broken down by Athlete vs. Athlete.

- For the review, we chose a sample population of enrolled undergraduate PWL students
- Fall/Spring/Summer 2011
Top Ten Courses (Athletes)

Top Ten Courses (Non-Athletes)
# Top Ten Courses (athletes) - Grade Distribution (percentages)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Athlete</th>
<th>A, A+</th>
<th>B, B+</th>
<th>C, C+</th>
<th>D, D+</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSM11400</td>
<td>N</td>
<td>46.13%</td>
<td>38.73%</td>
<td>9.44%</td>
<td>2.34%</td>
<td>3.15%</td>
</tr>
<tr>
<td>N</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL10000</td>
<td>N</td>
<td>50.32%</td>
<td>29.11%</td>
<td>10.07%</td>
<td>1.73%</td>
<td>2.65%</td>
</tr>
<tr>
<td>N</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY13000</td>
<td>N</td>
<td>56.00%</td>
<td>29.49%</td>
<td>13.10%</td>
<td>4.63%</td>
<td>6.25%</td>
</tr>
<tr>
<td>N</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>OLS17400</td>
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<td>57.44%</td>
<td>34.67%</td>
<td>10.70%</td>
<td>6.83%</td>
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<td>53.92%</td>
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<td>36.09%</td>
<td>31.72%</td>
<td>12.77%</td>
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<td>4.60%</td>
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</tr>
</tbody>
</table>

% of Total District count of Final for each Athlete broken down by Grade (group) vs. Course ID. Color shows details about Course ID. The data is filtered on Grade, which keeps 13 of 31 members. The view is filtered on Course ID and Athlete. The Course ID filter keeps 10 members. The Athlete filter keeps N and Y. Percentages are based on each row of the table.

## Credit Comparisons

![Credit Comparisons Chart]

Average (Cr Earned) and Avg. Term CR/Hr Attempt for each Athlete. Color shows details about Athlete.
### NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL
#### Spring 2015

<table>
<thead>
<tr>
<th>College or School</th>
<th>Number of student-athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Agriculture</td>
<td>27</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
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<tr>
<td>First Year Engineering</td>
<td>30</td>
</tr>
<tr>
<td>Engineering</td>
<td>50</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td>132</td>
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<tr>
<td>Liberal Arts</td>
<td>117</td>
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<tr>
<td>Management</td>
<td>62</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>Pharmacy</td>
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<tr>
<td>Science</td>
<td>24</td>
</tr>
<tr>
<td>Technology</td>
<td>83</td>
</tr>
<tr>
<td>Graduate School</td>
<td>5</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>544</strong></td>
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</table>
### STUDENT-ATHLETE GRADUATION SUCCESS RATES (GSR)*

Graduation Rates for 2004-2007 Cohorts

( ) Prior Year

<table>
<thead>
<tr>
<th></th>
<th>Purdue</th>
<th>NCAA Division I</th>
</tr>
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<tbody>
<tr>
<td>Overall</td>
<td>82 (80)</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>76 (77)</td>
<td>77</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>73 (67)</td>
<td>72</td>
</tr>
<tr>
<td>Football (FBS)</td>
<td>71 (64)</td>
<td>71</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>56 (70)</td>
<td>84</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>94 (95)</td>
<td>86</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>89 (100)</td>
<td>86</td>
</tr>
<tr>
<td>Men’s Track/CC</td>
<td>67 (71)</td>
<td>78</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>75 (70)</td>
<td>75</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>100 (75)</td>
<td>85</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>75 (88)</td>
<td>91</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>94 (89)</td>
<td>90</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>94 (95)</td>
<td>87</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>88 (83)</td>
<td>92</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>88 (100)</td>
<td>92</td>
</tr>
<tr>
<td>Women’s Track/CC</td>
<td>100 (95)</td>
<td>86</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>100 (100)</td>
<td>91</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)
- BoilerMaker Wish (Purdue Athletes making a wish come true for physically challenged children in the community)
- Shoes for Haiti
- Take Back the Night (students learning about the prevention of Sexual Assault)
- John Purdue Thank-a-Thon

