AGENDA

1. Call to order

2. Approval of Minutes of 14 September 2009

3. Acceptance of Agenda

4. Remarks by the President
   President France A. Córdova

5. Remarks of the Chairperson
   Professor Howard N. Zelaznik

6. Résumé of Items Under Consideration by Various Standing Committees
   Professor Alyssa Panitch

7. Question Time

8. Presentation on Boiler Green Initiative
   For Information
   PSG President Adam Kline

9. HLC Accreditation Update
   For Information
   Vice Provost Chris Ladisch & Dean Mark Pagano

10. Purdue Access and Success Program
    For Information
    Provost W. Randy Woodson

11. New Business

12. Memorial Resolutions

13. Adjournment
UNIVERSITY SENATE
Second Meeting, Monday, 19 October 2009, 2:30 p.m.
Room 302, Stewart Center


1. The meeting was called to order at 2:35 p.m. by Chairperson Howard N. Zelaznik.

2. The minutes of the meeting of 14 September were approved as distributed.

3. The agenda was accepted as distributed.

4. President France A. Córdova presented remarks to the Senate (see Appendix A).

5. Professor Zelaznik presented the report of the chairperson (see Appendix B).

6. Professor Alyssa Panitch presented, for information, the Résumé of Items Under Consideration (ROI) by Various Standing Committees (see Appendix C). Professor Sullivan asked Professor Levy, Chair of the University Resources Policy Committee, (URPC) if his committee had been notified about the problem with lead in the university water supply prior to the public announcement by Vice President McMains. He said that
they had not been given prior notice. Professor Sullivan expressed her concern about the timing of the announcement. Professor Levy said that his committee would look into the issue. Professor Williams, chair of the Faculty Affairs Committee (FAC), said that he had formed a subcommittee to consider the matter of a budget for the Senate in light of the funds now being given to the Chair and Vice-Chair of the Senate. The subcommittee consists of Professors Edwards, Williams, and Yih. He noted that Senate Document 94-9 recommended that the Senate have a budget, but there was not follow-up after this document passed. In addition, many of our Big-10 and other peer institutions have a budget for their Senate or equivalent bodies. His subcommittee will study the matter and bring a recommendation to the Senate. Professor Williams next reminded the Senate that it is almost time for the next Faculty Survey. The previous one was done in 2009 and the next scheduled survey should occur in 2011. He said that some faculty members had expressed concern that the previous survey results and suggestions might have been ignored by the administration. If another survey is done, these faculty members would like for the suggestions to be considered seriously by the administration. Professor Williams said that Professor William Harper would be brought into the discussion of the next survey as he has been instrumental in ensuring the formulation and distribution of previous surveys.

7. At “Question Time” several questions came from the floor. One Senator asked how, or if, the current discussions on national health care issues will affect Purdue University’s health care plans. This question will be forwarded to the Senate Steering Committee for consideration and then to an appropriate Standing Committee. Professor Sullivan asked if the new requirement for four years of high school mathematics will impact our ability to attract students and if other universities are considering a similar requirement. President Córdova said that Purdue is one of the few universities to have such a requirement. She also said that marketing studies suggest that 95% of our students already take 4 years of mathematics in high school and requiring this of the other 5% of students should not have a negative impact on our recruitment efforts. She noted again that this requirement does not prescribe specific courses, such as calculus or pre-calculus and that the high schools will be able to determine what constitutes four years of academic mathematics courses. Professor Carroll asked Chair Zelaznik if the committee he mentioned in his remarks could have faculty members from outside the Senate or if they had to be Senators. Chair Zelaznik said that he would prefer the members be Senators, but would consider non-Senators if not enough Senators volunteered.

8. Standing in for Adam Kline, Carmen Martin addressed the Senate to ask the members to ensure that they make it clear to their students whether they require papers and homework to be printed on one side only or if they will allow double-sided printing. This is in response to the implementation of ITaP’s policy to set double-sided printing as the default in its computer laboratories.

9. Vice Provost Ladisch and Dean Pagano presented, for information, an update on the Higher Learning Commission (HLC) accreditation process (see Appendix D). Vice Provost Ladisch and Dean Pagano emphasized that comments on the process of accreditation are welcome and can be written on the accreditation web site. The comments will not be made public, but will be considered by the university accreditation committee. Following these remarks, Professor DeCarlo expressed a concern that faculty comments are too often ignored. Vice Provost Ladisch stated that she would ensure that responses are sent to the faculty members who send comments so that they know they are not being ignored. Professor Templin thanked Vice Provost Ladisch,
Dean Pagano, and all of the faculty and administrators who have been involved in this process over the last two years.

10. Provost Woodson presented, for information, an update on the Purdue University Access and Success Program (see Appendix E). Following these remarks, Professor Wasburn asked if Purdue was putting money into the urban schools that have been targeted. Provost Woodson stated that we were not putting money directly into the schools and their programs, but were putting the money into a variety of on-campus and related programs to nurture the students in these schools. For example, the Science Bound program receives funding from the university to encourage more under-represented students to enter the STEM disciplines. President Córdova recommended to the Senators a book entitled “Crossing the Finish Line” by Bill Bowen. He nicely describes the concept of “under-matching” and how it has a negative impact on getting under-represented students into college. She stated it is the best book on higher education she has read recently.

