

UNIVERSITY SENATE
Seventh Meeting, Monday, 21 April 2008, 2:30 p.m.
Room 302, Stewart Center

REVISED AGENDA

1. Call to order Professor George M. Bodner
2. Approval of Minutes of 17 March 2008
3. Acceptance of Agenda
4. [Remarks by the President](#) President France A. Córdova
5. [Report of the Chairperson](#) Professor George M. Bodner
6. [Résumé of Items Under Consideration](#)
by Various Standing Committees For Information
Professor Raymond A. DeCarlo
7. Question Time
8. [University Senate Document 07-5](#)
Change to University Regulations For Action
Professor James D. McGlothlin
9. [University Senate Document 07-13](#)
Nominees for University Senate Standing Committees For Action
Professor Natalie J. Carroll
10. [University Senate Document 07-12](#)
Dates Added to Senate Documents and
Disbandment of the Documents & Records Committee For Discussion
Professor David J. Williams
11. [University Senate Report 07-7](#)
Issues for Enhancing Graduate Education For Information
Professor Morris Levy
12. [University Senate Report 07-6](#)
Annual Report of the Athletic Affairs Committee For Information
Professor Martin Curd
13. [University Senate Report 07-8](#)
Revised Draft of Executive Memorandum C-22 For Information
Professor George M. Bodner
14. [University Senate Report 07-9](#)
Initial Draft of 2008-2013 Strategic Plan For Information
Professor George M. Bodner
15. [Status of Purdue Health Plans](#) For Information
Assistant Director of Benefits Brent Bowditch
16. New Business
17. Memorial Resolutions
18. Adjournment

Note: [The annual reports of the chairs of the Educational Policy Committee, the Faculty Affairs Committee, the Resources Policy Committee and the Student Affairs Committee will be found in Appendix G.](#)

UNIVERSITY SENATE
Seventh Meeting, Monday, 21 April 2008, 2:30 p.m.
Room 302, Stewart Center

Present: *President France A. Córdoba, George M. Bodner, (Chairperson of the Senate) presiding, Professors Christopher R. Agnew, David C. Anderson, Alan M. Beck, James C. Becker, John E. Blendell, James E. Braun, Becky Brown, Donald D. Buskirk, Christian E. Butzke, Patrice M. Buzzanell, Joseph W. Camp Jr. (Secretary of Faculties and Parliamentarian), Natalie J. Carroll, Christine L. Corum, Martin Curd, Raymond A. DeCarlo, John P. Denton, Shawn S. Donkin, Phillip S. Dunston, Charlotte Erdmann, Joan R. Fulton, William G. Graziano, James P. Greenan, John Grutzner, Chong Gu, Tony Hawkins, Jeffrey D. Holland, Kristine Holtvedt, Gerald C. Hyner, Richard Johnson-Sheehan, Robert J. Joly, Karen I. Kirk, Joseph F. Kmec, Robert A. Kubat, Christine M. Ladisch, Daniel E. Leaird, Morris Levy, Andrew U. Luescher, Scott Mandernack, Julie R. Mariga, William G. McCartney, James D. McGlothlin, William D. McInerney, P. Jane Morris (Sergeant at Arms), Rabindra N. Mukerjea, Cindy H. Nakatsu, Mary B. Nakhleh, Morgan R. Olsen, Alyssa Panitch, Teri Reed-Rhoads, Alysa C. Rollock, Carolyn Roper, Charles R. Santerre, Thomas M. Sellke, Jie Shen, Louis A. Sherman, Robert Skeel, A. Charlene Sullivan, Bernard Y. Tao, Elizabeth J. Taparowsky, Volker K. Thomas, Eric Van Houten, Samuel S. Wagstaff, Mara H. Wasburn, Herbert L. Weith, S. Laurel Weldon, Charles W. White, David J. Williams, G. Thomas Wilson and Howard Zelaznik.*

Absent: *Professors Olayiwola Adeola, Howard Adler, Jai P. Agrawal, Antonio Bobet, Charles A. Bouman, Lawrence W. Braile, Andrew S. Buckser, Bernd Buldt, Stephen R. Byrn, Anindo Chatterjee, Steve H. Collicott, Wei K. Cui, Lawrence P. DeBoer, Joseph C. Dorsey, Nancy E. Edwards, Scott L. Feld, Steven G. Hallett, Daniel Hsieh, L. Douglass F. Jacobs, James L. Jenkins, Daniel J. Kovenock, Ananthanarayan Krishnan, Michael L. Leasure, Victor L. Lechtenberg, Samuel P. Midkiff, Joseph D. Mikesell, Mark T. Moriarty, Robert D. Plante, Robert E. Pruitt, Gintaras V. Reklaitis, J. Paul Robinson, Tom B. Robinson, Sivakumar Santhanakrishnan, John A. Sautter, A. Paul Schwab, Glenn Sparks, Marion T. Trout, Lefteri H. Tsoukalas, Phillip J. VanFossen, Whitney Walton, Val J. Watts, Yuehwern Yih, and William J. Zinsmeister.*

Guests: *Salvador F. Acuna, Jim Almond, Murray Blackwelder, Brent Bowditch, Morgan J. Burke, Linda Duttlinger, Steve Garbacz, Marne Helgesen, Julie Huetteman, William Lasater, Yvonne Nash, Valerie O'Brien, Christian Reiner, Chris Sahley, and Brian Wallheimer.*

1. The meeting was called to order by the chairperson of the senate, Professor George M. Bodner at 2:30 p.m.
2. The minutes of the meeting of 17 March 2008 were approved as distributed.
3. The agenda was presented and accepted by acclamation.
4. President France A. Córdoba presented remarks to the University Senate (See Appendix A).
5. Professor Bodner presented the report of the chairperson (see Appendix B).
6. Professor DeCarlo presented, for information, the Résumé of Items under Consideration by Various Standing Committees (see Appendix C). Professor DeCarlo mentioned that the Steering Committee will invite reports from Registrar Robert Kubat and an appropriate OnePurdue administrator to report to the Senate in the fall semester. Registrar Kubat will be asked to provide information on the new Banner System

component of OnePurdue. The OnePurdue administrator will be asked to provide an update on the status of OnePurdue. Professor DeCarlo also told the Senate that Professor Charlene Sullivan has been appointed to chair an *ad hoc* committee charged with working with the administration to make the budget process more transparent as well as to document historical budget trends. Professor McGlothlin and Vice Provost Ladisch described the reasons for the proposed on-line evaluation system (Course Eval3.0). A pilot study was done based on requests from numerous faculty for implementation of an on-line evaluation system. The results of the study were overwhelmingly positive. Advantages mentioned by faculty participants were speed of the responses and the high quality of the students' responses among other features. (The results are presented in Appendix D). Vice Provost Ladisch pointed out that as the on-line evaluation system is implemented across campus, the paper system (PICES) will be phased out. Finally, Professor McGlothlin stated that the Educational Policy Committee unanimously supported the on-line evaluation system.

7. At question time the secretary reported no questions had been submitted in writing and no questions came from the floor.
8. Professor Jim McGlothlin presented, for action, Senate Document 07-5, *Change in University Regulations, Grade Index Adjustment*. His motion for approval was seconded by Professor Sullivan. Professor McGlothlin said that the spirit of the document was to provide fairness and transparency in the calculation of the student grade indices. He admitted that issues will arise, but they can be dealt with as they arise. Professor DeCarlo asked about the calculation of grade point averages for students with a double major. Registrar Kubat answered that there were no known issues and that two grade point averages can be calculated with the Banner system software. Professor Zelaznik offered a friendly amendment to remove redundant "GPA" acronyms from the document. The Senate accepted this friendly amendment. Professor Denton asked which GPA calculation would be reported by students when they applied for loans and scholarships. Registrar Kubat suggested that the students would most likely use the cumulative GPA as they currently do. Professor Denton was also concerned about the lack of grade forgiveness in the current document. Professor McGlothlin reiterated that students can retake a course to improve a grade so a form of grade forgiveness is present in the document. The discussion ended at this point and the vote was taken. The voice vote was overwhelmingly in favor with only two votes in opposition. Hence, the motion passed and the document will be used by the university as the basis for its grade adjustment policy.
9. Professor Carroll presented, for action, Senate Document 07-13, *Nominees for University Senate Standing Committees*. Her motion was seconded. She called for nominations from the floor, but none were forthcoming. As there was no discussion, the vote was taken and the motion passed by unanimous voice vote.
10. Professor David Williams presented, for discussion, University Senate Document 07-12, *Dates Added to Senate Documents and Disbandment of the Documents and Records Committee*. Professor Williams turned the floor over to Professor Linda Duttlinger, chair of the Documents and Records Committee. Professor Duttlinger described the current status of the Academic Procedure Manual (APM) and that it contains numerous out-of-date university policy documents in both its paper and on-line formats. The Documents and Records Committee has the authority to make minor wording changes but lacks the authority to make substantive content changes. In addition, the documents in the APM are now available in their most current forms on-line at appropriate University web sites. The paper and on-line documents will no longer be updated and the time has arrived to discontinue the APM. Professor Carroll stated that she has been a member of the Documents and Records Committee for several terms and described a recent attempt by

the committee to review documents and obtain updates. This exercise was essentially futile as many of the documents were 30 or more years old and no longer serve as University policy documents. Senate document 07-12 also contains a provision for automatic review of approved documents five years after their passage. The provision requires the Secretary of Faculties to notify all of the chairs of the standing committees which documents need to be reviewed during that academic year based on the year of passage. Professor Williams then asked for a suspension of the rules to allow the Senate to vote on the document at the current meeting. The motion was seconded and passed by unanimous voice vote. Professor Curd asked why the review time was set for five years following the passage of a document. Professor Duttlinger said that the time limit was arbitrary but that other time limits such as three years had been discussed. Professor Curd asked if documents are currently reviewed by the standing committees and Professor Duttlinger noted that they were not reviewed. Professor McGlothlin asked if the review provision would apply to past documents. Professor Duttlinger noted that it would only apply to future documents. Professor Tao asked if there would be a historical record maintained of these documents. Professor Duttlinger said that copies of the APM would be maintained within the archives of the Purdue University Library. Professor White asked if security features existed to prevent modification of documents by unauthorized individuals. Secretary of Faculties Camp noted that access to the Senate web site and uploading of documents was limited to very few individuals including him, Jane Morris, and ITaP personnel. Professor DeCarlo asked if the five-year limit was too short and if a seven-year review time span would work better. Professor Bodner noted that the five-year limit would not bring it back to the Senate in the near term. The discussion ended and the vote was taken. The motion passed with only one vote in the negative.

11. Professor Levy presented, for information, University Senate Report 07-7, *Issues for Enhancing Graduate Education*. Following his presentation President Córdova commented on the importance of these issues for the University. For example, out of 940 federally funded fellowships in the sciences only five awardees listed Purdue University as their choice for completing the fellowship. She also noted that we must be vigilant so that we do not take on additional unfunded mandates in an effort to enhance graduate education.
12. Professor Martin Curd presented, for information, Senate Report 07-9, *Annual Report of the Athletic Affairs Committee*. Following the presentation Professor Curd and Athletic Director (AD) Morgan Burke took questions from the floor. Professor Zelaznik suggested that it would be useful to have a major-by-major comparison of the grades of student-athletes with those of non-athletes. Professor McGlothlin asked if the Purdue University degree helped the student-athletes get jobs if they did not go into professional athletic careers. Professor Curd noted that the OLS program has had very good success in placing student-athletes who majored in that program. Professor asked if there were lessons to be learned from the success of the student-athletes' high graduation rates that could be applied to the student body as a whole. He noted that the overall graduation rate for Purdue University students was sub-par. AD Burke noted that the university invested heavily in the academic success of its student-athletes and that lessons learned might be applied to the student body as a whole. AD Burke emphasized that some of the apparent discrepancies in different grade calculations were anomalous due to the formulae used to calculate the Academic Progress Rate (APR) versus the Graduation Success Rate (GSR) by the NCAA. The GSR is a more realistic value in that it does not penalize an institution for student-athletes that leave the university to attend another institution while still having athletic eligibility. The APR does penalize institutions for the loss of these student-athletes even if the reasons for leaving are unrelated to any problem with the institution, e.g. personal reasons for leaving. Professor DeCarlo noted data that suggested students who belong to a campus group

tend to have higher graduation rates than those who do not belong to groups. Professor Sahley noted that Purdue University utilizes learning communities to assist the athletes in their academic pursuits and these communities have proven very successful.

13. Professor Bodner presented, for information, Senate Report 07-8, *Revised Draft of Executive Memorandum C-22* (See Appendix E). Professor DeCarlo noted that he sought Senate endorsement of the current draft prior to its approval by the administration. An email ballot for approval will be sent to the Senators in the near future after each Senator has had a chance to read and comment on the document. If substantive suggestions for improvement of the document are sent to Professor Bodner, he will forward these to all of the stakeholders for their consideration. It is Professor Bodner's opinion that the current draft of the document has been sufficiently reviewed and that a few additional suggestions will be forthcoming.
14. Professor Bodner presented, for information, Senate Report 07-9, *Initial Draft of the 2008-2013 Strategic Plan and can be found at the below website.*

http://www.purdue.edu/strategic_plan/2008-2013/new_synergies_draft.pdf

He encouraged the Senators to review it and forward comments to the appropriate strategic plan committee(s).
15. Brent Bowditch, Assistant Director of Benefits, presented for information, an update on the Purdue University Health Plans (See Appendix F).
16. There was no new business. (See Appendix G - Annual Reports).
17. There were no memorial resolutions.
18. The meeting adjourned at 5:00 p.m.

REMARKS BY PRESIDENT FRANCE A. CÓRDOVA

Good afternoon and welcome to the final scheduled meeting of the University Senate for the 2007-2008 academic year. Having been a faculty member myself I know how busy you all are and I deeply appreciate the time you are giving to the important work of the Senate.

This job doesn't come with a lot of thanks. But I appreciate your commitment and considerable talents in helping to make Purdue a better university. You are having an impact.

I want to extend my special thanks to Senate Chair George Bodner for his work and leadership this year. It has been a joy to work with him and he has taught me a great deal about Purdue. Secretary of the Faculties Joe Camp has also been an important part of the successes we have experienced. I have enjoyed working with Senate Vice Chair Ray DeCarlo and look forward to next year when he becomes Senate Chair.

More than anything else what I have learned in my first year at Purdue is the outstanding faculty we are fortunate to have at this university. Thanks to you all.

This has been an unusually productive year for the Senate. By the close of today's meeting you will have received nine items for consideration as reports to the Senate.

These reports deal with the revision of Executive Memorandum C-22 on Purdue's policy on research misconduct and the interpretation of Purdue's policy on intellectual property described in Executive Memorandum B-10.

You have also had reports from the University Resources Policy Committee on the termination of dial-up modem service, physical facilities services for construction and renovation, and issues for enhancing graduate education.

At today's meeting, copies of the annual report of the Athletics Affairs Committee and the first draft of the strategic plan are being distributed as reports to the Senate for information.

By the end of today's meeting you will have acted on revisions of limits on clinical/professional faculty, endorsed changes in the parental leave policy, approved changes in evening exam policies, and (hopefully) revised our policy on grade adjustment.

Over the course of the year, you have heard reports on the status of the OnePurdue project, the University budget, the up-coming accreditation visit, the 2006 faculty survey, and, as of today's meeting, the status of Purdue's health plans.

You have been very, very busy!

The proposed parental leave policy has been developed by Human Resource Services and has been shared for feedback with the Administrative and Professional Advisory Committee (APSAC), the Clerical and Service Advisory Committee (CSSAC) and Faculty Compensation and Benefits Committee along with the Directors of Human Resources on the regional campuses.

The feedback from the various faculty and staff groups will be used to finalize a proposal for consideration by the Executive Vice President and Treasurer and the Provost for recommendation to me by the end of April. This has been a very important effort and I

appreciate all that you have done to move this forward.

As you know, we have a new provost. Randy Woodson, our Dean of Agriculture, has accepted our offer to serve as provost and he begins his new duties next week on May 1. He was selected in a national search, and we are very pleased that we were able to find our best candidate right here on the Purdue campus.

I am very confident in Randy and I have heard strong support for his appointment, so we are all looking forward to working with him in his new leadership position.

My special thanks to Vic Lechtenberg, who has served as Interim Provost since I arrived at Purdue last July. In fact, the appointment of Vic as Interim Provost was my first official act when I actually was a “new” president last summer. Vic has done an outstanding job in this position, and I know I speak for the entire University community in thanking him for his service and leadership.

Vic returns to his previous position as Vice Provost for Engagement, and I know he has many plans in that capacity. Jay Akridge has done a wonderful job serving as Interim Vice Provost for Engagement. And he has now been named Interim Dean of Agriculture, effective May 1.

Jay is our James and Lois Ackerman Professor of Agricultural Economics and Director of the Center for Food and Agricultural Business.

A search committee for our new dean of agriculture will soon be appointed, and a national search will take place to find the best person to head this great college and its many programs.

Thanks to everyone for the support I received during the April 11 inauguration. The inaugural events included a Global Symposium with participants from around the world discussing this important subject. The inaugural events also included faculty symposiums. Thanks to everyone at Purdue who took part in these as panelists, who helped to organize them and to those who attended.

Inaugurals serve to focus worldwide attention on a university. They also serve to bring our extended university community together as we launch a new vision. Inaugurals are important to fund raising and gaining support for new Strategic Plans. Our Inaugural events were very successful and well received. Thanks to you all.

The inauguration included a week announcements, including the announcement of \$57 million in gifts to the university.

Among the announcements was that beginning this fall, new students enrolling at Purdue will benefit from a \$304 million campaign called Access and Success. This campaign will expand student aid and programs that will help students realize their full potential and their dreams.

About two-thirds of the money raised will go to scholarships for students at all Purdue campuses. The rest will go to support programs in grades K-12 and to help students succeed after they enroll here.

In addition to general scholarship funds, we are also launching specific scholarships focused on middle- and low-income families and on high-achieving students.

Our Strategic Plan Steering Committee, led by Vic Lechtenberg and Senate Chair George Bodner, is now presenting a Strategic Plan draft for campus-wide review and discussion. This is a very important part of the Strategic Planning process, and I hope all of you take part in it.

