

Fifth Meeting, Monday, 19 February 2024, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order Professor Brian Leung
2. Statement of Land Use Acknowledgement Professor Brian Leung
3. Approval of Minutes of [22 January 2024](#)
4. Acceptance of Agenda
5. Remarks of the Senate Chair Professor Brian Leung
6. Remarks of the President President Mung Chiang
7. Question Time
8. Memorial Resolutions
9. [Résumé of Items Under Consideration by Various Committees](#) For Information
Professor Elizabeth A. Richards
10. Senate Document 23-17 Statement about the Use of AI For Action
Professor Eric Kvam
11. Senate Document 23-18 Resolution establishing the Record of Juneteenth on the Purdue University Academic Calendar For Action
Professor Eric Kvam
12. Senate Document 23-19 Update to Senate Parliamentary Authority For Action
Professor Elizabeth A. Richards
And Professor James Dworkin
13. Introduction of new EVPR SUFIE For Information
Dr. Christian Butzke

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| 14. Senate Document 23-28 University Senate Quorum Standard | For Discussion
Faculty Affairs Committee |
| 15. Senate Document 23-21 Bylaws Revision re: Student Affairs Committee | For Discussion
Professor David Sanders |
| 16. Senate Document 23-27 Nominations for Senate Vice Chair | For Discussion
Professor Rick Mattes |
| 17. Senate Document 23-20 Amendment to MEAPS policy (SD21-12) to clarify applicability | For Discussion
Professor Eric Kvam |
| 18. Senate Document 23-23 Regarding Indiana Senate Bill SB 202 | For Discussion
Faculty Affairs Committee |
| 19. Senate Document 23-24 / PSG Resolution 23-02: Acres Campus Safety Initiative (with URPC) | For Discussion
Shye Robinson |
| 20. Senate Document 23-25 / PSG Resolution 22-69: Disabled Community Ad Hoc Action Plan (with URPC) | For Discussion
Shye Robinson |
| 21. Senate Document 23-26 / PSG Resolution 22-71: Resolution to Adopt a Bee Campus Certification, Increase Presence of Native Plants (with URPC) | For Discussion
Shye Robinson |
| 22. New Business | |
| 23. Adjournment | |

Fifth Meeting
Monday, 19 February 2024, 2:30 p.m.

Zoom Meeting

Present: *Manushag N. Powell (Secretary of Faculties and Parliamentarian), President Mung Chiang, Brian Leung (Chair of the Senate), Susan South (Vice-Chair of the Senate), Patrick Wolfe (Provost), Se'Andra Johnson (Sergeant-at-Arms), Dulcy Abraham, Bradley Alge, Ryan Alan Altman, Burton (Lee) Artz, Santokh Badesha, Saurabh Bagchi, Jonathan Bauchet, Ximena Bernal, Charles Bouman, Colleen Brady, Françoise Brosseau-Lapré, Stephen Cameron, Michael Champion, Min Chen, Yingjie (Victor) Chen, Julia Chester, Matt Conaway, Risa Cromer, Patricia Davies, Brian , Dilkes, Ben Dunford, Jim Dworkin, Ulrike Dydak, Abigail Engelberth, Daniel Frank, Geraldine Friedman, Lori Hoagland, Katie Jarriel, Hyunyoung (Young) Jeong, Alice Johnson, Nastasha Johnson, Erika Birgit Kaufmann, Yuan (Brad) Kim, Nan Kong, Eric Kvam, Damon Lisch, Andrew Lu Liu, David Liu, Ann Loomis, Angeline Lyon, Zhao Ma, Oana Malis, Ajay Malshe, Stephen Martin, Densie Masta Zywicki, Richard Mattes, Shannon McMullen, Byung-Cheol (BC) Min , John Morgan, Patricia (Trish) Morita-Mullaney, Robert Nawrocki, Deborah Nichols, Loring (Larry) Nies, Abdelfattah Nour, Pete Pascuzzi, Alice Pawley, Li Qiao, Padinjaremadhom (PV) Ramachandran, Julio Ramirez, Elizabeth Richards, Brian Richert, Joseph Robinson, Shye Robinson, Mark Rochat, Torbert Rocheford, Gustavo Rodriguez-Rivera, Leonid Rokhinson, Timothy Ropp, Chris Ruhl, Mark Russell, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Jennifer Scheuer, Steven Scott, Juan Sesmero, John Sheffield, Michael Smith, Qifan Song, Kevin Stainback, Dengfeng Sun, John Sundquist, Howard Sypher, Rusi Taleyarkhan, Robin Tanamachi, Monica Torres, Anish Vanaik, Eric Waltenburg, Jeffrey Watt, Ann Weil, Kipling Williams, Bowei Xi, Yuan Yao, Howard (Howie) Zelaznik, Mark Zimpfer. **Advisors:** Heather Beasley, Michael Cline, Cherise Hall, Misty Hein, Sheila Hurt, Carl Krieger, Lisa Mauer, Beth McCuskey, Melanie Morgan, Sunil Prabhakar, Jenna Rickus, Alys Rollock, Katherine Sermersheim, Rendi Tharp*

Guests: Alyssa Wilcox, Anne Captioner, Brewer Josh, Chad Cahoon, Christian Butzke, David Umulis, Ed Dunn, John Gipson, Josiah Davidson, Michael Johnston, Phillip Fiorini, Rachel Zhang

Absent: Paul Asunda, Alan Friedman, David Love, Somosmita Mitra, Ganesh Subbarayan-Shastri. **Advisors:** Lowell Kane

1. Quorum being confirmed, the meeting was called to order at 2:30pm.
2. Senate Chair Brian Leung read the following Statement of Land Use Acknowledgement, as required by Senate Document 20-55:

The Purdue University Senate acknowledges the traditional homelands of the Indigenous People which Purdue University is built upon. We honor and appreciate the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People who are the original Indigenous caretakers.

3. The minutes of the January 2024 Senate meeting were entered as read.
4. The agenda was approved as distributed by general consent.
5. Chair Brian Leung stated that he would not make further remarks on SB 202. He explained that he had asked Senators to gather and share faculty responses to the proposal with him, and that he had compiled a report from this information and discussed it with both Purdue administration and the [Intercampus Faculty Council](#). His [report and accompanying statement](#) were available on the [Senate's website](#). However, responses to SB 202 continued to come in; he added that a recent response had framed the question for him in a new way that he wished to share: Figuratively speaking, a person wants you to buy a spoiled orange on the grounds than the next person coming along has an even more spoiled orange. The right response in such a case is to decline to buy the orange, and to try to enlist the first orange seller to help you resist the second.

Chair Leung thanked all the Senators and constituents who had reached out and responded by offering truly thoughtful analysis. He expressed his opinion that the operations of our University Senate are a public example of civic literacy. He also gave kudos to the faculty, staff, and students from across the state who had traveled to the capitol as private citizens to express their political views.

On a related note, Chair Leung suggested that the work done over SB 202 offered an opportunity for a reminder: Senators should remind ourselves that one of our most vital functions and core responsibilities is to consult with constituents in advance of and following every Senate meeting. Attendance and votes are important. The news media and other organizations do not and cannot speak for the University Senate—this is why the Senator's role as a direct communicator to constituents is so important.

Chair Leung said he wished to conclude on a hopeful note: what each of us might do to de-escalate the outrage arms race that is eating us alive. Political actors, media, and even our most cherished non-profits may engage in outrage culture. Still, we can ask our politicians to stand down. We can decline to read media coverage meant only to feed anger. We can donate only to groups that stand for compassion over rage. In these ways, we at Purdue can be role models for the rest of the nation.

Finally, he voiced his appreciation for our February snow. A slow melt is good for the trees and makes for a vibrant spring.

6. President Mung Chiang began his remarks. He shared that [Forbes](#) had recently ranked Purdue among the very top large university employers in the U.S. He revisited the issue of daycare and early childhood education and pre- and after-school care, the shortage of which he says is bottlenecking productivity. He stated that a survey will shortly come out to quantify the demand for such facilities: we already know anecdotally there are many families with unmet care needs, and that staffing issues

do not permit full utilization of the physical facilities already available. The president also relayed that he had had lunch with the leaders of PSG and PGSG. Both conversations highlighted the importance of mental health awareness. He said that Purdue has allocated a higher budget to CAPS, which is now fully staffed, and so it is important for students to know these resources are available for them. Chiang added that Purdue is also working to increase the supply of safe, reliable transportation for grad students living off campus.

CFO and Treasurer Chris Ruhl announced that his office was looking for suggestions to understand pain points in bureaucratic paperwork and processes across the educational enterprise. They hoped to further streamline procedures that require multiple rounds of signatures on the same piece, for example. Chair Leung suggested having the Senate help collect responses, as they may get quite a few.

Provost Patrick Wolfe sent a big thank you to new head of HR Amy Boyle for her work improving signature modality on hires. He then announced that this year, faculty who are promoted will receive the merit pool amount plus up to an additional 5%. The new policy is intended to provide increased flexibility for department heads to reward outstanding performers.

7. Administrative responses to pre-submitted questions were posted to the Senate website. [\[Appendix A\]](#) Question time began.

Professor Alice Pawley stated that she understood the administration's policy for not commenting on pending legislation, particularly around Indiana Senate Bill 202 [\[Appendix B\]](#), but asked why, given that presidents at IU, Ball State, and Indiana State had found the measure and its threat to academic freedom important enough for public commentary, Purdue's administration did not also make an exception and break its silence. President Chiang stated that as the administration listened carefully to all the input from students, faculty, staff, and alumni, they would optimize across various channels to communicate effectively with the Indiana General Assembly.

Professor Ajay Malshe praised President Chiang and Purdue University for its high achievement with respect to the recent Forbes listing [see President's remarks, above].

Immediate Past Chair Colleen Brady asked to follow up on Professor Pawley's question, and asked President Chiang to share more about the channels being used to help communicate to the legislature about faculty concerns. She stated that while Purdue is proud to be an institution that abides by the Chicago Rules relative to academic freedom, the thrust of SB 202 seems to be directly in opposition to that value. President Chiang said he would turn to the Provost on the variety of long-standing mechanisms for academic freedom at Purdue University, and added that there were a variety of both public and private communication channels. He restated that as the administration listened carefully to all the input from faculty, as well as students, staff, and alumni, and they would optimize across various channels to

communicate. Provost Wolfe said that “we staunchly defend academic freedom, we always have and we always will.”

Chair Leung clarified that the University Senate represents faculty, staff, and students, but not alumni.

Professor Pawley asked whether, if Senate Document 23-23 were approved by the Senate, the President and the Provost would use some of those channels to communicate that outcome to the General Assembly or the other relevant bodies. President Chiang replied that since the Senate meeting was open to the public, he assumed that any resolutions the body discussed or passed would already be in the public domain.

Professor Howard Zelaznick suggested that the responses to Professor Pawley’s clear questions were lacking in clarity. He said it was very important to know where President Chiang and Provost Wolfe stood on SB 202. Provost Wolfe replied that he was happy to repeat that “as we listen to all the input from this body, which represents students, faculty and staff, and as we listen to other stakeholders, such as alumni, we will optimize across various channels to communicate effectively with the Indiana General Assembly.”

8. Chair Leung requested a moment of silence in honor of George McCabe, Emeritus Professor of Statistics; John R. Rice, W. Brooks Fortune Distinguished Professor Emeritus of Computer Science and Professor of Mathematics; Patrocínio “Patsy” Pagaduan Schweickart, Professor of English; and Paul C. Simms, Professor of Physics. The moment of silence was observed and the Memorial Resolutions were entered into the Senate minutes. [\[Appendix C\]](#)
9. Professor Elizabeth A. Richards, Chair of the Steering Committee, presented the Résumé of Items under Consideration. [\[Appendix D\]](#) She introduced the new co-chairs of the Faculty Affairs Committee, Professor Anish Vanaik and Professor Françoise Brousseau-Lapré. Professor Vanaik reported that the committee had already reported back on the issue of Senate apportionment and quorum size.
10. Chair Leung recognized Professor Eric Kvam, Chair of the Educational Policy Committee, to present for action [Senate Document 23-17](#) Statement about the Use of AI [Artificial Intelligence]. Professor Kvam explained that the policy had been deliberately designed as a fairly minimalist statement, simply asking instructors to state when and how AI is allowed for use in their classes, and also for the instructors to state how they will use AI in class.

Professor Pawley asked whether the word “generative” should be added before “AI,” but Professor Kvam indicated that the discussion about the addition of the word “generative” had been in the context of a different document about academic integrity. Past Chair Brady spoke in favor of the current wording, as it was to some degree “future-proofed” by its minimalism, and had been written to provide flexibility in the likely event of changing technologies.

There was no further discussion, and the proposal was adopted by general consent.

11. Chair Leung recognized Professor Kvam to present for action [Senate Document 23-18](#) Resolution establishing the Record of Juneteenth on the Purdue University Academic Calendar on behalf of the Educational Policy Committee. Professor Kvam emphasized that this proposal had come to the Senate from the Purdue Student Government and Purdue Graduate Student Government, and that the EPC had voted to support it. He explained that the request was for recognition on the academic calendar since Juneteenth was already a federal holiday, but that nothing else (time off, special celebrations, etc.) was asked for in the proposal.

There was no further discussion, and the proposal was adopted by general consent.

12. Chair Leung recognized Professor Richards, who moved that the Senate adopt [Senate Document 23-19](#) Update to Senate Parliamentary Authority. The motion was seconded, and discussion began. Professor Richards reminded the body that, as explained in January, the parliamentary authority used by the Senate had been updated and this Senate Document would allow Senators to use the new edition and to continue to employ updated editions in the future. Professor James Dworkin also spoke in favor of the proposal. The Chair reminded the Senate that the adoption of a change to the Bylaws required a 2/3 affirmative vote. The Secretary, whose mic was unmuted, was heard to mutter something about quitting if the vote failed.

There being no further discussion, the question was put, and the proposal was adopted unanimously by a vote of 85 in favor and none opposed.

13. Chair Leung recognized Professor Christian Butzke, who gave a presentation on his new role as the EVPR SUFIE (Senior University Fellow for Innovation and Entrepreneurship). [Appendix E](#) Professor Butzke introduced himself as the son of someone who had come to the U.S. as a prisoner of war; he and his father were both born in the city that Albert Einstein was forced to flee, where professors did not speak up for their Jewish colleagues when the war broke out. He reminded faculty Senators of their responsibilities as professors to make sure that our academic freedom is protected.

Regarding the creation of the SUFIE position, Professor Butzke explained that their intent was to foster an academic culture of innovation and entrepreneurship that elevates the societal impact of Purdue's use-inspired research—that is, to look at research programs and lab work and see whether there was anything to commercialize or turn into something ranging from social entrepreneurship to startup companies. Purdue is in the lead among public universities when it comes to patents, startup creation, and innovation. While Purdue would not become MIT or Stanford overnight, still, they had a great chance to keep growing in that direction. The support structure guided by the Research Foundation is called the Purdue Innovates system, and comprises a three-way approach, through the Office of Technology and Commercialization, Incubator, and Purdue Ventures to support research

commercialization and get it out of its early stages. This entails providing education, financial support, patent application support, licensing support, etc. The Office of Research was also establishing a cohort of fellows and ambassadors which thus far included all campus units except for the College of Liberal Arts and the Honors College. This pursuit of entrepreneurship was intended to move Purdue up in the rankings, but also to help recruit the very best and brightest colleagues and graduate students. At the same time, Professor Butzke emphasized that consciousness remained that Purdue is a public land grant university, and must remain relevant to all its stakeholders; it is also important to consider promotion and tenure guidelines and family-life-career balance.

He concluded by wishing the Senate good luck, and reminded the body of his own past service as a Senator, reiterating that he was available for questions, concerns, and ideas.

Chair Leung asked what climate conditions the SUFIE Pipeline was looking for to expand into unrepresented areas such as the CLA. Professor Butzke stressed that they did want to include everyone across campus, and knew that to build teams to take on larger stakeholder problems meant including social scientists, economists, and all the breadth of the faculty disciplines. He explained that he was working with the Associate Deans for Research (ADRs) in the various colleges who were in turn appointing the INE fellows who would be role models and resources for their colleagues, and was more than happy to be connected with ADRs who could contribute more to such inclusivity.

Professor David Liu asked whether the Entrepreneurship Learning Academy would continue to be a resource, and whether regional campuses were included in the SUFIE plans. Professor Butzke explained that there were no immediate plans for the ELA, but that the Fellows and Ambassadors were working to discover what kinds of encouragement and assistance were most effective, and would appreciate feedback on that issue. He also said that they wished to be as broad as possible and to include the regional campuses, as well as the new Purdue University Indianapolis.

14. Chair Leung recognized Professors Vanaik and Brousseau-Lapr e to present for discussion [Senate Document 23-28](#) University Senate Quorum Standard on behalf of the Faculty Affairs Committee. They explained that this was a minor change to make Senate quorum based on a percentage of Senators present rather than a specific number. There was no discussion.
15. Chair Leung recognized Professor David Sanders to present [Senate Document 23-21](#) Bylaws Revision re: Student Affairs Committee. Sanders clarified that the Student Affairs Committee had been having difficulty for several years in achieving quorum. After attempting a number of other workarounds, the committee had decided it was worth contracting the composition of the committee to reduce it from 13 senators to 10 senators, and from six student members to four (the ratio of senators to undergraduate students would remain more or less fixed). There was no further discussion of the item.

16. Professor Richard Mattes, Chair of the Nominating Committee, introduced [Senate Document 23-27](#) Nominations for Senate Vice Chair. Professor Mattes said that the Nominating Committee had identified two eligible candidates, David Sanders and Mark Zimpfer, who were willing to serve as Vice Chair next year. He also reminded all Senators that they were free to make additional nominations or to self-nominate prior to the vote in March.
17. Professor Eric Kvam presented [Senate Document 23-20](#) Amendment to MEAPS (SD21-12) to Clarify Applicability on behalf of the Educational Policy Committee. Professor Kvam explained that the proposal made some small changes to the MEAPS (Medically Excused Absence Policy for Students) to make clear that simply visiting urgent care was not in and of itself enough to generate an excused absence. There were concerns that urgent care visits were being abused as an excuse for missing class, and constituted a pathway only for the students who had the financial means to pay for such visits. There was no further discussion.
18. Chair Leung recognized Professors Vanaik and Brosseau-Lapr e to present [Senate Document 23-23](#) Regarding [Indiana Senate Bill SB 202](#) on behalf of the Faculty Affairs Committee. Professor Vanaik moved that the Senate suspend the rules to adopt the document immediately. The motion was seconded. Chair Leung reminded the Senate that to adopt the motion with suspension of the rules would require a 2/3 affirmative vote of all those present and voting. He also briefly reminded the body of the rules for debate.