11. Two memorial resolutions had been received for two Professors of English, Edward S. Lauterbach and Felix Stefanile. Out of respect for their departed colleague the Senators stood for a moment of silent reflection.

12. The meeting adjourned at 4:35 p.m.
University Senate

October 19, 2009 • President France Córdova

Strategic Focuses

Launching Tomorrow’s Leaders
K-14 Preparation • Retention • Academic Quality of our Student Body

Discovery with Delivery
International Faculty Recognition • Outstanding Faculty
Research Awards • Infrastructure and Facilities

Meeting Global Challenges
Research Focus • International Update
Launching Tomorrow’s Leaders

Preparing for Purdue

- Four-Year Math Requirement
- Community College to Purdue: Pathways
- Woodrow Wilson Indiana Teaching Fellows Program
  - 18 enrolled in one-year Master’s program
  - Teach in rural Indiana for three years

Launching Tomorrow’s Leaders

Boosting Retention

- Retention at All-Time High
  84.2% (2005-'06) → 87.2% (2008-'09)
- Freshman Experience: Ideas to Innovation Lab
- Technology to Improve Performance: Signals
Launching Tomorrow’s Leaders

Improved Academic Quality of Student Body

- SAT Scores Increased 24 Points
- Freshmen in Top 10% H.S. Class Increased
- Programs to Look For (top 25)
  - Internship Programs, First-Year Experience, Writing in the Disciplines
- Increased Financial Aid
- Reduction in Graduate Staff Fee
- Need to Increase Yield of Highest-Achieving Students
10 Nobel Laureates
2 World Food Prize Winners
2 National Medal of Technology Winners
Significant Young Investigator Awardees
26 Members of National Academies

Discovery with Delivery
Faculty Research Awards in Interdisciplinary Partnerships

• $105 Million NEES – National Science Foundation
• $29 Million NCN – National Science Foundation
• $27 Million CTSI – National Institute of Health
• $17 Million PRISM – National Nuclear Security Administration
• $15 Million C3Bio – Department of Energy
• $15 Million VACCINE – Department of Homeland Security

More Than $200 Million in Funding
Discovery with Delivery
Renewed Focus on Infrastructure and Facilities

- Pre-Award Centers
- Research Core Facility Committee
- Post-Award Process

Meeting Global Challenges
Global Leadership

- Areas of Research Focus
  - STEM Education
  - Life and Health Sciences
  - Sustainability – Energy, Environment and Climate Change
  - Security, Defense and Space Sciences
  - Cyber and Information Technology

- International Students/Student Exchange
- Global Policy Research Institute
- Asia Trips
Thank you all for coming today. My report will be brief as there was not much news that transpired since the last Senate meeting.

First, at the October 3 Board of Trustees meeting it is clear to me that the trustees are very concerned about our student quality profile. That profile includes incoming student quality, first year retention as well as graduation rates. This is a clear mandate from the trustees. Later you will hear more on this from Provost Woodson.

Second, Chair of the Board Keith Krach is very interested in learning about faculty concerns. At the November trustees meeting I would like to relay one faculty issue for the board to be educated on. I am putting out a call to the Senate to help me craft that one issue. An email will be coming out shortly.

Third, I have been struggling to find an intuitive rule by which we partner with university administration. Let me explain. Administrators are responsible for making many policies, big and small. Faculty want to have a voice in those policies, but obviously we do not want to be in on the ground floor of every university policy. The question is how to find where to draw the line, in each specific case, for faculty voice. This is difficult. But, we need to realize that we want administrators to come to us with their policies, and we should provide important input. For some policies, such as the revision of C-19, grievance policies and procedures, we need to be in on the ground floor, and we are. On others, we need to be involved much later. Finally, we need to keep in mind that we can provide clear input at the appropriate time, but that should
not detract from the role of administration, nor from the role of faculty. I am having ongoing discussion with central administration to be able to try to find the proper balance.
TO: University Senate
FROM: Alyssa Panitch, Chairperson, Steering Committee
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

STEERING COMMITTEE
Alyssa Panitch, Chairperson
apanitch@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
Howard N. Zelaznik, Chairperson of the Senate
hnzelaz@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
William D. McInerney, Chairperson
bmcinern@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
John B. Grutzner, Chairperson
grutzner@purdue.edu
1. Remedial 1-credit course for students on probation
2. Core Curriculum
3. University wide policy on starting date for new and changed Plans of Study
4. Internationalization initiative
5. Possible deletion of Summer Commencement from the Calendar

FACULTY AFFAIRS COMMITTEE
David J. Williams, Chairperson
dwj@purdue.edu
1. Petition to allow noncontract funds be used for professional expenses
2. Review of faculty surveys at Purdue
3. Annual budget for Senate activities
4. Review of Executive Memorandum C-19 regarding faculty grievances
5. Purdue Retirement Plan Task Force

STUDENT AFFAIRS COMMITTEE
Thomas J. Templin, Chairperson
ttemplin@purdue.edu
1. Review of the Student Bill of Rights
2. Follow-up concerning the Student Conduct Code
3. Follow-up with Student Services Office concerning disciplinary process

