

Sixth Meeting, Monday, 21 March 2022, 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 21 February 2022
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. Consent Agenda
  - Senate Document 21-25 Nominees for the Educational Policy Committee Professor Robert Nowack
  - Senate Document 21-26 Nominees for the Faculty Affairs Committee Professor Robert Nowack
  - Senate Document 21-27 Nominees for the Steering Committee Professor Robert Nowack
  - Senate Document 21-28 Nominee for the University Resources Policy Committee Professor Robert Nowack
10. Senate Document 21-15 Bylaws Change to 2.00 (a) and (c) For Action  
Professor Signe Kastberg

11. Senate Document 21-18 International Harassment of Purdue Students and Family Members (revised) For Action  
Professor Signe Kastberg
12. Senate Document 21-20 Nominees for Vice-Chairperson of the University Senate For Action  
Professor Robert Nowack
13. Senate Document 21-21 Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff For Action  
Professor Brian Leung
14. Senate Document 21-22 On the Need for a Policy to Define and Declare an Academic Emergency (revised) For Action  
Professor Thomas Siegmund  
Professor Janice Kritchevsky
15. Senate Document 21-23 Addition of a Winter Session to the Academic Calendar (revised) For Action  
Professor Thomas Siegmund
16. Authorship Standard Presentation For Information  
Research Integrity Officer and  
Associate Dean Jamie Mohler
17. Senate Document 21-29 On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion For Discussion  
Professor Thomas Siegmund
18. Senate Document 21-30 Statement on Shared Governance at Purdue-West Lafayette For Discussion  
Professor Thomas Siegmund
19. Senate Document 21-31 Request for an Investment Plan for the Purdue Endowment For Discussion  
Professor Janice Kritchevsky
20. Senate Document 21-32 SAT/ACT and Undergraduate Admissions For Discussion  
Professor David Sanders  
Professor Brian Leung
21. New Business

## 22. Adjournment

Sixth Meeting  
Monday, 21 March 2022, 2:30 p.m.

Zoom Meeting

**Present:** *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, Bradley J Alge, Paul A. Asunda, Alan Beck, Peter A. Bermel, Ximena Bernal, Bharat Bhargava, Thomas H Brush, Michael A. Campion, Yingjie (Victor) Chen, Laura J. Claxton, Matt Conaway, Todor Cooklev, Chittaranjan Das, Abigail S. Engelberth, Edward A. Fox, Jennifer Freeman, James P. Greenan, Stephen Hooser, Shannon S. Kang, Signe Kastberg, Erika Birgit Kaufmann, Yuan H. (Brad) Kim, Cara Kinnally, Neil Knobloch, Jozef L. Kokini, Klod Kokini, David Koltick, Nan Kong, Janice Kritchevsky, Eric P. Kvam, Douglas LaCount, Brian J. Leung, Andrew L. Liu, Julie C. Liu, David J. Love, Oana Malis, Rose A. Mason, Shannon C. McMullen, Michael McNamara, Terrence R. Meyer, Lin Nan, Deborah L. Nichols, Larry Nies, Robert Nowack, Madelina E. Nuñez, Jan Olek, Erik Otárola-Castillo, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Li Qiao, Vanessa S. Quinn, Elizabeth (Libby) Richards, Brian T. Richert, Mark C. Rochat, Sandra S. Rossie, Chris Ruhl, Yumary Ruiz, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Steven Scott, Juan P. Sesmero, Thomas Siegmund, Joseph B Sobieralski, Qifan Song, John A. Springer, Kevin Stainback, Rusi Taleyarkhan, Tony J. Vyn, Eric N. Waltenburg, Jeffrey X. Watt, Ann B. Weil, Kipling Williams, Rod N. Williams, Steve Yaninek, Yuan Yao, Jane F. Yacilla, Dabao Zhang, Haiyan (Henry) Zhang, Mark D. Zimpfer, Megha Anwer, Michael B. Cline, Keith Gehres, Melissa J. Geiger, Peter Hollenbeck, Lowell Kane, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Jamie L. Mohler, Jenna Rickus, Alysa C. Rollock, Katherine L. Sermersheim and *Stephanie L. Dykhuizen (Sergeant-at-Arms)**

**Absent:** *President Mitchell E. Daniels Jr., Charles A. Bouman, Sabine Brunswicker, Eugene Chan, Min Chen, Ariel de la Fuente, Daniel H. Frank, Alan M. Friedman, Lori A. Hoagland, Alexander V. Kildishev, Lata A. Krishnan, Angeline M. Lyon, John J McConnell, Pete E. Pascuzzi, Felicia Roberts, John W. Sheffield, Vikas Tomar, Heather Beasley, and Amanda J. Emmons*

**Guests:** Michelle Ashcraft (Student Success Programs), Dave Bangert (Based in Lafayette Newsletter), Spencer Deery (President's Office), Jason Fish (Purdue Online), Ani Kasparian (WLF), Karen Marais (Undergraduate Curriculum Council), Clarence Maybee (Undergraduate Curriculum Council), Kristi Mickle (Finance), Jill Newton (Undergraduate Curriculum Council), Abbey Nickel (Purdue Today), Joseph Strickler (Student Success Programs), Marion Underwood (HHS), Lei Wang (Academic Progress and Records Committee), Randall Ward (Disability Resource Center), Kris Wong Davis (Enrollment Management), and Mitchell Zischke (Undergraduate Curriculum Council)

1. The meeting was called to order at 2:32 pm.
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 the 21 February 2022 Senate meeting were entered as read.
4. The agenda was accepted by general consent.
5. In his remarks [Appendix A], Chair Beaudoin provided an update on the work of the chair's select committee addressing sexual violence on campus, which had made its first round of recommendations to the administration and received responses, and had very recently made a second round of recommendations as well. Actions that will be taken include more resources available for education on sexual violence, including four new online modules; additional staff and support for the CARE Center, including marketing support for their work; and the timely warning language required by the Clery Act would be modified to be more supportive of survivors. Ongoing efforts continue to improve the process for reporting, and student organizations will work to expand the Sober Drivers program. The committee looked forward to further productive discussions with the administration.

Chair Beaudoin also reported that 604 faculty had responded regarding the possibility of a faculty lounge or club; most respondents were tenured or tenure-track. Most respondents were supportive of the idea (33% extremely interested and 38% somewhat interested), with highest interest levels for lunch, snacks, and happy hour uses for the area. There was strong interest in potentially hosting colleagues and being allowed to bring guests. Overwhelming support was reported for the idea that any instructors in the university should be allowed to use such an area. The majority of faculty indicated they wanted a lower price point than the suggested break-even figures, and so there may need to be some consideration of the cost structure if the plan moves forward.

Finally, Chair Beaudoin noted that Alpine Clinic, one of the largest mental health providers in the area, recently closed its doors without much notice, badly exacerbating the continuing shortage of mental health professionals in West Lafayette. Resources available to Purdue insurance users include the Center for Healthy Living and [LiveHealthOnline](#). The wait time for the Center for Healthy Living is five weeks out, but 40% of mental health service appointments are no-shows. Chair Beaudoin urged Senators and their constituents to consider using online options such as LiveHealth in order to see that their mental health needs are met.

6. President Daniels was unable to attend the Senate meeting.
7. Provost Akridge was available to address pre-submitted questions. He welcomed faculty back from spring break and into the final stretch of the semester. On the

matter of the arrest of Purdue undergraduate Adonis Tuggle, Provost Akridge explained that the special prosecutor investigating the arrest still had not reached a decision, and that until that happened, Purdue's administration was prohibited from providing additional information about the matter. Once the conclusion of the special prosecutor review made it possible to disseminate information, including the body cam footage of the incident, throughout the Purdue community it would be done expeditiously.

Another question concerned the recently announced tenth year of frozen tuition, and whether this would be sustainable given current high rates of inflation being experienced by faculty, staff, and students and their families. Provost Akridge stated that during the period of tuition freeze, Purdue had made significant enrollment gains, and our growth allowed us to maintain the steady tuition rate while increasing our budget. One of the factors considered when making decisions about tuition is whether Purdue will be able to continue to make competitive merit investments in faculty and staff. To this point in time, we have been near the top of our peer groups in this category for the past several years. The next Purdue Moves Initiative includes a major investment in Transformative Education 2.0, as well as the findings of the Equity Task Force, and investments made in research enterprise in plant sciences, national security, and the Purdue Applied Research Institute. In December, it was announced that our merit pool for this year would be 4%, with 1% of the total salary base being held back as a targeted competitive adjustment pool. One area of focus of that 1% will be graduate student stipends; another will be particular faculty groups where we are not fully competitive with market demands. There has also been an analysis of staff positions to determine areas where we are not competitive and suffer from high turnover; part of the funds will be targeted to those groups as well. The university remains in a very strong financial position. The question of tuition increases is revisited annually with the same criteria.

8. Professor Elizabeth Richards, Chair of the Steering Committee, presented the *Résumé of Items Under Consideration by Various Committees [Appendix B]* and asked for updates. Professor Robert Nowack, Chair of the Nominating Committee, reminded returning Senators that they needed to fill out their surveys for Standing Committee interests. Per the Bylaws, Nominating must fill out Committee rosters by April, and their strong desire was to be able to take into account Senator preferences when doing this.
9. A consent agenda, brought forth by the Nominating Committee, consisted of *Senate Document 21-25* Nominees for the Educational Policy Committee; *Senate Document 21-26* Nominees for the Faculty Affairs Committee; *Senate Document 21-27* Nominees for the Steering Committee; and *Senate Document 21-28* Nominee for the University Resources Policy Committee. The Documents were approved by the general consent of the body.
10. Professor Signe Kastberg presented for action *Senate Document 21-15* Bylaws Change to 2.00 (a) and (c) on behalf of the Faculty Affairs Committee. There being no discussion, the question was called. The motion carried, meeting the 2/3 threshold

required for Bylaw changes, with 74 votes in favor, three opposed, and no abstentions.

11. Professor Kastberg presented for action **Senate Document 21-18** International Harassment of Purdue Students and Family Members (revised) on behalf of the Faculty Affairs Committee. The motion being made and seconded, discussion began. Professor Alice Pawley stated that she was theoretically in favor of the proposal, but that other members of the Purdue community, such as Jewish students or Puerto Rican students, had in recent times been harassed because of their identities, and that in such cases there had not been an administrative response similar to the one made following the harassment of the Chinese graduate student discussed in this case. Professor Kastberg explained that since in this case there was a statement made by President Daniels, the Faculty Affairs Committee felt that it should be addressed by the faculty as well. The question of whether there should be or have been additional statements had not been discussed, but was something the FAC could take up in the future. Professor David Sanders said he was curious about the ending of the President's statement that was quoted in the Document: "those seeking to deny those rights to others, let alone to collude with foreign governments and repressing them will need to pursue their education elsewhere." He wanted to know whether any action had actually been taken against students under this policy. Provost Akridge said that he was not aware that any specific action had been taken, or that the student in question had filed any formal complaints against specific other students. There being no further discussion, the question was called, and the motion carried, with 71 votes in favor, three in opposition, and three abstentions.
12. The next item of business was the election of the new Senate Vice Chair, following **Senate Document 21-20** Nominees for Vice-Chairperson of the University Senate. There were no nominations made from the floor. Each candidate was asked to speak for up to three minutes.

Professor Matthew Conaway, who noted he had just returned from accompanying the band to the NCAA tournament in Wisconsin:

"Doing that kind of activity, student travel and working a little bit outside my main academic focus, highlights what I feel to be the biggest strength to my candidacy, which is a proven track record of working with a very wide cross-section of stakeholders here at Purdue University. I taught for ten years here in town in the West Lafayette community schools before I came to Purdue, where I worked with our administration very closely to get some much-needed resources for our music program. I actually worked with many university stakeholders at that point, and many of your students were in my program. After I started at Purdue on the faculty ten years ago, I quickly became connected with various other stakeholders who enhance the overall environment for our students and staff here at Purdue. I've been part of the University Senate for five years, one year as a replacement Senator and now four years as our department's elected Senator. I've been involved in the Student Affairs Committee during that time and currently serve on the Steering Committee. But regardless of the committee assignment, I look at the students as my primary reason

for serving on the Senate, and my primary reason for being at Purdue in general. I work in the Purdue Bands and Orchestras Department, and I've served as a mentor or advisor for nearly every one of our student volunteer teams and service fraternities. I work as our athletics department liaison, where I've been championing performance opportunities for our students. For seven years, I've been a member of the University Advisory Committee on Equity, which works closely with OE and the Dean of Students at resolving cases of harassment and sexual violence among our students and our staff. And most recently, I was appointed to a five-year term on the Athletic Affairs Committee, and outside the campus I was just named the Director of the Lafayette Citizens' Band. Through all these activities, I have to work very closely with a very wide range of people. And in all of those cases, I am never afraid to defend my program's interests, although my approach to conflict resolution tends to be more about collaboration over confrontation. I believe there's great value in just picking up the phone and having a good conversation to resolve an issue, rather than trade an inflammatory back-and-forth, both privately and publicly. I do welcome new ideas for making this campus a better place for all of us. And I'm excited by the opportunity to speak with those who have suggestions on how this body can improve on the already excellent service and resource we provide to the Trustees and administration. I personally have several thoughts on how we might improve our value to the university, whether it's increased efficiency in our meetings, increasing reliance on and trust in committee work, and even firmer adherence to our Bylaws and AIP. But I also recognize that whoever's elected today, in about a year and a half's time, is going to be the voice of the Senate whether or not we personally agree with those views. I recognize how important this is, I recognize how significant this is, and I look forward to a chance to serve you in this capacity. Thank you."

Professor David Koltick:

"Thank you for the honor of this nomination, I bring to the Senate not only a state and national viewpoint, but also a global viewpoint to match Purdue's worldwide impact through international interactions of faculty and students. I grew up in North Africa, and went to graduate school in the United States. While at Purdue, I have worked in large international collaborations at all the major particle physics laboratories in the United States, in Japan, and in Germany, and I continue to do so. I've taken advantage of Purdue's support of intellectual property and commercial commercialization by founding the 2K Corporation, and advanced physics technologies. I've consulted to international companies in the United States, China, Malaysia, and Europe on security applications and international trade. Purdue recognizes our responsibilities to the greater community. And as a result, I ran for political office as state senator of Indiana, and served on the Tippecanoe County Council. My concerns for the Senate are first, of course, maintaining our freedom of scholarship, pursuit of intellectual property, and serving the greater community. Secondly, because Purdue is on the international stage, our students and faculty are affected by authoritarian players that are becoming more ardent, and capable of controlling our ability to have free and open pursuit of truth. They can threaten students, faculty, and our families. No value is more central to Purdue than the freedom of inquiry and expression. Senate committees are putting forward strong



resolutions affirming this principle. The threat can come from governments, corporations, security concerns, or via media narratives. The Senate needs to be vigilant to guard these principles. And finally, the issue of shared governance needs continued discussion. Some feel this can be put in place in short order. During my forty years, great success has been achieved under Purdue's present system of decision making. Many feel the Senate needs to work on this issue with great care and deliberation in order to strengthen Purdue's international status. Let's work together to continue Purdue's success. And thank you for your consideration."

Professor Brian Leung:

"Good afternoon. I'm very pleased for this opportunity to address Purdue University's Senate and guests. I want to first share a personal note: my Chinese father moved from Hong Kong to San Diego in the early 1960s to study engineering. And it comes as no small point of pride for him that a little over sixty years later, his son is a candidate for Vice Chair at the Purdue University Senate. I love at last being in a position where I can't disappoint him—that's on you. Now, I accepted this nomination for Vice Chair only after some reflection as to what might recommend me for the seat. As your chair of the Senate Equity, Diversity, and Inclusion Committee this year, I've led 26 members from across the university, not only in regard to academic disciplines, but with representatives from staff, students, faculty, and administration. Our year of hard work has been built around goodwill and respect, a word you'll hear again shortly. In its diverse makeup, the EDIC is a microcosm of the larger Senate body, and I think it's fair to say I've led the committee through discussions on weighty topics with nary a flareup, and with nobody stomping their foot and taking their ball home. Also, as Chair of EDIC, I've met each month with Provost Akridge and Vice Provost John Gates, and then also with President Daniels as a member of the Advisory Committee. I have a healthy and productive working relationship with these administrators, something that I suspect could be an important continuity going forward, should I be elected as Vice Chair. But just like you, I'm evaluating three candidates and wondering how each is thinking forward. In addition to being in service of the goals of the incoming chair, my mind is also on how the university and this Senate address the dramatic changes in higher education coming in the next five to 10 years. A number of colleges and universities will most certainly be closing and are consolidating. And in that environment, how does Purdue function as a land grant university with our legacy commitments and also engage in disruptive innovation? How can we upgrade contemporary reading and writing literacies to meet the challenges of this new future? And consequently, I'm thinking about how the Senate can use a significant voice to make sure that every university decision respects you, the people who make up the university: students, staff, faculty, and administrators. Data-driven decision making has its merits, but human respect is too often a missing element. Numbers don't lie, but they also don't necessarily tell the truth. University decision-making must prioritize respecting its community members. Robust shared governance is part of this. With a sincere respect for you all, I'm Professor Brian Leung, and I ask for your vote. Thank you."

In the initial round of voting, 21 votes were cast for Professor Conaway, 29 votes for Professor Koltick, and 26 votes for Professor Leung. Per Senate Bylaws, a run-off election was then held between Professors Koltick and Leung. 82 votes were cast, with 43 votes for Professor Leung, and 39 votes for Professor Koltick.

Professor Leung was declared the winner, and was immediately congratulated by Professor Koltick. Chair Beaudoin thanked all three candidates for their service in stepping forward for election.

13. Professor and Vice-Chair Elect Leung presented for action **Senate Document 21-21** Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff on behalf of the Equity, Diversity, and Inclusion Committee. There being no discussion, the question was called. The motion carried, with 67 votes cast in its favor, three in opposition, and three abstentions.

While voting took place, Professor Leung thanked Professors Conaway and Koltick.

14. Professor Thomas Siegmund and Professor Janice Kritchevsky presented for action **Senate Document 21-22** On the Need for a Policy to Define and Declare an Academic Emergency (revised) on behalf of the Educational Policy Committee and the University Resources Policy Committee. The motion being made and seconded, discussion began. Vice Provost Peter Hollenbeck reminded the Senate that Oregon State University and the University of Oregon are, in fact, different institutions, which was carefully noted by the Secretary of Faculties.

Professor Pawley offered to respond to questions raised during discussion of the Document in the February Senate meeting.

Provost Akridge said that he stood by his comments from the previous Senate meeting, wherein he had stated that he was not in favor of a new policy in this space, because the existing policy codified the way that we approached planning during the pandemic with respect to engaging academic leadership deeply and utilizing existing governance processes to make decisions. Emergency situations are unique and by nature difficult to put a rigid structure around. Provost Akridge said he had spoken with Professors Siegmund and Pawley about the idea of broadening the definition of what might constitute an academic emergency. Certainly, this was worth considering, since current policy is focused on public health and pandemics, and could potentially better define academic leadership, and define the inclusion of MaPSAC (Management and Professional Staff Advisory Committee), CSSAC (Campus Support Staff Advisory Committee), and other constituents who were deeply involved in the process that was used to navigate COVID, and whose deep engagement was one of the reasons that process was successful. Those two areas could be refined, but the need for something with a lot of structure is not clear, given the amount of uncertainty that is, by definition, involved in these kinds of situations. Professor Siegmund responded that the Document was not an attempt to litigate the past, but instead to provide a forward-looking process, particularly as we do continue in the

COVID crisis, which could yet return to haunt us. Having more certainty on how new emergencies would be addressed was the desire of the EPC and URPC.

Professor Pawley made a presentation [Appendix C]. She stated that existing policy was focused on health emergencies but that there might be other circumstances that required urgent academic action. She said that the committees wanted to emphasize how shared governance can still be followed in spirit even with different processes necessitated by the emergency. The Document asked for increased transparency about who makes what changes, and asks for declaring who academic leadership is, and also asks that such a declaration of some emergency policy be time-bound, which existing policy is not. The document also asked that revised policy come back to the Senate and to the regional campuses and Purdue Global before continuing on the normal decision-making route. She then wished to address questions from the last meeting. On the question of how much specificity could really be brought to such a policy, she clarified that the Oregon document cited was meant as an example rather than a model, and that the most likely outcome at Purdue would be to modify the IV.A.8 policy. She said articulating who academic leadership is, explicitly committing the policy to norms of shared governance, and committing to transparency would not reduce nimbleness. She emphasized that regardless of the state of the COVID pandemic, the proposed policy was intended to be forward-looking and build on what we have learned. She said that while the adverse weather policy was shorter scale than what Professor Pawley had in mind, none of the Senate's current proposal would come into conflict with that policy, either. Finally, it was pointed out that policy IV.A.8 did go through the system-wide policy development process, which included the Senate chair, but since we know more now, she thought further revision was called for.

