

First Meeting, Monday, 13 September 2021, 2:30 p.m.
Zoom Meeting

AGENDA

1. Call to order Professor Stephen P. Beaudoin
2. Statement of Land Use Acknowledgement Professor Stephen P. Beaudoin
3. Approval of Minutes of 19 April & 3 May 2021
4. Acceptance of Agenda
5. Remarks of the Senate Chair Professor Stephen P. Beaudoin
6. Remarks of the President President Mitchell E. Daniels, Jr.
7. Question Time
8. Résumé of Items Under Consideration by Various Committees For Information
Professor Elizabeth A. Richards
9. Senate Document 21-01 Nominees for Equity, Diversity, and Inclusion Committee For Action
Professor Robert Nowack
10. Senate Document 21-02 Nominees for Faculty Affairs Committee For Action
Professor Robert Nowack
11. Senate Document 21-03 Nominees for Student Affairs Committee For Action
Professor Robert Nowack
12. Senate Document 21-04 Nominees for Steering Committee For Action
Professor Robert Nowack
13. Senate Document 21-05 Nominees for University Resources Policy Committee For Action
Professor Robert Nowack
14. Senate Document 21-06 Student Nominees for Committees For Action
Professor Robert Nowack

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| 15. Senate Document 21-07 Nominee for Advisor of the Educational Policy Committee | For Action
Professor Robert Nowack |
| 16. Senate Document 20-57 Academic Calendar Revision: Election Day as a Civic Day of Service | For Action
PSG President Shannon Kang |
| 17. Senate Document 20-58 Academic Regulations Update | For Action
PSG President Shannon Kang |
| 18. Senate Document 20-60 On the Need to Demonstrate Civics Literacy Through Shared Governance | For Action
Professor Alice Pawley |
| 19. Annual Report by the Athletic Affairs Committee | For Information
Professor Kathleen Abrahamson |
| 20. New Business | |
| Senate Document 21-08 Convening Electronically at Will | For Discussion
Professor Signe Kastberg |
| 21. Adjournment | |

First Meeting
Monday, 13 September 2021, 2:30 p.m.
Zoom Meeting

Present: *President Mitchell E. Daniels Jr., Manushag N. Powell (Secretary of Faculties and Parliamentarian), Stephen P. Beaudoin (Chair of the Senate), Colleen Brady (Vice-Chair of the Senate), Dulcy Abraham, Jay T. Akridge, Paul A. Asunda, Jonathan Bauchet, Alan Beck, Peter A. Bermel, Ximena Bernal, Bharat Bhargava, Thomas H Brush, Michael A. Campion, Min Chen, Yingjie (Victor) Chen, Matt Conaway, Todor Cooklev, Martin Corless, Chittaranjan Das, Ariel de la Fuente, Abigail S. Engelberth, Jennifer Freeman, James P. Greenan, Lori A. Hoagland, Stephen Hooser, Shannon S. Kang, Signe Kastberg, Alexander V. Kildishev, Yuan H. (Brad) Kim, Neil Knobloch, Jozef L. Kokini, Klod Kokini, David Koltick, Nan Kong, Lata A. Krishnan, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Scott E. Lawrance, Brian J. Leung, David Love, Oana Malis, John J McConnell, Shannon C. McMullen, Michael McNamara, Terrence R. Meyer, John A. Morgan, Lin Nan, Deborah L. Nichols, Larry Nies, Robert Nowack, Madelina E. Nuñez, Jan Olek, Daniel J. Olson, Erik Otárola-Castillo, Pete E. Pascuzzi, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Vanessa S. Quinn, Elizabeth (Libby) Richards, Brian T. Richert, Felicia Roberts, Sandra S. Rossie, Chris Ruhl, Yumary Ruiz, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Steven Scott, Juan P. Sesmero, John W. Sheffield, Thomas Siegmund, Qifan Song, Susan C. South, John A. Springer, Kevin Stainback, Rusi Taleyarkhan, Mario Ventresca, Tony J. Vyn, Eric N. Waltenburg, Jeffrey X. Watt, Ann B. Weil, Kipling Williams, Rod N. Williams, Steve Yaninek, Yuan Yao, Jane F. Yaticilla, Dabao Zhang, Mark D. Zimpfer, Megha Anwer, Heather Beasley, Michael B. Cline, Keith Gehres, Peter Hollenbeck, Lowell Kane, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim, Brock Turner, and Stephanie L. Dykhuizen (Sergeant-at-Arms)*

Absent: Bradley J Alge, Charles A. Bouman, Sabine Brunswicker, Daniel H. Frank, Alan M. Friedman, Erika Birgit Kaufmann, Angeline M. Lyon, Rose A. Mason, Li Qiao, Mark C. Rochat, Joseph B Sobieralski, Haiyan (Henry) Zhang, Amanda J. Emmons, and Jamie L. Mohler

Guests: Kathleen Abrahamson (Athletic Affairs Committee), Michelle Ashcraft (Student Success Programs), Dave Bangert (Based in Lafayette Newsletter), Eric Barker (Protect Purdue), Mike Bobinski (Athletics), Jazmine Clifton (Student Success Programs), Spencer Deery (President's Office), Peter Hulett (WLF), Levi Morris (Biological Sciences), Abbey Nickel (Purdue Today), Steve Schultz (Office of Legal Counsel), Joseph Strickler (Student Success Programs), Marcy Towns (Athletic Affairs Committee), Denise Whitford (Education)

1. The meeting was called to order at 2:32pm.
2. Chair Beaudoin read the following Statement of Land Use Acknowledgement, as per Senate Document 20-55:

The Purdue University Senate acknowledges the traditional homelands of the Indigenous People which Purdue University is built upon. We honor and appreciate the Bodéwadmik

(Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People who are the original Indigenous caretakers.

3. The minutes of 19 April and 3 May 2021 Senate meeting were entered as read.
4. Professor Signe Kastberg, Chair of the Faculty Affairs Committee, moved to add Document 21-08 to the agenda under New Business. The motion was seconded and then approved by unanimous consent. Purdue Student Government President Shannon S. Kang moved to postpone action on Document 20-59 until the October meeting of the Senate. The motion was seconded by Professor Thomas Sigmund, Chair of the Educational Policy Committee, who underscored the EPC's willingness to work with the PSG on revising the Document. The motion was approved by unanimous consent. The full agenda was then accepted as amended.
5. Chair Beaudoin made remarks about priorities and goals for the Senate. See Appendix A.
6. President Daniels presented census and demographic data for the 2021 student population, and discussed data regarding what may have driven students to choose Purdue. He also highlighted an administrative focus on encouraging preventative health measures in the coming year. See Appendix B.

Provost Jay Akridge discussed physical space and accommodations for the very large 2021-22 incoming class. Accommodations include an investment in people—about 200 new TAs, academic advisors, student support staff, and limited term lecturers had joined Purdue's campus, in addition to planned faculty growth. An additional 80 faculty hires had been commissioned for the coming year (for a total of about 245 faculty hires). To create more classroom space, University Church was converted to a large classroom space with student study space in the basement. Rooms in WALC were rearranged to accommodate larger classes, while Elliot Hall, Loeb, Hiler, etc. were also being used for some courses, and outfitted with additional instructional technology as needed. Longer term, Enrollment Management continues to map class size against available capacity while working on anticipated space challenges for the coming year as well. An important master planning exercise is going on this semester, which includes the unprecedented action of auditing all classroom space on campus in order to plan for matters of quantity, quality, and type of instructional space moving forward into the future. The master planning exercise incorporates faculty involvement and Senate representation. The Libraries' master plan exercise, also underway, likewise includes faculty participation. Gateway will come on line in 2023, with 65,000 sq. ft. of instructional lab space. The new data science building will come on line in 2024.

7. During Question Time, President Daniels stated with regard to graduate student housing that Purdue is heavily engaged with an organization that wants to place 400 units of housing near the location of Purdue Village (currently 240 occupied units). This housing would be available to faculty, staff, and graduate students.

Provost Akridge responded to a group of questions addressing COVID quarantine needs in light of high campus density due to the large 2021 enrollments. Purdue's plan continues to be to encourage vaccination and require surveillance testing of the unvaccinated; testing is taken seriously and includes a 3-strike to consequences policy. Targeted testing also continues in residence halls, etc. to monitor apparent patterns of outbreak. Technology advocates are available to instructors who may need assistance if they must quarantine due to COVID exposure. In lab spaces or other spaces where distancing is difficult, face shields may be required in addition to masks. Purdue maintains its commitment to the residential learning experience.

Dean Eric Barker continued that each day the location of every positive in a university residence hall is monitored, and targeted testing is ordered for cases that don't seem to have obvious clinical connections. No spread in residence halls has been detected so far. The vaccination rate in university residence halls is around 89%. In addition, as with last year, there is no evidence of classroom spread; cases continue to be monitored for classroom outbreaks.

Dean Barker also addressed in-person football games, in response to a question about the summer Wimbledon-linked COVID-19 outbreak. He said that despite news reports, data from summer sporting and entertainment events reviewed by Dean Barker and Dr. Esteban Ramirez show no strong evidence of these events working as major spreaders for the virus. There have thus far been no cases linked to attending last week's Purdue football game. The county health department confirmed via Dr. Jeremy Adler that they have yet to see evidence of an increase in cases driven by Purdue football as well. Protect Purdue will continue to monitor the situation with respect to sports and outdoor entertainment, but is optimistic, based on summer data, that these events will be safe.

President Daniels added that the vast majority of students, staff, and faculty have been vaccinated or tested. There is a diminishing number of students and staff not in compliance; Protect Purdue will do all they can to assist people in becoming compliant, but ultimately the rules must be adhered to. President Daniels noted that statistically, the safest location in the county was Purdue campus.

8. Professor Elizabeth Richards, Chair of the Steering Committee, presented the Résumé of Items Under Consideration by Various Committees. See Appendix C. She noted that the Steering Committee would be reviewing inaction on past Senate Documents, and that the Senate should expect follow-up on those items. Professor Siegmund noted that the Educational Policy Committee would be working with the PSG on Document 20-59. He said that the EPC was also working on revising the reading and finals week policies, and on a medical excused absence leave policy.
9. Professor Robert Nowack, Chair of the Nominating Committee presented Senate Document 21-01 Nominees for Equity, Diversity, and Inclusion Committee; Senate Document 21-02 Nominees for Faculty Affairs Committee; Senate Document 21-03 Nominees for Student Affairs Committee; Senate Document 21-04 Nominees for Steering Committee; Senate Document 21-05 Nominees for University Resources

Policy Committee; Senate Document 21-06 Student Nominees for Committees; and Senate Document 21-07 Nominee for Advisor of the Educational Policy Committee. The purpose of these documents was to fill vacancies that had arisen over the spring and summer, and to ratify the appointment of PSG and PGSG committee members. As there were no nominations from the floor, Professor Nowack asked for the consent of the body to vote on Documents 21-01 through 21-07 as a block. The Documents were then affirmed by unanimous voice vote.

10. Purdue Student Government President Shannon Kang presented Document 20-57 Academic Calendar Revision: Election Day as a Civic Day of Service for action, which had first been presented by then-PSG President Assata Gilmore and PSG Vice President Hannah Darr. President Kang noted that during the April 2021 discussion of the Document, it had been noted how low voter turnout tends to be. As a member of West Lafayette City Council, she affirmed that she had first-hand experience of low local voter turnout. President Kang proposed a friendly amendment to the Document to better define "Election Day." As amended, the Document would then read, "Purdue University Administration and Faculty Senate recommend designating the Tuesday following the first Monday in November of every other year as a non-instructional Day of Civic Service within all future academic calendars." The amendment being seconded by Professor Rodolfo Pinal, discussion began.

- a. Professor David Koltick stated that the election cycle really begins in April, with the primary election in May, and that there is approximately a month of voting in the primaries as well as a month of voting for the November election. Professor Koltick said he had election experience, as he had run for State Senate in Indiana and had twice been elected to the Tippecanoe County Council. He was concerned that the proposed amendment would not be helpful, because of the breadth of the election period. Further, he was not in favor of the Document as a response to the Board of Trustees' interest in Civics Education, since the proposal was for a day of non-instruction rather than instructional activity.
- b. Professor Brian Leung said that he was generally in support of the proposal, but would prefer a less fuzzy calendar; "every other year" does not specify a starting point. However, he felt that any university actions in support of increased civics engagement were to the good.
- c. Professor Erik Otárola-Castillo asked to highlight the spirit of the resolution, which was to provide students with the time to vote in November federal elections, and said that President Kang's clarification was useful in this regard. While the election is a long process, it would not be reasonable to allow excused absences for all potential voting days, while having one designated day would be a useful first step.
- d. Professor Martin Corless suggested that civics engagement should be thought of as a muscle that needs to be exercised and trained to grow stronger. The proposal at hand would highlight the importance of voting, and encourage

Boilermakers to vote on campus or at other nearby West Lafayette polling locations. He suggested that perhaps it should be stated that the plan would start in 2022, the midterm elections for all Congressional seats. Then the next Civic Day of Service would fall in 2024, the year of the next Presidential Election. President Kang stated that she was willing to add the words “starting in 2022” to her proposed amendment.

- e. Provost Akridge applauded the PSG for their focus on encouraging Purdue students to vote. He wondered, though, whether this particular means of encouragement were optimal, given the substantial issues for faculty that had been created by the addition of reading days to the semester in 2020-21, particularly Tuesday-Thursday reading days, which essentially halve a course’s weekly time. He noted that removing an instructional day from the calendar would come with a cost. Provost Akridge suggested that the administration would be eager to work with PSG on expanding early voting opportunities to encourage students with more ways and times to vote prior to the deadline of Election Day. We want to see as many of our students vote as possible, and there might be more effective ways of doing that without leveraging instructional time.
- f. Professor Thomas Siegmund supported President Kang’s proposed amendment.
- g. Professor Tom Brush spoke as a member of the Educational Policy Committee, and said that that committee was reviewing the January Term proposal; one of the concerns around that proposal is that it will shorten the semester in the fall and spring already, and some instructors were concerned this might harm the quality of instruction. The proposal at hand occurs in that ecosystem and would potentially be an additional shortening to the already shortened fall semester.
- h. President Kang noted that there had been other PSG efforts in support of civic engagement, such as the Spin Scooter Initiative, which offered free rides for students trying to get to the polls. Access is an important issue for students, as the high Purdue use of this initiative shows, and adding a non-instructional day for students to vote would also work to ease accessibility issues.
- i. There being no further discussion of the amendment, the question was called. With 57 votes in favor, 9 opposed and five abstentions, the amendment carried.
- j. Discussion on the Document as amended began. Senator Alice Pawley stated that while she would be in favor of an additional amendment specifying the start date of 2022, she wished to voice the concerns of her constituent colleagues in Engineering Education, who were in favor of increasing student voting, but did not believe a non-instructional day for voting would be effective in doing this. Students are already able to vote in advance of Election Day at

different polling stations, some on campus, and also have the option of voting at 6am on Election Day, which is before classes start. As Professor Brush had noted, Professor Pawley's colleagues were concerned about losing an additional instruction day on top of the likely cut imposed by the coming January Term proposal. Rather than a day off, it might be more useful to endorse a day of programming by associated units on campus to increase voting.

- k. Vice Chair Colleen Brady asked whether there was evidence from other institutions that already provide a day off for voting that this did actually increase the number of student voters? For example, in Oklahoma and Texas, they used to have a non-instructional day before the Oklahoma-Texas football game, and that day had been switched with Election Day—so there was no net change to the number of instructional days in the semester. President Kang stated that time given specifically for voting does increase voter turnout within the group. This jump would not be as large, though, in groups already possessed of a large degree of flexibility. President Kang emphasized that a major purpose of the proposal was to formally highlight the importance of civic engagement via voting to Purdue's community. She was also hopeful that professors would be able to restructure, adjust, or provide work-from-home options so as to avoid instructional penalties.
 - l. Professor Otárola-Castillo suggested it might be possible to alter the language in the Document from specifying a non-instructional day to allowing students an excused absence in order to vote.
 - m. Chair Beaudoin suggested that the work being proposed in discussion was not proper work to be done on the floor of the Senate during an open meeting, given the other work that needed to be done in a limited time period.
 - n. Professor Bharat Bhargava stated that he would have no problem excusing students from his class who wished to vote, but would not want to see international students, non-citizens, or students who had already voted also lose the opportunity to attend class.
 - o. Purdue Graduate Student Government President Madelina Nuñez thanked President Kang for bringing forward this proposal, and stated her belief that it could benefit not only students, but also faculty who were active in civic engagement. She then called the question. There being no further discussion, the motion was put to a vote as amended. There were 26 votes in favor, 53 opposed, and one abstention. The motion failed to carry.
11. PSG President Kang addressed Senate **Document 20-58** Academic Regulations Update. She stated that the Document asked for professors to do more in terms of updating graded feedback so that students would be better able to track their academic success and adjust their study techniques and other classroom practices

accordingly. She added that many students have expressed needing better guidance about their class progress. The motion being seconded, discussion began.

- a. Professor Alice Pawley stated that she felt the Document implied that curves are not a valid mode for doing assessment, but does not present evidence as to why this would be the case. She noted also that there could be issues with expanding the levels of courses to which the expectation of early graded feedback is required, particularly with the requirement that the feedback appear via the LMS system. President Kang clarified that the intent was not to reject curves, but rather to be certain that students understood when, where, and if curves were to be applied. She stated that her reading of the Document was different to Professor Pawley's, and did not see a rejection of curves per se called for in the language. Rather, the Document called for students to have as much information about their coursework and progress prior to the curve being applied as possible.
- b. Professor David Koltick asked about the expansion of the courses treated in the Document to include graduate courses. He also felt that for large courses with curves on the final grade, giving them early progress reports might not be helpful, because students might focus too much on points accumulated and think they no longer needed to finish the course strong. He asked for more information as to why the Document asked for action above the 300-level of courses. President Kang responded that the Document already provided an exception for courses centered around major final projects or assessments.
- c. Professor Bhargava stated that his preference was for students to communicate individually and directly with professors, instead of the professor merely posting a grade. If a student is not doing well mid-semester, he could make every effort to communicate about this informally in the office, and he preferred this to a formal procedure.
- d. Professor Min Chen commented that the discussion of curves in the rationale was not carried over into the proposal, and the effect was that the Document seemed like two separate documents in one. She also commented that the math department teaches a very high number of students, and that giving everyone a grade without benefit of a curve, particularly mid-term, would more likely harm than help students. When receiving grades, students also have the mean, medium, and historic numbers available for comparison. Professor Chen said that her classes only curve upwards, never down—the curve could only help students. Still, as the proposal itself does not clearly address the practice of curving, Professor Chen felt the real change of significance was the extension of the policy to 300- through 500-level courses.
- e. President Kang moved to refer the Document to the EPC Committee for one month for further study and revision in light of the feedback they had received. Professor Siegmund seconded the motion, and indicated EPC's

willingness to work with PSG on 20-58. The motion carried via general consent of the body.

12. Professor Alice Pawley presented Document 20-60 (revised) for action. The Document was cosponsored by Professors Pawley, Michael McNamara, Loring Nies, Dennis Saviano, and John Sheffield. The motion being made and seconded, discussion began. Professor Pawley delivered remarks on behalf of her co-sponsors (See also slides, Appendix D):

“I want to give some background, considering we have new Senators who weren’t at meetings last year or the year before that. In January 2019, President Daniels suggested a graduation requirement on civics literacy to be met by taking the US citizenship test. The University Senate responded with a series of opportunities for public comment and data collection, centered on West Lafayette’s campus.

“In March [2019], the Senate minutes indicate that both the Educational Policy Committee and Student Affairs Committees were asked to consider something about civics literacy, but it isn’t documented what.