Baseball
- Read to local elementary school children

Basketball-Men’s
- Participate in Purdue Cancer Challenge
- Read to kids at the Patty Jischke Child Center
- Helped with Back-pack Program
- Holiday shopping spree with Lafayette Family Services
- PU Dance Marathon
- Dinner and mentoring with the Cary Home of Lafayette
- Mentoring sessions with College Mentors Program
- Jay Cooperider Memorial 5K

Basketball-Women’s
- Hunger Hike
- Feast of the Hunter's Moon
- 5K Run for the Cure
- Relay for Life Cancer Walk
- International Day Event
- Adopt a Family for Christmas
- Provided free WBB clinics
- Think Pink Initiative
- Participate in Purdue Cancer Challenge
- Community Service Boys/Girls Club
- Mission Trip To South Africa
- PU Dance Marathon
- BoilerMaker Wish with special needs children
- IMPACT: 1 on 1 mentoring to underprivileged school aged children
- Volunteering at Hanna Community Center
- Reading at Elementary Schools in the community
Golf
- Visit to Children’s Hospital during Spring Break
- PU Dance Marathon
- IMPACT: 1 on 1 mentoring to underprivileged school aged children
- Participate in Purdue Cancer Challenge

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
- Spelling Bee Team for Spell Day
- IMPACT: 1 on 1 mentoring to underprivileged children at Happy Hollow School
- BoilerMaker Wish with special needs children
- Participated in PU 360 Diversity Week with Coach Boone
- Volunteer at Lynn Treece Boys and Girls Club
- Volunteer at Patty Jischke Early Care and Education Center
- Participated in fundraiser for the Fisher House Foundation
- Entire team volunteered at Food Finders Food Bank
- Team members spoke at Klondike Middle School on Fitness and Nutrition
- Participated in Bowl for Kids Sake benefitting Big Brothers/Big Sisters
- Accelerated Reader program at Hershey Elementary
- Blood Drive
- Dream Season
- PALS

Soccer
- Free Soccer clinic for Community-Hispanics
- Participated in Women in Sports Day
- Participate in Purdue Cancer Challenge
- Volunteered for PU clean-up day…helping elderly with their yards
- Participated in PU 360 Diversity Week with Coach Boone

Softball
- Light the Night: Walk for leukemia
- Purdue University Dance Marathon for Riley Children’s Hospital
- Girl Scout day
- Assisted in JPC Gold and Black dinner
- IMPACT: 1 on 1 mentoring to underprivileged school aged children
Swimming/Diving-Men’s
- Worked at the Purdue Cancer Challenge (100% participation)
- Breaststroke 4 Hope
- PU Dance Marathon
- Be the Match Bone Marrow Registry Drive

Swimming/Diving-Women’s
- Participated in the Purdue Cancer Challenge
- Made Easter Baskets for the YWCA Domestic Violence Intervention and Prevention
- Breaststroke 4 Hope
- BoilerMaker Wish with special needs children
- Participated in PU 360 Diversity Week with Coach Boone
- Participated in Sunnyside Jr High’s Purdue Day
- Blankets for Riley
- PU Dance Marathon
- Be the Match Bone Marrow Registry Drive
- IMPACT: 1 on 2 mentoring to underprivileged school aged children
- National Girls and Women Monthly Meetings
- Best Buddies Monthly Meetings

Tennis-Men’s
- Tennis clinics
- USTA kids day - tennis
- Wheelchair clinic

Tennis-Women’s
- Participate in Purdue Cancer Challenge
- Girl Scout day
- Participated in Westminster Retirement Home’s Purdue Day

Track
- Assisted with children’s swim lessons at YMCA
- IMPACT: 1on 1 mentoring to underprivileged elementary students at Happy Hollow
- Assisted with blind Purdue University staff member (2nd yr)
- Assisted JPC with Hall of Fame dinner