The draft has emerged from white papers presented by our eight working groups. It is an exciting plan with focuses on access and success for our students, advancing our research initiative and our efforts to deliver discovery to the marketplace, along with initiatives to create a global awareness at Purdue.

It is estimated that about 3,000 faculty/staff hours have gone into this planning process and I appreciate everything you have done and continue to do to move this forward.

As we work to improve our ability to compete for large-scale grants our efforts are focusing on bringing together faculty from across the disciplines.

Last week I visited at NASA headquarters in Washington, D.C. to look at how we can partner our resources with the space agency's needs. We have hired a new firm in Washington, D.C., to help link us to these large, interdisciplinary research opportunities.

This is an exciting time and a busy time and once again, I thank you for everything you have accomplished this past year.

Thank you.

REPORT TO THE UNIVERSITY SENATE - PROFESSOR GEORGE M. BODNER

Good afternoon and welcome to the final meeting of the University Senate for the 2007-2008 academic year. As the President noted in her comments, this has been an unusually productive year for the Senate. Much of this progress can be attributed to the leadership of the standing committees that bring documents to the Senate, and I would like to express my appreciation to Jim McGlothlin (Educational Policy Committee), David Williams (Faculty Affairs Committee), Natalie Carroll (Nominations Committee), and Morry Levy (University Resources Policy Committee), in particular, for the work they have done to bring a total of thirteen action items and nine reports to the Senate this year.

I'd like to describe a set of data that were presented at a recent Indiana Commission on Higher Education (ICHE) meeting. An analysis was recently reported by the Office of Economic Development and Cooperation that ranked countries in terms of the percentage of their population at a certain age who had a bachelor's degree education. If you look at the population between 55 and 65 (my age group), the U.S. ranks #1. (We have a higher percentage of people with a B.S. education than any country in the world.) For people with ages between 45 and 55, the U.S. ranks second, behind Canada. For ages between 35 and 45, the U.S. ranks third, behind both Canada and Japan. For ages between 25 and 35, the U.S. ranks eighth, behind Finland. These data have significant implications for the future.

The agenda for today's meeting contains two items for action and an item for discussion for which we will be asked to suspend the rules so that we can act on it at this meeting. We also have four documents before us that are Reports to the Senate for Information. I am bringing two of these reports to you in my role as Chair of the Senate.

University Senate Report 07-8 represents the latest version of the revised draft of Executive Memorandum C-22 on Purdue's Policy on Integrity in Research. The first draft of this document was distributed at the January meeting. As I noted in my comments at the February meeting, a four-page summary of comments and suggestions from members of the Senate was submitted to the Office of the Vice President for Research. On the basis of their discussion of this document the Faculty Affairs Committee proposed substantive changes in this document, and an *ad hoc* committee chaired by Ray DeCarlo proposed other changes. I believe that this version of the document incorporates suggestions from all three sources and therefore bring it to the Senate for a final opportunity for comments and suggestions before the document is brought to the Board of Trustees for action.

University Senate Report 07-9 is the initial draft of the 2008-2013 strategic plan. Just over five months ago, President Córdoba announced the creation of eight working groups and a Strategic Plan Steering Committee to "... draft a strategic plan through a process of synthesis that is as comprehensive as possible." In the five months since this process was initiated, more than 250 meetings were held by the working groups and/or the steering committee. More than 2000 faculty, students, staff, retired employees and members of the community attended one or more open forums (fora?) held on the West Lafayette campus and members of the working groups traveled quite literally throughout the State of Indiana to solicit input into the strategic plan.

On April 11th, an hour and a half presentation was made to the Board of Trustees that contained an overview of the strategic plan, reports from each of the working groups, and a first draft of potential action items based on the plan. On April 16th, the Steering Committee met for the last time to approve an initial draft of the strategic plan for submission to the President's Office. Today therefore represents an unprecedented occasion inasmuch as the initial draft of the

strategic plan is being distributed to members of the Senate on the same day that it was submitted to the President for the first time. The report in your hands includes changes made as recently as 10:00 AM, this morning.

As noted in Senate Report 07-9, a student-centered open forum has been scheduled for this Friday, at noon, in the Union to discuss the strategic plan. An open forum that will focus on input from faculty, staff and the community will be held a week from tomorrow in the North Ballroom from 10:00 AM to 11:30 AM.

Because the document presented in Senate Report 07-9 is the initial draft of the strategic plan, I have offered to collect comments and suggestions for revision that will be forwarded anonymously to the individuals who will continue work on the creation of the document that will be submitted to the Board of Trustees this summer. It is important to recognize that the strategic plan is a living document, that can and probably will be modified, even after it has been formally approved (we hope) by the Board of Trustees this summer.

Twenty years ago, when we first began interviewing undergraduates while they were solving problems, we noticed that some students often invoked a mystical presence they referred to as "They." (A presence that could only be captured with a capital "T".) "They" were the authority figures responsible for so many challenges the students face. E.g., if "They" had broken the problem down into smaller steps, "I" would have gotten it right; if "They" had given me a balanced equation, "I" would know what to do; and so on. Other students did not invoke this mystical figure (or figures), they took responsibility onto themselves for breaking the problem into smaller units, which they could solve, or writing a balanced equation.

When you read the strategic plan, I hope that you will keep in mind that "They" were not responsible for the directions in which this document proposes to take the University. This document does not represent the work of a cabal of administrators, trying to impose a structure on the faculty and staff. It represents roughly 3000 hours of *pro bono* work by groups of faculty and staff; by "Us," not some mysterious "Them."

At the Board of Trustees meeting on the 11th, I argued that the previous strategic plan had been built on a foundation of where Purdue had been. This strategic plan is different; it is a statement of the direction in which members of the faculty and staff would like to see Purdue grow. The strategic plan will provide the foundation upon which a series of action items will be built, and I am excited by the prospect this provides.

I would like to conclude my remarks by thanking you for providing me with the opportunity to serve as the Chair of the Senate for the 2007-2008 academic year.

Respectfully submitted,

George Bodner
Chair, University Senate

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

STEERING COMMITTEE

Raymond A. DeCarlo, Chairperson
decarlo@purdue.edu

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

ADVISORY COMMITTEE

George M. Bodner, Chairperson of the Senate
gmbodner@purdue.edu

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

NOMINATING COMMITTEE

Natalie J. Carroll, Chairperson
ncarroll@purdue.edu

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

EDUCATIONAL POLICY COMMITTEE

James D. McGlothlin, Chairperson
jdm3@purdue.edu

1. Grade Index Adjustment
2. On-Line Teaching Evaluations
3. Implementation of +/- grading

FACULTY AFFAIRS COMMITTEE

David J. Williams, Chairperson
djw@purdue.edu

1. Interdisciplinary Research
2. TIAA-CREF Task Force
3. Proposed Policy on Amorous Relationships

STUDENT AFFAIRS COMMITTEE

Lee Weith, Chairperson
weith@purdue.edu

1. Review of the Student Bill of Rights
2. Follow-up concerning the Student Conduct Code
3. Follow-up with Student Services Office concerning disciplinary process

UNIVERSITY RESOURCES POLICY COMMITTEE

Morris Levy, Chairperson
levy0@purdue.edu

1. Faculty input into the budgetary process: enhancing excellence in research and graduate education
2. Review of campus energy sufficiency and other Physical Facilities operations
3. Review of Faculty Committees

Chair of the Senate, George M. Bodner, gmbodner@purdue.edu
Vice Chair of the Senate, Raymond A. DeCarlo, decarlo@purdue.edu
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu
University Senate Minutes; <http://www.purdue.edu/usenate>

CALENDAR OF STATUS OF LEGISLATION

SENATE DOCUMENT	TITLE	ORIGIN	SENATE
*07-1	University Limits on Clinical/Professional Faculty	Faculty Affairs Committee	Approved 10/15/07
*07-2	Proposed Parental Leave Policy	Faculty Affairs Committee	Approved 11/19/07
07-3	Change to the University Senate Bylaws	Professor and Chair, George M. Bodner	Defeated 10/15/07
*07-4	Reapportionment of the Senate	Professor and Vice Chair, Raymond A. DeCarlo	Passed 11/19/07
*07-5	Change to the University Academic Regulations- Grade Index Adjustment	Professor James D. McGlothlin	Approved 4/21/08
*07-6	Evening Examination Schedule	Professor James D. McGlothlin	Approved 4/21/08
*07-7	Nominees for Vice Chairperson of the University Senate	Professor Natalie J. Carroll	Approved 3/17/08
*07-8	Disbandment of the Collective Bargaining Committee	Professor David J. Williams	Approved 3/17/08
*07-9	CIC Statement on Publishing Agreements	Professor David J. Williams	Passed 3/17/08
*07-10	Nominees for the University Senate Steering and Nominating Committees	Professor Natalie J. Carroll	Approved 3/17/08
*07-11	Nominees for Faculty Committees	Professor Natalie J. Carroll	Approved 3/17/08
*07-12	Dates Added to Senate Documents and Disbandment of the Documents & Records Committee	Professor David J. Williams	Approved 4/21/08
*07-13	Nominees for University Senate Standing Committees	Professor Natalie J. Carroll	Approved 4/21/08

*Approved

The Conversion of End-of-the-Semester Course Evaluations from paper (PICES) to electronic (CoursEval 3.0) format

HISTORY

- In response to requests from faculty and academic departments for an electronic course evaluation system, a committee was appointed by the Office of the Provost to research online options and to conduct a pilot study using an online system
- This committee consisted of faculty, including a member of the Senate's Educational Policy Committee, staff, students, and representatives from the Center for Instructional Excellence, ITaP, and the Provost Office.
- Their findings have been reported to the Senate Educational Policy Committee during this academic year.

PROBLEMS with current paper-based system

- Slow in responding with results
- Data analysis capability is limited; current technology is out-moded and needing replacement
- Significant classroom time spent for completing surveys
- Response rate is subject to student attendance at time evaluation is conducted
- Academic Unit administrative time is high

Peer and Big Ten Institutions

- 8 of Purdue's 11 peer institutions use online course evaluations at least to some degree.
- 9 out of the other 10 Big Ten institutions use online course evaluations at least to some degree.

PILOTS

Background on Online Course Evaluation Pilot Tests						
When	# colleges	# departments	# courses	# course sections	# students	# class seats
Fall 2006	1	1	6	6		688
Spring 2007	6	19	90	296	7,668	10,155
Fall 2007	2	2	13	294	5,125	9,325

RESULTS (condensed)

Response Rate:

- The average response rates for the 3 pilot tests were: 71.1% (fall 2006); 68.1% (spring 2007), 81.2% (fall 2007).
- In spring 2007 the average response rate for all courses using online course evaluations was a little higher than the average response rate for all courses on campus using paper course evaluations (68.1% and 65.4% respectively)
- In a comparison of 196 course sections (same course, same instructor, different semester) the average response rate for paper course evaluations was higher than the average response rate for online course evaluations (77.7% and 69.6% respectively).

Comparison of PICES and CoursEval results for faculty

- In a comparison of 178 course sections (same course, same instructor, and different semester) there were no statistically significant differences in students' ratings for the two University core questions between online and paper course evaluations.

Student Perceptions of Online Course Evaluation Pilot Tests

- Overall, students had favorable attitudes towards online course evaluations.
 - 96% agreed that it was easy for them to complete the course evaluations online,
 - 77% preferred doing the course evaluations online over doing it on paper,
 - and 81% were confident that their responses to the online course evaluations were confidential.
 - Students also indicated that online course evaluations were quick, easy, and convenient to use.

Instructor perceptions of Online Course Evaluation Pilot Tests

- Overall, instructors were favorable towards certain aspects of online course evaluations while at the same time having concerns about other aspects of them.
 - 86% agreed that it was easy for them to access the course evaluation report online,
 - 80% agreed that it was easy for them to understand the online report for the course evaluations,
 - 69% agreed that they are confident that the results of the online course evaluations are valid (19% were undecided and 12% disagreed),
 - and 57% preferred students doing the course evaluations online over doing it on paper (21% were undecided and 22% disagreed) (N=205 responses)
 - Instructors also indicated that they liked having quick access to the results, the easy process, and not having to use class time for doing course evaluation. At the same time, they expressed concern that the response rates might be low, that they wanted enough involvement in the course evaluation process (e.g., choose when evaluations will be given), and that the results might be invalid.

FUTURE PLANS

- Upon approval, projected launch date(s): fall 2008
- Options for implementation: All-at-once (Fall 2008) vs staggered implementation schedule (Fall 2008 & Spring 2009)
- Paper system would then be de-commissioned
- Marge Halsema and CIE are integral to new system

Analysis of Purdue's Online Course Evaluation Pilot Tests

Demographics

Background on Online Course Evaluation Pilot Tests

When	# colleges	# departments	# courses	# course sections	# students	# class seats
Fall 2006	1	1	6	6		688
Spring 2007	6	19	90	296	7,668	10,155
Fall 2007	2	2	13	294	5,125	9,325

Response Rate

	Response Rates	
	Online	Paper all campus
Fall 2006	71.1%	
Spring 2007	68.1%	65.4%
Fall 2007	81.2%	

*Comparison of Response Rates for Online (spring 07) and Paper-Based Course Evaluations
(same course, same instructor, different semester)
196 course sections

All Courses (N=196)		Courses with 30 students or less (N=147)		Courses with more than 30 students (N=49)	
Online	Paper	Online	Paper	Online	Paper
69.6%	77.7%	71.3%	80.9%	64.5%	68.0%

*The results for the comparative response rates should be viewed cautiously. The number of enrolled students for the paper based course evaluations was based on the number of sheets requested for the course evaluation which may or may not have matched the actual number of enrolled students. The number of enrolled students for the online course evaluations was based on the number of enrolled students at the time the course evaluations were set up. Moreover, for the course sections of ENGL 106 (n=131) the number of enrolled students for the online course evaluations was standardized to 20 students per section. This was done because for the paper based course evaluations 20 sheets had been ordered for each ENGL 106 course section in the semester that was used for the comparison. The same standardization procedure was also applied to the online course evaluations for the 5 course sections of

another course. Based on the limitations of the data used for this study, future research should further explore how response rates for paper based and online course evaluations compare to each other.

Instructor and Course Rating

Comparison of Ratings for Online (spring 2007) and Paper-Based Course Evaluations
(same course, same instructor, different semester)
178 course sections

	Average Rating		Higher Rating		
	Online	Paper	Higher Online	Higher Paper	Same
Core 1: Overall, I would rate this course as:	4.07	4.07	81	81	16
Core 2: Overall, I would rate this instructor as:	4.32	4.30	86	72	20

Student Perceptions of Pilot Tests

Results for Student Survey (spring and fall 2007)

	# responses	Average	% SA and A	% undecided	% SD and D
It was easy for me to complete the course evaluation online.	12670	4.51	95.9%	2.8%	1.4%
I prefer doing the course evaluation online over doing it on paper.	12654	4.15	77.2%	12.4%	10.3%
I am confident that my responses to the online course evaluation are confidential.	12627	4.17	81.3%	13.3%	5.4%

Instructor Perceptions of Pilot Tests

Demographics of Participants in Faculty Survey

Semester	# participants	% participants by primary status		
		Faculty	TAs	Department Administrator
Spring 2007	116	24.1%	67.2%	6.0%
Fall 2007	89	5.6%	88.8%	1.1%

Total	205	16.1%	76.6%	3.9%
-------	-----	-------	-------	------

Results for Faculty Survey (spring and fall 2007)					
	# responses	Average	% SA and A	% undecided	% SD and D
It was easy for me to access the course evaluation report online.	205	4.22	86.3%	5.4%	8.3%
It was easy for me to understand the online report of the course evaluation.	205	3.95	79.5%	9.8%	10.7%
I am confident that the results of the online course evaluation are valid.	205	3.72	68.5%	19.2%	12.3%
I prefer students doing the course evaluation online over doing it on paper.	205	3.50	56.6%	21.0%	22.4%

Most common faculty responses to the open-ended question *What do you like about online course evaluations?* (only spring 2007; 88 out of 116 instructors responded to this question)

Main Likes	% out of 116
Quick access to the results*	27.6%
Easy process	16.4%
No class time is used for course evaluations	11.2%

*In spring 2007, 72% of those with access to the results accessed the results within 48 hours of their availability.

Most common faculty responses to the open-ended question *What concerns do you have about online course evaluations?* (only spring 2007; 90 out of 116 instructors responded to this question)

Main Concerns	% out of 116
Low response rate	27.6%
Faculty should be more involved in the process (e.g., decide when course evaluations are done, receiving updates on response rates, having links to course evaluations to make the links available to students)	11.2%
Results reflect extreme responses (mainly students who really disliked and/or liked course will respond; mainly unhappy students will respond)	11.2%

Invalid results (e.g., students are less serious, unsure as to who completes the evaluation, lower ratings than with paper based course evaluations) 10.3%

Use of Online Course Evaluations at Purdue's Peer and Big Ten Institutions

*Use of Online Course Evaluations at Purdue's Peer & Big Ten Institutions

		Level of Use of Online Course Evaluations			
		All campus	At least an entire department	Limited to individual instructors' courses	Don't use
Purdue Peer Institutions	Cornell University (Public) - Ithaca			X	
	Georgia Institute of Technology - Atlanta	X			
	Texas A&M University - College Station				X
	University of Arizona - Tucson		X		
	University of California - Berkeley				X
	University of California - Davis			X	
	University of Texas - Austin				X
Purdue Peer & Big Ten Institutions	Pennsylvania State - University		X		
	University of Illinois - Urbana		X		
	University of Michigan - Ann Arbor			X	
	University of Wisconsin - Madison			X	
Big Ten Institutions	Indiana University		X		
	Michigan State University				X
	Northwestern University	X			
	Ohio State University		X		
	University of Iowa			X	
	University of Minnesota			X	

*Source: OnSET (Online Student Evaluation of Teaching in Higher Education). Retrieved March 12, 2008 from http://onset.byu.edu/index.php?title=Main_Page.

