REVISED AGENDA

1. Call to order  Professor David J. Williams

2. Approval of Minutes of 24 March 2014 Senate Meeting

3. Acceptance of Agenda

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

5. Remarks of the Chairperson  Professor David J. Williams

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

7. Question Time

8. Senate Document 13-7 Formation of the Equity and Diversity Committee  Professors Alberto J. Rodriguez & Heather Servaty-Seib

9. Senate Document 13-8 Changes to the Senate Bylaws  The Equity and Diversity Committee  Professors Alberto J. Rodriguez & Heather Servaty-Seib

10. Senate Document 13-9 Support for the Restoration of the Common Reading Program  Professors Steven T. Wereley & David A. Sanders

11. Senate Document 13-11 Revision to the University Regulations of Academic Standing Regulation  Professor Hal Kirkwood

12. Senate Document 13-12 Nominees for the Senate Steering and Nominating Committees  Professor Michael A. Hill


14. Senate Document 13-14 Nominees for Faculty Committees  Professor Michael A. Hill

15. Annual Report of the Athletic Affairs Committee  Director of Intercollegiate Athletics Morgan Burke

16. Presentation on Revisions to Retirement and Overtime Policy  Vice President for Human Resources Luis Lewin

17. New Business

18. Memorial Resolutions

19. Adjournment
1. The meeting was called to order at 2:30 p.m. by Chairperson David J. Williams.

2. The minutes of the 24 March 2014 Senate meeting were approved as distributed.

3. Professor Williams called on Professor Hal Kirkwood (Chair of the Educational Policy Committee) who made a motion to remove Item 11, Senate Document 13-10, from the agenda. His motion was seconded. Professor Kirkwood stated that modifications of the document were recommended by several parties and the document is not ready for approval at this time. The motion to amend the agenda was approved by unanimous voice vote. Following the approval of the amendment, a motion was made and seconded to approve the revised agenda. It was approved by unanimous voice vote.

4. President Mitchell E. Daniels, Jr. presented remarks to the Senate (see Appendix A).
5. Professor Williams presented the remarks of the Chairperson (see Appendix B).

6. Professor Kirk Alter presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix C). The chairs of the Senate standing committee briefly described the current activities of their respective committees.

7. At Question Time, Professor Williams noted that he had not received questions in writing for President Daniels. Questions were asked from the floor.

Professor Charlene Sullivan asked: What are the implications of the administrative reorganizations? President Daniels and Provost Sands mentioned that changes in the Provost’s Office will improve coordination and enhance student success. Duplicative offices and conflicts will be removed. For example, the Residential Life Office will now have one Director rather than three Directors and three offices overseeing on-campus student living facilities. In the long-term, the centralization will allow collection of metrics data that will help in the assessment of this, and other, programs. Professor Sullivan next posed a question to Frank Dooley Associate Vice Provost (AVP) for Undergraduate Academic Affairs: If the summer program reaches a certain percent subscription relative to the rest of the academic year will there be a switch the year-around schedule? Associate Vice Provost Dooley said that there is no set figure (percent) that will automatically lead to the switch. We must demonstrate that students will come in the summer before making the switch to a year-around schedule. He estimates that there is a potential of increasing the summer enrollment 2 to 3 times the current enrollment.

Professor John Graveel queried AVP Dooley about any potential limitations to financial aid in the summer period. AVP Dooley said that there are some types of financial aid that are limited to two semesters per year, but other loans and scholarships do not have those limitations.

Professor Evelyn Blackwood asked about the impacts of the cuts in academic programs that have occurred recently. President Daniels stated that it is a rolling process designed to find those degree programs that have few or no students enrolled. Provost Sands mentioned that over the past 2 to 3 years the number of degree programs has been reduced from about 250 to about 175. The colleges have been involved in this process and have helped to eliminate programs with no enrollment as part of their consolidation and reorganization efforts. There is no central dictate from the upper-level administration to eliminate programs.

Professor Peter Hirst thanked President Daniels for helping to get a faculty member on the Academic Affairs Committee of the Board of Trustees (BoT). He next asked if there were any plans to add a faculty member as a voting member of the BoT. President Daniels said that this has to be done one step at a time and we will see how it plays out in the long term. Adding a faculty member to the Academic Affairs Committee was a natural place to begin.

8. Professors Alberto J. Rodriguez and Heather Servaty-Seib made a motion for approval of Senate Document 13-7, Formation of the Equity and Diversity Committee. The motion was seconded. A brief discussion occurred and then the vote was taken. The motion to
approve the document passed with 73 votes in favor, 5 in opposition and 1 abstention.

9. Professors Alberto J. Rodriguez and Heather Servaty-Seib next made a motion to approve Senate Document 13-8, Changes to the Senate Bylaws. The motion was seconded. There was no discussion so the vote was taken. The motion passed with 71 votes in favor, 6 in opposition and 2 abstentions.

10. Professor Steven Wereley made a motion to approve Senate Document 13-9, Statement of Support for Restoration of the Common Reading Program. His motion was seconded. During the discussion Professor Wereley elaborated on the items in the document that support its reintroduction as a 1st-year student activity. Professor Sullivan asked several questions to clarify the wording of the document. Professor Wereley clarified the wording for Professor Sullivan. Professor Rossie noted that the students had not been satisfied and had not bought in to the previous program. It should be retooled with both faculty and student input. How will we know that it will be restructured as is appropriate? This document does not specify how it will be done. Professor Wereley emphasized that a student’s opinion of the value of a subject or course does not necessarily correlate with the true value of the course or subject and this may not become evident for years after the course is taken. As an example, he used his own experience in teaching thermodynamics, as subject that may be little-loved by Engineering students, but is critical to understanding their profession. Professor Monica Cox said that one of the graduate student assistants in the 1st-year engineering course she teaches used the common reading book as part of the course and got “reamed” on her teaching evaluations. Professor Cox suggested that some consideration needs to be in place when something that is perceived to be radical by students is used in a course and the evaluations reflect the students’ dissatisfaction. The Senators were reminded that passing the document will only approve support of reintroduction and does not guarantee it will be reinstated. Senator Kyle Pendergast reiterated his statements from the March 2014 Senate meeting relative to the students’ perspective of the program. In addition, he would like to see different points-of-view represented as the books that have been assigned were all from one end of the (political) spectrum. He noted that not all professors followed through with using the program. Professor Hill stated that it is implicit that the program should be part of a curriculum. The discussion ended and the vote was taken. The motion to approve the document passed with 54 votes in favor, 21 in opposition and 2 abstentions.

It is unclear what happens now that the document has been approved by the Senate. For example, What administrative unit will take it up and move it forward? Professor John Niser said that the program would make an appropriate General Education course. Interim Vice Provost Laurel Weldon suggested it should go to the EPC and they should contact units that might take it on. Professor Williams said it should be sent to Interim Vice Provost Weldon’s Office and she can work with the Senate, the EPC and the incoming Senate Chair Patty Hart to determine the proper course of action. The issue remains to be resolved.

11. Professor Kirkwood introduced Senate Document 13-11, Revision to University Regulations of Academic Standing Regulation. Professors David Pick and Janusz Duzinkiewicz stated that their respective regional campuses strongly supported passage of this document. Professor Kirkwood noted that the Community of Practice Advisors also supported passage of the document. It will provide students with earlier warning if they are in danger of earning a poor grade or going on probation. The early warning will allow them
to take measures to correct the situation. Interim Vice Provost Weldon asked: How will we handle exceptions to the proposed policy? Professor Kirkwood stated that the document has wording specifically for those cases. The discussion ended and the vote was taken. The document passed with 75 votes in favor, 3 in opposition and 1 abstention. The proposed policy changes contained in the document will be placed into University Regulations by the appropriate administrative office.

12. Professor Michael Hill introduced Senate Document 13-12 Nominees for the Senate Nominating and Steering Committees for approval by the Senate. The motion to approve was seconded. Voting for new members to these committees was done by secret ballot. The votes were then tallied and Professors Russell Jones and Julie Mariga were selected for membership on the Nominating Committee. Professor Sophie Lelièvre was selected for service on the Steering Committee.