“In April [2019], a group of Senators proposed legislation to create a special committee on civics literacy based on the efforts in the spring. Much of the ensuing discussion was not about civics literacy, but focused on whether this idea was really being brought by the Steering Committee, and whether they had standing to bring legislation. The motion was introduced in this Senate meeting, and a Senator moved that the motion be voted on in the same meeting in which it was introduced. This passed, but this raised the threshold for whether the original motion for a committee would pass to a 2/3 majority. The subsequent vote received a majority of the votes, but not a 2/3, which meant the legislation failed.

“However, that summer the then-Senate Chair started and contributed to a working group on civics literacy. The working group did a lot of work and collected data from students at [Boiler Gold Rush], and tried out a sample test with students in classes, and wrote a proposal.

“In the early spring [of 2020], I think, the working group provided its proposal to EPC, which voted to approve the proposal for the full Senate to discuss. The Senate took it up in March 2020. The structure of the proposal was that students would take a 3-credit course in a relevant area, or watch some modules on civics published by the C-SPAN center, or attend some number of civics-related Purdue-sponsored public events, AND pass an exam which students could take as often as needed to pass.

“In April [2020], the Senate voted on this proposal. Recall this is the start of the pandemic, and what that was like for everyone at Purdue. Some Senators thought this wasn’t a great time to implement this change. Others thought that, given that most students passed the proposed test upon arriving on campus, and given there was already a civics literacy requirement for Indiana high school graduation, that this wasn’t really necessary to do. Other Senators brought up that this requirement could

be part of the core curriculum, as this is where we put curricular requirements centered on values we want to incorporate into a Purdue degree. Finally, some people were concerned about the precedent, this being the first time students had an exam as a graduation requirement at Purdue. The Senate voted down the proposal by almost a 2/3 vote.

“So, the Provost convened a subset of the original working group and asked them to develop a civics literacy optional credential that students could get on their transcript. The group did some data collection and worked with an external survey research firm to develop a standardized test. At that point, between summer 2020 and April 2021, from the perspective of the general Senate, nothing appears to happen. From the minutes of the EPC, it doesn’t appear that they brought up the legislation again, even though it was theirs, to fix it based on the Senate’s concerns. No one else seems to bring it up either, including the Provost with his working group.

“In the April 2021 Senate meeting, President Daniels announced that the Board [of Trustees] would vote to adopt a civics literacy graduation requirement to start in fall 2021, and following the same structure as the proposal the working group proposed in March 2020. The meeting went very long, and was continued in May. My colleagues and I wrote SD 20-60 and introduced it in new business at that continued meeting. It is similar to the draft you see now, except for the yellow sections. I didn’t want to vote on it in that meeting, because that would mean we would again need to suspend the rules and then it would need to pass with a 2/3 majority and I didn’t know if we had it. However, another Senator moved we suspend the rules and vote that day; that motion failed by 1 vote. And so we consider it today.

“Now, the Board had announced its intent to the Senate and in the press, but they still need a written proposal. They had requested one from the Provost, who had said that the faculty working group subset was proposing one. But that group emphasized they were asked for an optional credential, and said the proposal was solely the Provost’s. I requested a copy of the proposal but both the Board and Provost declined to provide it until the Board [of Trustees] voted on it, which is the normal process. By this point, almost 200 faculty, off contract, had emailed the Board of Trustees to ask them not to vote on this graduation requirement against the vote of the Senate.

“On June 7, the Board posted its agenda. The civics literacy graduation requirement was listed, but with no details. However, we saw the designation SW next to it, for the first time. We found out that this means “system-wide.” Up until now, there had been no public indication that this requirement was to apply system-wide, not just to West Lafayette. Our West Lafayette AAUP chapter contacted leaders at Fort Wayne, Northwest and IUPUI to let them know, and pushed back on the Board. On June 10, both chairs or chair equivalents of the PNW and PFW Senates contacted the Provost to express their frustration about having been left out of any discussion about this graduation requirement, and asserting their authority over their respective curricula.

“As expected, on June 11, the Board [of Trustees] brought up the civics literacy requirement, system-wide, to start this fall, with an extra year to figure out

implementation at PNW and PFW. From the response from Trustee Brouillette, I think this year extension is due to the pressure from AAUP. There is not a lot of substantive discussion, and our Senate chair commented on it, which I will come to in a minute. The [Academic and Student Affairs] Committee voted to adopt, and then the full Board voted to adopt. There is nary a mention of the negative vote of the Senate, nor the almost 200 faculty who sent letters to the Board in dissent, nor the objections of the Fort Wayne and Northwest Senate chairs. Later that day, the Board spoke to the press, as Purdue's AAUP chapter had already done, and the next day, I received from the Office of the Provost a copy of the proposal. It is substantively identical to that from March 2020, with the exception of the extension to PFW and PNW.

"I said the Chair had remarks to the Board. I share them here, and give you a few seconds to glance over them. It is always hard to speak off the cuff in important meetings, for which we should extend grace to the Chair. However, the Chair, who represents the Senate, said the Senate would be enthusiastic to help with implementation of the requirement, when the Senate had in fact voted against the requirement. He also failed to accurately represent the concerns of Fort Wayne and Northwest, as did the provost.

"I said the Board spoke to the press. I share what they said. Note the accusation that the faculty who had expressed concerns were merely a "very small self-appointed group." Frankly, I think the Board doesn't know how difficult it is to get faculty to do things off contract in the summer, let alone almost 200 faculty, unless they're really annoyed.

Finally, the Journal and Courier published another point from the Board, that the Senate was dysfunctional, and implied this was justification for ignoring our vote.

"Since we introduced this legislation back in May, the Board, Senate Chair, and Provost have offered a number of viewpoints, to which I think it important to respond. One is that faculty were involved all along the way, had improved the proposal, and therefore a formal vote wasn't necessary. In response, I suggest that the Board had already acknowledged the importance of a Senate vote. If the argument above were true, they could have technically voted on this back in March 2020, with the working group's proposal. But they hadn't, a good choice. At that point, they acknowledged the curriculum is under the faculty's authority, represented by the Senate. The vote of the Senate confers legitimacy, as well as evidence of stronger shared governance on areas of faculty primacy, beyond just input. So if a vote was important in April 2020, then it was still important in April 2021, particularly on a matter as important as civics literacy.

"Second point I have heard: the Senate doesn't get to veto things the Board or administration wants to do. In response, no one was vetoing anything. The Board, the Faculty, and the President are in partnership, where the Board is final authority on big decisions and stewards the endowment, they delegate authority to the President to oversee the administration, and delegate authority to the Faculty to take care of research and teaching. Making curricular changes without consent of the

representative body of the Faculty brings the risk of failure, which will hurt students. Further, our curriculum and students' learning should be protected from political pressure, and appointments to the Board are made by the Governor of the state. A separation of powers, with checks and balances, functions to protect academic freedom, a core value of American higher education and part of its global success.

"What about that the Board waited 3 years, and were more than patient, so they were justified in moving without the Senate? Well, as I recall and the minutes state, the concerns of the Senate in April 2020 were reasonable and could have been addressed. But the Board—and the Provost—ignored those concerns in moving ahead. Furthermore, year 3 of the third year was filled by the pandemic, when we were all focused on keeping students alive and learning, many of us working from home with children. Given that backdrop, surely this could have waited until this Fall.

"Finally, what about the claim the Senate wasn't participating and the Board is therefore justified in going around us. I don't see this. I see lots of participation from across the Senate. I see reasonable requests for changes. But indeed, there is a hole between April 2020 and April 2021. So what should have happened there? From my perspective, there were three groups that could have kept this legislation going. The Provost, as the liaison between the Board and the Senate, and as a voting member of the Senate, could have brought back his working group's revision. He explicitly declined to do so. The EPC could have brought it back. But they had new leadership, and were appropriately and understandably focused on pandemic response. Steering could have brought it back. But my sense is that everyone was burned out and also overwhelmed with pandemic response too. This is a far cry from the implication that the Senate was somehow withholding participation to be obstreperous.

"The Senate Document you have before you acknowledges the Board's authority to make final decisions, but traces how the Board delegates its authority on matters of the curriculum to the Faculty. It refers to authoritative statements on shared governance that the Board's own professional body has jointly formulated, and where Boards are told to concur with faculty in areas of faculty primacy, and undertake appropriate self-limitation. On this matter of civics literacy, the Board did neither.

"Even though the Board has adopted the civics literacy graduation requirement without consent of the Senate, it is still important to adopt this motion. They could do it again, so I ask you to think about areas of faculty primacy, perhaps relating to the curriculum and the academic calendar, where the Board might be at odds with the faculty. Next, they dismissed concerns of individual faculty because they were not representative. Well, the Senate is representative of all the faculty, so let it speak for all faculty to the Board. The Senate is the voice of the faculty; therefore it should be on the record that the Board shouldn't have done this. It hurts Purdue, and our reputation, when the Board ignores our collective and representative expertise on matters of the curriculum, for which we are paid. Protecting the curriculum from political pressure is a matter of academic freedom. It is important for us to object to their decision to overlook our vote.

“So, I ask you to vote in favor of SD 20-60. I ask you to do so decisively, and overwhelmingly. If you usually abstain, or tend to avoid conflict, I ask you to consider not abstaining, to vote. Our vote should matter. Thank you for your patience and attention; I am open for questions or comments.”

- a. Professor Matthew Conaway thanked the co-sponsors for their work. He asked for some more information about the proposal section’s bullet point #9 (“The University Senate objects to the University Senate chair’s offering the Senate’s support for this graduation requirement, which it had in fact rejected through a representative vote.”) Most of the Document was designed to send a message to the Board of Trustees and worked as a general faculty statement, but this point is more of an internal housekeeping item. His question was whether addressing the statements of a single individual worked with the general tenor of the majority of the document. Professor Pawley replied that many faculty were shocked by the support that the Chair had publicly offered, and since the Chair represents the Senate to the Board of Trustees, this point had seemed relevant to the overall Document. She stated her openness to thoughts from the body as to whether this point needed to be in the Document.
- b. Professor Koltick asked for clarification as to whether the statement on the slide (Appendix D) attributed to Chair Beaudoin was accurate. Professor Pawley stated the material on the slide was a direct transcription from the Board of Trustees' meeting, and the language on the Document was quoted in the Board of Trustees' minutes.
- c. Professor Vanessa Quinn, who spoke as a member of the biology department at Purdue Northwest, said that she had been very fortunate in her opportunities to collaborate with students, faculty, and staff from the West Lafayette campus, and that Purdue Northwest would have appreciated very much the chance to be a part of the discussions on civics literacy as a graduation requirement. She stated it was disappointing that no conversation had been had with the Purdue Northwest faculty. She also noted that in spring 2021, Indiana passed state legislation requiring middle-school students to complete a 1-semester civics education course [[HB1384](#)]; this might set up a potential redundancy.
- d. Professor Dennis Saviano moved to remove point 9 from the Document. The amendment was seconded. There was no subsequent discussion, and the question was called. There were 47 votes in its favor, 21 opposed, and 9 abstentions. The amendment carried, and point 9 was stricken from the Document.
- e. Provost Akridge spoke in acknowledgement of the civics literacy working group, which was done over the course of a year, and with meaningful engagement with Senators, students, and staff. Their work had been done properly and with full input from the West Lafayette campus. The proposal for

strong support from the Educational Policy Committee. He stated that his decision to move the project forward following the Senate's vote was due to the very good work of the group, from which Purdue's students deserved to benefit. Provost Akridge said the work done by the group had been both responsive and inclusive, for example removing high-stakes testing and adding selectives for fulfilling the requirement. He also reiterated that one of the Trustees' overriding motivations in their decision had been timing, since the effects of this decision will not be seen for three or four years.

- f. There being no further discussion, the question was called. 66 Senators voted in favor, with 10 opposed, and two abstentions.
13. Professor Kathleen Abrahamson, co-chair of the Athletics Affairs Committee, presented **Senate Report 21-01** Annual Report of the Athletics Affairs Committee to the University Senate, 2020-21 AY, which included an explanation of how the committee works and its goals for the coming year, such as a review of missed class time policies and how that could interact with a January term, and a discussion of recent conference and NCAA legislative changes. (See slides, **Appendix E**.) Professor Koltick asked how the committee gave feedback to the various sports to encourage them? Professor Abrahamson explained that assistant athletic directors sit on the committee, and convey information to the coaching staff and student support staff.
14. Professor Signe Kastberg presented Senate **Document 21-08** Convening Electronically at Will for discussion on behalf of the Faculty Affairs Committee. Professor Kastberg explained that our bylaws do not currently address the Senate's ability to convene electronically. Document 20-01 created a temporary mechanism, necessitated by the COVID-19 pandemic, by which the Senate could meet remotely, but we have nearly run out of time using that procedure. Document 21-08 would introduce a more durable proposal for convening electronically when the Senate should express a will to do so. The motion was seconded and discussion began.
- a. Professor Brian Leung voiced support for the proposal, but suggested that for historical reasons related to technology, it remove reference to brand names such as Zoom in favor of more generic descriptors. Professor Kastberg agreed to make the revision.
 - b. Professor Pawley was also supportive of the proposal, as it facilitates the participation of Senators with caregiving responsibilities. She asked for clarification that this proposal would extend the possibilities for how the Senate could decide to convene electronically, without eliminating an emergency decision from leadership or administration, such as had been made at the start of the pandemic. Professor Kastberg agreed that this was correct.
 - c. Professor Martin Corless reiterated the point that it would be preferable not to use the names of commercial products. Professor Kastberg reiterated that

she would make the adjustment before re-presenting the Document for action.

15. There being no further discussion, the meeting adjourned at 5:19pm.

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Equity, Diversity, and Inclusion Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the openings on the Equity, Diversity, and Inclusion Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Megha Anwer (Advisor)	1 year	Honors College
Yuan H. (Brad) Kim	3 years	Animal Sciences
Rose Mason	3 years	Educational Studies

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Martin Corless Larry F. Nies Robert Nowack Jan Olek Joseph Sobieralski Qifan Song Mario Ventresca			Michael McNamara

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Faculty Affairs Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the openings on the Faculty Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Lata Krishnan	2 years	Speech, Language, and Hearing Sciences
Angeline Lyon	3 years	Chemistry
Eric Waltenburg	3 years	Political Science

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Martin Corless Larry F. Nies Robert Nowack Jan Olek Joseph Sobieralski Qifan Song Mario Ventresca			Michael McNamara

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Student Affairs Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the openings on the Student Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Alan Friedman	3 years	Biological Sciences
Melanie Morgan (Advisor)	1 year	Graduate School Administration
Mark Rochat	3 years	Veterinary Clinical Sciences

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Martin Corless Larry F. Nies Robert Nowack Jan Olek Joseph Sobieralski Qifan Song Mario Ventresca			Michael McNamara

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the Steering Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the openings on the Steering Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Matt Conaway	3 years	Bands and Orchestras
Dabao Zhang	Fall 2021 (Sabbatical replacement for Julie Liu)	Statistics

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Martin Corless Larry F. Nies Robert Nowack Jan Olek Joseph Sobieralski Qifan Song Mario Ventresca			Michael McNamara

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for the University Resources Policy Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the openings on the University Resources Policy Committee, the Nominating Committee proposes the following slate of nominees. The faculty member(s) elected are to serve for terms as specified:

Name	Term Years	Department/School
Scott Lawrance	Fall 2021 (Sabbatical replacement for Laura Claxton)	Health and Kinesiology
Daniel J. Olson	Fall 2021 (Sabbatical replacement for Cara Kinnally)	Languages and Cultures
Yuan Yao	3 years	Food Science

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Martin Corless Larry F. Nies Robert Nowack Jan Olek Joseph Sobieralski Qifan Song Mario Ventresca			Michael McNamara

To: The University Senate
From: University Senate Nominating Committee
Subject: Student Members of Standing Committees
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption
Proposal: For the openings on the Advisory, Educational Policy, Equity, Diversity, and Inclusion; Student Affairs; and University Resources Policy Committee, the Nominating Committee proposes the following slate of nominees. The student members elected are to serve for a 1-year term:

Committee	Name	Body
Educational Policy Committee (2)	Olivia Wyrick	PSG
	Elli DiDonna	PSG
Educational Policy Committee (1)	Janelle Grant	PGSG
Equity, Diversity, and Inclusion Committee (2)	Julia Pirrello	PSG
	Matt Thomas	PSG
Equity, Diversity, and Inclusion Committee (1)	Rasul Diop	PGSG
Student Affairs Committee (5)	Kamryn Bridges	PSG
	Matt Stachler	PSG
	Lillian Ferguson	PSG
	Veronica Reynolds	PSG
	Mohamed Bouftas	PSG
Student Affairs Committee (1)	Ailin Fei	PGSG
University Resources Policy Committee (2)	Sophie Braun	PSG
	Austin B. Berenda	PSG
University Resources Policy Committee (1)	Neha Shakelly	PGSG

Committee Votes:

For:

Dulcy Abraham
Martin Corless
Michael McNamara
Larry F. Nies
Robert Nowack
Jan Olek
Joseph Sobieralski
Qifan Song
Mario Ventresca

Against:

Abstained:

Absent:

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominee for Advisor of the Educational Policy Committee
Reference: Bylaws of the University Senate
Disposition: University Senate for Discussion and Adoption

Proposal: For the Educational Policy Committee, the Nominating Committee proposes the following nominee to serve as an Advisor. The individual elected is to serve for the term as specified:

Name	Term Years	Department/School
Jeff Elliott (Executive Director of University Undergraduate Academic Advising)	1 year	Advising Administration

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham Martin Corless Larry F. Nies Robert Nowack Jan Olek Joseph Sobieralski Qifan Song Mario Ventresca			Michael McNamara

To: The University Senate
From: Purdue Student Government
Subject: Academic Calendar Revision: Election Day as a Civic Day of Service
Disposition: University Senate for Discussion and Adoption
Rationale: Purdue continues to have a voting rate that is lower than the national average: a 36.9% voting rate compared to the national rate of 46.9% in 2012, a 9.4% rate versus a national rate of 19.7% in 2014, a 47.9% rate versus a national rate of 51.4% in 2016, and a voting rate of 31.2% compared to the national rate of 39.1% in the 2018 election. By signing the ALL IN Campus Democracy Challenge pledge, Purdue committed to ensuring all eligible students would be able to register to vote and cast informed ballots in the 2020 general election and beyond, while also making a commitment to foster a campus culture that supports nonpartisan student civic learning, political engagement, and student voter participation. Purdue has endorsed the efforts of the Indiana Civic Health Alliance to promote civic engagement and increase voter turnout in Indiana, and President Daniels has prioritized civic engagement.

Purdue students have extremely high demands on their time and energy, and giving them time off to vote would allow them to prioritize civic engagement. Studies have shown that scheduling conflicts are the most significant barrier to voting for college students and employees (1). Participation is a habit, and the literature shows that “voting in one election substantially increases the likelihood of voting in the future” (2). As a University that recently committed to creating a civic literacy graduation requirement, giving students the day off to vote encourages civic engagement and adheres to the lessons and values that students are expected to have when they graduate. Recent polls show that strong majorities of both Democrats and Republicans favor some kind of Election Day holiday (3) — and widespread adoption, with the University of Oklahoma (4), Columbia (and Columbia Law School) (5), Brown (6), the NCAA (7), Northwestern Law School, over 500 companies (8), and upwards of a dozen states recognizing Election Day as a holiday or civic day of service. Thus, recognizing Election Day as a non-instructional day in future academic calendars would be advantageous in order to encourage civic service among the entire Purdue community.

Proposal: Purdue University Administration and Faculty Senate acknowledge the importance of Election Day and the need for civic engagement in the Purdue community by designating it as a non-instructional Day of Civic Service within all future academic calendars.