There being no further discussion, the question was called. The motion carried, with 52 votes in favor, 18 in opposition, and six abstentions.

15. Professor Siegmund presented for action **Senate Document 21-23** Addition of a Winter Session to the Academic Calendar (revised) on behalf of the Educational Policy Committee. It was noted that the Faculty Affairs Committee had also voted to endorse the Document. The motion being made and seconded, discussion began. Professor Siegmund noted many revisions had been made since the previous presentation of the Document in the February meeting to respond to feedback received both therein and from colleagues following the meeting. As a result, the Document was more cautious than in previous versions. It had been discussed with Vice Provost Kris Wong Davis, Dean Marion Underwood, Provost Akridge, Graduate Dean Linda Mason, the Faculty Committee on Academic Progress and Records, and with staff representation. In the current proposal, Winter Flex would be a session of ten instructional days with no on-campus component. The first opportunity for its implementation, the academic year 2022-23, would stipulate a Winter Flex term including only study-abroad options, while subsequent implementation might include asynchronous online instruction. While the 3-credit option remained, there was more definition of what constitutes a credit, to underscore that Winter Flex instruction must be equivalent to that in the standard academic year. The Document emphasized that

the Senate's support would be contingent upon the voluntary nature of Winter Flex participation remaining truly and not merely theoretically voluntary. The need to protect graduate students from overload work was particularly addressed, as well. The committee had engaged with staff representation, and specifically tried to address the need for increased staffing and the appropriate compensation for any staff supporting the new winter session. In all, the tone of the revisions was to make clear that the Senate supported the Winter Flex proposal but with caution and reservations.

Provost Akridge thanked the EPC for its efforts on the proposal. He reminded the Senate that we had begun looking into the possibility of a January term more than a year ago, and while feedback showed that the original proposal was not unproblematic, there was a strong campus contingent supportive of the idea that encouraged us to revisit the idea of winter instruction. He emphasized that the spirit of the 3-week Winter Flex proposal was to create opportunities for interested volunteers but not to compel participation. More than 20% of faculty indicated interest in engaging winter study abroad or asynchronous instruction; this new proposal would create an opportunity for them to pursue winter teaching.

There being no further discussion, the question was called. The motion carried, with 60 votes in favor, 13 opposed, and three abstentions.

16. Associate Graduate Dean and Research Integrity Officer Jamie Mohler presented on his work to create language clarifying Authorship Standards [Appendix D]. He explained that there had been about seven disputes around authorship referred to the RIO office since 2019, both faculty-faculty and faculty-student. 11 out of 14 Big 10 institutions have authorship policies or guidance and mediation procedures. His proposal was a clarification of existing Purdue policy modelled on language in use across the Big 10, and edited in consultation with Purdue lawyers, the Provost's Office, and several faculty members. His hope was to have the language, which has the endorsement already of the Graduate Council, also gain the endorsement of both the Purdue Graduate Student Council and the University Senate in the near future.

Provost Akridge thanked Dean Mohler for his work, noting that it would help to build awareness around authorship discussions, as well as prevent situations from arising that are very difficult to adjudicate after the fact.

Professor Sanders said that he endorsed the idea of adopting authorship standards. He suggested that the document should focus not only on the rights of authorship, but also on the responsibilities of authorship. E.g., if there are questions about an article, responsibility for its contents should fall on all authors; the privilege of being an article author must also mean accepting authorial responsibility for the piece. His other comment had to do with the proposal following COPE standards rather than the ICMJE's, which are more rigorous than COPE's. He said that COPE does valuable work, but can be too concerned with protecting their members. Dean Mohler responded that a responsibility section could be added, and that he would be happy to include an explanation of the ICMJE policy given the general consensus around

their being the gold standard; his hesitation had been over the medical focus of ICMJE, given that Purdue does not have a medical school.

Purdue Graduate Student Government President Madelina Nuñez said that the PGSG would be voting on the proposal in their 30 March meeting.

Professor Bharat Bhargava expressed his wish that students would always be given authorship before professors, and that in evaluating work, especially interdisciplinary work, we should not assume that credit only goes to the first few professors, but is rather the work of an entire group.

17. Professor Siegmund presented for discussion [Senate Document 21-29](#) On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion on behalf of the Educational Policy Committee. He explained that while Diversity, Equity, and Inclusion have been receiving attention from the university and the Senate, the academic aspects of such efforts have been less well addressed. The UCC (Undergraduate Curriculum Council) was attempting to address this issue by proposing a new Core required category in Diversity, Equity, and Inclusion.

Professor Mitchell Zischke, the UCC Chair Elect, was invited to present on the Document [\[Appendix E\]](#). He said that within the Big 10, eleven institutions have a university-wide core, but that Purdue is one of only three such schools that lacks a narrowly focused Diversity, Equity, and Inclusion category (although five academic units at Purdue do have these requirements). Many accrediting organizations are interested in emphasizing Diversity, Equity, and Inclusion curricula. Professor Zischke discussed the history of the Core Curriculum and the work of the UCC to oversee its foundational and embedded learning outcomes. He said that the proposal for adding a Diversity, Equity, and Inclusion requirement to the Core was the result of a great deal of research and many discussions, but that the UCC were still seeking feedback as well. With the Senate's support, the UCC would then bring a finished proposal to the Senate in the fall of 2022.

Professor Leung thanked Professor Zischke for bringing forward the proposal.

Provost Akridge thanked the UCC for their work, and suggested that a fundamental question still to be settled was whether the Diversity, Equity, and Inclusion requirement should be a foundational or an embedded learning outcome. He explained that this is a complex question requiring careful study by the faculty and the EPC, particularly given that we have many degrees capped at 120 credits. He also gave credit to the many units across campus already requiring engagement with different cultures in multiple ways, and pointed to the [list of JEDI courses](#) already identified by the Equity Task Force.

Vice Chair Colleen Brady asked what a Core requirement in Diversity, Equity, and Inclusion would mean for colleges that already had their own core requirements in this area. Professor Zischke said that the hope of the UCC was that current college requirements would map closely to any proposed university-wide requirement.

18. Professor Thomas Siegmund presented for discussion **Senate Document 21-30** Statement on Shared Governance at Purdue-West Lafayette on behalf of the Educational Policy Committee. He asked Professor Pawley to present on the proposal **[Appendix F]**.

She noted that both the EPC and FAC had voted to endorse the Document, and that the URPC was currently considering it as well. She then explained that she had heard from many colleagues that there were two major concerns about Purdue's shared governance. The first was the decision by the Board of Trustees to set aside the vote of the Senate when they adopted the civics literacy graduation requirement. She said that both the Fort Wayne and Northwest Senates had also voted to endorse Document 20-60, which addresses this matter. The other major area of concern was the work of the shared governance task force being led by Professor Deborah Nichols, who was a Senator and Immediate Past Chair of the Senate, but who initiated this work in her capacity as a faculty member, not as a Senator.

The purpose of the Document at hand was to establish a firmer foundation for conversations around shared governance that would include basing them more strongly on the AAUP statement on government. This would entail agreeing that the AAUP Statement on Government is the authoritative statement on shared governance and the starting point for any conversation about shared governance at Purdue, in recognition of its widespread adoption and recognition as the gold standard for shared governance nationwide. Further, the Document asked for a conversation among the Trustees, administration, and Senate to come to a better shared understanding about what the AAUP statement means for Purdue.

The FAC had asked for and received modifications to the Document before voting on it. While some feedback for the Document asserted that it was unnecessary, and unlikely to influence the Trustees, Professor Pawley maintained that AAUP's statement on government could still be useful to us, and that it aligned with much of the University Code that is still in effect. She noted that for Senate Documents to accomplish actions, they must be taken up by others—for example when the Senate voted to make menstrual products free in all bathrooms. Senate Documents become harder to ignore when the faculty take them up and do work with them. She said that AAUP statement had been used in SD 20-60 and 21-22, as well as conversations about budget cuts to English and SIS, and conversations about how Purdue Online's policies support faculty expert control over programs and courses. Its utility would include fixing our standards to a foundation external to Purdue. She closed by welcoming questions and feedback.

19. Professor Janice Kritchevsky presented for discussion **Senate Document 21-31** Request for an Investment Plan for the Purdue Endowment on behalf of the University Resources Policy Committee. In a popular move, she invited Professor Pawley to speak on the proposal, noting that the Document had originated with the Sustainability Committee, of which Professor Pawley is Chair.

Professor Pawley presented additional slides [Appendix G], and began by explaining a bit about the history and concerns of the Sustainability Committee, which is a Faculty Committee reporting to the URPC, and which includes representatives from faculty, students, and staff pulled from many of our regional campuses as well as from West Lafayette. Sustainability is charged with working via five-year goals, one of which was detailed in the proposal currently before the Senate. The proposal wished to acknowledge and connect to a broader effort at universities and other institutions of divesting endowments from fossil fuel investments, following the University of Michigan's Trustees, which unanimously endorsed the decision to develop a renewable resource investment plan and in asking for such a plan to be developed here by end of fiscal year 2023. Professor Pawley said that PRF had responded to requests for their engagement by explaining that energy is not an area of focus in their assets, and that they are not currently thinking about divestment. Moreover, she said that President Daniels stated pre-pandemic that he considered divestment analogous to a "posturing statement," rather than productive action, but in February's Senate meeting had hinted at a new Giant Leap concerning CO2 reduction. Professor Pawley stated that what are called divest-invest strategies are increasingly mainstream, are fiscally responsible, and practical for universities. Divestment efforts have redirected 39.2 billion dollars globally away from fossil fuel companies, which makes a practical difference. She emphasized that in taking this action, Purdue would not act alone, nor would it need to limit itself to a since strategy in environmental stewardship. She expressed her openness to feedback. There was no immediate further discussion.

20. Professors Sanders and Leung presented for discussion Senate Document 21-32 SAT/ACT and Undergraduate Admissions on behalf of the Student Affairs Committee and the Equity, Diversity, and Inclusion Committee. Professor Leung said that Professor Sanders had presented to the EDIC on the Document, and that he and the EDIC felt this was something Purdue and its Senate needed to engage as part of a wider national conversation: what these tests are, who they exclude, and what predictions they make. While the conclusion of such a conversation was not foregone, there was an urgency to the need to join it.

Professor Sanders said that both at Purdue and at institutions around the country, the pandemic had given rise to a period of test-optional and test-flexible policies for taking the SATs and ACTs as a condition of admissions, particularly given that people of lower socioeconomic status had more difficulties in being able to take the test in pandemic circumstances. This period made clear that standardized tests were not absolutely required for college admissions. And as partial consequence of this period as well as a general reconsideration of the role of standardized tests in college admissions, many more institutions have moved either to eliminating tests or have adopted test-optional admissions. Professor Sanders stated that the main reason for thinking about this was that standardized tests are not a measure that predict success in college as opposed to, e.g., high school GPA. The main correlation for one's scores on the SAT or the ACT is socioeconomic status for a variety of reasons, but especially including access to test preparation. Both the tests and preparation companies are non-government-regulated, private business enterprises, so that in

essence a private corporation created an exam that discriminates on the basis of family wealth, and it is being used as the basis for admissions decisions.

Senator Tony Vyn asked whether any colleges at Purdue currently did not require standardized testing, and whether the Document should allow for flexibility a la the GRE, which is required by some graduate programs for admissions but is not required by many others. Professor Sanders replied that we do have a mixed system at Purdue; some colleges have testing admissions requirements and others simply follow the admissions of the university. On the other hand, graduate programs admit students directly, rather than relying on a centralized university admissions process.

Professor Antônio Sá Barreto asked whether AP tests should also be treated as standardized tests. He also asked whether there was acknowledgement that, for example, colleges like UCLA might not take SAT scores into account for admissions, but did take them into account for matters such as math course placement.

Provost Akridge clarified that admissions requirements do apply across the university at the undergraduate level; Enrollment Management makes initial admissions decisions. He said that at the moment, we are on a test-flexible course because of the challenges of taking the ACT and SAC during COVID, although prior to COVID, tests were required for all undergraduates seeking admission. He also reminded the Senate that this topic had been debated two years prior, and that Vice Provost Kris Wong Davis had prepared a white paper [Appendix H] including broad data and extensive analysis for some of the questions raised. Moving forward, there have been some changes made with respect to the text by the State of Indiana.

Vice Provost Wong Davis explained that one reason Purdue uses test scores across all disciplines at the undergraduate level is that prospective undergraduates often have multiple interests and don't yet know what they want to study, and may be applying to more than one major at a time, even majors in different colleges. SATs scores are just one component of admissions review. Many schools use SAT scores for placement, because they are predictive in that context. And we use the SAT math score for placement at Purdue as well. Test scores are also an element used in scholarship applications. AP scores can also be constituted as standardized tests, and it would be unfortunate if a student were to misunderstand the test policy and lost the opportunity to carry forward college credit from the AP exams. Finally, the State of Indiana has contracted for the testing of all high school students to graduate from high school in 2024 and beyond to be the SAT test. They will also offer AP, LSAT and CLEP tests free to all Indiana students, removing a major socioeconomic barrier to standardized testing.

Professor Sanders responded that this would not remove socioeconomic barriers to test preparation, only to taking the test itself. He reiterated that according to his documentation, SATs measure family wealth more directly than preparation for college. He also reminded the Senate that the Speaker of the Indiana House of Representatives [Todd Huston] was paid more than \$400K by the College Board [where he served as senior vice president for state and district partnership],



suggesting that the plan to outsource testing to the College Board was not a reflection of the merit of the SAT itself. He also clarified that his understanding of the previous question was whether individual majors had standardized test requirements, and said that he believed that admission to Purdue did not also mean a student was automatically admitted to, for example, the College of Engineering, and that individual units might use standardized tests in their decision making. He also clarified that the Document before the Senate was about testing for admissions, and not AP exams.

Vice Provost Wong Davis explained that the Undergraduate Admissions Office actually manages admission to all undergraduate programs at the new beginner and transfer level, and that this is direct to major. Colleges do not manage their own new admissions at the undergraduate level. She asserted that the math score on the SAT was extremely predictive. She clarified that the College Board is a not-for-profit institution.

Professor Erik Otárola-Castillo wished to acknowledge that in 2020-2021, as Chair of the EPC, he had also discussed this proposal with Professor Sanders; variations on this resolution have come up several times in the past several years. He agreed that there is a socioeconomic component to the SAC and ACT, not only in paying for the test itself, but in preparing and practicing for it; many families, including his own, could not afford prep classes. However, he also noted that in researching the issue last year, some faculty had registered that standardized tests were required for certification in their areas, and that this matter needed to be looked into.

21. During New Business, Purdue Graduate Student Government President Nuñez wished to acquaint the Senate with four pieces of legislation that had passed the PGSG Senate and would be coming soon to the University Senate. The PGSG hoped for Senate support in the following areas: implementation of an Infant at Work program, advocacy for English graduate studies and their funding, greater transparency around graduate student leave of absence policies, and a petition to increase graduate student representation on Senate Standing Committees. President Nuñez welcomed feedback on any of these matters.
22. After offering hearty congratulations and deepest condolences to Professor Leung for his new role as Vice Chair Elect, the Senate adjourned at 5:07pm, solemnly vowing to meet one final time in April to conclude the year's business.

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Educational Policy Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the three openings on the Educational Policy Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Alice Pawley	3	Engineering Education
Steven Scott	3	Pharmacy Practice
Howard Sypher	3	Communication

**Committee Votes:****For:**

Dulcy Abraham  
Michael McNamara  
Andrew Lu Liu  
Larry F. Nies  
Robert Nowack  
Jan Olek  
Qifan Song

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

Joseph Sobieralski  
Vikas Tomar

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Faculty Affairs Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the four openings on the Faculty Affairs Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Patricia Davies	3	Mechanical Engineering
Nastasha Johnson	3	Libraries
Jennifer Scheuer	3	Design, Art, and Performance
Anish Vanaik	3	Honors College

**Committee Votes:****For:**

Dulcy Abraham  
Michael McNamara  
Andrew Lu Liu  
Larry F. Nies  
Robert Nowack  
Jan Olek  
Qifan Song

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

Joseph Sobieralski  
Vikas Tomar

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Steering Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the three openings on the Steering Committee, the Nominating Committee proposes the following slate of nominees. The faculty members elected are to serve for terms as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Elizabeth (Libby) Richards	3	Nursing
Adam Watkins	3	Honors College
Darci Trader	3	Medicinal Chemistry and Molecular Pharmacology

**Committee Votes:****For:**

Dulcy Abraham  
Michael McNamara  
Andrew Lu Liu  
Larry F. Nies  
Robert Nowack  
Jan Olek  
Qifan Song

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

Joseph Sobieralski  
Vikas Tomar

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominee for the University Resources Policy Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the opening on the University Resources Policy Committee, the Nominating Committee proposes the following nominee. The faculty member elected is to serve for the term as specified:

<b>Name</b>	<b>Term Years</b>	<b>Department/School</b>
Julio Ramirez	3	Civil Engineering

**Committee Votes:****For:**

Dulcy Abraham  
Michael McNamara  
Andrew Lu Liu  
Larry F. Nies  
Robert Nowack  
Jan Olek  
Qifan Song

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

Joseph Sobieralski  
Vikas Tomar

**To:** The University Senate  
**From:** Faculty Affairs Committee  
**Subject:** Bylaws Change to 2.00 (a) & (c)  
**Reference:** University Senate Bylaws  
**Disposition:** University Senate for Discussion and Adoption  
**Rationale:** To bring the Bylaws into alignment with the reapportionment mandated by SD 21-11 (passed on 15 November 2021)  
**Proposal:** Due to the reapportionment of the Senate for AY 2022-2023, two Bylaws changes are needed. The following two changes to the Bylaws are proposed:

1. Current: 2.00 Composition
  - a) The Senate is composed of 102 members

Proposed: 2.00 Composition

- a) The Senate is composed of 104 members

2. Current: 2.00 Composition
  - c) Between six and sixteen designated Advisors to the Senate are accorded full floor privileges but not the vote. One of these represents the Honors College, elected by the faculty of the Honors College in a manner consistent with the election of Senators (2.03). ...

Proposed: 2.00 Composition

- c) Between six and sixteen designated Advisors to the Senate are accorded full floor privileges but not the vote. ~~One of these represents the Honors College, elected by the faculty of the Honors College in a manner consistent with the election of Senators (2.03). ...~~

**Committee Votes:**

**For:**

**Faculty**

Signe Kastberg  
Jozef Kokini  
David Koltick  
Lata Krishnan  
Brian Richert  
John Springer  
Eric Waltenburg  
Steve Yaninek

**Advisors**

Peter Hollenbeck  
Lisa Mauer

**Against:**

**Abstained:**

**Faculty**

Min Chen  
Edward Fox

**Absent:**

**Faculty**

Charles Bouman  
Stephen Hooser  
Angeline Lyon

**To:** The University Senate  
**From:** Faculty Affairs Committee  
**Subject:** **International Harassment of Purdue Students and Family Members**  
**Reference:** Sebastian Rotella, "[Even on U.S. Campuses, China Cracks Down on Students Who Speak Out](#)" *ProPublica*, 30 November 2021  
[Open Letter from President Mitch Daniels, Purdue University](#), 31 January 2022  
**Disposition:** University Senate for Discussion and Action  
**Rationale:** President Mitch Daniels has taken a courageous stand on behalf of Purdue University regarding the dissemination of ideas and of unrestricted discussion and debate in search of truth in an open letter, which has been widely distributed.

This letter alerts us to and outlines the unacceptable harassment of an international student that has taken place on the Purdue Campus, and, remarkably, an expansion of the harassment at the international level by government officials of the student's family overseas. These acts were done in concert in order to suppress open discussion and debate, which is an attack on the fundamental core of what Purdue is and what it stands for.

President Daniels has pointed out that Purdue University is a force on the international scale and that its core principles are invariant. As stated distinctly in the open letter,

[J]oining the Purdue community requires acceptance of its rules and values, and no value is more central to our institution or to higher education generally than the freedom of inquiry and expression. Those seeking to deny those rights to others, let alone to collude with foreign governments in repressing them, will need to pursue their education elsewhere.