13. Professor Michael Hill introduced Senate Document 13-13 Nominees for the Senate Standing Committees for approval by the Senate. The motion to approve was seconded. The vote was unanimous in favor of the slates of candidates listed in Senate Document 13-13.

14. Professor Michael Hill introduced Senate Document 13-14 Nominees for Faculty Committees for approval by the Senate. The motion to approve was seconded. The vote was taken. The proposed slates of candidates were approved with 66 votes in favor and 4 in opposition.

15. The Annual Report of the Athletics Affairs Committee was presented by the Director of Intercollegiate Athletics, Morgan Burke (see Appendix D). Following his presentation, he entertained questions from the floor.

16. Vice President for Human Resources Luis Lewin updated the Senate on changes to the Retirement and Overtime Policy (see Appendix E). Following his presentation, he entertained questions from the floor.

17. There was no New Business.

18. No Memorial Resolutions had been received.

19. The meeting adjourned at 4:10 p.m.
PRESIDENT'S FORUM

Emergency Preparedness & Security Feedback Panel
April 30, 8-9 a.m.

Patricia Hart
Panel Chair
SUMMER COURSE & SECTION OFFERINGS

<table>
<thead>
<tr>
<th>Year</th>
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<th>Sections</th>
</tr>
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<tbody>
<tr>
<td>2012</td>
<td>260</td>
<td>356</td>
</tr>
<tr>
<td>2013</td>
<td>308</td>
<td>432</td>
</tr>
<tr>
<td>2014</td>
<td>379</td>
<td>519</td>
</tr>
</tbody>
</table>
SUMMER CREDIT HOUR ENROLLMENT
2012-2014

Credit Hours Enrolled

Week 1: 2012, 2013, 2014

From 2013

12% increase

Registration Phase
Priority, Seniors, Juniors, Soph., Frosh, Open

Total Credit Hours Enrolled

CONTRIBUTORS TO ENROLLMENT GROWTH

- Year round housing contracts
- Summer meal plans
- Expanded summer activities
- Additional $900,000 in financial aid
- Better and more course offerings
- 250 key course guarantee

THINK SUMMER
Faculty Representation on the Board of Trustees
February 2014

English Language Support Program
Hundreds of additional students will receive language and cultural support
Chairperson’s Remarks  
Purdue University Senate  
April 21, 2014

Thank you for your remarks, President Daniels, and welcome to the final University Senate Meeting of the year.

Once again we have a very full agenda—actually two pages long—so in order to get us out at a reasonable time my remarks will be brief.

Not only is this our final meeting for the year, we have several members leaving the Senate. Some, like Al Diaz and Tim Sands, are leaving Purdue, and I wish them all the best in their new careers, and some, like two of my neighbors, Professors Whiteman and Trout, have used up their eligibility, but will hopefully return in the future.

One individual in particular is leaving and while she will be upset with me for singling her out, I have to recognize Charlene Sullivan for her very long and meritorious service to this body. I asked her if this was really the end and I couldn’t understand her response. Something about the stock market, the Fed, and the Quantitative Easing Program, whatever that means. But here we have an individual who served as Chair of the Senate for four years in a row, chaired several standing committees, and served on many others since 1988. We likely won’t hear “I have just one more question” anytime soon. So I salute you, Charlene, and all the others who have served us so well.

Would those who are leaving the Senate please stand. Let’s give them a round of applause.

This is also my last meeting as your Chair. I think we have had a pretty good year, and I am grateful to you for working with me on the issues. Being Chair of the University Senate is an interesting experience for you find out a lot about yourself. And thanks to President Daniels, and you, Purdue is in a much better place than it was a year ago.

I would hope you will extend the same spirit of cooperation to my successor, Patty Hart. She is really well prepared to step into this role, and has an excellent Vice Chair to help her. So I feel confident I can return to the University of Cambridge in June knowing the Senate will be in good hands.

We are in the process of looking at our third candidate for Provost today and tomorrow. I hope you had the opportunity to attend their presentations. This is obviously an important decision and speaking for President Daniels and the other members of the Search Committee, your feedback is critically important.

I am very proud of what we accomplished this year, but regret leaving with a few things still unfinished. The Task Force for studying a more robust year-round calendar at Purdue is still working. And as one of my last acts I am forming an Oversight Committee to oversee the pilot study from the Student Growth Task Force, as well as nominate faculty members to the Implementation and Research Teams to allow for a fall 2014 administration. This needs to have Senate involvement and Professors Alter and Kain have already volunteered to help with this.

So, my colleagues, thank you, and I wish you all the best next year.

David J. Williams  
Chairperson  
Purdue University Senate
TO: University Senate  
FROM: David A. Sanders, Chairperson of the Steering Committee  
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

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

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

ADVISORY COMMITTEE  
David J. Williams, Chairperson of the Senate  
djw@purdue.edu

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

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

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

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

1. Transfer Credits  
2. Service-Learning Course Designation  
3. ‘In Residence’ & Academic Regulations  
4. Educational Policy Holistic Review

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

1. On-line Course Evaluation  
2. Review of Continuous Term Lecture Terms of Employment

STUDENT AFFAIRS COMMITTEE  
April J. Ginther, Chairperson  
aginther@purdue.edu

1. Student Conduct  
2. Purdue Student Creed

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

1. Review of 10-year Capital Plan

The University Resources Policy Committee shall be concerned with, but not limited to, consideration of the following matters: planning optimal utilization of the physical facilities of the University, including buildings, the library, scientific and equipment and educational aids; studies of staff needs, utilization, and planning; interdepartmental cooperation for improved facilities and staff utilization; and nonacademic planning, including architecture, landscaping, parking, and traffic.

Chair of the Senate, David J. Williams, djw@purdue.edu  
Vice Chair of the Senate, Patricia Hart, phart@purdue.edu  
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu  
University Senate Minutes: http://www.purdue.edu/senate
TO: The University Senate  
FROM: Senators Alberto J. Rodriguez and Heather Servaty-Seib  
SUBJECT: Proposal for a Standing Committee for Equity and Diversity  
DISPOSITION: University Senate Discussion

Sustaining a culturally diverse student, staff, and faculty community is vital to the continuous growth of Purdue University as a leading institution for higher education; therefore, we propose the establishment of a new Senate Standing Committee entitled the Equity and Diversity Committee (EDC).

RATIONALE:

Purdue’s commitment to inclusion, equity, and enhanced diversity is evidenced in a number of university documents and indicated by university actions:

- “Purdue serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge” (University Mission).
- “Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, sexual orientation, gender identity and expression, disability, or status as a veteran” (http://www.purdue.edu/purdue/ea_eou_statement.html).
- Purdue is committed to launching tomorrow’s leaders through characteristics such as: “A learning environment immersed in a rich and dynamic culture of diversity, equality, and inclusion for all people, with widespread support and a diverse educational climate for an evolving global society” (p. 6, New Synergies).
- Purdue hired a Vice Provost for Diversity and Inclusion in 2009. The goals of the Division of Diversity and Inclusion include creating and sustaining a welcoming campus where all students can excel; increasing and retaining the number of historically underrepresented and diverse students, faculty and staff; and preparing all students to thrive in the diverse and global environment.
- Purdue established the Lesbian, Gay, Bisexual, Transgender, and Queer Center on campus in 2012.
- Purdue included intercultural knowledge, global citizenship, and social awareness as embedded learning outcomes in the core curriculum.
- Purdue is engaged in training administrators and search committees chairs regarding strategies for recruiting diverse faculty and staff.
- Purdue is engaged in self-study related to the successful recruitment and retention of underrepresented minority students (i.e., Equity Score Process).
Although there are a number of distinct units at Purdue active in important efforts related to equity and diversity, there is a need for strong faculty and staff leadership in university level conversations related to these issues. More specifically, a senate standing committee is a natural extension and vital step in solidifying Purdue’s commitment to inclusion, equity, and enhanced diversity. A standing committee, as opposed to a faculty level committee, is required because:

- Inclusion, equity, and enhanced diversity are crucial to sustaining a positive overall climate at Purdue.
- Inclusion, equity, and enhanced diversity are the purview of everyone on campus and cannot be appropriately or effectively addressed by single units.
- Inclusion, equity, and enhanced diversity are ongoing, overarching, and constantly evolving areas of attention.
- As a standing committee, the Equity and Diversity Committee will have a broad charge, aligned with the broad charges of the existing senate standing committees.
- As a standing committee, the Equity and Diversity Committee will have more direct access to the senate floor and be more accessible to administrators who require the guidance of the committee.
- The act of establishing the Equity and Diversity Committee at the level of a standing (vs. faculty level) committee sends a more powerful message regarding Purdue’s commitment to inclusion, equity, and enhanced diversity.
- Eight out of 11 of Purdue’s peer institutions have a faculty or university senate committee (most as standing committees) dedicated to addressing issues of inclusion, equity and/or diversity. Although not a singularly compelling argument, it is critical for Purdue to at least review and consider the actions taken by peer institutions. For example, the University of Michigan Committee for an Inclusive University was established in 1994.