Discussion began. Professor Vanaik presented a brief set of slides pertaining to the proposal. [\[Appendix F\]](#) He suggested that the premise that there is a lack of intellectual diversity in Indiana Higher Education was poorly defined and supported with questionable evidence. SB 202, he said, proposed mandating the creation of a large institutional structure, presided over by the Board of Trustees, to check that faculty were promoting intellectual diversity—and administering significant punitive measures if they were determined not to be. The idea was to create a process through which the Board of Trustees would review every single faculty member for their actions with respect to intellectual diversity. The reviews would be conducted at the point of granting tenure, at the point of assessment for promotion, and every five years after that. The language included phrases such as “likely or unlikely to foster a culture of free inquiry.” Based on the outcome of this review, the Board of Trustees could terminate, demote, reduce salaries, or take other disciplinary action. SB 202 would also require a complaints procedure, under which every higher education institution in Indiana must create a means for students and staff to submit complaints alleging a faculty member was not promoting intellectual diversity. Such complaints would then be included in all employee reviews and tenure and promotion decisions, as well as be made available to Boards of Trustees and sent as part of an annual report to the Indiana Commission on Higher Education about the number and actions under this procedure. SB 202 also stated that institutions may not ask for any personal support or pledge of allegiance for any policy or action for a political or ideological movement in admissions, benefits, hiring, or tenure. It would

also change the constitution of Boards of Trustees, broadly increasing the weight of appointees by the governor and various bodies of the General Assembly, usually at the expense of alumni groups and others. It also stated that Indiana institutions of higher education must have a policy of neutrality that would restrict the kinds of U.S. officials or institutions that could be set up, including by schools and colleges and departments. Finally, any person unhappy with the results of the review by the Board of Trustees could appeal to the Indiana Commission for Higher Education about the decision, but Professor Vanaik added that those appointees are largely made by the government. He noted that SB 202's author, Senator Spencer Deery, was listed on the Indiana Senate website as an employee of the Purdue Research Foundation. Sen. Deery was on record suggesting that 46% of politically conservative students believe that they cannot openly express their opinions. However, the data behind this claim, based on the Indiana Commission for Higher Education Free Speech Report, did not uphold this conclusion. Moreover, studies suggest that students most often decline to express opinions out of concern for the opinions of their peers, and not their instructors. Professor Vanaik noted also that AAUP has in a variety of documents and research showing that laws concerning viewpoint diversity and intellectual diversity have been one of a suite of actions adopted by right-wing lawmakers as part of a coordinated attack against public colleges and universities. SB 202 would increase interference by political appointees in academic matters; it also entailed tremendous interpretive latitude that would promote mistrust and suspicion on campus, and create a massive increase in bureaucracy for a problem not even in evidence. It also did not afford basic protections in its appeals process. SD 23-23 proposed that faculty make a statement about rejecting SB 202, and that this rejection be sent out by the Senate Chair to the press in Indiana, that the Senate Chair and Vice Chair reach out to different constituencies in the university and the state at large to coordinate actions and join with others to convince lawmakers to reject SB 202. Vanaik noted that the Faculty Senates at Purdue Northwest and Purdue Fort Wayne had already weighed in, as had Ball State and Indiana State University. University presidents and provosts had weighed in as well, including those from IU Bloomington and Indiana State. Finally, Professor Vanaik urged alacrity, as the state legislature was in a short session and the bill was moving rapidly.

The Faculty Affairs Committee had been collecting feedback from various Senators, and wished to offer some amendments to the existing language of SD 23-23 to remove the implication that the Senate was the apex body, to specify what was meant by the term Senate leadership, and to substitute the word "urge" for the word "demand." The slate of amendments was moved and seconded. Discussion began. Professor Brian Dilkes spoke in their favor. Professor Dennis Savaiano moved to close debate and vote immediately on the amendments. The motion was seconded and carried by a vote of 84 in favor to six opposed. The question of the amendments was then put. The motion carried by a vote of 86 in favor to two opposed.

Discussion on the amended Senate Document 23-23 began.

Professor Katie Jarriel spoke in favor of the document because the AAUP had conducted a survey of 4200 faculty in states where similar legislation to SB 202 had

been adopted: Florida, Georgia, North Carolina, and Texas. The survey results indicated that we should be concerned about brain drain, said Jarriel, which had been acknowledged as an issue in Indiana since the late 90s. In those states, they found that 30% of faculty were looking to move to a new state in the upcoming hiring cycle. In Florida, the numbers were even higher than that, and 80% of Florida faculty indicated that they would not encourage graduate students to come and study in Florida, due to the current climate around academic freedom and higher education. Professor Jarriel said that if we are concerned about attracting faculty to Purdue, especially along the lines of a dream hire, then we need to be concerned about the ramifications for making Indiana a place where people want to be and want to be working in higher education.

Professor Lee Artz spoke in favor of SD 23-23 and reported that at Purdue Northwest this matter had been taken up on 9 February, and their Faculty Senate passed a one-sentence document stating that the Purdue University Northwest faculty opposes Senate Bill 202 because of its intent to restrict academic freedom and undermine tenure and promotion policies. He added that the Senate's recent discussion the Senate had had regarding Juneteenth might be an example of a topic that could offend a student in class and lead to a complaint being filed. He amplified Professor Jarriel's point and said that PNW was concerned for Purdue's ability to continue to attract quality faculty, as well as concerned about student preparation for careers that need the ability to communicate in diverse work environments. If we cannot talk about diversity and inclusion in the classroom so that students are prepared to actually perform those duties when they go to careers, it would adversely affect their ability to pursue certain careers. He also agreed with Professor Butzke that faculty must speak out for academic freedom.

Professor Savaiano reported that many of his colleagues in Health and Human Sciences had contacted him in support of Senate Document 23-23. In speaking on behalf of them and the culture of the College of Health and Human Sciences, he strongly urged the Senate to vote in favor of the measure. He stated that he also spoke as dean emeritus for 15 years, with 18 years of administrative experience (and nearly 30 years at Purdue). HHS's perspective was that SB 202 creates a problem that did not exist. Former Purdue Presidents and Trustees all worked hard to ensure an open, honest, fact-based, and respectful environment for all students, but the proposed changes to the Board of Trustees appointments in SB 202 were likely to be politicized. The proposal therefore did not solve a problem, but created a problem of politicizing the appointment of Board of Trustee members, instead of keeping the university separate from that political process.

Professor Stephanie Masta spoke on behalf of the College of Education, stating that many of her colleagues had reached out to her in favor of SD 23-23. She added that at the end of the day, conversations about intellectual diversity were best done at the disciplinary level and were not to be used as a tool for the state legislature to weaponize against faculty.

Professor Robin Tanamachi rose to speak in favor of the amended SD 23-23 on behalf of the Department of Earth, Atmospheric, and Planetary Sciences. She stated that she and her constituents firmly opposed Indiana Senate Bill 202, and registered collective frustration with Purdue administration for its lack of a clear position on this legislation. SB 202 explicitly targeted Purdue and our fellow universities across the state, and Professor Tanamachi said that it demanded a firm and public response from our leadership. She also echoed concerns regarding the harm SB 202 would do to Purdue's ability to attract and retain a diverse student body and faculty cohort, ability to teach the difference between scientific and ideological political argumentation, and ability to effectively train our students to work with diverse communities dealing directly with the impacts of climate change. She concluded that her remarks reflected the consensus of views received from her department colleagues.

Professor Stephen Martin, Economics, rose to speak in support of Senate Document 23-23. He explained that this semester he was teaching an undergraduate course in antitrust and regulatory economics, and had to wonder, if SB 202 were in place would he subject himself to disciplinary action if he did not talk about a complete laissez faire approach to antitrust and regulation? Or if he did not teach about complete government ownership of the means of production, which is also an ideology that's out there? He submitted that if one read the words of the bill before the Indiana assembly, the answer to those questions was simply not clear. The policy under discussion at the Indiana legislature was a policy to introduce ideology into the classroom, not the other way around. He said that in his view, the state of Indiana already had an excellent system of public higher education, and we should not turn Indiana into Florida.

Professor Julio Ramirez, Civil Engineering, rose in support of SD 23-23. He added that Senators should consider this was only the beginning. A group of professors protesting against the Senate Bill would not necessarily be compelling. He suggested that perhaps the Senate should think in terms of a communication campaign that brings the voters behind this proposal [SD 23-23].

Professor Jonathan Bauchet, School of Hospitality and Tourism Management, was strongly in favor of SD 23-23. He expressed concern that SB 202 would allow every single student to file a complaint with the Board of Trustees—and if the Board of Trustees did not give them satisfaction, with the Indiana Council on Higher Education—against any single instructor who failed to respect the very vaguely defined ideal of intellectual diversity. In essence, every student could raise an official complaint against any instructor for anything that the student disagreed with, disapproved of, or felt uncomfortable with, which would generate an immense burden on the University and the Council of Higher Education, and be completely counterproductive to even the professed objective of the bill.

Professor Trish Morita-Mullaney, College of Education in the Department of Curriculum Instruction, rose in favor of the amended SD 23-23. She quoted from *The New York Times* from 17 February: "While academic freedom is often conflated with

the broader principle of free speech, it is distinct from it. Under the First Amendment, all speech is equal before the state. But academic freedom depends on expertise and judgment — ‘the notion,’ as the legal scholar Robert C. Post has [put it](#), that ‘there are true ideas and false ideas,’ and that it is the job of scholars to distinguish them.” She also voiced concerns about brain drain and the departure of academics, students, and alumni who had left the state of Indiana simply for the fact that rights are diminishing within the intellectual realm. As shared in the House Education Committee at the Indiana State House last week, Indiana University reported that the adoption of SB 202 in its entirety would account for a \$3.7 million cost to the university alone. Given that Indiana has 29 state universities, the cost would be exponential, taking away academic opportunities and access for future Indiana students.

Professor Shannon McMullen, representing the School of Interdisciplinary Studies within the College of Liberal Arts, rose in favor of SD 23-23. She stated that she had never been contacted by so many colleagues on any issue as this one, and her interdisciplinary affiliation meant she had heard from colleagues in the arts, social sciences, and humanities—across the College of Liberal Arts, three pages full of concerns related to SB 202 were transmitted to her. She stated that SD 23-23 did a good job of representing and addressing the concerns thus expressed.

Professor Juan Sesmero, Agricultural Economics, reported receiving feedback in favor of SD 23-23 from colleagues in Agriculture, but also from Engineering and Liberal Arts as well. Opposition to SB 202 had been unanimous. One argument sent to him concerned the lack of compelling evidence provided in the bill to support the assertion that Purdue University faces a significant challenge regarding intellectual diversity. Purdue is ranked well above average in the Foundation for Individual Rights in Education ranking of universities based on free speech. Moreover, the bill reduced curricula to a mere exercise in ticking off intellectual diversity boxes, rather than exposing students to ideas that have withstood rigorous theoretical and empirical scrutiny. Faculty had also expressed concerns that simply having the faculty state their opposition would only harden the position of those who already seemed to feel strongly that Purdue was not fostering an intellectually diverse environment. State legislators should hear not only from Purdue faculty, but most importantly from our stakeholders as well and especially alumni, influential employers who hire students. For instance, students graduating from the Agriculture Economics department boasted a remarkable 99.99% placement rate with an average entry level salary exceeding \$60,000 per year. This should be very compelling evidence of the caliber of instruction at Purdue: employers of our students express their support not only in words, but in actions. They invest in our students and recognize the quality of education they receive at Purdue. They were, in other words, putting their money where their mouths were, and our legislators should hear from them, as they should hear from our alumni.

Purdue Student Government President Shye Robinson spoke as the undergraduate student body president and as a Political Science student. While stipulating that she could not speak wholeheartedly for the entirety of the undergraduate student

population, she wished to register many student concerns she had received about SB 202. These echoed many of the sentiments already expressed, as well as the belief that there should already exist a degree of professionalism within intellectual thought and inquiry in the classroom, and that this should not be modulated by state legislature, especially one of Indiana's nature.

Professor Steven Scott rose on behalf of his colleagues in the College of Pharmacy to strongly support Senate Document 23-23 and to oppose Senate Bill 202. He added that although much of the focus had been on the impact the bill would have on faculty, it would also have a tremendous impact on our students with respect to shortchanging their education. The College of Pharmacy dealt with health care in the state, and healthcare in Indiana was not something to be put upon a pedestal. If the issues raised by SB 202 were not addressed, the health status of Indiana citizens would not be enhanced.

Professor Leonid Rokhinson rose in support of SD 23-23 on behalf of his colleagues in the Physics Department and their dissatisfaction with SB 202. An astronomy colleague asked whether he would have to start including flat earth thinking in his astronomy classes, registering the chilling effect on the faculty this legislation posed.

Professor Angeline Lyon reported that her colleagues in the Department of Chemistry were overwhelmingly against SB 202 and strongly in favor of SD 23-23. Their major concerns included the ease of politicization of the Board of Trustees; implementing post-tenure review processes and the enormous administrative burden that would create; and recruitment and retention, which is already extremely challenging.

Professor Alice Pawley rose in strong support of the amended SD 23-23 on behalf of the College of Education. She stated her belief that Senate Bill 202 would threaten Purdue's ability to receive ABET accreditation for undergraduate engineering programs; that it would harm Purdue's ability to reduce historical bias in student admissions; that it would threaten student employment, industry partnerships, and Purdue's ability to compete for National Science Foundation funding. Colleagues across the state, including law professors, medical faculty, and engineering faculty concurred that SB 202 would discourage the best and brightest faculty from coming to Purdue and Indiana; from applying for funding; developing startups; carrying universities forward as economic drivers of their region and the broader state; and meeting our moral and historical obligation as a land grant university. Pawley cited [the work](#) of Professor Leah Bishop, professor at Indiana University's Robert H. McKinney School of Law, who she teaches copyright and human rights. Bishop concluded that SB 202 was vague on important terms like intellectual diversity and freedom of expression, and used the phrase "likely to," meaning that it was not about actual past behavior, but what the Board of Trustees thought faculty might do in the future. With the required reporting system, SB 202 would eat away at faculty time by requiring responses to a never-ending stream of accusations of political or intellectual bias. Professor Pawley noted that anyone who had had to manage an academic grievance already knew how much time and energy it required, particularly given that the president and provost maintained their interest in trying to give faculty

their time back. Five-year post-tenure reviews would increase administrative paperwork. Professor Pawley said that from talking with the bill's author directly, she understood him to anticipate that we would completely repeat the promotion and tenure process for full professors every five years, and that this would include the possibility of termination. This would negate the institution of tenure at Purdue institution and in Indiana. Purdue's recent priority had been to increase its own status as a top-five institution and shore up its AAU membership. Without a doubt the passage of SB 202 would threaten those priorities. Professor Pawley asked the Senate to vote yes on SD 23-23 and to do so in a decisive manner, especially given the bill's author's past leadership position at Purdue. She added that, "given the disappointing and I might even say cowardly responses offered by our President and Provost in Question Time today, and their lack of assurance of passing on the outcome in their backchannels to whomever they're talking to—given that in the State House on Wednesday, we had to say that we spoke as ourselves, as individuals, I suggest the President and the Provost can also do that if they felt strongly enough on this matter." She urged Senators to join colleagues at IU Bloomington, IU South Bend, Ball State, Purdue Fort Wayne, Purdue Northwest, and Indiana State who had already passed resolutions in opposition to SB 202.

Josiah Davidson, Chair of the Purdue Graduate Student Government, was recognized and rose in strong support of Senate Document 23-23 and strong opposition to Senate Bill 202. He emphasized that graduate students would be subjected to the same disciplinary measures threatened against other instructors, and that SB 202 added additional ambiguity to where graduate students stand as both instructors in their courses and simultaneously as students with free speech rights. He added that PGSG would likely also voice their strong opposition to SB 202. He encouraged Senators to visit that upcoming meeting if they had interest in the Graduate Student position. PGSG raised additional concerns to those already voiced concerning diversity, equity, and inclusion initiatives on campus, which was now diluted with overly broad language and replaced with "culturally and intellectually diverse." Also of concern was the call for the creation of disciplinary measures that could be seen to dilute and prevent free speech in opposition to highly inflammatory discourse on the university campus. PGSG strongly supported any discussion regarding tenure, as sometimes that is a very strong concern as mentorship, but they did not believe this question should be taken up by state legislators.

Professor Alice Johnson added her voice to those from the College of Education in support of Senate Document 23-23 as amended and in its entirety. She argued that the issue that the SB 202 legislation purported to solve was a fabricated and manufactured problem, and represented a continuation of what she and her colleagues saw with their partners in the K-12 world, a continuation of trying to implement and interject and control a certain ideology in students. Professor Johnson said she feared for the scholarly development of minds if we have one ideology influencing our students from K-12 through 22 and beyond.

Professor Risa Cromer, representing the Department of Anthropology, rose in strong support of SD 23-23. She explained that Anthropology is a social science premised

on the study of and celebration of human cultural and intellectual diversity and all of its forms. Her colleagues had expressed deep concerns about SB 202 and its disingenuous endeavor to protect “cultural and intellectual diversity.” Of particular concern was its call for creating conditions for bureaucratic surveillance that would bear down hardest on faculty of color and other historically marginalized members of the community who did not represent dominant views. SB 202 could have devastating consequences.