**Proposal:** The **University Senate is** ~~faculty and student body of Purdue University are~~ in complete agreement that someone who would abrogate the freedom of inquiry and expression of any member of the Purdue University body or its guests or collude with a foreign government to do the same, will "be subject to significant sanction," as noted out in the letter from President Daniels.



**Committee Votes:**

**For:**

**Faculty**

Min Chen  
Edward Fox  
Signe Kastberg  
Jozef Kokini  
David Koltick  
Lata Krishnan  
John Springer  
Eric Waltenburg  
Steve Yaninek

**Advisors**

Lisa Mauer

**Against:**

**Abstained:**

**Absent:**

**Faculty**

Charles Bouman  
Stephen Hooser  
Angeline Lyon  
Brian Richert

**Advisors**

Peter Hollenbeck

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for Vice Chairperson of the University Senate  
**Reference:** Bylaws, Section 3.20b, c  
**Disposition:** Election by the University Senate  
**Proposal:** The Nominating Committee proposes the following slate to serve as candidates for Vice Chairperson of the University Senate during the academic year 2022-2023:

**Matthew R. Conaway**  
Purdue Bands and Orchestras

**David Koltick**  
Physics and Astronomy

**Brian Leung**  
English

Candidate biographical sketches are attached.

### **Committee Votes:**

**For:**

Dulcy Abraham  
Michael McNamara  
Andrew Lu Liu  
Larry F. Nies  
Robert Nowack  
Jan Olek  
Joseph Sobieralski  
Qifan Song  
Vikas Tomar

**Against:**

**Abstained:**

**Absent:**

## **Candidate Biographical Sketches**

### **Matthew R. Conaway, Bands and Orchestras**

Matthew R. Conaway was appointed to the Purdue faculty in August 2012, and was promoted to the rank of Associate Professor in July 2018. He serves as an associate director of the famed “All-American” Marching Band, directs the “Boiler Brass” Men’s Basketball Pep Band, and conducts the Purdue Symphonic Band and Purdue Symphony Orchestra. He mentors the Purdue Bands & Orchestras student technology team, and coordinates the Marching Band’s student leadership program. He is in his fifth overall year of service on the Purdue University Senate, where he is a past member of the Student Affairs Committee and a current member of the Steering Committee. He also currently serves the University as a member of the Athletic Affairs Committee (one year) and the Advisory Committee on Equity (eight years).

Matt is an award-winning, internationally-known composer and arranger for concert and marching bands, with over 125 publications to his credit. He was honored to experience his Carnegie Hall debut in March 2016 with a world premiere performance by the Purdue Wind Ensemble. His marching and pep band arrangements have been heard by millions at festivals, bowl games, basketball tournaments, and other major sporting events since 1999.

Matt attended Indiana University – Bloomington, where he received his Bachelor of Music Education with Distinction in 2001. He earned a Masters of Music degree from Sam Houston State University in 2010. He is a member of Phi Beta Mu, NAFME, CBDNA, NBA, Indiana Music Educators Association, Indiana Bandmasters Association, and ASCAP. He is in demand as a clinician and adjudicator at concert and marching band festivals and competitions throughout the United States. Matt makes his home in West Lafayette, IN with his partner Andrew, a senior technologist at Caterpillar and Purdue graduate.

### **David Koltick, Physics and Astronomy**

I have been at Purdue 40 years.

Things that have influenced me, first my growing up in Libya, North Africa during the 50s and early 60s. Returning to the United States, I worked in international collaborations at all the major particle accelerator laboratories; Fermilab, SLAC, and Brookhaven. I also worked in an all-Japanese group at KEK particle physics laboratory located outside Tokyo taking a leading role in hardware and theoretical efforts in Electroweak Interactions. For a period at Purdue, I led the development of the Applied Physics Laboratory, which included a research facility off-campus. I also took leadership in the development of commercial applications and founded 2K Corporation focused on neutron related technology. 10 years ago, I founded Advanced Physics Technologies, and under my leadership completed projects at Oak Ridge National Laboratory, and now APT is involved in defense applications. This past decade I have advised international

companies in the USA, China and Malaysia concerning security applications in international trade.

Presently, at Purdue my research is focused on the search for dark matter and the study of symmetry principles, both experimentally and theoretically, supported by the Department of Energy and Fermilab. Past support has come from the Atomic Energy Commission, DHS, DARPA, and Commercial Companies.

I ran for political office as State Senator of Indiana, in my first political race received 48% of the vote and after was elected two terms to the Tippecanoe County Council. I took leadership positions in the oversight of the Health Department, the Judicial System, and Police, and oversight of the country development through Area Plan and Roads.

Presently, I am Chair of the University Radiation Safety Committee, provide oversight (CORO) for nuclear reactor PUR1, been a Senator 4 years, and on the Faculty Affairs Committee.

### **Brian Leung, English**

Brian Leung was appointed to the Purdue University faculty in August 2014 at Full Professor rank as Director of Creative Writing. In the summer prior to joining Purdue, Professor Leung completed his service as Director of the U.S. Department of State Institute on Contemporary Literature. He oversees Purdue's internationally recognized Creative Writing BA and MFA program, as well as the nationally distributed literary journal *Sycamore Review*. He served for four years on the College of Liberal Arts Senate and is the current chair of the University Senate Equity, Diversity, and Inclusion Committee. Past university-level service includes the Grievance Committee, Censure and Dismissal, and Traffic Enforcement Appeals Committee (Staff/Faculty). He meets monthly, as part of his EDIC duties, with Provost Akridge and Vice Provost Gates, as well as with President Daniels in the University Senate Advisory Committee.

Brian is an award-winning fiction writer of five books (a sixth in 2023), having received the Asian-American Literary Award, the Willa Award for Historical Fiction, the Mary McCarthy Award, and a Lambda Literary Dr. James Duggins Outstanding Mid-Career Novelist Award, among other accolades. His publications appear internationally and in translation. He is a sought-after judge for literary awards and served for three years as the External Academic Advisor for City University Hong Kong. Brian's pedagogy focuses on enhancing the critical thinking and creative problem-solving skills of both Purdue University's Liberal Arts and STEM-focused students.

Brian attended California State University, Los Angeles, where he received a BA and MA in English. He also attended Indiana University – Bloomington, where he received his Master of Fine Arts in Fiction. He is a graduate of the Purdue University Extension Master Gardener Program. Brian and his chiropractor husband live near downtown Lafayette and perform volunteer service for fourteen surrounding counties through leadership positions in The Arts Federation.

**To:** The University Senate  
**From:** Equity and Diversity Committee  
**Subject:** Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff  
**Reference:** [University Policy III.C.2](#)  
**Disposition:** University Senate for Discussion and Adoption

**Rationale:** The Equity Task Force continues as charged, its work to “support more equitable experiences and opportunities across campus.” The recently announced \$75 million dollar investment undergirding this mission encompasses faculty, staff, and student (undergrad and grad) commitments. The number of Black faculty, for example, only comprised 2.8% of the faculty at Purdue as of 2018-19, which is below the Big Ten average of 3.6%, Purdue has recently committed itself to expand its diversity through a 40 faculty line commitment.

It is important for the Purdue Senate to recognize and affirm this effort, as well as to commit to expanding, complementing, and supporting on the ground what the institution is doing by encouraging faculty and staff to diversify with intentionality at every new hiring opportunity.

Furthermore, targeted, active participation, through increased awareness and sensitivity throughout the Purdue community, is a critical element toward achieving social justice and professional equity in campus.

**Proposal:** Purdue shall adopt policies to recognize and value the contributions of Black and underrepresented faculty and staff, which shall consist of the following specific measures:

1. For administrators to fully support relevant equity-minded professional development opportunities for faculty and staff – for example, incorporating equity-minded pedagogical frameworks as part of the IMPACT program for improved teaching.
2. For department heads to audit service obligations of faculty, with particular attention to invisible labor from Black and underrepresented scholars, and all faculty of color, especially those tied to diversity work and mentoring students and colleagues of color; to ensure that service expectations are updated to reflect diversity, inclusion, and equity efforts needed,

- and ensure equitable balancing of effort across those in the same rank and position.
3. To instate and leverage institutional resources and support for all faculty, administrators, and staff to increase their awareness and sensitivity to provide appropriate support to their Black and underrepresented colleagues affected by bias and structural barriers in all forms, including but not limited to treating them and their work with fairness and sensitivity.
  4. Since Black faculty only comprise 2.8% of the faculty at Purdue as of 2018-19, below the Big Ten average of 3.6%, it is critical for all department and college administrators, senior faculty and staff to create a strategic plan, and allocate additional resources to both attract and retain Black and underrepresented faculty and staff, providing equitable salaries, and substantially enhancing resources to ensure welcoming environments for these scholars as a component of successful retention. This should particularly include considering Black and underrepresented scholars fully in all decisions in hiring, tenure, and promotion (including named and distinguished professorship).
  5. To follow the recommendations of the Provost's Advisory Committee on Diversity and Inclusion, in order to foster a climate of belonging.
  6. For at least the next five years, the Provost's office will provide a formal, public, annual written report to the University Senate regarding progress on all items above in this resolution.

### **References:**

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7. Report of the Provost's Advisory Committee on Diversity and Inclusion. Purdue University. URL:  
[https://www.purdue.edu/provost/documents/ACD\\_Report\\_2016-04-28.pdf](https://www.purdue.edu/provost/documents/ACD_Report_2016-04-28.pdf)  
Last accessed: November 3, 2021

**Committee Votes:**

**For:**

**Faculty**

Bharat Bhargava  
Peter Bermel  
Ximena Bernal  
Neil Knobloch  
Klod Kokini  
Brian Leung  
Oana Malis  
Rose Mason  
Terrence Meyer  
Rodolfo Pinal  
Sandra Rossie  
Kevin Stainback

**Students**

Julia Pirrello

**Advisors**

Megha Anwer

**Against:**

**Abstained:**

**Advisors**

Alysa Rollock

**Absent:**

**To:** The University Senate  
**From:** Educational Policy Committee  
University Resources Policy Committee  
**Subject:** On the need for a policy to define and declare an academic emergency  
**Reference:**

1. [Integrated Emergency Management Plan](#) 2021
2. [“Communicable Disease Emergencies and Pandemics”, policy IV.A.8.](#)
3. [Example of statement of “Academic Continuity and Emergency Grades”,](#) University of Oregon
4. [“Special Report: COVID-19 and Academic Governance,”](#) American Association of University Professors
5. [“Report of an AAUP Special Committee: Hurricane Katrina and New Orleans Universities”,](#) American Association of University Professors
6. [“Statement on Government of Colleges and Universities,”](#) American Association of University Professors
7. [System-Wide Policy Development Process](#)

\*See also [Document 21-22 as presented in February 2022](#)

**Disposition:** University Senate for Discussion and Adoption

**Rationale:** Purdue University has established an Integrated Emergency Management Plan to handle changes to the operation of campus facilities if necessitated by emergencies initiated by “natural and human caused disaster” [1, p.3]. The plan is led by the Emergency Preparedness and Planning Office. This plan is reassessed annually for any necessary changes, and has a well-defined statement of responsibilities and coverage.

Purdue University currently does not have an analogous system-wide documented plan for handling changes to academic processes and regulations during emergency conditions.

Purdue does have a recently-adopted system-wide Policy IV.A.8 [2], “Communicable Disease Emergencies and Pandemics,” where



responsibility for various campus processes are delegated from the Board to different administrative offices. In this policy, the Provost and Executive Vice President for Academic Affairs and Diversity is delegated the authority to:

*[...]n consultation with other University Officers and academic leadership, establish a decision-making framework and implement actions aimed at reducing risk for operations (including temporary suspension as necessary) of the instruction and learning mission, including undergraduate and graduate student services and support, university housing and dining, faculty affairs, and student activities.*

It also delegates to the chancellors of the regional campuses:

*[...]n consultation with other University Officers and university-designated subject matter advisors, establish a decision-making framework and implement actions aimed at reducing risk for operations of their Regional Campus (including temporary suspension as necessary) as it pertains to undergraduate and graduate programs, campus housing and dining services, faculty affairs, the research and discovery mission, and student activities.*

However, this delegation of authority does not articulate any commitment to or recognition of responsibilities for shared governance processes, particularly in matters normally delegated to the faculty through its representative body, nor articulate any expectations for public discussion or dissemination of decision-making frameworks so developed.

It also does not articulate clear conditions or criteria that would cause the university to consider ending the public health emergency conditions and signal its return to more normal forms of shared governance.

Other universities have policies that govern the definition and management of “academic emergencies” that govern academic changes necessitated by events that disrupt academic activity campus-wide (for example, [2]).

Changes to Purdue’s academic operations necessitated by COVID demonstrated the need for an academic emergency plan to be developed. Such a plan would serve Purdue University outside of the crisis conditions that COVID wrought. The plan would build on the recent lessons learned from trying to manage academic operations in a time of crisis.

Specific needs identified from the 2020-2022 period include:

1. Transparency in decision making and preservation of shared governance principles.
2. Clarity on how administrative academic decisions made on the West Lafayette campus, would relate to those at regional campuses, which in 2020-22 only variably engaged appropriate and expected processes of shared governance for making changes during the crisis conditions of COVID.
3. Definitions on change processes made by or for Purdue Global, and definition of involvement their senate or faculty leadership.

Despite many people's best efforts across the Purdue system during an unprecedented system-wide (and beyond) emergency, administrative decisions made governing academic structure during COVID were not as transparent as they needed to be, with no clear indication of the length of time a suspension of academic norms of shared governance would be in effect. This feature of academic change during COVID is not unique to Purdue [3].

This informal suspension of norms around shared governance occurred despite the assessment of the American Association of University Professors that "however cumbersome faculty consultation may at times be, the importance and value of such participation become even greater in exigent times than in more tranquil times" [p. 119, 4].

**Proposal:  
(revised for  
21 March  
2022)**

The University Senate requests a systemwide policy be developed for declaring an academic emergency, in anticipation of possible future events, that coordinates appropriately with Policy IV.A.8. The policy should recognize local conditions relevant to Purdue system campuses, and the autonomy of each campus in process of shared governance, among other particularities.

The policy should include a listing of any committee of decision makers, inclusive of University Senate involvement, and should establish principles inclusive of shared governance and be resonant with authoritative norms of shared governance [5], and establish a process for decisionmakers to declare and later remove an academic emergency to the representative faculty body and the broader campus (or system-wide) community.

The policy should define the individual or group of individuals who can declare an academic emergency on a particular campus, in consultation with a defined group of other administrative and representative members. Specifically, at the Purdue-West Lafayette

campus, even if the process determines that the Board of Trustees is the appropriate final body to declare an academic emergency, a decision-making body en route to that final authoritative body should include at a minimum the chair of the University Senate, and the chairs of MaPSAC and CSSAC.

The policy should include a process for academic changes conducted during the academic emergency to sunset out unless the declaration of academic emergency is renewed.

The University Senate requests that the policy developed through the Policy and Standard Development and Approval Process [6] be ratified by the University Senate, and at the faculty governing bodies at the regional campuses, before the Executive Policy Review Group considers approving the policy.

## **Educational Policy Committee Votes:**

### **For:**

#### **Faculty**

Thomas Siegmund  
Thomas Brush  
Jennifer Freeman  
Eric Kvam  
Alice Pawley  
Vanessa Quinn  
Libby Richards  
Antonio Sá Baretto  
John Sheffield

#### **Students**

Janelle Grant  
Olivia Wyrick

#### **Advisors**

Jeff Elliot  
Keith Gehres  
Jeff Stefancic

### **Against:**

N/A

### **Abstained:**

#### **Advisors**

Jenna Rickus

### **Absent:**

#### **Faculty**

Todor Cooklev  
Erik Otárola-Castillo  
Li Qiao

#### **Students**

Elli DiDonna

### **Ex-Officio Present, but non-voting members:**

Jaelyn  
Palm (present)  
John Pearson (not  
present)

## **University Resources Policy Committee Votes:**

### **For:**

#### **Faculty**

Eugene Chan  
Victor Chen  
Lori Hoagland  
Cara Kinnally  
Janice Kritchevsky  
Douglas LaCount  
Lin Nan  
Tony Vyn  
Ann Weil

### **Against:**

#### **Faculty**

John McConnell

### **Abstained:**

### **Absent:**

Austin B. Berenda  
Sophie Braun  
Laura Claxton  
Michael B. Cline  
Alan M. Friedman  
James Greenan  
Carl Krieger  
Scott Lawrance  
Daniel J. Olson  
Juan P. Sesmero  
Neha Shakelly  
Yuan Yao

**To:** The University Senate  
**From:** Educational Policy Committee and Faculty Affairs Committee  
**Subject:** Addition of a winter session to the academic calendar

- Reference:**
1. Academic Regulation on Academic Calendar:  
<https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#academic-year-and-calendar>
  2. Winter Flex Proposal:  
<https://www.purdue.edu/provost/about/provostInitiatives/winter/>.
  3. Proposal for Purdue 4-Week January Term, March 15, 2021:  
<https://www.purdue.edu/provost/documents/cwc-j-term.pdf>
  4. Senate Document 20-43, "Proposal to Introduce 4-Week January Term to Academic Calendar"  
<https://www.purdue.edu/senate/documents/meetings/2021-04-19-minutes.pdf>
  5. University Holidays:  
[https://www.purdue.edu/faculty\\_staff\\_handbook/benefits/univ-holidays.php](https://www.purdue.edu/faculty_staff_handbook/benefits/univ-holidays.php)
  6. Definition of credit hours:  
[https://www.purdue.edu/registrar/documents/forms/Credit\\_Hr\\_Guidelines.pdf](https://www.purdue.edu/registrar/documents/forms/Credit_Hr_Guidelines.pdf)
  7. Results Fall 2021 survey on WinterFlex:
    - a. [Faculty results](#)
    - b. [Undergraduate student results](#)
    - c. [Graduate student results](#)

**Disposition:** University Senate for Discussion and Adoption

**Rationale:** As proposed by the academic Deans and the January term working group, a winter session held over the winter break between fall and spring terms could expand educational opportunities to students at Purdue University. This term would provide instructors an opportunity to develop creative, innovative academic experiences.

The working group proposed a January term in March 2021 to EPC, who brought it for comment to the University Senate. The Senate

expressed numerous concerns about the January term proposal, and SD 20-43 was modified to encourage continued study of the matter, rather than endorsing the existing J-term proposal. The motion carried with a vote of 69 in favor, 17 against, 2 abstentions.

The working group received the feedback, vote and reconsidered its proposal. In Fall 2022, the working group provided a new proposal for a Winter Session that would be 4 weeks and entail shifting the spring term back one week [2]. The working group articulated how it has thereby addressed concerns from the January Term proposal [3]. They then conducted surveys of faculty, undergraduate and graduate students on this revised proposal [5].

However, based on the revised proposal, the survey feedback, and additional administrative consideration related to maintaining current academic pay, the working group now proposes a 3-week winter session with no other changes to the currently existing academic calendar. This winter term would start as soon as possible, even if the offerings begin small. If approved by the Senate, the first offering would be in winter 2022-23, limited to study abroad offerings, to give time to establish the infrastructure for offering asynchronous online offerings in winter 2023-24.

Modification of the Academic Calendar is the purview of the University Senate. The votes by Educational Policy Committee and the Faculty Affairs Committee represent the agreement to bring this proposal to the University Senate for a full discussion and vote.

**Proposal:**

The University Senate endorses the proposal to create a new, three-week winter session for the West Lafayette campus. Winter session will take place for three weeks in December and January between the fall and spring semesters. The remainder of the academic calendar remains in place as is currently.

Key elements of a Winter session will include:

1. The winter session will be in the three weeks between the fall and the spring semesters. Winter session term will officially recognize University Holidays [5] as non-instructional days. Winter session will, on average, consist of 10 instructional days and one day for exams. No on-campus instruction will take place during winter session and students will not return to campus for winter session.

For AY 2022-23 winter sessions will offer opportunities for study abroad. It is understood that a subsequent goal is to offer

opportunities for students to take asynchronous online courses.