UNIVERSITY RESOURCES POLICY COMMITTEE
Morris Levy, Chairperson
levy0@purdue.edu
1. Review fiscal policies and aid in generating budget transparency and economy
2. Review of campus energy sufficiency, safety, and other Physical Facilities operations
3. Enhancing graduate education and research opportunities
4. Review of faculty committees

Chair of the Senate, Howard N. Zelaznik, hnzela@purdue.edu
Vice Chair of the Senate, Joan Fulton, fultonj@purdue.edu
Secretary of the Senate, Joseph W. Camp, Jr., jcamp@purdue.edu
University Senate Minutes; http://www.purdue.edu/usenate
2009-2010
Institutional Reaccreditation Review by
The Higher Learning Commission

October 19, 2009

University Senate

Christine Ladisch, Project Director
Mark A. Pagano, Project Co-Director

- Review occurs every ten years
- Last review was in 1999-2000
- Purdue continually accredited since 1913
- West Lafayette campus only
Purpose:

- Maintain the institution’s eligibility to receive federal funds for student financial aid.
- Assure the quality of the institution and its programs through enforcement of financial and administrative standards.
- Encourage improvement of the institution and its programs.
- Promote institutional accountability and provide consumers with information about the institution.

Types of Accreditation

1) Institutional
   - regional
   - national (e.g., religious or trade schools)

2) Professional
   - focuses on a discipline
     (e.g., engineering, business)
Who conducts institutional reviews?

There is no national, centralized “Ministry of Education” to enforce academic standards.

The Higher Learning Commission, which is part of the North Central Association of Colleges and Schools, has legal authority from the Department of Education to accredit colleges and universities.

HLC accreditation is based on a peer review process.

Regional Accreditation

North Central region – 19 states, 1022 colleges/universities
### Review Stages and Timeline

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>HLC notified Purdue to “get ready.”</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>Purdue identified self-study coordinators and suggested potential site visit dates</td>
</tr>
<tr>
<td>Fall 2007-Fall 2009</td>
<td>Campus conducts self-study and prepares report.</td>
</tr>
<tr>
<td>March 22-24, 2010</td>
<td>Site visit by review team.</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Team report and University responses reviewed by HLC panel.</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>Final decision by HLC. Periodic reporting to HLC might be stipulated.</td>
</tr>
</tbody>
</table>

### The Criteria for Accreditation:

- **Criterion One:** Mission and Integrity
- **Criterion Two:** Preparing for the Future
- **Criterion Three:** Student Learning and Effective Teaching
- **Criterion Four:** Acquisition, Discovery, and Application of Knowledge
- **Criterion Five:** Engagement and Service

Criteria now place a much greater emphasis on assessment of student learning, efforts toward institutional improvement, and determining the impact of the institution on the common good.
Assessment of Student Learning

- What do you want your students to learn?
- How will your students achieve the intended learning?
- How will you know to what degree your students have achieved the intended learning?
- Do your students learn what you want them to learn? Why or why not?
- How do you monitor and improve your students’ learning on an ongoing basis?

Campus Assessment Reporting as of 10-12-2009

<table>
<thead>
<tr>
<th>Percent of all 381 Programs</th>
<th>Q1</th>
<th>Q2, Q3, Q5</th>
<th>Q4, Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Started</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>In Progress</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Done</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Organization of the Self-Study

Introduction:

- Then and now
- Address 1999-2000 concerns
- Outline self-study process

Advice from HLC in 1999/2000

- Initiate a strategic planning process as the new president assumes the helm.
- Make the budgetary process increasingly transparent through sharing info about, and seeking comment on, sources of funds and funding priorities and allocations.
- Prepare to launch a major development campaign with a goal no less lofty of other major public institutions. Process should be driven by academic priorities and guided centrally.
Advice from HLC continued....

• Continue commitment to sustained investment in research infrastructure.

• Grow commercialization technology efforts.

• Centralize management of information technology – hire a world-class CIO.

• Increase tuition/fees to support academic programming.

Organization of the Self-Study continued . . .

• Introduction

• Five criteria chapters
  • Chapter 1 – Mission and Integrity
  • Chapter 2 – Preparing for the Future
  • Chapter 3 – Student Learning and Effective Teaching
  • Chapter 4 – Acquisition, Discovery, and Application of Knowledge
  • Chapter 5 – Engagement and Service

• Special emphasis
  • Synergies across the Disciplines
The Special Emphasis:
• In-depth attention to a select group of issues critical to the institution’s pursuit of continuous improvement and educational excellence, especially as they pertain to the achievement of its mission and vision.
• Ideal if emphasis fits within strategic plans/goals.
• Must have prior HLC approval. (Received)
• Synergies across the Disciplines

Preparing for 2009/2010
• Developed campus plan for assessment of student learning activities.
• Learning from Purdue faculty and staff serving as HLC peer reviewers.
• Learning from recent reviews of Big 10 peers.
• Informing and engaging campus in review activities.
• Developed a communications plan.
• Appointed self-study teams.
Self-Study Governance

• Accreditation Steering Committee
• Five Criterion Committees
• Special Emphasis Committee
• Self-Study Document Committee