**COMMITTEE DESCRIPTION:**

*The Equity and Diversity Committee (EDC)*

The Equity and Diversity Committee shall consist of 13 Senators (including Chair, Vice Chair, and Secretary), 3 advisors, and 3 students (two undergraduate students and one graduate student). Two established *ex-officio* members shall be the Vice Provost for Diversity and Inclusion and the Vice Provost for Faculty Affairs. Additional *ex-officio* members shall be invited as deemed appropriate by the EDC. The Purdue Student Government shall recommend the undergraduate students and the Purdue Graduate Student Government shall recommend the graduate student. Each student so chosen shall serve for a term of one year. Any member absent for more than two meetings will forfeit her/his membership on the Committee.

**Duties and Responsibilities**

The Senate’s Equity and Diversity Committee shall provide guidance in all aspects of climate, recruitment, retention, inclusion, and equal opportunities for access and success. To this end, the duties of the EDC are to:
a) Pro-actively engage with other university units, department and/or organizations to promote a climate of inclusion.

b) Seek to increase cultural awareness, respect and inclusion of all groups—including traditionally underrepresented groups based on cultural, ethnic, language, gender, class/socioeconomic, and/or sexual orientation status and all others noted in Purdue’s nondiscrimination policy.

c) Review Purdue University’s programs for the recruitment and retention of faculty, staff, and students.

d) Advise the Senate regarding issues of prohibited discrimination, equal opportunity, outreach and related matters.

 e) Initiate joint explorations and investigations with other Senate Standing Committees to ensure diversity and equity issues are integrated throughout Senate deliberations.

f) Encourage diverse representation of multiple perspectives across Senate and other university committees.

EXAMPLES OF POTENTIAL FUNCTIONS FOR THE EDC:

a) Revise the University’s welcoming statement and other social media statements to ensure that they address equity and diversity issues.

b) Work with Colleges/Departments on their respective faculty, staff and student recruitment and retention plans and provide suggestions.

 c) Work with other Equity and Diversity groups on campus to develop short-term and long-term action plans that can maximize our efforts toward “a rich and dynamic culture of diversity, equality, and inclusion for all people” (New Synergies, p. 6).
To: The University Senate  
From: Senators Alberto J. Rodriguez and Heather L. Servaty-Seib  
Subject: Change to University Senate Bylaws  
References: University Senate Bylaws; University Senate Document 13-7  
Disposition: University Senate for Discussion

Proposed

5.01 Committee Structure

The standing committees of the University Senate, hereafter called “senate committee(s),” shall be the following:

- Steering Committee
- Nominating Committee
- Equity and Diversity Committee
- Student Affairs Committee
- Faculty Affairs Committee
- Educational Policy Committee
- University Resources Policy Committee
- Advisory Committee

Proposed Addition

5.30 The Equity and Diversity Committee (EDC)

The Equity and Diversity Committee shall consist of 13 Senators (including Chair, Vice Chair, and Secretary), 3 advisors, and 3 students (two undergraduate students and one graduate student). Two established ex-officio members shall be the Vice Provost for Diversity and Inclusion and the Vice Provost for Faculty Affairs. Additional ex-officio members shall be invited as deemed appropriate by the EDC. The Purdue Student Government shall recommend the undergraduate students and the Purdue Graduate Student Government shall recommend the graduate student. Each student so chosen shall serve for a term of one year. Any member absent for more than two meetings will forfeit her/his membership on the Committee.
Duties and Responsibilities

The Senate’s Equity and Diversity Committee shall provide guidance in all aspects of climate, recruitment, retention, inclusion, and equal opportunities for access and success. To this end, the duties of the EDC are to:

a) Pro-actively engage with other university units, department and/or organizations to promote a climate of inclusion.

b) Seek to increase cultural awareness, respect and inclusion of all groups—including traditionally underrepresented groups based on cultural, ethnic, language, gender, class/socioeconomic, and/or sexual orientation status and all others noted in Purdue’s nondiscrimination policy.

c) Review Purdue University’s programs for the recruitment and retention of faculty, staff, and students.

d) Advise the Senate regarding issues of prohibited discrimination, equal opportunity, outreach and related matters.

e) Initiate joint explorations and investigations with other Senate Standing Committees to ensure diversity and equity issues are integrated throughout Senate deliberations.

f) Encourage diverse representation of multiple perspectives across Senate and other university committees.

All subsequent committee description numbering in the Bylaws will be changed to reflect the addition of the Equity and Diversity Committee. For example, the sections describing the Student Affairs committee will now be 5.40 and 5.41 rather than 5.30 and 5.31.
To: The University Senate  
From: Steve Wereley and David A. Sanders  
Subject: Statement of Support for the Restoration of the Common Reading Program  
Disposition: University Senate for Approval

WHEREAS: “The mission of the Purdue University Common Reading program [was] to provide a common, academic-based first-year experience for all new students (freshmen and transfers) – an experience that sets high academic expectations for students from the onset of their undergraduate careers.”* and

WHEREAS: “The goals associated with this mission [included]:
Connect students to their faculty/instructors
Connect students to their peers
Enhance student success by:
emphasizing reading as an intellectual skill central to student achievement,
promoting learning with and from others,
setting higher expectations for student success, [and]
modeling academic behaviors”* and

WHEREAS: The Purdue University Common Reading program was canceled without input from either the Common Reading Committee, whose membership included faculty, students, and staff or from any other faculty or students, and

WHEREAS: The reasons advanced for the elimination of the Purdue University Common Reading program appear to be post hoc rationalizations and

WHEREAS: The announcement of the cancellation of the Purdue University Common Reading program was made without warning during Winter Break and

WHEREAS: There has been support among the faculty for the Purdue University Common Reading Program and
WHEREAS: “Subject to the authority of the Board of Trustees and in consultation with the president of the University, the faculties shall have the general power and responsibility to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University.”

THEREFORE, BE IT RESOLVED THAT:

The Purdue University Senate strongly urges Student Success at Purdue and other responsible administrative units to restore the Purdue University Common Reading program for the 2015-2016 academic year and to provide the resources necessary to do so. The program should include better assessment of its effectiveness and the creation of instructional modules to facilitate incorporation of the Common Reading into the curriculum. Consideration should be given to the placement of the Common Reading Program under the control of one or more of the University academic units.

Respectfully submitted,
Steve Wereley and David A. Sanders

* Student Success at Purdue
# The University Code Part II, Section A 4.00
TO: The University Senate Educational Policy Committee  
FROM: Educational Policy Committee  
SUBJECT: Revision to University Regulations of Academic Standing Regulation  
DISPOSITION: University Senate for Discussion  
CAMPUSES: All campuses

RATIONALE:
- [http://www.purdue.edu/studentregulations/regulations_procedures/scholdeficiency.html](http://www.purdue.edu/studentregulations/regulations_procedures/scholdeficiency.html)
- After receiving feedback from campus forums and regional campus representatives the policy is designed to raise the minimum performance levels for all Purdue students. The revised policy takes into consideration the large part-time student levels at our regional campuses to ensure they are not adversely affected.
- The policy simplifies the GPA requirement to a 2.0 semester and cumulative replacing the graduating scale.
- The policy is the same in that a student on probation one semester with the next semester and cumulative GPA below the required level will be dropped.
- The policy also removed the six credits of failing grades for a drop.
- Policy, if approved in AY 13-14, is recommended for all students effective Fall 2015.
- The policy revision will include non-degree and dual credit.