- Sources:**
1. https://www.washingtonpost.com/opinions/want-americans-to-vote-give-them-the-day-off/2018/10/10/5bde4b1a-ccae-11e8-920f-dd52e1ae4570_story.html
 2. <https://isps.yale.edu/research/publications/isps03-004>
 3. <https://www.pewresearch.org/fact-tank/2018/11/06/weekday-elections-set-the-u-s-apart-from-many-other-advanced-democracies/>
 4. https://www.normantranscript.com/news/ou-to-designate-election-day-as-fall-2020-holiday/article_e72dba60-e3d7-11ea-b741-a3c2f67a1127.html
 5. <https://www.columbiaspectator.com/2004/11/04/wait-why-do-we-get-two-days-election-day/>
 6. <https://www.brown.edu/news/2020-09-09/election>
 7. https://www.espn.com/college-sports/story/_/id/29303499/ncaa-encourages-schools-give-athletes-election-day-off
 8. <https://www.cnn.com/2020/08/18/business/election-day-2020-day-off/index.html>

To: The University Senate
From: Purdue Student Government
Subject: Academic Regulations Update
Disposition: University Senate for Discussion and Adoption
Rationale: Time is a limited resource for University instructors, staff, and students. This constraint usually requires students to balance demands inherent to their engagement and success in traditional classroom and experiential learning, professional and personal social networking, family activities, and self-care. To succeed, it is essential for students to be aware of their up-to-date grade status while taking a course (i.e., current scores and grading scale). Not having this information can make it difficult for students to assess the efficacy of their learning strategies, and thus how optimally to allocate their efforts to balance the demands on their time successfully. In addition, such uncertainty can place unnecessary stress and pressure on students. Students have reported difficulty in making time-allocation decisions and in making decisions about whether to change the grade modality of a course, withdraw from a course, or seek further academic support, because they do not know their current scores or the grading scale of the course (e.g., when graded on a “curve”). If students have knowledge of their academic standing within a course, they may more readily seek necessary academic support services and advising in times of poor academic performance. The goal of this proposal is to provide students with feedback on their academic performance throughout the term, not to change course design. Academic feedback may not be possible for classes without formal assessments throughout the term.

Current University regulations require instructors to periodically provide students with graded feedback in lower division courses. However, this graded feedback is not required in upper-division courses and does not provide students with the grading scale of a course, which can at times make it difficult for a student to assess their overall standing in a course.

Proposal: The Purdue University Senate requests to replace Section H of the Purdue University Academic Regulations titled Mid-Term Grades of the Grades and Grade Reports with the following:

H. Mid-Term Grades*

Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.

*<https://catalog.purdue.edu/content.php?catoid=10&navoid=12729>

H. Mid-Term Grades

Faculty shall provide all students enrolled in courses from the 10000-59999 level their up-to-date grade status (e.g., current scores and grade scale) preferably via the student's university learning management system. An up-to-date grade status shall be made available at least twice during the course term. This regulation applies to fall, spring, and summer courses. At least one update shall be provided before the final date to withdraw from the course with a W or WF grade. The second update shall be provided at least one week prior to the term's final examination period. The provided up-to-date grade status is nonbinding and will not be a part of the student's permanent record. If no formal assessments have taken place in the course, an up-to-date grade status may not be available.

To: The University Senate

From: Alice Pawley,* Engineering Education

(* designates lead) Michael McNamara, Design, Art, & Performance

Loring Nies, Civil Engineering

Dennis Saviano, Nutrition Science

John Sheffield, Engineering Technology

Subject: On the need to demonstrate civics literacy through shared governance

Reference:

- [Senate Document 19-17](#)
- [Statement on Government of Colleges and Universities](#)
- [University Code](#)
- [Bylaws of the University Senate](#)
- [Indiana Code](#)
- [Purdue News story](#) on 4/19/21
- [Minutes of the Board of Trustees meeting on 6/11/21](#)
- [Statement by Board of Trustees chair Michael Berghoff to the Journal & Courier on 6/11/21](#)

Disposition: University Senate for Discussion and Adoption

Rationale: The Board of Trustees **voted** in June 2021 to adopt a civics literacy graduation requirement. Purdue News reported this graduation requirement will constitute:

passing a test of civic literacy (currently undergoing validation and analysis), and one of three paths:

- Attending six approved civics-related events.
- Completing 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material.
- Completing one of [these approved courses](#).

The University Senate voted on an identical proposal as SD 19-17 in April 2020. Numerous concerns were raised in discussion, documented in the Senate minutes, including why civics literacy would not be incorporated into the Core Curriculum when it appeared easy to do so, why Purdue would have an examination to satisfy a graduation requirement when it does not do so currently for other graduation requirements, concerns about control over the content of the exam, potential bias built into such an exam, other risks of high-stakes testing, and no clear timeframe for execution in

the legislation. The legislation was not adopted, with a vote of 28 in favor, 51 opposed, and 2 abstentions.

The Board's graduation requirement, while addressing the timeframe issue, does not ~~appear to~~ address other concerns raised by the University Senate, and indeed exacerbates some of them.

IC21-Article 23 of the Indiana Code describes Purdue University and the ultimate authority of the Board of Trustees. The Purdue University Code describes the powers of the Board of Trustees, and how the Board designates power to the President and to the Faculty.

Through the University Code, the Board delegates to the Faculty in A.4.00 "general power and responsibility to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes" (p. B-13). Additionally, in A.4.05, it states that the "faculties specifically shall" hold:

[...]subject to the right of review by the appropriate University faculty through its governing body and except when the interests of that faculty as a whole or the University as a whole or the interests of other schools are affected, the power to develop curriculum, course content, instructional and examination procedures, and undergraduate degree requirements. (p. B-13)

This delegation of authority is picked up in the Bylaws of the Senate, ratified by the Board of Trustees, which state that "subject to the authority of the Board of Trustees and in consultation with the President, [the University Senate] has the general power and responsibility to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes."

The Board also has a commitment to the authoritative principles of shared, or "joint" governance, through its membership in the Association of Governing Boards. These principles are published as the "Statement on Government of Colleges and Universities," which AGB commended to its member organizations in 1966.

The statement acknowledges that the Governing Board possesses final decision-making authority. However, it argues that:

The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president

and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

It goes on to argue that, in areas of faculty primacy—that is, areas where the faculty as a body are primarily responsible—including “curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process,” Boards should “concur with faculty judgement except in rare instances and for compelling reasons which should be stated in detail.”

In sum, through the University Code, the Board of Trustees has delegated authority over educational matters, including the curriculum, to the faculty, which is represented by the University Senate. The authoritative statement on shared governance, commended by the Association of Governing Boards, articulates how Boards should undertake appropriate self-limitation when it comes to areas for which the faculty are primarily responsible, and it should concur with faculty judgement except rarely, and with explanation when it does not concur.

Furthermore, in its June 11 meeting, the Board of Trustees claimed that because the original proposal was developed by faculty (through the initial working group, with former Senate Chair Cooky, Vice Provost Dooley, and Professors VanFossen, McCann, and Browning), and received feedback from the Senate as a body and through its committees, that the obligation of shared governance has been satisfied. But after the Senate declined this proposal, Professors VanFossen, McCann, and Browning were asked for a proposal for a *voluntary* transcript certification, not a mandatory one.

Finally, incoming Senate chair Stephen Beaudoin is recorded in the June 11 Trustees meeting minutes as “[expressing] his appreciation for how faculty were involved from the beginning with developing the proposal and criteria, and he said he was pleased that each of the regional campuses would be able to develop their own appropriate criteria. He offered the University Senate’s support as the West Lafayette campus implemented the requirement.”

Proposal:

1. The University Senate believes the decision to initiate a civics literacy graduation requirement in the face of the Senate's SD-19-17 negative vote, without substantial change from prior legislation, demonstrates the Board of Trustees' intent to operate unilaterally, rather than in joint effort with the faculty on matters of faculty primacy, including the curriculum.
2. The University Senate finds that the Board failed to undertake appropriate self-limitation when it comes to areas for which the faculty are primarily responsible.
- ~~3. In the Board's decision to make participation in a civics literacy exam and additional curricular requirements a graduation requirement for undergraduates, the University Senate finds that the Board deviates significantly from contemporary faculty proposals.~~
- ~~4. The University Senate requests that the Board request the Provost bring a revised proposal for a civics literacy graduation requirement for discussion, improvement, and ultimately, another vote, thereby following authoritative norms of academic governance.~~
5. The University Senate observes how the Board also failed to appropriately engage the governing bodies at Purdue-Fort Wayne and Purdue-Northwest before making its unilateral decision to also apply to students at those campuses.
6. The University Senate strongly objects to how the Board denied following norms of shared governance, where the faculty represented by the Senate through its vote, makes decisions about the curriculum and graduation requirements.
7. On curricular matters that value civic literacy, the University Senate believes it was particularly important to follow authoritative norms of shared governance, including respecting its vote on the matter.
8. The University Senate finds insufficient the explanation the Board provided for dismissing the Senate vote, and objects to the Board using the outgoing Senate chair's remarks, which called the Senate "dysfunctional," as implied justification for doing so.

9. ~~The University Senate objects to the University Senate chair offering the Senate's support for this graduation requirement, which it had in fact rejected it through a representative vote.~~
10. The University Senate requests that the Board immediately return to following authoritative norms of shared governance, respecting its prior delegation of authority of matters of the curriculum and graduation to the purview of the Faculty, represented by the University Senate and its vote.

To: The University Senate
From: Faculty Affairs Committee
Subject: Convening Electronically at Will
Reference: Senate Document 20-01
Disposition: University Senate for Discussion and Adoption

Rationale: The Bylaws of the University Senate do not specifically address remote meetings. However, AIP permits them, provided they are allowed in the bylaws and any applicable legal statute. Technology has advanced to the point that, while no platform is perfect, there are many advantages to electronic meeting platforms. The Senate should be empowered to make decisions about the modality of its own meetings.

Senate Document 20-01 (Convening During the COVID-19 Pandemic) allows the Senate to meet electronically through Fall 2021. When surveyed, the majority of the Senate membership preferred meeting electronically for Fall 2021 by more than a 2:1 margin. Also, attendance for electronic Senate meetings was greater than in prior year face-to-face meetings: the absentee rate averaged 31% from 2015-2020, but averaged only 9% in 2020-21. Meeting electronically supports accessibility for all.

Proposal: The Senate will convene remotely using Zoom or a similar platform when it shall be the will of the body, expressed as a majority vote, to do so. The Secretary of Faculties will arrange for the remote meetings and convey any necessary information to Senators, advisors, and guests. Voting, except in cases of unanimous consent, will take place electronically according to the will of the body or specific motions. Voting may be administered via Zoom polling, Qualtrics survey, email, or any other reasonable means that is acceptable to the Senate body. A Senator may request a secret ballot in accordance with existing Bylaws. Voting will be administered by the Secretary of Faculties with the assistance of the Sergeant-at-Arms.

Committee Votes:**For:**

Min Chen
Stephen Hooser
Jozef Kokini
David Koltick
Brian Richert
Susan South
Steven Yaninek
Peter Hollenbeck

Against:**Abstained:****Absent:**

Charles Bouman
Lisa Mauer
John Springer

To: The University Senate
From: Athletic Affairs Committee
Subject: Athletic Affairs Committee Report to the University Senate, 2020-21 AY
References: University Senate Document 90-31, 22 April 1991
Disposition: University Senate for Information

Purdue University's commitment to the academic and social well-being of its student-athletes is focused through the activities of the Athletic Affairs Committee (AAC) and Intercollegiate Athletics (ICA). This report covers the two regular semesters in the year that has passed since the last report from the AAC: the Fall 2020 Semester and the Spring 2021 Semester.

FACULTY OVERSIGHT OF ATHLETICS

Faculty oversight of ICA continues to be exercised through the AAC. The 2020-21 and 2021-22 membership of the AAC, listed in Appendix 1 of this report, includes representation from faculty, an appointed liaison from the Student Affairs Committee of the University Senate, a liaison to the President, alumni, citizens from the local community, Purdue University students, and ICA senior staff. The AAC monitors the academic progress of the student-athletes and the efforts of ICA to provide outstanding opportunities to learn, compete, and develop personally. The AAC was briefed on the academic status of each sport program and received updates on the primary NCAA academic metrics, the Graduation Success Rate and the Academic Progress Rate.

At monthly meetings of the AAC, the members hear reports and participate in discussions pertinent to their mandate. All minutes and supporting documents are filed with the University Senate, and thus are readily available for review. The AAC may be asked to study, review and approve changes in Purdue rules and regulations affecting intercollegiate athletics programs, and to formulate positions with regard to legislation pending before the NCAA. The AAC also discusses diverse topics related to Big Ten or NCAA matters, or national news/trends that may affect the status of both university sports programs and the eligibility of student-athletes. A characteristic agenda and a partial list of topics discussed during the current academic year are provided in Appendix 2.

The Vice President and Director of Athletics provides additional information related to the strategic plans of the department, including current goals, key progress measures, facilities projects, etc. Elements of the current plan, especially those that pertain to the development and welfare of the students are presented in brief below.

In addition to the AAC meetings, the senior associate athletics director for student services conducts two academic planning meetings each year at which plans and outcomes over a three-year period are discussed. The two faculty athletic representatives (FAR) participate in each meeting, along with members of the senior athletics administrative staff and the athletics student services staff. The purpose of the meetings is to update the FARs 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. Information from these meetings is conveyed to the AAC as appropriate.

OVERVIEW OF STUDENT-ATHLETE ACADEMIC DATA

Each semester the pattern of student-athlete choice of major, course selection and academic performance is assessed through data reported by the Office of Institutional Effectiveness and compared to comparable data for the remainder of the student body. This report is/will be sent to the President, Provost, Vice-Provost for Learning and Teaching, the Athletic Affairs Committee, FARs and Athletics Director for review. Data for the fall 2020 and spring 2021 is included in Appendix 3.

OVERVIEW OF THE STRATEGIC PLAN FOR INTERCOLLEGIATE ATHLETICS

The Director of Athletics and others from the department often share goals and metrics from the department's strategic plan with the AAC. Some elements of the plan, especially those related to the academic success of the students are reported for the Senate's review. Words in brackets replace personal pronouns that might be misunderstood in the context of this report.

The foundation of the plan lies in the Vision, Mission and Goals of the department.

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

The "25/85 Club" refers to a very small number of elite NCAA Division I institutions that consistently have their teams ranked in the top 25 while graduating their student-athletes at an 85 percent rate as measured by the NCAA Graduation Success Rate (GSR). The GSR is similar to the Federal Graduation Rate, but the yearly cohorts are adjusted as students transfer in or out of the university.

Mission: Developing Champions / Scholars / Citizens

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

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

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

Goals in support of the Departmental Vision and Mission

Athletic

All sports will place in the top 25 nationally. Consistent performance at this level will see us competing for Big Ten and NCAA championships.

[The department] will deliver exceptional support services throughout the athletics department to all student-athletes to ensure they are mentally and physically prepared to absorb the skill development necessary to maximize their potential as students, leaders, and athletes.

Student Athlete Development and Welfare

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

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.

Fiscal

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

Equity and Integrity

To promote an atmosphere that upholds and embraces inclusiveness among all constituencies, [the department] will provide champion-caliber participation opportunities that recognize and reinforce gender and ethnic equality for all coaches, staff and student-athletes.

Image

The student-athletes, coaches, and staff will live their shared values as the role models that they are, so that people “experience” Purdue Athletics with respect, admiration, and pride. All decisions will be communicated in a manner to create, project and enhance this strong intercollegiate athletic brand.

Appendix 1: Members of the Athletic Affairs Committee for 2020-21

Jessica Huber - CHAIR (*University Senate Appointment, Associate Dean for Research, Founder and Associate Director of the Center for Research on Brain, Behavior, and NeuroRehabilitation & Professor of Speech, Language, and Hearing Sciences*)

Kathy Abrahamson (*University Senate Appointment, Associate Professor of Nursing*)

Tony Albrecht (*Alumni Representative*)

Chip Blatchley (*University Senate Appointment, Professor of Civil Engineering*)

Mike Bobinski (*Vice President and Director of Intercollegiate Athletics*)

Leony Boudreau (*Student-Athlete Representative – Women's Basketball Student-Athlete*)

Nancy L. Cross (*Senior Woman Administrator & Senior Associate Athletics Director – Sports*)

Jared Florell (*Student-Athlete Representative – Wrestling Student-Athlete*)

Gary Henriott (*Alumni Representative*)

Brian Chupp (*University Senate Appointment, Clinical Assistant Professor of Management*)

Sue Holder Price (*Community Liaison*)

Ed Howat (*Senior Associate Athletics Director for Student Services – Sports*)

Molly Beatty (*Campus Student Representative*)

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

Tom Mitchell (*ex-officio, Associate Athletics Director – Compliance*)

Steven Scott (*Student Affairs Liaison, Associate of Pharmacy Practice*)

Marcy Towns (*Faculty Athletic Representative, Professor of Chemistry*)

Philip VanFossen (*Faculty Athletic Representative, Director & James F. Ackerman Distinguished Professor of Social Studies Education*)

Inez Wanamarta (*Student-Athlete Representative – Women's Golf Student-Athlete*)

Calvin Williams (*Associate Athletics Director – Sports*)

Kip Williams (*University Senate Appointment, Distinguished Professor of Psychological Sciences*)

Members of the Athletic Affairs Committee for 2021-22

Kathy Abrahamson – CO-CHAIR (*University Senate Appointment, Associate Professor of Nursing*)

Jessica Huber – CO-CHAIR (*University Senate Appointment, Associate Dean for Research, Founder and Associate Director of the Center for Research on Brain, Behavior, and NeuroRehabilitation & Professor of Speech, Language, and Hearing Sciences*)

Tony Albrecht (*Alumni Representative*)

Brad Alge (*Student Affairs Liaison, Associate Professor of Management*)

Chip Blatchley (*University Senate Appointment, Professor of Civil Engineering*)

Mike Bobinski (*Vice President and Director of Intercollegiate Athletics*)

Nancy L. Cross (*Senior Woman Administrator & Senior Associate Athletics Director – Sports*)

Nate Cummins (*Student-Athlete Representative – Wrestling*)

Kaeley Hallada (*Student-Athlete Representative – Softball*)

Gary Henriott (*Alumni Representative*)

Brian Chupp (*University Senate Appointment, Clinical Assistant Professor of Management*)

Matt Conway (*University Senate Appointment, Associate Professor of PU Bands & Orchestras*)

Sue Holder Price (*Community Liaison*)

Ed Howat (*Senior Associate Athletics Director for Student Services – Sports*)

Molly Beatty (*Campus Student Representative*)

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

Tom Mitchell (*ex-officio, Associate Athletics Director – Compliance*)

Marcy Towns (*Faculty Athletic Representative, Bodner-Honig Professor of Chemistry*)

Philip VanFossen (*Faculty Athletic Representative, Director & James F. Ackerman Distinguished Professor of Social Studies Education*)

Peyton Stovall (*Assistant Athletics Director – Student-Athlete Development*)

Calvin Williams (*Associate Athletics Director – Sports*)

Kip Williams (*University Senate Appointment, Distinguished Professor of Psychological Sciences*)

Appendix 2: A typical agenda for a meeting and representative topics of discussion

First 2020-2021 Meeting, August 21, 2020 3:30-5:00 p.m. Virtual Meeting via WebEx
--

- | | |
|---|--|
| 1. Call to Order | J. Huber |
| 2. Approval of the April 2020 Minutes | Committee |
| 3. Waiver Petitions, Schedule, Approvals | J. Huber |
| 4. Remarks from the Director/COVID Update | M. Bobinski
D. Boersma
E. Howat
T. Mitchell |
| 5. Student-Athlete Success Initiatives | P. Stovall |
| 6. Remarks from the Sr. Associate AD-Sports | N. Cross |
| Associate AD-Sports | C. Williams |
| Sr. Associate AD-Academics | E. Howat |
| 7. Compliance Issue of the Month from Associate AD – Compliance | T. Mitchell |
| 8. Report from the Student Members | L. Boudreau |
| 9. Report from the Faculty Representatives | M. Towns
P. VanFossen |
| 10. Other Business | Committee |
| 11. Adjournment | |