HLC Accreditation Steering Committee

Chair: Chris Ladisch, Vice Provost for Academic Affairs
Co-Chair: Mark Pagano, Dean, Continuing Education and Conferences, Current HLC/NCA Peer Review Corp Member

Members:
David Williams, Professor, Veterinary Medicine, Representative to the University Faculty Senate
Julie Rosa, Director, University Periodicals
Andrew Koch, Director, Student Access, Transition and Success Programs, Student Services Representative
Alysa Rollock (Criterion 1 Co-Chair), Vice President for Ethics and Compliance
Craig Svensson (Criterion 2 Co-Chair), Dean, Pharmacy, Nursing, and Health Sciences
Barbara Dixon (Criterion 3 Co-Chair), Associate Dean, Liberal Arts
Melissa Dark (Criterion 4 Co-Chair), Associate Dean for Research and Strategic Planning, Technology and Professor, Computer and Information Technology
Jay Akrige (Criterion 5 Co-Chair), Dean, Agriculture
Nicholas Giordano, (Special Emphasis Task Force Chair), Department Head and Hubert James Distinguished Professor, Physics
Kathy Greenwood, Support, Continuing Education and Conferences
Criterion 1 Task Force
Mission and Integrity

Co-Chair: Alysa Rollock, Vice President for Ethics and Compliance (Steering Committee Rep)

Co-Chair: Bernard Engel, Department Head and Professor, Agricultural and Biological Engineering (Subcommittee Convener)

Members:
Stephen Akers, Executive Associate Dean, Dean of Students
Diane Denis, Senior Associate Dean, Management
Margaret Grogan, CSSAC, Secretary, Engineering Administration
Jeffrey Gunsher, APSAC, Associate Director Industry Relations, Vice President for Research
Klod Kokini, Associate Dean for Academic Affairs and Professor, Mechanical Engineering, Engineering
Suzanne Nielsen, Department Head and Professor, Food Science
Amy Penner, Graduate Student, Agricultural and Biological Engineering
Howard Weiss, Professor, Psychological Sciences

Criterion 2 Task Force
Preparing for the Future

Co-Chair: Craig Svensson, Dean, Pharmacy, Nursing, and Health Sciences (Steering Committee Rep)

Co-Chair: John Sautter, Vice President for Housing and Food Services (Subcommittee Convener)

Members:
Nancy Bulger, Assistant Provost
John Collier, Director of Campus Planning, Office of University Architect
Thomas Ganz, Assistant Director Employee Relations and HR Policy, Human Resource Services
Jonathan Harbor, Professor, Earth and Atmospheric Sciences
Richard Kuhn, Department Head and Professor, Biological Sciences
Joan Marshall, Senior Associate Dean, Liberal Arts
Rabindra Mukerjea, Director of Strategic Planning and Assessment, Office of the President
James Mullins, Dean, Libraries
Teri Reed-Rhoads, Assistant Dean for Undergraduate Education and Associate Professor, Engineering Education, Engineering
Ken Sandel, Managing Director, Executive Vice President and Treasurer
Criterion 3 Task Force
Student Learning and Effective Teaching

Co-Chair: **Barbara Dixon**, Associate Dean, Liberal Arts (Steering Committee Rep)
Co-Chair: **Craig Beyrouty**, Department Head and Professor, Agronomy (Subcommittee Convener)

Members:
- Hans Aagard, Graduate Student, Curriculum and Instruction, Education
- Susan Aufderheide, Director, Undergraduate Studies Program
- Gary Bertoline, Associate Dean for Graduate Studies, Technology
- John Campbell, Associate Vice President Rosen Center for Adv. Computing, ITaP
- Audeen Fentiman, Associate Dean and Professor, Nuclear Engineering
- Marne Helgesen, Director, Center for Instructional Excellence
- Jane Kirkpatrick, Associate Dean, Pharmacy, Nursing and Health Sciences and Head, Nursing
- Daniel Kopp, Undergraduate Student, Management
- Gerald Lynch, Professor, Economics and Academic Director of Full-Time Master’s Programs, Management
- Heather Stout, Associate Dean, Dean of Students

Criterion 4 Task Force
Acquisition, Discovery, and Application of Knowledge

Co-Chair: **Melissa Dark**, Associate Dean for Research and Strategic Planning, Technology, and Professor, Computer and Information Technology (Steering Committee Rep)
Co-Chair: **George Wodicka**, Department Head and Professor, Biomedical Engineering (Subcommittee Convener)

Members:
- Robert Bill, Professor, Basic Medical Sciences, Veterinary Medicine
- Jean Chmielewski, Alice Watson Kramer Distinguished Professor Organic Chemistry/Chemical Biology, Science
- Peter Dunn, Associate Vice President Research and Director of University Research Administration and Compliance
- James Fleet, Professor, Foods and Nutrition, Consumer and Family Sciences
- Jeffrey Gilger, Associate Dean for Discovery and Faculty Development, Education
- David Janes, Professor, Electrical and Computer Engineering
- Pablo Malavenda, Associate Dean of Student Activities/Organizations, Dean of Students
- Gita Ramaswamy, Associate Dean, Graduate School
- Steven Witz, Director, Regenstrief Center
**Criterion 5 Task Force**  
**Engagement and Service**