- IF: Semester GPA or Cumulative GPA is < 2.0 = PROBATION
- IF: On probation and both, Semester GPA and Cumulative GPA are < 2.0 = DROP
- IF: On probation and Cumulative GPA is < 2.0 but Semester GPA is ≥ 2.0 = PROBATION
- IF: On probation and Semester GPA is < 2.0 but Cumulative GPA is ≥ 2.0 = PROBATION

Academic Probation and Deficiency

A. Academic Probation

A student at Purdue University shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0.

A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPAs equal to or greater than 2.0.

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing.

Academic standing will not be assessed in summer sessions.

B. Dropping of Students for Academic Deficiency

A student on academic probation shall be dropped from the University at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

Any grade change due to a reporting error will result in a recalculation of the index and determination of drop status.
C. Readmission

A student who is academically dropped from the University for the first time is not eligible to enroll for at least one fall or spring semester. A student who is academically dropped for the second time is not eligible to enroll for at least one year.

A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission. (For more detailed information about readmission, visit the following Web site: http://www.purdue.edu/readmission)

Yea  Nay  Abstain/Did Not Vote

D. Ragland,  S. Richards,
G. Weaver,  K. Alter,
P. Kain,  M. Cox,
A. Rynearson,  J. Dennis
F. Dooley,  C. Miller,
D. Pick (PUC),
H. Kirkwood,
J. Niser (IPFW),
J. Leising,
J. Greenan,
C. Hrycyna,
W. Walton
TO: The University Senate
FROM: University Senate Nominating Committee
SUBJECT: Nominees for University Senate Nominating and Steering Committees
REFERENCE: Bylaws of the University Senate
DISPOSITION: Election by the University Senate

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

A. For the 2 vacancies on the Nominating Committee, the following 4 faculty members are proposed:

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<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mireille Boutin</td>
<td>3</td>
<td>Electrical &amp; Computer Engineering</td>
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<tr>
<td>Stephen Byrn</td>
<td>3</td>
<td>Industrial &amp; Physical Pharmacy</td>
</tr>
<tr>
<td>Russell Jones</td>
<td>2</td>
<td>Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>Julie Mariga</td>
<td>3</td>
<td>Computer &amp; Information Technology</td>
</tr>
</tbody>
</table>

B. For the single vacancy on the Steering Committee, the following 2 faculty members are proposed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan Cabot</td>
<td>3</td>
<td>Animal Sciences</td>
</tr>
<tr>
<td>Sophie Lelièvre</td>
<td>2</td>
<td>Basic Medical Sciences</td>
</tr>
</tbody>
</table>

Approving (via email):

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

Mireille Boutin  
Electrical and Computer Engineering  

Mimi Boutin received a B.Sc. degree in Physics-Mathematics from the Université de Montréal in 1996, and a Ph.D. degree in Mathematics from the University of Minnesota in Minneapolis in 2001. After a post-doctorate at Brown University followed by a post-doctorate at the Max Planck Institute for Mathematics in the Sciences (Leipzig, Germany), she joined Purdue’s School of Electrical and Computer Engineering in 2004. She is now an Associate Professor with tenure and holds a courtesy appointment in the Department of Mathematics.

She is the recipient of the Eta Kappa Nu Outstanding Faculty Award (Fall 2007) and the Wilfred “Duke” Hesselberth Award for Teaching Excellence (2008). She currently serves as the chair of the Signal Processing Society for the Central Indiana Section of IEEE. She is the instigator of Project Rhea, an online learning website based on the precept that there is no better way to learn than to teach (www.projectrhea.org). Her current research interests include image and video processing, portable device applications, and computational mathematics.

Prof. Boutin is honored to have been chosen to represent the School of ECE on the Faculty Senate and is looking forward to work to serve the interests of Purdue and its constituents.

Stephen R. Byrn  
Industrial & Physical Pharmacy  

Stephen R. Byrn is Charles B. Jordan Professor of Medicinal Chemistry in the Department of Industrial and Physical Pharmacy, Purdue University. Dr. Byrn has been in the College of Pharmacy at Purdue for over 40 years. He has had over 50 Ph.D. and postdoctoral students in his laboratory. He received his Ph.D. in Chemistry from the University of Illinois, Urbana and did postdoctoral work at UCLA. Dr. Byrn has over 160 publications and has received several awards for his research. Dr. Byrn is cofounder of the Purdue-Kilimanjaro School of Pharmacy graduate program in Biotechnology Innovation and Regulatory Science in Moshi, Tanzania. Dr. Byrn also founded several companies and academic programs. In September 2010, the Journal of Pharmaceutical Sciences dedicated a special issue to Dr. Byrn based on his contributions to the field of solid state pharmaceutics.

Russell Jones  
Visual and Performing Arts  

Jones, an associate professor of stage design at Purdue University since 1998, served as department chair his first ten years at Purdue and the prior five years at the University of Kentucky. As chair, his fundraising efforts for Purdue University have garnered over $1.14 million for Pao Hall, Purdue Theatre Guild, and a variety of newly established scholarship initiatives. Jones’ small grant activities total approximately $82,000 in funding.
At Purdue, he was Founding Board Member of Human Relations Interactive Theatre Company [HumanRITE], an interactive theatre troupe focusing on social issues in the campus climate; a member of the Steering Committee for the Purdue University Envision Center for Visual Perceptualization; and, a member of the College of Liberal Arts Senate [1999-2002], serving on the Core 2000 Curriculum Assessment Committee, as well as the Dean’s Task Force for creation of focus statement, “Voices, Communities, Cultures,” for College of Liberal Arts. He joined the University Senate in fall 2012, serving on the University Resources Policy Committee.

In 2009 Jones was an invited lecturer at the Beijing Dance Academy and the Central Academy of Drama in Beijing. Additionally, he has given invited lectures/presentations/workshops in Guangzhou, China, London, England, Prague, Czech Republic, as well as in the U.S. in California, Georgia, Idaho, Illinois, Indiana, Kentucky, Michigan, Texas, Virginia, and Washington, D.C. He is a twelve-year member of the selection committee and a past chair of Design and Technology for Region III of the Kennedy Center American College Theater Festival [KCACTF]. He was awarded the 2004 national scenic design fellowship [a juried selection], for the KCACTF Summer Design Intensives at the Kennedy Center and was recently honored with the Kennedy Center Gold Medallion for his service to KCACTF.

Jones has designed over 130 productions for theatre, opera, ballet and television. Recent work includes Comedy Sportz, Chicago; Death and the Maiden, Centaur Theatre, Montreal; The Nutcracker, RiverPark Center, Kentucky; River of Time, [world premiere opera] Lexington Opera House; The Rake's Progress, University of Michigan Opera Theatre; and, Quartet, Hudson Village Theatre, Quebec. He received Chicago’s Joseph Jefferson Citation for Outstanding Achievement in Scenic Design for Noises Off at Pegasus Players. His scenic designs are featured on the covers of two popular texts: James W. and Wanda Rodgers' Play Directors' Survival Kit, for which he served as graphic designer/illustrator; and, most recently, J. Michael Gillette’s Theatrical Design and Production, 7th edition.

His Master of Fine Arts degree in stage design is from Northwestern University, Evanston IL.

Julie Mariga
Computer & Information Technology

Julie Mariga is an Associate Professor of Computer and Information Technology (CIT). She joined Purdue University in 1997 after working in industry.

She co-authored a textbook published by John Wiley & Sons, Inc. and has published numerous journal articles and conferences papers. Her areas of interest are enterprise collaboration, social media/social computing, globalization of technology and increasing women & minorities in computing disciplines. In 2005, she was the first faculty member from Purdue asked to join the National Center for Women in Information Technology (NCWIT). NCWIT is an organization working at increasing the number of women and minorities in STEM disciplines.