Volleyball
- Participated in Women in Sports Day
- Kids Clinic (free volleyball clinic)
- Participate in Purdue Cancer Challenge
- Adopt a family for Christmas
- Participated in Sunnyside Jr High’s Purdue Day
- Family Fun Fitness night at Glen Acres School
- Decorated Christmas trees for ASPS (Animal Shelter)
- Arthritis Walk
- Read at Klondike Elementary for Dr Seuss Week
**Wrestling**
- Assisted with JPC Gold and Black dinner and Hall of Fame dinner
- Reading to elementary children
- Wal-Mart bell ringing for Salvation Army (set a record for bringing in the most money in a 2 hour period)
- Jubilee Christmas Faith Presbyterian Church
- Jischke Day Care Center volunteers
- Boiler Elite Wrestling Club volunteers
- Purdue University Dance Marathon Fundraiser
- Participate in Purdue Cancer Challenge
- Military Appreciation Night
- Box Topps collection for Klondike Elementary School
- College mentor for kids
Purdue Sports Medicine Concussion Plan

Updated: 5/2010

Concussion management of athletes is a rapidly evolving field. Purdue Sports Medicine is committed to providing the most up-to-date care for the student athlete who has suffered a concussion in order to allow a safe return to sport and to prevent any long-term adverse sequelae. Each student athlete is screened during the pre-participation physical examination for a history of concussions and each athlete involved in a contact sport (including football, volleyball, wrestling, basketball, cheerleading, diving, soccer, pole vaulting, baseball and softball) undergoes a valid computerized baseline neuropsychological test (ImPACT). The baseline neuropsychological testing is repeated between the student athletes' sophomore and junior years. A critical element of managing concussions is candid reporting by the student athlete of their symptoms following an injury. Accordingly, student athletes are encouraged to be candid with team medical staff and fully disclose any symptoms that may be associated with concussion. Student athletes and coaches will undergo concussion education and sign an acknowledgement of this educational program and a commitment to provide the medical staff with all symptoms that may be related to concussion.

A student-athlete who exhibits the signs or symptoms of a concussion will be removed from participation and undergo evaluation by the medical staff. A student-athlete who is diagnosed with a concussion shall not return to play or practice on the same day as the injury. The student athlete will undergo serial monitoring and will be provided with written instructions at the time of discharge from the initial episode (preferably with a companion).

After the initial diagnosis of concussion is made, the student athlete will undergo the following steps for a determination on a return to play:

**Step 1:** Initial evaluation includes a detailed history and thorough examination including neurological testing involving coordination, balance, strength, memory, concentration and affect. The athlete is removed from all physical activity. On a case by case basis, a student-athlete may also be placed on academic restrictions. If this becomes necessary, it will be done in conjunction with academics support services.

**Step 2:** The student-athlete shall remain out of all activity including non-contact activity until completely symptom-free. At this point, he or she will be allowed to return to non-contact exercise/stress. If the student-athlete has a recurrence of any symptoms with exercise, he or she will again be removed from activity. The student-athlete may be retested by the team athletic trainer once daily until he or she can perform the non-contact activity without a recurrence of symptoms. If the student-athlete remains symptom-free with non-contact exercise/stress, then he/she will undergo post
concussion neuropsychological testing (ImPACT) under the supervision of the team athletic trainer.

**Step 3:** The student-athlete will return for re-evaluation to the team physician with the post concussion computerized neuropsychological test results. If the re-evaluation is normal (symptom-free, normal examination and ImPACT has returned to baseline or near baseline), the student-athlete may be released to return to play barring other complications (i.e., multiple concussion history). If the re-evaluation remains abnormal, then the student-athlete will remain out of contact activity and will undergo serial repeat evaluations at the direction of the team physician. Evaluation of the post concussive ImPACT test results will be done in conjunction and overview of the team neuropsychologist. The final authority for return to play decisions rests with the team physician or his/her designee (i.e., athletic trainer).

More complicated concussion evaluations (e.g., persistent symptoms, multiple concussions over a brief time period, history of several concussions over a career, concussion complicated by a learning disability or ADHD) may require further testing including CT or MRI scans, formal neuropsychological testing and evaluation by the team neurosurgeon.