2. No student will be admitted and be able to begin their academic enrollment during a winter session, nor will any student be able to receive a degree conferral during this term.
3. Winter session cannot not be used as a substitute term for required instruction in the fall and spring semesters.
4. Students would be limited to 3 credits during a 3-week winter session. Regular work offered in the winter sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately [6].
5. Teaching in winter session will be optional, and no instructors or graduate students shall be pressured by any party into offering courses or support courses during this time. Senate support is contingent upon this being borne out in practice, not just theory.
6. Winter session shall not affect the employment structure of faculty. Winter session would involve no change in faculty compensation for those who do not participate; those who do teach in the winter session would be compensated as overload. Those who are not on contract during the winter session but teach it would be compensated.
7. Winter session shall not affect the employment structure of graduate students. Instructional design for Winter Session is the responsibility of faculty; however, should graduate students participate in the delivery and support of instruction during Winter Session, this shall occur only of their own volition. Graduate students will receive funding for teaching and providing any support for courses (such as grading) during the winter session in addition to their academic year funding.
8. Winter session shall not affect the employment structure of staff. Winter session would, however, require some staff to work during the winter closure to support students. ITaP, Financial Aid, Registrar, Advising, Finance and others would need to plan for staffing during this time. However, students would not be on campus, so physical in-person services would not need to be provided. Potentially increased staffing and appropriate compensation would be provided for staff to support winter sessions.

9. Winter session would first be offered in December 2022-January 2023 with only study abroad offered, and would potentially be expanded to asynchronous online course offerings in subsequent years.
10. The University Senate requests the university administration to develop a fair and uniform compensation and workload approach for faculty, graduate students, and staff prior to Winter Session in the academic year 2022/2023.
11. The University Senate requests the university administration to provide funding and support for the development of innovative instructional developments for winter session instruction, as well staff support.
12. The University Senate requests the university administration to work with Senate committees to further develop and revise Academic regulations (such as, but not limited to, exam policies, Withdraw/Drop/Refund policies) prior to Winter Session in the academic year 2022/2023.
13. The University Senate requests the university administration to provide a report to the University Senate on the implementation plans at the beginning of AY 22-23.
14. The University Senate looks forward to partnering with the administration to review the success of the 2022-23 study abroad model to continue with the expansion into asynchronous online courses.
15. The winter term is established for the West Lafayette campus. The regional campus senates are free to determine whether a similarly-structured winter session is appropriate for their campuses.

Existing language	New language
<p>3. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which</p>	<p>3. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which</p>



shall not occur after the 20th day of December. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday (University Senate Document 96-4, February 17, 1997).

4. The summer session shall begin on the next Monday following the spring commencement and will be comprised of one 4-week and one 8-week, or two 6-week module(s) or other configurations as approved by the Provost Office. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day. (University Senate Document 96-4, February 17, 1997).
5. Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic semester/session.
6. Commencement will be held as follows: First Semester: first Sunday following the end of the first semester; Second Semester: next subsequent weekend after the end of the second semester; Summer Session: first Saturday following the end of the last summer module.
7. The faculties at regional campuses shall be free to establish their own calendar dates.

shall not occur after the 20th day of December. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday (University Senate Document 96-4, February 17, 1997).

4. The summer session shall begin on the next Monday following the spring commencement and will be comprised of one 4-week and one 8-week, or two 6-week module(s) or other configurations as approved by the Provost Office. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day. (University Senate Document 96-4, February 17, 1997).
- 5. The winter session shall begin on the next Monday following the end of the fall semester and will be comprised of one 3-week term. No on-campus instruction will be provided. There shall be no classes on Christmas (December 25), on the Extra Day at Christmas time, on New Year's Day (January 1), and on the President's designated holiday (which traditionally has been allocated to the winter break), (University Senate Document 96-4, February 17, 1997).**
6. Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after

	<p>the end of the respective academic semester/session.</p> <p>7. Commencement will be held as follows: First Semester: first Sunday following the end of the first semester; Second Semester: next subsequent weekend after the end of the second semester; Summer Session: first Saturday following the end of the last summer module. <b>No commencement will occur with the winter session.</b></p> <p>8. The faculties at regional campuses shall be free to establish their own calendar dates.</p>
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**C. Summer or Winter Sessions Work**

<p>C. Summer Sessions Work Regular work offered in the summer sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately.</p>	<p>C. Summer <b>or Winter Sessions</b> Work Regular work offered in the summer <b>or winter</b> sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately.</p>
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## **Committee Votes Educational Policy:**

### **For:**

#### **Faculty**

Thomas Brush  
Jennifer Freeman  
Erik Otárola-Castillo  
Alice Pawley  
Libby Richards  
Antônio Sá Barreto  
John Sheffield  
Thomas Siegmund  
Jeffrey Watt

#### **Students**

Janelle Grant  
Olivia Wyrick

#### **Advisors**

Jeff Elliot

### **Against:**

### **Abstained:**

#### **Faculty**

Vanessa Quinn  
Todor Cooklev

#### **Advisors**

Keith Gehres  
Jeffrey Stefancic

### **Absent:**

#### **Faculty**

Eric Kvam  
Li Qiao

#### **Students**

Elli DiDonna

#### **Advisors**

Jenna Rickus

### **Ex-Officio**

### **Present, but non-voting members:**

Jaclyn Palm  
John Pearson

## **Committee Votes Faculty Affairs:**

### **For:**

#### **Faculty**

Min Chen  
Stephen Hooser  
Signe Kastberg  
Jozef Kokini  
David Koltick  
Angeline Lyon  
John Springer  
Steve Yaninek  
Eric Waltenburg

#### **Advisors**

Peter Hollenbeck

### **Against:**

#### **Faculty**

Edward Fox  
Charles Bouman

### **Abstained:**

#### **Faculty**

Lata Krishnan

### **Absent:**

#### **Faculty**

Brian Richert

#### **Advisors**

Lisa Mauer

**To:** The University Senate  
**From:** Educational Policy Committee (University Core Curriculum)  
**Subject:** On the need for campus-wide curricular treatment of diversity, equity, and inclusion

**Reference:**

1. Senate Document 21-21: Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff  
<https://www.purdue.edu/senate/documents/meetings/Senate-Document-21-21.pdf>
2. Senate Document 21-24: 4 February 2022 Purdue University Police-Student Incident  
<https://www.purdue.edu/senate/documents/meetings/Senate-Document-21-24.pdf>
3. DEI requirement at the University of Iowa  
<https://clas.uiowa.edu/faculty/requirements-and-learning-outcomes-undergraduates#Diversity%20and%20Inclusion>
4. 1968 demands from the Black Student Union  
<https://blogs.lib.purdue.edu/news/2021/02/09/excerpts-of-black-history-at-purdue-university-part-2-purdue-at-150/>
5. 2015 demands from Black Students  
[https://www.purdueexponent.org/campus/article\\_9a40a5c2-8b40-11e5-9437-53fbc13874e0.html](https://www.purdueexponent.org/campus/article_9a40a5c2-8b40-11e5-9437-53fbc13874e0.html)
6. 2020 demands from the Justice Alliance for Momentum  
[https://actionnetwork.org/petitions/enact-the-justice-alliance-for-momentum-list-of-demands-actioplan?source=direct\\_link](https://actionnetwork.org/petitions/enact-the-justice-alliance-for-momentum-list-of-demands-actioplan?source=direct_link)
7. Purdue University Core Curriculum  
<https://www.purdue.edu/provost/students/s-initiatives/curriculum/>
8. UCC Core Curriculum DEI Proposal (Attachment)
9. Do diversity courses improve college student outcomes? A meta-analysis (Denson et al., 2021).  
<https://psycnet.apa.org/record/2020-30748-001>

**Disposition:** University Senate for Discussion and Adoption

**Rationale:**

The United States has a long history of injustice towards marginalized communities based on, among others, race, gender, religion, sexual orientation and disability. Social movements continue to demand action on these issues at all levels of society, including here at Purdue [1,2]. In this moment, Purdue has an opportunity to actively contribute towards a more socially conscious community, working to remove some of the burden that marginalized students, staff and faculty have borne for decades. Initiatives such as the Equity Task Force and the Office of Diversity, Inclusion and Belonging have made significant contributions to student life, and recruitment and retention; however, there is a need at Purdue to better incorporate diversity, equity and inclusion (DEI) across all levels of the institution, including at a campus-wide curricular level.

Purdue University is lagging behind peer institutions in curricular advances on DEI. Of the Big Ten institutions with university-wide core curricula, Purdue is one of only three universities without a curricular requirement tightly focused on DEI (for an example of such a requirement, see the University of Iowa [3]). This continuing deficiency is evidenced by decades-long demands for curricular change by marginalized populations at Purdue (for example, curricular changes were among the demands by Black student groups in 1968, 2015 and 2020 [4,5,6]).

Purdue's Core Curriculum [7] aims to prepare all Purdue students for successful employment and responsible civic engagement. Adding a DEI focus to the Core Curriculum will help prepare Purdue students to be thought and action leaders in initiatives associated with removing barriers in society, the workplace, and our communities that impede the success and fulfillment of people who have been marginalized in the history of the US.

Since October 2020, the Undergraduate Curriculum Committee (UCC) has been exploring impactful opportunities to incorporate DEI into Purdue's Core Curriculum, including:

- Evaluating DEI curricular requirements and approaches at our peer Big Ten institutions
- Seeking input from all colleges and programs across campus
- Seeking input from diversity centers across campus (e.g. Office of Diversity, Inclusion and Belonging) and among colleges (e.g. Associate/Assistant Deans of DEI or similar)
- Seeking input from DEI subject matter experts (e.g. faculty in Interdisciplinary Studies, and Social Science)
- Partnering with instructional development groups (e.g. CILMAR and Innovative Learning)

- Seeking input from Purdue Student Government and cultural centers across campus

The UCC has drafted an initial structure for the revision of the Core Curriculum [8], which it presents to the University Senate for feedback. A key outstanding question for UCC is whether to incorporate DEI as a Foundational Learning Outcome or as an Embedded Learning Outcome. It seeks affirmation from the Senate to continue in this curricular direction. Additionally, the committee does not want to develop a curricular offering that provides less value for racially minoritized students than it does its racial majority students, or, indeed, causes minoritized students harm.

**Proposal:**

The University Senate applauds the UCC's ongoing work on this important initiative and directs the UCC to develop a formal framework to structure DEI into Purdue's Core Curriculum to be considered by the Senate in the fall of 2022.

The University Senate considers it our responsibility to ensure that the university's core curriculum provides all Purdue students with foundational knowledge and skills related to contemporary conceptions of DEI, while being attentive to, and actively mitigating, concerns of superficial fixes or placing an undue burden on minoritized students. While curriculum is just one part of student learning and experiences, focused curriculum on DEI can lead to increased personal and professional growth for students and provide the building blocks for other curricular and experiential initiatives [9]. We envision this curricular initiative in the context of a much larger DEI-focused effort across campus at the program, departmental, and college level. Many units have already begun this work.

The University Senate urges the Office of Diversity, Inclusion, and Belonging to engage in active and consistent collaboration with the UCC on their upcoming proposal.

The University Senate encourages the Office of the Vice Provost for Teaching and Learning to allocate funding to this effort, including support for: 1) DEI FLO proposal development, 2) course development and enhancement, 3) professional development related inclusive pedagogy for instructors, and 4) research into effective and impactful ways to customize the core requirement to reflect the needs of majority and minority students.

The University Senate encourages the UCC to continue to work with instructional development groups (e.g. CILMAR and Innovative Learning) to develop an implementation plan for the fall of 2023.

**Committee Votes:**

**For:**

**Faculty**

Thomas Brush  
Jennifer Freeman  
Eric Kvam  
Erik Otárola-Castillo  
Alice Pawley  
Vanessa Quinn  
Libby Richards  
Antônio Sá Barreto  
John Sheffield  
Thomas Siegmund  
Jeffrey X. Watt

**Students**

Janelle Grant  
Olivia Wyrick

**Advisors**

Jeff Elliott  
Keith Gehres

**Against:**

NA

**Abstained:**

**Advisors**

Jenna Rickus  
Jeffery Stefancic

**Absent:**

**Faculty**

Todor Cooklev  
Li Qiao

**Students**

Elli DiDonna

**Ex-Officio (non-voting):**

Jaclyn Palm  
John Pearson

## **Proposal to add DEI as a FLO to Purdue's Core Curriculum**

### *Undergraduate Curriculum Council*

#### Rationale

Purdue University's Core Curriculum aims to prepare all students for successful employment and responsible civic engagement. The Core Curriculum currently does this well for traditional core skills like communication and reasoning. However, the Core Curriculum is missing a crucial element to student learning: knowledge, skills, and attitudes related to diversity, equity, and inclusion (DEI). Purdue students learn within a diverse campus environment, and they will graduate into diverse workplaces and communities. Adding a DEI focus to the Core Curriculum will ensure that Purdue's curriculum continues to be relevant and effective in preparing students for diverse communities and workplaces.

A growing number of companies, such as [Salesforce](#), [Microsoft](#) and [General Electric](#), now feature DEI as part of their mission statement and core values. Further, the National Association of Colleges and Employers ([NACE](#)) identifies equity and inclusion as one of its eight career readiness competencies. The majority of our Big Ten peers have addressed this need by including a DEI focus in their curricula (see [here](#) for an example from the University of Iowa). Of the Big Ten institutions with university-wide core curricula, Purdue is one of only three universities without a curricular requirement tightly focused on DEI.

Purdue has made a strong commitment to DEI through its Equity Task Force and the associated "Next Move" strategic priority. In solidarity with this commitment, the Undergraduate Curriculum Council (UCC) considers it our responsibility to ensure that the university's core curriculum provides all Purdue students with foundational knowledge and skills related to contemporary conceptions of equity. To address this gap in Purdue's curriculum and elevate Purdue among Big Ten Universities, the UCC proposes to include DEI as part of Purdue's core curriculum.

Curriculum is just one part of student learning and experiences. This proposal complements DEI initiatives across campus, such as those undertaken by the Division of Diversity and Inclusion, Purdue's many cultural centers, and ongoing efforts in several colleges and programs. Adding DEI to Purdue's Core Curriculum will ensure that all students meet a minimum standard for DEI education and engagement that they can take to their future careers and communities.

#### Proposal

The UCC proposes that a new foundational learning outcome (FLO) on diversity, equity and inclusion (DEI) be added to Purdue's Core Curriculum. The new DEI FLO follows the same structure as other FLOs in the Core, specifically: 1) courses may be approved to meet the DEI FLO regardless of number of credits, so long as the key skills are met, and 2) students may use the same course to meet the DEI FLO and one other FLO so long as the course is approved for both FLOs. Purdue University and transfer courses will be approved for, and assessed against, the DEI FLO in the same manner as for the existing FLOs – that is, by working with the UCC and Purdue's Institutional Data Analytics + Assessment group. Similar to other FLOs, the proposed DEI FLO will represent a minimum requirement for all Purdue students. Colleges and



Programs may choose to develop additional requirements for their students, including more restrictive course lists, additional course requirements, non-course experiences, and other embedded programs. The proposed DEI FLO is outlined below:

Requirement: One course.

Key skills:

1. Explain the historical and structural bases of inequity
2. Recognize social and cultural perspectives of one's self and others
3. Describe the opportunities and challenges of diversity and inclusion
4. Develop knowledge and strategies to engage with people who have social identities different from their own

Courses may consider a range of DEI focus areas (i.e. race/ethnicity, class, gender, sexual orientation, dis/ability, culture, or religion) in national and/or international contexts.

All of the key skills must be met for a course to meet the Diversity, Equity and Inclusion outcome.

### Engagement

Since the summer of 2021, the UCC has engaged with a number of key groups and individuals at Purdue to gather feedback on, and constructively refine, the proposal. These include:

- Associate Deans and other curricular leaders in all Colleges
- DEI groups and leaders in all Colleges
- Division of Diversity and Inclusion
- Cultural Centers
- Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR)
- Educational Policy Committee of the Purdue University Senate
- Faculty with expertise in DEI and curriculum
- Purdue Student Government
- Purdue Graduate Student Government

### Future

Pending approval of this proposal by the Educational Policy Committee and the full University Senate, successful implementation of a new DEI FLO will require coordinated effort between the UCC, Colleges and Programs, and instructional centers like CILMAR and the Center for Instructional Excellence (CIE). In particular, we expect that a number of approaches will be used to develop an approved list of courses sufficiently large to meet the needs of all Purdue students, including:

- Minor revision and adoption of courses currently approved for other FLOs (e.g., Humanities; or Behavioral and Social Sciences)
- Minor revision and adoption of courses already meeting DEI outcomes, such as those courses currently on the Justice, Equity, Diversity and Inclusion (JEDI) list.
- Revision of existing courses to intentionally include these DEI learning outcomes.

- Development of new DEI-focused courses.

The UCC is already exploring ideas to support instructors, departments, and multidisciplinary teams with course revisions, new course development, and instructor preparation.

This proposal represents the first step to incorporating DEI into Purdue's Core Curriculum. We acknowledge that a single course requirement does not provide students with a comprehensive opportunity to engage with DEI issues, particularly those that relate to their areas of study. The UCC encourages exploration of additional opportunities to embed DEI in the curriculum, including experiential programs, professional certificates, and other programs at the Department and College levels.

The addition of the DEI FLO to the core curriculum will align Purdue with contemporary curriculum standards and ensure that all Purdue students receive a foundational background in knowledge and skills necessary for responsible civic engagement and success in their future careers and lives.

**To:** The University Senate  
**From:** Educational Policy Committee  
University Resources Policy Committee  
**Subject:** Statement on shared governance at Purdue-West Lafayette  
**Reference:** 1. [SD 16-26, “Fort Wayne Senate Statement on Shared Governance”](#) Purdue-Fort Wayne Senate  
2. [“Statement on Government of Colleges and Universities,”](#) American Association of University Professors

**Disposition:** University Senate for Discussion and Adoption

**Rationale:** This document draws inspiration and text from Purdue-Fort Wayne Senate Document 16-26 [1].

Meaningful shared governance involves the Faculty, the Board of Trustees, and the administration working together for the betterment of the university.

Legitimate differences of opinion exist as to what does and does not constitute meaningful shared governance.

Differences of opinion regarding what shared governance is and the processes involved can result in distrust among stakeholders.

Adoption of a statement on shared governance that is agreed to and adhered to by the Faculty, the Board, and the administration, can prevent future breaches and help to restore trust between these parties.

The “Statement on Government of Colleges and Universities” [2] was 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). In 1966, both ACE and AGB commended the Statement to member organizations. Purdue University is a member of both ACE and AGB.

The Statement on Government recognizes that “joint effort” of the administration, the Board, and the Faculty yields “increased capacity to solve educational problems.” The statement defines “joint effort” as comprising two ideas:

1. “important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and
2. “differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.”

While the Statement recognizes the “final institutional authority” of the Board, it also defines the primary responsibilities of the Board, the President (and as they delegate their authority, to the administration writ large), and the Faculty, noting how the Board normally “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 statement articulates areas of faculty primacy, and notes that “the governing board and president should, [... in] matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.”

**Proposal:**

The University Senate adopts the American Association of University Professors (AAUP) “Statement on Government of Colleges and Universities” [2] as the authoritative working document outlining the Principle’s of shared governance, and the starting reference for all conversations about shared governance at Purdue-West Lafayette.

The University Senate requests that Purdue administration and Board of Trustees meet with comprehensive Senate leadership (including standing committee chairs) to better understand this statement with the goal of joint acceptance.