She has won numerous teaching awards at both the department and college level. She was a co-faculty advisor for the student chapter of Association of Information Technology Professionals (AITP) until 2012. The students in CIT attend the annual AITP National Collegiate Conference to compete in various computing competitions and place very well in the competitions. She has led study abroad opportunities for CIT students to Monterrey, Mexico &
Barcelona, Spain.

She is the principal consultant working to develop and implement information systems technology and network engineering bachelor degrees at two universities in Kuwait modeled after the CIT programs at Purdue.

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

**Ryan Cabot**  
**Animal Sciences**

Ryan Cabot is currently an Associate Professor in the Department of Animal Sciences, where he holds a research and teaching appointment. Prior to joining Purdue, Ryan received his PhD in Reproductive Biology from the University of Missouri-Columbia and did postdoctoral research at the Ludwig-Maximilians-University in Munich, Germany. Ryan joined the faculty at Purdue in 2004 and has developed a research program focused on investigating the intracellular mechanisms that control mammalian embryo development. In 2010, Ryan received the New Investigator Award from the Society for the Study of Reproduction (a national scientific society for reproductive biologists) for the research contributions made by his laboratory; in 2011 Dr. Cabot’s efforts in teaching were recognized by the College of Agriculture (recipient of the Richard L. Kohls Outstanding Early Career Award).

Ryan has also developed his leadership skills in a variety of service areas while at Purdue. As examples, Ryan has served on undergraduate and graduate programs committees within the Department of Animal Sciences, and served as a departmental representative on the College of Agriculture curriculum committee, chairing the committee in 2011. Ryan chaired his department’s Strategic Planning Committee in 2011-2012. Ryan has worked with the Office of Institutional Equity, serving as a panel member for the Advisory Committee on Equity since 2013.

Ryan brings the perspective of an open-minded, mid-career faculty member who appreciates how policies and policy changes impact various facets of the roles we fill within the University.
Sophie Lelièvre is currently an associate professor, recently promoted to full professor, of Basic Medical Sciences with courtesy appointment in Nutrition Science. Before joining Purdue University as an assistant professor and Walther Cancer Institute Scholar in 2000, this native of France obtained her undergraduate degree as engineer in Veterinary Sciences from the University of Louvain (Belgium, 1987), her D.V.M. degree from the University of Liège (Belgium, 1990), M.S. and Ph.D. degrees in Molecular & Cellular Pharmacology from the University of Paris VI (Pierre & Marie Curie, France, 1991 and 1994) and her Master of the Laws (LL.M.) in health, law and ethics from the EuroPubhealth and Erasmus Mundus international program at the University of Rennes (France, 2008).

Since arriving at Purdue University Professor Lelièvre has been increasingly involved in the leadership of the Purdue Center for Cancer Research (PCCR). She initiated the Breast Cancer Discovery Group in 2008 and was then asked to oversee the development of all discovery groups in PCCR as Associate Director in 2010. The directorship has been extended to collaborative science that pertains to international projects, multidisciplinary interactions and cancer prevention research programs. She was appointed to serve as part of the PCCR senior leadership in 2012. Her leadership across disciplines and internationally is illustrated by her initiative to develop a global network of primary prevention research and training in breast cancer that includes 10 countries and has received support from the World Health Organization (WHO) and the United Nations Educational Scientific and Cultural Organization (UNESCO).

Professor Lelièvre was appointed as an inaugural faculty member of Purdue University’s Global Council (2011) and was asked to serve as Advisor on the WHO Recommendations for “Research priorities: Cancer prevention, early detection, screening, treatment and palliative care”, upon invitation by the Assistant-Director for noncommunicable diseases (2010); she currently serves as a member of the International Affairs Committee of the American Society for Cell Biology and a member of the Purdue Think Policy Initiative.

A Purdue University Faculty Scholar, Professor Lelièvre has been conducting research that is fundamentally anchored into control mechanisms of genome expression with applications to breast cancer. She was one of the three featured breast cancer researchers of the Congressionally-Directed Medical Research Program (CDMRP) in 2008 in recognition for her contributions to breast cancer research since her early career development funding by CDMRP in 1997. She is an appointed member of the standing study section NCI-I of the National Cancer Institute of the NIH for K awards supporting the training of scientists for independence in research. She was selected as a Purdue Entrepreneurial Leadership Academy Fellow in 2009 and Scholar in 2010 as well as Discovery Learning Research Center Faculty Research Fellow in 2012 for her research and training efforts in primary prevention of cancers.

Senate members’ shared competences will play an essential role in moving Purdue University towards not only local and national impact, but also a global impact of its discovery, learning and engagement endeavor as highlighted in the University Strategic Plan. Serving on the University Senate is a privilege, and Professor Lelièvre is ready to work with her colleagues to carry out the hefty agenda presented to the Senate and facilitate harmonious organization of the tasks at hand over the next few years.
The Nominating Committee proposes the following slates of nominees for service on the University Senate Standing Committees. The faculty members elected are to serve the period of years shown following each name.

A. **Educational Policy Committee**
   For the 4 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Blackwood</td>
<td>3</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Ryan Cabot</td>
<td>3</td>
<td>Animal Sciences</td>
</tr>
<tr>
<td>Christine Hrycyna</td>
<td>3</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Victoria Walker</td>
<td>3</td>
<td>Curriculum and Instruction</td>
</tr>
</tbody>
</table>

B. **Faculty Affairs Committee**
   For the 5 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Stuart Bolton</td>
<td>3</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Linda Prokopy</td>
<td>3</td>
<td>Forestry &amp; Natural Resources</td>
</tr>
<tr>
<td>Alberto Rodriguez</td>
<td>2</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Elizabeth Strickland</td>
<td>3</td>
<td>Speech, Language &amp; Hearing Sciences</td>
</tr>
<tr>
<td>Yuehwern Yih</td>
<td>1</td>
<td>Industrial Engineering</td>
</tr>
</tbody>
</table>

C. **Student Affairs Committee**
   For the 5 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Daugherty</td>
<td>1</td>
<td>Technology, Leadership &amp; Innovation</td>
</tr>
<tr>
<td>Russell Jones</td>
<td>3</td>
<td>Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>Charles Krousgrill</td>
<td>3</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Kipling Williams</td>
<td>3</td>
<td>Psychological Sciences</td>
</tr>
<tr>
<td>Monika Ivantysynova</td>
<td>3</td>
<td>Agricultural &amp; Biological Engineering</td>
</tr>
</tbody>
</table>

D. **University Resources Policy Committee**
   For the 5 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elena Coda</td>
<td>3</td>
<td>Languages &amp; Cultures</td>
</tr>
<tr>
<td>Clifford Fisher</td>
<td>3</td>
<td>Management</td>
</tr>
<tr>
<td>William Hutzel</td>
<td>3</td>
<td>Mechanical Engineering Technology</td>
</tr>
<tr>
<td>Sophie Lelièvre</td>
<td>2</td>
<td>Basic Medical Sciences</td>
</tr>
<tr>
<td>Joseph Sinfield</td>
<td>3</td>
<td>Civil Engineering</td>
</tr>
</tbody>
</table>
Approving (via email):

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

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

A. University Grade Appeals Committee

<table>
<thead>
<tr>
<th>Regular Members</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristine Holtvedt</td>
<td>Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>Grant Richards</td>
<td>Electrical &amp; Computer Engineering Technology</td>
</tr>
<tr>
<td>Dawn Stinchcomb</td>
<td>Languages &amp; Cultures</td>
</tr>
</tbody>
</table>

for terms of service ending at the end of Summer Session 2017.

B. University Censure and Dismissal Procedures Committee

<table>
<thead>
<tr>
<th>Regular Members</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Schutz</td>
<td>Animal Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Members</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Bodner</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Nathan Hartman</td>
<td>Computer Graphics Technology</td>
</tr>
</tbody>
</table>

for terms of service ending 31 May 2017.