The entire process from initial evaluation to final return to play decision will be documented and placed in the student-athlete’s medical record.
Canvas
Learning Management System
2014-15 Pilot

Steve Beaudoin
Chair, Canvas Pilot Steering Committee

April 20, 2015
Blackboard Learn

CURRENT Learning Management System

- Now in year 3 of 5-year agreement
- On premise hosted solution
• Blackboard contract expiring September 30, 2017
• Canvas gaining market share
• Some of our peer & Big 10 institutions migrating to Canvas
• Spring 2014 IT Operational Oversight Committee recommended review of Canvas
• Steering committee representation from all colleges, campuses

• Participation options
  – Faculty
    • Teach pilot course
    • Explore in ‘sandbox’
    • Attend pilot instructor forum events
  – Students
    • Take pilot course
    • Attend Canvas demo events
    • Self-enroll in Canvas orientation course

Courses

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<th>Instructors</th>
<th>Students</th>
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<td>11</td>
<td>9</td>
<td>323</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>91</td>
<td>57</td>
<td>3,200</td>
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‘Sandbox’ accounts

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<tr>
<td>West Lafayette</td>
<td>73</td>
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<tr>
<td>Calumet</td>
<td>8</td>
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<tr>
<td>PNC</td>
<td>4</td>
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<td>IPFW</td>
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## Preliminary Findings*

### Blackboard Learn vs. Canvas

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<th>Instructors</th>
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</thead>
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<tr>
<td><strong>Blackboard</strong></td>
<td>Pros</td>
<td>Cons</td>
</tr>
<tr>
<td>+ Easier to find assignments</td>
<td>- Navigation/layering</td>
<td>+ Much better gradebook</td>
</tr>
<tr>
<td>+ Instructors know how to use it better</td>
<td>- Too many notifications</td>
<td>+ More customization options</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Pros</th>
<th>Cons</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canvas</strong></td>
<td>+ Easy interface</td>
<td></td>
<td>+ Speed grading assignments</td>
<td>- Limited functions of gradebook</td>
</tr>
<tr>
<td>+ Notifications</td>
<td>+ Discussion boards</td>
<td></td>
<td>+ Uploading materials</td>
<td>- Can’t customize</td>
</tr>
<tr>
<td>+ Discussion boards</td>
<td>+ Mobile app</td>
<td></td>
<td>+ Formatting easier</td>
<td>- Rubrics lacking functions</td>
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<table>
<thead>
<tr>
<th></th>
<th>Pros</th>
<th>Cons</th>
<th>Pros</th>
<th>Cons</th>
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</thead>
<tbody>
<tr>
<td>+ ‘What If’ grading</td>
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*Based on fall 2014 assessment report and focus group findings from spring 2015*
Recommendation

Input

• Benchmark data from peer & Big 10 institutions
• Blackboard vs. Canvas functionality comparison
• Vendor Roadmaps
• Surveys
  – Faculty & Student participating in Pilot
  – Faculty participating in sand box
• Steering committee
**Timeline**

Canvas Recommendation

- **4/22:** Faculty/student surveys deployed
- **5/8:** Data analyzed
- **5/15:** Final assessment report done
- **6/1:** Canvas pilot project completed
- **7/1:** Recommendation made by Canvas Pilot Steering Committee
To get a Canvas ‘sandbox’ account:

contact tlt-consulting@purdue.edu

Canvas Pilot project page:
http://www.itap.purdue.edu/learning/innovate/projects/canvas.html
SUGGESTIONS FOR MAKING EQUITY AND DIVERSITY MORE PROMINENT ON PURDUE’S WEB SITES

Dear [Insert appropriate name here]

The Equity and Diversity Standing Committee of the University Senate has been reaching out to units across campus in order to offer some suggestions for improving their equity and diversity web presence. As you know, the university units’ websites are often the very first contact that prospective students, faculty and staff might have with Purdue University. Therefore, we hope that the suggestions provided below will assist in enhancing the image Purdue University projects in relation to its commitment to issues of equity and diversity. The responses we have received from various units have been quite positive —and we are already seeing many tangible improvements.

In order to keep the process moving ahead and in response to questions that have come up along the way, we have put together a more specific list of suggestions that we believe will have a significant and positive impact.

Suggestions for Improving Purdue’s Equity and Diversity Web Presence across Campus

1) “Diversity” should be a key word tab at the top of all Purdue homepages. Both of the following units- Health and Human Sciences and the Graduate School—have clear and prominent links to topics related to diversity.

http://www.purdue.edu/hhs/ (Diversity in the top gold bar)
https://www.purdue.edu/gradschool/ (Diversity in top gold bar)

2) When “diversity” is clicked on, the user should be taken to a page specific to that unit. We suggest including a brief statement about why diversity is important to that unit.