TO: The University Senate
FROM: University Senate Educational Policy Committee (EPC)
SUBJECT: Change in University Academic Regulations
DISPOSITION: University Senate for Discussion
REFERENCES: University Regulations 2007-08, Section VII, Academic Program, Part J

Present	Proposed
<p>J. Scholastic Indexes*</p> <p>The scholastic standing of all students enrolled in programs leading to a degree shall be determined by three scholastic indexes: the semester index, the cumulative index, and the graduation index.</p> <ol style="list-style-type: none"> 1. The semester index is an average determined by weighting each grade received during a given academic session by the number of semester hours of credit in the course. 2. The cumulative index for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the consent of his/her academic adviser, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the cumulative index. In the case of a course in which a conditional grade has been improved by examination the most recent grade received shall be used. The cumulative index will be used by the University for reporting to external agencies. 3. The graduation index will be a modified form of the cumulative index and will be used by the University for all internal purposes. An authorized representative of the academic unit in which the student is registered or in which the student will be registered may approve the removal of no more than three courses totaling no more than 12 credit hours from the calculation of the graduation index under the following conditions: (1) the courses were completed during the first 24 months of the student's enrollment as a full-time or part-time degree-seeking student, and (2) the courses are not required for the curriculum in which the student is enrolled. Courses that have been removed from the calculation of the graduation index can not be used to fulfill any requirements for graduation. 	<p>J. Scholastic Indices</p> <p>The scholastic standing of all undergraduate students enrolled in programs leading to a degree shall be determined by three scholastic grade point averages (GPA): The semester GPA, the cumulative GPA, and the program GPA.</p> <ol style="list-style-type: none"> 1. The semester GPA is an average determined by weighting each grade received during a given academic session by the number of semester hours of credit in the course. 2. The cumulative GPA for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the consent of his/her academic adviser, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, the same course* is to be used and, only the most recent grade received shall be included in the cumulative grade point average. In the case of a course in which a conditional grade has been improved by examination, the most recent grade received shall be used. 3. The program GPA is derived from a degree audit and will be used as a criterion to accept a student into a program during the process of Change of Degree Objective (CODO). The degree audit relevant to the program to which a student transfers is used to determine the program grade point average. In a case where no courses of the initial program apply to the new program, the same criteria for acceptance to a program will be used as for a student applying out of high school. <p>* An equivalent course may be used when authorized by the faculty member in charge of said course.</p>

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

The Nominating Committee proposes the following slates of nominees for service on the University Senate Standing Committees listed below. The faculty members elected are to serve for the period shown within the parentheses following each name.

A. Educational Policy Committee

For the four vacancies, the proposed slate of nominees is Professors:

Janet Alsup	(3)	English
Joseph Kmec	(2)	Mechanical Engineering Technology
Mark Moriarty	(3)	Management
Teri Reed-Rhoads	(3)	Engineering Education

B. Faculty Affairs Committee

For the three vacancies, the proposed slate of nominees is Professors:

A. Charlene Sullivan	(3)	Management
Volker Thomas	(3)	Child Development & Family Studies
William Zinsmeister	(3)	Earth & Atmospheric Sciences

C. Student Affairs Committee

For the four vacancies, the proposed slate of nominees is Professors:

David Anderson	(2)	Mechanical Engineering
Sally Hastings	(2)	History
Marion Trout	(3)	University Bands
G. Thomas Wilson	(2)	Pharmacy Practice

D. University Resources Policy Committee

For the ten vacancies, the proposed slate of nominees is Professors:

Ernest (Chip) Blatchley III	(3)	Civil Engineering
Lawrence DeBoer	(3)	Agricultural Economics
Shawn Donkin	(2)	Animal Sciences
Chong Gu	(1)	Statistics
Richard Johnson-Sheehan	(2)	English
Daniel Mroczek	(3)	Child Development & Family Studies
Phillip Pope	(3)	Forestry & Natural Resources
Teri Reed-Rhoads	(3)	Engineering Education
Paul Schwab	(1)	Agronomy

Approving: (via email)

James C. Becker
Patrice M. Buzzanell
Natalie J. Carroll
Phillip S. Dunston
William D. McInerney
Mary Nakhleh
Jie Shen
Yuehwern Y

To: The University Senate
From: Faculty Affairs Committee, David J. Williams, Chair
Subject: Dates added to University Senate Documents and Disbandment of the Academic Records and Documents Committee
Date: April 21, 2008

The Faculty Affairs Committee (FAC) unanimously supports the following recommendations from the Academic Documents and Records Committee.

- All University Senate documents shall have in its header a date for Document Review that is no later than five years in the future.
- All University Senate documents shall be reviewed, at least, every five years from their date of acceptance. The Secretary of the Faculties shall have the responsibility of informing each committee chair of any documents in need of such a review at the beginning of each academic year. The Secretary shall also be the recipient of a statement from each committee that each document listed was so reviewed and the results of such a review.
- During such a review, the committee shall decide if the document is still pertinent as written, in need of updating and change or should be rescinded. Any necessary changes should be brought to the Senate in the usual manner.
- The Academic Records and Documents committee has but one charge – to work with the Academic Procedures Manual. Since it has now been discontinued, the committee voted unanimously to disband.

Approving:

A. Beck
V. Lechtenberg
R. Plante
A. Rollock
C. Roper
E. Taparowsky
V. Thomas
W. Walton
V. Watts
D. Williams

Absent:

D. Buskirk
D. Jacobs
C. Nakatsu
J. Mariga
Y. Yih

SENATE REPORTS	TITLE	ORIGIN
07-1	Report of Policy on Research Misconduct	Professor George M. Bodner
07-2	Report of Interpretation of Policy on Intellectual Property	Professor George M. Bodner
07-3	Report of Response to Investigation of Proposed Termination of ITaP Dial-up Modem Services	University Resources Policy Committee
07-4	Report of Response to Petition from College of Agriculture re Physical Facilities Services for Construction and Renovation	University Resources Policy Committee
07-5	Report of the ad hoc committee on the Revision of C-22	Professor Raymond A. DeCarlo
07-6	Annual Report of the Athletic Affairs Committee	Professor Martin Curd
07-7	Issues for Enhancing Graduate Education	Professor Morris Levy
07-8	Revised Draft of Executive Memorandum C-22	Professor George M. Bodner
07-9	Initial Draft of 2008-2013 Strategic Plan	Professor George M. Bodner

**Issues for Enhancing
Graduate Education:
URPC Report on Graduate Enrollment,
Compensation and Strategic Plans**

April 21, 2008

**Prof. Morris Levy
Chair, University Resources Policy Committee**

**Selected Strategic Plan (2001-07) Aspects
That Impact the Graduate Program**

- ❖ **“Grow the research enterprise to preeminence”**
- ❖ **“Add 300 new faculty”***
- ❖ **“Recruit and retain talented graduate students with exemplary support for them to achieve success”**

***>285; more than 1/3 of total faculty have joined within last 6 years; more youthful demographics**

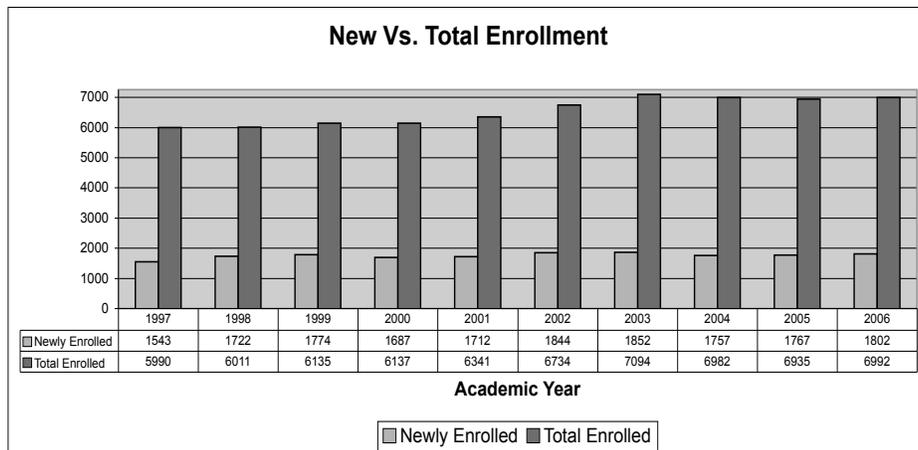
- ❖ **All features to enhance research productivity and the need for equally preeminent graduate programs**

Strategic Plan Funding and Metrics

Fees & Tuition: “Revenues will grow based on annual increases that take into consideration competitiveness with peers (and within the region)”

Metrics: “Competitive graduate assistant stipend level by discipline and number and size of research fellowships”

A Decade of Graduate Program Enrollment: Five-year Plateau ~ 7000



Current = 6994; 58.2% Domestic + 41.8% International

Graduate Staff Fee Increases

	Fall 2000	Fall 2002	Fall 2004	Fall 2006	Fall 2008
per semester	\$ 332	\$ 478	\$ 522	\$ 711	\$ 777
academic year	\$ 664	\$ 956	\$ 1,044	\$ 1,422	\$ 1,554
12-mo. total (+ summer)	\$ 780	\$1,195	\$ 1,305	\$ 1,777.50	\$ 1,942.50
12-mo. total Intl. students				\$ 1,927.50*	\$ 2,122.50^

* = \$50/sem International Student Fee for SEVIS compliance costs

^ = \$60/sem International Student Fee for SEVIS compliance costs

(NOT FOR EXTERNAL USE) Net AVG. RA compensation - Big Ten Academic Year 2006-07 *

Institution	RA FTEs	Avg. cash Salary	Tuition & fees paid	Net avg. Comp.
#1	806	\$ 15,214	\$ 189	\$ 15,025
#2	1,362	\$ 16,060	\$1,524	\$ 14,536
Purdue	1,176	\$ 15,926	\$1,422	\$ 14,504
#4	1,199	\$ 15,120	\$ 730	\$ 14,390
#5	799	\$ 14,174	\$ 0	\$ 14,174
#6	1,015	\$ 14,335	\$ 261	\$ 14,074
#7	593	\$ 17,484	\$3,709	\$ 13,775
#8	1,059	\$ 14,528	\$3,088	\$ 11,440
#9	509	\$ 12,065	\$1,222	\$ 10,843

* Purdue University Institutional Assessments across all disciplines.

(NOT FOR EXTERNAL USE)
Net AVG. RA compensation - Peers
Academic Year 2006-07 *

Institution	RA FTEs	Avg. cash Salary	Tuition & fees paid	Net avg. Comp.
Northeast		\$ 19,467	\$ 0	\$ 19,467
West Coast #1	878	\$ 16,238	\$ 0	\$ 16,238
West Coast #2	670	\$ 15,116	\$ 0	\$ 15,116
Big Ten #1	806	\$ 15,214	\$ 189	\$ 15,025
Big Ten #2	1,362	\$ 16,060	\$ 1,524	\$ 14,536
Purdue	1,176	\$ 15,926	\$ 1,422	\$ 14,504
Big Ten #4	1,199	\$ 15,120	\$ 730	\$ 14,390
S. Central #1	1,226	\$ 13,121	\$ 5,154	\$ 7,967

* Purdue University Institutional Assessments across all disciplines.

(NOT FOR EXTERNAL USE)
Net AVG. TA compensation - Big Ten
Academic Year 2006-07 *

Institution	TA FTEs	Avg. cash Salary	Tuition & fees paid	Net avg. Comp.
#1	777	\$ 14,890	\$ 189	\$ 14,700
#5	595	\$ 13,521	\$ 0	\$ 13,521
#7	695	\$ 16,783	\$ 3,709	\$ 13,074
#6	1,119	\$ 13,119	\$ 261	\$ 12,858
Purdue	943	\$ 14,244	\$ 1,422	\$ 12,822
#2	1,083	\$ 14,323	\$ 1,524	\$ 12,799
#4	811	\$ 13,282	\$ 730	\$ 12,552
#9	843	\$ 13,514	\$ 1,222	\$ 12,292
#8	1,023	\$ 14,070	\$ 2,639	\$ 11,431

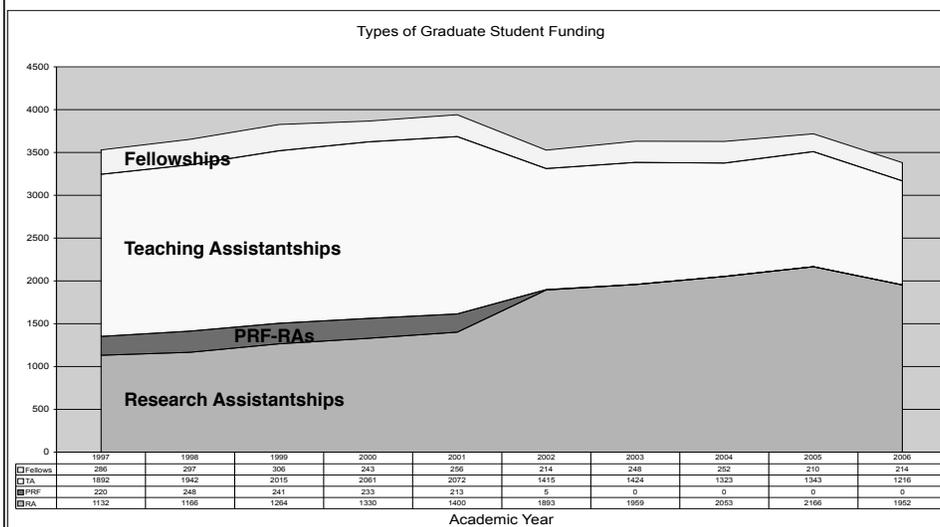
* Purdue University Institutional Assessments across all disciplines.

Discipline-Specific Competitiveness: Purdue's College of Science RA Stipends

Department	AY Average	Vs. other CIC*
Biol. Sciences	\$ 17, 436	- \$ 611
Chemistry	\$ 16, 607	+ \$ 539
Computer Sci.	\$ 15, 630	+ \$ 62
Earth & Atmo.Sci	\$ 16, 230	+ \$ 1,533
Mathematics	\$ 15, 511	+ \$ 242
Physics	\$ 16, 630	+ \$ 700
Statistics	\$ 17, 560	+ \$ 2,322

***All stipends near or below the CIC average will likely have low net compensation rank after fees are considered**

Types of Graduate Student Funding (Academic Only)



Trends: No. fellowships decline; %RAs increase to 57%; increased support from extramural grants rather than internal budgeting

Summary

- **Graduate enrollment is static and not matching improved faculty demographics**
- **Graduate fees have risen 134% since 2000;
+ additional income tax liability = > 10% of income**
- **Average RA net compensation ranks 3rd (avg.TA is 5th) in the Big Ten; much lower than “peers”**
- **Fellowships decline; growth of RAs vs. TAs**
- **Non-competitive compensation is discipline-specific (e.g., Biol. Sciences, Civil Engineering, ECE)**

Suggestions for Senate Strategic Plan Advice

To recruit and retain the increased numbers of talented graduate students we need to achieve the goals of our next Strategic Plan we must competitively improve graduate student net compensation.

- 1. Renew and restructure development efforts to increase the number and amount of grad fellowships and faculty efforts to seek training grants**
- 2. Reduce (or cease increases) in grad staff fees until stipend growth improves net compensation**
- 3. If minimum stipends are raised, take appropriate budgetary steps to avoid unfunded mandates and deal with market forces that shape discipline-specific stipend levels**
- 4. Keep competitive compensation as major focal point**
- 5. Devote greater funding to graduate diversity recruitment, e.g., undergrad research internships**

TO: The University Senate
FROM: Athletic Affairs Committee
SUBJECT: Athletic Affairs Committee Report to the University Senate, Spring 2007-08
REFERENCES: University Senate Document 90-31, 22 April 1991
DISPOSITION: University Senate for Information

Purdue University's commitment to the academic and social well being of its student-athletes is focused through the activities of the Athletic Affairs Committee (AAC) and Intercollegiate Athletics (ICA). This report covers the two regular semesters in the year that has passed since the last report from the AAC: the Spring Semester of 2006-07 and the Fall Semester of 2007-08.

ACADEMIC STATUS OF STUDENT-ATHLETES

During the subject semesters, undergraduate enrollment at Purdue University totaled:

	Spring '06-07	Fall '07-08
Men:	16,960	18,039
Women:	<u>12,033</u>	<u>12,995</u>
Total:	28,993	31,034

Of these enrollments, student-athletes totaled:

Men:	272	297
Women:	<u>186</u>	<u>200</u>
Total:	458	497

One of the primary goals of ICA is to assist all student-athletes in achieving their full scholastic potential. This goal is being accomplished by ICA ensuring that ongoing support and services dedicated to academic excellence are freely available to all student-athletes. The Intercollegiate Athletics strategic planning document containing Vision, Mission, and Goals statements is appended hereto as Appendix 1. That portion of the Goals statement related specifically to academics states: "Student-athletes will be at or above the all-campus grade point average. Graduation rates will be at or above the all-campus average."

Specific objectives related to these goals include achievement of the stated performance levels for both the semester and the cumulative GPAs each semester. Details of the academic performance of student-athletes during the subject semesters, as compared to the corresponding university wide averages, is shown in the table below, including GPAs and other relevant statistics. It is noteworthy that fall 2007-08 was the 21st consecutive semester in which the cumulative GPA of Purdue's student-athletes exceeded the all-campus cumulative GPA.

Student-Athlete Academic Information		
Academic Performance Measures:	Spring '06-07	Fall '07-08
<u>Cumulative GPA</u>		
Student-athletes	2.98	2.97
All-campus	2.91	2.91
<u>Semester GPA</u>		
Student-athletes	2.93	2.92
All-campus	2.84	2.84
<u>Achievement of Semester GPA of 3.0 or higher</u>		
Student-athletes	43% (197)	56% (274)
All-campus	43.7%	43.9%
<u>Achievement of Academic Honors</u>		
Student-athletes	28% (129)	31% (154)
Dean's List and Semester Honors	(64)	(80)
Semester Honors only	(55)	(59)
Dean's List only	(10)	(15)
All-campus	29.6%	28.8%
<u>Achievement of perfect 4.0 Semester GPA</u>		
Student-athletes	9% (40)	8% (40)
All-campus	2.3%	3.1%
<u>Placement on probation</u>		
Student-athletes	4% (20)	7% (32)
All-campus	8.0%	8.8%
<u>Drops from the University</u>		
Student-athletes	0.4% (2)	0.4% (3)
All-campus	2.9%	1.7%

In support of its goal to achieve above average GPAs, ICA also wishes to promote the importance of its 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 rates for all student-athletes that are greater than, or equal to, the graduation rates for all Purdue students.