Professor Sanders rose to speak in opposition to SB 202 and in favor of SD 23-23 on behalf of the College of Science and Department of Biological Sciences. He stated that SB 202 was one of the worst pieces of legislation on education in the state of Indiana since the Indiana House of Representatives decided to pass a law that, in effect, defined the value of π as 3.2. It was in fact a Purdue professor who was able to persuade the legislature ultimately not to pass that bill. He asked to draw the Senate’s attention to the definition of intellectual diversity used in SB 202: “multiple, divergent and varied scholarly perspectives on an extensive range of public policy issues.” He argued that Purdue faculty would not be judged on the basis of when there are public policy issues, but instead that this was included for each one of us, even those not discussing public policy—if we don’t discuss multiple divergent views and various scholarly perspectives on an extensive of range of public policy issues, faculty could be denied promotion, denied tenure. Although discussing public policy is not something that all faculty necessarily do, it would be something upon which they were judged. He said that we had been told, disingenuously, that SB 202 would protect tenure, and create new rights in the law. Sanders opined that this was “absolutely absurd. We have those rights as a consequence of having tenure. That’s what tenure means. And this embodiment in law is supposedly occurring to make sure that we adhere to intellectual diversity. It’s also been argued, amazingly enough, that antisemitism is why we need SB 202. And here I am referring to one of my colleagues who is a professor of Holocaust studies; he points out that in fact, the approach of SB 202 is similar to that of fascist and communist authoritarian regimes in trying to control what is taught in universities. And of course, historically, that was used against Jews. I’d like to address the issue of university neutrality. University neutrality is a term that is invoked to say that the university as a body shouldn’t be making a statement on political issues. The standard framing of this comes from something called the [Kalven Report](#) (1967) from University of Chicago, and the Chicago Principles sort of build on that later. But this is often invoked in current discussion. And I just want to read you briefly two passages from that. ‘A university faithful to its mission will provide enduring challenges to social values, policies, practices, and institutions. By designed and by effect, it is the institution which creates this content with the existing social arrangements and proposes new ones. In brief, a good university, like Socrates, will be upsetting.’ And here’s the key passage for consideration, specifically, of point number three in the proposal: ‘From time to time, instances will arise in which the society or segments of it threaten the very mission of the university and its values of free inquiry. In such a crisis, it becomes the obligation of the university as an institution to oppose such measures and actively to defend its interests and its values.’ Obligation. And finally, to quote our Provost, he says he defends free speech, open inquiry, and academic freedom at Purdue, and all

the crucial ways in which they advance our educational mission. So defense means speaking out when they are threatened.”

Chair Leung stated that he felt the temperature of the room had become clear, and recommended that the next comment on SD 23-23 be the last before voting.

Professor Deborah Nichols read the following statement in support of SD 23-23: “The unmistakable influence of Mitch Daniels on Senate Bill 202 is evident in its alignment with his publicly expressed views on tenure and academic restructuring, suggesting a direct correlation between his critique of traditional academic practices and the bill's legislative proposals. Daniels’ advocacy for a reevaluation of tenure, as articulated in his [Washington Post column](#) in October 2023, mirrors the bill’s approach to academic freedom and tenure reform, indicating his significant imprint on its formulation. His critique of tenure mischaracterizes its history and purpose and overlooks its critical role in the academic ecosystem. As faculty members of Human Development and Family Studies at Purdue University, we feel compelled to address the misconceptions and to underscore the importance of tenure in fostering an environment where intellectual diversity and free expression can flourish.

“Daniels describes tenure as a ‘rigid custom’ and an ‘anchor’ dragging down the flexibility and financial sustainability of higher education institutions. He argues that tenure, with its origins misrepresented as a ‘20th-century American invention,’ has become overly proliferated and protective, thereby stifling change and adaptation in higher education. This portrayal simplifies the complex history of tenure and ignores its foundational role in protecting academic freedom—a principle that is paramount for the pursuit of knowledge and the advancement of society.

“Tenure is more than a job security mechanism; it is a cornerstone of academic freedom. It ensures that scholars have the liberty to explore, debate, and disseminate ideas without fear of retribution, regardless of how controversial or unpopular these ideas may be. This freedom is for the benefit of the individual scholar while concomitantly serving the broader purpose of advancing knowledge and fostering a society that values critical thinking and innovation. The proposed bill that Daniels indirectly supports through his critique of tenure threatens to undermine these very principles by imposing ideological evaluations and disciplinary actions that would stifle academic inquiry.

“The bill’s mandate for programming that promotes a narrowly defined view of cultural and intellectual diversity contradicts its purported aim. True intellectual diversity cannot be legislated through restrictive mandates or evaluations. It is achieved by upholding the principles of academic freedom that tenure protects. The imposition of a statement on neutrality and restrictions on personal or political expressions further risks homogenizing academic discourse, thereby undermining the vibrant culture of debate and discussion that is essential for the progress of knowledge.

“Daniels’ argument that tenure limits the financial and operational flexibility of universities overlooks the broader economic and administrative challenges facing higher education. While fiscal responsibility is important, the solution won’t be found in eroding the protections that ensure the integrity of academic inquiry. Purdue University’s own practices, as Daniels notes, demonstrate that it is possible to manage costs effectively without compromising the quality of academic staff or infringing upon academic freedom.

“The portrayal of tenure as an outdated and obstructive practice is both misleading and dangerous. It threatens to erode the very foundations upon which academic freedom and intellectual diversity stand. As members of the academic community at Purdue University, we stand united in our belief that tenure is indispensable for the advancement of knowledge and the betterment of society. We call for a rejection of Senate Bill 202 and any other measures that seek to undermine the principles of academic freedom that are essential for a free and enlightened society.”

The question was then put. The measure was adopted by a vote of 81 in favor and 5 opposed (approximately 94%), with four formal abstentions.

19. Chair Leung noted that the next three items to come before the Senate came from Purdue Student Government with the support of the University Resources Policy Committee, and that minor revisions were to be expected prior to the March meeting, when they would be up for a vote. He recognized Shye Robinson, PSG President, to open discussion on [Senate Document 23-24](#) / PSG Resolution 23-02: Acres Campus Safety Initiative. She stated that the impetus for this resolution was to improve safety for students living in the Acres. While the Acres is not completely Purdue-owned, it is in their best interest to accommodate the people nearby who live in the apartments like Hilltop and the students within the Greek Life Community. This resolution was brought up by the FSCL Ad Hoc Committee in the Undergraduate Senate, which has representation from 20+ members of different organizations representing at least 2000 students. Three Greek organizations were on board to use their property for the proposed blue lights, and a few others would be willing to reserve space for them on their property as well.

Professor Lori Hoagland, Chair of the URPC, confirmed that the URPC supported this measure.

Professor Ajay Malshe said that on the north side of campus was the 2515 Northwest Complex, which used to be a straightforward building but now housed operations including students working at newly incepted manufacturing and materials research laboratories, and that many people of color and various forms of identities work in that building sometime at late hours. He said he would strongly encourage the installation of safety measures such as blue light phones in the building and nearby parking lots.

20. Chair Leung recognized President Robinson to introduce [Senate Document 23-25](#) / PSG Resolution 22-69: Disabled Community Ad Hoc Action Plan. She stated that this

proposal came from the PSG's senior policy advisor, who argued that disabled students do not feel heard or respected on this campus with respect to accommodations, building accessibility, and advocacy. Some students feel as though professors are consistently being chosen over students and their accommodation needs. For example, the excused absence form is a contract that binds students to have no more than a certain number of absences per semester, which can be uncontrollable for those who have health issues arise. Professors declare they feel "taken advantage of" without being educated on disabilities or being reasonable within the accommodations that are asked for. Separately, there are concerns about reporting accessibility issues in various buildings, that there needs to be a better way than a form for students to report things not working in buildings such as door buttons. Lastly, students would benefit greatly from a Disability Cultural Center. There had been a recent push for these at other B1G schools that do more for their disabled students. This would be a way for students to feel that they have a community without feeling ashamed for their disabilities or that they are not heard.

Professor Hoagland stated that the URPC felt this document put forward a number of great points, and ways to better support disabled students. She said the URPC was happy to keep working with the PSG as well as the Disability Resource Center to make this move forward.

21. President Robinson was recognized to introduce [Senate Document 23-26](#) / PSG Resolution 22-71: Resolution to Adopt a Bee Campus Certification, Increase Presence of Native Plants, which she explained was presented to PSG by an environmental engineering student group in Spring 2023. The focus was on planting native plants to conserve local pollinators. PSG held an event last year that involved planting native species outside of Hicks. The local pollinator populations may decline when non-native plants are primary in an area, and this would also reduce the use and necessity of pesticides on campus. She also stated that the proposal was in line with Purdue's commitment to sustainability.

Professor Hoagland confirmed URPC support of the proposal.

Professor Sanders praised PSG and URPC for the proposal, and said that creating a community emphasizing native plants was important for the future of Purdue University and for the area.

Chair Leung urged the PSG to be in contact with the University Sustainability Committee on this endeavor.

22. There being no further business, the meeting adjourned at 4:47pm.

Questions

Semiconductor Industry	3
Given the recent trend of vertical mergers in the tech industry (for example, Hewlett Packard with Juniper, and Synopsys with Ansys), what impact will this have on the work Purdue is doing now and planning to do in the future in the semiconductor industry? What is the outlook for the semiconductor industry in 2024?	3
Indiana SB 202	3
Indiana Senate Bill 202 specifically targets the DEI infrastructure of Purdue University (as well as several other named universities). Please indicate whether or not you support this bill. Please also address the impacts that this bill will have on our ability to recruit and train a diverse student body, the composition of the board of trustees, and on faculty tenure.	3
DEI / ODIB	3
To improve the inclusive environment and culture in the College of Agriculture, there was a requirement to include a diversity, equity, inclusion, and belonging goal in annual work plans. How to meet this goal was up to the individual and their supervisor, but making it a requirement ensured that everyone gave the topic the attention and respect that it deserves. This year, the guidance explicitly states that it is not mandatory or expected to include a DEIB goal or objective. Can you please comment on what actions the university is taking with specific accountability tied to them instead of requiring employees to include a DEIB goal/objective in their work plans, to ensure we continue to push toward inclusive excellence?	3
Deanships	4
There are two colleges without deans (HHS and Education). When can we expect specific details about the leadership for both?	4
In the last year, the Honors College and the Graduate School lost their deans and are now under the purview of the Provost’s Office. What is the rationale for these moves, and how will the consolidation of power and resources they reflect serve our students?	4
Graduate School / Regional Campuses	4
There is growing concern from the regional campuses about the changes to the Graduate School. When Provost Wolfe dismantled the School and moved it under his office, the regional campuses lost much of the administrative support for current students such as help with formatting theses, etc. This decision was made in the summer but not communicated to regional schools until late Fall. The regional campuses are still discovering how this change will affect them. Under the previous structure, regional campuses had a lot of autonomy and independence. What is being done to ensure this reorganization will not be harmful to regional campuses?	4
Purdue University Indianapolis.....	5
While Purdue in Indianapolis offers some interesting opportunities for our students, what was discussed at the recent Board of Trustees meeting was not aligned with foundational perspectives on urban education.	

Urban education is more than just locating an institution in an urban area. What experts in urban education were consulted in the design of the co-curricular and curricular planning of Purdue in Indianapolis?5

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 Has any effort been made to attract a female soccer coach to Purdue in recent searches?5

Juneteenth..... 5

 What is the University’s position on designating Juneteenth as a university holiday?5

Semiconductor Industry

Given the recent trend of vertical mergers in the tech industry (for example, Hewlett Packard with Juniper, and Synopsys with Ansys), what impact will this have on the work Purdue is doing now and planning to do in the future in the semiconductor industry? What is the outlook for the semiconductor industry in 2024?

Historically, the semiconductor industry has been cyclical with a consistent upwards trend. Global sales in 2024 are expected to be \$588 billion, an increase of 13% over 2023 and 2.5% higher than the record sales in 2022. Some are predicting \$1 trillion in sales by 2030.

The acquisition of Ansys by Synopsys seems designed to position Synopsys for where the expected long-term growth in the semiconductor industry will occur. Purdue has long had strong relationships with both companies, and we expect that our partnerships with Synopsys and its new Ansys division will continue to be strong.

Indiana SB 202

Indiana Senate Bill 202 specifically targets the DEI infrastructure of Purdue University (as well as several other named universities). Please indicate whether or not you support this bill. Please also address the impacts that this bill will have on our ability to recruit and train a diverse student body, the composition of the board of trustees, and on faculty tenure.

As this bill goes through the legislative process, we are working to fully understand its details.

DEI / ODIB

To improve the inclusive environment and culture in the College of Agriculture, there was a requirement to include a diversity, equity, inclusion, and belonging goal in annual work plans. How to meet this goal was up to the individual and their supervisor, but making it a requirement ensured that everyone gave the topic the attention and respect that it deserves. This year, the guidance explicitly states that it is not mandatory or expected to include a DEIB goal or objective. Can you please comment on what actions the university is taking with specific accountability tied to them instead of requiring employees to include a DEIB goal/objective in their work plans, to ensure we continue to push toward inclusive excellence?

Details about a specific college can be obtained by direct conversation with the Dean of the College. As a Land Grant institution, Purdue University is committed to expanding access to and broadening participation in higher education. At its meeting more than a half century ago, the Purdue Board of Trustees resolved that:

The University is committed to maintaining an inclusive community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that variety among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Deanships

There are two colleges without deans (HHS and Education). When can we expect specific details about the leadership for both?

We hope Deans Bowman and VanFossen do not take exception to this characterization, knowing the tireless work and commitment they undertake every day to continue to advance their respective Colleges' excellence as interim deans, with the full support and respect of their faculties.

In the former case, following a call for nominations for search advisory committee members, listening sessions open to faculty, staff, students, alumni, and other stakeholders have been held, and the Provost's Office is duly awaiting the review and collation of feedback by a committee led by Distinguished Professor of Practice and former US Surgeon General Jerome Adams.

In the latter case, following a prior search which resulted in no new dean appointment in 2022, the work of a study group co-chaired by Deans Flesch, Reingold, and VanFossen continues to explore the best future opportunities for the College of Education and related programs at Purdue. As Dean VanFossen communicated to his faculty, the group has been charged with conducting "a fulsome, objective assessment of strengths, weaknesses, challenges, and opportunities. A clear focus of this effort will be on making our programs at Purdue the best in our state" and documenting "areas of particular depth and strength that can make us distinct and leading among programs, as well as areas where we can play to Purdue's broader strengths." The Provost's Office continues to work with this study group to complete the charge given.

In the last year, the Honors College and the Graduate School lost their deans and are now under the purview of the Provost's Office. What is the rationale for these moves, and how will the consolidation of power and resources they reflect serve our students?

Both types of areas – vice provost areas and dean areas – have always been and remain under the purview of the Provost's Office. The goal is to focus on student success, for example as described in detail by Dr. Eric Barker at last month's Senate meeting (see also response to next question).

Graduate School / Regional Campuses

There is growing concern from the regional campuses about the changes to the Graduate School. When Provost Wolfe dismantled the School and moved it under his office, the regional campuses lost much of the administrative support for current students such as help with formatting theses, etc. This decision was made in the summer but not communicated to regional schools until late Fall. The regional campuses are still discovering how this change will affect them. Under the previous structure, regional campuses had a lot of autonomy and independence. What is being done to ensure this reorganization will not be harmful to regional campuses?

Leadership from the regional campuses report experiencing no changes in central support for graduate students. Regional campuses have continued to be engaged with Eric Barker and other West Lafayette representatives on a regular basis to discuss these matters, including most recently at an Intercampus Faculty Council meeting held on the fourteenth of this month.

Purdue University Indianapolis

While Purdue in Indianapolis offers some interesting opportunities for our students, what was discussed at the recent Board of Trustees meeting was not aligned with foundational perspectives on urban education. Urban education is more than just locating an institution in an urban area. What experts in urban education were consulted in the design of the co-curricular and curricular planning of Purdue in Indianapolis?

Purdue's curricular and co-curricular activities in Indianapolis have support that includes the talent and experience of over 110 faculty and staff transitioning from IUPUI. These individuals have designed and delivered engineering, technology, and computer science programs for over 20 years in Indianapolis. Recent appointments in Student Life; Diversity, Inclusion and Belonging; Administrative Operations; Teaching and Learning; and elsewhere in the Provost's Office provide additional depth, experience, and advisory input for designing and operating academic programs in Indianapolis.

Follow-up from January Senate meeting

Has any effort been made to attract a female soccer coach to Purdue in recent searches?

Yes. Recent searches have followed Purdue's policy and practices of broad advertisement and recruitment to develop a diverse pool of applicants, including women. The successful candidate was deemed the most qualified by the Athletic Director and was selected in accordance with Purdue's policy of equal access and equal opportunity.

Juneteenth

What is the University's position on designating Juneteenth as a university holiday?

The University typically follows the State of Indiana's holiday designation.

In Memoriam: George P. McCabe

George McCabe, Emeritus Professor of Statistics and former Associate Dean of Academic Affairs, passed away on August 17, 2023, surrounded by family.

George Paul McCabe was born in Brooklyn, New York on April 2, 1945, to George and Dorothy McCabe. George was a kind and humble soul, and a voracious reader with an inquisitive mind. He graduated from Chaminade High School in Mineola, New York and was a proud alumnus his whole life. He earned a bachelor's in mathematics from Providence College in 1966 on a full NIH scholarship and a Ph.D. in Mathematical Statistics from Columbia University in 1970.

That same year George started his distinguished 50-year career at Purdue University, where both his contributions and influence are immeasurable. Beloved by students and colleagues alike, he left an indelible mark on countless lives throughout his career. Whether he was teaching a class, leading a consulting meeting, collaborating on a research project, or check raising on poker night (aka, applied probability seminar), he approached everything with a remarkable generosity and humility. His generosity was evident in the time he invested in students and colleagues and his willingness to listen and share his perspectives. His humility allowed him to connect with everyone on a personal level and foster a sense of teamwork.

In the early 1970's, Purdue, along with many other R1 institutions was asked by the Department of Health, Education, and Welfare to demonstrate that they did not discriminate against minorities. George was the lead statistician in a group formed to respond to this request. He developed the methodology to evaluate whether the data suggested discrimination and later implemented an annual monitoring procedure that is still used today. This experience led to numerous external consulting activities over the years for companies concerning civil rights issues relating to compensation, hiring, promotion, and property rights.

Internally, George was the founder of Purdue's Statistical Consulting Service (SCS) that is now in its 54th year. His vision and ability to garner internal support from the University allowed the service to serve both the education and research roles of the university, as well as become a nationally recognized model for other R1 institutions. In his 35 years as Director, George likely was involved in over 3500 research projects throughout the university.

In Nutrition, he collaborated with researchers on the effectiveness of vitamin A supplementation on young child morbidity and mortality in developing countries. This work resulted in many developing countries adding vitamin A supplementation to their yearly "vaccination days" for young children and reduced the mortality rates about 23%. He developed the use of lactate curves to track the fitness of Celtic football players during the season, a process still used today. He also developed the analytical methods for a rapid screening tool for assessing efficacies of



interventions for mitigating bone loss due to menopause or other reasons as well as a mixed nonlinear model to determine national calcium guidelines for boys and girls.