3) Welcoming images should be prominent (e.g., students and faculty from diverse backgrounds engaged in some activity related to the function of the unit).

4) Stereotypes should be avoided. For example see current photo from Purdue’s main webpage: Anglo, older male, wearing a lab coat inside a lab, and apparently instructing a female student who is using lab equipment.

5) Dark and incongruent images that send confusing messages should be avoided (e.g. one of the photos from the Purdue’s main webpage shows a student of color sitting in a tiny room without windows, smiling while apparently looking at his laptop. In the same frame, another student of color (on the left) is barely noticed since most of her face is cropped out of the photo).

6) Consider including a rolling slide of engaging photos that showcase current events, achievements, and/or other key information about that unit or similar interactive and dynamic component (see for example, the College of Education’s
7) The “diversity” tab, mentioned in #1 above, should also have links to several university resources and a brief description of each, including:

A link to the Unit’s Equity and Diversity Committee
Black Cultural Center: [http://www.purdue.edu/bcc/](http://www.purdue.edu/bcc/)
Latino Cultural Center: [http://www.purdue.edu/lcc/](http://www.purdue.edu/lcc/)
Native American Educational and Cultural Center: [http://www.purdue.edu/naecc/](http://www.purdue.edu/naecc/)
Asian/Asian American Cultural Center (recently established)
LGBTQ Center: [http://www.purdue.edu/lgbtq/](http://www.purdue.edu/lgbtq/)
Report Hate and Bias: [https://publicdocs.maxient.com/reportingform.php?PurdueUniv&layout_id=14](https://publicdocs.maxient.com/reportingform.php?PurdueUniv&layout_id=14)
Purdue’s Nondiscrimination Policy
Division of Diversity and Inclusion: [http://www.purdue.edu/diversity-inclusion/](http://www.purdue.edu/diversity-inclusion/)
Office of Institutional Equity: [http://www.purdue.edu/ethics/oie/](http://www.purdue.edu/ethics/oie/)
A link to the unit’s strategic plan assuming that strategic plan highlights the need for diversity and inclusion.
A link to the Multicultural Programming Office in the relevant college.

We thank you for your attention to these suggestions.

The University Senate’s Equity and Diversity Committee
Purdue University Senate
Educational Policy Committee
Annual Report
2014 – 2015

The Educational Policy Committee held 6 meetings during the 2014-2015 academic year. This report is a summary highlighting the business conducted by the EPC during this period.

2014-2015 EPC Members
Pat Kain, Anastasia Rynearson, Frank Dooley, David Pick, John Niser, Jordan Leising, Christine Hrycyna, Whitney Walton, Monica Cox, Jennifer Dennis, Victoria Walker, Jordan Ross, Anna Horton, Ryan Cabot
Chair: Hal Kirkwood

2014-2015 Advisors & Guests
Craig Dobbins, LeeAnn Williams, Ishbah Cox, Cathy Sleeth, Rob Mate, Sandra Monroe, Sheila Hurt, Frank Blalark, Lesa Beals

Documents to the Senate:

14-2 Evening Examinations Conflicts – Passed
14-3 Committee on Scholastic Delinquencies & Readmission Revision of Charge– Passed
11-7 UCC Revisions of the Undergraduate Core Curriculum Embedded Outcomes – Passed

Standing Committees – Issues & Actions

- Academic Organization
  - Engaged with the Department of Building Construction Management to become the School of Construction Management
  - Engaged with the Department of Aviation Technology to become the School of Aviation and Transportation Systems
  - Discussion & Concerns on unification of PUC and PNC

- Academic Progress & Records
  - Discussed the way the university handles FERPA policies for everyone on campus needs to be reviewed and revamped. After our discussions we realize that there are inconsistencies with how this is processed and who receives the information after hire. Members suggested that we explore how things are currently done with the processing via ITAP and Records.