According to NCAA reporting requirements, for a student-athlete to be counted as a graduate in a cohort, he or she must graduate from the institution of initial enrollment (Purdue) within six years of original entry. The most recent cohort to have completed the six-year reporting period is that for 2000-01.

The 4-year moving average graduation rate for student-athletes exceeds that of the overall student body. The measure, which is less sensitive to short-term fluctuations than the yearly rates, is the average of the graduation rates for the four most recently completed 6-year cohorts,

in this case the, 1997-98, 1998-99, 1999-00 and 2000-01 cohorts. This moving average was 72% for student-athletes and 67% for the student body.

Note: In accordance with Federal reporting requirements which are adopted by the NCAA, student-athletes who transfer out are still included in Purdue's figures, even though a transfer in does not count in Purdue's figures.

Appendix 2 summarizes the statistical report (data received from the Office of the Registrar), and compares the graduation rates for student-athletes to the rates for all Purdue students who entered the University during the aforementioned 4-year period and comparable rates for NCAA Division I-A schools.

Appendix 7 shows the distribution of student-athletes among the Schools and Colleges of Purdue University during the fall 2007 semester.

The GSR (Graduation Success Rate)

This is the third year the NCAA is reporting the Graduation Success Rate (GSR) for Division I institutions. The GSR improves on the federally mandated graduation-rate measure by including students who transfer to other institutions. The GSR also allows institutions to subtract student-athletes who leave their institutions prior to graduation as long as they would have been academically eligible to compete had they remained. 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% and 77% for all Division I schools. It is worth noting that 89% of Purdue's student-athletes complete their athletic eligibility at Purdue and graduate. The comparable graduation rate in Division I is 86%. (NCAA web site)

Appendix 3 shows GSR data for each Purdue University team and for all Division I sports.

The APR (Academic Progress Rate)

This is the fourth year the NCAA is reporting the Academic Progress Rate (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 APR data for Purdue University Women's and Men's teams (both multiyear and for 2006-07) is listed in the table below. Teams must achieve an APR score of 925 to avoid contemporaneous penalties. Teams below 925 will not be able to replace for one year the grants-in-aid of players who left as academic casualties during the previous academic year. The cut score for historical penalties is 900.

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 0.925 is reported as 925 and reflects an approximate 50 percent Graduation Success Rate. (NCAA web site)

Penalties

Because the contemporaneous penalties are meant to be a warning to those schools on the APR cusp and not a postseason ban, the contemporaneous penalties that can be assessed to one team

are restricted to about 10 percent of the team's financial aid limit. That includes rounding up to the next whole number for headcount sports such as men's and women's basketball, for which the maximum penalty would be two scholarships. In baseball (an equivalency sport with a maximum 11.7 grants-in-aid), the maximum penalty would be 1.17 scholarships.

The heavier penalties are the so-called "historically based" punishments that are based on a rolling four-year average APR. They include loss of scholarships, postseason bans and restricted membership in severe cases where academic performance lags over time. The historically based penalties target the chronic academic under-performers with hard-hitting disincentives, while the contemporaneous penalties are designed to more gently coax a larger portion of the academic distribution into increased performance (Gary T. Brown, *NCAA News*).

**Purdue University Academic Progress Rate Institutional Report
NCAA Division I 2006-2007**

	Multiyear APR Rate (N)	2006-07 APR Rate (N)
Baseball	946 (123)	974 (32)
Men's Basketball*	894 (54)	846 (14)
Men's Cross Country	968 (16)	1000 (4)
Football	920 (345)	922 (86)
Men's Golf	933 (38)	846 (7)
Men's Swimming	973 (98)	981 (28)
Men's Tennis	994 (42)	972 (9)
Men's Track, Indoor	936 (89)	964 (22)
Men's Track, Outdoor	936 (89)	964 (22)
Men's Wrestling	962 (82)	881 (22)
Women's Basketball	941 (57)	911 (15)
Women's Cross Country	989 (25)	955 (7)
Women's Golf	955 (30)	846 (8)
Women's Soccer	979 (87)	1000 (21)
Women's Softball	987 (83)	963 (22)
Women's Swimming	975 (106)	959 (26)
Women's Tennis	949 (37)	875 (9)
Women's Track, Indoor	968 (106)	969 (26)
Women's Track, Outdoor	968 (106)	969 (26)
Women's Volleyball	1000 (56)	1000 (15)

*Contemporaneous penalty assessed by the NCAA against men's basketball (multiyear APR 894) which is limited to awarding 12 athletic scholarship renewals for the 2007-08 academic year. In both the men's basketball and football programs, if transfers while eligible were not counted against us, we would be over the 925 cutoff and no penalties would be on the table. But even without any change in the calculation, our academic improvement plans project both programs being able to achieve a score of 925 or better. Football can move above 925 as early as next year, but men's basketball figures to take a few years given its transfer activity of the last few years.

The 25/75 Club

The “25/75” Club refers to an elite class of intercollegiate athletics departments. The term applies to those institutions that finish in the top 25 of the overall National Association of Collegiate Directors of Athletics (NACDA) Directors’ Cup standings and graduate 75 percent of their student-athletes. The Directors’ Cup is an award representing collective excellence in all varsity sports. Begun in 1993-94 for Division I by NACDA and *USA Today*, it was expanded in 1995-96 to include Division II, Division III, and the National Association of Intercollegiate Athletics.

Purdue University is at the doorstep of the “25/75” Club. Over the next five years, effort will be focused on taking the next steps to national prominence. Appendix 4 contains information on the 2006-07 Directors’ Cup rankings, GSR rankings, and federal graduation rates. Purdue University is ranked 35 in the Directors’ Cup, has a 72 percent federal graduation rate, and a GSR ranking of 58. This yields a combined GSR and Directors’ Cup ranking for Purdue of 14.

FACULTY OVERSIGHT OF ATHLETICS

Faculty oversight of ICA continues to be exercised through the AAC. The membership of the AAC, listed at the end 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.

Appendix 6 contains the minimum core-curriculum requirements for initial eligibility under a 14 core-course rule and a 16 core-course rule. Student-athletes first entering college on or after August 1, 2003 but before August 1, 2005 may meet initial-eligibility requirements under either the 13 core-course rule or the 14 core-course rule, while those student-athletes entering college on or after August 1, 2005 must meet the 14 core-course rule. The 16 core-course rule takes effect for those student-athletes entering college on or after August 1, 2008. Core GPA and SAT test scores can be found in Appendix 5. The initial-eligibility standards corresponding to the 14 and 16 core-course rules are shown in Appendix 6. Note that computer science is being eliminated as an acceptable core-course area for students first entering any college or university on or after August 1, 2005.

Monthly meetings of the AAC are held at which members hear reports and participate in discussions pertinent to their mandate. Coaches from all sports are regularly invited to speak to the AAC on the academic status of the student-athletes and individual teams. This year we heard from the following head coaches: Scott Hinkel (Men’s Wrestling), Matt Painter (Men’s Basketball), Devon Brouse (Golf), Laura Glitz (Women’s Tennis), Dan Ross (Men’s Swimming), Rob Klatt (Women’s Soccer), and Jack Warner (Track and Field, and Cross Country). We also heard from President Cordova who was our guest at the August 2007 meeting. Topics dealt with this year have included updates on the NCAA Division I Academic Eligibility Requirements, Purdue University Recruiting Philosophy, Student-Athlete Transitions Program, Academic Progress Rate, and National Letter of Intent (NLI).

The members of the AAC are thoroughly impressed with the efforts that the professional staff and coaches at Purdue University make on a continual basis to emphasize the importance of

academic achievement to the athletes in their charge. It is the opinion of all members of this committee that the coaches and their staff as presently constituted at Purdue University expend an effort to assist their athletes in all aspects of their academic and social growth well beyond that which would normally be expected of them. Indeed, they are to be commended for the work they are doing both on and off the field of sport.

HIGHLIGHTS OF OUR SPORTS TEAMS IN 2007

Certainly, we prefer that our athletic teams excel athletically as well as academically. From the Intercollegiate Athletics Strategic Planning document, again, we have the following Goals statement regarding athletics: “All sports will place in the upper half of the Big Ten and will be ranked in the top 25 nationally. When we are performing at these levels on a consistent basis, we will be competing for championships in the Big Ten and nationally.” Following is a selection of highlights from each sport in which Purdue competes at the varsity level, covering the year elapsed since the previous report.

Baseball

Although the 2007 baseball season was disappointing in the win-loss column, the Boilermakers had some accomplishments during the season and in the postseason awards that were shining moments for the program. Pitcher Matt Bischoff was named Big Ten Freshman of the Year after posting a 3-2 record with a 2.85 ERA, becoming the first Boilermaker to earn an individual postseason honor from the conference coaches. First baseman Ryne White ranked third in the NCAA with a .452 batting average and was a unanimous first team All-Big Ten selection. Joining White on the all-conference team were Bischoff (second team) and pitcher Tony Sedlmeyer (third team). In the classroom the Boilermakers placed seven baseball players on the academic all-conference team. Following the season Groves was selected by the Colorado Rockies in the Major League Baseball draft, becoming the 45th Boilermaker selected since the draft's inception in 1966.

Men's Basketball

The men's basketball team posted a 25-9 record and finished in second place in the Big Ten standings. The Boilermakers won 25 games for the first time since the 1997-98 campaign and finished 16-1 at home in Mackey Arena for the second straight season. For the second straight year, Purdue advanced to the NCAA Tournament, where it won its 10th straight first-round game. Head coach Matt Painter was named the Big Ten Coach of the Year, and sophomore guard Chris Kramer took home Big Ten Defensive Player of the Year honors. Freshman Robbie Hummel was named first team All-Big Ten, while freshman E'Twaun Moore earned second team All-Big Ten laurels.

Women's Basketball

The Purdue women's basketball team completed one of its most rewarding seasons by heading in to the Big Ten Tournament with a 15-14 record and coming away with its second consecutive tournament title. Purdue secured the NCAA Tournament automatic berth and kept alive the Boilermakers' streak of 15 straight NCAA Tournament appearances. Despite losing four starters from the 2006-07 team (two to graduation and two to injury), Purdue tied for third in the Big Ten regular-season with an 11-7 record. The Boilermakers finished the year 19-15 after winning their NCAA Tournament first-round game against No. 17 Utah and losing to top-seed and defending national champion Tennessee.

Men's Cross Country

The men's cross country team fielded an incredibly young roster in the 2007 season, but entered a new age under first-year men's distance coach Conor Holt. In every race of the season, three of the top five Boilermaker finishers were freshman, while sophomore Matt De Silva led the way in all six of his varsity races. De Silva came within four seconds of the Purdue Varsity Cross Country Course record, winning the 8K race with a time of 25:10.90. The Boilermakers were 10th at the Big Ten Championships and placed 19th at the NCAA Great Lakes Regionals.

Women's Cross Country

The women's cross country team had one of their best seasons in recent memory, placing eighth at the Big Ten Championships and 13th at the NCAA Great Lakes Regional Championships. Katie Morrical, Kristin Phillips and Kristina Krasich were the cream of the crop, leading the way for the Boilermakers in almost every race of the season. Morrical highlighted her season by leading the Boilermakers to the Indiana Intercollegiate Championships, winning the race and setting a new 5K Purdue Varsity Cross Country Course record with a time of 17:39.20.

Football

The football team concluded the 2007 season with an 8-5 overall record, including a 3-5 mark in the Big Ten, good for a seventh-place tie with Indiana, Michigan State and Northwestern. The Boilermakers played Central Michigan in the Motor City Bowl, winning 51-48 on Chris Summers' 40-yard field goal as time expired. It marked Purdue's 10th bowl appearance in 11 seasons under head coach Joe Tiller and the 15th in school history. Purdue is one of 13 schools to play in a bowl game in at least 10 of the last 11 seasons. Since 1997, only Michigan, Ohio State and Wisconsin have won more Big Ten games than Purdue. The Wolverines are 71-17, the Buckeyes 66-22 and the Badgers 55-33. Purdue is 51-37.

Men's Golf

The men's golf team won the Western Intercollegiate tournament and finished third at the 2007 Big Ten Championships. Purdue earned a No. 16 seed in the NCAA Central Regional Championship but was unable to advance to the NCAA finals. [Pariya Junhasavasdikul](#) won the Big Ten individual championship, becoming the first Purdue golfer in 30 years to earn conference medalist honors. Junhasavasdikul earned the Les Bolstad Award for the conference golfer with the lowest stroke average and was named first team All-Big Ten for the second year in a row. [Peter Richardson](#) was named second team All-Big Ten for the fourth time in his career. On Nov. 22, 2006, Richardson tied the school record for low round when he fired a 63 at the Aloha Purdue Invitational.

Women's Golf

The women's golf team capped off one of its most successful seasons ever, finishing as runners-up at the 2007 NCAA Women's Golf Championships. [Christel Boeljon](#) tied for second place as an individual and her total score of 286 set a Purdue record for a 72-hole tournament. The Boilermakers' second-place finish was the highest in school history and the best by a Big Ten team. Purdue won four tournaments in 2006-07 and finished second at the Big Ten Championships. Boeljon and Maria Hernandez were honored as All-Americans by both the National Golf Coaches Association and Golfweek. Boeljon also was one of four nominees for the Honda Sports Award, which recognizes the top female collegiate golfer.

Women's Soccer

The women's soccer team finished 20-2-3 overall and 8-1-1 in the Big Ten, good for second place behind Penn State. As the No. 2 seed, the Boilermakers went on to win their first Big Ten Tournament Championship with a 3-1 decision over Ohio State and later advanced to the second

round of the NCAA Tournament. Purdue was eliminated from postseason by Indiana in the penalty kick round, 4-3. Senior Parrissa Eyorokon totaled 30 points on 12 goals and six assists and received the honor of becoming Purdue's first true All-American. Eyorokon's classmate Kira Bilecky was named third-team All-American and Shauna Stapleton was selected Academic All-American. The Big Ten named four student-athletes to its all-conference first team, voted Rob Klatte Coach of the Year, Eyorokon Offensive Player of the Year and Jessica Stellhorn Freshman of the Year.

Softball

The softball team posted the first postseason win in program history with a 4-1 victory over Iowa in the opening round of the Big Ten Tournament. The team registered a 10-9 record in Big Ten play, good for a fifth-place finish, Purdue's best since 2001. Overall, the Boilermakers compiled a 33-32-1 mark. The 2007 squad set season records for doubles, home runs, runs, total bases, walks and complete games. The Boilermakers also led the Big Ten in hits and double plays. Third baseman Ashley Hall and designated player Katie Mitchell received first team All-Big Ten and first-team All-Mideast Region accolades. Mitchell also garnered Academic All-District V honors, while she and three teammates received Academic All-Big Ten recognition.

Women's Swimming and Diving

The women's swimming and diving team finished 5-10 in the regular season and was 3-5 against teams from the Big Ten. The Boilermakers went on to finish seventh at the conference championships with 284 points, many of which were scored by sophomore diver Ashley Karnes. At Big Ten's, Karnes was runner-up on 1-meter and third on 3-meter. She and fellow diver freshman Kara Cook were Purdue's lone representatives at the NCAA Championships. Cook left the national meet with her first All-America citation after placing third on tower with a personal best of 311.00 points. Cook's 16 points enabled Purdue to place 34th.

Men's Swimming and Diving

The men's swimming and diving team finished its dual season with a No. 12 ranking and was 7-4 overall, 4-2 against the Big Ten. The Boilermakers placed fifth at the conference meet with a program record 488.5 points and were led by NCAA qualifiers Romain Maire and David Colturi. Maire recorded three top-6 showings in his individual events and helped the 400 free relay establish a new varsity record of 2:56.29. Colturi scored 62 individual points at the Big Ten Championships, which tied him for 10th place among all competitors, and was the second highest scoring diver behind Indiana's Landon Marzullo. At NCAA's, Colturi earned a honorable mention All-America citation on 1-meter and the title of All-American after placing third on platform.

Men's Tennis

The men's tennis team finished 9-14 overall in 2007 and was 1-9 against the Big Ten, placing it in a tie for 10th with Iowa. The Boilermakers' began their dual season with seven-straight wins, but only won two of their final 16. One of those wins came against #37 Minnesota in the first round of the Big Ten Tournament, which helped the Boilermakers finish the year with a No. 75 ranking from the ITA. Freshman Paul Foley led Purdue with 14 wins and rookie Branko Kuzmanovic cut his teeth at the No. 1 position, finishing with a 5-9 record at the top spot.

Women's Tennis

The women's tennis team finished 13-9 and 5-5 in the Big Ten, just missing the NCAA Tournament. Purdue won its first round Big Ten Tournament match against Wisconsin, 4-0, but were shutout by No. 26 Michigan in the following round, 4-0. All six of Purdue's regular starters posted winning spring records, including Mallory Voelker who was 13-7 at No. 1 and Brooke Beier, who was 10-8 at No. 2. As a doubles team, Beier and Voelker spent much of the season nationally ranked and finished with an overall record of 13-8. During the fall of 2006, this tandem won the doubles title at the prestigious Arizona State/Thunderbird Invitational. Laura Glitz was hired as head coach in August of 2007.

Women's Indoor Track and Field

The Purdue women's track and field team tied for 22nd at the 2008 NCAA Indoor Championships, riding a pair of NCAA All-Americans to the Boilermakers' highest team placing since 2000. Astin Steward captured the bronze medal and set a Purdue record in the 20-pound weight throw, marking 21.62 meters (70-11.25), while Mallory Peck grabbed All-America honors for the second straight season with her sixth-place effort in the pole vault. She cleared a career-best 4.20 meters (13-09.25), which is the second-highest mark in Purdue's history. Leah Kincaid broke a pair of school records, setting new marks in the 60-meter hurdles and long jump, and Stacey Wannemacher smashed one of her own in the shot put. The Boilermakers took home seventh at the Big Ten Championships, earning 40 team points.

Men's Indoor Track and Field

The men's track and field team posted an outstanding indoor campaign in 2008, as the Boilermakers had their highest placing at the NCAA Indoor Championships since 2005, tying for 44th place with five points. Jonathan Pullum highlighted the season with a fourth-place effort in the 35-pound weight throw at the national championships. They also had the best showing in school history at the Big Ten Indoor Championships, winning four individual championships en route to 102 team points and second place overall. Pullum won the weight throw at Big Ten's earning Regional Field Athlete of the Year, Big Ten Field Athlete of the Year and Big Ten Field Athlete of the Championships. Josh Hembrough joined Pullum on the conference honors list, taking home Big Ten Freshman of the Year honors after winning the 60-meter hurdles.