Another significant contribution is the groundbreaking 1989 textbook, "Introduction to the Practice of Statistics" co-authored with Emeritus Professor David Moore. This textbook revolutionized the teaching of introductory statistics, emphasizing the analysis of real data and integrating statistical consulting practices into its pedagogy. It also has remained quite popular with the 10th edition published 2021.

George's accolades are too many to list but include being named a Fellow of the American Statistical Association (ASA), a Fellow of the American Association for the Advancement of Science, the 2012 Don Owen Awardee for Outstanding Contributions to Statistical Research, Applications, and Teaching, and the ASA 2022 W. J. Dixon Awardee for Excellence in Statistical Consulting.

George's legacy is not limited to his professional accomplishments. He was a loving husband, father, and grandfather and would steadfastly say that his family is his greatest accomplishment. Outside of Purdue, he'd spend countless hours with friends and family, telling stories, and playing music. He instilled in those fortunate to have known him a legacy of generosity, principle of character, and love of learning. George will be deeply missed, but his influence will live on in the hearts and minds of those he touched.

In Memorium: John R. Rice

John Rischard Rice, a leading scientist and educator, died at home on January 7th, 2024. John was the W. Brooks Fortune Distinguished Professor Emeritus of Computer Science and a professor of mathematics at Purdue University.

Rice was born on June 6, 1934, in Tulsa, Oklahoma, to Margaret L. and John K. Rice. He spent his childhood in several small towns in Oklahoma and three years in Addis Ababa, Ethiopia, when his father accepted an offer to be administrator of the government Technical School. After beginning undergraduate studies in chemical engineering, Rice obtained his B.S. and M.S. degrees in mathematics from Oklahoma State University in 1954 and 1956. While a student, he spent summers working on mathematical computing for the aerospace industry on the West Coast.

After receiving his master's degree, Rice enrolled in the California Institute of Technology, where he earned his Ph.D. in 1959 under the supervision of Arthur Erdélyi. He next took a postdoctoral position at the National Bureau of Standards (now the National Institute of Standards and Technology, NIST) and thereafter joined the staff of General Motors in Warren, Michigan.

In 1964, John left GM and joined the faculty of Purdue University as a full professor with a joint appointment between mathematics and the new computer science department, the nation's first. In 1983 he became the department's head, and his appointment changed to full professor of computer science with a courtesy appointment in mathematics. In 1989, he was appointed as the W. Brooks Fortune professor, which was shortly elevated to distinguished professor. He stepped down from department head in 1996, and transitioned to emeritus status in 2004.

Over his long career, Professor Rice authored over 300 articles and was the author or co-author of 25 book chapters and 21 books, including the widely-used textbook *Introduction to Computer Science* (1969). His first article referencing computation was published while he was a college sophomore. He advised 19 students to obtain their Ph.D. degrees at Purdue.

Professor Rice was noted for his work in mathematical computation, especially approximation theory, the solution of elliptic partial differential equations, analysis of algorithms, and scientific computing. Starting in the late 1970s, he led the creation of ELLPACK, software for solving elliptic problems, which was widely used in science and engineering. In 1970, he organized the first two Symposia on Mathematical Software and was the founding editor of the *ACM Transactions on Mathematical Software* (TOMS) in 1975; he remained editor-in-chief until 1993. In 1974, Rice co-founded IFIP (International Federation for Information Processing) working group 2.5 on mathematical software.

In 2001, Rice was a co-founder, with Purdue colleagues, of the company Arxan (now Digital.ai), specializing in producing digital anti-tamper technology. He served as a scientific consultant and advisor to the company for several years. He was a co-inventor of six patents related to this technology.

Among many professional activities and honors, John Rice was an elected member of the National Academy of Engineering, a Fellow of the ACM, and a Fellow of the American Association for the Advancement of Science (AAAS). He received the IFIP Silver Core Award in 1989 and a Sigma Xi Research Achievement Award in 1994. He served on the Computing Research Association (CRA) board of directors from 1987 to 1994 and was elected chair from 1991-1993. A special ACM Transactions on Mathematical Software issue was issued in Rice's honor in 2000 as volume 26, issue #2. Purdue named one of its research computing clusters "Rice" in honor of Professor Rice; it was decommissioned in January 2021, after five years of service.

John Rice married Nancy A. Bradfield in 1954. She predeceased him in 2008. Their two daughters, Amy L. Rice and Jenna Rice Thomas (spouse William R. Thomas), survive him. Rice remarried in 2010 to Janice Lauer, a Purdue emerita distinguished professor who predeceased him in 2021.

The family will have a private memorial service at a later date. Contributions to honor the memory of John Rice may be made to the "John R. Rice Fellowship in Scientific Computing Endowment" at Purdue University at this online address <https://connect.purdue.edu/portal/s/givenow>

Prepared by Eugene H. Spafford with assistance by Simson Garfinkel

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Conversation with Jenna Thomas, Jan 12, 2024

Purdue page on research computing, <https://www.rcac.purdue.edu/compute/rice>



Patrocinio Pagaduan Schweickart (1942-2023)¹

Born in 1942, Patrocinio Pagaduan Schweickart, known to all as Patsy, first came to the U.S. in 1958 as the representative of the Philippines at the New York Herald Tribune World Youth Forum. A 25-minute clip from this occasion is currently on YouTube, and in it one sees an early glimpse of the Patsy we came to know so well: a 15-year old who was ready to speak truth to power, and who did so with a smile to remember. A few years later, Patsy returned to the U.S. as a graduate student and earned two Masters degrees, the first in Chemical Engineering from the University of Virginia and the second in Mathematics from Ohio State University. Then came a brief stint when she worked night shifts as a chemical engineer for General Motors. Fortunately for us and for our discipline, Patsy moved on from this, returning to graduate school to earn a doctorate in English from Ohio State University. From 1979-1998, Patsy was a faculty member in English at the University of New Hampshire. She joined Purdue as a Professor of English and Women's Studies in 1998 and held the joint appointment until her retirement in 2013.

At Purdue, Patsy's courses for English and Women's Studies focused on Feminist Theory, Theory and Cultural Studies, Asian American Literature, and Multicultural Literary Studies. Her main research interests were Reception Studies, Gender and Reading, and, as noted on her official Emerita biography, "theories of communicative action from the perspective of an ethic of care." She served as the Interim Director of Women's Studies and the Co-Director of the Philosophy and Literature Program. She was the founder and long-time director of the Asian American Interdisciplinary program, and a vital voice advocating for the founding of Purdue's Asian American and Asian Resource and Cultural Center which will celebrate its 10th anniversary in Fall (Patsy was interviewed just last year for a forthcoming volume on the history of the AARCCC).

Renowned in both feminist studies and reception studies, Patsy served as the editor of the *National Women's Studies Association Journal* (later renamed *Feminist Formations*) from 1990-

¹ We thank Dr. David Schweickart, Patsy's husband, her daughters, Anita MacDonald and Karen Schweickart, and Dr. Pam Sari, Director of AAARCC, for sharing their memories of Patsy's personal and professional life with us.

1997; she served also as the President of the Women’s Caucus of the Modern Languages and the President of the Reception Study Society. From being named one of “Ten Outstanding Students of the Philippines” in 1963 to winning the Mellon Fellowship and an NCTE Distinguished Lecturership in Theory and Practice, she collected honors and awards throughout her career. Her much-anthologized and frequently-cited landmark essay, “Reading Ourselves: Toward a Feminist Theory of Reading,” won the 1984 Florence Howe Award for Outstanding Feminist Scholarship.

In the academy, Patsy built and maintained much-needed things, including programs in diversity and inclusion, academic societies and communities, collaborative spaces, and safe spaces for the vulnerable. All of these thrived in her hands and under her ethics of care. She wrote extensively about the need to build and maintain. In that sense, she was a different kind of engineer, a *bricoleuse*: that figure in feminist theory who builds with materials that lie to hand, including scraps and remnants. To quote Dr. T.J. Boisseau, our colleague in WGSS, Patsy was “a force.” She found a way around roadblocks, and she brought others along.

Patsy was a celebrated member of the English Department bowling team (with a trademark “spare strike”), and a formidable opponent at ping pong and racquet ball. Between 2009-16, she and David led their grand-children on walking trips to the Grand Canyon, to Scotland, and on the Camino de Santiago in Spain. A life-long learner, Patsy took up piano and swing dancing just before she retired. She knew how to greet life with anticipation, a sense of possibility, and the spirit of adventure.

A beautiful tribute to Patsy is to be found [here](#) or on YouTube by typing her name in the searchbox. Titled *Patsy Pagaduan Schweickart Memorial 1942 2023*, it was put together by her son-in-law, Angus, and it is a compilation of photographs and short clips spanning Patsy’s life, capturing much that was unforgettable about her, and reminding us how gifted she was at living.

Diagnosed in 2021 with a cancer that was initially treated successfully but later metastasized, Patsy refused a new round of chemo in September, and instead chose in-home hospice care. She died on October 28, 2023, at peace, without pain, and with her family around her. She is survived by her husband, Dr. David Schweickart, their daughters, Anita MacDonald and Karen Schweickart, their four grandchildren, several siblings, and other extended family in the Philippines and the U.S.

We are thankful for Patsy, and we are grateful that she was our mentor, our colleague, and our dear friend. She is deeply missed.

Thank you.

Geraldine Friedman
Aparajita Sagar

Paul C. Simms



Memorial Resolution

Paul C. Simms (1932-2023)

Department of Physics and Astronomy

Purdue University

Professor Paul C. Simms served on the Purdue faculty from 1964-2001. He was Professor of Physics and a member of the leadership team for the Purdue Rare Isotope Measurement Laboratory (PRIME Lab).

Paul passed away on Wednesday, December 13, 2023, at Franciscan Health in Lafayette. Paul was born November 10, 1932, in Jackson, Tennessee to the late John C. and Nellie (Corn) Simms. He is also preceded in death by his older brother, John.

Paul spent his youth exploring the waterfalls and gold mines around the North Georgia town of Dahlonega, a place he loved and about which he told many fond stories. Paul proudly served in the US Army as part of the Signal Corp.

Paul received his BS in physics from North Georgia College in 1953 and completed his PhD at Purdue in 1958. During his doctoral studies at Purdue, Paul met Shirley W. Wright, and they were married on June 27, 1959, in Rochester, New York. Shirley preceded Paul in death on April 9, 2020.

After graduating from Purdue, Paul was a Post Doctorate staff member at Columbia University before returning to Purdue to join the faculty in 1964, where he served until his retirement in 2001.

For many years Simms worked with his colleague, Frank Rickey, directing the Prime Lab in the Department of Physics and Astronomy at Purdue.

Paul loved students and loved to teach. He was quoted by The Exponent in 2001 as saying, "I loved being a Purdue professor, students are great fun to work with. I loved going to class to teach. I love giving people something useful and they loved getting it."

Simms said his most fond memory of Purdue is meeting his wife, Shirley, while in graduate school. He considered his greatest professional accomplishment receiving the Spira Award for Excellence in Teaching. Simms won the award in 1990 for his excellence in teaching undergraduate physics.

In addition to his courses, Simms mentored and supervised many students in the PRIME Lab. Simms noted, "I wanted the students to have the experience of working with real science, not just in the classroom."

Paul was a member of and served in many roles at Covenant Church. His passions were the harmony between faith and science and leaving a legacy for his children and grandchildren. He loved Jesus, people, flowers, mountains, electronics, music and every display of Glory large and small.

Paul is survived by his children, Karen Tharpe of Lafayette and Randy Simms of Elmhurst, Illinois, and their families.

To: The University Senate
From: Libby Richards, Chairperson of the Steering Committee
Subject: Résumé of Items under Consideration by the Various Standing Committees

Steering Committee

Libby Richards, erichards@purdue.edu

1. Monitoring faculty affair processes at Purdue Indianapolis including department absorption, university tenure, and P&T evaluation at Purdue Indianapolis
2. Soliciting reports and informational sessions in response to faculty and committee requests
3. Requested FAC to review recent administrative changes to promotion and tenure process
4. Requested FAC to review Senate apportionment in consideration of lecturers, MAPSAC, CASAC, Purdue Global, Purdue Indy
5. Distributing PSG and PGSG proposals to the appropriate senate committees for review and feedback

Advisory Committee

Brian J. Leung, senate-chair@purdue.edu

1. Hiring Practices
2. Sustainability on Campus
3. Senate Bill 202

Nominating Committee

Richard D. Mattes, mattes@purdue.edu

1. Managing new committee vacancies
2. Studying number and disposition of Senate advisors

Educational Policy Committee

Eric P. Kvam, kvam@purdue.edu

1. Assessing what AI regulations are needed
2. Considering ways to improve the Grade Appeal process
3. Updating MEAPS language as per SB22-08
4. Juneteenth holiday recognition

Equity, Diversity, and Inclusion Committee

Brian Dilkes, bdilkes@purdue.edu / Geraldine Friedman, friedman@purdue.edu

1. DEI efforts in the wake of the SFFA v. Harvard and SFFA v. UNC decision
2. Students proposing a center for students from western Asia and North Africa presenting to The EDIC at our next meeting (11/27)

Faculty Affairs Committee

Eric N. Waltenburg, ewaltenb@purdue.edu

1. Evaluating Senate size; apportionment; quorum rules
2. Assessment of Recent Changes in P&T Process
3. Request for MaPSAC and CSSAC to have voting members on Senate
4. Lecturers Advisory Board presence on University Senate

Student Affairs Committee

David Sanders, retrovir@purdue.edu

1. Graduate Student Compensation
2. Juneteenth Holiday Recognition

University Resources Policy Committee

Lori Hoagland, lhoaglan@purdue.edu

1. Sustainability Committee proposed reorganization
2. Parking regulations and appeals process

To: Purdue University Senate
From: Educational Policy Committee
Subject: Statement about the Use of AI in Each Particular Course
Disposition: University Senate for Discussion and Adoption

Rationale: The employment of AI and related resources is quite widespread in academic situations at Purdue, but is not always addressed specifically. It is important for students to know the limits of acceptance of AI in the work that they produce, and fair for students to know what part of the grading might be performed by AI. This should be made clear at the outset of any class.

Proposal: Each instructor must have a syllabus statement of parameters and boundaries for the use of Artificial Intelligence (or similar) in each course, whether for student content generation, instructor grading, or any other purposes.

Committee Votes:

For:

Senators
Burton (Lee) Artz
Daniel Frank
Eric Kvam*
Abdelfattah Nour
Denise Rossi
Mark Russell
Steven Scott
John Sheffield
Howard Sypher
Monica Torres
Jeffrey X. Watt

Advisors
Jeff Elliott
Jeffery Stefancic

Students
Andrew Askounis
Adewole Babalola
Shye Robinson

Against:

N/A

Abstained:

N/A

Absent:

Senators
Stacy Lindshield
Mushin Menekse
PV Ramachandran
Antônio Sá Barreto

Advisors
Jenna Rickus

To: Purdue University Senate
From: Educational Policy Committee
Purdue Graduate Student Government
Purdue Student Government
Subject: Resolution Establishing the Record of Juneteenth on the Purdue University Academic Calendar
Reference: Joint Resolution 23-JR001
Disposition: University Senate for Discussion and Adoption

Rationale: On 4 October 2023, the Purdue Student Governments adopted a joint resolution to honor Juneteenth in the Academic Calendar, as well as their own respective calendars.

Proposal: Purdue University Senate endorses the Student Senates' joint resolution to recognize Juneteenth with no effect on / time off of class schedules.

EPC Committee Votes:**For:**

Senators
Burton (Lee) Artz
Daniel Frank
Eric Kvam*
Abdelfattah Nour
Denise Rossi
Mark Russell
Steven Scott
John Sheffield
Monica Torres
Jeffrey X. Watt

Advisors

Jeff Elliott
Jeffery Stefancic

Students

Andrew Askounis
Adewole Babalola
Shye Robinson

Against:

N/A

Abstained:

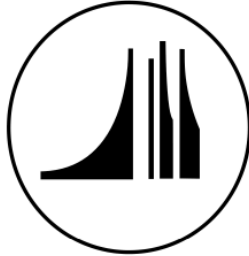
Howard Sypher

Absent:

Senators
Stacy Lindshield
Mushin Menekse
PV Ramachandran
Antônio Sá Barreto

Advisors

Jenna Rickus



**PURDUE UNIVERSITY
STUDENT GOVERNMENTS**

Joint Resolution 23-JR001



**Resolution establishing the recognition of Juneteenth on the Purdue
University Academic Calendar**

Author(s): Gabriela Da Silva, Rachel Zhang, Somosmita Mitra

Sponsor(s): Chang Ma, Collin Conrad, Praval Kollipara, Shye Robinson, and Andrew Askounis

WHEREAS, Juneteenth represents a pivotal moment in American history, recognizing the historical significance of the Emancipation Proclamation reaching the enslaved African Americans in Galveston, Texas, in 1865¹; and

WHEREAS, In June of 2021, Juneteenth was officially designated as a nationally recognized federal holiday², reflecting its importance on the national stage; and

WHEREAS, Indiana State Governor Eric Holcomb issued a proclamation in 2022 to recognize Juneteenth, signifying the state's acknowledgment of this important day³; and

WHEREAS, Honoring this day signifies Purdue University's commitment to recognizing the importance of diversity, inclusivity, and the vital contributions of African Americans to America's history; and

WHEREAS, Adding Juneteenth to the academic calendar will promote cultural awareness, foster a sense of unity and understanding among students, and allow for educational opportunities around this pivotal moment in American history; and

WHEREAS, Out of the sixteen BIG 10 schools, eleven recognize Juneteenth as a holiday on their academic calendar: Indiana University, Northwestern University, University of Michigan, University of Maryland, University of Minnesota, Ohio State University, University of Illinois, Rutgers University, Penn State, UCLA, and University of Southern California.

¹ National Museum of African American History <https://nmaahc.si.edu/explore/stories/historical-legacy-juneteenth>

² The White House (2021), <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/18/a-proclamation-on-juneteenth-day-of-observance-2021/>

³ Governor Eric Holcomb (2022), <https://twitter.com/govholcomb/status/1538491789593616386?s=21&t=ozAoas60CXeN1IVRFsnHhQ>

NOW, THEREFORE, BE IT RESOLVED, That the Purdue Student Government (PSG) and Purdue Graduate Student Government (PGSG) recognize Juneteenth on their respective calendars.