**Co-Chair:**  
Jay Akridge, Dean, Agriculture  
(Steering Committee Rep)

**Co-Chair:**  
Kathryne Newton, Department Head and Professor, Industrial Technology  
(Subcommittee Convener)

**Members:**
- Robert Bennett, Director of Pharmacy Continuing Education and Professor, Pharmacy Practice
- Kirk Cerny, Executive Director and CEO, Purdue Alumni Association
- Karen Diamond, Professor, Child Development and Family Studies, Consumer and Family Sciences
- Michael Eddy, Director, Continuing Education
- Christian Foster, Director, Discovery Park K-12 Programs
- Dale Harris, Director, Engineering Professional Education
- Charles Hibberd, Director, Cooperative Extension Service and Associate Dean, Agriculture
- Elizabeth Liley, Assistant Vice President for Corporate and Foundation Relations, University Development
- David McKinnis, Director, Technical Assistance Program and Associate Vice Provost for Engagement
- Julie Novak, Director, Service Learning Innovation and Scholarship, Center for Instructional Excellence
- Shirley Rose, Professor, English, Liberal Arts
- William Walker, Director of Outreach, Engagement

---

**Special Emphasis Task Force**  
**Synergies Across the Disciplines**

**Chair:**  
Nicholas Giordano, Department Head and Hubert James Distinguished Professor, Physics (Steering Committee Rep and Subcommittee Convener)

**Members:**
- Susan Curtis*, Professor, History, Liberal Arts
- Sarah Diaz, Undergraduate Student, Management
- Michael Harris, Associate Dean, Undergraduate Education and Professor, Chemical Engineering
- Patricia Hart, Professor, Foreign Languages and Literature, Liberal Arts
- Robert May, Professor, History, Liberal Arts
- Beth McNeil, Associate Dean for Academic Affairs, Libraries
- John Nemz, Undergraduate Student, Management
- Timothy Newby, Professor, Curriculum and Instruction, Education
- Chris Sahley, Associate Dean, Undergraduate Education, Science
- Eric Stach, Associate Professor, Materials Engineering
- Jon Story, Associate Dean, Graduate School and Professor, Foods and Nutrition
- Abe Walton, Graduate Student, Organizational Leadership and Supervision, Technology

*Liaison to corresponding University strategic planning group
Self-Study Document Committee

Chair: Mark Pagano, Dean, Continuing Education and Conferences and Professor, Mechanical Engineering Technology,
Co-Chair: Jacque Frost, Director, Office of Institutional Research

Members:
Kyle Bowen, Manager Informatics, IT Teaching and Learning Technologies
James Gardner, Communications Coordinator/Writer/Editor, Continuing Education and Conferences
Chris Ladisch, ex officio, Vice Provost for Academic Affairs
Jim McCammack, Assistant Director for Graphic Design, Marketing and Media (retired 2009)
Greg Simmons, Senior Graphic Designer, Marketing and Media
Amira Zamin, College of Science Communications Coordinator, Purdue Marketing Communications
Kathy Greenwood, Support, Continuing Education and Conferences

Visit Date:
March 22-24, 2010

Team Chair:
Dr. Brenda Russell, University of Illinois at Chicago

Team Members:
Fourteen university colleagues across region

Team Meetings:
Faculty, staff, students, administration, board, community

Team Assignment:
Evaluate evidence of how Purdue meets the five criteria
Provide consultation
Draft Self-Study Posted

www.purdue.edu/accreditation

We Want Your Feedback

October 19 – November 4, 2009

Thank you!
Welcome to the 2009—2010 accreditation self-study review Web site.

The self-study report is arranged into seven chapters. The introduction is an overview of progress since the 1999 accreditation review and contains the University’s response to the previous Higher Learning Commission (HLC) accreditation evaluation report. The next five chapters — 1 - Mission and Integrity, 2 - Preparing for the Future, 3 - Student Learning and Effective Teaching, 4 - Acquisition, Discovery, and Application of Knowledge, 5 - Engagement and Service — mirror the five HLC Accreditation Criteria that the self-study must address. Chapter 6 - Synergies across the Disciplines, Purdue’s accreditation special emphasis topic, details how related aspects of the 2008—2014 New Synergies strategic plan will guide the University in continuing to meet the HLC criteria.

Please note that the introduction here is in near-final form, as it will be presented to the visiting HLC accreditation team. The remaining six chapters are in Word document format to facilitate further revision based on comments from the Purdue community.