Approving (via email)

Stephen Byrn
Richard Cosier
Buster Dunsmore
Michael Fosmire
Michael Hill
Peter Hirst
Faculty Oversight of Athletics
2013-2014 ATHLETIC AFFAIRS COMMITTEE

Jon Story (*University Senate Appointment, Sr. Associate Dean of the Graduate School and Professor of Nutritional Physiology*)

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

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

John Graveel (*Student Affairs Liaison, Professor of Agronomy*)

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

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

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

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

Darlene Sedlock (*University Senate Appointment, Associate Professor Health and Kinesiology*)
Faculty Oversight of Athletics
2013-2014 ATHLETIC AFFAIRS COMMITTEE
(continued)

Hayden Gloyeske (Student Representative)
Shelby Swain (Student Representative)
Morgan J. Burke (Athletics Director)
Nancy L. Cross (Senior Woman Administrator, Senior Associate A.D. for Development)
Edward G. Howat (Senior Associate Athletics Director for Student Services)
Barbara J. Kapp (Senior Associate Athletics Director for Business)
Tom Mitchell (Assistant Athletics Director for Compliance)
Calvin Williams (Associate Athletics Director for Sports)
Bob Falk (Alumni Representative)
Gerald Gentry (Alumni Representative)
Joe Seaman (Community Liaison)
ICA STRATEGIC PLAN
APPROVED JANUARY 2009
OUR VISION

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

• Athletic
• Academic

Student-athletes will perform at or above the all-campus cumulative grade point average. All Purdue teams will have a graduation success rate (GSR) equal to or better than sport-specific Division 1-A GSR.
OUR GOALS (continued)

- Fiscal
- Equity
- Image
- Leadership

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

• Priority scheduling has commenced
• Fall 2013 semester CGPA 3.02
• GSR improved from 78% to 80% and is forecasted to go to 82% next year
• Degree completion program - 2006-present – has resulted in 21 former student-athletes completing their degrees and one is enrolled now.
ACADEMIC GOAL PROGRESS

• Mini Boiler Gold rush for Fall sports commenced in 2009

• Brees Center renovation is completed. The renovation increased the academic support area from 3,150 square feet to 5,350 square feet.

• Master tutor recruitment campaign continues; presently we have 17 master tutors.
## Student-Athlete Academic Profile Contrast to Student Body

<table>
<thead>
<tr>
<th>Academic Performance Measures</th>
<th>Spring 12-‘13</th>
<th>Fall 13-‘14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.02</td>
<td>3.02</td>
</tr>
<tr>
<td>All-campus</td>
<td>3.01</td>
<td>3.03</td>
</tr>
<tr>
<td><strong>Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.00</td>
<td>2.99</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.91</td>
<td>2.93</td>
</tr>
<tr>
<td><strong>Achievement of Semester GPA of 3.0 or higher</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>53.71% (268)</td>
<td>55.07% (288)</td>
</tr>
<tr>
<td>All-campus</td>
<td>55.87%</td>
<td>56.17%</td>
</tr>
<tr>
<td><strong>Achievement of perfect 4.0 Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>6.21% (31)</td>
<td>4.97% (26)</td>
</tr>
<tr>
<td>All-campus</td>
<td>7.48%</td>
<td>6.69%</td>
</tr>
</tbody>
</table>
### Achievement of Academic Honors

<table>
<thead>
<tr>
<th></th>
<th>Student-athletes</th>
<th>All-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean’s List and Semester Honors</td>
<td>28.46% (142)</td>
<td>30.02% (157)</td>
</tr>
<tr>
<td>Semester Honors only</td>
<td>(83)</td>
<td>(96)</td>
</tr>
<tr>
<td>Dean’s List only</td>
<td>(48)</td>
<td>(44)</td>
</tr>
<tr>
<td>All-campus</td>
<td>32.62%</td>
<td>32.01%</td>
</tr>
</tbody>
</table>

### Placement on probation

<table>
<thead>
<tr>
<th></th>
<th>Student-athletes</th>
<th>All-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-campus</td>
<td>5.01% (25)</td>
<td>4.21% (22)</td>
</tr>
<tr>
<td>Placement on probation</td>
<td>5.73%</td>
<td>6.06%</td>
</tr>
</tbody>
</table>

### Dropped from the University

<table>
<thead>
<tr>
<th></th>
<th>Student-athletes</th>
<th>All-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-campus</td>
<td>0.2% (1)</td>
<td>0.19% (1)</td>
</tr>
<tr>
<td>Dropped from the University</td>
<td>1.96%</td>
<td>1.13%</td>
</tr>
</tbody>
</table>
CUMULATIVE GRADE INDEX
LEADERSHIP GOAL PROGRESS

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

• 100% (381/528) of student-athletes are involved in Leadership experience in 2013-14.

• Community Service is an annual expectation for our teams. The highlight of the year was the Purdue Cancer Challenge. Intercollegiate Athletics had participation from each team that was on campus.
Intercollegiate Athletics - Values

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

• Support the pursuit of excellence by all
• Attract the very best student-athletes, coaches, and staff and retain the engaged involvement of our former student-athletes
• Attract the support of our Purdue alums and fans
Purdue University’s commitment to the academic and social well-being of its student-athletes is focused through the activities of the Athletic Affairs Committee (AAC) and Intercollegiate Athletics (ICA). This report covers the two regular semesters in the year that has passed since the last report from the AAC: the Spring Semester of 2012-13 and the Fall Semester of 2013-14.

FACULTY OVERSIGHT OF ATHLETICS

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

Monthly meetings of the AAC are held at which members hear reports and participate in discussions pertinent to their mandate. All minutes are filed with the University Senate and are available for review. During the year, the Committee was briefed on the academic status of each sport program and received updates on the Graduation Success Rate and Academic Progress Rate.

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

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

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

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

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

The execution of our plan will require diligent effort by all involved and support from all our John Purdue Club members and fans. The time to Accelerate and Finish is NOW!
The foundation of the plan lies in the Vision, Mission and Goals of the department. A summary is set forth below:

<table>
<thead>
<tr>
<th>OUR VISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A championship-caliber athletics organization that is excellent in all respects and is a consistent member of the “25/85 Club.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUR MISSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collectively aspiring to win championships - both athletically and academically - we will engage and inspire all constituencies to support the broader University pursuit of preeminence. We will attract the very best student-athletes, coaches, and staff and retain the engaged involvement of former student-athletes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Execution of our mission and achievement of the vision requires focus on six goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletic</strong></td>
</tr>
<tr>
<td><strong>Academic</strong></td>
</tr>
<tr>
<td><strong>Fiscal</strong></td>
</tr>
<tr>
<td><strong>Equity</strong></td>
</tr>
<tr>
<td><strong>Image</strong></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
</tr>
</tbody>
</table>
The strategies to support the Academic and Leadership goals which were bolded above are set forth below:

GOAL 2: ACADEMIC
Student-athletes will perform at or above the all-campus cumulative grade point average. All Purdue teams will have a graduation success rate (GSR) equal to or better than sport-specific NCAA Division I GSR. The GSR provides a more accurate graduation metric. If a student-athlete transfers from Purdue and is eligible, they are removed from the cohort and if a student-athlete transfers to Purdue they are added to the cohort.

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

GOAL 6: LEADERSHIP
We will identify, cultivate, and reinforce those student-athletes, coaches, and staff members who are willing to lead by example, who are committed to thorough implementation and who challenge the status quo.

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

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

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

The 25/85 designation was achieved by only 10 of the 300 Division I programs in 2012-13 and represents our aspirational vision. During the 2009-2015 time periods, we intend to close the gap (42/80 or the 85 percentile of the 300 Division I programs in 2012-13) and solidify our standing as a nationally elite program.

**BENCHMARKS**

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

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

**FISCAL GOAL**

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

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

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

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

ACADEMIC GOAL PROGRESS  
Planning Process  
The athletics academic support services unit operates with a rolling three-year plan. Each year, the athletics academic support services staff reviews and updates the plan to ensure it is meeting the academic needs of the student-athletes and that it helps create the atmosphere and expectation for academic success. The three-year plan provides the opportunity for the staff to modify and update current practices in an organized manner. The three-year plan objectives are reviewed twice a year with both faculty athletic representatives (FARs) and the athletics senior staff to ensure progress is being made. These meetings provide the opportunity for input by the FARs and sport administrators. With the athletics department strategic plan finalized, academic items from the strategic plan are incorporated into the rolling three-year plan and annual athletic department objectives.