BE IT FURTHER RESOLVED, That this Resolution be considered a joint resolution between PSG and PGSG for presentation to the University Senate Committees.


BE IT FURTHER RESOLVED, The PGSG President sends this Resolution on its passage in the Purdue Graduate Student Senate (PGSS) to the Educational Policy Committee of the University Senate; Equity, Diversity, and Inclusion Committee; and the Student Affairs Committee for inclusion of Juneteenth on the Purdue University Academic Calendar.

BE IT FURTHER RESOLVED, The contents of the joint resolution between the PSG and PGSG, conditional on passage in both PSG and PGSG, be drawn up at a Presidential Delegation between both governments within 7 business days of both resolutions being passed on the senate floor of each government.

PASSED, APPROVED, AND ADOPTED this 4th day of October 2023.

DocuSigned by:

C226C09237BD41F...
President, PGSG

DocuSigned by:

EG55BEA5G9924A6...
President, PSG

To: Purdue University Senate
From: Parliamentary Authority Ad Hoc Working Group (James Dworkin, Elizabeth Richards, Manushag Powell)
Subject: Update to Senate Parliamentary Authority
Reference: Senate Bylaws Article VII: Parliamentary Authority
Disposition: University Senate for Discussion and Adoption

Rationale: Purdue University Senate is governed by the first edition (2012) of *The American Institute of Parliamentarians Standard Code of Parliamentary Procedure*. However, in 2023, the AIPSC was issued in an improved and expanded second edition.

Secretary and Parliamentarian Powell convened a working group to make a recommendation regarding the adoption of the new edition. After careful study, it is the opinion of the group that the new edition makes several changes that may be useful to our body (see appendix below), and that the Senate should adopt it as our new standard.

Proposal: Bylaw Article VII will be modified as follows:

Current	Proposed
7.00 Authority on Parliamentary Procedure The first edition (2012) of The American Institute of Parliamentarians Standard Code of Parliamentary Procedure governs this Senate in all parliamentary situations that are not provided for in the University Code or in these Bylaws.	7.00 Authority on Parliamentary Procedure The current edition of The American Institute of Parliamentarians Standard Code of Parliamentary Procedure governs this Senate in all parliamentary situations that are not provided for in the University Code or in these Bylaws.

Excerpt from the Introduction to AIPSC 2nd edition:

Changes related to governance and fundamentals:

- changing the default provision to amend bylaws changed from previous notice and majority vote to previous notice and a two-thirds vote
- removing member discipline information from “Rights and Responsibilities of Members and of Organizations” to form a new chapter
- establishing a process for handling individual bylaw amendments to existing bylaws should a revision fail
- providing sample emergency bylaws

Changes related to motions:

- replacing the concept of restricted debate with a requirement that debate be germane to the motion at hand;
- making Close Debate and Vote Immediately amendable as to the motions to which it applies;
- removing the debatability of motions that limit debate;
- removing the concept of a substitute amendment because a substitute was already treated as an amendment to strike out and insert; and
- establishing that after debate has been closed, Factual Inquiries are not permitted, although a Parliamentary Inquiry may be.

Changes related to meetings:

- clarifying the methodology and motions used to create a continued meeting;
- clarifying rules related to the formation of a convention or house of delegates, particularly those related to credentials;
- providing sample rules for a hybrid meeting;
- establishing electronic notice as a default permission, unless prohibited by statute or the bylaws;
- establishing that electronic meetings are allowed, unless prohibited by statute or the bylaws; and
- providing that a change from in-person to virtual, or vice-versa, does not invalidate a notice, provided all members are notified.

Finally, great effort was made to adjust nomenclature to the common meaning of the words and eliminate the overuse of the word special.

- Specific Main Motions were changed to Specific-Purpose Main Motions.
- Special Orders were renamed Scheduled Orders.
- Standing and Special Rules of Order were changed to Standing Rules of Order and Temporary Rules to describe their purposes more accurately.

To: Purdue University Senate
From: The Educational Policy Committee (EPC)
Subject: Amendment to MEAPS policy (SD21-12) to clarify applicability
Reference: [Senate Document 21-12](#) Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations
Disposition: University Senate for Discussion and Adoption

Rationale: The Office of the Dean of Students has conveyed to the EPC that there has been overuse of MEAPS for minor health issues by employing a trip to Urgent Care to trigger accommodation through ODOS using MEAPS, and recognizing that this mechanism is unfairly biased against less-wealthy students who cannot readily afford to use Urgent Care facilities.

The changes in language proposed clarify that, as stated in SD21-12, “this policy is to afford arrangements for students experiencing serious and short-term medical situations,” and not for minor or chronic illnesses.

Proposal: Revision of SD21-12 language to rationalize overuse of MEAPS for minor illnesses, as requested by the Office of the Dean of Students.

Current Language

Background: Purdue University recognizes that students may occasionally have to miss class and other academic obligations due to hospitalization, emergency department or urgent care visits, whether physical or mental health related in nature. This Senate Document intends to describe the change in academic regulations that students may follow in requesting a medically excused absence as well as what rights and responsibilities are placed on students, instructors, and the Office of the Dean of Students (ODOS). The guidelines put

Proposed Language

Background: Purdue University recognizes that students may occasionally have to miss class and other academic obligations **for urgent or emergent health related reasons**, whether physical or mental health related in nature. **This would include visits to an emergency room, being hospitalized, or being seen at a surgery center.** This Senate Document intends to describe the change in academic regulations that students may follow in requesting a medically excused absence as well as what rights and

forth in this Senate Document are designed to protect student privacy and wellbeing while providing instructors and administration with the information necessary to decide what options exist for eligible students to make up missed coursework. An emphasis is placed on balancing student arrangements with academic integrity, and as such, required documentation is outlined below as well.

responsibilities are placed on students, instructors, and the Office of the Dean of Students (ODOS). The guidelines put forth in this Senate Document are designed to protect student privacy and wellbeing while providing instructors and administration with the information necessary to decide what options exist for eligible students to make up missed coursework. An emphasis is placed on balancing student arrangements with academic integrity, and as such, required documentation is outlined below as well.

Committee Votes:

For:

Faculty

Eric Kvam (Chair)
Abdelfattah Nour
Alice Pawley
PV Ramachandran
Mark Russell
Antônio Sá Barreto
Steven Scott
John Sheffield
Howard Sypher
Monica Torres

Advisors

Lesa Beals
Jeff Elliott
Jenna Rickus
Jeffery Stefancic

Students

Adewole Babalola
Shye Robinson

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton (Lee) Artz
Daniel Frank
Stacy Lindshield
Jeffrey X. Watt

Students

Andrew Askounis

To: The University Senate
From: Student Affairs Committee
Subject: Bylaws Revision re: Student Affairs Committee
Reference: Bylaw 5.40
Disposition: University Senate for Discussion and Adoption

Rationale: Facilitation of Conducting Committee Business through Increasing Opportunities for Achieving a Quorum

Proposal: Bylaw 5.40 is revised as follows:

Current	Proposed
The Student Affairs Committee consists of thirteen Senators and three Advisors. Six student members also serve on the committee: five undergraduate students selected by the PSG and one graduate student selected by the PGSG. Each student so elected serves for a term of one year.	The Student Affairs Committee consists of ten Senators and three Advisors. Four student members also serve on the committee: three undergraduate students selected by the PSG and one graduate student selected by the PGSG. Each student so elected serves for a term of one year.

Committee Votes:

For:

Against:

Abstained:

Absent:

Senators

Ulrike Dydak
Abigail Engleberth
Birgit Kaufmann
Loring Nies
Dennis Savaiano
Michael Smith
Denfeng Sun
Hyunyoung Jeong
Mark Rochat
David Sanders

Alan Friedman
Paul Asunda
Pete Pascuzzi

Advisors

Heather Beasley

Beth McCuskey
Kevin Gibson

Students

Josiah Davidson
Adedoyin Famiyiwa

Rebecca Liu
Parker Woodruff
Sophie McGowen

To: The University Senate
From: The Faculty Affairs Committee
Subject: The negative impact of Indiana Senate Bill 202 on academic freedom at Purdue University and at other institutions of higher education in Indiana
Reference: [Indiana Senate Bill 202](#)
Disposition: University Senate for Discussion and Adoption

Rationale: Academic freedom, and the institutional arrangements to secure them, go to the heart of the mission of the University Senate. National bodies of faculty, like the AAUP [1], and Indiana-based institutions of higher education, like Purdue University [2], have a long record of acknowledging the essential importance of academic freedom for teaching and research, and the duties and responsibilities that go hand-in-hand with this principle. Indeed, academic freedom is the best guarantee for intellectual diversity in academia.

At Purdue University, this commitment is embodied through multiple institutional guarantees which affirm both academic freedom and the associated but distinct principle of freedom of expression. Purdue's policy on academic freedom affirms faculty primacy in deciding the content of inquiry and instruction [3]. Both formal and informal procedures relating to violations also reflect the primacy of the faculty in determining the parameters of academic freedom through a distinct structure of grievance committees [4]. Purdue University's current policy and procedures also affirm the importance of tenure in securing academic freedom [5]. On freedom of expression, too, the general approach of the university has been to insist on the greatest latitude to faculty (and staff and student) expression. This is embodied in Purdue University's "commitment to Freedom of Expression which follows the principles outlined by the University of Chicago's committee on Freedom of Expression [6].

SBo202 outlines institutional arrangements that ignore the long history of placing determination of matters like academic freedom and intellectual diversity in the hands of the faculty. It replaces

them with arrangements and measures certain to create state interference on these crucial questions.

A. In placing guardianship of intellectual diversity in the hands of the Boards of Trustees SB 202 reposes responsibility for academic freedom in the hands of a body a majority of whose members are politically appointed [7]. This represents a dangerous misallocation of responsibilities away from the faculty—who are in the best position to judge the quality, diversity, and rigor of academic work. SB 202 does this through Chapter 2 Sec. 1 (b), Sec. 2, Sec. 4(a)(4) which gives the Board of Trustees a new power to inquire into the academic content of faculty coming up for tenure and promotion. Chapter 4 Sec. 2 gives the Board of Trustees the power to create policy on institutional neutrality which has the capacity to limit the establishment of positions, departments, institutions, schools, and colleges.

B. The wording of key provisions of SB 202 accords a tremendous degree of interpretive latitude. There is a clear danger of selective application of these provisions by political appointees. Examples of this are the use of the words “likely” and “unlikely” in Chapter 2 Sec. 1 b (1)-(3) and the broad latitude envisaged in Sec. 2 (a) (5).

C. Academic freedom is also assaulted by the dilution of tenure envisaged in Chapter 2 Sec. 2, which institutes a post-tenure review process with a variety of possible sanctions including termination. As mentioned in A. above, the fact that political appointees are in charge of this process only makes it possible that tenure is now a political weapon to leverage.

D. Encourages an atmosphere of suspicion and mistrust on university campuses by creating a new apparatus designed to gather complaints regarding the intellectual viewpoints expressed by faculty in class (Chapter 2 Section 4). The goal of students being able to safely express their complaints against faculty is one that we support. However, there is no evidence that existing structures for student complaints, including against faculty, are failing in their task.

E. Creates an unnecessary and weighty bureaucratic structure of reporting and data gathering for complaints relating to ill-defined criteria for intellectual diversity (Chapter 5). Indeed, this seems a particularly apt instance of a bureaucratic waste of scarce university resources.

F. These considerable additional restrictions on the academic freedom of faculty in Indiana are accompanied by no robust protections for faculty subjected to complaints or sanction. Most caveats in the Bill reiterate rights guaranteed by existing federal law—e.g. those relating to free speech and expression. The only avenue for appeal is to the Commission for Higher Education—a body also dominated by appointees of the government of the day.

As is extensively documented by the AAUP, measures such as these in the name of “viewpoint diversity” have already had disastrous impacts on freedom of inquiry and dissemination. This has taken the form of closing institutions (e.g. in North Carolina those creating policy on subjects like biodiversity and poverty), state governments taking control of institutions (e.g. New College in Florida) and the creation by boards of governors of new institutions to further partisan views (School of Civic Life and Leadership at UNC Chapel Hill) [8]. Indeed robust evidence for a lack of intellectual diversity at universities in the US is absent [9-11]. The cure, however, for a disease that might not exist, is most certainly a problem. As pointed out in the 2007 *Freedom in the Classroom* report, “We ought to learn from history that education cannot possibly thrive in an atmosphere of state-encouraged suspicion and surveillance” [12].

Intellectual diversity is indeed a value to be cherished. The most robust foundation for it in the university is academic freedom and independence from state interference. While claiming to stand for intellectual diversity, SB 202 would constitute a significant reduction of academic freedom, both here at Purdue University and also more generally at other Indiana Institutions of Higher Education.

Proposal: Purdue University Senate takes the following actions to oppose SB 202 at Purdue University and elsewhere in Indiana:

1. The Senate adopts the following statement:

The Purdue University Senate rejects the provisions in SB 202 which grant the Board of Trustees oversight of intellectual diversity on campus. The Board of Trustees as a body is not equipped to judge matters of intellectual diversity in instruction or research. As a body appointed by the government of the State of Indiana, its actions on matters of intellectual activity in the university would represent an improper extension of state control over matters of academic freedom. We, therefore, urge all members of the Indiana General Assembly

to reject this measure. We also call on all our constituents, members of the university community and supporters of academic freedom in Indiana to actively lobby their representatives to oppose this measure.

2. Through the Senate Chair, publicizes its adoption of this statement to appropriate Indiana-wide and national media.
3. Urges the President of Purdue University make a public statement expressing the university's opposition to SB 202 and noting in particular its deleterious impact on academic freedom.
4. Through the Senate Chair, reaches out to the leaderships of the Purdue Graduate Student Government, Purdue Student Government and the leaderships of MaPSAC and CSSAC and urge them to publicly voice their opposition to SB 202, noting in particular its deleterious impact on academic freedom.
5. Through the Senate Chair, reaches out to the leaderships of the Senates at Purdue Northwest and Purdue Fort Wayne to coordinate a Purdue system-wide opposition to SB 202 centered on its deleterious impact on academic freedom.
6. Through the Senate Chair, participates in developing a state-wide joint response to SB 202. This would involve reaching out to faculty bodies at the other universities in Indiana mentioned in Art. 39.5 Chap 1. Sec. 2 of SB 202 and coordinate an urgent campaign to strengthen opposition to the bill.

References:

1. AAUP 1940 Statement of Principles on Academic Freedom. Available at <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#B5>
2. Purdue University Faculty and Staff Handbook: "Academic Freedom". Available at https://www.purdue.edu/faculty_staff_handbook/policies/faculty-policies/academic-freedom.php
3. Purdue University Academic and Research Affairs Policies: Academic Freedom (1.A.4) <https://www.purdue.edu/policies/academic-research-affairs/ia4.html>

4. Section III of “Principles and Policies for Academic Freedom, Responsibilities and Tenure, and Procedures for Termination of Faculty Appointments for Cause”. Available at <https://www.purdue.edu/policies/human-resources/b-48.html>
5. Purdue University Academic and Research Affairs Policies, “Academic Tenure and Promotion (I.B.2)” Available at <https://www.purdue.edu/policies/academic-research-affairs/ib2.html>
6. Purdue University, “Commitment to Freedom of Speech”. Available at <https://www.purdue.edu/home/free-speech/>
7. “Indiana Law Governing Trustees of Purdue University”, available at <https://www.purdue.edu/bot/about/indiana-code.php>. SB202 increases the number of political appointees on Boards of Trustees around the state.
8. AAUP “Statement of Political Interference in Higher Education”, January 2024, Available at <https://www.aaup.org/report/statement-political-interference-higher-education>
9. Gross, Neil and Solon Simmons(ed.s), *Professors and their Politics* (Baltimore: Johns Hopkins University Press, 2014).
10. See the exchange between Naomi Oreskes and Charlie Tyson, and Phillip W. Magness in September-October 2020 in the *Chronicle of Higher Education* ([1](#), [2](#), [3](#)).
11. On the reasons for Student self-censorship not primarily being fear of faculty see [Megan Zahneis, ‘The Real Source of Self-Censorship’, in *The Chronicle of Higher Education*, March 22, 2023](#)
12. Finkin, Matthew, Robert Post and Cary Nelson, *Freedom in the Classroom* (Report prepared for the AAUP, September-October 2007) available at <https://www.aaup.org/file/ACASO07FreedomClassrmRpt.pdf>

Committee Votes:

For:

Françoise Brosseau-Lapré *
Patricia Davies
Angeline Lyon
Stephanie Masta
Jennifer Scheuer
Anish Vanaik *
Eric Waltenburg

Against:

Abstained:

Lisa Mauer

Absent:

Stephen Cameron
Michael Campion
Ajay Malshe
Sunil Prabhakar
J. Paul Robinson

* Indicates co-chairs

To: The University Senate
From: The Faculty Affairs Committee
Subject: The negative impact of Indiana Senate Bill 202 on academic freedom at Purdue University and at other institutions of higher education in Indiana
Reference: [Indiana Senate Bill 202](#)
Disposition: University Senate for Discussion and Adoption

Rationale: Academic freedom, and the institutional arrangements to secure them, go to the heart of the mission of the University Senate. National bodies of faculty, like the AAUP [1], and Indiana-based institutions of higher education, like Purdue University [2], have a long record of acknowledging the essential importance of academic freedom for teaching and research, and the duties and responsibilities that go hand-in-hand with this principle. Indeed, academic freedom is the best guarantee for intellectual diversity in academia.

At Purdue University, this commitment is embodied through multiple institutional guarantees which affirm both academic freedom and the associated but distinct principle of freedom of expression. Purdue's policy on academic freedom affirms faculty primacy in deciding the content of inquiry and instruction [3]. Both formal and informal procedures relating to violations also reflect the primacy of the faculty in determining the parameters of academic freedom through a distinct structure of grievance committees [4]. Purdue University's current policy and procedures also affirm the importance of tenure in securing academic freedom [5]. On freedom of expression, too, the general approach of the university has been to insist on the greatest latitude to faculty (and staff and student) expression. This is embodied in Purdue University's "commitment to Freedom of Expression which follows the principles outlined by the University of Chicago's committee on Freedom of Expression [6].

SB0202 outlines institutional arrangements that ignore the long history of placing determination of matters like academic freedom and intellectual diversity in the hands of the faculty. It replaces them with arrangements and measures certain to create state interference on these crucial questions.