You may comment on specific chapters or sections, or on the overall self-study report: space is provided for both. Comments received will remain anonymous and will not be made public. Thank you for reviewing and commenting on the draft self-study report.
Goal – Launching Tomorrow’s Leaders

Promote excellence in learning experiences and outcomes, fostering intellectual, professional, and personal development to prepare learners for life and careers in a dynamic, global society.
Launching Tomorrow’s Leaders
Student Preparation, Access, and Success

Key Priority
➢ Increase recruitment of excellent students

Accomplishments
➢ Total SAT average score increased by 11 points from previous year to 1708
➢ Added new four-year math requirement to increase academic preparation
➢ Focused on improving the academic profile of incoming students

Next Steps
➢ Implement new recruitment plan for top scholars
➢ Implement math requirement for Fall 2011 admits
➢ Finalize “Future Purdue” profiles for each college

Fall Semester Enrollment For First-Time Freshmen

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>59%</td>
<td>58%</td>
<td>57%</td>
<td>56%</td>
<td>57%</td>
</tr>
<tr>
<td>Female</td>
<td>41%</td>
<td>42%</td>
<td>43%</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>Residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>65%</td>
<td>64%</td>
<td>66%</td>
<td>62%</td>
<td>52%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>35%</td>
<td>36%</td>
<td>34%</td>
<td>38%</td>
<td>48%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>7,191</td>
<td>7,518</td>
<td>6,888</td>
<td>7,063</td>
<td>6,171</td>
</tr>
<tr>
<td>Ethnic Minorities</td>
<td>889</td>
<td>1,025</td>
<td>948</td>
<td>978</td>
<td>689</td>
</tr>
<tr>
<td>International Students</td>
<td>302</td>
<td>415</td>
<td>415</td>
<td>521</td>
<td>688</td>
</tr>
</tbody>
</table>
## New Freshmen by Residency

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>7,191</td>
<td>65%</td>
</tr>
<tr>
<td>2006</td>
<td>7,518</td>
<td>64%</td>
</tr>
<tr>
<td>2007</td>
<td>6,888</td>
<td>66%</td>
</tr>
<tr>
<td>2008</td>
<td>7,063</td>
<td>62%</td>
</tr>
<tr>
<td>2009</td>
<td>6,171</td>
<td>62%</td>
</tr>
</tbody>
</table>

## Academic Preparation of New Freshmen

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Rank</td>
<td>Percent in Top Tenth</td>
<td>27%</td>
<td>28%</td>
<td>31%</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>Percent Who Submitted Class Rank</td>
<td></td>
<td>78%</td>
<td>74%</td>
<td>72%</td>
<td>68%</td>
<td>62%</td>
</tr>
<tr>
<td>High School GPA</td>
<td>Average GPA</td>
<td>3.4</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>ACT</td>
<td>Average ACT Score</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>SAT</td>
<td>Average Critical Reading Plus Math Score</td>
<td>1150</td>
<td>1142</td>
<td>1145</td>
<td>1152</td>
<td>1161</td>
</tr>
<tr>
<td></td>
<td>25th/75th Percentile Score</td>
<td>1030/1280</td>
<td>1020/1250</td>
<td>1020/1270</td>
<td>1030/1270</td>
<td>1040/1280</td>
</tr>
<tr>
<td></td>
<td>Average Critical Reading Score</td>
<td>557</td>
<td>550</td>
<td>551</td>
<td>554</td>
<td>555</td>
</tr>
<tr>
<td></td>
<td>25th/75th Percentile Score</td>
<td>500/610</td>
<td>490/600</td>
<td>490/610</td>
<td>490/610</td>
<td>500/610</td>
</tr>
<tr>
<td></td>
<td>Average Math Score</td>
<td>593</td>
<td>592</td>
<td>594</td>
<td>598</td>
<td>606</td>
</tr>
<tr>
<td></td>
<td>25th/75th Percentile Score</td>
<td>530/650</td>
<td>530/650</td>
<td>530/660</td>
<td>540/660</td>
<td>540/670</td>
</tr>
<tr>
<td></td>
<td>Average Writing Score</td>
<td>n/a</td>
<td>n/a</td>
<td>539</td>
<td>545</td>
<td>547</td>
</tr>
<tr>
<td></td>
<td>25th/75th Percentile Score</td>
<td>n/a</td>
<td>n/a</td>
<td>480/580</td>
<td>490/600</td>
<td>490/600</td>
</tr>
</tbody>
</table>
**Fall 2009 Enrollment**

- **White/Other**: 86%
- **International Students**: 18%
- **African American**: 4%
- **American Indian**: 1%
- **Asian**: 6%
- **Hispanic**: 3%

**Percentage of New Freshman in Each High School GPA Bracket for 2009**

- **3.0-3.4 GPA**: 30%
- **3.5-4.0 GPA**: 61%
- **2.5-2.9 GPA**: 8%
- **Less than 2.5 GPA**: 1%

Selectivity and Yield

Selectivity = % of applicants admitted
Yield = % of enrolling for classes

Applications

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment Rate</th>
<th>Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>24,052</td>
<td>68.9</td>
</tr>
<tr>
<td>2006</td>
<td>24,883</td>
<td>71.5</td>
</tr>
<tr>
<td>2007</td>
<td>25,929</td>
<td>58.6</td>
</tr>
<tr>
<td>2008</td>
<td>29,952</td>
<td>53.9</td>
</tr>
<tr>
<td>2009</td>
<td>27,213</td>
<td>58.6</td>
</tr>
</tbody>
</table>