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### **Examples of Topics Discussed at 2020-21 AAC Meetings**

Review of the Athletic Affairs Committee mission

Regular COVID updates from B1G (including the suspension and return of athletic seasons) and the NCAA (COVID-related legislative changes)

Regular COVID updates on student-athlete welfare

Sport competition schedules & review of missed class time

Big Ten and NCAA legislation and reports on meetings

Review of the one-time transfer regulations

Name, Image and Likeness Legislative Process

Review of Alston case progress

Review of annual admissions audit

Updates on Student-Athlete development programming

Updates on J-Term proposal and how it impacts student-athletes (e.g., missed class policy, financial aid, eligibility)

### Appendix 3: Academic Metrics and Enrollment Data by College and Course

| <b>Student-Athlete Academic Profile Contrasted to Student Body</b> |             |             |
|--------------------------------------------------------------------|-------------|-------------|
| Academic Performance Measures:                                     | Fall 2020   | Spring 2021 |
| <u>Cumulative GPA</u>                                              |             |             |
| Student-athletes                                                   | 3.23        | 3.25        |
| All-campus                                                         | 3.27        | 3.30        |
| <u>Semester GPA</u>                                                |             |             |
| Student-athletes                                                   | 3.17        | 3.19        |
| All-campus                                                         | 3.20        | 3.26        |
| <u>Achievement of Semester GPA of 3.0 or higher</u>                |             |             |
| Student-athletes                                                   | 65.8% (341) | 66.8% (336) |
| All-campus                                                         | 72.7%       | 73.4%       |
| <u>Achievement of Academic Honors</u>                              |             |             |
| Student-athletes                                                   | 46.0% (238) | 43.5% (219) |
| Dean's List and Semester Honors                                    | (159)       | (124)       |
| Semester Honors only                                               | (54)        | (61)        |
| Dean's List only                                                   | (25)        | (34)        |
| All-campus                                                         | 51.1%       | 52.6%       |
| <u>Achievement of perfect 4.0 Semester GPA</u>                     |             |             |
| Student-athletes                                                   | 10.4% (54)  | 10.7% (54)  |
| All-campus                                                         | 12.6%       | 12.8%       |
| <u>Placement on probation</u>                                      |             |             |
| Student-athletes                                                   | 9.5% (49)   | 6.2% (31)   |
| All-campus                                                         | 7.5%        | 5.6%        |
| <u>Dropped from the University</u>                                 |             |             |
| Student-athletes                                                   | 0% (0)      | 0.4% (2)    |
| All-campus                                                         | 0.5%        | 1.2%        |

## Cumulative Grade Point Average by Team

| Fall 2020 - Team              | CGPA        |
|-------------------------------|-------------|
| Baseball                      | 3.03        |
| Football                      | 2.96        |
| Men's Basketball              | 2.95        |
| Men's Cross Country           | 3.43        |
| Men's Golf                    | 3.68        |
| Men's Swimming                | 3.37        |
| Men's Tennis                  | 3.40        |
| Men's Track                   | 3.15        |
| Soccer                        | 3.46        |
| Softball                      | 3.20        |
| Volleyball                    | 3.51        |
| Women's Basketball            | 3.21        |
| Women's Cross Country         | 3.71        |
| Women's Golf                  | 3.58        |
| Women's Swimming              | 3.62        |
| Women's Tennis                | 3.17        |
| Women's Track                 | 3.38        |
| Wrestling                     | 3.09        |
| <b>Student-Athlete Totals</b> | <b>3.23</b> |
| <b>Student Body Totals</b>    | <b>3.27</b> |

| Spring 2021 - Team            | CGPA        |
|-------------------------------|-------------|
| Baseball                      | 3.04        |
| Football                      | 3.01        |
| Men's Basketball              | 2.93        |
| Men's Cross Country           | 3.44        |
| Men's Golf                    | 3.58        |
| Men's Swimming                | 3.38        |
| Men's Tennis                  | 3.22        |
| Men's Track                   | 3.17        |
| Soccer                        | 3.49        |
| Softball                      | 3.23        |
| Volleyball                    | 3.53        |
| Women's Basketball            | 3.27        |
| Women's Cross Country         | 3.76        |
| Women's Golf                  | 3.49        |
| Women's Swimming              | 3.62        |
| Women's Tennis                | 3.13        |
| Women's Track                 | 3.40        |
| Wrestling                     | 3.12        |
| <b>Student-Athlete Totals</b> | <b>3.25</b> |
| <b>Student Body Totals</b>    | <b>3.30</b> |

## NCAA Graduation Success Rate (GSR) Data

The Graduation Success Rate (GSR) serves a purpose similar to the Federal Graduation rate. Both measure graduation within six years for annual cohorts of students. The federal rate does not account for students who transfer from one institution to another and graduate. The GSR does account for these, which provides a more inclusive calculation of academic success.

### STUDENT-ATHLETE GRADUATION SUCCESS RATES (GSR)\*

Graduation Rates for 2010-2013 Cohorts (Published November 2020)

( ) Prior Year

|                    | Purdue    | NCAA Division I |
|--------------------|-----------|-----------------|
|                    | -----%    | -----           |
|                    | --        |                 |
| Overall            | 88 (86)   | 88              |
| Baseball           | 92 (62)   | 85              |
| Men's Basketball   | 67 (67)   | 84              |
| Football (FBS)     | 79 (80)   | 80              |
| Men's Golf         | 90 (100)  | 90              |
| Men's Swimming     | 78 (74)   | 90              |
| Men's Tennis       | 100 (100) | 92              |
| Men's Track/CC     | 91 (86)   | 83              |
| Men's Wrestling    | 85 (72)   | 81              |
| Women's Basketball | 100 (91)  | 92              |
| Women's Golf       | 100 (100) | 96              |
| Women's Soccer     | 95 (94)   | 94              |
| Women's Softball   | 94 (100)  | 92              |
| Women's Swimming   | 93 (93)   | 96              |
| Women's Tennis     | 100 (100) | 96              |
| Women's Track/CC   | 86 (93)   | 91              |
| Women's Volleyball | 100 (100) | 94              |

\* 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.

## The Academic Progress Rate (APR)

The APR is an NCAA semester-by-semester assessment of academic progress. It is calculated by allocating one point per student for eligibility and one for retention—the two factors that research identifies as the best predictors of graduation. The data are presented on the basis of four-year rolling averages for each team. Teams must achieve an APR score of 930 to avoid NCAA penalties. Teams below 930 are ineligible for NCAA post-season competition and are required to develop and execute an academic improvement plan.

Each student on a roster who is receiving an athletics scholarship earns a maximum of two points per term, one for being academically eligible and one returning to 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 website).

## PURDUE UNIVERSITY ACADEMIC PROGRESS RATE INSTITUTIONAL REPORT NCAA DIVISION I 2019-20

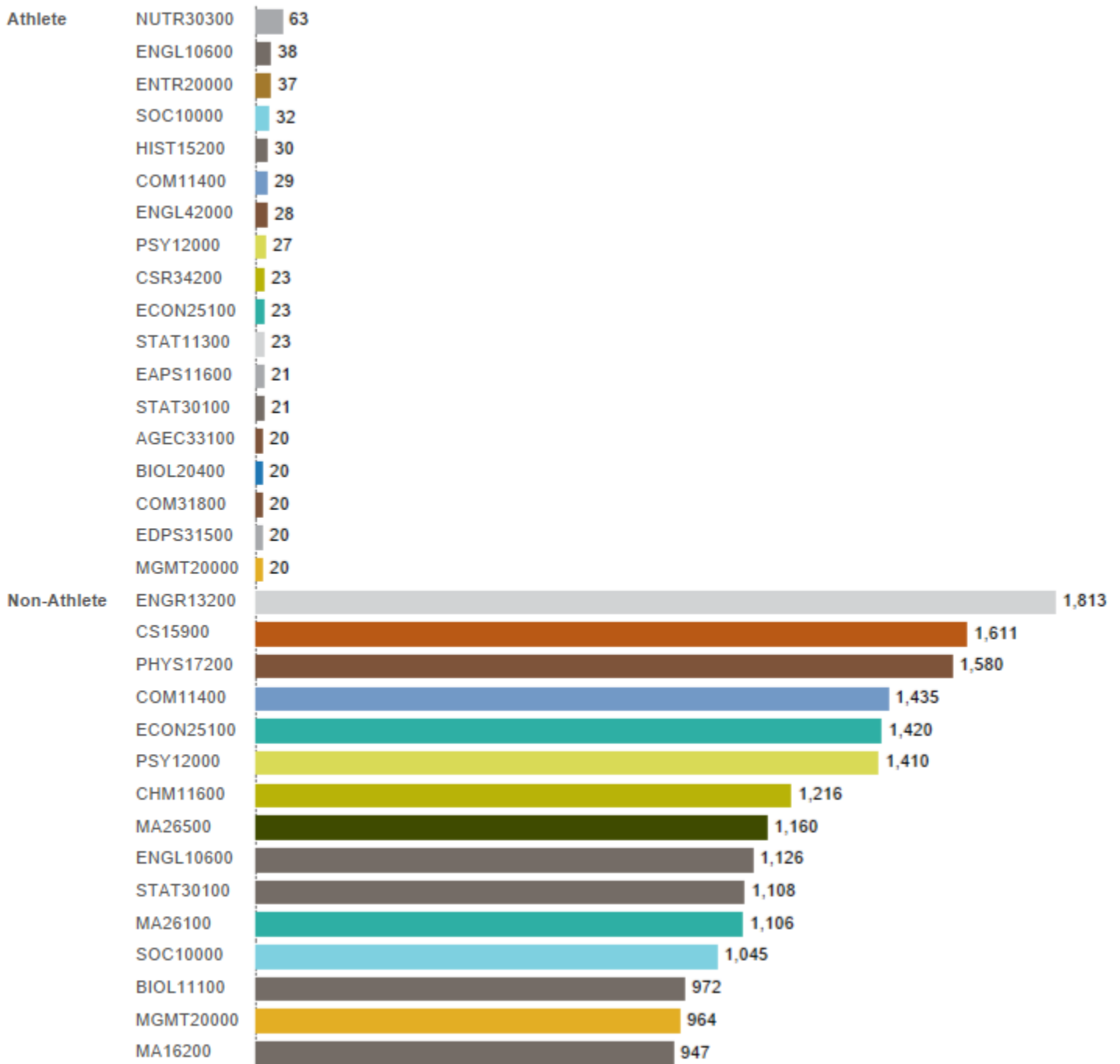
|                       | Multiyear APR Rate |
|-----------------------|--------------------|
|                       |                    |
| Baseball              | 978                |
| Men's Basketball      | 985                |
| Men's Cross Country   | 1000               |
| Football              | 956                |
| Men's Golf            | 1000               |
| Men's Swimming        | 994                |
| Men's Tennis          | 970                |
| Men's Track           | 959                |
| Men's Wrestling       | 980                |
|                       |                    |
| Women's Basketball    | 980                |
| Women's Cross Country | 1000               |
| Women's Golf          | 992                |
| Women's Soccer        | 990                |
| Women's Softball      | 970                |
| Women's Swimming      | 998                |
| Women's Tennis        | 992                |
| Women's Track         | 962                |
| Women's Volleyball    | 1000               |

## Enrollment Data

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

| College or School                   |  | Number of student-athletes |                    |
|-------------------------------------|--|----------------------------|--------------------|
|                                     |  | <u>Fall 2020</u>           | <u>Spring 2021</u> |
| <b>Agriculture</b>                  |  | <b>24</b>                  | <b>24</b>          |
|                                     |  |                            |                    |
| <b>Education</b>                    |  | <b>10</b>                  | <b>7</b>           |
|                                     |  |                            |                    |
| <b>Engineering</b>                  |  | <b>59</b>                  | <b>55</b>          |
|                                     |  |                            |                    |
| <b>Health and Human Sciences</b>    |  | <b>150</b>                 | <b>141</b>         |
|                                     |  |                            |                    |
| <b>Liberal Arts</b>                 |  | <b>86</b>                  | <b>83</b>          |
|                                     |  |                            |                    |
| <b>Management</b>                   |  | <b>65</b>                  | <b>63</b>          |
|                                     |  |                            |                    |
| <b>Pre-Pharmacy/Pharm. Sciences</b> |  | <b>3</b>                   | <b>4</b>           |
|                                     |  |                            |                    |
| <b>Pharmacy (Pharm. D.)</b>         |  | <b>3</b>                   | <b>3</b>           |
|                                     |  |                            |                    |
| <b>Science</b>                      |  | <b>29</b>                  | <b>28</b>          |
|                                     |  |                            |                    |
| <b>Polytechnic Institute</b>        |  | <b>69</b>                  | <b>65</b>          |
|                                     |  |                            |                    |
| <b>Graduate School</b>              |  | <b>16</b>                  | <b>19</b>          |
|                                     |  |                            |                    |
| <b>Exploratory Studies</b>          |  | <b>33</b>                  | <b>29</b>          |
|                                     |  |                            |                    |

**Course Enrollment Review: Top 15 Courses**  
Spring 2021, Office of Institutional Effectiveness



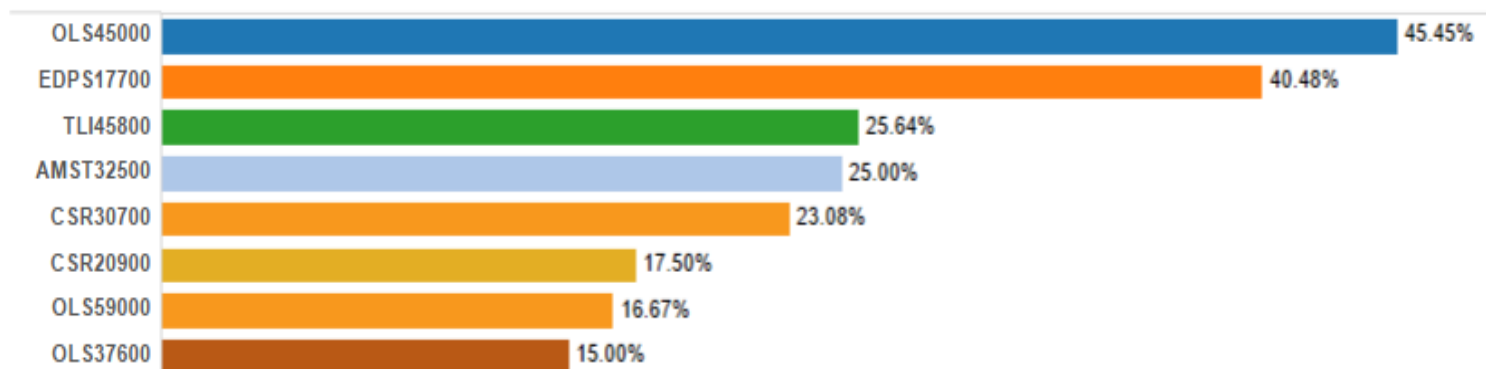
**Course Enrollment Review: Grade Distributions in Top 15 Courses**  
Spring 2021, Office of Institutional Effectiveness

|           |             | A, A-, A+ | B, B-, B+ | C, C-, C+ | D, D-, D+ | F      | Other: Withdrawl,<br>Audit, Pass/No<br>Pass, etc. |
|-----------|-------------|-----------|-----------|-----------|-----------|--------|---------------------------------------------------|
| COM11400  | Athlete     | 30.65%    | 50.03%    | 8.35%     | 2.80%     | 5.53%  | 2.63%                                             |
|           | Non-Athlete | 49.82%    | 37.54%    | 6.82%     | 1.76%     | 1.93%  | 2.13%                                             |
| ENGL10600 | Athlete     | 40.58%    | 56.66%    | 2.76%     | 1.51%     | 2.91%  | 2.56%                                             |
|           | Non-Athlete | 63.75%    | 23.99%    | 5.28%     | 1.51%     | 2.91%  | 2.56%                                             |
| ECON25100 | Athlete     | 30.84%    | 24.41%    | 17.20%    | 17.00%    | 7.05%  | 3.49%                                             |
|           | Non-Athlete | 32.23%    | 29.66%    | 19.93%    | 11.60%    | 4.84%  | 1.74%                                             |
| SOC10000  | Athlete     | 43.25%    | 39.76%    | 14.10%    | 2.89%     | 3.27%  | 2.02%                                             |
|           | Non-Athlete | 43.45%    | 29.74%    | 17.08%    | 4.44%     | 3.27%  | 2.02%                                             |
| MA16020   | Athlete     | 20.20%    | 39.95%    | 29.81%    | 5.04%     | 2.32%  | 5.00%                                             |
|           | Non-Athlete | 17.66%    | 26.39%    | 38.44%    | 8.85%     | 2.32%  | 6.34%                                             |
| MGMT20000 | Athlete     | 11.29%    | 14.85%    | 36.87%    | 11.20%    | 18.60% | 7.20%                                             |
|           | Non-Athlete | 15.83%    | 21.48%    | 34.16%    | 10.55%    | 13.90% | 4.07%                                             |
| NUTR30300 | Athlete     | 58.55%    | 20.69%    | 11.04%    | 7.00%     | 1.38%  | 1.34%                                             |
|           | Non-Athlete | 72.95%    | 16.25%    | 4.91%     | 2.06%     | 2.36%  | 1.48%                                             |
| BIOL20400 | Athlete     | 21.06%    | 31.77%    | 31.92%    | 10.10%    | 5.15%  | 0.93%                                             |
|           | Non-Athlete | 36.84%    | 29.92%    | 22.01%    | 7.71%     | 2.59%  | 0.93%                                             |
| MGMT20100 | Athlete     | 49.61%    | 45.95%    | 4.44%     | 1.56%     | 0.78%  | 1.26%                                             |
|           | Non-Athlete | 57.18%    | 28.59%    | 10.63%    | 1.56%     | 0.78%  | 1.26%                                             |
| SOC22000  | Athlete     | 38.87%    | 26.03%    | 22.07%    | 4.39%     | 4.24%  | 4.41%                                             |
|           | Non-Athlete | 70.75%    | 16.45%    | 5.98%     | 2.24%     | 2.61%  | 1.97%                                             |
| ENGL42000 | Athlete     | 47.63%    | 31.85%    | 15.58%    | 4.94%     | 2.54%  | 1.97%                                             |
|           | Non-Athlete | 61.80%    | 27.01%    | 6.27%     | 1.99%     | 0.39%  | 2.54%                                             |
| HIST15200 | Athlete     | 13.82%    | 57.36%    | 28.83%    | 4.01%     | 3.33%  | 4.15%                                             |
|           | Non-Athlete | 44.80%    | 31.37%    | 12.35%    | 4.01%     | 3.33%  | 4.15%                                             |
| ENTR20000 | Athlete     | 74.86%    | 20.89%    | 4.24%     | 0.53%     | 0.79%  | 0.79%                                             |
|           | Non-Athlete | 87.56%    | 10.84%    | 0.28%     | 0.53%     | 0.79%  | 0.79%                                             |
| CSR28200  | Athlete     | 76.33%    | 23.67%    | 3.68%     | 2.85%     | 1.48%  | 1.48%                                             |
|           | Non-Athlete | 77.01%    | 14.97%    | 3.68%     | 2.85%     | 1.48%  | 1.48%                                             |
| EDPS49000 | Athlete     | 89.14%    | 9.32%     | 1.54%     | 50.00%    | 50.00% | 50.00%                                            |
|           | Non-Athlete | 50.00%    | 50.00%    | 50.00%    | 50.00%    | 50.00% | 50.00%                                            |

## High Enrollment Courses for Participants in Intercollegiate Athletics

(Courses with > 15% enrollment by participants in ICA)