A. In placing guardianship of intellectual diversity in the hands of the Boards of Trustees SB 202 reposes responsibility for academic freedom in the hands of a body a majority of whose members are politically appointed [7]. This represents a dangerous misallocation of responsibilities away from the faculty—who are in the best position to judge the quality, diversity, and rigor of academic work. SB 202 does this through Chapter 2 Sec. 1 (b), Sec. 2, Sec. 4(a)(4) which gives the Board of Trustees a new power to inquire into the academic content of faculty coming up for tenure and promotion. Chapter 4 Sec. 2 gives the Board of Trustees the power to create policy on institutional neutrality which has the capacity to limit the establishment of positions, departments, institutions, schools, and colleges.

B. The wording of key provisions of SB 202 accords a tremendous degree of interpretive latitude. There is a clear danger of selective application of these provisions by political appointees. Examples of this are the use of the words “likely” and “unlikely” in Chapter 2 Sec. 1 b (1)-(3) and the broad latitude envisaged in Sec. 2 (a) (5).

C. Academic freedom is also assaulted by the dilution of tenure envisaged in Chapter 2 Sec. 2, which institutes a post-tenure review process with a variety of possible sanctions including termination. As mentioned in A. above, the fact that political appointees are in charge of this process only makes it possible that tenure is now a political weapon to leverage.

D. Encourages an atmosphere of suspicion and mistrust on university campuses by creating a new apparatus designed to gather complaints regarding the intellectual viewpoints expressed by faculty in class (Chapter 2 Section 4). The goal of students being able to safely express their complaints against faculty is one that we support. However, there is no evidence that existing structures for student complaints, including against faculty, are failing in their task.

E. Creates an unnecessary and weighty bureaucratic structure of reporting and data gathering for complaints relating to ill-defined criteria for intellectual diversity (Chapter 5). Indeed, this seems a particularly apt instance of a bureaucratic waste of scarce university resources.

F. These considerable additional restrictions on the academic freedom of faculty in Indiana are accompanied by no robust protections for faculty subjected to complaints or sanction. Most

caveats in the Bill reiterate rights guaranteed by existing federal law—e.g. those relating to free speech and expression. The only avenue for appeal is to the Commission for Higher Education—a body also dominated by appointees of the government of the day.

As is extensively documented by the AAUP, measures such as these in the name of “viewpoint diversity” have already had disastrous impacts on freedom of inquiry and dissemination. This has taken the form of closing institutions (e.g. in North Carolina those creating policy on subjects like biodiversity and poverty), state governments taking control of institutions (e.g. New College in Florida) and the creation by boards of governors of new institutions to further partisan views (School of Civic Life and Leadership at UNC Chapel Hill) [8]. Indeed robust evidence for a lack of intellectual diversity at universities in the US is absent [9-11]. The cure, however, for a disease that might not exist, is most certainly a problem. As pointed out in the 2007 *Freedom in the Classroom* report, “We ought to learn from history that education cannot possibly thrive in an atmosphere of state-encouraged suspicion and surveillance” [12].

Intellectual diversity is indeed a value to be cherished. The most robust foundation for it in the university is academic freedom and independence from state interference. While claiming to stand for intellectual diversity, SB 202 would constitute a significant reduction of academic freedom, both here at Purdue University and also more generally at other Indiana Institutions of Higher Education.

Proposal:

As the body with the apex authority on academic matters at Purdue University, Purdue University Senate should take the following actions to oppose SB 202 at Purdue and elsewhere in Indiana:

1. The Senate adopt the following statement:

The Purdue University Senate rejects the provisions in SB 202 which grant the Board of Trustees oversight of intellectual diversity on campus. The Board of Trustees as a body is not equipped to judge matters of intellectual diversity in instruction or research. As a body appointed by the government of the State of Indiana, its actions on matters of intellectual activity in the university would represent an improper extension of state control over matters of academic freedom. We, therefore, urge all members of the Indiana General Assembly to reject this measure. We also call on all our constituents, members of the university community

and supporters of academic freedom in Indiana to actively lobby their representatives to oppose this measure.

2. Senate leadership publicize its adoption of this statement to appropriate Indiana-wide and national media.
3. The Senate demand that the President of Purdue University make a public statement expressing the university's opposition to SB 202 and noting in particular its deleterious impact on academic freedom.
4. Senate leadership reach out to the leaderships of the Purdue Graduate Student Government, Purdue Student Government and the leaderships of MaPSAC and CSSAC and urge them to publicly voice their opposition to SB 202, noting in particular its deleterious impact on academic freedom.
5. The Senate leadership reach out to the leaderships of the Senates at Purdue Northwest, Purdue Fort Wayne to coordinate a Purdue system-wide opposition to SB 202 centered on its deleterious impact on academic freedom.
6. The Senate leadership participate in developing a state-wide joint response to SB 202. This would involve reaching out to faculty bodies at the other universities in Indiana mentioned in Art. 39.5 Chap 1. Sec. 2 of SB 202 and coordinate an urgent campaign to strengthen opposition to the bill.

References:

1. AAUP 1940 Statement of Principles on Academic Freedom. Available at <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#B5>
2. Purdue University Faculty and Staff Handbook: "Academic Freedom". Available at https://www.purdue.edu/faculty_staff_handbook/policies/faculty-policies/academic-freedom.php
3. Purdue University Academic and Research Affairs Policies: Academic Freedom (1.A.4) <https://www.purdue.edu/policies/academic-research-affairs/ia4.html>
4. Section III of "Principles and Policies for Academic Freedom, Responsibilities and Tenure, and Procedures for Termination of Faculty Appointments for Cause". Available at <https://www.purdue.edu/policies/human-resources/b-48.html>

5. Purdue University Academic and Research Affairs Policies, “Academic Tenure and Promotion (I.B.2)” Available at <https://www.purdue.edu/policies/academic-research-affairs/ib2.html>
6. Purdue University, “Commitment to Freedom of Speech”. Available at <https://www.purdue.edu/home/free-speech/>
7. “Indiana Law Governing Trustees of Purdue University”, available at <https://www.purdue.edu/bot/about/indiana-code.php>. SB202 increases the number of political appointees on Boards of Trustees around the state.
8. AAUP “Statement of Political Interference in Higher Education”, January 2024, Available at <https://www.aaup.org/report/statement-political-interference-higher-education>
9. Gross, Neil and Solon Simmons(ed.s), *Professors and their Politics* (Baltimore: Johns Hopkins University Press, 2014).
10. See the exchange between Naomi Oreskes and Charlie Tyson, and Phillip W. Magness in September-October 2020 in the *Chronicle of Higher Education* ([1](#), [2](#), [3](#)).
11. On the reasons for Student self-censorship not primarily being fear of faculty see [Megan Zahneis, ‘The Real Source of Self-Censorship’, in *The Chronicle of Higher Education*, March 22, 2023](#)
12. Finkin, Matthew, Robert Post and Cary Nelson, *Freedom in the Classroom* (Report prepared for the AAUP, September-October 2007) available at <https://www.aaup.org/file/ACASO07FreedomClassrmRpt.pdf>

Committee Votes:

For:

Françoise Brosseau-Lapré *
Patricia Davies
Angeline Lyon
Stephanie Masta
Jennifer Scheuer
Anish Vanaik *
Eric Waltenburg

Against:

Abstained:

Lisa Mauer

Absent:

Stephen Cameron
Michael Campion
Ajay Malshe
Sunil Prabhakar
J. Paul Robinson

* Indicates co-chairs

To: The University Senate
From: University Resources Policy Committee and Purdue Student Government
Subject: Acres Campus Safety Initiative
Reference: PSG Resolution 23-02
Disposition: University Senate for Discussion and Adoption

Rationale: There are more than 300 Emergency Light Stations on campus and none of them are located on the northern area of campus known as “the acres.” The university should always seek to continue to improve the safety of its students. Victims within this area are likely unable to make it hundreds of yards to the closest Emergency Light Station, located on top of Slayter Hill. There is an abundance of students within this area who would benefit from improved safety.

Proposal: The Purdue University Senate government urges Purdue University to install three blue emergency light call stations in the area north of campus known as “the acres.” The lights should be placed at or near the corner of David Ross Rd. and Tower Dr. located on the Theta Chi property, on Hilltop Drive by Delta Zeta, and by the bus stop located on David Ross Rd. by Phi Sigma Rho, as these houses have agreed to allow them on their property.

Committee Votes: URPC

For:

Faculty

Jonathan Bauchat
Min Chen
Yingjie Chen
Lori Hoagland (chair)
Juan Sesmero
John Sundquist
Ann Weil
Howard Zelensky

Students

Michael Zimmerman

Advisors

Carl Kreiger

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Benjamin Dunford
Julio Ramirez
Brian Richert
Yuan Yao

Advisors

Michael Cline

To: The University Senate
From: University Resources Policy Committee and Purdue Student Government
Subject: Disabled Community Ad Hoc Action Plan
Reference: PSG Resolution 22-69
Disposition: University Senate for Discussion and Adoption

Rationale: Implicit discrimination due to ableism and access issues is prevalent within college communities, including Purdue University. There are many disabled students, including 1035 students registered with the Disability Resource Center in 2021, who are affected by lack of equal access at Purdue University.

The PSG Disabled Community Ad-Hoc Committee was created with the purpose of addressing accessibility issues on campus and advocating for the disabled student community. Purdue University Senate has a responsibility to advocate for the student body in order to create an inclusive and accessible environment for students.

The purpose of this document is to outline the goals necessary to accomplish further student accessibility and inclusion, which include:

1. Awareness

Increasing awareness of issues impacting Purdue's Disabled Student Population, and education on all forms of disabilities

2. Resources

Creating resources to educate faculty on all forms of disabilities and accommodations, and educating the disabled student community on resources available to them

3. Inclusion

Advocating for equal opportunities for disabled students across campus, including athletic, academic, and residential opportunities.

4. Accessibility

Promoting equal access to all campus resources including physical and virtual environments; Addressing current accessibility limitations on campus.

5. Community

Providing more opportunities for the disabled community to come together at Purdue.

Supporting this document is imperative to demonstrate to the disabled student body that Purdue takes the issues surrounding accessibility seriously and cares for their wellbeing as a whole. The strategies in this document work to address current accessibility issues by better informing students of resources, supporting, advocating for equal opportunities for the disabled community, and educating the student body and faculty at large.

Proposal: Purdue's administration should adopt the Disabled Community Action Plan 2022-2023.

Committee Votes: URPC

For:

Faculty

Jonathan Bauchat
Min Chen
Yingjie Chen
Lori Hoagland (chair)
Juan Sesmero
John Sundquist
Ann Weil
Howard Zelensky

Students

Michael Zimmerman

Advisors

Carl Kreiger

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Benjamin Dunford
Julio Ramirez
Brian Richert
Yuan Yao

Advisors

Michael Cline

Purdue Accessibility Action Plan
Disabled Community Ad-Hoc Committee
2022-2023

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A

Mission Statement:

The Disabled Community ad-hoc committee was founded in 2022 in order to address issues faced by the disabled population on campus, including, but not limited to, problems with accessibility, stigma, and lack of inclusive opportunities. While Purdue has implemented accessibility measures in accordance with ADA requirements, talking with students has illuminated a significant need for broad-scale efforts to create a more welcoming and accessible campus for the disabled community.

The action plan is divided into five main goals:

1: Awareness

Increasing awareness of issues impacting Purdue's Disabled Student Population and educating on all forms of disabilities. *2: Resources*

Creating resources to educate faculty on all forms of disabilities and accommodations and informing the disabled student community about available resources.

3: Inclusion

Advocating for equitable opportunities for disabled students across campus, including in athletics, academics, and residential life. *4: Accessibility*

Promoting equitable access to all campus resources including but not limited to physical and virtual learning environments, career and internship planning services, study abroads, and online material, as well as addressing current accessibility limitations within campus buildings. *5: Community*
Increase opportunities for fostering relationships between individuals within Purdue's disabled community.

These goals aim to cultivate a welcoming environment on campus that actively seeks to meet the needs of the disabled student community at Purdue and address accessibility issues in order to ensure equal opportunities, both physically and virtually, for disabled students.

Goal 1: Awareness

Increasing awareness of issues impacting Purdue's disabled student population, and education on all disabilities.

Issue Addressed: Educating others and raising awareness creates a safe space for people with disabilities and would cultivate a more inclusive environment at Purdue. This includes awareness of the prevalence of disability at Purdue and awareness of the challenges that the disabled community face on campus.

Strategy 1A: Hosting events and awareness campaigns with the purpose of educating students and staff about disabilities.

Informing the Purdue community about students with disabilities would help dispel misconceptions that exist and lead to more understanding and awareness. This would help increase representation of disabled voices on campus, which will benefit both non-disabled and disabled students.

1A.i. Collaborating with the Disabled Student Union at Purdue to create awareness campaigns. This could include hosting disabled speakers in order to educate others using their personal experiences and having events for the disabled community.

1A.ii. Creating a platform on social media about the resources available to students and answering questions that others might have. Having an internet presence can reach a bigger audience and

facilitate interaction among students. It creates a safe online space that would have the purpose of promoting resources on campus, accessibility tips, and educating students. This would make it easier for students to connect with others and create a supportive group.

Strategy 1B: Commitment to providing information to all students about the disabled community.

Incorporating the disabled community and accessibility issues into Purdue training and programs will help in reducing accessibility barriers on campus that stem from a lack of awareness of said issues.

1B.i. Giving a preliminary training for incoming students to become aware of the resources offered and the importance of the disabled community at Purdue. This could be an additional section to completing the V-Star or an independent training for students who are new at Purdue. This would educate incoming students and ensure that they have been given information at the beginning of their careers at Purdue.

1B.ii. Commitment to educate students and faculty on accessibility issues the disabled community faces. Examples include; mass emails about accessibility issues such as leaving scooters on sidewalks, distributing information about how to host accessible club events, etc.

Goal 2: Resources

Creating resources to educate faculty on all forms of disabilities and accommodations, and educating the disabled student community on resources available to them.

Issue Addressed: The availability and distribution of resources such as; accessibility maps, disabled student rights, offices and individuals who are trained to advocate for disabled students, and student organizations that focus on disability inclusion and discussion.

Strategy - 2A: Purdue University shall distribute a copy of the “Accessibility Guide”, authored by this committee, to all faculty.

The Disabled Community ad-hoc Committee’s Accessibility Guide provides information about common accommodations many students with disabilities need to be successful in the classroom. By providing information and tips to make classrooms more accessible for all students in general, the Accessibility Guide will be a resource to Purdue professors to ensure that they both understand the needs of disabled students, as well as enacting classroom policies that are accommodating to all students.

2A.i, Purdue University shall distribute the Accessibility Guide* to all teaching faculty to demonstrate their commitment to creating accessible classroom environments.

**The Accessibility Guide shall be completed Fall 2023 and will be distributed after completion.*

Strategy- 2B: This committee will work with the Disability Resource Center and Disabled Student Union to gather important resources and make them readily available to the disabled student body.

The Disabled Community ad-hoc Committee shall commit to working with both the Disability Resource Center and the Disabled Student Union to create and provide important resources for the student body. These resources can range from accessibility maps, accommodations for student living, etc.

2B.i. Working with the Disability Resource Center to create/update accessibility maps with information such as; accessible bathrooms, building entrances, and parking. Other resources that inform disabled students about their rights shall also be both collected and widely distributed in an accessible and easily understandable format by the DRC to students.

2B.ii. Working with the Disabled Student Union to gain feedback from the disabled community about what resources and information they would like to see provided from the university. Collaborating on projects such as accessibility maps and meetings with the Disability Resource Center about creating and providing more resources for the disabled community.

Strategy - 2C: This committee shall work with the Disability Resource Center to educate disabled students on the processes for reporting violations of university/federal accessibility policy.

Many disabled students have expressed concern that the current process for reporting violations of accommodations or accessibility issues on campus is extremely confusing and hard to locate. It is imperative to modify this process so that students can receive the attention and aid they need to fix accessibility issues on campus.

2C.i. Working with the Disability Resource Center to ensure that disabled students are aware of their rights to both federal and university accommodations. The DRC and our committee shall commit to educating students about the university processes for reporting violations of accommodations and university accessibility policy via electronic or physical communication.

2C.ii. The process for reporting violations shall be clearly defined and easy to understand. Furthermore, university forms, and other methods of reporting such violations should be easily accessible on university websites to ensure disabled students are able to locate the necessary resources. Other university/federally mandated accessibility regulations and resources should also be posted in a similar format.

Goal 3: Inclusion

Advocating for equal opportunities for disabled students across campus, including athletic, academic, and residential opportunities.

Issue Addressed: The issue of inclusion is central to a student's successful experience at Purdue University, no matter their identity. Current measures fall short of providing an environment in which disabled students have access to the same opportunities that non-disabled individuals have on campus. The Purdue Student Government urges the following steps be taken to ensure that disabled students have equal opportunity to all elements of campus life.

Strategy 3A: Purdue RecWell and Club Sports commit to greater inclusion of disabled individuals, especially those with mobility aids.

Disabled Students, especially wheelchair users deserve equal access and opportunities to university activities such as club sports that are hosted and supported by the university.

3A.i. Purdue University shall commit to providing one wheelchair accessible club sport to ensure that students in wheelchairs are able to access the same experiences as their able-bodied peers. This sport can be determined by the university but shall have similar organization to other club sports in terms of teams and promotion.

3A.ii. Purdue University RecWell should purchase at least two sports wheelchairs for use in the CoRec and wheelchair related club sports/activities. These wheelchairs shall be considered university property and be stored in the CoRec where disabled students may check them out with proper Purdue ID.

Strategy 3-B Purdue's Greek Life chapters and cooperative living houses adopt policies to ensure disabled members an equitable opportunity to participate.

Greek Life encompasses nearly twenty percent of the Purdue undergraduate student population, it is highly likely that many of these students have disabilities that challenge their participation in Greek Life. Furthermore, many students are dissuaded from the Greek Life and cooperative houses as their disability may not be accommodated.

3Bi. The Rush process to join Greek Life is difficult for many disabled students, especially those with physical disabilities. Both Panhellenic and the Interfraternity Council should establish plans to accommodate individuals with disabilities that are interested in rushing. These plans can include virtual options/rounds for rushing and accommodations for attire to make the process more accessible to the disabled community.