Men's Outdoor Track and Field

The men's track and field team had one of its best outdoor campaigns in recent history in 2007, placing fifth at the Big Ten Championships, 17th at the NCAA Midwest Regional Championships and sending a trio of athletes to the NCAA Championships. The Boilermakers put together 92.5 team points at the conference meet, finishing within eight points of second place, 1.5 points short of third and one point from fourth. Jonathan Pullum was a Big Ten champion, winning the discus with a throw of 54.15 meters (177-08), while six of his teammates took home either silver or bronze in their respective fields.

Women's Outdoor Track and Field

The women's outdoor track and field team added the third NCAA national champion in school history in 2007, as Lindsey Blaine won the javelin throw with a mark of 55.56 meters (182-03). Blaine was one of three All-Americans for the Boilermakers, joined by Astin Steward in the discus throw and Leah Kincaid in the long jump. Steward placed 10th in the discus with a mark of 50.21 meters (164-09), while Kincaid took home ninth with a leap of 6.18 meters (20-03.50). The Boilermakers posted their best national finish since 1996, tying for 21st with 10 points. Stacey Wannemacher was the team's fourth national qualifier after a fifth-place regional

showing in the shot put. Purdue placed sixth at the NCAA Mideast Regionals, posting 32 points, and took seventh at the Big Ten Championships with 58 points.

Volleyball

The volleyball team made its fourth straight NCAA Tournament appearance in 2007, advancing to the second round. Purdue posted a 19-14 mark, including an 11-9 Big Ten record. The Boilermakers finished third in the league standings, marking their best conference placing since 1990. The team defeated two Top 25 teams during the season, including a win over No. 19 Ohio in the NCAA Tournament first round. Middle hitter Stephanie Lynch earned honorable mention All-America, first team All-Mideast Region and first team All-Big Ten honors. Outside hitter Danita Merlau was named to the Academic All-District second team, while she and seven other Boilermakers garnered Academic All-Big Ten acclaim.

Wrestling

First-year head coach Scott Hinkel ushered Purdue wrestling into a new era in 2007-08, guiding the Boilermakers to one of their best seasons in recent history. The Boilermakers placed 30th at the NCAA Championships with four qualifiers amassing 14.5 points. Hinkel became just the third coach in school history to post a winning record in his first season, leading the squad to a 10-8 overall mark, and the Boilermakers won more Big Ten duals than the two previous seasons combined, finishing 2-6. The Boilermakers took home 10th place at the conference championships, compiling their largest team-point total in four years with 51.5. Jake Patacsil shattered the Boilermakers' season and career records for back points at Purdue, piling up 226 on the season to give him 510 for his career. A.J. Kissel put his name in the Purdue record books, as well, eclipsing the single-season falls record with 19 on the season.

2007-2008 ATHLETIC AFFAIRS COMMITTEE

Holly L. Mason (*Committee Chair, Professor of Pharmacy Administration and Pharmacy Practice and Associate Dean of Pharmacy*)
Roger L. Blalock (*Senior Associate Athletic Director for Sports*)
Jeffrey T. Bolin (*Professor of Biological Sciences and Associate Dean of Science Administration, Faculty Athletic Representative*)
Bart Burrell (*Community Liaison*)
Morgan J. Burke (*Athletic Director*)
Stevie Chaddock (*Student Representative*)
Jan Cover (*University Senate Appointment, Professor of Philosophy*)
Nancy L. Cross (*Senior Women's Administrator Associate A.D. for Marketing & Development*)
Martin Curd (*Student Affairs Liaison, Associate Professor of Philosophy*)
Mario Ferruzzi (*University Senate Appointment, Food Sciences and Nutrition*)
Edward G. Howat (*Associate Athletic Director for Student Services*)
Gary Lehman (*Alumni Representative*)
Julie Novak (*University Senate Appointment, Nursing*)
Thomas J. Reiter (*ex-officio, Compliance Director*)
Thomas B. Robinson (*Presidential Liaison, Vice President for Student Services*)
Christie L. Sahley (*Associate Professor of Biological Sciences and Associate Dean of Science Administration, Faculty Athletic Representative*)
Tim Skaverenina (*Professor of Electrical Engineering, Faculty Senate Representative*)
Glenn F. Tompkins (*Senior Associate Athletic Director for Business*)
Walter Williams (*Student Representative*)
Toyinda Wilson (*Alumni Representative*)

INTERCOLLEGIATE ATHLETICS
VISION

A nationally prominent athletic organization that is excellent in all respects and a member of the “25/75 Club.”

INTERCOLLEGIATE ATHLETICS
MISSION

Our collective aspirations will be to achieve national success – both athletically and academically – and by so doing engage and inspire all constituencies to support the broader University pursuit of preeminence.

To allow student-athletes to meet or exceed their expectations in every aspect of their experience at Purdue University and to provide the resources for coaches and staff to develop winning programs.

This will be accomplished in an environment that recognizes the value of diversity and adheres to the highest standards of integrity, work ethic and teamwork.

INTERCOLLEGIATE ATHLETICS
GOALS

Athletic

All sports will place in the upper half of the Big Ten and will be ranked in the top 25 nationally. When we are performing at these levels on a consistent basis, we will be competing for championships in the Big Ten and nationally.

Academic

Student-athletes will be at or above the all-campus grade point average. Graduation rates will be at or above the all-campus average.

Fiscal

Marketing, Promotion, and Development plans will be designed and implemented to generate a source of revenue. These monies, along with all other funds available to the department, will be allocated and managed to ensure that we have the resources for scholarships, quality academic support services and comprehensive, excellent facilities.

Equity

Provide quality participation opportunities that recognize and support gender and ethnic equity for all student-athletes in an atmosphere that fosters diversity in all constituencies.

Image

All actions, whether proactive or reactive, will create, maintain and project an image of excellence.

STUDENT-ATHLETE GRADUATION RATES*

Four-Year Average Graduation Rates covering 1997-98 through 2000-01**

	Purdue	NCAA Division I-A
	-----%-----	
All Students	67	61
Student-Athletes	72	62
Men	62	56
Women	85	71
Baseball	44	45
Men's Basketball	88	45
Football	52	56
Men's Track	71	60
Men's Other Sports	78	73
Women's Basketball	83	64
Women's Track	89	68
Women's Other Sports	85	73

* To be counted as a graduate, the student must graduate within six years from the institution of original enrollment.

** Averages based on 287 graduating Purdue student-athletes and 70,406 graduating student-athletes in Division I-A schools.

STUDENT-ATHLETE GRADUATION SUCCESS RATES (GSR)*

Graduation Rates for 1997-2000 Cohorts

	Purdue	NCAA Division I
	-----%-----	
	-----	-----
Overall	82	77
Baseball	72	66
Men's Basketball	91	61
Football	70	67
Men's Golf	67	79
Men's Swimming	100	82
Men's Tennis	88	82
Men's Track/CC	76	74
Men's Wrestling	69	70
Women's Basketball	92	81
Women's Golf	100	87
Women's Soccer	78	89
Women's Softball	93	85
Women's Swimming	100	91
Women's Tennis	100	88
Women's Track/CC	93	83
Women's Volleyball	91	88

* 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.

2006-07 Directors' Cup with Fed Grad Rate

GSR Rank & Directors' Cup Rank Combined	Grad Rate Rank & Directors' Cup Rank Combined	Directors' Cup Rank	Institution	Grad Rate	Grad Rate 1997-2000 (force blank GRs to Purdue's)	GSR Rank
1	5	1	Stanford	90	90	4
2	12	11	Duke	91	91	1
3	28	22	Notre Dame	89	89	6
4	35	21	Penn State	82	82	14
5	38	30	Northwestern	87	87	8
6	39	13	Virginia	78	78	26
6	39	4	Michigan	76	76	35
8	54	33	Vanderbilt	79	79	21
9	58	23	Wake Forest	76	76	35
10	70	58	Boston College	85	85	12
11	77	76	Georgetown	91	91	1
12	80	3	North Carolina	71	71	77
13	91	74	Denver	81	81	17
14	93	35	Purdue	72	72	58
15	102	67	Southern Methodist	76	76	35
16	103	26	Brigham Young	71	71	77
17	104	9	California	68	68	95
18	110	99	William and Mary	86	86	11
19	111	16	Wisconsin	68	68	95
20	113	55	Cornell		72	58
21	114	69	Pepperdine	74	74	45
22	117	40	Maryland	71	71	77
23	118	88	New Hampshire	77	77	30
24	121	63	Princeton		72	58
25	122	64	Harvard		72	58
26	123	2	UCLA	64	64	121
27	125	14	Ohio State	65	65	111
28	126	75	Providence	73	73	51
29	127	101	Rice	78	78	26
29	127	42	Illinois	70	70	85
31	130	72	Navy		72	58
32	135	77	Pennsylvania		72	58
33	137	48	Virginia Tech	69	69	89
34	138	61	UC Santa Barbara	71	71	77
35	140	34	Michigan State	66	66	106
35	140	29	Washington	65	65	111
37	141	83	Columbia/Barnard		72	58

CORE GPA/Test Score Index
(to be used with 14 or 16 core courses)

Core GPA	SAT	ACT Sum of Scores
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

**MINIMUM CORE-CURRICULUM AND GRADE POINT AVERAGE
REQUIREMENTS
FOR INITIAL ELIGIBILITY – DIVISION I**

Courses	Effective Aug. 1, 2005 14 courses	Effective Aug. 1, 2008 16 courses
English	4 years	4 years
Mathematics	2 years (Algebra I or higher)	3 years (Algebra I or higher)
Natural/Physical Science	2 years (1 year of lab if offered by high school)	2 years (1 year of lab if offered by high school)
Additional English, math or natural/physical science	1 year	1 year
Social Science	2 years	2 years
Additional academic courses in any of the above areas or foreign language, philosophy, non-doctrinal religion, or computer science*	3 years	4 years
Core curriculum grade-point average/test score initial-eligibility index	See sliding scale, Appendix 5	See sliding scale, Appendix 5

Students entering college on or after August 1, 2005 must meet the new 14 core-course rule. Computer science is being eliminated as an acceptable core-course area for students first entering any college or university on or after August 1, 2005.

**NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL
Spring 2008**

College or School			Number of student-athletes	
Agriculture			22	
Consumer & Family Sciences			35	
Education			11	
Engineering			54	
	Fresh-E	13		
	AAE	6		
	ABE	6		
	BME	3		
	CE	7		
	CHE	1		
	CNE	0		
	ECE	3		
	IDE	1		
	IE	4		
	ME	8		
	NE	2		
Health Sciences			19	
Liberal Arts			206	
Management			70	
Nursing			7	
Pharmacy & Pharmacal Sciences			1	
Pre-Pharmacy			4	
Science			24	
Technology	AT	9	101	
	BCM	6		
	CPT	2		
	EET	3		
	IT	7		
	MET	4		
	OLS	63		
	CGT	7		
	CMT	0		
Graduate School			3	
Veterinary Medicine			0	
TOTAL			557	

To: Ad Hoc University Senate Committee
From: Ray DeCarlo (Chair), Charles Bouman, Kristine Holtvedt,
Charlene Sullivan, Alyssa Panitch, Lefteri Tsoukalas
Subject: Revision of C22
Disposition: Final report to the Senate for Information

This report details comments on the revision of C22 on Research Misconduct. The report also compares some aspects of the policy with the University of Minnesota, Stanford, and MIT. The policy at the University of Minnesota was generated with a three pass interaction their senate executive committee before being approved by the senate and their board of regents. The Stanford policy also seems to have been approved by the University Senate. IU had its policy approved by the University Faculty Council.

There are three parts to this report. Part 1 deals with the continued development process for the revision of C22. Part 2 deals with content issues on a revision of C22. Part 3 provides a footnoted sample structure with a detailed front end of a possible C22 policy revision.

PART 1. DOCUMENT GENERATION

1. *Expectation/Recommendation:* The continued development and revision of the “Revised C22” will take place within a “to be determined” faculty senate committee in conjunction with appropriate administrative officials. The motivation for a faculty based committee is that research integrity is a core principle of academic life and its negation, research misconduct, has damaging fall out to individuals, the entire Purdue community, and society at large.

2. *Expectation/Recommendation:* the full revised policy will be discussed at a senate meeting and be approved by the senate (as has been the case at other CIC and non-CIC institutions) prior to being submitted to the Board of Trustees. If the administration chooses to do otherwise, then the Senate may of course have its own post BoT approval discussions. Collegiality suggests a more cooperative development, approval, and implementation process.

3. *Recommendation:* Have the draft policy looked at by an external (legal) agency for compliance with federal and state laws/guidelines. Also, to what extent can the process be made consistent with sunshine laws? One expects the process to be public and the proceedings to be confidential.

PART 2. DOCUMENT CONTENT

1. The first item here is to set forth comparisons with University of Minnesota, Stanford, and MIT Documents. A common structure to all policies reviewed by this committee is the initial evaluation stage, an inquiry stage, and an investigative stage. Some articulations are more clear than others. The University of Minnesota document clearly identifies the various steps in a process of allegation reporting to its disposition in an easy to follow and understandable format. The Stanford document also has a clearly articulated process with well stated definitions and objectives.

Question	Minnesota	Purdue
How to submit a complaint?	Any form of communication to university official.	It would appear to be to the RIO either verbally or in writing.
Who reviews complaint/allegation?	*RIO must have no conflict of interest (COI) *RIO determines if complaint/allegation is credible	*No procedures to that effect in PU document *Rio determines if complaint/allegation is credible
How is inquiry handled?	*the RIO confers with the complainant and then the respondent. *subsequent decision to convene the inquiry personally or with a panel *Panel members made known to both complainant and respondent who may object to panel members	* the RIO sends a written notice to the respondent *RIO nominates/forms a committee and certifies that members do not have a COI *No procedures appear to be in document in which the complainant and respondent are informed of or allowed to object to committee/panel members
How is investigation handled?	*Same membership as Inquiry Panel; if more expertise is needed consults with Faculty Senate Research Committee.	*investigative committee are not members of the inquiry committee *RIO engages outside consultation if additional expertise is needed *no checks and balances or formal consultation with a Senate Committee
How is evidence examined?	*outlines what examining the evidence entails, what respondents defense is etc.	*No info provided on either point.
What is final disposition notification time line?	*stipulation to notify respondent(s) within 15 days of receiving report from investigative committee	*No time line whatsoever
What is the appeal process?	*none *no elements of surprise	*Appeal to President who can overrule the decision of the investigative committee *allows president to use other (potentially political or dollar related) considerations to surprise university community
What about "retaliation"/protection ?	*retaliation against a complainant not tolerated *"When a complaint has been brought in good faith, even if mistakenly, the University will	*retaliation against a complainant not tolerated *no protection provided by university except in the case of helping to restore a good name

	provide appropriate support to the reporting employee. Individuals who provide information to assist in resolving of a complaint are also protected. ...”	post proceedings.
<p>* The Minnesota process has much less of an element of "surprise to it" relative to PU. The respondent is given several opportunities to intervene in the process at Minn but it appears otherwise at PU.</p> <p>* Ought not the Purdue policy to have both individual and institutional protections for participants?</p>		

Question	Stanford	MIT
How to submit a complaint?	Dean of appropriate school.	Any form of communication to university official.
Who reviews complaint/allegation?	*Dean of appropriate school. *Dean decides whether provided info constitutes specific, credible and provable research misconduct.	Supervisor of the alleged offender notifies Vice President for Research (VPR) who appoints an impartial fact finding committee to conduct the inquiry
How is inquiry handled?	*Personally by Dean of pertinent college or by a dean appointed committee after informing Dean of Research (apparently equivalent to Purdue’s VPR). *related external funding sources identified. *60 days to completion with report to Dean of Research *obtain, sequester, and review all relevant research records. *interview all pertinent persons.	*Inquiry promptly initiated promptly after written allegations/evidence become known and brought to VPR *Respondent notified in writing by the VPR relevant senior officer. *May require the involvement of the person bringing the allegation. *May include involvement t of relevant laboratory directors, department head, or vice president. *written report is produced summarizing the process, reviewing information and concluding whether or not an investigation is warranted. *draft copy of the report is provided to the alleged offender who may comment. *VPR forwards report to Provost (an possibly others) with a recommendation whether or not to conduct an investigation *Provost notifies sponsor of pertinent/related research project(s) if an investigation is to be conducted and keeps sponsor informed of the status and the

		outcome of the investigation
How is investigation handled?	<ul style="list-style-type: none"> *Start within 30 days of completion of Inquiry *Completion with report sent to Dean of Research within 90 days. *complete review of all documents and interviews of all witnesses—including complainant *amass "...all necessary and appropriate information." 	<ul style="list-style-type: none"> *VPR appoints a fact finder or Investigating Committee that may include members from outside MIT. *Investigation final report is sent to VPR who notifies the alleged offender and Provost with a recommendation. *Provost makes final decision on disciplinary actions. *Provost may mitigate the effects of misconduct by withdrawing MIT's name and sponsorship from pending abstracts and papers and by notifying persons known to have relied upon any work affected by the misconduct.
How is evidence examined?	See inquiry.	Investigation Committee examines all relevant documentation and interviews all individuals who are involved or may have pertinent information
What is final disposition notification time line?	Within 90 days of the initiation of the investigation allowing 30 days for disciplinary action.	No specific timeline. The Investigation should be initiated promptly and should be completed as expeditiously as possible.
What is the appeal process?	Does not appear to be one.	None
What about "retaliation" and protection?	<ul style="list-style-type: none"> *Good faith reporting will not jeopardize employment *none of any sort tolerated 	<p>"Reprisal and any time against the person bringing the allegation is an act of misconduct subject to disciplinary actions."</p> <p>"Appropriate action should be taken against anyone found to have brought intentionally dishonest charges."</p>
<p>* Unlike PU, the Stanford policy informs respondent about findings and offers opportunity to respond and have response appended to report; complainant is also given portions of draft report pertinent to his/her opinions and is given an opportunity to respond with responses appended to final report.</p>		

2. The proposed revision of C22 concentrates too much power and arbitrary decision making latitude and authority in the RIO, an administrative appointee of the university. The potential for "mishandling" is exacerbated by little if any oversight and accountability. Mechanisms need to be established to insure that research misconduct proceedings will (i) occur in a timely manner and (ii) fairly consider all evidence, all possible witnesses with information, etc. prior to any decision.