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

<table>
<thead>
<tr>
<th></th>
<th>Spring 12-'13</th>
<th>Fall 13-'14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>15,979</td>
<td>16,762</td>
</tr>
<tr>
<td>Women:</td>
<td>12,018</td>
<td>12,570</td>
</tr>
<tr>
<td>Total:</td>
<td>27,997</td>
<td>29,332</td>
</tr>
</tbody>
</table>

For academic reporting purposes, student-athlete enrollment totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring 12-'13</th>
<th>Fall 13-'14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>294</td>
<td>319</td>
</tr>
<tr>
<td>Women:</td>
<td>205</td>
<td>204</td>
</tr>
<tr>
<td>Total:</td>
<td>499</td>
<td>523</td>
</tr>
</tbody>
</table>

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

Details of the academic performance of student-athletes during the subject semesters, as compared to the corresponding university wide averages, is shown in the table below, including GPAs and other relevant statistics. Our string of 32 consecutive semesters was broken as the campus CGPA in the Fall of 2013 went up from 2.99 to 3.03 while the student-athlete’s remained at 3.02.
<table>
<thead>
<tr>
<th>Academic Performance Measures:</th>
<th>Spring 12-'13</th>
<th>Fall 13-'14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cumulative GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.02</td>
<td>3.02</td>
</tr>
<tr>
<td>All-campus</td>
<td>3.01</td>
<td>3.03</td>
</tr>
<tr>
<td><strong>Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.00</td>
<td>2.99</td>
</tr>
<tr>
<td>All-campus</td>
<td>2.91</td>
<td>2.93</td>
</tr>
<tr>
<td><strong>Achievement of Semester GPA of 3.0 or higher</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>53.71% (268)</td>
<td>55.07% (288)</td>
</tr>
<tr>
<td>All-campus</td>
<td>55.87%</td>
<td>56.17%</td>
</tr>
<tr>
<td><strong>Achievement of Academic Honors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>28.46% (142)</td>
<td>30.02% (157)</td>
</tr>
<tr>
<td>Dean’s List and Semester Honors</td>
<td>(83)</td>
<td>(96)</td>
</tr>
<tr>
<td>Semester Honors only</td>
<td>(48)</td>
<td>(44)</td>
</tr>
<tr>
<td>Dean’s List only</td>
<td>(11)</td>
<td>(17)</td>
</tr>
<tr>
<td>All-campus</td>
<td>32.62%</td>
<td>32.01%</td>
</tr>
<tr>
<td><strong>Achievement of perfect 4.0 Semester GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>6.21% (31)</td>
<td>4.97% (26)</td>
</tr>
<tr>
<td>All-campus</td>
<td>7.48%</td>
<td>6.69%</td>
</tr>
<tr>
<td><strong>Placement on probation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>5.01% (25)</td>
<td>4.21% (22)</td>
</tr>
<tr>
<td>All-campus</td>
<td>5.73%</td>
<td>6.06%</td>
</tr>
<tr>
<td><strong>Dropped from the University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>0.2% (1)</td>
<td>0.19% (1)</td>
</tr>
<tr>
<td>All-campus</td>
<td>1.96%</td>
<td>1.13%</td>
</tr>
</tbody>
</table>
In support of its goal to achieve above student-body average GPAs, ICA also wishes to promote the importance of its student-athletes bringing their academic careers to a successful conclusion by ensuring that every student has the best opportunity to graduate. To this end, the goal set by ICA as stated above is to achieve and maintain graduation success rates equal to or better than sport-specific Division 1-A GSR.

The GSR (Graduation Success Rate)
This is the eighth year the NCAA is reporting the Graduation Success Rate (GSR) for Division I institutions. The GSR provides a more inclusive calculation of student-athlete academic success. The GSR is more accurate than the federally mandated methodology because it includes incoming transfers who receive athletic aid and graduate and deletes from the calculation student-athletes who leave an institution and were academically eligible to compete. The federal rate does neither. Thus, the GSR figures are higher than the graduation rates in the federal calculation because the latter counts all students who leave as non-graduates from their initial institution. The GSR value for Purdue is 80% versus 81% for all Division I schools. We anticipate the rate to increase to 82% in May of 2014 and 84% by May of 2015. The current graduation pipeline supports these figures.

Appendix 4 shows GSR data for each Purdue University team and for all Division I sports. Football, men’s and women’s basketball are currently below the national average in GSR. There are several factors to consider when reviewing the data, and it is important to remember this data reflects the 2002-06 cohorts as reported in May of 2013. NCAA legislation was adopted in August 2007 that prohibits transfer student-athletes to receive athletics aid should they depart their previous institution while ineligible. Prior to
2007, these three sports could have transfers depart while ineligible yet still receive athletics aid at the second institution. All such transfers are still required to sit a year in residence, but now they are unable to receive a scholarship during the year-in-residence. Down the road this will help as there is an incentive to leave in good standing.

Football posted a 64 percent GSR (46 of 72) vs. a national figure of 70 percent, reflecting a graduation gap of four students over the four-year period or one per year. Men’s basketball posted a 67 percent GSR (6 of 9) vs. a national figure of 70 percent, reflecting a graduation gap of .3 students over the four-year period or .08 per year. Women’s basketball posted a 75 percent GSR (9 of 12) vs. a national figure of 85 percent, reflecting a graduation gap of 1.2 students over the four-year period or .03 per year.

So our review of the data in the pipeline, indicates the GSR for these sports increased this past year and will continue to increase with future cohorts. Most student-athletes (90%) that exhaust eligibility in these sports graduate upon departure.

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

The APR is calculated by allocating points for eligibility and retention—the two factors that research identifies as the best indicators of graduation. Each player on a given roster earns a maximum of two points per term, one for being academically eligible and one for staying with the institution. A team’s APR is the total points of a team’s roster at a given time divided by the total points possible. The number is then multiplied by 1,000. Thus, a raw APR score of 0.930 is reported as 930 and reflects an approximate 50 percent Graduation Success Rate. (NCAA web site).

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

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

Level Two penalties include the Level One penalty, along with a reduction of four hours of practice time out of season replaced with academic activities. This level also includes the elimination of the nonchampionship season or spring football. Teams without a nonchampionship season face a reduced number of contests.

Level Three penalties include all Level One and Two penalties, plus a menu of potential additional penalties. These can include financial aid reductions; additional practice and contest restrictions; coach-specific penalties (including game and recruiting restrictions);
restricted access to practice for incoming students who fall below certain academic standards; restricted membership; and potential multiyear bans on postseason competition.

<table>
<thead>
<tr>
<th></th>
<th>Multiyear APR Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>980</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>985</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>963</td>
</tr>
<tr>
<td>Football</td>
<td>961</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>988</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>945</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>986</td>
</tr>
<tr>
<td>Men’s Track, Indoor</td>
<td>950</td>
</tr>
<tr>
<td>Men’s Track, Outdoor</td>
<td>957</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>966</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>967</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td>989</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>969</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>983</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>976</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>988</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>992</td>
</tr>
<tr>
<td>Women’s Track, Indoor</td>
<td>965</td>
</tr>
<tr>
<td>Women’s Track, Outdoor</td>
<td>969</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>1000</td>
</tr>
</tbody>
</table>
LEADERSHIP GOAL PROGRESS

In the fall of 2013, the athletics department continued efforts to development the leadership program for its student-athletes. After a year of pursuing a name for the program, the department received permission from John Wooden and his family to designate the leadership program the “John R. Wooden Leadership Institute.” The following mission statement was created:

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

The execution is described as followed:

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

The current components include:

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

During the 2013-14 academic year, the following speakers have presented a Pyramid of Success session to our student-athletes:

- **Eric Thomas – Motivational Speaker** (August 2013)
- **Jeff Immelt – CEO of General Electric** (October 2013)
- **Chico Jensen – Purdue Sexual Health & Sexual Violence Risk Reduction Coordinator** (November 2013)
- **Mitch Daniels – Purdue President** (March 2014)
- **Doug DeVos – President of Amway** (April 2014)
Also, the following activities that support the leadership goal were completed:

- Implemented a professional development program for student athletes which included: resume, cover letter, interview skills and mock interview workshops with the assistance of CCO; individual career coaching with Roger Stewart, a Career Fair specifically for student athletes and a financial management workshop with PEFCU.
- Launched BoilerMaker Wish, a community service program founded by Purdue student athletes, which pairs children with physical adversity with a specific athlete or team.
- Participated in two All-Campus Activities: Purdue 360 Diversity with Herman Boone and Take Back the Night concerning sexual assaults on campus.