## **Educational Policy Committee Votes:**

### **For:**

#### **Faculty**

Todor Cooklev  
Jennifer Freeman  
Eric Kvam  
Erik Otárola-Castillo  
Alice Pawley  
Libby Richards  
John Sheffield  
Thomas Siegmund  
Jeffrey X. Watt

#### **Students**

Janelle Grant  
Olivia Wyrick

#### **Advisors**

Jeff Elliott

### **Against:**

#### **Faculty**

Thomas Brush

### **Abstained:**

#### **Faculty**

Antônio Sá Barreto

#### **Advisors**

Keith Gehres  
Jenna Rickus  
Jeffery Stefancic

### **Absent:**

#### **Faculty**

Li Qiao  
Vanessa Quinn

#### **Students**

Elli DiDonna

#### **Ex-Officio (non-voting):**

Jaelyn Palm  
John Pearson

## **University Resources Policy Committee Votes:**

### **For:**

#### **Faculty**

Eugene Chan  
James Greenan  
Janice Kritchevsky  
Doug LaCount  
Juan Sesmero  
Ann Weil  
Yuan Yao

### **Against:**

#### **Faculty**

John McConnell

### **Abstained:**

#### **Faculty**

Tony Vyn  
Laura Claxon

### **Absent:**

#### **Faculty**

Victor Chen  
Lori Hoagland  
Cara Kinnally  
Lin Nan

#### **Advisors**

Michael Cline  
Carl Krieger

#### **Students**

Austin Berenda  
Sophie Braun  
Neha Shokelly

- To:** The University Senate
- From:** University Resources Policy Committee
- Subject:** Request for an Investment Plan for the Purdue Endowment
- Reference:**
1. Senate Document 11-15: Charge of the Faculty Sustainability Committee
  2. Source on COP 26 agreement where 18 countries, including the United States agreed to stop public financing for fossil fuel projects  
<https://www.reuters.com/business/cop/19-countries-plan-cop26-deal-end-financing-fossil-fuels-abroad-sources-2021-11-03/>
  3. Database on organizations engaging in divestment, definition of full divestment (Universities of Illinois, Maryland, Michigan, Minnesota): <https://divestmentdatabase.org>
  4. Divestment of peer institutions:
    - 4.1. Divestment of Michigan
      - <https://record.umich.edu/articles/u-m-shifts-strategy-for-natural-resources-investments/>
      - <https://regents.umich.edu/files/meetings/05-21/2021-05-I-1.pdf>
    - 4.2. Divestment of Wisconsin – <https://secfac.wisc.edu/uw-faculty-senate-climate-divestment-and-procurement-resolution/>
    - 4.3. Divestment of Rutgers: <https://www.rutgers.edu/news/rutgers-divest-fossil-fuels>
    - 4.4. Divestment of University of California System:
      - <https://www.ucop.edu/investment-office/sustainable-investment/climate-change/index.html>
      - <https://senate.ucsd.edu/media/532544/cccc-disclosure-of-fossil-fuel-industry-funding-resolution-6-3-21.pdf>
    - 4.5. Additional information on university divestment efforts: <https://www.nytimes.com/2021/10/26/opinion/climate-change-divestment-fossil-fuels.html>

**Disposition:** University Senate for Discussion and Adoption

**Rationale:** The Purdue University Sustainability Committee is expected “to set five-year goals to advance the sustainability of the university” which

includes “transitioning to greater utilization of clean and renewable sources of energy” [1].

The Intergovernmental Panel on Climate Change (IPCC), the United Nations body for assessing the science related to climate change, has extensively described the existential crisis afforded by climate change. At the recent COP 26, signatories including the United States agreed to end international public financing for fossil fuels abroad [2].

Increasing numbers of Purdue’s peer and aspirational institutions are making a commitment to a full endowment divestment from fossil fuels, including Boston University, Columbia University, Cornell University, Harvard University, Rutgers University, University of Illinois, University of Maryland, University of Michigan, University of Minnesota, and the University of California system [3-4].

**Proposal:** The University Senate, as the representative voice of the faculty, calls upon Purdue University (including all affiliated campuses) and the Purdue Research Foundation (including the Purdue Foundation Endowment) to develop an Investment Plan that will commit to a divestment from investments in fossil fuels and greenhouse gas contributors and instead shift to investments in renewable resources.

We ask Purdue University and the Purdue University Research Foundation to develop a Renewable Resource Investment Plan with goals similar to those unanimously passed the University of Michigan Board of Regents [4.1]:

- A timeline to transition its endowment to net-zero greenhouse gas emissions while maintaining fiduciary duty to manage risks and maximize risk-adjusted returns.
- Concentrate energy-related investments in renewable energy investments.
- Discontinue directly investing in companies that are the largest contributors to greenhouse cases, currently defined as the top 100 public coal companies and top 100 public oil and gas companies as compiled in the Carbon Underground 200 list.
- Discontinue investing in funds whose primary focus is oil reserves, oil extraction or thermal coal extraction.

We call on Purdue University and the Purdue Research Foundation to present its Investment Plan by the end of fiscal year 2022-2023 (June 30, 2023).

**Committee Votes:**

**For:**

**Faculty**

Eugene Chan  
Victor Chen  
Laura Claxon  
James Greenan  
Lori Hoagland  
Cara Kinnally  
Janice Kritchevsky  
Doug LaCount  
Ann Weil  
Yuan Yao

**Against:**

**Faculty**

Lin Nan  
John McConnell

**Abstained:**

**Faculty**

Juan Sesmero

**Absent:**

**Faculty**

Tony Vyn

**Students**

Austin Berenda  
Sophie Braun  
Neha Shakelly

**Advisors**

Michael Cline  
Carl Krieger



**To:** The University Senate

**From:** Student Affairs Committee  
Equity, Diversity, and Inclusion Committee

**Subject:** SAT/ACT and Undergraduate Admissions

**Reference:**

- [Purdue Freshman Admission Criteria](#)
- [Student Aid Policy Analysis Papers: Admissions Tests Discriminate against College Admission of Minority and Low-Income Students at Selective Colleges](#) (Mark Kantrowitz, 21 May 2021)
- [“UC slams the door on standardized admissions tests, nixing any SAT alternative”](#) (Teresa Watanabe, *LA Times* 18 November 2021)
- [“Washington’s public universities will no longer require the SAT or ACT. Will admissions become more equitable?”](#) (Hannah Furfaro, *Seattle Times* 20 May 2021)

**Disposition:** University Senate for Discussion and Adoption

**Rationale:** An increasing number of colleges and universities no longer require submission of SAT or ACT scores by undergraduate applicants, because performance on ACT and SAT tests has substantial limitations as an independent predictor of academic success in college, and applicants who are economically advantaged have disproportionate access to standardized-test preparation resources. During the current pandemic there have been difficulties in registering for and taking standardized tests, and the obstacles more often affect applicants who are members of underrepresented minorities or are socioeconomically disadvantaged. In addition, current students will benefit from experiences with a diverse population of incoming students.

**Proposal:** Elimination of standardized test requirement for undergraduate admissions.

The University Senate strongly urges the Purdue University Office of Admissions to discontinue requiring standardized test results as criteria for admission to the undergraduate program at Purdue University—West Lafayette beginning December 2023.

Furthermore, the University Senate strongly urges the Purdue University Office of Admissions not to consider performance on standardized tests as criteria for admission to the undergraduate program at Purdue University—West Lafayette beginning December 2023.

**Student Affairs Committee Votes:**

**For:**

**Faculty**

Birgit Kaufmann  
David Sanders  
Dennis Savaiano  
Steven Scott  
Jane Yacilla

**Students**

Kamryn Bridges  
Mohamed Bouftas  
Ailin Fei  
Lili Ferguson  
Matthew Stachler

**Advisors**

Melanie Morgan

**Against:**

**Faculty**

Alex Kildishev  
Rusi Taleyarkhan

**Abstained:**

**Advisors**

Beth McCuskey

**Absent:**

**Faculty**

Bradley Alge  
Chittaranjan Das  
Alan Friedman  
Felicia Roberts  
Mark Rochat  
Henry Zhang

**Students**

Veronica Reynolds

**Advisors**

Heather Beasley

**Equity, Diversity, and Inclusion Committee Votes:**

**For:**

**Faculty**

Peter Bermel  
Ximena Bernal  
Bharat Bhargava  
Brad Kim  
Neil Knobloch  
Klod Kokini  
Brian Leung  
Oana Malis  
Rose Mason  
Terrence R Meyer  
Rodolfo Pinal  
Sandra Rossie  
Kevin Stainback

**Students**

Julia Pirrello

**Against:**

**Abstained:**

**Student**

Rasul Diop

**Absent:**

**Students**

Matt Thomas

**Advisors**

Megha Anwer  
Lowell Kane  
Alysa Rollock

<i>Senate Document</i>	<i>Title</i>	<i>Origin</i>	<i>Senate Action</i>	<i>Implementation</i>
<b>20-45</b>	<b>Senate Document 20-45</b> Required Department QPR (Question, Persuade, Refer) Liaisons for Mental Health Action	Presented by Purdue Student Government	TBD	
<b>20-56</b>	<b>Senate Document 20-56</b> Equity, Diversity, and Inclusion as a distinct item for promotion consideration	Presented by Equity, Diversity, and Inclusion Committee	*Approved 18 October 2021	
<b>20-57</b>	<b>Senate Document 20-57</b> Academic Calendar Revision: Election Day as a Civic Day of Service	Presented by Purdue Student Government	*Failed 13 September 2021	
<b>20-58</b>	<b>Senate Document 20-58</b> Academic Regulations Update	Presented by Educational Policy Committee and Purdue Student Government	* Approved 15 November 2021	Provost Office Implemented
<b>20-59</b>	<b>Senate Document 20-59</b> Academic Regulations Update for Reading Week Policies	Presented by Purdue Student Government	TBD	
<b>20-60</b>	<b>Senate Document 20-60</b> On the Need to Demonstrate Civics Literacy Through Shared Governance	Presented by Professors Francis, McNamara, Nies, Pawley, Saviano, Sheffield, and Stainback	*Approved 13 September 2021	

<b>21-01</b>	<b>Senate Document 21-01</b> Nominees for Equity, Diversity, and Inclusion Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
<b>21-02</b>	<b>Senate Document 21-02</b> Nominees for Faculty Affairs Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
<b>21-03</b>	<b>Senate Document 21-03</b> Nominees for Student Affairs Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
<b>21-04</b>	<b>Senate Document 21-04</b> Nominees for Steering Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
<b>21-05</b>	<b>Senate Document 21-05</b> Nominees for University Resources Policy Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
<b>21-06</b>	<b>Senate Document 21-06</b> Student Members of Standing Committees	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
<b>21-07</b>	<b>Senate Document 21-07</b> Nominee for Advisor of the Educational Policy Committee	Presented By Nominating Committee	*Slate Affirmed 13 September 2021	N/A
<b>21-08</b>	<b>Senate Document 21-08</b> Convening Electronically at Will	Presented By Faculty Affairs Committee	*Approved 18 October 2021	In compliance
<b>21-09</b>	<b>Senate Document 21-09</b> Senate Standing Committee Members Temporary Leaves of Absence	Presented by Nominating Committee	*Approved 15 November 2021	In compliance

<b>21-10</b>	<b>Senate Document 21-10</b> Steps in addressing campus sexual assault and misconduct	Presented by Student Affairs Committee	*Approved 15 November 2021	
<b>21-11</b>	<b>Senate Document 21-11</b> Reapportionment	Presented by Steering Committee	*Approved 15 November 2021	N/A
<b>21-12</b>	<b>Senate Document 21-12</b> Proposal for a Medically Excused Absence Policy for Students (MEAPS) to be added to Purdue University Main Campus Academic Regulations (revised)	Presented by Educational Policy Committee	*Approved 21 February 2022	
<b>21-13</b>	<b>Senate Document 21-13</b> Mental Health Action Week to be recognized on Official Purdue Academic Calendar (revised)	Presented by Purdue Student Government and Purdue Graduate Student Government	*Failed 21 February 2022	
<b>21-14</b>	<b>Senate Document 21-14</b> Opposition to an Attempt at Restructuring/Dissolution of the Purdue University Senate	Presented by Professor David Koltick	*Approved as amended 24 January 2022	N/A
<b>21-15</b>	<b>Senate Document 21-15</b> Bylaws Change to 2.00 (a) & (c)	Presented by Faculty Affairs Committee	*Approved 21 March 2022	
<b>21-16</b>	<b>Senate Document 21-16</b> Honors College Member on the Undergraduate Curriculum Council	Presented by Educational Policy Committee	*Approved 24 January 2022	In compliance
<b>21-17</b>	<b>Senate Document 21-17</b> Nominees for Committee Vacancies	Presented by Nominating Committee	*Slate affirmed 24 January 2022	N/A

<b>21-18</b>	<b>Senate Document 21-18</b> International Harassment of Purdue Students and Family Members (revised)	Presented by Faculty Affairs Committee	*Approved 21 March 2022	
<b>21-19</b>	<b>Senate Document 21-19</b> Nominees for Advisors to the Standing Committees and Senate	Presented by Nominating Committee	*Approved 21 February 2022	
<b>21-20</b>	<b>Senate Document 21-20</b> Nominees for Vice Chairperson of the University Senate	Presented by Nominating Committee	*Nominee elected 21 March 2022	
<b>21-21</b>	<b>Senate Document 21-21</b> Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff	Presented by Equity, Diversity, and Inclusion Committee	*Approved 21 March 2022	
<b>21-22</b>	<b>Senate Document 21-22</b> On the Need for a Policy to Define and Declare an Academic Emergency (revised)	Presented by Educational Policy Committee and University Resources Policy Committee	*Approved 21 March 2022	
<b>21-23</b>	<b>Senate Document 21-23</b> Addition of a Winter Session to the Academic Calendar (revised)	Presented by Educational Policy Committee and Faculty Affairs Committee	*Approved 21 March 2022	
<b>21-24</b>	<b>Senate Document 21-24</b> 4 February 2022 Purdue University Police-Student Incident	Presented by Professors Ximena Bernal, David Sanders, and Kevin Stainback	*Approved 21 February 2022	
<b>21-25</b>	<b>Senate Document 21-25</b> Nominees for the Educational Policy Committee	Presented by Nominating Committee	*Slate affirmed 21 March 2022	

<b>21-26</b>	<b>Senate Document 21-26</b> Nominees for the Faculty Affairs Committee	Presented by Nominating Committee	* Slate affirmed 21 March 2022	
<b>21-27</b>	<b>Senate Document 21-27</b> Nominees for the Steering Committee	Presented by Nominating Committee	* Slate affirmed 21 March 2022	
<b>21-28</b>	<b>Senate Document 21-28</b> Nominees for the University Resources Policy Committee	Presented by Nominating Committee	* Slate affirmed 21 March 2022	
<b>21-29</b>	<b>Senate Document 21-29</b> On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion	Presented by Educational Policy Committee	*Action 18 April 2022	
<b>21-30</b>	<b>Senate Document 21-30</b> Statement on Shared Governance at Purdue-West Lafayette	Presented by Educational Policy Committee	*Action 18 April 2022	
<b>21-31</b>	<b>Senate Document 21-31</b> Request for an Investment Plan for the Purdue Endowment	Presented by University Resources Policy Committee	*Action 18 April 2022	
<b>21-32</b>	<b>Senate Document 21-32</b> SAT/ACT and Undergraduate Admissions	Presented by Student Affairs Committee	*Action 18 April 2022	

# ***REMARKS OF THE CHAIR 3/21***

**Stephen P. (Steve) Beaudoin**

**Chair, Purdue University Senate**

**Professor, Davidson School of Chemical Engineering**

**Director, Purdue Energetics Research Center (PERC)**

**sbeaudoi@purdue.edu; (765) 494-7944/2696**



**PURDUE  
UNIVERSITY®**

University Senate



# *Sexual Violence Update: GREAT People Stepped Up*

## Advisory Committee Members

### ▪ Students

- Eleanor Didonna
- Shannon Kang
- Madelina Nuñez
- Alexander Seto
- Amanda Shie

### ▪ Faculty

- Bharat Bhargava
- Cheryl Cooky
- Eric Kvam
- Angeline Lyon
- Rose Mason
- Nush Powell
- Mangala Subramaniam
- Antonio Sa Barreto

### ▪ Support

- Stephanie Dykhuizen

# *Sexual Violence Update: Round 1 Discussions*

## **New/improved**

- Education
  - Four new online modules will be introduced
  - Boilermakers awarded certificates for completion
  - More support for CARE Center for more workshops
- CARE Center (<https://www.purdue.edu/odos/care/index.html>)
  - Adding 2 new staff (independent of my recommendations)
  - Student Life Marketing will help develop marketing plan to ensure that all Boilermakers know about CARE services
- Timely Warnings (announcements in accordance with Clery Act)
  - Language has been modified to be more supportive of survivors

# *Sexual Violence Update: Round 1 Discussions, cont'd*

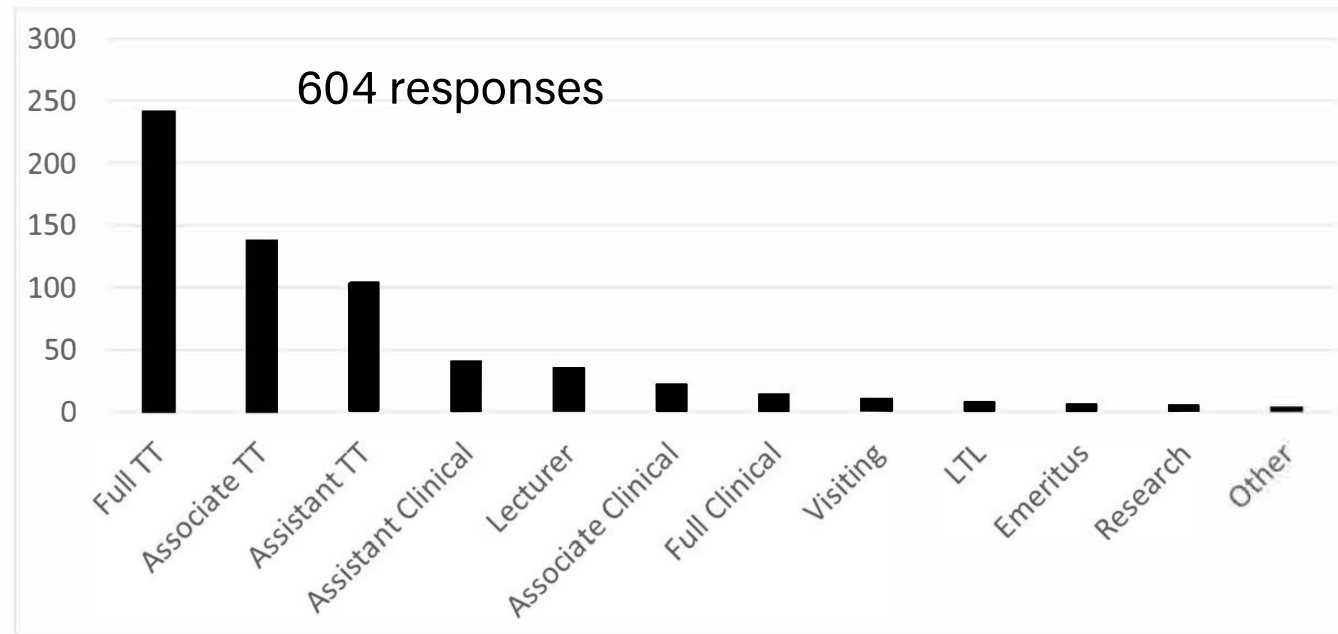
## Ongoing

- Reporting website/process
  - Vice President for Ethics and Compliance, Office of Institutional Equity will work with Marketing and Media, students, campus partners to improve process for reporting
  - Goals
    - Make the process more obvious and supportive of survivors
    - Engage CARE Center at the beginning of the reporting process
- 'Sober Drivers'
  - Fraternity, Sorority and Cooperative Life staff will work with students to expand
  - Chair will ask student government orgs to help provide service across campus
  - Goal: ALL Boilermakers make it home safely from ALL events