Spring 2021, Office of Institutional Effectiveness



**Grade Distributions for High Enrollment Courses**  
(Courses with > 15% enrollment by participants in ICA)

Spring 2021, Office of Institutional Effectiveness

|           |             | A, A-, A+ | B, B-, B+ | C, C-, C+ | F     | Other: Withdrawl, Audit, Pass/No Pass, etc. |
|-----------|-------------|-----------|-----------|-----------|-------|---------------------------------------------|
| OLS45000  | Athlete     | 80.00%    |           | 20.00%    |       |                                             |
|           | Non-Athlete | 66.67%    |           |           |       | 33.33%                                      |
| EDPS17700 | Athlete     | 100.00%   |           |           |       |                                             |
|           | Non-Athlete | 92.00%    |           |           |       | 8.00%                                       |
| TLI45800  | Athlete     | 20.00%    | 60.00%    | 20.00%    |       |                                             |
|           | Non-Athlete | 58.62%    | 24.14%    | 6.90%     |       | 10.34%                                      |
| AMST32500 | Athlete     | 100.00%   |           |           |       |                                             |
|           | Non-Athlete | 94.44%    |           |           |       | 5.56%                                       |
| CSR30700  | Athlete     | 50.00%    |           |           |       | 50.00%                                      |
|           | Non-Athlete | 85.00%    |           |           |       | 15.00%                                      |
| CSR20900  | Athlete     | 28.57%    | 57.14%    | 14.29%    |       |                                             |
|           | Non-Athlete | 60.61%    | 33.33%    | 3.03%     |       | 3.03%                                       |
| OLS59000  | Athlete     |           |           |           |       | 100.00%                                     |
|           | Non-Athlete | 20.00%    |           |           |       | 80.00%                                      |
| OLS37600  | Athlete     |           | 100.00%   |           |       |                                             |
|           | Non-Athlete | 17.65%    | 52.94%    | 11.76%    | 5.88% | 11.76%                                      |

#### **Appendix 4: Examples of Student Involvement in Community Service during 2020-21**

##### **All Team Hours completed**

|                                         |             |
|-----------------------------------------|-------------|
| Shoe Drive (73 Pairs Donated)           | 18 hours    |
| Food Drive (1,013 pounds collected)     | 1,031 hours |
| Read Across America (virtual)           | 15 hours    |
| Big Ten Black History Month Reading Day | 10 hours    |

*\*\*Our student-athletes and staff generally perform significantly more hours of community service. Due to the Protect Purdue guidelines, community service hours were much lower than in the past.*

| <i><b>Senate Document</b></i> | <i><b>Title</b></i>                                                                                                            | <i><b>Origin</b></i>                                                                                   | <i><b>Senate Action</b></i>          |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>20-45</b>                  | <b>Senate Document 20-45</b><br>Required Department QPR<br>(Question, Persuade, Refer)<br>Liaisons for Mental Health<br>Action | Presented by<br>Purdue Student<br>Government                                                           | TBD                                  |
| <b>20-56</b>                  | <b>Senate Document 20-56</b><br>Equity, Diversity, and Inclusion<br>as a distinct item for promotion<br>consideration          | Presented by<br>Equity, Diversity, and<br>Inclusion Committee                                          | TBD                                  |
| <b>20-57</b>                  | <b>Senate Document 20-57</b><br>Academic Calendar Revision:<br>Election Day as a Civic Day of<br>Service                       | Presented by<br>Purdue Student<br>Government                                                           | *Failed<br>13 September 2021         |
| <b>20-58</b>                  | <b>Senate Document 20-58</b><br>Academic Regulations Update                                                                    | Presented by<br>Purdue Student<br>Government                                                           | TBD                                  |
| <b>20-59</b>                  | <b>Senate Document 20-59</b><br>Academic Regulations Update for<br>Reading Week Policies                                       | Presented by<br>Purdue Student<br>Government                                                           | TBD                                  |
| <b>20-60</b>                  | <b>Senate Document 20-60</b><br>On the Need to Demonstrate<br>Civics Literacy Through Shared<br>Governance                     | Presented by<br>Professors Francis,<br>McNamara, Nies, Pawley,<br>Saviano, Sheffield, and<br>Stainback | *Approved<br>13 September 2021       |
| <b>21-01</b>                  | <b>Senate Document 21-01</b><br>Nominees for Equity, Diversity,<br>and Inclusion Committee                                     | Presented By<br>Nominating Committee                                                                   | *Slate Affirmed<br>13 September 2021 |
| <b>21-02</b>                  | <b>Senate Document 21-02</b><br>Nominees for Faculty Affairs<br>Committee                                                      | Presented By<br>Nominating Committee                                                                   | *Slate Affirmed<br>13 September 2021 |
| <b>21-03</b>                  | <b>Senate Document 21-03</b><br>Nominees for Student Affairs<br>Committee                                                      | Presented By<br>Nominating Committee                                                                   | *Slate Affirmed<br>13 September 2021 |
| <b>21-04</b>                  | <b>Senate Document 21-04</b><br>Nominees for Steering<br>Committee                                                             | Presented By<br>Nominating Committee                                                                   | *Slate Affirmed<br>13 September 2021 |

|              |                                                                                            |                                              |                                      |
|--------------|--------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------|
| <b>21-05</b> | <b>Senate Document 21-05</b><br>Nominees for University<br>Resources Policy Committee      | Presented By<br>Nominating Committee         | *Slate Affirmed<br>13 September 2021 |
| <b>21-06</b> | <b>Senate Document 21-06</b><br>Student Members of Standing<br>Committees                  | Presented By<br>Nominating Committee         | *Slate Affirmed<br>13 September 2021 |
| <b>21-07</b> | <b>Senate Document 21-07</b><br>Nominee for Advisor of the<br>Educational Policy Committee | Presented By<br>Nominating Committee         | *Slate Affirmed<br>13 September 2021 |
| <b>21-08</b> | <b>Senate Document 21-08</b><br>Convening Electronically at Will                           | Presented By<br>Faculty Affairs<br>Committee | *Action<br>18 October 2021           |

# ***INTRODUCTORY REMARKS***

***September 13, 2021***

Stephen P. (Steve) Beaudoin  
Chair, Purdue University Senate  
Professor, Davidson School of Chemical Engineering  
Director, Purdue Energetics Research Center (PERC)  
[sbeaudoi@purdue.edu](mailto:sbeaudoi@purdue.edu); (765) 494-7944/2696

# Value is the 2021-22 Senate Theme

$$\text{Value} \sim \frac{\text{What you get}}{\text{What you pay for it}}$$

Sexual assault prevention and support for survivors: In 2015, 22% of Purdue UG females reported having survived sexual assault on campus

Mental health: 20% of American adults experience mental illness, and 50% of those illnesses emerge by age 14

Diversity & equity: The Task Force message will be broadened and supported

Partnering: We will provide value, in a timely manner, to our administration and Trustee partners

# Partnering

How can the university better identify and encourage/support teaching excellence?

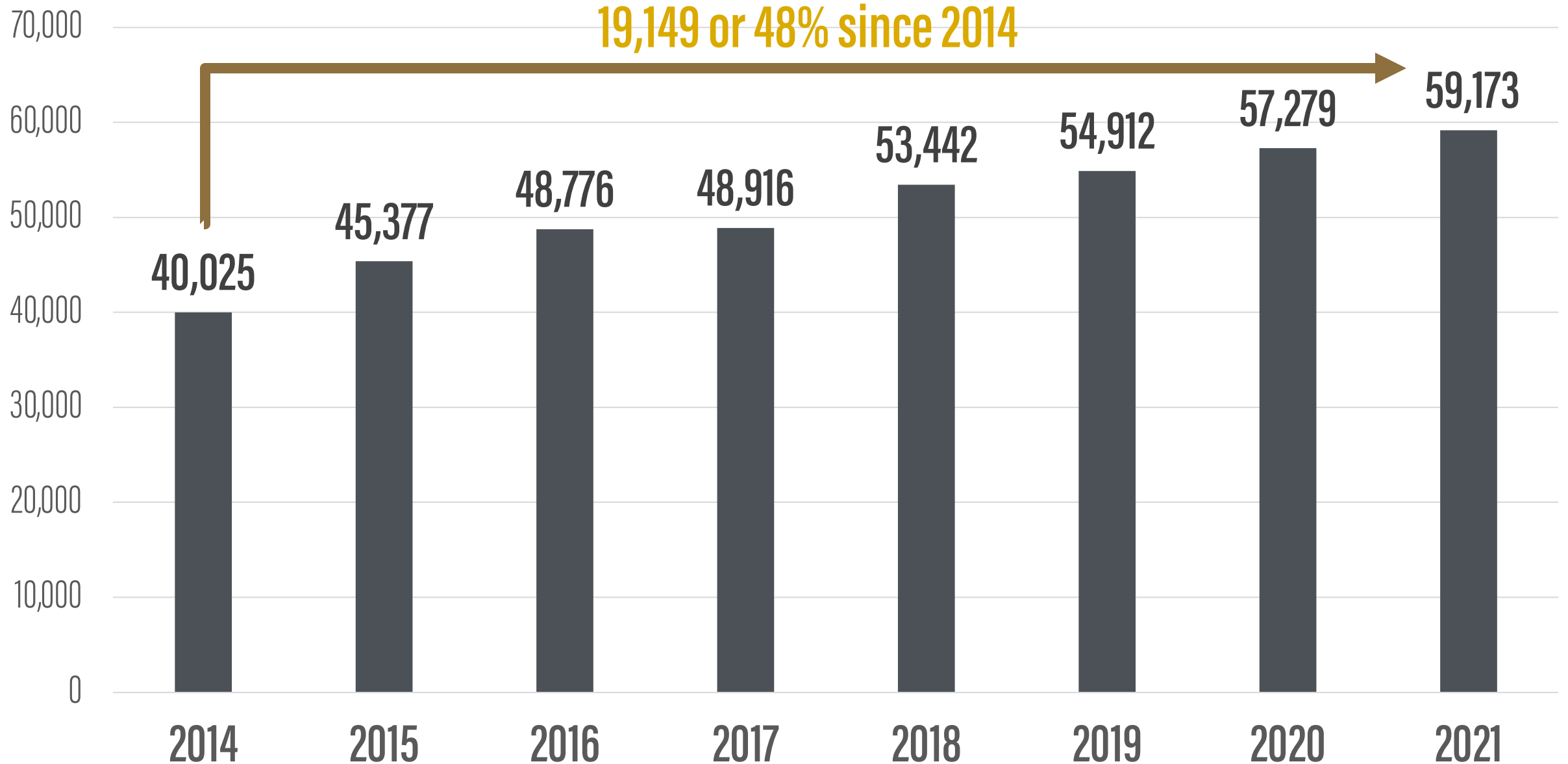
What are the important issues that should be considered for successful implementation of a 'J-term'?

What are the thoughts of the faculty about grade inflation?

What are the key elements of discipline-appropriate assessments of changes in critical thinking skills attained by Purdue students?

Can we have a better approach to healthcare, including obtaining regular physicals, adopting healthy habits, and more readily selecting health insurance plans and providers?

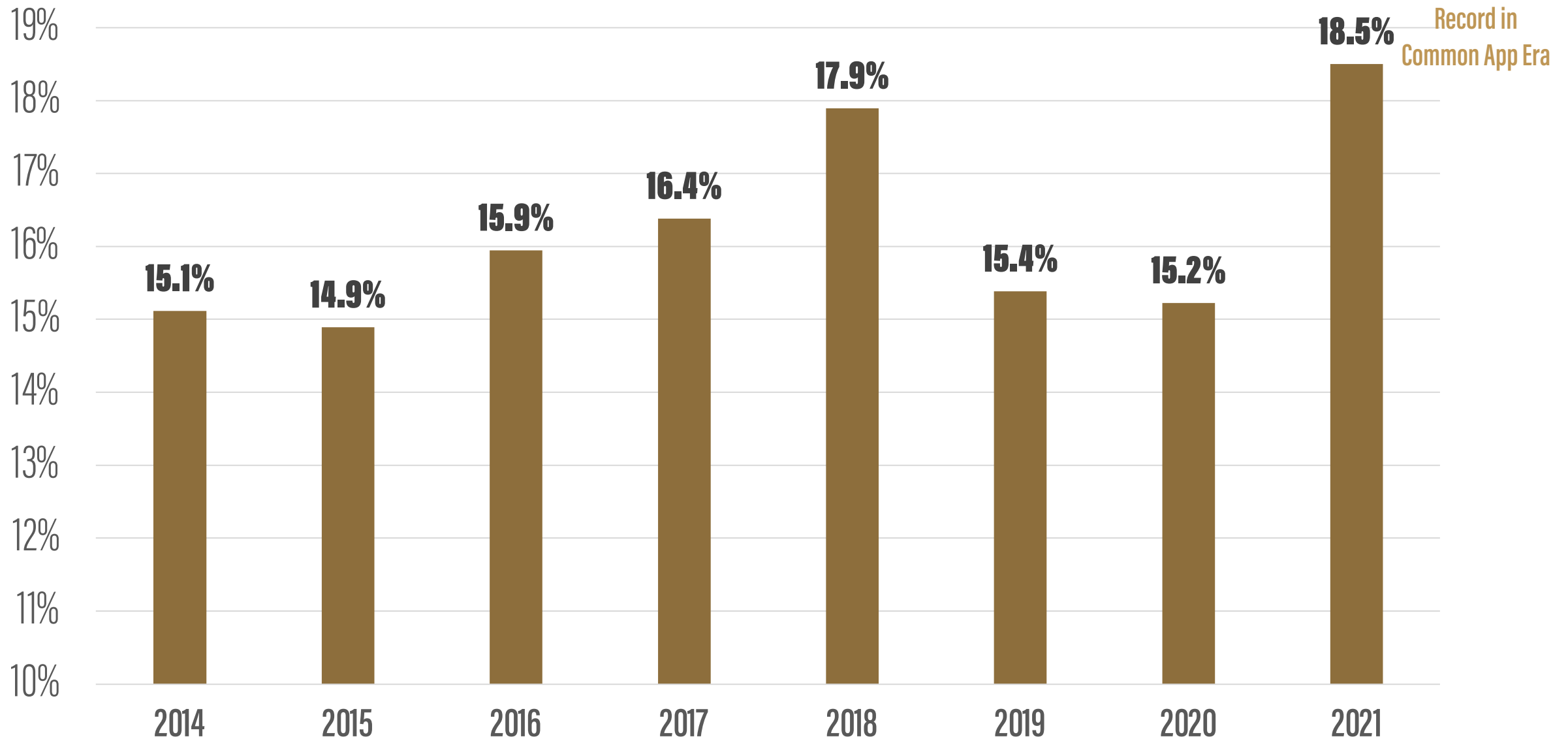




- Targeted 8,450 new beginners which would have been a smaller incoming class than 2020 by at least 400 fewer students.
- Actual incoming class is a record 10,191 students.
- Non-resident yield was the highest in the common app era, and over 3 percentage points higher than 2020.
- Yield rates for resident and international students were as projected.

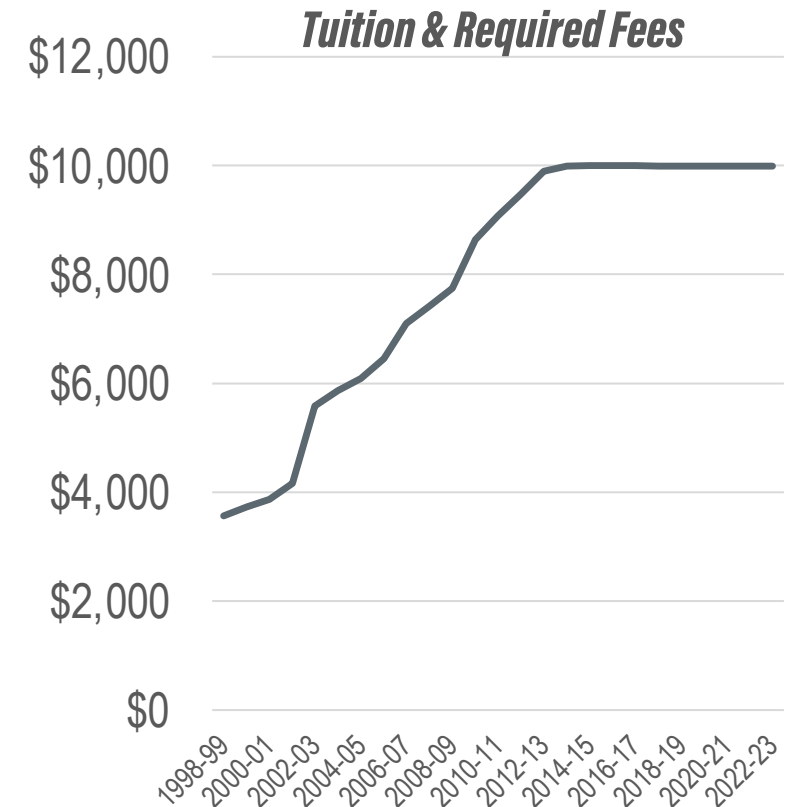
**The demand for a Purdue education grew during the pandemic**

# *Non-Resident Domestic Yield Rates*



## Survey of admitted students shows the increase in yield is driven by:

1. Purdue's national leadership during pandemic
2. Reputation for quality
3. Ongoing commitment to affordability



- “[The best part of visiting campus was] being able to see all the students outside and doing activities together while still staying safe regarding COVID. Some campuses are on lock down so this was nice to see.”
- “I really appreciated getting to be on the campus and get a sense of what the atmosphere was like outside of pictures. With COVID-19, I was not able to tour many colleges in person, so doing this helped to solidify my decision.”
- “[The best part of visiting Purdue was] seeing the campus with students out and about and in class during COVID. Other campuses wouldn't even let me visit.”