One speculates that the main concern of the University Administration and thus their preoccupation for being in charge of the whole process is that research misconduct puts so

much future grant money at risk. The Stanford policy is particularly sensitive to this issue. Nevertheless, the process belongs with the faculty, who by their activities determine and constitute the research reputation of the university (not the administration) and who must take ownership of the process. Conclusion: the process should never be separated from faculty oversight. At the University of Illinois Chicago, a faculty member serves the role of RIO.

Recommendations:

(i) A flow chart and time line of the entire process from filing of an allegation/complaint to its disposition needs to be part of the document, possibly in an appendix. Specific time frames and notifications need to be clearly and concisely explicated.

(ii) Form a Committee on Research Integrity to cooperate with and provide faculty oversight of RIO decisions. Probably need to change bylaws of senate.

(iii) This (to be formed) Committee on Research Integrity would also insure that there are no conflicts of interest among any of the evaluators including the RIO.

(iii). Checks and balances (formal mechanisms) need to be established so that investigative and decision making power be distributed amongst the members of the aforementioned committee of the senate on academic/research integrity to maximize a fair and speedy process and minimize potential misuses of influence by all involved parties. Hence, the RIO should also be accountable to a senate committee as well as to the VPR.

3. The proposed revision of C22 puts a blanket of secrecy under the rubric of confidentiality over the entire process from the initial reporting of an allegation to the final disposition. It is important to respect privacy and confidentiality. Proceedings must be confidential. As much as possible of the process ought to be public, e.g., the names of inquiry/investigative committee members. These committee members must be indemnified by the university in exchange for their service. The final disposition ought to be made public whenever possible, e.g., a statement of the following form could be issued: the preponderance of evidence, by a unanimous decision of the investigative committee, is that no research misconduct took place, but rather unintentional errors of method and judgment led to the allegations.

This is a difficult issue and the preponderance of schools seems to lean toward the side of increased confidentiality. The Stanford University Policy reads:

The anonymity of respondents and, if they wish it, the confidentiality of complainants shall be protected (where feasible), and care shall be taken to protect the positions and reputations of those involved in the research (including research subjects) and in the research misconduct proceedings from harm (including retaliation). Except as required in the reporting provisions above, only those directly involved in an inquiry or investigation or with a need to know should be aware that the process is being conducted or have any access to information obtained during its course. Where appropriate, efforts will be made to restore the reputations of the respondent(s) when allegations are not confirmed.

And the University of Illinois at UC has the statement: "Protection of confidentiality does not preclude disclosures that are necessary in the process of handling allegations of misconduct, are in the public interest, or are a component of sanctions and/or corrective action in the resolution of allegations of academic misconduct."

Nevertheless, while the process has to be transparent, there still needs to be a high degree of confidentiality. This is especially important given that mistakes are made and people may be wrongly accused. The senate has a lot of faculty members and there is real potential for information to "slip out." Hence the formation of a senate committee on research would need to be carefully developed, and its members pledged to uphold confidentiality.

4. The revised C22 allows for a person to be accused of research misconduct by someone who would not be identified and the accused person would have to defend themselves with their own resources. As in a court of law, should not the accused know his/her accuser?

Given the competitive market for grants and distinguished professorships, what keeps someone from using this process to marginalize or eliminate a competitor. Are we so ethically pure or naive to think this could not happen?

5. The principle of "innocent until proven guilty" should be operative throughout.

In this regard all parties associated with allegations of misconduct should be treated with respect and impartiality. All parties should be provided with a "safe" neutral environment when interacting with the RIO or any inquiry/investigative committee or its members. Without evidence to the contrary, benefit of the doubt should be given. In the appendix of the revised C22, on page 4, item 6, " To make a finding of Research Misconduct, the committee must conclude the evidence before it establishes that it is more likely than not that: (a) ... (b) ... (c) ..." This statement seems to lean on the side of guilty and not be consistent with the principle of innocent until proven guilty. Item (b) is intrinsically problematic as noted in the draft template at the end of this report.

6. Appendix: page 5 item iv: should the respondent have the shorter of ? 15 days of the period specified by any applicable federal regulations? If 15 days is longer, can we exceed them?

7. Links on Academic Misconduct

(i) AAUP

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementon+proceduralstandardsinfaculty+dismissal+proceedings.htm>

(ii) UIUC

http://www.vpaa.uillinois.edu/policies/ai_document.asp

(iii) Penn State

<http://guru.psu.edu/policies/RA10.html>

(iii) Univ of MI

http://www.research.umich.edu/policies/um/integrity_policy.html

Notes: (a) The faculty governance structure would be involved secondarily if a grievance or dismissal proceeding were started. Each Vice President has a faculty governance advisory committee so there is input into the creation of these policies.

(b) There are a number of links on this site to government agencies with related policies.

(iv) IU

(a) IU's research misconduct policies are incorporated as policy approved by the University Faculty Council. The University Faculty Council approved a revised version of the Policy and Procedures on Research Misconduct on April 24, 2007. The revised version of the Policy and Procedures on Research Misconduct was sent to the Board of Trustees for approval, and is awaiting further action.

(b) The Policy can be viewed at

<http://www.iub.edu/~ufc/docs/policies/ResearchMisconduct.pdf>

PART 3. SAMPLE FRONT END AND STRUCTURE OF A C22 REVISION

The draft below is a recommended template for how C22 ought to begin and be rewritten for coherency and content. After a detailed rewriting of the front end, a structure is presented for the revision of the remainder of C22. It is recommended that Purdue University develop its own policy, but borrow the best from other CIC universities and from Stanford University.

I would like to thank my committee members (Alyssa Panitch, Charlene Sullivan, Kristine Holtvedt, Lefteri Tsoukalas, and Charles Bowman) and especially Martin Curd, Senator from Philosophy, who have helped shape this sample draft of the front end of a possible policy on Research Misconduct.

PREAMBLE

Integrity with regard to discovery, scholarly investigations, and the recording and reporting of these activities is a core principle of university/professorial/student life and is essential to the scientific method. The proper conduct of scientific and scholarly research serves the best interests of the university community and society. Hence, a commitment to truth, objectivity, honesty, free inquiry, and fiscal responsibility in the use of research funds should guide all University research efforts. Those participating in research or scholarly efforts are expected to maintain careful research records, establish and follow well-defined protocols consistent with all state, federal and university guidelines, and to report discoveries and observations accurately and fairly.

The policy described below affirms the University's commitment to research integrity and its responsibility to investigate and evaluate allegations of research misconduct (formally defined below) made against a member of the university community or against someone who collaborates with Purdue University researchers and has a claimed official affiliation.¹

POLICY STATEMENT

Purdue University shall provide a just, thorough, competent, and objective response to all Allegations of Research Misconduct by following the procedures outlined in this Policy pursuant to their compliance with all federal and state guidelines. Research Misconduct² means the fabrication or falsification of data, research procedures, or data analysis; destruction of data for fraudulent purposes; plagiarism; abuse of confidentiality; or other fraudulent actions in proposing, performing, reviewing, or reporting the results of research or other scholarly activity. Purdue University distinguishes between academic misconduct and unintentional error(s) and other ambiguities of interpretation that are inherent in the scientific and scholarly process, but

¹ The Stanford University policy on Research Misconduct.

are ordinarily corrected by further research. An allegation is a disclosure of possible academic misconduct by a written communication either directly or indirectly to the Research Integrity Officer (RIO) of the university (e.g., indirectly through a school head or college dean).

For the process detailed in this document to arrive at a finding of research misconduct, it must be demonstrated that³:

- (i) the allegation concerns misconduct as defined in this document⁴;
- (ii) the misconduct is committed intentionally, knowingly, or recklessly; and
- (iii) the allegation is proven by a preponderance of the evidence.

(Note that Purdue University's disciplinary procedures may establish a different standard of proof for disciplinary actions.)

It is noted that some federal funding agencies have their own policies regarding research misconduct, and require notification to the agency in the event of such an allegation or investigation. Where required, this notification will be made by the VPR⁵.

While federal funding agencies recognize that the primary responsibility for the prevention and detection of misconduct, and for the conduct of inquiries and investigations, rests with the awarded institution, a number of agencies have retained the right to initiate their own investigations at any time.⁶

Pertinent definitions are now presented:

Fabrication means making up data or results and recording or reporting them.

Falsification means manipulating research materials, equipment, or processes, or changing or omitting data or results so that the research involved is not accurately represented in the research record.

² More or less verbatim from the University of Minnesota Policy.

³ These criteria are from the Stanford University policy except for point (i). See footnote following point (i).

⁴ In the Stanford University policy, (i) reads as follows: there is a significant departure from accepted practices of the relevant discipline. As was pointed out to the committee by Professor Curd, this is problematic at best: (i) The original Stanford policy statement of (i) seems misplaced since it appears to be part of a definition of research misconduct rather than one of the conditions that must be met before arriving at a finding of research misconduct; one imagines that the intention of (i) is to rule that a finding of misconduct will be delivered only if the behavior of the researcher or scholar differs significantly (non sufficiently quantitative) from that of others in his or her field ("accepted practices"). This leads to the following problem: do we want to say that no misconduct has occurred if X has done what most other people in his or her field do, even though conditions (ii) and (iii) are satisfied? Given the wording of (ii) and (iii) that would mean that the preponderance of evidence might prove that there has been misconduct.

⁵ More or Less Verbatim from the Stanford University Policy.

⁶ More or less verbatim from the Stanford University Policy.

Plagiarism means the appropriation of another person's ideas, processes, results, or words without giving appropriate credit⁷.

Research Integrity Officer (RIO)

The RIO is the institutional official, with oversight by the VPR and the University Senate Committee on Research Integrity (to be created) has primary responsibility for directing the case from allegation review through disposition.

EXCLUSIONS

This policy does not apply to allegations of misconduct occurring outside the research setting. Allegations that do not constitute research misconduct are addressed by other University policies.

Further, conduct that took place more than six years prior to an allegation of Research Misconduct is not subject to this Policy unless (i) the public health, safety, or welfare may be threatened by a failure to address the allegation, or (ii) within the last six years such alleged research misconduct has been part of a continued pattern of fabrication, falsification, or plagiarism.

⁸Scholastic dishonesty by a student in the performance of academic work is a violation of the Student Conduct Code. Complaints of alleged scholastic dishonesty are resolved in accordance with established collegiate and Student Conduct Code policies and procedures. In cases where a student is accused of misconduct while working on sponsored University research, the initial question of whether academic misconduct occurred will be determined according to the policy outlined in this document and the sponsor's regulations.

PROCESS FOR FILING AN ALLEGATION OF RESEARCH MISCONDUCT

- (a) Process details concisely: who, what, how
- (b) Responsibilities of Complainant, concisely.
- (c) Protections afforded to Complainant, concisely.

INITIAL EVALUATION OF ALLEGATION

- (a) Principle of Innocent until Proven Guilty is operative.
- (b) Process for evaluation of the merits of the allegation, concisely.
- (c) Initiation of an inquiry process or termination of further consideration.
 - (i) To whom and how is a report made?
- (d) Responsibilities of RIO and Senate Research Committee Representative(s).

QUESTION: *Who evaluates potential conflicts of interest?*

- (e) Rights and Responsibilities of complainant and respondent.

⁷ In the original definition, this sentence is followed by another that says “Plagiarism does not include disputes about authorship or credit.” Thus the second sentence would at the least undermine the first sentence that ends with the phrase “without giving appropriate credit.”

⁸ Taken more or less verbatim from the University of Minnesota Policy.

(f) Protections afforded to respondent, complainant, and Research Committee Representative.

(g) Time line for completion of each phase of initial evaluation.

(h) Procedures for dealing with false allegations. (**Remark:** *The problem of false allegations must be handled effectively and efficiently to prevent tarnished reputations and wasted time.*)

INQUIRY PROCESS

(a) Principle of Innocent until Proven Guilty is operative.

(b) Definition: "An inquiry consists of preliminary information-gathering and preliminary fact-finding to determine whether an allegation or an apparent instance of misconduct has substance. The outcome of an inquiry is a determination as to whether or not an investigation is to be conducted."⁹

(c) Concise Inquiry Process Description. This should include criteria for obtaining evidence and its evaluation. Evidence of allegations and rebuttal material needs to be provided along the legal lines of discovery--where both sides have access to all evidence. Should not the respondent be able to know who has provided an allegation?

(d) Responsibilities of RIO and Senate Research Committee Representative(s)

(e) Rights and Responsibilities of complainant and respondent

(f) Protections afforded to respondent and complainant.

(g) Initiation of an investigative process or termination of further consideration.

(i) To whom and how is a report made?

(h) Time line from inception to completion of inquiry process.

REMARK: *Should not all university individuals officially participating in the evaluation of an allegation be indemnified by Purdue University?*

INVESTIGATIVE PROCESS (Flow and concerns similar to Inquiry Process)

(a) Definition: "An investigation is a formal examination and evaluation of relevant facts to determine whether or not misconduct has taken place."¹⁰

DISPOSITION AND REPORTING

(a) Reporting of conclusions/decisions to the parties involved.

(b) Reporting of conclusions/decisions to the university community and public.

PROCEDURES FOR CORRECTING RESEARCH MISCONDUCT AS WELL AS POSSIBLE PENALTIES.

APPEAL PROCESS

REMARKS:

⁹ Taken verbatim from Stanford University Policy.

¹⁰ Taken verbatim from Stanford University Policy.

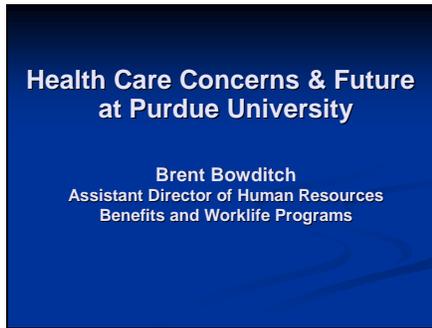
1. *Should a decision be considered final in light of new evidence unless such is in violation of federal and/or state laws/procedures?*

2. An appeal to the Purdue University President could lead to a “surprise”? Would such be in the best interest of the faculty? Could Purdue University officials in wanting to preserve federal funding have a conflict of interest? If an appeal is allowed, should it not go to more than one person just as with the judicial system? Otherwise, the president would be granting a pardon? Should an appeal only be allowed if there is new evidence? There is concern here that a group of peers will spend time agonizing over material and make a difficult decision knowing that if they find a colleague guilty of research misconduct, then an appeal will be filed and the process is going to start over again. Much time would then have been wasted.

ARCHIVING OF REPORTS AND EVIDENCE.

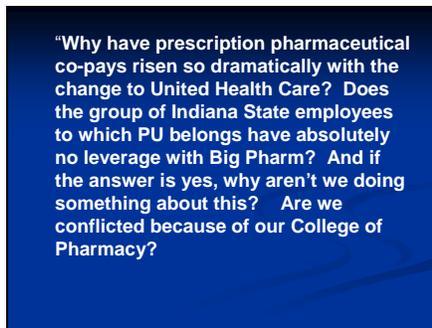
Status of Purdue Health Plans
Presented by
Brent Bowditch
Assistant Director of Benefits

Slide 1



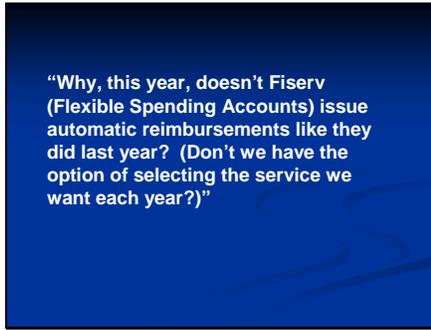
Good afternoon. My name is Brent Bowditch. I am the assistant director of Human Resource Services. I am in charge of benefits and worklife programs. I want to talk today about current healthcare benefit concerns and what I see the issues surrounding healthcare will be for the future. In preparation for this meeting, Ray DeCarlo asked for input from several faculty members. Several faculty members responded

Slide 2



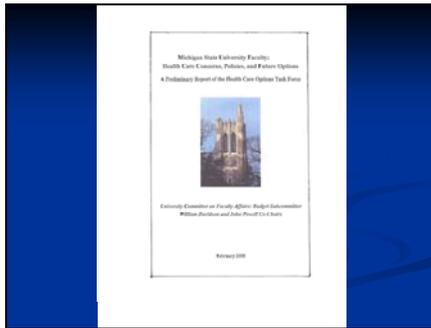
Some concerns were very specific like this one. This one deals with prescription drug concerns.

Slide 3



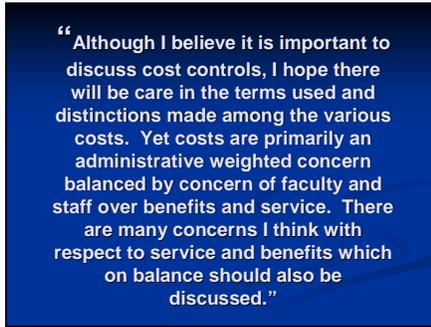
This one deals with flexible spending accounts and automatic reimbursement. I plan to come back and address these specific concerns at the end of the presentation.

Slide 4



Another thing Ray DeCarlo sent me and several other faculty was a report from the faculty of Michigan State University on this topic. It was quite well done. Since Ray sent this, I would like to incorporate some of their thoughts into this presentation.

Slide 5



And then there were more general comments like this one. Let me read this one.

Slide 6

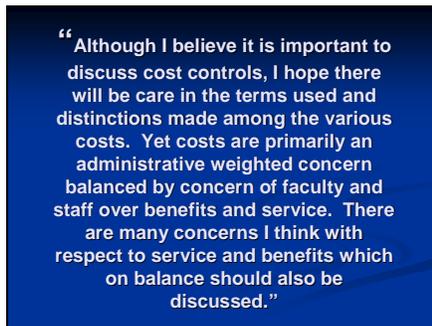


So as I thought about this presentation and the previous comments, I came up with this agenda. I want to talk about the health care challenge we are facing at Purdue. Then I want to discuss what has happened to Purdue benefits since 2002. Then what we can together do to contain costs and improve benefits. Then we'll address the specific questions we might have and answer any questions.