## Next round of suggestions just submitted

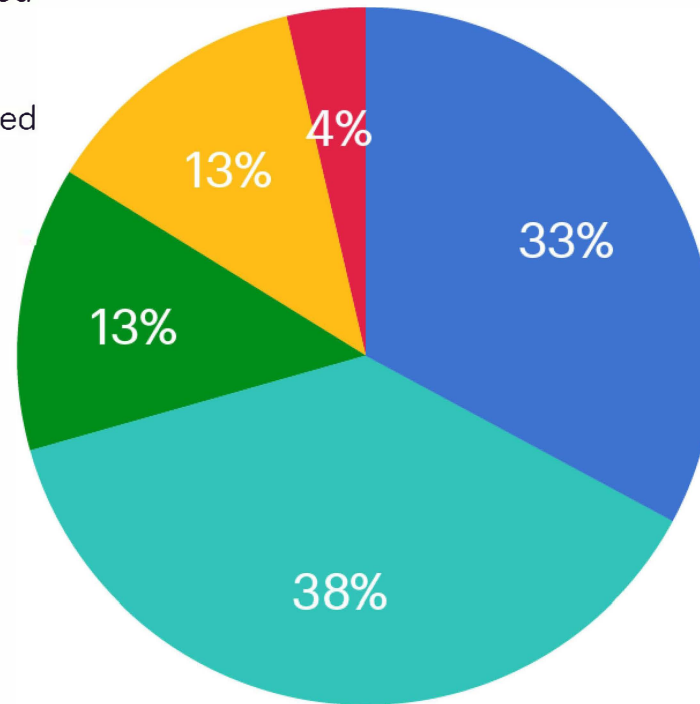
# Faculty Club

## Senate survey to campus

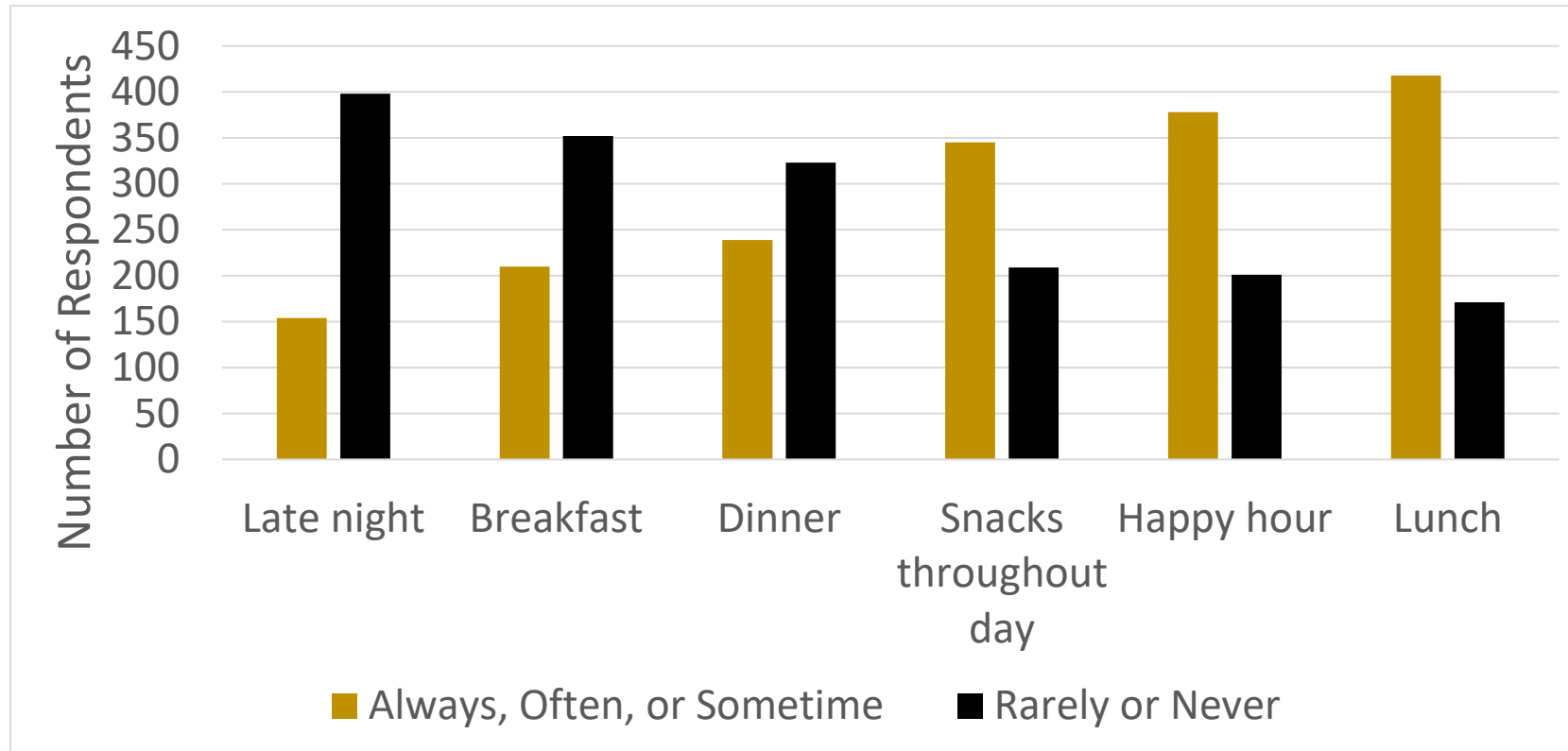


# Faculty Club Survey Results, cont'd

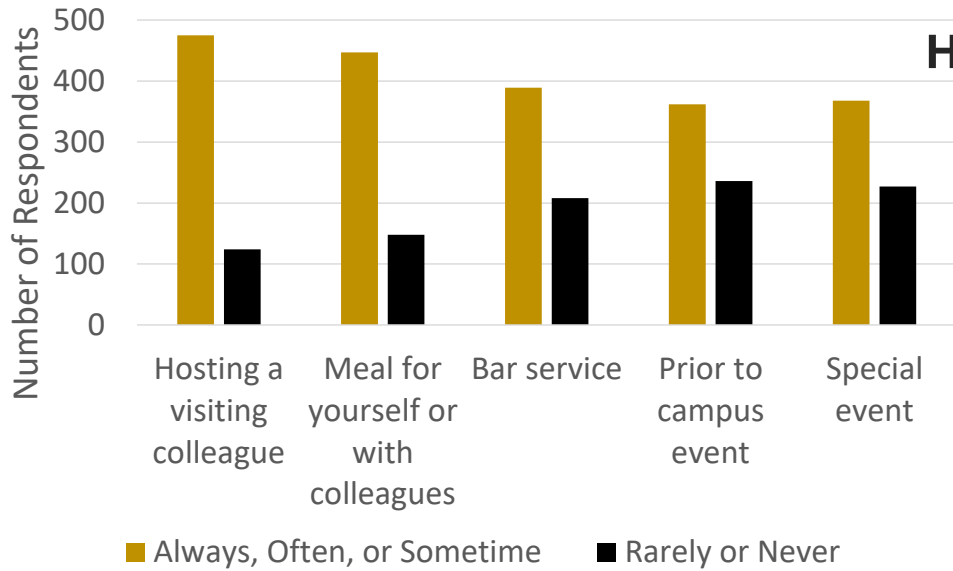
- Extremely interested
- Somewhat interested
- Neutral/don't know
- Uninterested
- Strongly uninterested



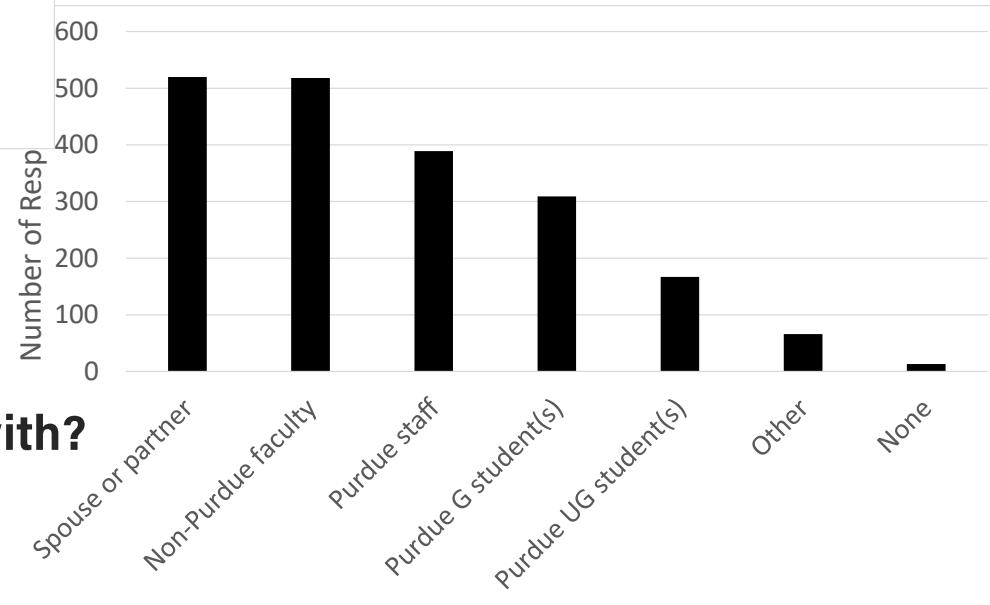
# Faculty Club Survey Results, cont'd



# Faculty Club Survey Results, cont'd



How would you use the Club?



Who would you use it with?

## Access to mental health services

- Alpine Clinic shut its doors
  - Large local provider of psychiatry and psychology services
- It is very difficult to 'import' mental health professionals to W. Lafayette (or anywhere)
- Wait time at Center for Healthy Living is 5 weeks for mental health services
  - 40% of appointments are 'no-shows'
- We have LiveHealthOnline
  - <https://www.purdue.edu/hr/Benefits/medical/LiveHealthOnline/>
  - They will take our insurance after our deductible is met



***THANK YOU***



University Senate

3/21/2022

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**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)

1. Review of civics literacy implementation

### **Advisory Committee**

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

### **Nominating Committee**

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

1. Populating Standing Committees

### **Educational Policy Committee**

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

1. Senate Document on Winter Session (21-23) (with FAC and consultation with university administration)
2. Senate Document on Academic Emergency Regulation (21-22) (with consultation with Provost Akridge)
3. Draft Senate Document on Diversity Equity and Including in the the University Core Curriculum (with UCC, in consultation with VP Gates and others)
4. Draft Senate Document on Shared Governance (in consultation with several other Senate committees)
5. Senate Document on Reading and Finals Week (20-59) with PSG, yet EPC did not find common ground
6. Framework for Teaching Excellence (with Teaching Academy). Decided not to advance a Senate document on this matter this semester

### **Equity, Diversity, and Inclusion Committee**

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

1. Campus and community policing
2. University centralized funding of accessibility for deaf and hard-of-hearing community and accessibility compliance
3. Defending academic freedom to teach about race and gender justice and critical race theory
4. Elimination of standardized test requirements for undergraduate admission

## **Faculty Affairs Committee**

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

1. Teaching Excellence
2. Winterflex collaboration with EPC
3. Faculty Support for Action in Response to International Student Harassment
4. Definition of Faculty Governance
5. Adhoc study committee/rights and responsibilities of members

## **Student Affairs Committee**

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

1. Preventing Sexual Assault
2. Student-Athlete Name Image and Likeness
3. Student-Athlete COVID-19 Protection
4. Student-Athlete Long-Term Health
5. Student Free Speech
6. Student Mental Health
7. Student Experience of Law Enforcement
8. Standardized Tests and Admissions

## **University Resources Policy Committee**

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

1. Investment plan for the Purdue Endowment (Sustainability Committee)

## *SD 21-22*

# *DEFINING AN ACADEMIC EMERGENCY*

**FOR VOTE - 3/21/22**

Educational Policy Committee  
University Policy Resources Committee

Alice Pawley, [apawley@purdue.edu](mailto:apawley@purdue.edu)



## *SD 21-22*

### **Develop a systemwide policy around academic emergencies that**

- Is not limited to health emergencies (includes natural disasters, labour emergencies)
- recognizes shared governance norms are still valuable in times of emergency, including at regional campuses and Purdue Global
- Emphasizes transparency in who makes what changes
  - “Consultation” should include at minimum MAPSAC chair, CSSAC chair, University Senate chair
- Time-bounds a declaration so emergency conditions sunset out without a re-declaration
- Policy should come back to the University Senate and regional, Global Senates before going to Executive Policy Review Group
- No changes to SD since presentation

## *Concerns raised at February's meeting, and subsequently*

- How much specificity one could bring to an “academic emergency” policy?
  - We are not suggesting developing a policy like the University of Oregon policy. We are mainly advocating for modifying Policy IV.A.8 in light of lessons learned.
    - Make visible our commitment to shared governance.
    - Specify who “academic leadership” is at PWL and “subject matter experts” are at PNW, PFW, IUPUI, inclusive of commitment to shared governance

## *Concerns raised at February's meeting, and subsequently*

- Would making the policy more specific reduce its nimbleness in times of crisis?
  - No. AAUP reports demonstrate reasonable possibility and expectation to **keep to spirit of shared governance** even in times of turmoil (like Hurricane Katrina).

## *Concerns raised at February's meeting, and subsequently*

- Is this really needed? We engaged with many different stakeholder groups, including EPC, and student government, in large scale academic decisions relating to COVID.
  - Great! It took some time to get there, though.
  - Integrated Emergency Management Plan is reviewed and revised annually to incorporate in lessons learned.
  - Other emergency procedures are codified in SOPs but we haven't done this yet for academic changes we made in COVID.
  - Let's operationalize this through policy so we aren't beginning from scratch next time.



## *Concerns raised at February's meeting, and subsequently*

- Adverse weather conditions policy might provide another model.
  - Seems comparatively small scale given what we're considering.
  - Proposed changes would not change its purview.
- We followed the System-Wide Policy Development Process to develop Policy IV.A.8 in July 2020 and then Dec 2020. The Senate Chair was involved.
  - Yes. No quibble here.
  - This SD is being proactive rather than reactive.
    - We know more now than we did in July 2020.
    - We can see a bigger need than just the pandemic.

*Other questions or concerns?*

Otherwise, please vote yes on SD 21-22.

# *EXTRA SLIDES*



School of Engineering Education

3/21/2022

8

# *COVID showed us a grave need*

## **We were building the plane as we flew it**

- Suspension of normal academic operations
- Switch mode of instruction over spring break to online instruction with no extension of spring break
- Changes to the academic calendar – dropping fall break, moving to online instruction after Thanksgiving
- Changes to educational policy – pass/no pass, withdraw/drop dates, academic probation
- Automatic tenure clock extensions for one year (only)
- Suspension of normal teaching evaluations for a term
- Changed expectations acknowledging working while caregiving
- Suspension of S-19 of instructional intellectual property on courseware and online modules for materials moved online due to COVID (and later quietly retracted)
- ....

## *Existing relevant policies and plans*

- Integrated Emergency Management Plan
  - <https://www.purdue.edu/ehps/emergency-preparedness/emergency-plans/iemp.php>
  - Operation of campus facilities if necessitated by emergencies “initiated by natural and human-caused disaster.”
  - Reviewed annually
  - Managed by Environmental Health & Public Safety Office (Carol Shelby, Director)

## *Existing relevant policies and plans*

- Communicable Disease Emergencies and Pandemics (Policy IV.A.8)
  - Developed during COVID – July 2020, permanent in December 2020
  - Focused on public health emergencies only
  - Delegates academic decisions:
    - at PWL to the Provost in consultation with “other University Officers and academic leadership” (latter undefined)
    - At regional campuses to chancellors and “university designated subject matter advisors”
    - No mention of Purdue Global, even though they have a Senate, academic leadership, and “subject matter experts”

## *These policies do not cover our needs*

- Integrated Emergency Management Plan
  - Well-developed, process for annual reassessment and revision, clear delegation of authority based on areas of responsibility
  - But focused on physical facilities
- Communicable Disease Emergencies and Pandemics (Policy IV.A.8)
  - Focused on health emergencies only
  - Delegation of authority outside of areas of responsibility on academic matters despite norms of shared governance still applying “in exigent times as in more tranquil times”

## *SD 21-22*

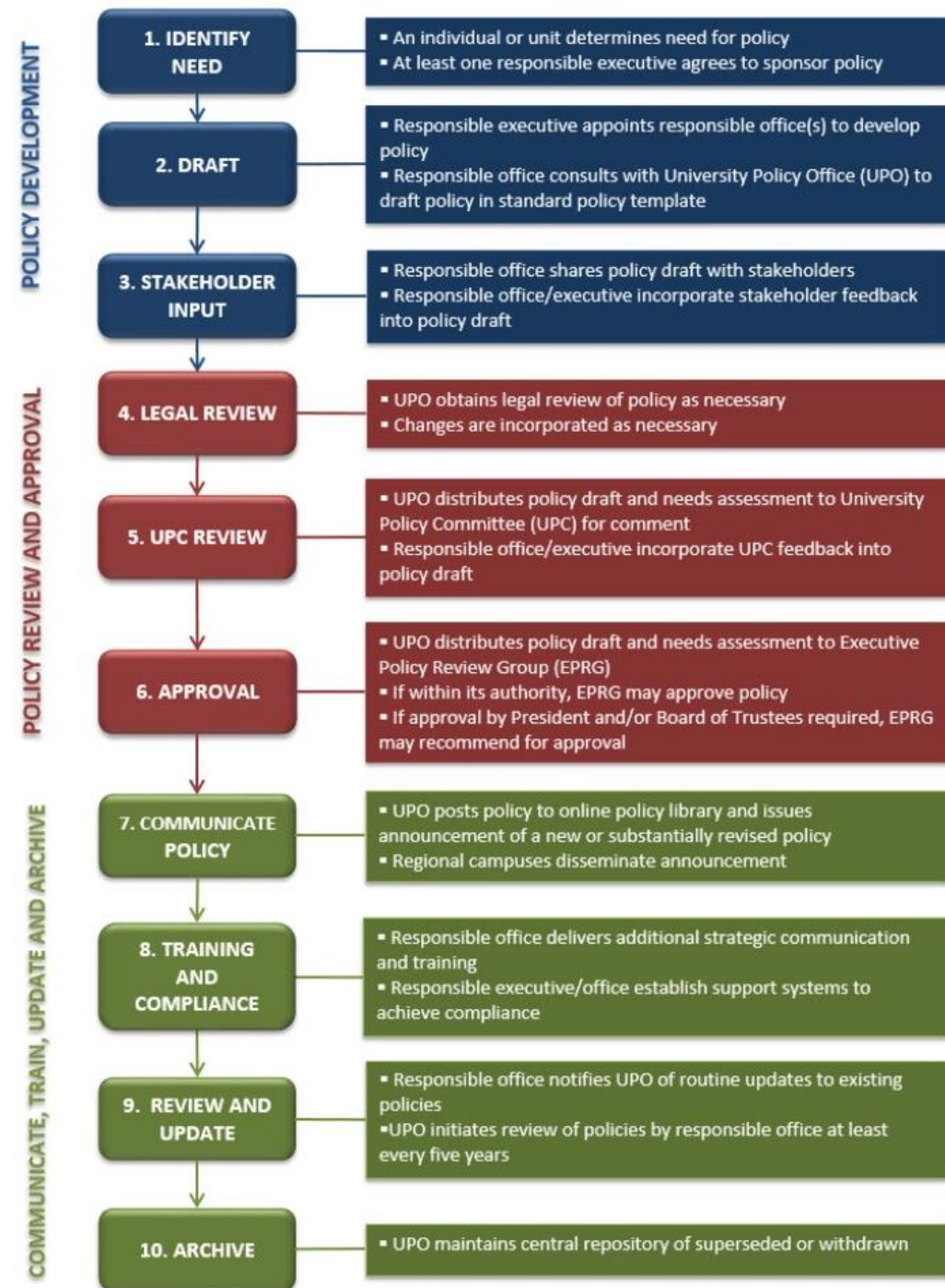
### **Develop a systemwide policy around academic emergencies that**

- Is not limited to health emergencies (includes natural disasters, labour emergencies)
- recognizes shared governance norms are still valuable in times of emergency, including at regional campuses and Purdue Global
- Emphasizes transparency in who makes what changes
  - “Consultation” should include at minimum MAPSAC chair, CSSAC chair, University Senate chair
- Time-bounds a declaration so emergency conditions sunset out without a re-declaration
- Policy should come back to the University Senate and regional Global Senates before going to Executive Policy Review Group



# Calling for a policy, rather than writing the policy

- <https://www.purdue.edu/policies/process.html>



***PROPOSED: AUTHORSHIP  
SCHOLARLY WORKS*** v13 3.21.22

**Dr. James L. Mohler**

Research Integrity Officer, Associate Dean & Professor

[jlmohler@purdue.edu](mailto:jlmohler@purdue.edu)

765.496.6071



# Background

- Authorship issues commonly fall into RIO space for mediation/resolution (~7 since July 2019)
- Purdue has not had a standard or policy
- Many/most BTAA organizations have such policies; what has been drafted is modeled after the Ohio State University
- If RIO continues to mediate these issues, it would be preferred to have a standard endorsed by the faculty

## *Development and Vetting of Current Version*

- RIO developed the first draft of the standard in summer of 2020 based upon the Ohio State University
- Vetting with legal offices, Provost and various faculty
- Current (v13) has been endorsed by the Graduate Council
- Desire is for endorsement by Senate and PGSG before the end of the semester

# *What is in the Standard?*

- Definition of who should be an author
  - “Substantial contribution” to the project & work
  - Aligned with COPE
- Where there is “no prevailing convention,” author order should be reflective of effort
- Unacceptable practices noted
  - Gift, guest & ghost authorship
- Due process of mediation of disputes
  - RIO & faculty in consultation with Provost

# ***QUESTIONS***

**Proposed: Authorship of Scholarly Works**

**Dr. James L. Mohler**

Research Integrity Officer, Associate Dean & Professor

[jlmohler@purdue.edu](mailto:jlmohler@purdue.edu)

765.496.6071



## Authorship of Scholarly Works (S-)

Standard: [University Policy Office will complete]

Responsible Executive: Provost and Executive Vice President for Academic Affairs and Diversity

Responsible Office: Research Integrity Office

Date Issued: [University Policy Office will complete]

Date Last Revised: N/A

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### CONTACTS

Clarification of Standard		
Title/Office	Telephone	Email/Webpage
Research Integrity Officer	765-496-3844	<a href="mailto:researchintegrity@purdue.edu">researchintegrity@purdue.edu</a>

### INDIVIDUALS AND ENTITIES AFFECTED BY THIS STANDARD

All Purdue Associates who make a scholarly contribution to research or the reporting of research in scholarly works.