## **How did Purdue's decision to be in-person for the 2020-2021 school year influence your decision?**

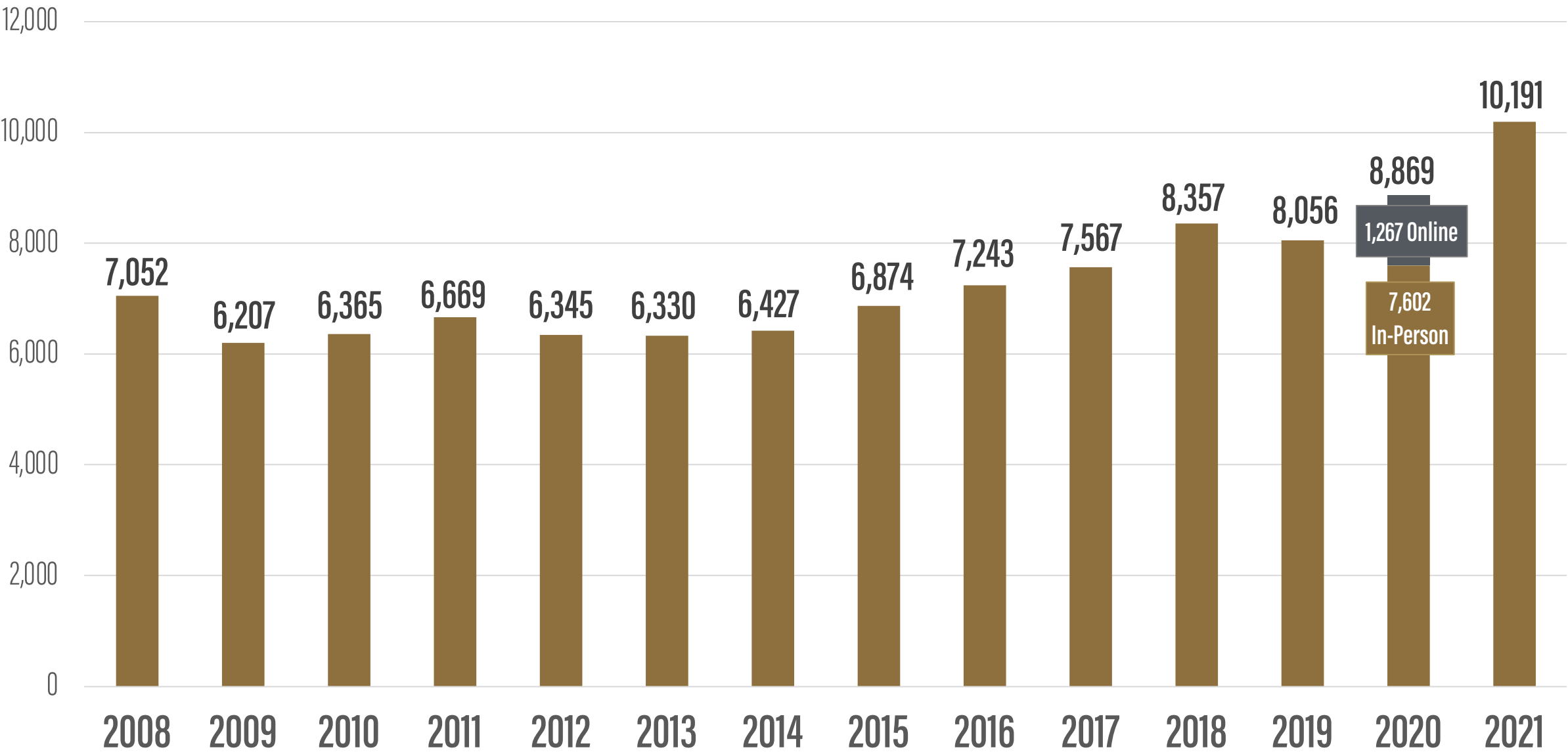
- 50% were more interested in Purdue
- 98% were more interested or their interest in Purdue remained the same

## **How much influence did Purdue's response to the pandemic have on your college choice?**

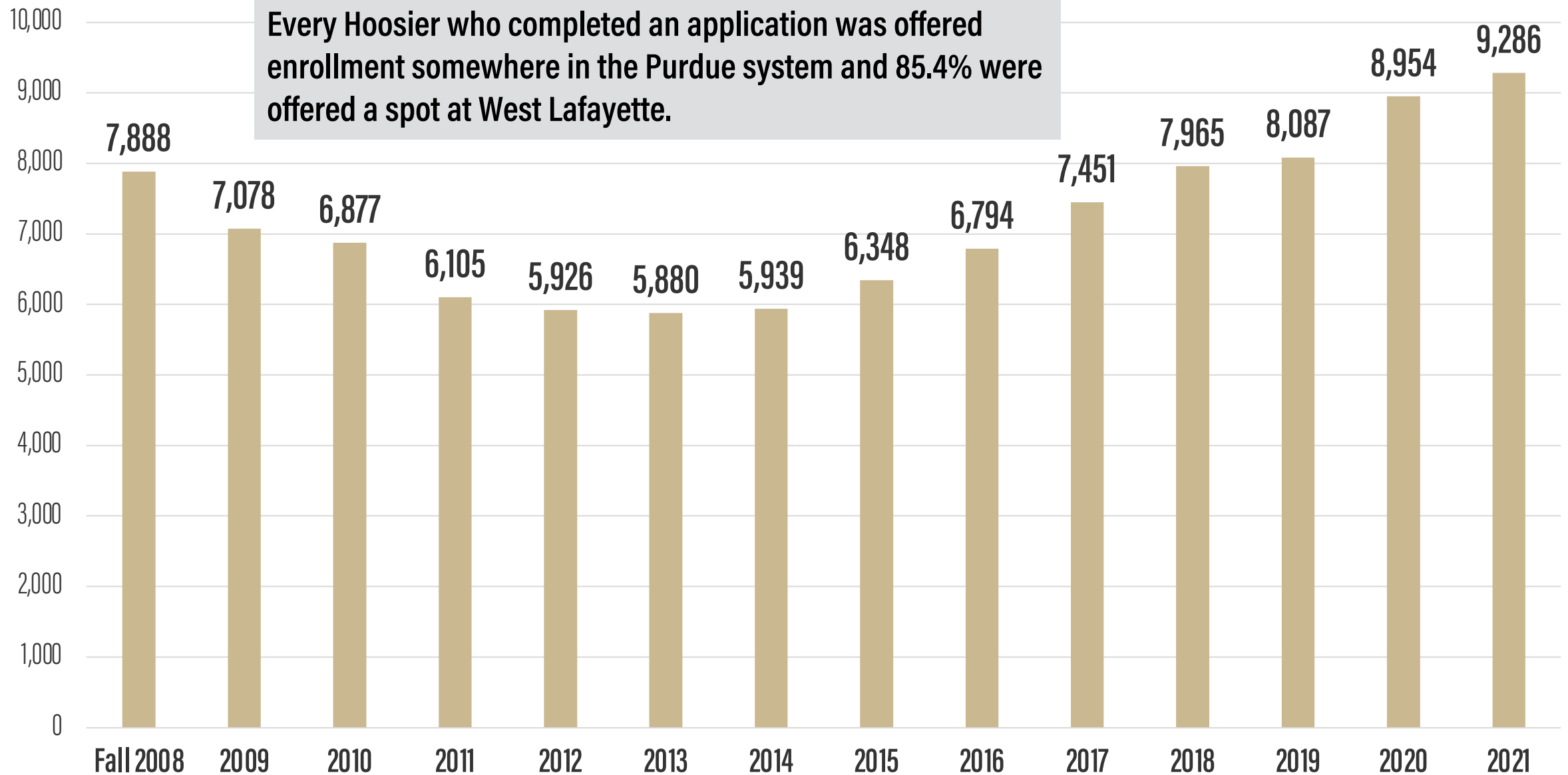
- 46% enrolling respondents answered extremely influential, very influential or somewhat influential



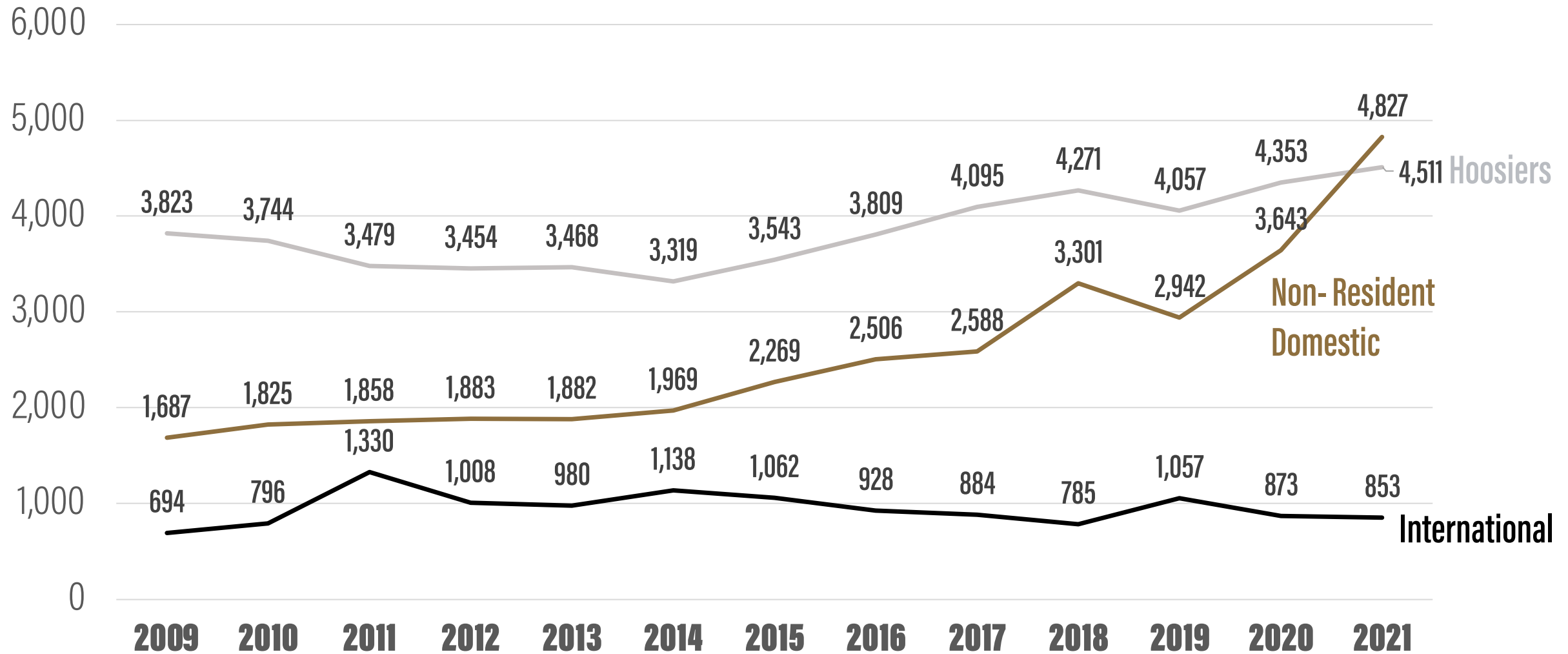
# Freshmen Enrollment (New Beginners)



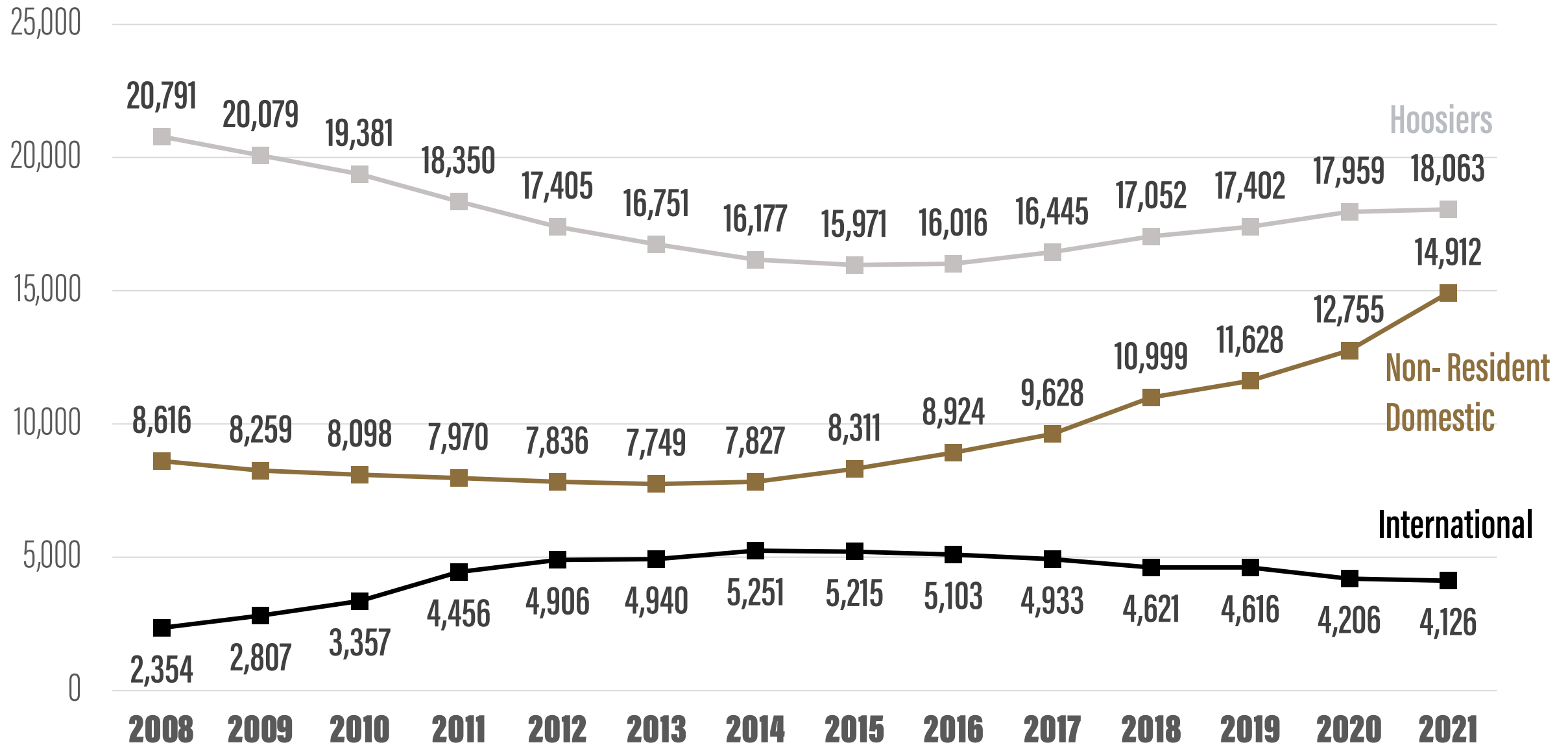
# ***Record # of Hoosiers Offered Admission***



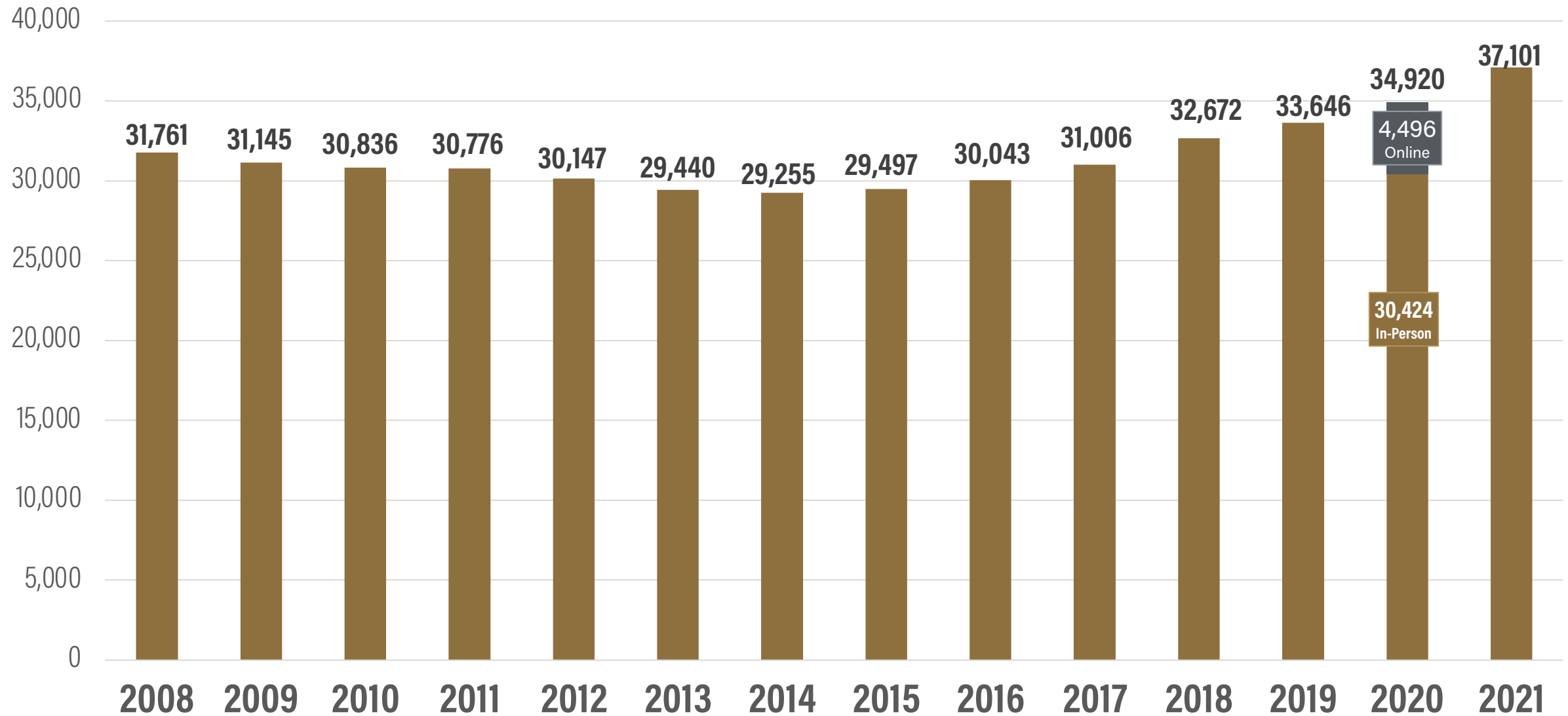
# ***Freshmen (New Beginners) by Residency***