Slide 7



Slide 8



OK. Let me go back to the general comment that was submitted by a faculty member. This quote concerns me. It seems to imply that the administration needs to be concerned about costs and the faculty and staff are concerned about service and benefits.

Slide 9

“ Although I believe it is important to discuss cost controls, I hope there will be care in the terms used and distinctions made among the various costs. Yet **costs are primarily an administrative weighted concern** balanced by **concern of faculty and staff over benefits and service**. There are many concerns I think with respect to service and benefits which on balance should also be discussed.”

Slide 10



We cannot have a separation of the administration and the faculty. To be successful we must be in this together. The faculty and staff must be engaged and working with the administration to help control costs and improve the quality of our benefits.

Slide 11

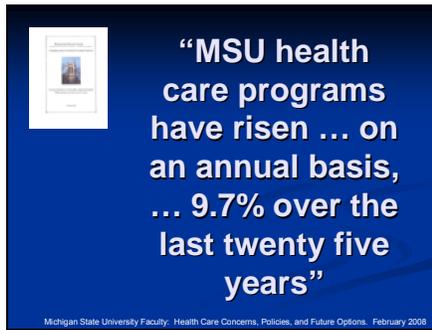


“the rising cost of its employee health benefits program ... remains a critical threat to the fiscal health of the institution and its ability to sustain its core missions”

Michigan State University Faculty: Health Care Concerns, Policies, and Future Options. February 2008

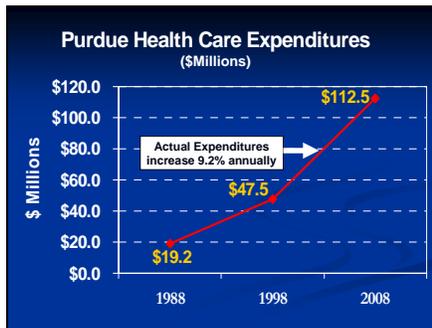
Going back to the Michigan State faculty report, they noted the crisis in healthcare benefits and how they all need to be part of the solution.

Slide 12



Michigan State notes that over the past 25 years healthcare costs have increased 9.7% every year.

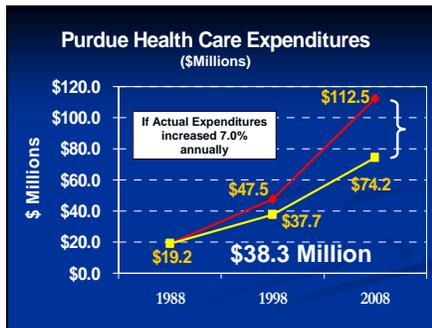
Slide 13



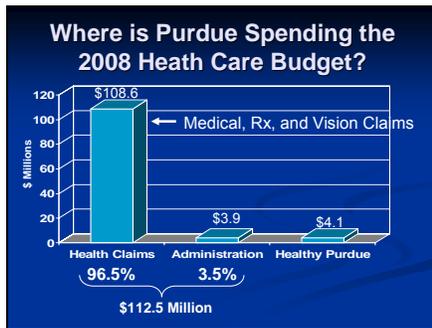
Let's look at what is going on at Purdue. I only have information back to 1988, twenty years ago. At Purdue, our healthcare costs have increased 9.2% annually. In 1988, our costs were \$19.2 million. Today, they are budgeted at \$112.5 million. That is almost 6 times what our costs were twenty years ago. The medical budget is the fastest growing component of our University budget. We need to do everything we can to reduce how fast this budget will grow. To give you an example, if we were able to keep these costs increasing at a rate of 7%, the University would have \$35 million dollars more money today. That is money the University could spend on other high priority items. Earlier this afternoon at this meeting we talked about the need to increase student financial aid, increasing graduate staff stipends, and assisting our undergraduate students in making them more successful. We have a choice, but I need your help. For example, I am embarrassed to say that only one-third of the faculty participate in Healthy Purdue. I need the other two-thirds to join

in. I am convinced that this could save the plan millions of dollars. I'll talk more about this later. If you are in the Purdue 500 health plan, you are not a good healthcare consumer. Anyone that sat down and looked at what is covered, and the costs you pay compared to other health plans would not stay in the Purdue 500.

Slide 14



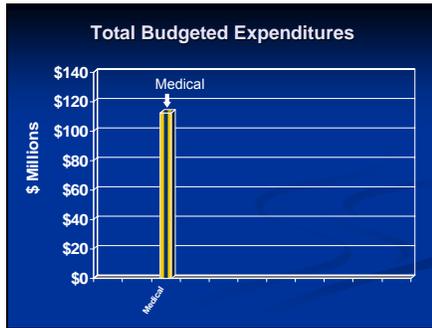
Slide 15



Now let's look at where the \$112.5 million of healthcare costs is being spent at Purdue. I am really proud of this. The vast majority is spent directly on all of our healthcare claims. We spend \$108.6 million directly for all of our medical, prescription, and vision claims. Only 3.5% or \$3.9 million was spent for administration of our health plans. Usually you hear of administrative costs in the 6% to 7% range. The State of Indiana's administrative costs were reported at 15%! I also am showing the payments the University is spending for Healthy Purdue on this slide- \$4.1 million. Healthy Purdue is separately budgeted and is not

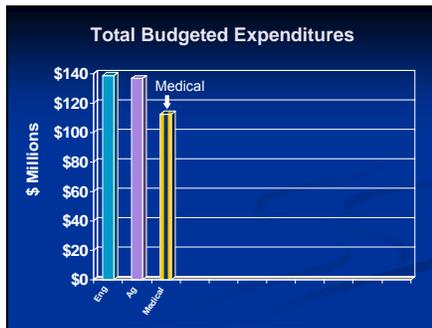
part of our health plan budget. I like to look at this as more of an investment rather than a cost since the savings to our health plan will be much more than what we are paying for this program. I'll talk some more about Healthy Purdue later in this presentation.

Slide 16



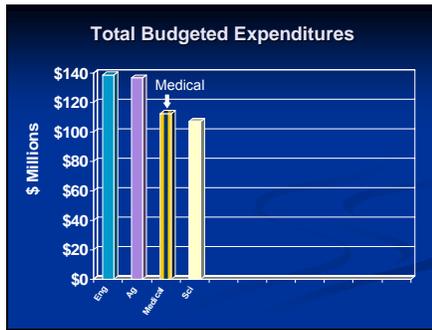
To put the \$112.5 million health plan budget in perspective for you, let me compare this budget to our colleges' budgets.

Slide 17



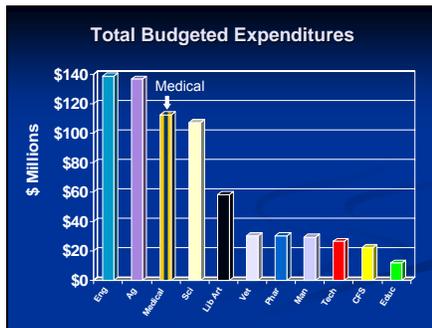
Only the Colleges of Engineering and College of Agriculture's total budgets are larger than the medical budget. Their budgets are in the \$130 million range. These budgets are their total budgets – including both general and unrestricted funds

Slide 18



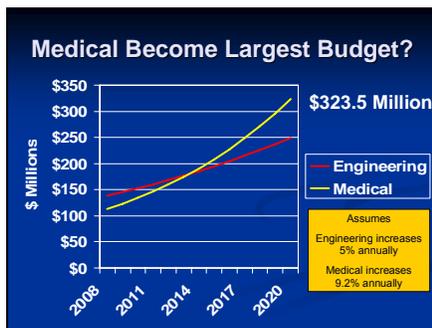
The medical budget used to be smaller than the College of Science' budget but it has just surpassed it. The College of Science is now the fourth largest budget at Purdue.

Slide 19



You can see that the other Colleges' budgets are much smaller than Purdue's medical budget. The University is spending an incredible amount of money for the healthcare needs of its faculty and staff.

Slide 20



But what is scary is how fast this budget has grown and how fast it might continue to grow. If, in this example, the largest College budget, the Colleges of Engineering, grows at a rate of 5%, and the medical budget continues to grow at 9.2%, the annual rate it has grown over the past 20 years, the medical budget will be the largest University budget in 2014. The University will be paying \$323.5 million for healthcare in 2020 – 16 years from now.

We talked earlier in this Senate meeting about other priorities the University wanted to fund – student aid, increased stipends for graduate staff, and better

engagement and help for our undergraduates to make them more academically successful. These priorities may or may not happen depending on what we do together to limit the increases in costs for our healthcare plans.

Slide 21

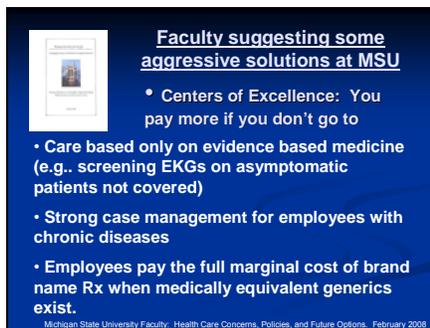


“The health care crisis facing MSU was critical to initiating task force deliberations. All stakeholders are expected to contribute to a solution”

Michigan State University Faculty Health Care Concerns, Policies, and Future Options February 2008

Going back to the Michigan State faculty report, they noted that all parties involved in healthcare must be part of the solution – including the faculty. I really think it is great that the MSU faculty have become this engaged. I challenge the Purdue faculty to do the same. Demand accountability of my department, ask what you can do to help, work with the administration to come up with solutions that help reduce the increase in healthcare.

Slide 22



Faculty suggesting some aggressive solutions at MSU

- Centers of Excellence: You pay more if you don't go to
- Care based only on evidence based medicine (e.g., screening EKGs on asymptomatic patients not covered)
- Strong case management for employees with chronic diseases

Employees pay the full marginal cost of brand name Rx when medically equivalent generics exist.

Michigan State University Faculty Health Care Concerns, Policies, and Future Options February 2008

Here are some examples that the Michigan State faculty are suggesting should be implemented to control costs. Note that these ideas start to restrict what kind of services faculty and staff receive from their health plans:

- 1- Centers of Excellence are healthcare providers that are identified as having the best quality of care for a particular medical procedure. For example, Mayo Clinic may be identified as a Center of Excellence for cardiac care. In this example, if you did not go to Mayo Clinic for cardiac care you would have to pay more money.
- 2- Evidence based medicine

uses science to decide if the University will pay for certain medical procedures. For example, the report noted that there is no scientific evidence to support having back surgery if someone has lower back pain due to sciatica. In this example, the University would not pay for this procedure. You would pay 100%.

3 – The management of chronic diseases, like diabetes. If you were not enrolled or did not participate in disease management your costs would be higher.

4- In this last example, if there was a generic drug that was medically equivalent to a brand name drug, if you purchased the brand name drug, you would pay the difference between the brand name drug and the generic. So if a generic cost \$20 and the brand name drug cost \$200, you would end up paying \$180 for the brand name drug.

Slide 23



Now lets switch gears a little bit and look back at what has happened to our health plans in the last six years.

Slide 24

Benefit Improvements since 2002

- Free Labs
- \$400 Annual Preventive Care Benefit
- Free Colonoscopies
- Mail order prescription drugs at lower coinsurance
- Improved mental health benefits & coverage –first 8 are free
- Free immunizations for adults and children
- Easier access to nutritional counseling
- \$400 benefit for smoking cessation prescriptions
- No need to precertify physical, speech or occupational therapy visits
- Primary Care visits with lower coinsurance/copays
- Healthy Purdue program and incentives
- Mayo Clinic added as an in-network provider
- Flexible spending account period goes from January through March 15 of following year
- Flexible spending account automatic reimbursement

I am really quite proud of what the Benefits and Worklife staff have been able to do to improve the Purdue health plans in the last several years. An emphasis is on services to maintain good health – Healthy Purdue, preventive care, free immunizations, and vastly improved mental health benefits (a major issue here at Purdue) that I am particularly proud of. There are many other plan enhancements too.

I am aware of some service issues that have been problematic. We continue to work with our vendors to try to work them out.

If anyone has service issues with the Benefits or Worklife Programs staff, please contact either me or John Beelke, Director of Human Resource Services.

Slide 25

Most Popular Health Plans
Annual Cost of Employee Contribution
 (For Budgeted Annual Salaries \$38,000 or Greater)

Coverage	Purdue 300 2002	Incentive PPO 2008
Employee Only	\$631	\$644
Family	\$1,952	\$1,867

The other thing I would like to point out are the costs for healthcare that you and I pay out of our paychecks for Purdue health coverage. If you look at the most popular health plans back in 2002 and today, you will see that they cost just about the same today as they did six years ago. If you select your healthcare plans wisely and use the plans to maximize benefits, costs to you are actually lower today than they were in 2002.

In 2002, you had a \$300 deductible and paid 30% coinsurance on the Purdue 300 plan.

In 2006, you have preventive, mental health, and primary care

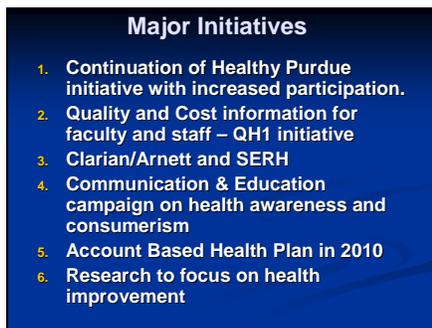
services that are not subject to the deductible. Other services are subject to a \$400 deductible. You pay only 10%-15% coinsurance in-network.

Slide 26



Now lets talk about the future and what kind of initiatives the Benefits staff are working on help control costs.

Slide 27



Healthy Purdue is a major initiative. I will show you some preliminary results we are starting to see with this program that are pretty exciting. However we need more participation in this program. Only a third of the faculty participate. How do we get the other two-thirds to start pulling their weight in starting to control healthcare costs? This second initiative is beginning to make progress. I could talk for several hours about this, but I will just briefly mention it. This initiative will make quality and cost information available to faculty and staff in the next couple of years. Purdue is one of the leading employers in the local

Lafayette area working with other employers both in Lafayette and Indianapolis. Together with the Regenstrief Institute's Indiana Health Information Exchange, we have started to generate reports on quality of care in Indianapolis. We are beginning in Indianapolis and then plan to move to the Lafayette area.

The new Clarian/Arnett hospital opens this fall. This will continue to increase the competition with St. Elizabeth Regional Health. We continue to monitor this situation carefully to determine how to make sure the competition is "healthy" competition that increases quality of care while controlling costs. I firmly believe that our employees may have to choose between the two systems of healthcare as their primary in-network healthcare providers in the near future.

The Benefits office will be rolling out a major communications effort to engage Purdue employees to make them more aware and better consumers of healthcare. This campaign is closely aligned with the addition of a new Account Based Health Plan in 2010. You may have heard these plans called Consumer Directed Health Plans. They have several really nice features. They have a high deductible, but Purdue would put money into a health saving account to help limit the impact of this deductible on our employees. If the employee did not use the money in this account for their healthcare, they could invest it and roll it over to use in future years including in retirement.

The other area I am proud of is the research we are engaged in with the Purdue faculty. The Provost's office has helped fund a server for us and we are loading this week four years worth of medical and prescription drug claims, Healthy Purdue information, disability claims, and worker's compensation claims data. All of this information is completely deidentified. We have worked with Purdue's HIPAA Privacy officer and the IRB to ensure the privacy of this information. We are opening up this information to faculty for research opportunities to help understand better how to improve health. This is a wonderful cross functional example of how the administration and the academic areas of the University can work together for the mutual benefit of both.

Slide 28



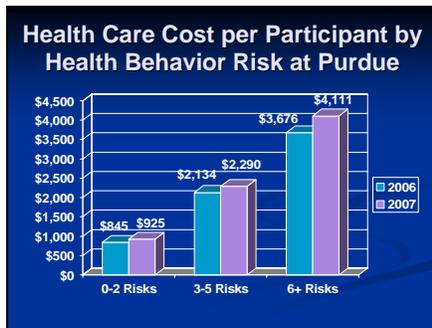
I would like to take the Healthy Purdue initiative that I mentioned in the last slide and

Slide 29

	2006	2007
Weight	68%	69%
Eating	62%	62%
Stress	62%	61%
Preventive Exams	60%	59%
Cholesterol	58%	57%

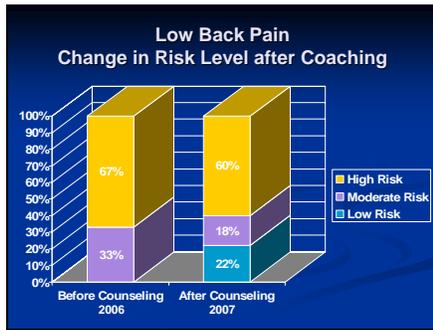
The decisions we make on Healthy Purdue are data driven. We capture all the data electronically. This table shows the greatest health risks in the Purdue population that participated in Healthy Purdue by taking the health risk assessment. This represents about 56% of the eligible population. Weight is our biggest problem followed by nutrition and stress. Preventive exams means what percent of the population are not doing all of the preventive exams that are appropriate for age and gender.

Slide 30



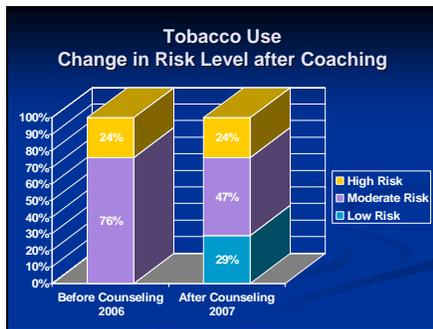
When we take all of the health risks for each individual that participated in Healthy Purdue and add them up, we put them into three risk categories – low, medium, and high. We then add up all of the health costs paid by Purdue in 2006 and 2007 associated with each of the risk categories we get the actual costs paid by Purdue for individuals in each of these three risk groups. As you can see the more risks you have, the higher your health care costs. What Healthy Purdue attempts to do is move Purdue employees and family members from high risk behaviors to low risk. This not only makes them feel healthier but they are more productive and less costly.