3B.ii Housing is a major challenge and obstacle for disabled students when joining and participating in FSCL life at Purdue. Greek chapters and cooperative houses should seek to make changes, whenever possible and budget permitting, that allow for disabled students to "live in" if possible. Furthermore, greek chapters and cooperative houses should be willing to waive "live in" requirements for students with disabilities, and should make the process to waive these

requirements as accessible and simple as possible. Chapter and house events that are hosted in houses that are not fully accessible for students should also have a virtual option or temporary solutions to enable participation for the entire student community.

3B.iii Diversity and Inclusion oversight to include disability education and awareness should be encouraged in all Greek chapters and cooperative houses. Education about disability and the promotion of discussion is key to ensuring that the FSCL community is welcoming and accepting to the disabled community.

Strategy 3-C: Purdue Dining should be accessible for all students and should seek to adopt and change practices that will improve accessibility for the disabled community.

The Purdue Dining experience is a key aspect for all Purdue students, especially freshmen as they are required to have a meal plan. Thus, the dining experience should be accessible for disabled students who should not have to worry about accessing food on campus.

3A.i. Students in wheelchairs and with mobility aids have difficulty serving and carrying food in the dining halls and often are forced to rely on others or dining staff to assist. Purdue Dining and Culinary should adopt practices that allow for wheelchair users to more easily serve food or plan for additional support for disabled individuals that need assistance.

3A.ii. Many disabled individuals have diet restrictions that can be dangerous, even lethal, should an incident occur. Many students in the Disabled Student Union as well as in a survey from our committee expressed concern over lack of dining policy for cross contamination of food allergens on utensils and serving ware. Furthermore, Purdue Dining should ensure workers are educated on the importance of practicing food safety and commit to providing basic allergen free meals.

Strategy 3D: Purdue Housing should ensure facilities and procedures are accessible to disabled students that live with University Residences.

University Residences provide housing to 41% of the Purdue student community, including many disabled individuals who often face accessibility issues that need to be addressed to ensure that all students have equal access and opportunities in University Housing.

3D.i. University Residences should ensure that student residence halls are fully accessible to disabled students, especially those with service animals or mobility aids. Many residence halls have features that render necessary services such as front desk assistance inaccessible to students. Examples include; lifts that are not functional, doors that do not meet ADA* requirements (too heavy, wheelchair buttons not working), that result in students being unable to access common rooms, the front desk, or mail areas.

**ADA door regulations*

<https://www.ada-compliance.com/ada-compliance/ada-doors.html>

3D.ii. University Residences should ensure that all Resident Assistants are trained to understand and accommodate their disabled residents to ensure the safety and inclusion of disabled students in residence halls. Furthermore, Purdue University should seek to hire disabled students that are able to perform all university requirements as Resident Assistants to provide representation of the disabled community.

Goal 4: Accessibility

Promoting equal access to all campus resources including physical and virtual environments and addressing current accessibility limitations on campus.

Issue Addressed: Existing and developing opportunities for students on campus are rendered obsolete for certain populations of students if proper accessibility measures are not taken. According to the Campus accessibility guide*, there remain at least 10 fully inaccessible buildings on Purdue's campus (meaning "a building without a grade-level or ramped entrance"), in addition to at least 11 partially inaccessible buildings (meaning "a building with one or more accessible entrances but with limited use, no elevator or elevators requiring keys."). At present, Purdue University is known among the disabled community to be inaccessible. Thus, current lack of accessibility on campus not only negatively impacts current students ability to fully take advantage of the educational opportunities offered on Purdue's campus, but it discourages prospective students from attending.

**Purdue Campus Accessibility Guide (2015)*
https://www.purdue.edu/accessibilityresources/Accessibility_Guide.pdf

Strategy 4A: Purdue Facilities and Maintenance will promote the accessibility of general campus spaces including bathrooms and other facilities.

It is essential that all Purdue buildings have accessible bathrooms and other necessary facilities including ramps and entrances so that disabled students are able to have equal access and experiences as their non disabled peers.

4Ai. Purdue F&M will add full-length mirrors to bathrooms labeled as handicap accessible in main academic buildings as well as in the Wilmeth Active Learning Center, the Stewart Center, and the Purdue Memorial Union.

4Aii. Purdue will relabel bathrooms to accurately reflect whether they are wheelchair accessible.

4Aiii. Paper towels will be provided directly next to the handicap accessible sink in handicap accessible bathrooms (to allow wheelchair users to dry their hands prior to touching their push rims).

Strategy 4B: Purdue will increase the accessibility of learning environments by ensuring classrooms allow disabled individuals the opportunity to fully participate.

The classroom experience is one of the most crucial aspects of student life and, as such, disabled students deserve equal access and accessibility in the classroom. Many classrooms and buildings are inaccessible for disabled students, especially those in wheelchairs, which hinders the ability of disabled students to have equal opportunities to learn.

4Bi. Classrooms, especially large lecture halls for core classes, should have wheelchair seating that is not at the back of the classroom and is clearly labeled and accessible for disabled students.

4Bii. Laboratories should be accessible for all students and have equipment and tables that meet proper height requirements for students in wheelchairs.

4Biii. Elevators in buildings should be accessible, operative, and operate at a reasonable speed so that disabled students are able to reach their classes on time.

4B.iii Purdue will provide professors resources for creating accessible learning environments, both virtual and in person in order to promote accessible learning environments and classrooms.

Strategy 4C: Purdue will modify its website design to ensure accessibility.

Many Purdue official websites are not accessible* and are difficult to view for some members of the disabled community. As these websites often have important information, it is crucial they are accessible for all students.

4C.i. Purdue will work with the Diversity Resource Center to ensure all university websites are accessible. This includes using fonts, colors, and subtext for images to ensure equal access.

**UC Berkeley's tips for creating accessible websites:*

<https://webaccess.berkeley.edu/resources/tips/web-accessibility>

Goal 5: Community

Promoting a greater sense of community for disabled individuals within the Purdue community and supporting organizations that focus on the disabled community.

Issue Addressed: The issue of community is a critical component of the Purdue experience for all students, regardless of disability status. However, disabled students face a significant deficit in social opportunities and events hosted by Purdue due to lack of accessible spaces, event activities, and inclusive organizations. The Disabled Community ad-hoc Committee urges the university and Purdue Student Government to promote the following initiatives.

Strategy 5A: Implement and promote student support groups for disabled students. Disabled Students have a much higher prevalence of mental health issues*, including depression and anxiety, and thus, deserve a space to connect with other members of the disabled community and to have access to mental health resources that focus on the disabled community.

Disabled students have a 67% likelihood of having mental health issues compared to 45% of able bodied peers
*<https://files.eric.ed.gov/fulltext/EJ1325421.pdf>

5A.i. Purdue CAPS should create and offer a support group for disabled students.

Strategy 5B: Purdue Student Government and Purdue University shall work with and promote the Disabled Student Union and other clubs focusing on the disabled community.

It can be easy for disabled students to feel isolated from their peers and struggle to find friends in the disabled community. While many clubs for majors and sports are heavily advertised and promoted, it is important that organizations such as the Disabled Student Union and other clubs focusing on the disabled community are also featured.

5B.i. Purdue Student Government, specifically the Disability ad-hoc Committee, should work with, and encourage collaboration on issues with the Disabled Student Union to ensure representation of disabled voices on campus.

5B.ii. The Disability Ad-Hoc Committee should actively work to promote clubs and groups for disabled students on campus via social media, campus outreach events, and other mass communications.

To: The University Senate
From: University Resources Policy Committee and Purdue Student Government
Subject: Resolution to adopt a Bee Campus Certification, Increase the Presence of Native Plants, and Reduce to Presence of Invasive Species on Purdue's Campus
Reference: PSG Resolution 22-71
Disposition: University Senate for Discussion and Adoption
Rationale: According to [Bee Campus USA Commitments - Bee City USA](#), a Bee Campus Certification is “a framework for university and college campus communities to work together to conserve native pollinators by increasing the abundance of native plants, providing nest sites, and reducing the use of pesticide.” [1] This certification “earns two Grounds Certification [exemplary practice credit points](#) in the Association for the Advancement of Sustainability in Higher Education (AASHE)'s Sustainability Tracking, Assessment & Rating System™ (STARS) system.

The STARS system is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Requirements of the Bee Campus Certification includes the following: [2]

- Establishing a standing Bee Campus USA committee to advocate for pollinators.
- Creating and enhancing pollinator habitat on campus by increasing the abundance of native plants and providing nest sites.
- Reducing the use of pesticides.
- Offering course or continuing education opportunities that incorporate pollinator conservation.
- Offering service-learning projects to enhance pollinator habitat.
- Display signage focused on pollinator conservation.
- Maintaining an online presence for your Bee Campus USA activities.
- Paying an initial application fee and annual renewal fee.
- Annually applying for renewal and report on the previous year's activities.

Bee Campus USA has 164 Campus Affiliates including but not limited to: Butler University, Indiana State University, IUPUI, Michigan State University, University of Iowa, University of Illinois Urbana-Champaign, University of Maryland, University of Michigan, University of Minnesota, Pennsylvania State University, University of Wisconsin-Madison. [3]

Invasive plant species are any plants that are not native to the landscape and often reproduce and spread rapidly, and they lack natural predators. According to the USDA, “A native plant is a plant that is a part of the balance of nature that has developed over hundreds or thousands of years in a particular region or ecosystem.” [4] Native plant species offer a multitude of benefits including contributing to biodiversity, being relatively low maintenance as they are adapted to the landscape, and are beautiful additions to landscaping.

According to the Purdue Arboretum, “There are serious consequences when native species are removed from an area. This reduces biodiversity and leaves the area especially susceptible to the encroachment of invasive species. This can further reduce the number of natives, turning a once thriving ecosystem into a sterile wasteland. But, with knowledge of the situation and careful consideration to planting practices, hope is not lost.” [6]

Proposal Purdue University should endeavor to obtain their Bee Campus USA Certification. The Bee Campus USA Certification venture will be undertaken by the [Bee Campus Purdue Chapter](#) with support from other entities on campus, including other student organizations and Purdue Grounds and Maintenance.⁶ Purdue University ought to plant more native plants while maintaining these existing spaces; and working to remove invasive plant species. Boiler Green Initiative in collaboration with Purdue Student Government will be planting additional native species and removing invasive species in front of Hicks Undergraduate Library and Purdue LGBTQ Center in the spirit of this effort.

[1] <https://beecityusa.org/bee-campus-usa-commitments/>

[2] <https://stars.aashe.org/resources-support/technical-manual/>

[3] https://beecityusa.org/current-bee-campus-usa-affiliates/?filter_state_9358e=NJ||WI&filter_affiliate_type_city_9358e=College%20or%20University

[4] [Why Native Species Matter | USDA](#)

[5] [Let's Grow Native! - Purdue Arboretum](#)

[6] [Making a beeline | Campus | purdueexponent.org](#)

Committee Votes: URPC

For:

Faculty

Jonathan Bauchat
Min Chen
Yingjie Chen
Lori Hoagland (chair)
Juan Sesmero
John Sundquist
Ann Weil
Howard Zelensky

Students

Michael Zimmerman

Advisors

Carl Kreiger

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Benjamin Dunford
Julio Ramirez
Brian Richert
Yuan Yao

Advisors

Michael Cline

To: The University Senate
From: Senate Nominating Committee
Subject: Nominees for Vice Chairperson of the University Senate
Reference: Bylaws, Section 3.20b, c
Disposition: Election by the University Senate

Proposal: The Nominating Committee proposes the following slate to serve as candidates for Vice Chairperson of the University Senate during the academic year 2024-2025:

David Sanders, Biology

Mark Zimpfer, Construction Management Technology

Please see the following pages for their biographical statements.

Committee Votes:

For:

Dulcy Abraham
Damon Lisch
Andrew Liu
Richard D. Mattes (chair)
Byung-Cheol Min
Abdelfattah Nour
Qifan Song
Mark Zimpfer

Against:

Abstained:

Absent:

Charles A. Bouman

DAVID SANDERS is an Associate Professor of Biological Sciences at Purdue University.

- Bachelor of Science degree from Yale College in Molecular Biophysics and Biochemistry.
- Ph.D. research in Biochemistry with Daniel E. Koshland, Jr., then editor of the journal *Science*, at University of California-Berkeley. Thesis concerned Sanders' discovery of a biochemical reaction that underlies how bacteria sense and respond to changes in their environments.
- Visiting Scientist at University of California-San Francisco.
- Postdoctoral researcher at the Whitehead Institute for Biomedical Research, which is affiliated with M.I.T. Studies on the entry of viruses into cells.

He joined the Markey Center for Structural Biology at Purdue University in 1995. He is the discoverer of a biochemical reaction that leads to the entry of cancer-causing retroviruses into cells and author of two U.S. patents on novel gene-therapy delivery techniques. His Ebola virus expertise led to his participation in the U.S. Defense Threat Reduction Agency's Biological Weapons Proliferation Prevention Program. He inspected the Vector laboratory (Siberia)—the site of biological-weapons development in the era of the Soviet Union.

- Recipient of National Science Foundation CAREER Award.
- American Cancer Society Research Scholar.
- 2015 Haines Lecturer in Biochemistry--Wabash College.
- 2019 Moses Passer Lecturer--Cornell University.
- 75th Anniversary of Los Alamos National Laboratory Lecturer on Scientific Integrity.
- A principal investigator on Howard Hughes Medical Institute Experiment Grant for the reform of the undergraduate premedical curriculum.
- Served on Federation of American Societies of Experimental Biology (FASEB) Science Policy Committee.
- Elected to American Association of University Professors National Council in 2018.

He has served on numerous committees at the departmental, college, and university level.

- Elected the inaugural Chair of PULSe Admissions Committee.
- Elected Chair of College of Science and University Grievance Committees.
- Elected three times to serve as Chair of Steering Committee.
- Currently serves as Chair of Student Affairs Committee and on Athletics Affairs Committee.

MARK ZIMPFER was appointed to the faculty at Purdue University in August of 2016 and was promoted to the rank of Associate Professor of Practice in April of 2022. He has served in a variety of school, college, and university-level committees including the University Senate, Advisory Council, Grievance Committee, Ed Policy Committee, PPI DEI through Engagement Committee, and Faculty Fellow IMPACTX+, in addition to others. Additionally, Mark is involved on numerous boards, including the Advisory Board for the National Association of Homebuilders.

In the research field, Mark has been involved with the National Housing Endowment, is a faculty affiliate with the Institute for a Sustainable Future, and is a researcher for the Arequipa NEXUS Institute. All of this has been accomplished while teaching as many as four classes per semester, starting a new conference at Purdue (The Building Academy) with the Indiana Building Commissioner, along with mentoring dozens of students. Mark has also been a construction company owner for the last 26 years and has experience leading a diverse collection of stakeholders to reach successful outcomes.

He has been honored to receive four Excellence in Teaching awards, voted on by his students; the National Educator of the Year Award, awarded by NAHB/National Housing Endowment; the John P. Lisack Early-Career in Engagement Award; the Purdue Polytechnic Institute Outstanding Faculty in Engagement; and the Purdue Seed for Success Award, among others. Mark is currently a finalist for the university level Murphy Award.

Professor Zimpfer believes in open, direct dialogue that leads to action and looks forward to working with the Senate and the administration to coordinate measurable, meaningful pathways to enhance the Purdue environment for all parties. Outside of Purdue, Mark enjoys traveling with his spouse, Susan, and watching their four children become good citizens.

To: The University Senate
From: The Faculty Affairs Committee
Subject: University Senate Quorum Standard
Reference: Bylaw 4.07: Quorum
Disposition: University Senate for Discussion and Adoption

Rationale: Bylaw 4.07 currently states that 51 members of the Senate constitute a quorum. This, though, is a holdover from when the Senate comprised 102 members. There are currently 104 Senators.

Proposal: Bylaw 4.07 will be amended to state that quorum is 50% of Senators plus one.

Current:

4.07 Quorum

Fifty-one members of the Senate constitute a quorum. No substitute is permitted to serve during the absence of a Senator. The Sergeant-at-Arms determines the presence of a quorum at the beginning of each meeting and at other times at the request of the presiding officer. On instruction from the presiding officer, the Sergeant-at-Arms may attempt to secure the attendance of additional members of the Senate needed to complete a quorum. (Once a Senate meeting begins, the presence of a quorum is determined only upon request from the floor of the Senate.)

Proposed:

4.07 Quorum

50% of Senators plus one additional member constitute a quorum. No substitute is permitted to serve during the absence of a Senator. The Sergeant-at-Arms determines the presence of a quorum at the beginning of each meeting and at other times at the request of the presiding officer. On instruction from the presiding officer, the Sergeant-at-Arms may attempt to secure the attendance of additional members of the Senate needed to complete a quorum. (Once a Senate meeting begins, the presence of a quorum is determined only upon request from the floor of the Senate.)

Committee Votes:

For:

Françoise Brosseau-Lapré*
Patricia Davies
Angeline Lyon
Stephanie Masta
Jennifer Scheuer
Anish Vanaik*
Eric Waltenburg

Against:

N/A

Abstained:

Lisa Mauer

Absent:

Arezoo Arkedani
Stephen Cameron
Michael Campion
Ajay Malshe
Sunil Prabhakar
J. Paul Robinson

*Indicates co-chairs

Senate Document 23-23

The negative impact of Indiana Senate Bill 202 on academic freedom at Purdue University and other institutions of higher education in Indiana.



SB 202: In a Nutshell

- It proceeds from the premise that there is a lack of “intellectual diversity” in higher education in the state.
- It proposes to address this situation through mandating the creation of a large institutional structure
 - Presided over by the Board of Trustees
 - To check that faculty are promoting intellectual diversity
 - With significant punitive measures

SB 202 Impact I: Review

- Board of Trustees would review each faculty for their actions regarding “intellectual diversity”
- The reviews would be conducted at the point of
 - granting tenure
 - Assessing for promotion
 - Five years after the granting of tenure and every five years after that.
- The review would consider whether the faculty was
 - “likely” or “unlikely” to “foster a culture of free inquiry, free expression and intellectual diversity...”;
 - “likely” or “unlikely” to expose students to scholarly works from a variety of political or ideological frameworks...”
 - “likely, while performing teaching or mentoring duties...to subject students to political or ideological views and opinions that are unrelated to the faculty member’s academic discipline...”
- Based on the outcome the BoT can terminate, demote, reduce salary and/or any other disciplinary action determined by the institution.