### STATEMENT OF STANDARD

Accuracy of authorship attribution is paramount to scholarly integrity and maintaining the public trust in the research and scholarship generated from Purdue University. Attribution of authorship is as critical to the integrity of the publication record as the reported methodology, interpretation or conclusions. Inaccurate identification of authors harms the participating scholars and the credibility of the research and the institution.

This standard affirms the university's commitment to research and scholarship integrity as represented by listed authors and associated acknowledgement sections. This standard and its requirements are rooted in, and informed by, Purdue's overarching [Statement of Integrity and Code of Conduct](#).

## **Suitable Authorship Practices**

All Purdue Associates are required to list authors of scholarly works in accordance with authorship norms commonly accepted within a particular domain of scholarship and in accordance with the following:

1. List authors accurately and completely;
2. Do not list any gift authors, guest authors or ghost authors (see Unacceptable Authorship Practices below); and
3. Apportion credit fairly and accurately (through the order of authorship or other means).

This standard applies to all situations that include, or allegedly should include, a Purdue Associate as a co-author.

## **Authorship Defined**

Many organizations, journals and conferences publish guidelines for author identification. In the absence of such a guideline, include authors based upon the following from the Committee on Publication Ethics (COPE):

1. Substantial contribution to the work (e.g., conception, design, acquisition, analysis or interpretation); and
2. Accountability for the work that was done and its review, approval and presentation in a publication.

At Purdue University, substantial contribution to a work that deserves credit as an author requires both material participation and intellectual contribution. Credit for Co-author is expected when an individual both materially participates in a research project and provides intellectual contribution for which a resulting publication would suffer if it were lacking.

Acknowledgements may be used to denote contributions to the work that do not meet the criteria of authorship, such as supporting the study, general mentoring, acting as study coordinator and other related auxiliary activities.

## **Author Order**

The meaning of author order may vary by discipline or publication. Purdue Associates are encouraged to follow discipline or source conventions in the ordering of authors. Typically, the order of authorship conveys level of contribution. If there is equal involvement, authors are often ordered alphabetically by surname.

Where there is no prevailing convention and authorship is unequal, Purdue Associates should strive for correct representation based on contribution to the work. It is encouraged that Purdue Associates discuss and agree upon authorship and author order at the outset of a project.

## **Unacceptable Authorship Practices**



Purdue Associates are required to avoid any manipulation of author identification to mislead the reader. In particular, the following practices are unacceptable:

1. Gift authorship – co-authorship given as reward or repayment to someone who did not contribute significantly to a work; “quid pro quo” authorship.
2. Guest authorship – co-authorship given due to reputation or influence to increase the potential for acceptance of the publication, when the co-author did not contribute significantly to the work; “honorary” authorship.
3. Ghost authorship – concealment of an author’s hand in the research or report of research.

### **Resolution of Authorship Disputes**

A Purdue Associate who experiences an inaccurate or omitted authorship identification is encouraged to seek satisfactory resolution from the lead author or Corresponding author. If attempts to resolve the issue fail, the associate may report the concern in writing to the Research Integrity Officer.

The Research Integrity Officer and/or a tenured faculty member of their choosing, with no conflict of interest, will mediate among authors to obtain a voluntary resolution to the dispute. Choices of tenured faculty could be: disinterested faculty in the appropriate discipline, the chair of a unit graduate program, the associate dean of research, or others. If a voluntary resolution is not reached, the Research Integrity Officer will, in consultation with the Office of the Provost, refer the dispute to an appropriate academic head or dean to advise the Office of the Provost on an appropriate resolution.

In the event that a credible allegation of plagiarism exists in addition to the authorship dispute, the allegation will be subject to review under the University’s policy on [Research Misconduct \(III.A.2\)](#).

This standard does not supersede intellectual property rights outlined in University [Policy I.A.1. Intellectual Property](#) and Standard S-19 Courseware and Online Modules.

## **RESPONSIBILITIES**

### **Purdue Associates**

- Understand this standard and use it as a guide for establishing authorship credit, author order and appropriate acknowledgement in all scholarly activities.
- Report in good faith inaccurate, omitted or unacceptable authorship information as outlined in this standard.
- Abstain from the unacceptable practices of gift, guest and ghost authorship.
- Communicate this standard to other Purdue Associates in the course of research work and graduate advising at Purdue University.
- When requested, work with Purdue officials to resolve authorship disputes.

### **Dean/Associate Dean and School/Department Head/Chair**

- Understand this standard and use it as a guide for helping faculty establish appropriate authorship credit, author order and acknowledgement when called upon to do so.
- Report in good faith inaccurate, omitted or unacceptable authorship information as outlined in this standard.
- Using this standard as a guide, assist in resolving authorship disputes.

### **Provost**

- With guidance from the RIO, assign an academic head or dean to mediate and propose an authorship dispute resolution if faculty mediation fails to resolve the situation.
- When disputes involve external parties, work with the RIO to assign an appropriate individual to mediate and propose an authorship dispute resolution.

### **Research Integrity Officer**

- Administer this standard.
- Receive reports of inaccurate, omitted or unacceptable authorship information as outlined in this standard and coordinate resolution of authorship disputes.

## **DEFINITIONS**

All defined terms are capitalized throughout the document. Refer to the central [Policy Glossary](#) for additional defined terms.

### **Acknowledgment**

Recognition of a participant whose involvement does not meet the discipline's recognized criteria for authorship.

### **Co-author**

A participant whose contribution to a scholarly work meets the discipline's recognized criteria for authorship.

### **Corresponding Author**

Sometimes also called primary author; a participant who takes primary responsibility for the submission and communication with the publisher and responds to any questions about the work during and after publication.

### **Principal Investigator**

Principal Investigator is the primary individual responsible for the preparation, conduct, and administration of a research grant, cooperative agreement, training or public service project, contract, or other sponsored project in compliance with applicable laws and regulations and institutional policy governing the conduct of sponsored research.

### **Purdue Associate**

See definition in the policy on [Research Misconduct \(III.A.2\)](#).

### **Research Misconduct**

See definition in the policy on [Research Misconduct \(III.A.2\)](#).

## **RELATED DOCUMENTS, FORMS AND TOOLS**

This standard is issued in support of the policy on [Research Misconduct \(III.A.2\)](#), as amended or superseded.

## **HISTORY AND UPDATES**

[TBD]: This is the first standard to address this issue.

## **APPENDIX**

There are no appendices to this standard.

# ***CAMPUS-WIDE DEI CURRICULUM***

**Senate Document 21-29**

*March 21, 2022*

# *Diversity, Equity, and Inclusion (DEI) at Purdue*

## **Long history of social movements on DEI issues at Purdue**

- Demand letter from black students in 1968, 2015, & 2020
- Recent senate resolution on recognizing contributions of black and underrepresented faculty & staff (21-4)

## **Purdue has made significant contributions to DEI issues that focus on student life, recruitment & retention**

- Office of Diversity, Inclusion and Belonging
- Equity Task Force
- Campus Cultural Centers
- Purdue Institute for Racial Equity (PIRE)

## **Need to incorporate DEI into other areas, including campus-wide curriculum**

# *DEI Curriculum at Purdue*

**Of 11 Big Ten institutions with university-wide core curricula, only 3 (including Purdue) lack a requirement narrowly focused on DEI**

- Big Ten institutions with a campus-wide DEI curricular requirement:
  - IU, Iowa, Maryland, Minnesota, Ohio State, Penn State, UIUC, Wisconsin

## **Increasing focus on DEI from professional organizations**

- National Association of Colleges and Employers (NACE)
- Many Accreditation Organizations (e.g. Engineering, Education, Veterinary Medicine)

## **DEI included in some Purdue Colleges & Programs**

- DEI requirements in 5 colleges, some departments in 4 others  
Lack of consistency among programs and equity among students

# *Purdue's Core Curriculum & UCC*

## **Purdue established a Core Curriculum in 2012**

- Provides common learning outcomes to help prepare all students for careers and community engagement
- Maps closely to Indiana's General Education Core
- Includes two levels of learning outcomes:
  - Eight Foundational Learning Outcomes (FLOs)
  - Three Embedded Learning Outcomes (ELOs)

## **The Undergraduate Curriculum Council (UCC) administers and oversees the Core Curriculum**

- Representatives from all Colleges & Schools
- Reviews new course submissions for addition to the Foundational Core
- Evaluates Foundational Core Courses once every 3 years
- Assists with HLC accreditation
- Engages with Colleges & Programs

# *UCC Project on DEI*

**Since 2020, the UCC has been exploring options for a campus-wide curricular requirement on DEI**

- Evaluating the approaches of our Big Ten peers
- Engaging many campus groups:
  - Colleges and Programs
  - DEI centers and offices (e.g. ODIB, CILMAR)
  - Instructional development groups (e.g. Innovative Learning)
  - DEI subject-matter experts
  - Purdue Student Government & cultural centers
- Drafted an approach for adding DEI to Purdue's Core Curriculum

**The UCC is seeking feedback and support from the University Senate**



# *Senate Resolution 21-29*

## **The University Senate:**

- Directs the UCC to develop a framework to structure DEI into Purdue's Core Curriculum for consideration in fall 2023
- Acknowledges that curriculum is just one part of student learning and envisions this curricular initiative as part of a much larger DEI-effort across campus
- Urges the Office of Diversity, Inclusion and Belonging (ODIB) to actively engage with the UCC on this project
- Encourages the Office for the Vice Provost of Teaching and Learning to allocate funding to this effort
- Encourages the UCC to continue collaboration with instructional groups (e.g. CILMAR, Innovative Learning)

***THANK YOU***

# *Common Questions & Concerns*

## “Will a campus-wide DEI requirement place undue burden on minoritized students?”

- A campus-wide curricular requirement on DEI has long been a demand of Black students at Purdue
- Research suggests that DEI coursework has a modest but positive impact on learning outcomes for students of color and white students<sup>1</sup>
- A curricular requirement would work in tandem with current efforts to diversify our student and faculty populations
- A DEI requirement will likely include courses that cover a range of social and diversity issues; therefore, students will have lots of options that are most relevant to them
- ***We recognize the importance of pedagogical training and expertise regarding development and delivery of DEI-courses***

# *Common Questions & Concerns*

**“Will a DEI requirement simply be a check-box, rather than an impactful program?”**

- A new DEI requirement in the Core Curriculum will be co-equal to all existing requirements
- The UCC conducts rigorous assessment and evaluation of courses that get added to the Core Curriculum
- Will offer professional development programs for instructors
  - Effectively incorporate DEI into their classes, and
  - Develop new, impactful courses on DEI in each College/Program

# *Common Questions & Concerns*

## **“Many Plans of Study don’t have room for a new curricular requirement”**

- A new curricular requirement on DEI would not replace & conflict with current college- and program-level DEI requirements
- Expect that students may use existing requirements (e.g. BSS/HUM courses) to also meet new DEI requirements

# *Common Questions & Concerns*

## **“Wouldn’t a curricular requirement on DEI be better suited as an ELO rather than an FLO?”**

- The UCC has been (and will continue to) assessing all options for incorporating DEI into the Core Curriculum
- Concepts related to DEI are already present as part of the ELO: “Interpersonal Skills and Intercultural Knowledge”
- Many core skills are included both as FLOs and ELOs (e.g. communication)
- Adding DEI as an FLO co-equal to other requirements will add to Purdue’s commitment to DEI on campus

***SD 21-30***

***SHARED GOVERNANCE***

**FOR DISCUSSION - 3/21/22**

Educational Policy Committee

University Resources Policy Committee

Alice Pawley, [apawley@purdue.edu](mailto:apawley@purdue.edu)



# *Shared governance at Purdue*

- Civics literacy curricular overreach by BOT
  - PFW, PNW Senates unanimously endorse PWL SD 20-60
  - PDF cited SD 16-26 which adopts AAUP Statement on Government as basis for discussions about shared governance.
- Shared governance taskforce, initiated by a faculty member but with support from BOT and therefore Office of Provost
  - SD 21-14 as amended cited AAUP statement on government in response – passed in Jan 2022
- Current document SD 21-30 establishes a more permanent foundation adopting AAUP Statement on Government as basis for discussions about shared governance in the Senate.



# Proposal

- The University Senate adopts the American Association of University Professors (AAUP) “Statement on Government of Colleges and Universities” [2] as the **authoritative statement** on shared governance, and the starting reference for all conversations about shared governance at Purdue-West Lafayette.
- The University Senate requests that Purdue administration and Board of Trustees meet with comprehensive Senate leadership (including standing committee chairs) to better understand this statement with the goal of joint acceptance.
- FAC is voting on a modified version:
  - This portion of the rationale is cut due to concerns that it impinges on the president’s authority:  
  
“The Statement articulates areas of faculty primacy, and notes that “the governing board and president should, [... in] matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.””
  - **“Authoritative statement”** (in yellow above) is changed to “working document” due to concerns over the implication of “authoritative.”

## *Why is this necessary?*

- Campus conversations (including amongst faculty) about shared governance seem to be all over the map, with continued disagreement about what shared governance *\*is\**.
- SD 21-14 (amended) drew on the Statement on Government, but specific to discussion of the shared governance taskforce.
- AAUP's statement is long-standing (since 1966), widely accepted, including by ACE and AGB (of which Purdue is a member), and disciplinarily neutral.
  - Statement is useful – specific, flexible, pragmatic
  - Statement is the foundation of extensive subsequent reports on state of shared governance across the county, over time, to support our benchmarking
  - Statement is part of the foundation for the AAUP Redbook, which documents a wealth of other policy recommendations for improved university functioning.
  - Statement is consistent with the current structure of University Code A4.05 which has never been rescinded, and of the Senate bylaws.

## *What will passing this document \*do\*?*

- Serves as the voice of the faculty – to others and to ourselves.
- Such documents only do work when we take them up to do work.
  - So if this passes, we would need to ask for a meeting with the BOT and administration to talk about shared governance. Not just expect it to happen.
- Recent examples at Purdue using the Statement on Government to advocate for improved shared governance:
  - SD 20-60 on civics literacy curricular and graduation requirements
  - SD 21-30 asking for revised policy declaring an academic emergency (as per AAUP report after Hurricane Katrina)
  - Discussions on where faculty were involved in budget decisions regarding budget cuts in CLA to the Department of English, or the School of Interdisciplinary Studies;
  - Discussions about improved shared governance at the College level – Education, Engineering;
  - Discussions with VP Bertoline (Purdue Online) how online graduate programs can be approved and offered without explicit consent of the faculty who would teach them (and only relying on the head and dean), and without curricular oversight by faculty with technical expertise in the area.

## *Summary*

- Faculty and the Senate can and should draw on statements about shared governance generated outside of Purdue to strengthen shared governance at Purdue
- AAUP's Statement on Government is useful, well-established, and already commended to ACE, AGB
- PFW Senate has already established its foundation using AAUP's Statement on Government.
- Given our current struggles around shared governance, we would do well to do the same.
  
- Please send questions, concerns, revisions to Alice Pawley, [apawley@purdue.edu](mailto:apawley@purdue.edu).

***SD 21-31***

***INVESTMENT PLAN FOR PURDUE  
ENDOWMENT***

**FOR DISCUSSION – 3/21/22**

University Policy Resources Committee and Faculty Sustainability  
Committee

Alice Pawley, [apawley@purdue.edu](mailto:apawley@purdue.edu)



# *Faculty Sustainability Committee*

- Begun in 2012 through SD 11-15, reports to URPC
- Includes members from PWL (Senate, MAPSAC, CSSAC, PSG, PGSG), and faculty and students from PFW, PNW, IUPUI
- Charge is to set 5-year goals relating to sustainability for the University (West Lafayette)
- Office of Sustainability launched Physical Facilities Sustainability Master Plan in April 2020 - runs FY 2020-2024
- We consider as our current practice:
  - Consult with administration on academic matters relating to campus sustainability
  - Watchdog to keep track and follow-up of administration's commitments on sustainability
  - Bring faculty voice (and pressure) to matters relating to campus sustainability

# *Proposal*

## **To represent the voice of the faculty**

- Acknowledges a broader movement amongst universities (and companies) globally to divest their endowments from fossil fuels, invest in renewable energy and technologies
  - Illinois, Michigan, Rutgers, Harvard, University of California System, many more...
- Calls for a Renewable Resource Investment Plan (based on Michigan BOT plan):
  - Timeline to transition to net-zero GHG
  - Concentrate energy-related investments in renewable energy
  - Discontinue direct investments in companies that are largest contributors to GHG
  - Discontinue investing in funds focused on oil reserves, oil extraction, thermal coal extraction
- Requests the plan by June 30 2023 (end of next fiscal year).

# *Information from PRF about divesting the Endowment*

## **Declined to speak with Sustainability Committee**

- Does not discuss individual positions in the Endowment outside their governing committees
- Generally avoids taking specific investment action for political or social causes
- Relevant information on Endowment's asset allocation
  - Almost 50% of investments are invested "completely passively within public equity allocations" → replicates broader market through index funds.
    - This saves money on administration costs
    - Exposure of less than 3.5% to the energy sector
  - In private portion, energy is "not an area of focus as reflected by our modest asset allocation to all Natural Resources"
- "Divesting or not including specific sectors of broader economies can introduce tracking error with higher costs and is not something the governing bodies are currently considering."



## *Some of President Daniels's public remarks*

- February 2020 Senate meeting from the minutes:
  - “We are not aware of any Big 10 schools that have divested from fossil-fuel companies in their endowment portfolios. Our fiduciary duty is to try and grow that money as much as possible and that is our governing principle. We will be involved in actions that make a **practical difference rather than some sort of posturing statement.**”
- October 19 2021: Presidential Lecture with Steven Koonin, author of *Unsettled*
  - Posted online: <https://www.youtube.com/watch?v=jFcJLLMhpEA>
- February 2021 Senate meeting:
  - Hints of a “Next Giant Leap” for CO<sub>2</sub> reduction
  - “Want to make certain that anything we decide to explore has **at least threshold credibility**”

## *“Practical difference”*

- Divest-invest strategies are mainstream, fiscally responsible, and practical, including for universities.
- Broader divest-invest initiatives now include 1485 institutions committing to some form of fossil fuel divestment, representing \$39.2 billion globally. (Global Divestment Commitments Database)
- We make more of a difference working together with other organizations than striking out alone. This can be the floor of our efforts, not the ceiling.

## *Next steps*

- Please send comments, questions, suggestions to Alice Pawley at [apawley@purdue.edu](mailto:apawley@purdue.edu)
- Should this pass, it would take our continued attention to make the document do work.

The Use of Test Scores in Undergraduate Admission

White Paper

Kristina Wong Davis

Purdue University

Enrollment Management

## Overview of the admissions environment

The test optional movement is not new. Test optional has been around since 1990's (Belasco, et. al. 2015). Regardless of the move to test optional, studies of the institutions that have implemented test optional policies have not demonstrated any significant differences in the demographics of enrolled students as a result (Belasco et al., 2015).

Most recently, there has been a resurgence in the conversation around test optional policies in admissions. As a result a number of institutions have moved to test optional policies for a variety of reasons. Reasons most commonly cited by these institutions are for access, diversity and student success.

Institutions like the University of Chicago, who launched a test optional policy in 2018, communicated their intent to broaden the representation of their student body by allowing students to choose to apply with or without a test score. Their already highly selective applicant pool found that a small portion of their pool chose not to submit test scores. These students, however, had test scores and in almost all cases those scores would have made the student eligible for admission (J. Nondorf, personal communication, January 29, 2020). Additional selective institutions have reported similar behavior in the applicant pools. Test optional applicants, in many cases, have test scores, they simply opt not to submit them. The result then is not a broadening of the applicant pool to include those who have not taken a test, but rather to include applicants who would prefer not to report their scores.