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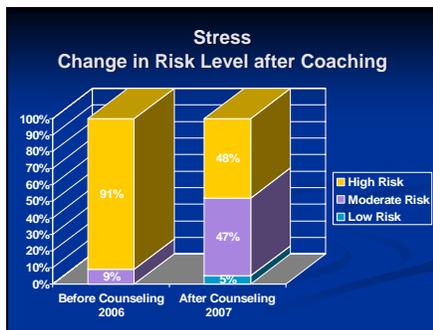


One of the exciting things is to see the affect health coaching has on behavior change. As you may know, if a member does the health risk assessment and is identified as having a moderate or high health risk for a particular category, they can sign up for health coaching either telephonically with a health coach or by mail. This graph shows the affect of coaching on members that were identified with low back pain. In 2006 this population identified themselves

Slide 32



Slide 33



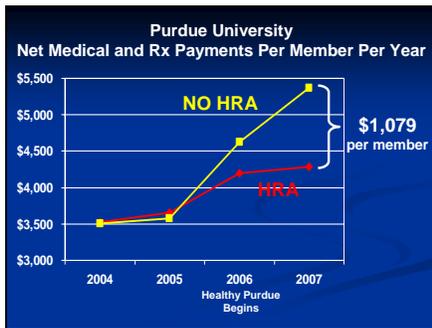
Slide 34



Slide 35



Slide 36



Slide 37

2007 Inpatient / 1000 Members Price & Utilization Comparison

	HRA	NO HRA	% Difference
Inpatient Allowed Amount / Day	\$5,376	\$4,919	-8%
Inpatient Days / 1000 Members	166	302	83%

Notice higher relative cost with substantially lower utilization by HRA group

Slide 38

2007 Emergency Room / 1000 Members Price & Utilization Comparison

	HRA	NO HRA	% Difference
Emergency Room Allowed Amount / Visit	\$731	\$697	-5%
Emergency Room Visits / 1000 Members	98	131	33%

Higher Relative Cost with Substantially Lower Utilization by HRA Group

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2007 Outpatient Office Visits / 1000 Members Price & Utilization Comparison

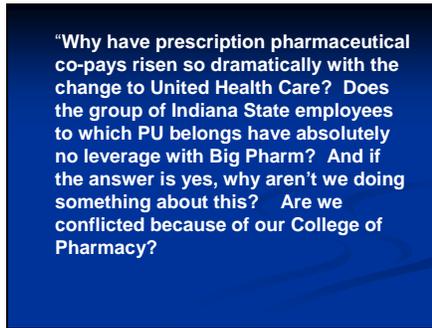
	HRA	NO HRA	% Difference
Outpatient Allowed Amount / Office Visit	\$132	\$173	32%
Total Outpatient Office Visits / 1000 Members	8,995	8,280	-8%
Preventive Care Office Visits / 1000 Members	1,313	1,068	-19%

Low Relative Cost with Higher Utilization by HRA Group

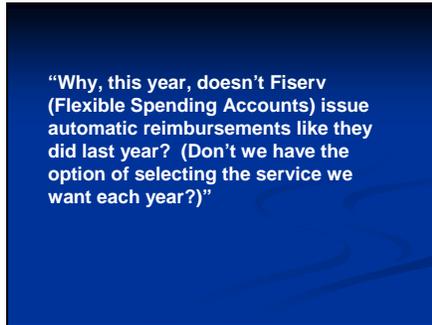
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ANNUAL REPORTS OF COMMITTEE CHAIRPERSONS

**University Resources Policy Committee (URPC)
Annual Report
2007-2008**

No report was received from this committee.

**University Senate Educational Policy Committee
Annual Report
2007-2008**

There were several issues addressed by the EPC this year including:

- Implementation of Redlining/Forgiveness/Grade Index Adjustment Policy
- Plus/minus Grading
- The Purdue Instructor Course Evaluation Service (PICES) System. On-Line and Traditional Teaching Evaluation Committee
- Evening Exam Policy
- Service Learning
- University Honors Program
- Graduate School: 500 and 800 level courses
- New Grades
 - Auditing Classes AU
 - Not Reported grade NR

The Educational Policy Committee (EPD) had a very active and productive year. Jim McGlothlin served as Chair of the EPC from January 1st, 2007, to May 6th 2008. On May 7th, 2008, Dr. Andrew Luescher, was elected as the new EPC Chair for the 2008-2009 academic year. The following highlights some of the key activities by the EPC this past year.

Grade Index Adjustment Policy. The successful passage of the Grade Index Adjustment Policy was the highlight of 2007-2008. This policy was passed by the Senate on April 21st, 2008. The passage of the Grade Index Adjustment (formally called Redlining, then Forgiveness) took nearly 5 years of discussions by the Senate, and will be implemented under the new Banner system in the fall of 2008. The Grade Index Adjustment will report 3 grade indices: Semester, Cumulative, and Program. Most of the Senators felt strongly that all student grades should be transparent and reported in the student's transcripts. Under the Banner system there will be no additional costs to Purdue to report the student's Program GPA.

Plus/minus Grading: The plus/minus grading policy had been approved by the Senate in 2000. However, it could not be implemented under the old grading system. Because Banner can handle +/- grading it will be implemented in the fall of 2008. The EPC felt that there were no significant issues not to move this forward. Under the approved proposal, faculty will have the option of using or not using the +/- grading system. The EPC is aware that if the +/- system is used, it could affect the students' grades enough to keep them from receiving scholarships if too many "minus" grades are earned. The opposite is also true in that it could help if many + grades are earned. The grading system will remain on a 4.0 scale (an A+ = 4.0). Each department determines the pre-requisites for their school and they inform the Registrar's Office. The specifics for each department need to be clarified to the Registrar's Office to avoid confusion. Since all faculty can use the +/- system if they want, it might be good to encourage the

entire faculty to use it. This should be directed by the Dean's of each College. The EPC recommended that the senate be informed that the +/- grading system will be implemented this fall, and recommends that the **faculty use the full range of grades..**

Purdue Instructor Course Evaluation Service System (CourseEval). In 2007-2008, Dr. Andrew Luescher helped with the evaluation of the new on-line teaching evaluation system. Drs. Marne Helgesen and Chris Ladisch gave a full report on the pilot testing of this system and said that participation was high (generally above 70%) by the students, and that the instructors who participated liked the new system. While there is concern about fewer students participating in this new system compared to the traditional bubble sheet system, it was determined by the EPC that the participation issue could be addressed and fixed if needed. Also, there are other universities using the on line system with great success and Purdue could ask for guidance from these institutions should participation be a problem. Even though the EPC was aware of the potential pitfalls from poor student participation with an on line instructor evaluation system, the use of CourseEval was passed unanimously and with enthusiasm by the EPC at their February 14th 2008 meeting. On April 21st, 2008 Dr. Chris Ladisch, member of the EPC, informed the Senate that CourseEval will go on line in the fall of 2008.

Evening Exam Hours. Evening exam hours were adjusted beginning no earlier than 6:00 pm and ending no later than 10:00 pm. The majority of evening exams will be given from 6:30 pm to 9:30 pm.

Service-Learning. The EPC approved the definition for Purdue's Service-Learning program as follows: "Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." It identifies the major components of Service-Learning as meaningful learning experience, community service, and the teaching of civic responsibility. The mission of the service learning program is:

- To Promote Research and Scholarship of Service-Learning
- To Provide Initiative and Incentive for Faculty, Students, and Community Partners to Participate in Service-Learning Projects
- To Provide Up-to-Date Service-Learning Information for Interested Parties
- To Better Utilize Available Resources to Accelerate the Process of Designing, Developing, and Implementing Service-Learning Courses and Programs
- To Promote Service-Learning as a Sound Pedagogy Among Various Disciplines

Purdue's Honors Program. When Purdue created its Honors Program it was recommended that the EPC evaluate it two years after its creation. In February 2008 the EPC received a report from administrators of Purdue's Honors program. The report contained many highlights and success stories of its very talented students. The report can be seen on the Senate website.

Graduate School: 800 and 500 level courses. Dr. Phillip Pope, Associate Dean of the Graduate School, updated the EPC on activities by a committee formed by the Graduate School to look into 500 and 800 level courses. Dr. Pope met with Dr. Holly Mason, Associate Dean of the Academic Program in the College of Pharmacy, Nursing and Health Sciences, and Dr. John Van Vleet to discuss professional 500 level courses that should be changed to 800 level courses. The desired goal of the Graduate School is to list all courses in professional programs, like Pharmacy, Veterinary Medicine, Nursing, and Audiology as 800 level courses.

Auditing Classes at Purdue: University Registrar, Mr. Bob Kubat, stated that their office would like to have students complete a form stating their desire to audit a particular class. Two major concerns emerged with the auditing of classes. The first dealt with student safety. In the event of an emergency, there is no record of where the student is at the time of the emergency. The second concern was the criteria by which an audit grade is earned. Several questions were asked by the EPC such as should an "audit grade" be created and if so, what would be the cost? If given a grade, should the university establish tuition for auditing classes? If no grade or tuition is attached to the class, should the student get

any kind of credit for taking the class? The criteria for auditing classes needs to be defined. During the 2008-2009 academic year, a representative from the EPC will assist Bob Kubat in defining the conditions of a class audit and present them to the EPC. A grade of AU will be recorded for the student.

A new grade of NR was approved. This grade will be recorded when no grade was submitted by the instructor. This grade is displayed to inform the student that the instructor did not submit a grade but the course is recorded on the student's record.

Another grade issue addressed by the EPC was the Incomplete grade. The EPC was updated that the processing of an Incomplete grade in Banner will go back to the original semester the student registered for the course and record the grade assigned upon completion of the course.

Thanks to the hard working and talented members of the EPC, 2007-2008 was a productive year. The fruit of these efforts resulted in several changes in policies that were implemented by the Senate.

The EPC has a resume of items yet to be resolved on behalf of the Senate for 2008-2009. However, under the direction of the new EPC Chair, Dr. Andrew Luescher, it is expected the EPC will continue to make great strides in serving the Senate and Purdue University.

Submitted by:
Jim McGlothlin
Chair, Educational Policy Committee, 2007-2008

University Senate Faculty Affairs Committee Annual Report 2007-2008

The Faculty Affairs Committee (FAC) met 7 times during the 2007-2008 academic year. This report is a chronological summary highlighting the business conducted by the FAC during this period.

2007-2008 FAC Members:

Alan M. Beck (abeck@purdue.edu)
Donald D. Buskirk (dbuskirk@purdue.edu)
Douglas F. Jacobs (djacobs@purdue.edu)
Victor L. Lechtenberg (vll@purdue.edu)
Julie R. Mariga (jrmariga@purdue.edu)
Cindy H. Nakatsu (cnakatsu@purdue.edu)
Robert D. Plante (robert.d.plante.1@purdue.edu)
Alysa C. Rollock (acrollock@purdue.edu)
Carolyn D. Roper (cropper@pnc.edu)
Elizabeth J. Taparowsky (ejt@bilbo.bio.purdue.edu)
Volker K. Thomas (thomasv@purdue.edu)
Whitney Walton (awhitney@purdue.edu)
Val J. Watts (wattsv@purdue.edu)
David J. Williams, Chair (djw@purdue.edu)
Yuehwern Yih (yih@purdue.edu)

Limits on Clinical/Professional Faculty: University Senate Document 07-1, *Limits on Clinical/Professional Faculty*, was presented for discussion at the first Senate meeting, and was passed unanimously, with inclusion of friendly amendments made by Professor Alan M. Beck, at the second Senate meeting. The document reads:

“No more than **10%** of the total University faculty *on a campus* nor *generally* more than **15%** of the faculty of a department, school or college may consist of clinical/professional faculty. Exceptions to this rule will be made for Speech, Language and Hearing Sciences; Nursing; Pharmacy Practice; and Veterinary Medicine, *for which no more than 50% of the faculty in these units can be clinical faculty*. For the purposes of establishing a clinical/professional faculty, the academic faculty of the Libraries shall be considered to constitute a department.”

Paid Parental Leave Policy at Purdue University: University Senate Document 07-2, *Proposal to Implement a Paid Parental Leave Policy at Purdue University*, which originated in the Faculty Compensation and Benefits Committee, was presented for discussion at the second Senate meeting, and was passed unanimously at the third Senate meeting. The discussion was supplemented by a PowerPoint presentation by Professor David H. Miller, Chair of the Faculty Compensation and Benefits Committee and author of the document, and lively discussion by members of the Senate. To wit Purdue University has announced a paid parental leave policy modeled after that at The Ohio State University will be implemented for Purdue faculty and staff on July 1, 2008. Details are forthcoming.

Diversity Assessment 2006-07 Executive Report: Alysa C. Rollock, Vice President for Human Relations discussed the diversity assessment survey with the FAC and distributed the *Diversity Assessment 2006-07 Executive Report*. She noted there was interest in participation and the response rate for staff and faculty was 65% and 57% respectively.

2006 Faculty Survey: Following discussion with the FAC Professor William A. Harper presented for information to the Senate the results of the *2006 Faculty Survey*. It is posted on the Senate’s web site at: <http://www2.itap.purdue.edu/faculty/feedback/index.cfm>

2008 Dental Plan: Brent K. Bowditch, Assistant Director of Human Resource Services, presented information to the FAC regarding the possibility of the introduction of a Dental Health Plan at Purdue University. No action plan was presented as money remains an obstacle. Purdue is in the minority of Big Ten and peer institutions in not providing a dental plan.

Joint Meeting with the University Resources Policy Committee: The FAC and the URPC committees met jointly on November 5, 2007 and discussed faculty and staff “quality of life” issues at Purdue University, including medical insurance and services provided, campus recreational facilities, and campus safety and health.

Faculty Scholarship for Staff: A subcommittee composed of FAC members Donald D. Buskirk, Elizabeth J. Taparowsky, and Volker K. Thomas was formed to work with Emily Del Real in the Division of Financial Aid to review and select recipients for awarding in the spring of 2008. The subcommittee reviewed 8 applications and agreed to support 5 applicants using as the main evaluation criterion that the proposed courses directly benefit the applicant’s work position (rather than the applicant’s degree). \$2,400 was awarded leaving about \$5,000 in the scholarship fund.

Changes to Composition of Panel A: The FAC recommended the Dean of Libraries be added to Panel A. The FAC further recommended to randomly nominating 7 regular faculty members who hold less than 50% administrative appointment for Panel A. No more than one member per college can be nominated. The FAC felt the Provost can make these changes within the current document defining Panel A without further Senate involvement and he was so advised by the FAC Chair.

Dissolution of Collective Bargaining Committee: University Senate Document 07-8, *Disbandment of the Collective Bargaining Committee*, was presented for discussion at the sixth Senate meeting. Following a suspension of the rules to allow a vote the document passed by unanimous voice vote.

The Committee on Institutional Cooperation (CIC) Statement on Publishing Agreements: University Senate Document 07-9, *CIC Statement on Publishing Agreements*, was presented for discussion at the sixth Senate meeting. Following a suspension of the rules to allow a vote the document passed by unanimous voice vote.

Policy on Amorous Relationships: The FAC provided feedback and unanimously agreed to support a draft of a *Policy on Amorous Relationships* developed by Vice President Alysa C. Rollock.

Revised Executive Memorandum C-22; Policy on Integrity in Research: After discussion of the proposed revision of *Executive Memorandum C-22; Policy on Integrity in Research*, the FAC unanimously endorsed the following resolution:

“Be it resolved that the Faculty Affairs Committee believes the revised *Executive Memorandum C-22; Policy on Integrity in Research* should involve a significant role for the Chair of the Faculty Affairs Committee comparable to the role under the prior *Executive Memorandum C-22*.”

Expiration Dates on Start-Up Packages: The FAC discussed proposed expiration dates on start-up packages. Concern regarding this change was generated from a meeting that Interim Provost Lechtenberg had with the Deans. At least one member of the FAC argued against expiration since it is a good recruiting tool and serves as a good source of bridge money during lean times.

Provost Lechtenberg suggested that his message to the deans involved good stewardship and accountability regarding the funds that the University provided for start-up funding. There was no directive on how this should be accomplished, including the use of expiration dates. How each Dean chose to account for these funds, including how to mix University funds with school/college funds was left to the Deans to manage.

Interdisciplinary Research at Purdue: The FAC recognized there is widespread concern across the Purdue campus that interdisciplinary research is problematic for primary committees to fairly evaluate, especially for promotion with tenure. To that end a subcommittee was formed to study this matter and was charged with proposing recommendations and guidelines that can be used by primary committees in evaluating interdisciplinary research. The members of the subcommittee are Professors Alan M. Beck, Robert D. Plante, and Val J. Watts.

Dates Added to Senate Documents and Disbandment of the Documents @ Records Committee: University Senate Document 07-12, *Dates Added to Senate Documents and Disbandment of the Documents & Records Committee*, was presented for discussion at the seventh Senate meeting. Following a presentation explaining the reasoning behind the document by Professor Linda M. Duttlinger, and a suspension of the rules to allow a vote the document passed by unanimous voice vote.

TIAA-CREF Task Force: Professors David J. Denis and Mikhail J. Atallah discussed with the FAC that many Purdue faculty would like to have low-cost investing options for their retirement savings in addition to TIAA-CREF and that many other universities offer options such as Vanguard and Fidelity in addition to TIAA-CREF.

Professor Atallah has agreed to be the faculty co-chair of a Task Force studying this issue at Purdue.

Research Misconduct: The Chair, in accordance with the mandate of *Executive Memorandum C-22*, worked with the Provost and the Dean of Engineering to form Investigation Committees for two cases of alleged research misconduct.

2008-2009 FAC: Professor David J. Williams agreed to continue as Chair of the Faculty Affairs Committee for 2008-2009. New members for 2008-2009 are Professors Charlene A. Sullivan ((Management), William J. Zinsmeister (Earth Sciences), and Provost William R. (“Randy”) Woodson. Professor Volker K. Thomas (Child Development and Family Studies) agreed to another term.

Outgoing members are Professors Douglass F. Jacobs and Julie R. Mariga and Interim Provost Victor L. Lechtenberg.

Respectfully submitted by,

David J. Williams
Chair
Faculty Affairs Committee
Purdue University Senate

April 30, 2008

**University Senate Student Affairs Committee
Annual Report
2007-2008**

No report was received from this committee.