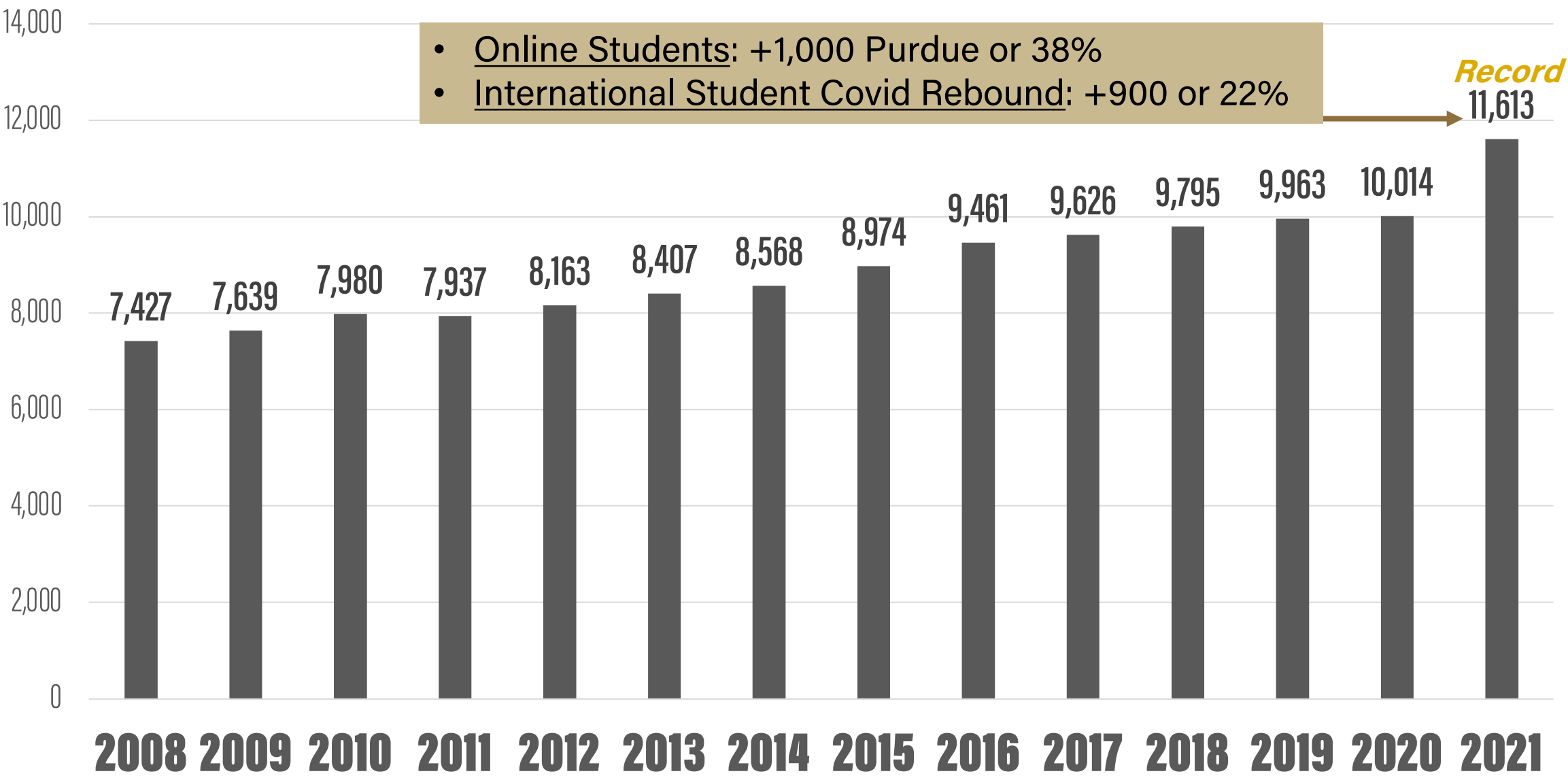
# Undergraduate Enrollment by Residency



# *Undergraduate Enrollment*



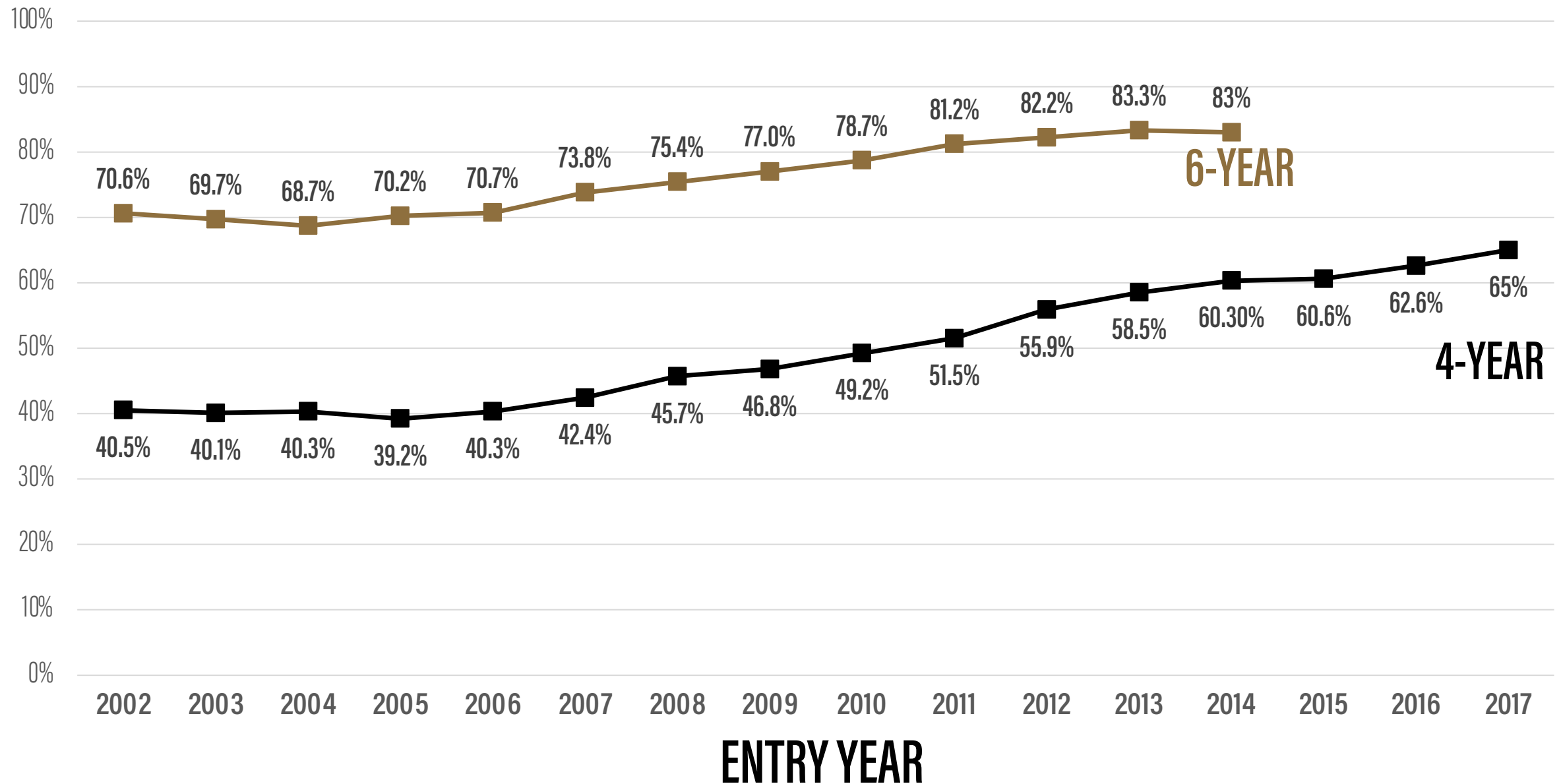
# Record Graduate Enrollment



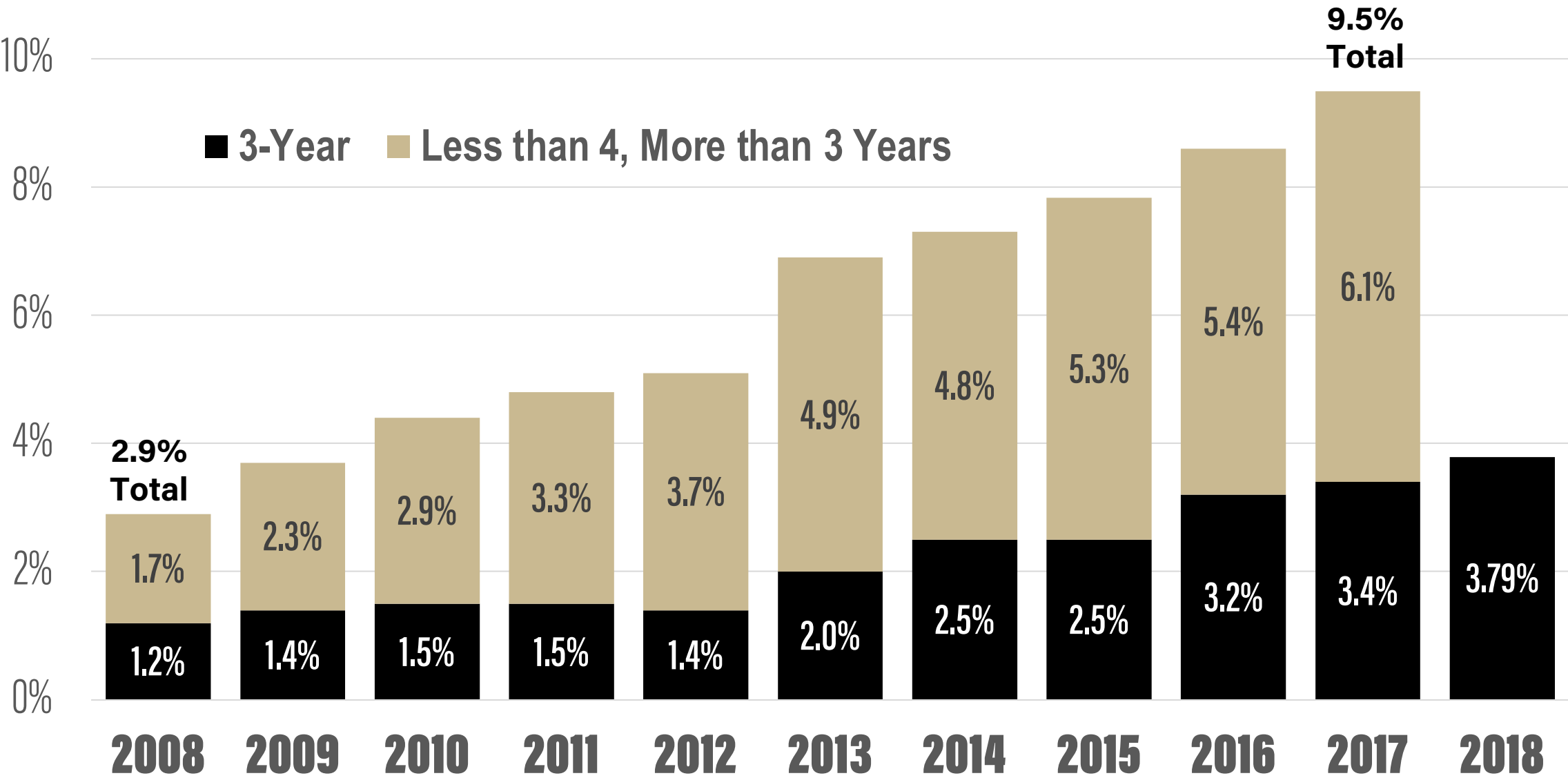
# Undergraduate Minority Enrollment

|                                                          | 2012  | 2013  | 2014  | 2015  | 2016  | 2017  | 2018  | 2019  | 2020  | 2021                   | Trend           |
|----------------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------|-----------------|
| # Of Underrepresented Minority Students                  | 2,483 | 2,495 | 2,525 | 2,568 | 2,707 | 2,968 | 3,220 | 3,461 | 3,749 | 4,054<br><i>Record</i> | +1,571          |
| % Of U.S. Students Considered URM                        | 9.9%  | 10.2% | 10.5% | 10.6% | 10.9% | 11.4% | 11.5% | 11.9% | 12.2% | 12.3%<br><i>Record</i> | +2.4%<br>Points |
| # Of URM Freshmen                                        | 543   | 562   | 561   | 596   | 697   | 809   | 917   | 844   | 988   | 1,135<br><i>Record</i> | +109%           |
| # Of U.S. Minority Students<br>(Includes Asian American) | 4,140 | 4,210 | 4,430 | 4,746 | 5,187 | 5,777 | 6,699 | 7,263 | 8,222 | 9,304<br><i>Record</i> | +125%           |
| % Of U.S. Students Considered Minority Students          | 16%   | 17%   | 18%   | 20%   | 21%   | 22%   | 24%   | 25%   | 24%   | 28.2%<br><i>Record</i> | +12%<br>Points  |

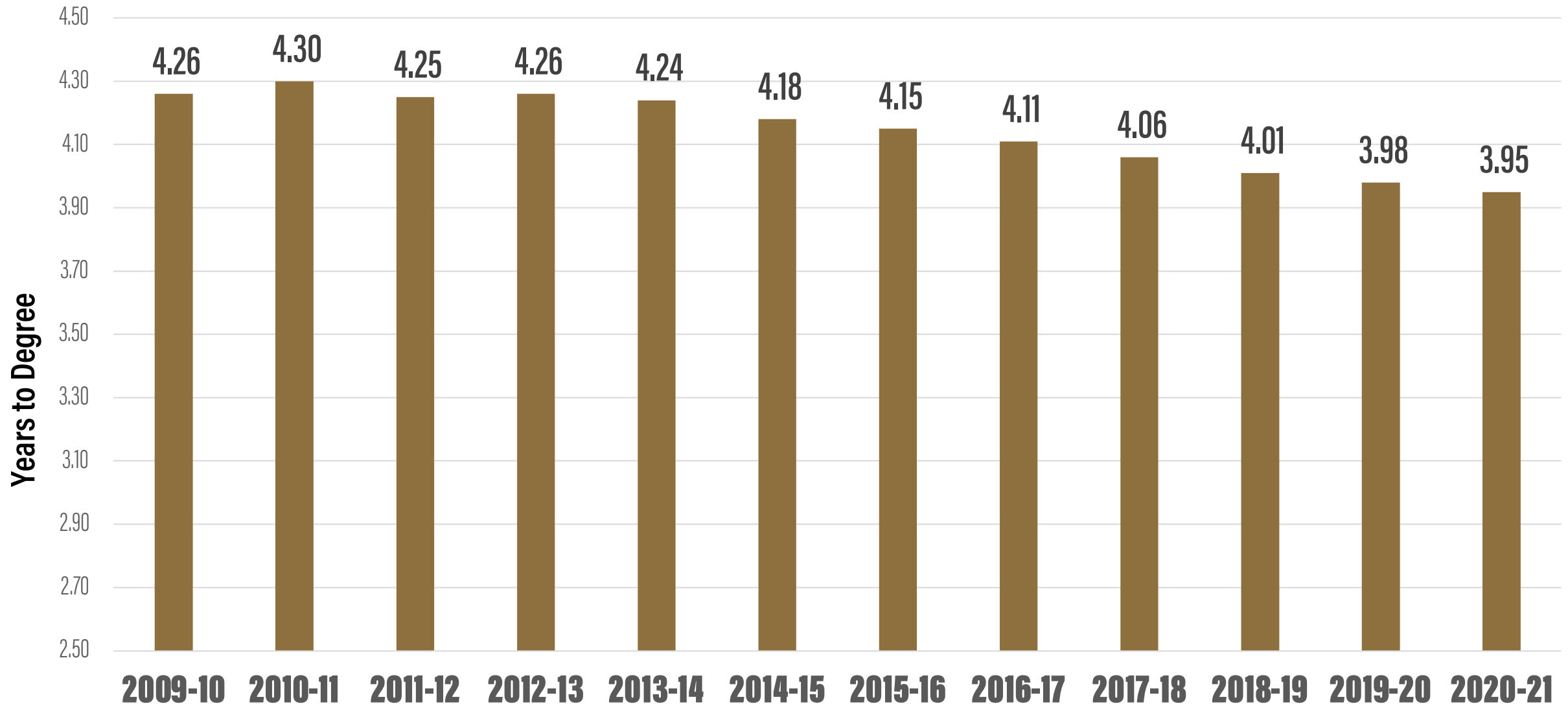
# Record Graduation Rates



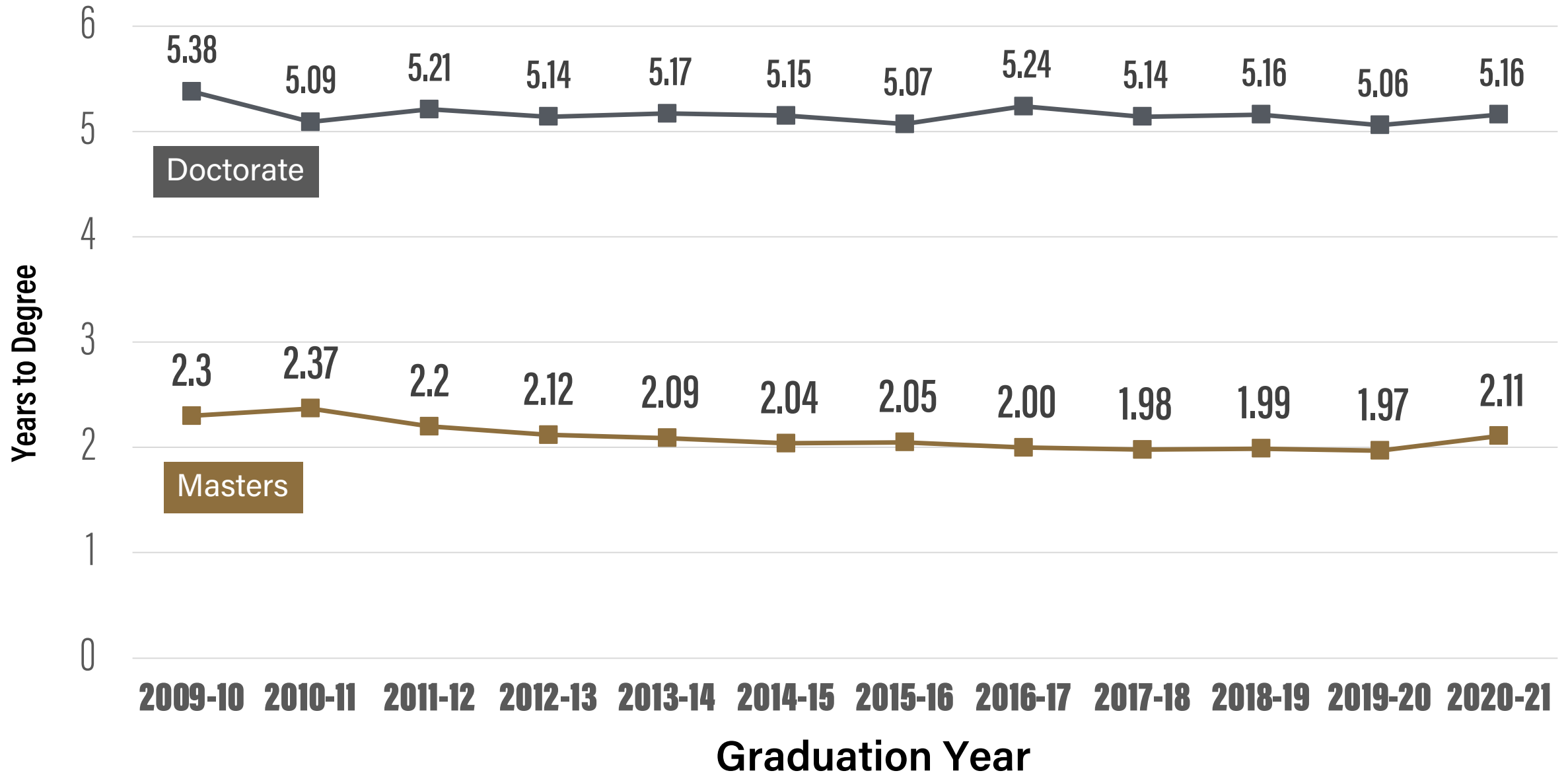
# Less than 4-Year Graduate Rates



# *Average Undergraduate Time to Degree Now Less than 4 years*



# *Time to Graduate Degree*



- Purdue's population trails the populations of the best-in-class employers in most key preventive health metrics

| Health Metric    | Purdue  | Best-in-Class Employers |
|------------------|---------|-------------------------|
| Annual Physicals | Mid-50% | 90%                     |
| Mammograms       | Mid-60% | 80%                     |

- **57% prevalence of chronic conditions** among Purdue's population, but only **9% participation in key university sponsored health programs** like health coaching, tobacco cessation, & diabetes management.
- Recent efforts expanded health access & produced meaningful cost reductions but did not address underlying behavioral health drivers.
- It will require a united and proactive effort to join the employers with best-in-class health populations.
- **Coming Soon:**
  - **New incentives** for key age-based health screenings and risk assessments (e.g cancer screenings, vision exams etc.). Many are already free and early detection is key.
  - **Enhanced communication** efforts to publicize screenings and programs
  - A **new and simpler 'Healthy Boiler' portal** with easier document submission features

## **Classrooms – Academic Year 21-22**

- Convert University Church to large classroom space (273 seats) and student study space (basement)
- Change furniture in two WALC rooms to expand capacity: WALC B018 (102 to 149 seats) and WALC B066 (84 to 132 seats)
- Continue use of Elliott, Loeb, Fowler, and the Honors College Great Room as instructional spaces (investments in additional technology being made)
- Moving courses to rooms aligned with enrollment to optimize all space

## **Classrooms – Longer Term**

- Some specific space challenges being explored (Nursing, Engineering,...)
- Classroom Master Plan underway - 2022
- Libraries Master Plan underway – 2022
- Gateway Complex - 2023
- Data Science Building - 2024
- Future of Work Space Reallocation Possibilities

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

**Steering Committee**

Libby Richards, [erichards@purdue.edu](mailto:erichards@purdue.edu)

**Advisory Committee**

Stephen Beaudoin, [sbeaudoi@purdue.edu](mailto:sbeaudoi@purdue.edu)

**Nominating Committee**

Robert Nowack, [nowack@purdue.edu](mailto:nowack@purdue.edu)

1. Populating Committee Vacancies

**Educational Policy Committee**

Thomas Siegmund, [siegmund@purdue.edu](mailto:siegmund@purdue.edu)

**Equity, Diversity, and Inclusion Committee**

Brian Leung, [brian-leung@purdue.edu](mailto:brian-leung@purdue.edu)

1. Land Acknowledgement statement resolution follow up (actions taken?)
2. Presentation of Document 20-56
3. Items 1,2, and 3 in Senate Priorities document (collaborating with other committees)
4. Amplifying black scholars
5. Campus policing
6. University centralized funding of accessibility for deaf and hard-of-hearing community

**Faculty Affairs Committee**

Signe Kastberg, [skastber@purdue.edu](mailto:skastber@purdue.edu)

1. Faculty feedback regarding Chair Beaudoin's priorities
2. J-term
3. Compensation and Inflation
4. Collection and Use of Faculty Experiences with Benefits
5. Collection and Use of Faculty Experiences with Interfaces (Concur)

**Student Affairs Committee**

David Sanders, [retrovir@purdue.edu](mailto:retrovir@purdue.edu)

**University Resources Policy Committee**

Janice Kritchevsky, [sojkaje@purdue.edu](mailto:sojkaje@purdue.edu)

# ***SD 20-60***

## **On the need to demonstrate civics literacy through shared governance**

### Co-sponsors:

Alice Pawley,\* Engineering Education

Michael McNamara, Design, Art, & Performance

Loring Nies, Civil Engineering

Dennis Saviano, Nutrition Science

John Sheffield, Engineering Technology

# *Background*

## An abbreviated timeline

- January 2019 – Pres Daniels announces idea of civics literacy graduation requirement based on the US citizenship test
- Spring 2019 – University Senate hosts West Lafayette campus-wide survey and town hall
- March 2019 – EPC and Student Affairs committees considering something related to civics (Senate meeting minutes)
- April 2019 – Individual senators (Cooky, Malo, McNally, Nichols, Pruitt, Rhoads, Saraswat, Yacilla) bring legislation proposing special committee on civics literacy and engagement.
  - Senators complain about appearance that this was coming from Steering who can't bring SDs.
  - Legislation receives majority of votes (40/24/2) but requires 2/3 to pass because of suspension of rules to vote in same meeting in which it was introduced. So legislation fails.
- Summer 2019 – Working group convened, to report legislation proposal to EPC
- Fall 2019 – Student survey based on Woodrow Wilson survey conducted at BGR, results presented at Sept Senate meeting, survey conducted in PoliSci courses

# *Background*

## An abbreviated timeline

- March 2020 – Senate presented with proposal, approved by EPC for discussion at full senate.
  - 3.0 credit hours of relevant course work (e.g., relevant introductory course in US politics, public policy, history or other course with civic knowledge content); or
  - successful completion of Center for C-SPAN Scholarship and Engagement modules; or
  - attendance at civics-related Purdue-hosted and -sponsored events involving a substantially equivalent number of contact hours.
  - AND an exam, that students can take as many times as necessary.
- April 2020: Senate votes down proposal by almost 2/3 vote. Concerns included timing, time for implementation, solution in search of a problem, core curriculum as the route to complete this, exam for graduation credential.
- Summer 2020: Provost asks Profs. Van Fossen, Browning, and McCann for proposal on optional transcript credential, and a standardized test on civics literacy.