- Committee for Student Excellence
  - No known activity

- Scholastic Delinquencies & Readmissions
  - Handled several readmission reviews.
  - Reorganized to become an appeals committee – approved by the Senate
• University Core Curriculum
  o Revised the Embedded Outcomes – approved by the Senate

Issues Still Under Consideration

• Academic Regulations & Procedures on Degree Requirements – “In residence” requirements
• Transfer credits
• Membership of EPC – Advising Office; Regional Campuses
• Educational Policy Holistic Review

Other Issues to be Considered in the Next Academic Year

• Relationship between AOC and EPC – reporting/approving structure
• Jury Duty Leave Policy – PSG
• Course Transparency – PSG (Past course syllabi, grade distributions, course evaluations open to all students)
• Process to approve new degrees (which must go to ICHE), new majors, minors, and concentrations, as well as competency based degrees.
• Internships
• Zero-credit classes.
• Cheating
• Revision of Academic Rules and Regulations

New Chair

• Ryan Cabot was elected the chair of EPC for 2015-2016

Respectfully submitted,

Hal P. Kirkwood Jr.
Chairperson
Educational Policy Committee
Purdue University Senate
Purdue University Senate

University Resources Policy Committee

Annual Report

2014-2015

The University Resources Policy Committee (URPC) held seven regular meetings during the 2014-2015 academic year. This report is a chronological summary highlighting the business conducted by the URPC during this period. Full minutes of the Committee are posted on the University Senate web site http://www.purdue.edu/senate/committees/reports.html.

2014-2015 URPC Members
Pamela M. Aaltonen, Nursing
Jo Ann Banks, Botany and Plant Pathology
Stephen Byrn, Industrial and Physical Pharmacy
Elena Coda, Languages and Cultures
Clifford Fisher, Management
Michael Fosmire, Libraries, Chair
Darryl Granger, Earth, Atmospheric & Planetary Sciences
William Hutzel, Mechanical Engineering Technology
Sophie Lelievre, Basic Medical Sciences
Douglas Nelson, Hospitality and Tourism Management, Vice-Chair
Voicu Popescu, Computer Science
Joe Sinfield, Civil Engineering
Bill Sullivan, Executive VP for Business and Finance, Treasurer
Christopher Kulesza, PGSG representative
John Baier, UG student representative
Jessica Comstock, UG student representative

2014-2015 URPC Advisors
Beth McCuskey, VP for Housing and Food Services
Michael Cline, VP for Physical Facilities

August, 2014
- Welcomed new members, reviewed mission and purpose of the committee.
- Bill Sullivan provided an overview of the priorities of the Treasurer’s Office.
- Named URPC representatives to the Budget Interpretation, Evaluation, and Review (BIER) committee.

September, 2014
- Mike Cline provided an overview of the priorities of Physical Facilities
- Based on the presentations of Bill Sullivan and Mike Cline, and interests of committee members, brainstormed priorities of topics for the URPC to work on this year.

October, 2014
- Steve Hare provided an introduction to Digital Measures to capture, manage, and report faculty accomplishments. Steve was asked to provide an update to the entire University Senate at its next meeting.
• Suzy Hutson provided an overview of the state of classrooms and in particular the transformation to accommodate more active learning techniques. It was determined that a resolution should be drafted to endorse the allocation of more resources to speed the transformation of classrooms to help improve student outcomes.

• Developed a tentative schedule for the URPC for the remainder of the year.

December, 2014

• Trent Klingerman discussed developments in the graduate student health plan, in light of the University’s interpretation of the Affordable Care Act requirements.
• Draft resolution on classroom improvement discussed and approved by members in attendance.

January, 2015

• Rob Wynkoop discussed the rollout of revisions to the Concur travel management system, including policy decisions to hopefully decrease the amount of time spent dealing with system generated emails, reconciling small differences in travel reports.
• Discussed space utilization, in particular the active management of research space as a model for more efficient utilization. Discussed a revised classroom improvement resolution.

February, 2015

• Mike Cline provided an update on space utilization. With Keith Murray retiring as head of Space Management, they are looking at different ways to manage space, including classrooms and office space utilization in particular.
• Larry DeBoer provided an update from the BIER committee, focusing on trends sin appropriate from the state.
• Trent Klingerman discussed the new Leave Policy, including the background, procedure for ratification of the new policy, the budget impact, and various impacts of the proposed new policy.

April, 2015

• Steve Abel described the reorganization and transformation of Conferences and Event Management. It should streamline the process, reducing costs and increasing satisfaction from conference organizers.
• Endorsed a resolution from the University Library Committee to support the Libraries’ request for a base budget increase.
• A student project team led discussion on the practicality of utility-scale solar energy.