Selectivity and Yield

<table>
<thead>
<tr>
<th>2008</th>
<th>Selectivity</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Non-Resident</td>
</tr>
<tr>
<td>Purdue</td>
<td>68.9</td>
<td>73.2</td>
</tr>
<tr>
<td>IU</td>
<td>71.5</td>
<td>69.9</td>
</tr>
<tr>
<td>Big Ten</td>
<td>58.6</td>
<td>54.1</td>
</tr>
<tr>
<td>Peers</td>
<td>53.9</td>
<td>45.3</td>
</tr>
</tbody>
</table>
Launching Tomorrow’s Leaders
Student Preparation, Access, and Success

Key Priority
➢ Develop a plan to increase diversity of student body

Accomplishments
➢ Hired Vice Provost for Diversity and Chief Diversity Officer
➢ Completed Marketing Study (Teri Thompson)

Next Steps
➢ Coordinate a robust recruiting plan with Marketing & Media, Admissions, college recruiting staff
➢ Launch Emerging Urban Leaders Scholarship

Launching Tomorrow’s Leaders
Student Preparation, Access, and Success

Key Priority
➢ Pursue funds for increased aid and scholarships

Accomplishments
➢ Implemented scholarship programs

Next Steps
➢ Launch Urban Leaders Scholarship Program
Central Scholarships for New Freshmen

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Trustees Scholarship</td>
<td>11%</td>
<td>762</td>
</tr>
<tr>
<td>Presidential Scholarship</td>
<td>9%</td>
<td>610</td>
</tr>
<tr>
<td>Marquis Scholarship</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Purdue Promise</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19%</td>
<td>1,372</td>
</tr>
</tbody>
</table>

Trustee and Presidential Scholarships

Trustee Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident</th>
<th>Nonresident</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>46.5%</td>
<td>11.3%</td>
<td>50.4%</td>
<td>17.1%</td>
</tr>
<tr>
<td>2008</td>
<td>50.4%</td>
<td>17.1%</td>
<td>52.4%</td>
<td>17.1%</td>
</tr>
<tr>
<td>2009</td>
<td>52.4%</td>
<td>17.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presidential Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident</th>
<th>Nonresident</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>50.7%</td>
<td>11.6%</td>
<td>52.0%</td>
<td>19.5%</td>
</tr>
<tr>
<td>2008</td>
<td>52.0%</td>
<td>19.5%</td>
<td>59.0%</td>
<td>16.0%</td>
</tr>
<tr>
<td>2009</td>
<td>59.0%</td>
<td>16.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Launching Tomorrow’s Leaders
Student Retention and Success

Key Priority
➢ Improve retention/graduation rate of students.

Accomplishments
➢ One-year retention increased from 86.4% to 87.2%
  Six-year graduation rate continues at 71%.
➢ Offered 50 learning communities

Next Steps
➢ New undergrads will be required to attend STAR orientation program
➢ Finalize plans for Student Hub

Peer/Big Ten Retention and Graduation Rates Comparison
Launching Tomorrow’s Leaders
Student Retention and Success

Key Priority
➢ Provide honors & accelerated learning programs for best students

Accomplishments
➢ Graduated first university honors class
➢ Provided accelerated learning programs (ALPs) by implementing nine learning communities

Next Steps
➢ Conduct external review of Honors Program to plan future expansion
➢ Create new ALPs with learning outcomes

Learning Community Participation

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Learning Communities</th>
<th>Student Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>2000-01</td>
<td>14</td>
<td>260</td>
</tr>
<tr>
<td>2001-02</td>
<td>31</td>
<td>751</td>
</tr>
<tr>
<td>2002-03</td>
<td>34</td>
<td>934</td>
</tr>
<tr>
<td>2003-04</td>
<td>40</td>
<td>1,071</td>
</tr>
<tr>
<td>2004-05</td>
<td>45</td>
<td>1,145</td>
</tr>
<tr>
<td>2005-06</td>
<td>45</td>
<td>1,329</td>
</tr>
<tr>
<td>2006-07</td>
<td>48</td>
<td>1,396</td>
</tr>
<tr>
<td>2007-08</td>
<td>47</td>
<td>1,395</td>
</tr>
<tr>
<td>2008-09</td>
<td>48</td>
<td>1,410</td>
</tr>
<tr>
<td>2009-10</td>
<td>50</td>
<td>1,385</td>
</tr>
</tbody>
</table>
First-to-Second Year Retention Rates for Learning Community Students

<table>
<thead>
<tr>
<th>Group</th>
<th>Learning Communities Students</th>
<th>Students Not in a Learning Community</th>
<th>Percentage Point Difference for LC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>92.4%</td>
<td>85.4%</td>
<td>+ 7.0</td>
</tr>
<tr>
<td>Minorities</td>
<td>91.7%</td>
<td>80.0%</td>
<td>+ 11.7</td>
</tr>
<tr>
<td>All Students</td>
<td>91.5%</td>
<td>84.5%</td>
<td>+ 7.0</td>
</tr>
</tbody>
</table>

Launching Tomorrow’s Leaders Student Retention and Success

Key Priority
- Foster success in gateway courses through new pedagogy

Accomplishments
- Applied Signals – early intervention to increase student success in the classroom
- Introduced new technologies including immersive virtual environments, interactive media, etc

Next Steps
- Explore how to implement Signals at the regional campuses
Launching Tomorrow’s Leaders
Student Retention and Success