SB 202 Impact II : Complaints procedure

Each HEI in Indiana must:

- create a procedure that allows students and employees to submit complaints that a faculty member is not promoting intellectual diversity
- Provide information about this procedure at student orientations, institution's website and during employee onboarding.
- Have complaints received be included in employee reviews, tenure and promotion decisions.
- Make complaints available to Board of Trustees
- Send an annual report to the Indiana commission of higher education about the number of complaints and actions under this procedure.

SB 202 Impact III: DEI-related

- HEIs may not ask for a statement of personal support or “pledge allegiance” for any
 - Policy or action that would treat similarly situated people or groups differently based on race, color, national origin, sex, sexual orientation, or religion;
 - Political or ideological movement.
- If an HEI receives such a statement or pledge “including any statement regarding diversity, equity and inclusion, or related topics” it must not award:
 - Admission, enrollment or employment
 - Benefits
 - Hiring, reappointment or promotion
 - Tenure

SB 202 Impact IV: Others

- Changes the constitution of the Board of Trustees, broadly increasing the weight of the governor and various bodies of the general assembly, usually at the expense of alumni groups and others.
- Indiana HEIs must have a policy of neutrality.
 - This would additionally restrict the types of positions that could be expressed by a school, college, or department on political moral or ideological issues.
 - It would restrict the kinds of official institutions that could be set up by a school, college or department.
- A person unhappy with the results of the review by the Board of Trustees can appeal to the Indiana Commission for Higher Education about the decision.

Concerns about research and wording - I

- Senator Spencer Deery author of SB 202 (listed on the Indiana senate website as an employee of the Purdue Research Foundation) suggested that 46% of politically conservative students believe they can openly express their opinions. Which doesn't line up with the report he's citing to make this claim. It's a poorly conducted and unscientific survey in any case.

- Studies suggest that students don't express their opinions for a variety of reasons. Of these, the major reason is their fear of the opinion of their peers.

Agree or strongly agree

Students can express opinions freely	78.1% (6.4%)
Free speech is highly valued	75.4% (7.3%)
Instructors listen to people with different opinions	70.1% (8.9%)

Source: *Indiana Commission for Higher Education Campus Free Speech Report 2023*

Reference 11 in SD 23-23 points to two such studies.

Concerns about research and wording – II

- Purdue University Senate Chair in his remarks stated that: “well-intentioned people can propose misguided and poorly grounded law. I believe SB 202 is a victim of this dynamic...”
- AAUP has pointed out that laws concerning “viewpoint diversity” and “intellectual diversity”, have been one of a suite of wordings adopted by right-wing lawmakers as part of “a coordinated attack against public colleges and universities....” ([here](#))

SD 23-23: Rationale

1. SB 202 will have a detrimental impact on academic freedom at state schools in Indiana.
2. Dilutes tenure which is a better guarantee of academic freedom than the procedures instated by SB 202.
3. Promotes greater interference by political appointees in academic matters by making them the first port of call for intellectual diversity.
 - *Currently, such questions are dealt with through faculty-populated committees via grievance and current termination for cause procedures.*
4. Is poorly written in key places offering tremendous interpretive latitude, e.g., through the use of “likely” and “unlikely”.
5. Promotes suspicion and mistrust on campus through its complaints procedure.
6. Creates a massive increase in bureaucracy for a problem that isn’t in evidence.
 - Review c. 200 faculty each year
 - inclusion of “intellectual diversity” in annual reviews
 - a new set of reporting procedures.
7. No protections of any sort (outside of approaching the courts) for faculty subjected to complaints or sanctions.

SD 23-23: The Proposals

1. Proposes that this faculty as a collective body rejects SB 202, as an attack on academic freedom at this university and around HEIs in Indiana.
2. Proposes that the Senate Chair reach out to the press in Indiana and elsewhere so that the opinion of this house is known clearly to law makers and citizens.
3. Proposes that the Senate Chair and Vice Chair reach out to different constituencies across the university and the state at large, coordinate actions and join with them in efforts to convince law makers to reject SB 202. These include
 - a) Students at Purdue University
 - b) The president of Purdue University
 - c) Bodies of administrative workers at Purdue University
 - d) Other faculty senates at universities across Indiana

Statements against SB 202 across Indiana

By Faculty Senates/Faculty Councils

Purdue Northwest ([unanimous on 2/9](#))
Purdue Fort Wayne ([unanimous 2/12](#))
Ball State ([large majority now en-route to Senate](#))
IU South Bend ([here](#))
Indiana State University Faculty Senate ([here](#))

By University Presidents and Provosts

IU Bloomington ([here](#), [here](#))
Indiana State University ([here](#))

By Individual members or Boards of Trustees

Indiana State University ([here](#))

Faculty or other civil society organizations

Ball State AAUP ([here](#))
IU Bloomington AAUP ([here](#))
PU West Lafayette AAUP ([here](#))
PU Fort Wayne AAUP ([here](#))
ACLU ([here](#))

We have one shot at this

- Passed by Indiana Senate Education committee Jan. 25
- Passed Indiana Senate Feb. 6
- First reading in Indiana House Education committee Feb. 12
- Slated for discussion (without public testimony) Feb. 21

- Short session of the Indiana General Assembly concludes **Mar. 15**

We have one opportunity to express our collective voice as the faculty at Purdue University.

Some proposed amendments

- Based on feedback received from various senators, the amendments in the document make the following changes in the Proposal Section:
 - Removes the incorrect implication that the Senate is the apex body on academic matters.
 - Specifies what is meant by the term “Senate Leadership” – that the Senate Chair would arrange for the actions.
 - Substitutes the word “urge” for the word “demand” in proposal 3 addressed to the Purdue University President.

Thank You



Purdue names first senior university fellow for innovation and entrepreneurship

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Christian Butzke (Purdue University Photo)

The *SUFIE*



Because ...

"We want to foster an academic culture of innovation and entrepreneurship that elevates the societal impact of Purdue's use-inspired research."

Christian Butzke, SUFIE

Innovation & Entrepreneurship



#5 IN THE U.S. FOR
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Purdue Research Foundation's



**PURDUE
INNOVATES**



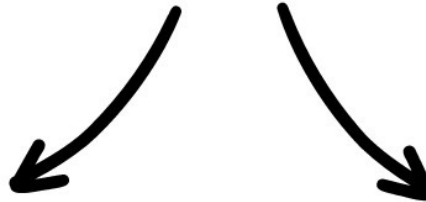
COMMERCIALIZATION

STARTUP CREATION

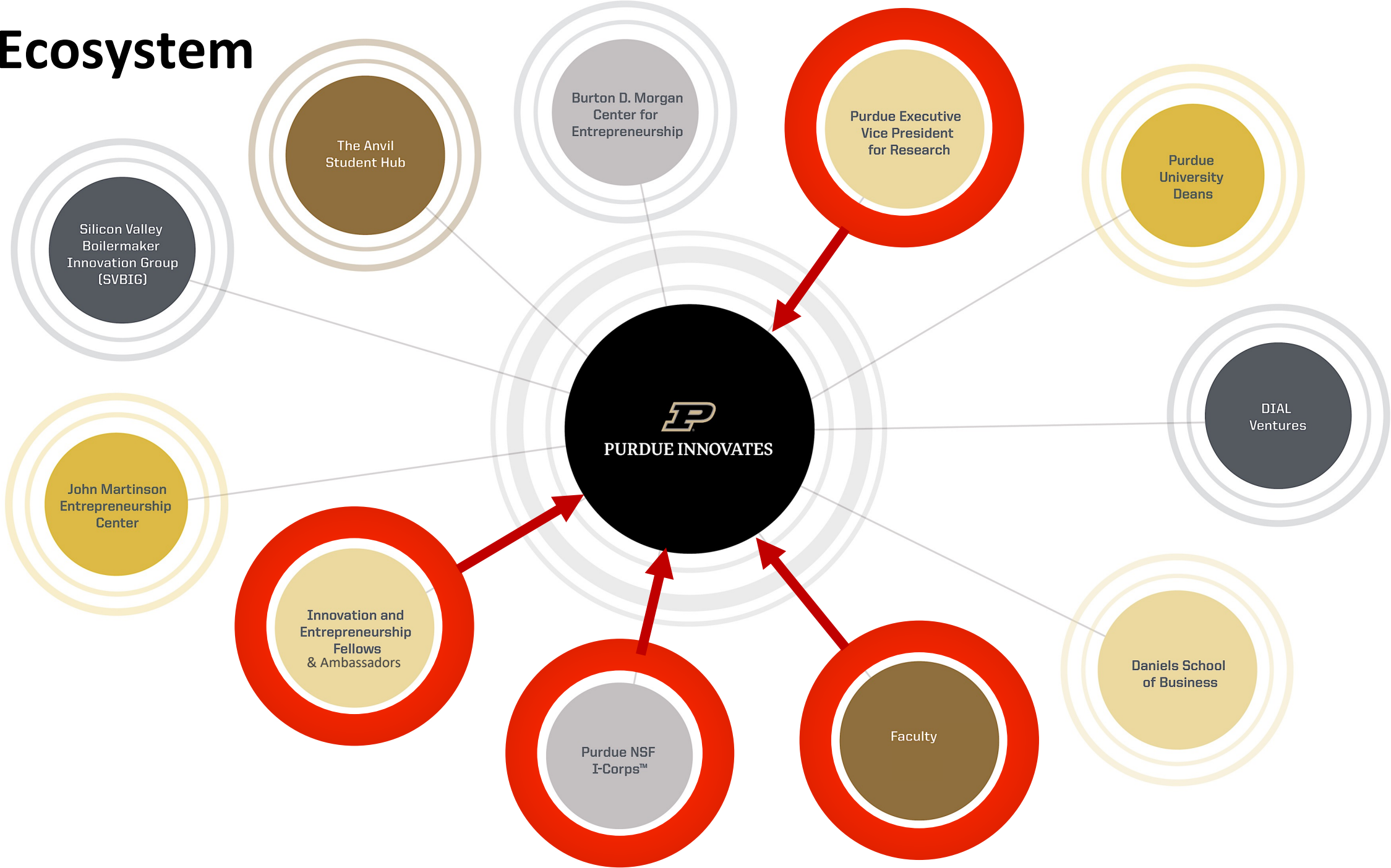
**OFFICE OF TECHNOLOGY
COMMERCIALIZATION**

INCUBATOR

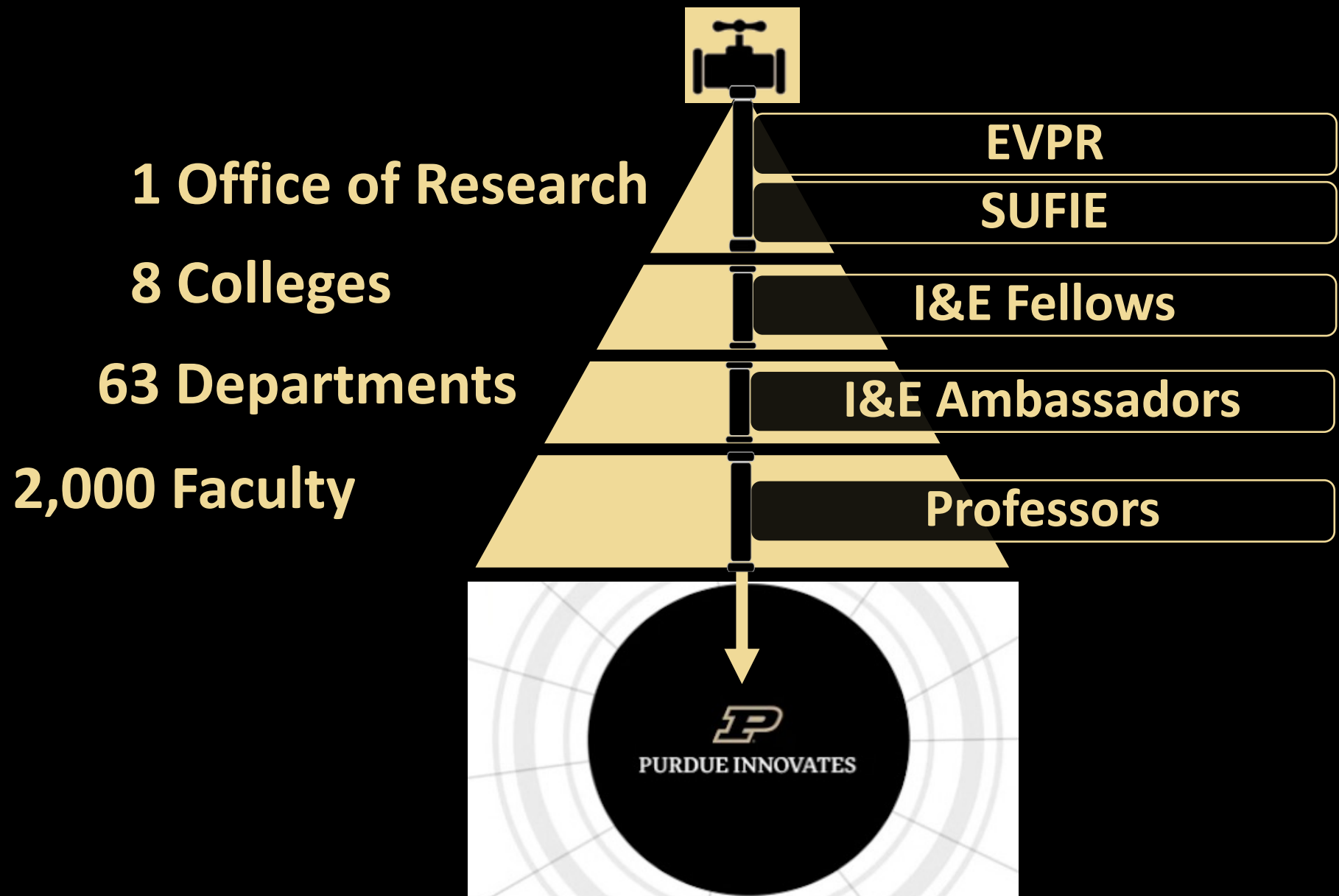
VENTURES



I&E Ecosystem



Purdue's *Research* Commercialization Pipeline



PURDUE UNIVERSITY
COLLEGE OF AGRICULTURE
INNOVATION & ENTREPRENEURSHIP
Ambassadors

Purdue names first Senior University Fellow for Innovation and Entrepreneurship

WEST LAFAYETTE, Ind. — Past generations of high-achieving Purdue University researchers might be surprised by the entrepreneurial nature of their modern counterparts. Today's Purdue researchers are nationally recognized for commercializing their work even as they continue to break university records in established quests for funding and publishing.

To support and grow Purdue's entrepreneurial momentum, the Office of Research has announced the appointment of Christian Butzke as the first senior university fellow for innovation and entrepreneurship (I&E). Butzke, professor of food science and co-founder of a startup himself, began serving in the role Nov. 1 after having been an I&E fellow for the College of Agriculture since January 2021.

Butzke's new mission to foster a universitywide academic culture of innovation for societal impact also is designed to help recruit and retain talented faculty and graduate students.

"As a teacher and practicing entrepreneur, Christian brings a wealth of experience to this important role," said Karen Plaut, executive vice president for research. "He will lead a campuswide network of faculty to coach, mentor and support each other through their own commercialization or entrepreneurship journeys."

Working in collaboration with the Purdue Research Foundation and the newly formed Purdue Innovates organization, Butzke said his role will synergistically and systematically feed the pipeline of potential research-based innovations.

"Stronger engagement with our faculty is critical to our entrepreneurial and commercialization success," said Brooke Beier, senior vice president for Purdue Innovates. "Having a champion like Christian working with his peers across the university will enhance our capabilities to increase the societal impact of Purdue technology, whether through licensing to industry or startups.

"We want to encourage an academic culture where researchers inherently consider potential commercialization to maximize the societal impact of their ideas, discoveries and innovations. We don't want to turn professors into CEOs, but rather guide them toward our support ecosystem to make it easy for them to start working on the next big idea with their students and colleagues."

Butzke will oversee college- and school-based I&E fellows and departmental I&E ambassadors who will provide individual guidance to faculty who have specific needs and questions on how to balance an academic career along with family and personal life.

"The I&E ambassadors and fellows are our boots on the ground. These are the colleagues — the storytellers — you can talk to in the hallway, people who have walked the walk of entrepreneurship or whose research has led to commercialization opportunities via licensing as a faculty member," Butzke said. "Initially we're going to engage with six, eventually eight, colleges and schools as we begin our outreach. Eventually we want to engage as many professors as we can to expand the impact of research and enhance the innovation potential among our faculty community."

Butzke brings firsthand entrepreneurial experience to his new position. He is co-founder and chief enologist for VinSense, an agricultural management-decision software company for grape and wine producers. Based at the Purdue Research Park of West Lafayette, VinSense was licensed by the Purdue Innovates Office of Technology Commercialization.

Butzke acknowledged that taking on a startup posed lots of personal challenges, but the rewards are valuable on many levels. For him, learning from both successes and failures is a thrilling part of the entrepreneurial journey.

"I empathize when a faculty member wonders how they can take this on with all the responsibilities and time commitments they already have," Butzke said, noting that teamwork has been critical to his success with VinSense. "I partnered with like-minded colleagues here at Purdue that had expertise in completely different areas. That's how I got into this and persevered — by collaborating with other researchers to build something bigger than what I could do on my own and to tackle more complex stakeholder problems in key technology areas."



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Agricultural Research
and Graduate Education

Purdue's Innovation & Entrepreneurship Metrics

"Enabling Purdue technologies, startups, and Boilermakers to impact the world"

Key Metrics of *Purdue Innovates* Success:

- | | |
|---|----------------------|
| 1. # of Purdue technologies licensed | OTC & Incubator |
| 2. # of Purdue-connected startups receiving Series A investment | Ventures |
| 3. # of Students at Purdue-connected startups | Incubator & Ventures |

Key Metrics for *Entrepreneurial Faculty* Success:

1. # of IP disclosures
2. # of ideas de-risked through *Incubator* and *NSF I-Corps*

Issues

- **Mandatory or voluntary?**
- **The relevance of a Public University**
- **Promotion & Tenure guidelines**
- **Career-family-life balance**
- **IP ownership and benefits**
- **Ethics and conflicts of interest**
- **Mutual expectations and bottlenecks**

The Ask

- **University Senate Standing Committees**
 - **Faculty Affairs**
 - **Subcommittee**
 - "Innovation & Entrepreneurship Policy"*



Questions, suggestions & concerns:

butzke@purdue.edu