Submitted April 28, 2015 by,

Michael Fosmire, Chair of URPC
Purdue University Senate
Highlights of the EDC’s accomplishments during its first year as a University’s Senate Standing Committee:

1. Reviewed 2007-2007 Diversity Survey Report and made recommendations for conducting a revised form of the survey with additional questions to better understand the context of harassment reported by participants.
2. Invited Jared Tippets and Colleagues to discuss Boiler Gold Rush Program to explore ways to increase the participation of underrepresented students. The Committee made recommendations for revising the invitation e-mail sent to students, as well as suggested ways to eliminate the registration costs.
3. Invited Dr. Steve Beaudoin to discuss his proposed resolution on Autism coverage for university employees and their families. The EDC lobbied in support of this resolution, and it co-sponsored it in the Senate.
4. Reviewed proposed changes to the on-line course evaluation and provided feedback to the Faculty Affairs Committee.
5. Reviewed Purdue’s and various colleges/departments’ websites. Produced a guideline to enhance Purdue’s equity and diversity web presence. Met with Martin Sickafoose (Director of Digital Marketing) & Patrick Brown to share guideline and make suggestions to improve Purdue’s main website. Guideline was presented at the University Senate and Senators encouraged to share with their college’s/department’s web techs.
6. Sub-Committee met with Dr. Rollock (Vice-President, Ethics & Compliance) to discuss Purdue’s latest Affirmative Action Report. Goal was to examine recruitment and retention trends of underrepresented faculty in various departments. An executive summary of this report will be provided and shared with faculty.
7. Invited Pam Horne (Associate Vice-Provost for Enrollment & Dean of Admissions) to discuss recruitment letters sent to underrepresented students, as well as need and non-need based awards. Committee made recommendations for improving recruitment letters.
8. Met with Amy Noah (Vice-President for Development) and David Lasater (Associate Vice-President for Advancement) to explore ways to increase financial support for underrepresented students. Conversations are on-going.
9. Committee discussed the University’s proposed Leaves Policy and made recommendations for improvement. Summary of proposed changes and impact was distributed amongst faculty and staff.
10. Discussed Indiana’s Religious Freedom Act and its potential impact on recruitment and retention of faculty, staff and students at Purdue. EDC co-sponsored Linda Prokopy’s resolution to re-affirm Purdue’s non-discriminatory policies.
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<td>Senate Document 14-1 Reapportionment of the Senate</td>
<td>Steering Committee Professor David A. Sanders</td>
<td>*Approved 17 November 2014</td>
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<td>EPC Professor Hal Kirkwood</td>
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<td>Senate Document 14-4 Amendment to the Senate Bylaws Concerning Term Limits</td>
<td>PGSG President Christopher Kulesza</td>
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<td>Senate Document 14-6 Classroom Improvement Resolution</td>
<td>URPC Committee Professor Michael Fosmire</td>
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<td>Nominating Committee Professor Michael Hill</td>
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<td>Senate Document 14-8 Electronic Student Evaluations</td>
<td>Steering Committee Professor David Sanders</td>
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Endorsement of Promotion and Tenure Policy | Faculty Affairs Committee  
Professor Levon Esters | *Approved 23 March 2015 |
| 14-10 | Senate Document 14-10  
Endorsement of Promotion and Tenure Policy | Faculty Affairs Committee  
Professor Levon Esters | *Approved 20 April 2015 |
| 11-7 | UCC Revisions to Senate Document 11-7 | EPC  
Professor Hal Kirkwood | *Approved 20 April 2015 |
| 14-12 | Senate Document 14-12  
Amendment to Senate Bylaws Concerning Term Limits for Chair and Vice-Chair of the Senate | Senator Christopher Kulesza | For Discussion 20 April 2015 |
| 14-14 | Senate Document 14-14  
Amendment to Senate Bylaws Concerning Term Limits for Senators | Senator Christopher Kulesza | *Defeated 20 April 2015 |
| 14-15 | Senate Document 14-15,  
University Resolution Opposing State Senate Enrolled Act 101 | Professor Linda Prokopy | *Approved 20 April 2015 |