Key Priority
➢ Enhance experiential learning opportunities

Accomplishments
➢ Increased study abroad participation by 3% to 1,573

Next Steps
➢ Assist Colleges and schools to increase the number of Summer 2010 faculty led study abroad programs
Summary Highlights

• Domestic demographics similar to past five years
• International freshmen at all-time high
• Modest increase in transfers
• Profile highest in Purdue’s history
• Over 90% of our entering students had a HS GPA of 3.0+
• Selectivity stable; slight decline in yield
• More rigorous criteria for Trustee and Presidential Scholarships
• New programs this year
  ➢ Marquis for middle-income IN residents who meet merit criteria
  ➢ Purdue Promise for low-income 21st Century Scholars
  ➢ Emerging Urban Leaders Program
• 1-Year retention rate highest in Purdue’s history
Memorial Resolution

Edward S. Lauterbach
(1927-2009)

Ed Lauterbach was above all a Dickensian. Enthusiastically, he was also a Baker Street Irregular. Rigorously he was a bibliographer and periodicals researcher. Happily and generously he was a mentor and friend to younger faculty members especially those of the Victorian persuasion. He loved teaching the novels of Charles Dickens and participating in print in the discourse generated by Sherlock Holmes. While high Victorian literature was his field of specialization, the Victorian lowlifes who populated Dickens’s novels and Doyle’s Sherlock Holmes stories were his real guilty pleasures.

Ed began his studies in English literature at the University of California- Los Angeles graduating with his B.A. degree in 1950. He continued on to graduate school at UCLA and earned his M.A. degree in English literature in 1953. Then he moved to the midwest and the University of Illinois where he became a doctoral student in Victorian literature working under one of the eminent Victorians of that era in 19th-Century Studies, Professor Royal Gettman. Professor Gettman directed his Ph.D. dissertation on Charles Dickens.

After receiving his Ph.D. degree from Illinois in 1957 he moved to Purdue and served as a professor in the English Department for 34 years until his retirement in 1992 as professor emeritus. Ed Lauterbach was the senior Victorian in the Purdue English Department during the department’s time of greatest growth and evolution. In the 1970s the department hired more new faculty than ever before or since and evolved from the mostly service-oriented department of the 1950s to the diverse Research 1 public university English Department that it is today.

After his retirement from the English Department Ed Lauterbach stayed active in the West Lafayette world of books. He and his wife of 53 years, Karen, became mainstay volunteers at the West Lafayette Public Library and together ran the library’s huge twice yearly book sales for 12 years.

During his 34 years at Purdue, Professor Ed Lauterbach was a steady anchor of a rapidly developing English department. He taught three generations of Purdue undergraduates and graduate students the joys and beauties of Victorian literature and mentored a generation of scholars in the intricacies and techniques of literary scholarship and criticism.

W. Joseph Palmer
Memorial Resolution

Felix Stefanile
(1920-2009)

Felix Stefanile, who was born in Long Island City, New York, on April 13, 1920, first came to Purdue University in 1961 on a one-year appointment as a visiting poet. At the end of that year, he was hired as a permanent member of the English Department faculty; he advanced to the rank of full professor in 1969 and remained in the department until his retirement in 1987. A graduate of CCNY, he served in World War II, followed by a long tenure as an employee of the New York Department of Labor. In 1954, Felix and his wife, Selma, founded the journal, Sparrow, which became one of the longest continuously published magazines of traditional poetry in America. Their press also printed fine, illustrated editions of poetry by many writers.

As a teacher of literature surveys and poetry workshops, Felix was highly regarded, eventually winning the Standard Oil of Indiana Prize for Best Teacher in 1973. As an editor, he was outspoken about the essential role of independent publishers of literature in America; his essay, “The Imagination of the Amateur,” first published in 1966 and later anthologized, won him a National Endowment for the Arts Prize in 1967.

Felix’s many volumes of poetry include The Dance at St. Gabriel’s, In that Far Country, East River Nocturne, A Fig Tree in America, The Patience that Befell, and River Full of Craft. Winner of the Emily Clark Balch Prize of the Virginia Quarterly Review in 1972, Felix was also widely known as a translator of poetry from the Italian, contributing such volumes as I Were Fire: 34 Sonnets of Cecco Angiolieri; The Blue Mustache: Some Italian Futurist Poets; and Umberto Saba: 31 Poems. In 1997, Felix Stefanile was named the first recipient of the Italia Americana John Ciardi Award for lifetime achievement in Italian-American poetry. Shortly before his death, his lengthy poem, “East River Nocturne,” appeared reprinted in Wild Dreams: The Best of Italian Americana.

Long recognizable fixtures around the Purdue libraries and cafeterias, Felix and his wife lived for their entire time in West Lafayette in faculty housing near the edge of campus. Although he remained mentally sharp, Felix died after a period of physical decline on January 27, 2009—the same day that the writer John Updike also died. In its Spring 2009 issue, the venerable magazine Poetry honored them both, remembering Updike on the inside front cover and Felix on the inside back. He is survived by his devoted wife of over fifty-five years, Selma, herself a poet. Felix’s manuscripts, letters, and other papers have been donated to the Virginia Kelly Barnes Archives and Special Collections Research Center of the Purdue University Libraries.

Thomas P. Adler