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

As to the benchmarks in this area:

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

- EDPS- 88
- Emerging Leaders - 74
- Boilermaker Athletic Council - 61
- Pyramid of Success Series - 346
- IMPACT (Influencing/Mentoring by Purdue Athletes with Cardinal Tradition) – 12
- Boilers Back in Action-540
- BoilerMaker Wish- 77

- 2013-14 Community Service Activities (See Appendix 6)
2013-2014 ATHLETIC AFFAIRS COMMITTEE

Jon Story (Committee Chair - University Senate Appointment, Sr. Associate Dean of the Graduate School and Professor of Nutritional Physiology)

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

Morgan J. Burke (Athletics Director)

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

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

Bob Falk (Alumni Representative)

Gerald Gentry (Alumni Representative)

Hayden Gloyeske (Student Representative)

John Graveel (Student Affairs Liaison, Professor of Agronomy)

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

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

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

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

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

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

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

Joe Seaman (Community Liaison)

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

Shelby Swain (Student Representative)

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

### NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL
#### Spring 2014

<table>
<thead>
<tr>
<th>College or School</th>
<th>Number of student-athletes</th>
<th>Spring 2014</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>First Year Engineering</td>
<td></td>
<td>30</td>
<td>---</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>50</td>
<td>38</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td></td>
<td>132</td>
<td>144</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td></td>
<td>117</td>
<td>112</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td>62</td>
<td>54</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td></td>
<td>2</td>
<td>---</td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td>83</td>
<td>82</td>
</tr>
<tr>
<td>Graduate School</td>
<td></td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td></td>
<td>1</td>
<td>---</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td></td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>544</strong></td>
<td><strong>495</strong></td>
</tr>
</tbody>
</table>
# Student-Athlete Graduation Success Rates (GSR)*

Graduation Rates for 2003-2006 Cohorts

( ) Prior Year

<table>
<thead>
<tr>
<th></th>
<th>Purdue</th>
<th>NCAA Division I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>80 (78)</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>77 (79)</td>
<td>74</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>67 (58)</td>
<td>70</td>
</tr>
<tr>
<td>Football (FBS)</td>
<td>64 (59)</td>
<td>70</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>70 (80)</td>
<td>84</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>95 (89)</td>
<td>84</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>100 (100)</td>
<td>85</td>
</tr>
<tr>
<td>Men’s Track/CC</td>
<td>71 (72)</td>
<td>74</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>70 (76)</td>
<td>76</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>75 (71)</td>
<td>85</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>88 (89)</td>
<td>91</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>89 (90)</td>
<td>89</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>95 (100)</td>
<td>86</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>83 (87)</td>
<td>91</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>100 (100)</td>
<td>91</td>
</tr>
<tr>
<td>Women’s Track/CC</td>
<td>95 (86)</td>
<td>85</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>100 (100)</td>
<td>89</td>
</tr>
</tbody>
</table>

* The GSR permits institutions to subtract student-athletes who leave their institutions prior to graduation as long as the student-athlete would have been academically eligible to compete at Purdue University had he or she remained.
I AM A BOILERMAKER STUDENT-ATHLETE.
It is an honor and a privilege to represent the Purdue University athletic FAMILY. The tradition of strong academics and athletics will carry on through me.

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

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

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

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

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

All Teams
- Purdue University Dance Marathon for Riley Children’s Hospital
- The Purdue Cancer Challenge
- IMPACT (Influencing/Mentoring by Purdue Athletes w/Cardinal Tradition)
- BoilerMaker Wish (Purdue Athletes making a wish come true for physically challenged children in the community)
- Shoes for Haiti
- Take Back the Night (students learning about the prevention of Sexual Assault)
- John Purdue Thank-a-Thon

Baseball
- Read to local elementary school children

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

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

**Football**
- Reading is Fundamental
- College mentor for Kids
- Purdue University Football Blood Drive
- Books and Chocolate Milk
- Read Books to Cumberland Elementary School children
- Purdue University Dance-a-Thon Benefit for Riley’s Hospital
- Haiti, South Africa Mission Work
- Participate in Purdue Cancer Challenge
- Spelling Bee Team for Spell Day
- IMPACT: 1 on 1 mentoring to underprivileged children at Happy Hollow School
- BoilerMaker Wish with special needs children
- Participated in PU 360 Diversity Week with Coach Boone
- Volunteered at Lynn Treece Boys and Girls Club
- Volunteered at Patty Jischke Early Care and Education Center
- Participated in fundraiser for the Fisher House Foundation
- Entire team volunteered at Food Finders Food Bank
- Team members spoke at Klondike Middle School on Fitness and Nutrition
- Participated in Bowl for Kids Sake benefitting Big Brothers/Big Sisters
- Accelerated Reader program at Hershey Elementary
- Blood Drive
- Dream Season
- PALS

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

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

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

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

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

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

Volleyball
• Participated in Women in Sports Day
• Kids Clinic (free volleyball clinic)
• Participate in Purdue Cancer Challenge
• Adopt a family for Christmas
• Participated in Sunnyside Jr High’s Purdue Day
• Family Fun Fitness night at Glen Acres School
• Decorated Christmas trees for ASPS (Animal Shelter)
• Arthritis Walk
• Read at Klondike Elementary for Dr Seuss Week
Wrestling

- Assisted with JPC Gold and Black dinner and Hall of Fame dinner
- Reading to elementary children
- Wal-Mart bell ringing for Salvation Army (set a record for bringing in the most money in a 2 hour period)
- Jubilee Christmas Faith Presbyterian Church
- Jischke Day Care Center volunteers
- Boiler Elite Wrestling Club volunteers
- Purdue University Dance Marathon Fundraiser
- Participate in Purdue Cancer Challenge
- Military Appreciation Night
- Box Topps collection for Klondike Elementary School
- College mentor for kids
Overtime and Retiree Status
Policy Changes

Luis E. Lewin
Vice President for Human Resources

University Senate
April 21, 2014
Overtime Policy

Current

Overtime paid based on
Hours Paid
(includes sick leave, vacation, holiday, etc.)

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Total overtime paid
2013 = $3,511,354
2012 = $3,481,263

70% of overtime paid is for
non-exempt employees making
$15-$30/hour

Revised - Effective 1/12/2015

Overtime paid based on
Hours Worked
(includes Holidays only)

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35 universities surveyed
• 21 pay based on hours worked
• 4 pay based on hours worked
  and include Holidays

State of Indiana pays overtime
based on hours worked

Savings of $250,000 a year
Official Retiree Status

Current
• Age 55 or more
• Employed in benefits-eligible position for 10 or more years
• Age and Years of Service must equal or exceed 70 at the time of retirement

Revised – Effective 7/1/2014
• Age 55 or more
• Employed in benefits-eligible position for 10 or more years
• Eliminated the requirement to equal 70
Official Retiree Privileges

Current

• University contribution to retirement fund on any terminal vacation pay
• 2 months health insurance coverage (a.k.a. $1,500 transition benefit)
• Access to health coverage with retiree paying full amount
• Continued participation in basic life insurance with retiree paying full amount
• Official Retiree ID card
• Complimentary A parking permit
• Special-Rate Tickets to University events (athletic, cultural, educational, entertainment)
• Partial fee remission for retirees residing in Indiana
• Use of University library facilities
• Use of recreational facilities
• University email account

Revised

• Same as current, with one exception
  ➢ Effective 1-1-2015, the $1,500 transition benefit will no longer be paid
    o Added when delayed processing
    o Now official retirees immediately qualify for health coverage

Spent $696,000 from the medical plan over the last two fiscal years for transition benefit payments.

Change aligns with our goal to keep the medical plans viable and affordable for all.