# *Background*

## An abbreviated timeline

- Fall 2020-Spring 2021: No apparent work by the Senate on this issue. Not EPC, no proposals solicited or brought to Steering by Provost or anyone else.
- April 2021 – Senate meeting, President Daniels announces Board of Trustees' intent to vote on civics literacy requirement at June 11 meeting. Subsequent press tour on CNN, Forbes.
  - Board has solicited proposal from Provost Akridge, Provost has solicited proposal from VanFossen, McCann, Browning, who point out they were asked for optional credential.
  - Meeting is continued in May.
- May 2021 – Group of Senators introduce SD 20-60 in new business. Sen. Pawley asks to vote on it in September even though after June BOT meeting because of 2/3 vote threshold obligation. Sen. Ruple makes motion to suspend rules and vote in same meeting. Vote to suspend rules fails by 1 vote.
  - Special meeting requested of Senate to vote on the proposal the BOT will adopt; request denied.
  - Copy of proposal requested from VanFossen, McCann, Browning, who defer to Provost, who declines until after the BOT votes. The Board also declines.
- May-June 2021: Almost 200 faculty mail letters of concern to BOT member and SAC Chair Brouillette.

# *Background for new folks*

## An abbreviated timeline

- June 7: BOT posts agenda for 6/11/21 meeting. Indication of “SW” next to civics literacy graduation designation for first time. (“SW” – “systemwide”)
  - AAUP-Purdue (WL) contacts faculty leaders at Fort Wayne, Northwest to let them know, ask about faculty involvement. Contacts IUPUI to assess impact.
- June 10: PFW Senate chair and PNW Senate chair send letters of concern to Provost.
- June 11: Board of Trustees Academic and Student Affairs Committee votes to adopt graduation requirement. Full board votes to adopt graduation requirement.
  - PNW, PFW given one year to figure out implementation with faculty involvement.
- June 11: Board of Trustees speaks to press.
- June 12: Sen. Pawley receives copy of graduation requirement from Office of the Provost.

## *The Senate chair extends the support of the Senate to the BOT on this matter, counter to the Senate's vote*

"So speaking as chair of the Senate, certainly appreciate the way faculty were involved in developing this almost continuously from the beginning, I'm very pleased that the regionals will have the opportunity to help shape it as it comes together for their campuses, I certainly expect they'll be **very enthusiastic** in doing that, and the Senate this year will be **very enthusiastic** to help with the implementation on the West Lafayette campus if there's any opportunity for us to do that, so I appreciate that very much."

6/11/21, BOT meeting.

The Chair represents the University Senate.

The Chair misrepresented the vote of the University Senate.

The Chair misrepresented the concerns of the PFW and PNW Senate chairs.

## *The BOT dismisses the concerns of almost 200 faculty*



### **STATEMENT FROM MICHAEL BERGHOFF**

**CHAIRMAN OF THE BOARD OF TRUSTEES**

**“The suggestion, made in a recent petition, of any further delay in this already lengthy process reflects neither a reasonable nor widely supported viewpoint. The petition gathered the signatures of barely 5% of the faculty. Nothing would be gained by yet another postponement, at the behest of such a very small, self-appointed group.”**

# *The Board justifies dismissing Senate votes because the Senate is deemed “dysfunctional.”*

*Journal & Courier, June 11, 2021:*

“The episode illuminates another, broader issue. As the most recent Senate Chair said to the board this spring, the **University Senate has become a non-productive, “dysfunctional”** in her term, **organization**. This has been evident to most observers for a very long time.”

# *Arguments and counter-arguments*

## Argument:

Faculty were involved all along the way. They had ample opportunity to shape this proposal. The proposal is better because faculty were involved. A formal Senate vote in agreement wasn't necessary.

## Counter-argument:

The Board had waited once for the Senate to vote. Was it necessary then?

Weak shared governance only solicits faculty input, with no faculty determination. Stronger shared governance means formal agreement (a vote) is required.



### A Hierarchy of Levels of Faculty Participation

- **Determination:** Determination means that the faculty have **final** legislative or operational **authority**.
- **Joint Action:** Joint action means that **formal** agreement by **both** the faculty and other components of the institution is **required**.
- **Consultation:** Consultation means that there is a **formal** procedure which provides a **means** for the faculty to present its **judgment** in the form of a recommendation or vote.
- **Discussion:** Discussion means that there is only an **informal** expression of **opinion** from the faculty or from individual faculty members.
- **None:** None means that there is **no** faculty participation.

aaup

Slide from Joerg Tiede, AAUP, 6/2/2020

10/6/2021

9

# *Arguments and counter-arguments*

## Argument:

- The Senate doesn't get to veto things the administration or Board wants to do.

## Counter-argument:

- The Board, the President and the Faculty are in partnership. The Board and President should not make decisions in the purview of the Faculty, nor vice versa.
- The curriculum is the purview of the faculty. Curricular changes without faculty consent brings increased risk of failure, to the detriment of student learning and Purdue's reputation.
- It is important the curriculum is protected from pressure from political appointees. This is an issue of academic freedom that is intended to be protected by tenure.

# *Arguments and counter-arguments*

## Argument:

- The Board waited 3 years. They were more than patient. The Board were justified in moving without the Senate.

## Counter-argument:

- The concerns of the Senate in April 2020 were reasonable, and could have been addressed. The Board moving without consent of the Senate is acting in bad faith.
- The 2020-21 academic year (year 2) was filled with pandemic response, including by Senators teaching virtually, supporting students' learning in traumatic circumstances. This proposal could have been brought to a special meeting, or waited until fall 2021.

# *Arguments and counter-arguments*

## Argument:

- The Senate is dysfunctional. The Board was justified in moving without the Senate.

## Counter-argument:

- The Senate was designed as a deliberative body. The Senate is (mostly?) filled with faculty operating in good faith. Let us fix the problems with the Senate. This claim does not justify ignoring votes of the Senate.

# *Arguments and counter-arguments*

## **Argument:**

- The Senate did not participate and so the Board is justified in going around the Senate.

## **Counter-argument:**

- Did the Senate “not participate”?
- The Senate made reasonable requests for changes. The Board took unnecessary risks by ignoring Senate concerns brought up in April 2020.
- What should have happened?

# *So what should have happened?*

## Absent a pandemic...

- The people who liaise between the Board and the Senate should have taken up this legislation up in Summer 2020.
  - The Board solicited a proposal from the Provost. The Provost has standing to bring legislation to the Senate. He did not. He used arguments from the prior slides to justify not doing so.
- The Educational Policy Committee could have taken up the legislation again.
- The Steering Committee could have tasked EPC with taking up the legislation again.

## But...

- New and junior leadership, burnt-out senior leadership
- Pandemic response occupied everyone, as it should have.

## *SD 20-60*

- Acknowledges the Board's authority to make final decisions as codified in Indiana Code
- Traces Board's subsequent delegation of authority on matters of the curriculum and graduation to the Faculty.
- Refers to authoritative statements on shared governance, jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB) (Purdue is a member of both), describing the relationship between the Board, President, and Faculty.
  - Board should concur with Faculty in matters of faculty primacy
  - Board should undertake "appropriate self-limitation"

## *Why vote to adopt SD 20-60, given the BOT has already voted?*

We are the voice of the faculty.

- Having done this once, the Board is more secure to do it again.
- The Board dismissed the concerns of almost 200 faculty because they were deemed not representative. The Senate is the representative body of the Faculty.
- The Senate should be on the record regarding the Board's decision to operate against the vote of the Senate, in an area of faculty primacy.
- Respecting the Faculty's authority over the curriculum is a matter of academic freedom. Boards are politically appointed, and should stay away from determining what and how students are taught and research is conducted.

*Please vote to adopt SD 20-60.*

Questions?

Amendments?

# PURDUE ATHLETIC AFFAIRS COMMITTEE

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REPORT TO THE UNIVERSITY SENATE

SEPTEMBER 13, 2021

# The Athletic Affairs Committee

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- One facet of institutional control of athletics
- Ties to the beginnings (1895) of what is now known as the Big Ten Conference and the role of the faculty
  - The Presidents of the original member institutions delegated oversight of athletics to the faculty
- Intended to represent the interests of the **entire University community**
  - Faculty, students, alumni, community representatives, and senior administrators from Intercollegiate Athletics

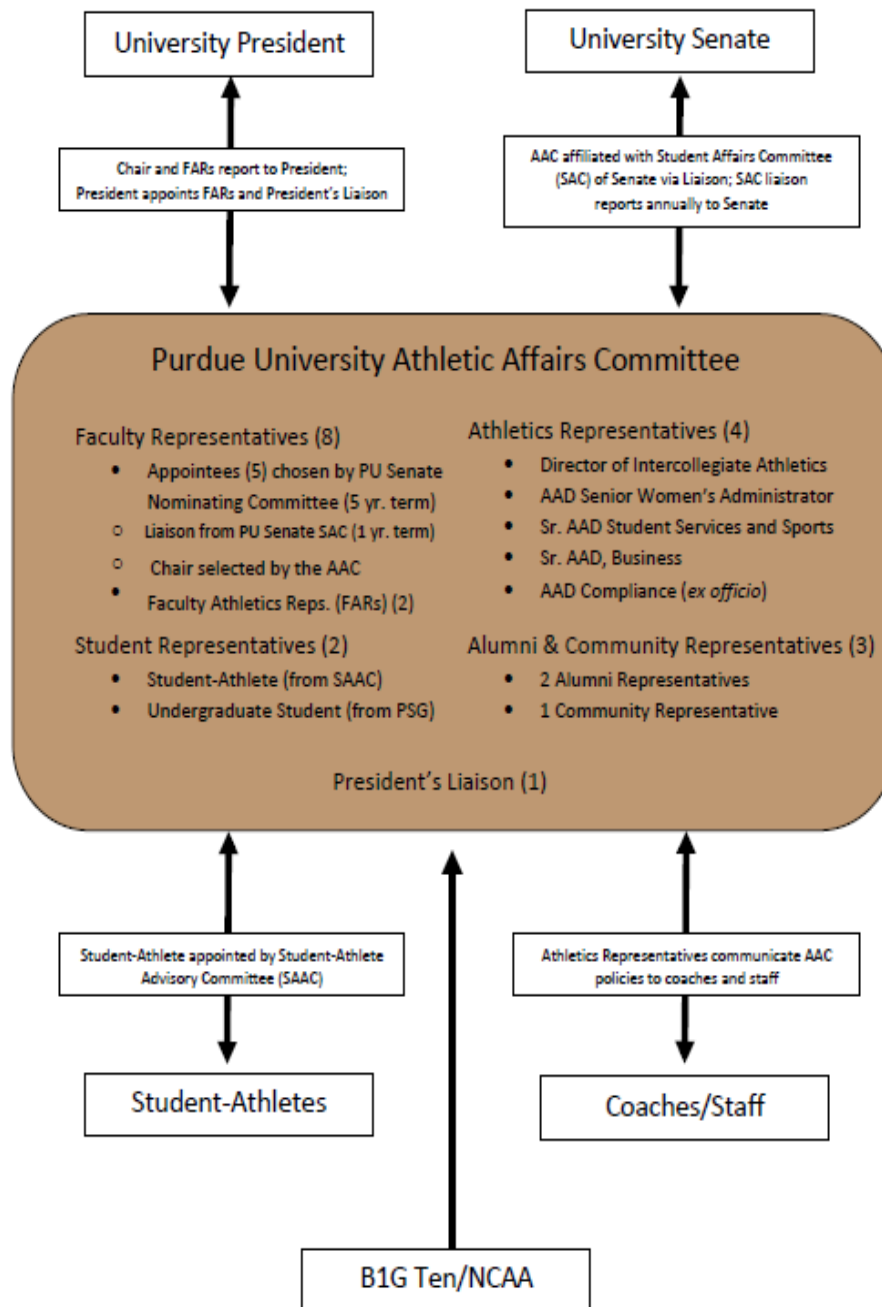
# The Athletic Affairs Committee

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## ■ Examples of activities of AAC:

- Discuss topics related to the NCAA
- Discuss topics related to the Big Ten Conference
- Discuss the academic progress and well-being of student athletes
- Discuss issues regarding the personal and professional development of student athletes in preparation for their post-graduate lives and careers
- Study, review, and approve changes in Purdue rules and regulations affecting intercollegiate athletics
- Select Purdue recipients of conference awards and honors

# AAC Linkages



# AAC Membership

- **Five faculty members** appointed by the University Senate Nominating Committee for three-year terms\*.
- **One faculty member liaison** from the Student Affairs Committee of the Senate\*.
- **Two Faculty Athletic Representatives** appointed by the University President\*.
- **Two student members:** one appointed by the University President with input from PSG (2-year terms) and one student athlete appointed by Intercollegiate Athletics\*.
- **One University administrator** appointed by the University President, *ex-officio*.
- **Two Alumni Representatives** appointed by Intercollegiate Athletics\*.
- **One Community Representative** appointed by Intercollegiate Athletics\*.
- **Intercollegiate Athletics Administration members**
  - Vice President/Athletics Director (Michael Bobinski)\*
  - Senior Associate Athletics Director (Nancy Cross)\*
  - NCAA Senior Compliance Administrator (Tom Mitchell)\*
  - Senior Associate Athletics Director for Student Services (Ed Howat)
  - Associate Athletics Director (Calvin Williams)

\*Voting Members

# Current Faculty Membership

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## *Faculty members serving on the Athletics Affairs Committee*

- Co-Chairs: **Jessica Huber** (HHS) and **Kathleen Abrahamson** (HHS)
- Student Affairs Liaison: **Brad Alge** (KRN)

- Senate Appointees:

**Chip Blatchley** (Eng)

**Kip Williams** (HHS)

**Matt Conaway** (Bands)

**Brian Chupp** (KRN)

Faculty Athletic Representatives

**Marcy Towns** (Science)

**Phillip VanFossen** (Ed)

## *Connections to the Senate*

- Reports to the Student Affairs Standing Committee
- Liaison to the AAC from the Student Affairs Committee

# Enrollment Data

| College or School   | Fall 2020 | Spring 2021 |
|---------------------|-----------|-------------|
| Agriculture         | 24        | 24          |
| Education           | 10        | 7           |
| Engineering         | 59        | 55          |
| HHS                 | 150       | 141         |
| Liberal Arts        | 86        | 83          |
| Management          | 65        | 63          |
| Pre-Pharmacy        | 3         | 4           |
| Pharmacy            | 3         | 3           |
| Science             | 29        | 28          |
| Polytechnic Inst.   | 69        | 65          |
| Graduate School     | 16        | 19          |
| Exploratory Studies | 33        | 39          |

# Academic Performance

## *Spring 2021*

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|                         | Student-Athletes | Campus |
|-------------------------|------------------|--------|
| Semester GPA            | 3.19             | 3.26   |
| Cumulative GPA          | 3.25             | 3.30   |
| Semester GPA $\geq 3.0$ | 66.8%            | 73.4%  |
| Academic Honors         | 43.5%            | 52.6%  |
| Semester 4.0 GPA        | 10.7%            | 12.8%  |
| Placed on Probation     | 6.2%             | 5.6%   |

# CGPA by Team (Spring 2021)

| Team                          | GPA         |
|-------------------------------|-------------|
| Baseball                      | 3.04        |
| Football                      | 3.01        |
| Men's Basketball              | 2.93        |
| Men's Cross Country           | 3.44        |
| Men's Golf                    | 3.58        |
| Men's Swimming                | 3.38        |
| Men's Tennis                  | 3.22        |
| Men's Track                   | 3.17        |
| Soccer                        | 3.49        |
| Softball                      | 3.23        |
| Volleyball                    | 3.53        |
| Women's Basketball            | 3.27        |
| Women's Cross Country         | 3.76        |
| Women's Golf                  | 3.49        |
| Women's Swimming              | 3.62        |
| Women's Tennis                | 3.13        |
| Women's Track                 | 3.40        |
| Wrestling                     | 3.12        |
| <b>Student-Athlete Totals</b> | <b>3.25</b> |
| <b>Student Body Totals</b>    | <b>3.30</b> |

# Student-Athlete Graduation Success Rates

Graduation Rate – *Published in November 2020*

| Team                        | NCAA - Div 1 | Purdue    |
|-----------------------------|--------------|-----------|
| Baseball                    | 85           | 92        |
| Football (FBS)              | 80           | 79        |
| Men's Basketball            | 84           | 67        |
| Men's Track/Cross Country   | 92           | 100       |
| Men's Golf                  | 90           | 90        |
| Men's Swimming              | 90           | 78        |
| Men's Tennis                | 92           | 100       |
| Men's Wrestling             | 81           | 85        |
| Soccer                      | 94           | 95        |
| Softball                    | 92           | 94        |
| Volleyball                  | 94           | 100       |
| Women's Basketball          | 92           | 91        |
| Women's Track/Cross Country | 91           | 86        |
| Women's Golf                | 96           | 100       |
| Women's Swimming            | 96           | 93        |
| Women's Tennis              | 100          | 96        |
| <b>Overall</b>              | <b>88</b>    | <b>85</b> |

Measures % graduation within 6 years

# AAC Initiatives for 2021-22

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- Assure the university is looking after the welfare and best interests of student athletes
  - Academic supports
  - Personal supports
- Regular COVID-19 updates on student-athlete welfare
- Sport competition schedules and reviews of missed class time
  - Discussion of potential impact of J-term proposal
- Discussion of impact of conference and NCAA legislation
  - Transfer regulations
  - Name, Image and Likeness
- Updates on student athlete personal and professional development programming