There are multiple purposes/incentives for an institution to choose to become test optional. First, some institutions report moving to become test optional in order to diversify their student body. This, as previously stated and shown in multiple research studies does not appear to be realized by many of these institutions. Second, an institution may choose to become test optional in order to eliminate the reporting of scores for students who have lower test scores. As evidenced by research (site here) the greatest effect of test optional policies is that students with lower test scores chose not to submit their scores. If these are not submitted, the school no longer reports those scores thus artificially improving the institution's academic profile and potentially the rankings. U.S. News allows institutions to report no test scores for up to 25% of the enrolling class before the institution takes a point penalty in the rankings.

A recent example of a test optional policy gone awry was documented in the New York Times article *The Impossible Math of College Admissions* written about Trinity College. Trinity implemented a test optional policy only to discover that the only real way for them to achieve the diversity goals they sought was through engaging with consultants who utilized financial aid optimization in order to refine who was admitted to Trinity. The end result had more to do with consultants and financial aid packaging than the test optional policy.

Finally, the most recent reason for an institution implementing new test policies is a result of political pressure on the institution when like peers become test optional. The follow the leader reaction appears to be an ever more emerging trend across all types of institutions. The “followers” in many of these cases are doing so less for enrollment goals than for political positioning in a volatile admissions market that has become hostile toward standardized testing in general.

It is important to understand that there are a wide variety of test policies being enacted by institutions. The most common is the traditional test optional approach which allows the student to choose whether or not to submit a score when applying. In most cases students are not penalized for not submitting a test score. However, there are institutions now implementing limited test optional policies which prohibits students who apply without a test score from being considered for selective, high-profile majors.

Additionally, some institutions like NYU, have moved to the test flexible, which requires a student who chooses not to submit a test score to submit alternate academic or testing evidence. Finally there is the test blind, which means that regardless of whether or not a student submits a test score, it cannot be utilized in the admissions review process. Institutions adopting test blind policies are typically those who are moving toward open enrollment as a means to shore up declining enrollment trends. Northern Illinois University was one of the most recent to announce a test blind policy after multiple years of declining enrollment.

As the number of high school students graduating across the U.S. continues to decline, extreme tactics to achieve enrollment will be increasingly common. Some believe that the test optional movement is one to appear more “friendly” to families. However, the question remains as to how this might limit an institution’s ability to support academic success of the students who do not supply test scores.

Furthermore, increasing concerns about equity are developing as a result of the limited test optional policies, which eliminate the opportunity for students to be considered for all majors/programs if they do not submit a test score. The challenge with institutions implementing these policies is that they are not transparent. Institutions are not publicly sharing with students what majors/programs are not available to them if they chose to apply test optional. Rather, these are implemented behind the scenes and further disadvantage the same students that the test optional policy is said to support. Such policies undermine access for students who are not aware of the implications of their choice while in the application process.

The subsequent institutional issues that arise from these various test policies are seen in the units working to ensure student success. Standardized test scores, most specifically the math sub-score, is highly predictive of a student’s ability to perform in college level calculus. In the absence of a test score, and lacking full understanding of every high school’s strength of curricula placing a student and

supporting their success becomes increasingly challenging. In the case of lower ranking institutions whose aim is to increase applicants and increase enrollment through their test policies, Northern Illinois University as a recent example, may now face retention, persistence and overall student success challenges in the absence of strong academic predictive data.

The SAT was long referred to as an aptitude test. However, in recent years the SAT has been completely re-tooled to be an achievement test and has moved away from the terminology and work as an aptitude test. In rebuilding the SAT, the College Board mapped the test to assess those skills most necessary for first year of college success in math, reading and writing skills. Furthermore, the College Board established a relationship with Khan Academy that allows students to take practice SAT exams, follow test preparation content and upload official SAT and PSAT results into Khan Academy for test help. Khan Academy is free to all students and was part of an effort by the College Board to eliminate high cost, high stakes test preparation as an advantage to high income students.

The ACT has also rebuilt the exam and in 2019 announced that they would allow students to retake specific sections of the exam rather than having to retake the entire test. ACT has also acquired a number of entities, aiming the organization to be better at data analytics and supportive use of the test scores beyond admission purposes.

### **Review of test validity**

Research behind test validity is not new. Both the College Board and ACT conduct extensive validity studies across all types of participating institutions in an effort to better understand and articulate the nature of the test's predictive ability. Purdue annually participates in validity studies tracking the predictive validity of all admissions measures in combination with test scores and without. As a selective institution with a competitive academic profile, it is critical to Purdue to understand a student's academic ability when enrolling them as a student. The role the test scores play in admissions review is central to making an informed admission decision.

There are several ways in which a test score can be utilized in a review of an application for admission. First, if the test score and high school GPA (HSGPA) are not discrepant, then the test score, and the sub-scores can be reviewed to support what is understood from high school coursework and performance. Second is if the test score and HSGPA are discrepant. For instance, if the HSGPA is higher and the test score lower by at least one standard deviation, students are more likely to have discrepant performance. A reviewer must then assess which measure is more indicative of college performance and how will that impact align or not with that student's choice of academic major aspirations.

While the SAT and HSGPA independently predict first-year performance, combining these measures provides a 15% boost in predictive power over using HSGPA alone (National SAT validity study). This

predictive combination strengthens the use of both HSGPA and test score in the admissions review process.

Example:

Students from low income school districts with little or no college preparatory coursework, may exhibit high HSGPA. However, the corresponding test score, and sub section scores, may not support the HSGPA evidence. In cases such as this, if this student's academic interests fell into the STEM realm, the math sub-section data from the test would be essential to understanding the student's relative predicted performance in college level calculus.

Evidence:

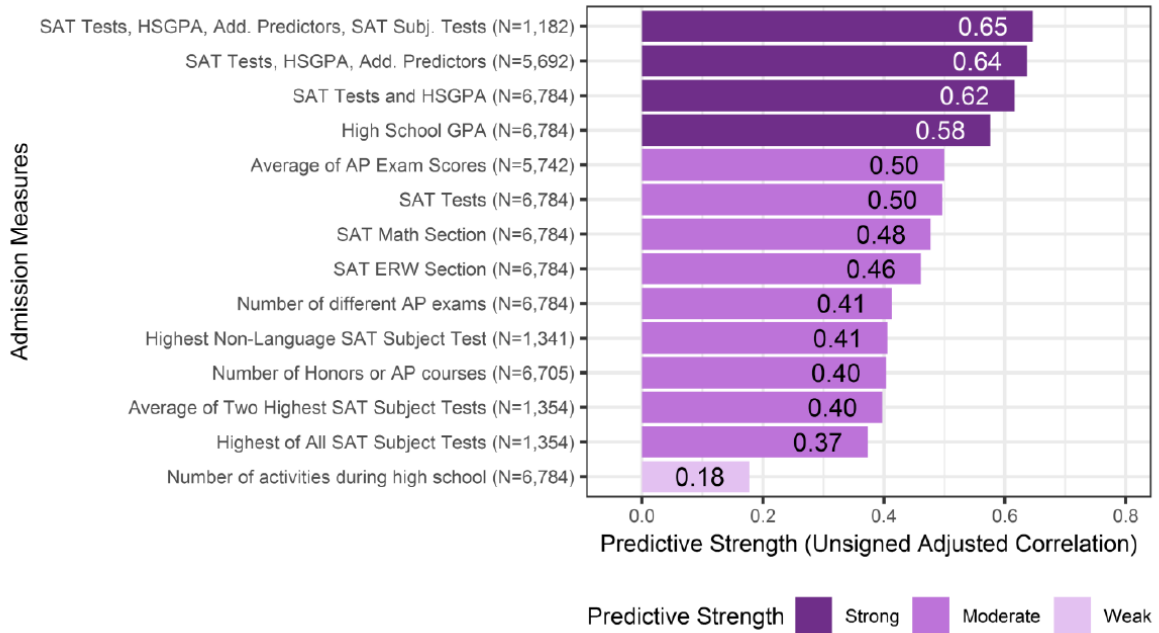
HSGPA predictive strength is .58, when SAT (provided through the validity study) is added that rises to .62. While this increase may not appear large at first, as other factors are added as part of the holistic review the overall predictive validity rises to .65. HS GPA alone is a good predictor of success (in this case first year GPA being the definition of success), but when HS GPA is combined with SAT (and possibly other predictors such as number of AP exams), we see additional gains in the predictive strength of the combined measures, indicating that there is value in considering both measures when evaluating students for admission.

The reason that there is only a small ( $0.62 - 0.58 = 0.04$ ) gain in predictive strength when you add in SAT scores is partly because of multicollinearity between the two variables. There is some overlapping qualities that the two variables are measuring. ACES Admissions Validity Study for Purdue University (p.9) "When you look at the graph, you may find that some of the individual measures with strong correlations do not appear to contribute as much as you might expect to the strength of the prediction when combined with other measures. This is because the measures may overlap with regard to what they are measuring – for example, the HS GPA and the SAT scores measure some, but not all of the same academic abilities."



Figure 1.

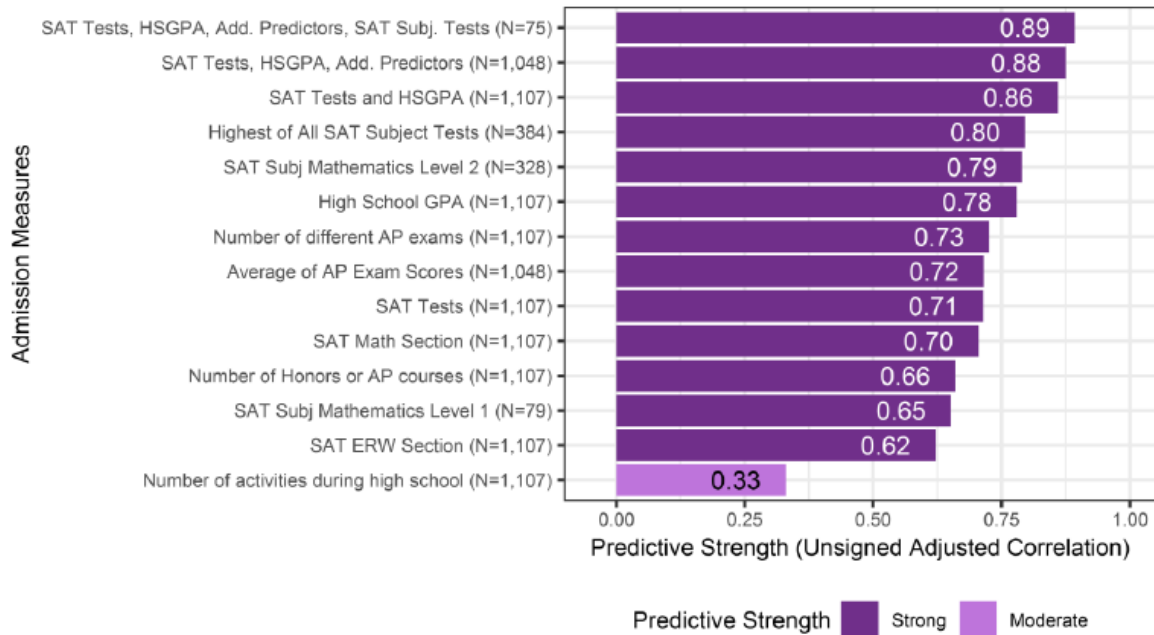
*Predictive strength of admissions measures across all applicants and all majors*



When validity is assessed for STEM majors, for example here Engineering, the predictive strength of SAT tests is even stronger. Thus supporting the critical need for test score data in predicting a student's potential performance in their first year.

Figure 2.

*Predictive strength of admissions measures across Engineering applicants*



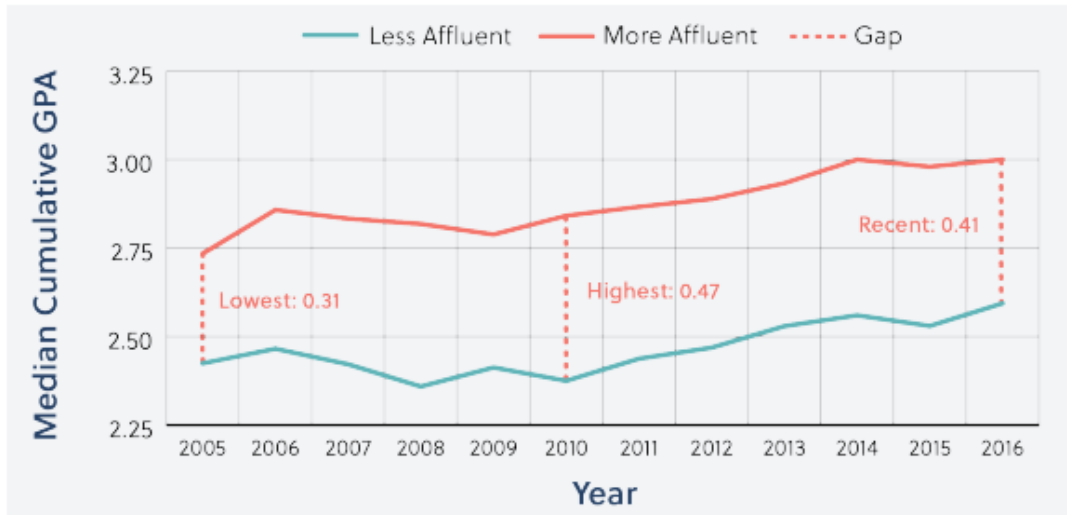
In addition to the validity studies conducted by both testing entities, the University of California system recently conducted an in-depth review of the use of test scores in admissions. The review was entirely conducted and authored by faculty across the UC System. The results of their findings resoundingly support the critical need for test scores as an informational element in the review of applications for admission.

### High School Grade Point Average

Furthermore, many studies on the grade inflation across high schools in the US, shed more light on the significant variability that high school GPA might represent in a review of academic credentials (NCES, 2004). As shown below, between 1998 and 2016, when SAT scores remained relatively flat, high school GPA, conversely showed a steep increase over time. These steep increases in high school grades are not equitably distributed across all schools. “From 2005 to 2016, more grade inflation occurred in schools attended by more affluent youngsters than in those attended by the less affluent” (Gershenson, 2018, p. 6).

Figure 3.

*HSGPA increases at higher rates in more affluent schools*



*Note: Less affluent schools are defined as those with more than 50 percent of students eligible for free or reduced-priced lunch; more affluent schools have less than 50 percent.*

Rampant grade inflation in K-12 is leading to grade compression where by the distribution of grades is narrowing over time. This results in many more students with a 4.0 GPA but also makes an “A” grade less meaningful. The narrowing distribution diminishes the predictive nature of high school GPA (HSGPA) making it less reliable as an evaluation instrument. (Fordham Institute). Therefore, the use of HSGPA and test scores combined is necessary in more accurately predicting a student’s first year college GPA. In the absence of test score evidence inflated HSGPA will over-predict first year performance, leading to incorrect student placements and potential declines in retention and persistence. Thus, elimination of test scores in the admissions process, and over-reliance on HSGPA could cause even greater inequities for some students. Given that grade inflation is not parallel between more and less resourced schools/families, this will disproportionately advantage already well-resourced students who attend high school where they are savvier, and have increased the GPA of students over time.

### **Admissions Review and Context**

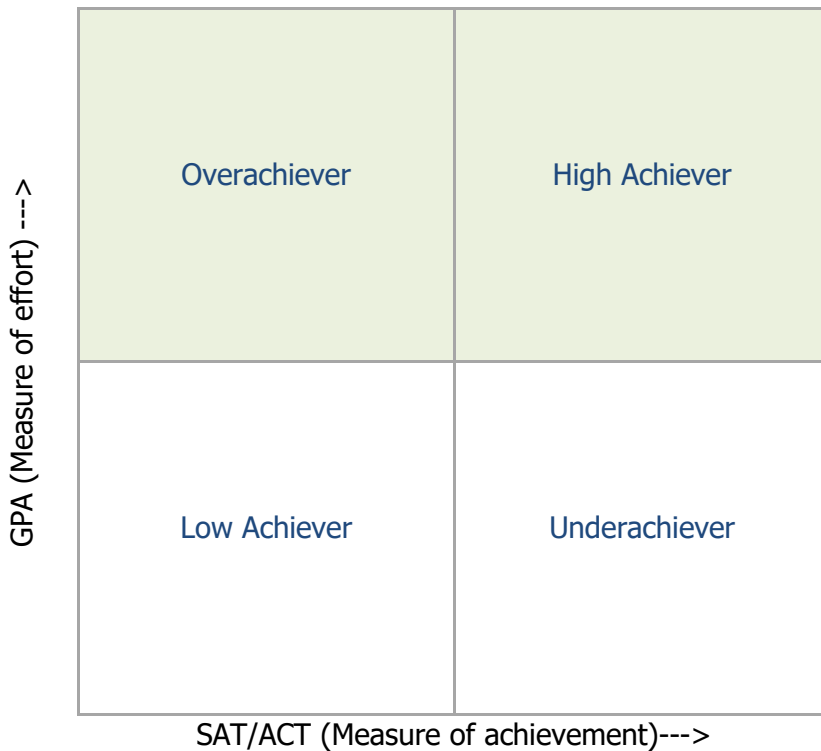
The use of test scores in admission review is never utilized to penalize or disadvantage students in any way. Rather, the test scores are an additional quantifiable data element in a comprehensive admission review. Test scores serve to compliment the high school GPA when understanding a student’s academic achievement in order to place them for the greatest opportunity for success at Purdue.

The holistic review process utilized at Purdue means a comprehensive evaluation is conducted such that that no applications are filtered out of review based on test scores or HSGPA floors. All applications are reviewed fully and assessed for first the eligibility and second for their competitiveness for the selected major. Therefore there is no single factor that determines whether or not a student is offered admission, but rather the evaluation of the entire context of their submitted application documentation which informs that decision.

Since SAT and ACT are more measures of achievement (present and future) or aptitude to be assessed and GPA is more of a measure of applicant's cumulative effort during high school or the applicant's resilience/persistence (Ralston et al., 2017), it stands to reason that both are vital at predicting postsecondary success. The two metrics are different measures that in combination predict success. Relying solely on one measure would be painting an incomplete picture of the applicant. Not having a complete picture, may be a disadvantage to the applicant if they are unable to succeed at our institution. The 2x2 below shows how these two measures work together to create a more complete picture of the applicant.

Figure 4.

*Measure of effort and achievement as a combination of HSGPA and Test Score*



Purdue admissions has also begun to incorporate the use of a new tool called Landscape into the evaluation process. The recent creation of Landscape allows reviewers to understand even more deeply the economic divides that happen in our students' lives. It is not a tool, again, that can ever disadvantage a student. But rather, Landscape provides a view not of the student themselves, but a snap shot of the neighborhood and school data based on national databases that are publicly available. While not an assessment of a student themselves, it offers a contextual view into the environment in which a student may have undertaken both their personal and academic lives.

Due to the fact that context matters, and environments, both school and home, play a role in a student's academic life, Landscape is critical to utilizing any test score provided with a better contextual understanding.

**EXAMPLE:**

If a student has provided an SAT total test score of 1190, but the Landscape data shows that the school average total SAT is a 1050, there is a much better understanding of this student's performance relative to their school environment. That is not an end all, be all, measure but this understanding mitigates the incidence of comparing this test score to that of a student in a well-resourced environment with a much higher average total score.

Unlike the use of GRE/GMAT in graduate school, there are fewer resources for students to supply to support academic achievement documentation at the undergraduate level. Graduate school applicants are able to supply academic papers, documentation of involvement and productivity in research, as well as references from respected professors which support their application. Undergraduate applicants do not have these same resources nor would they represent the caliber necessary to evaluate a student should like items be incorporated. Furthermore, with nearly 56,000 undergraduate applications for admission, reviewing scholarly papers and research studies submitted from students would significantly burden the process and opens the process up for a great deal of subjectivity.

**Other uses of test scores**

Some, but not all, scholarships both at Purdue and external to Purdue utilize test scores as an academic criteria when awarding scholarship funds. A change in admission criteria which could result in applicants choosing not to submit a test score may also render that applicant in-eligible for some scholarships.

Additionally, due to the highly predictive nature of the sub-scores of the standardized tests, the math section is frequently utilized for math placement purposes. The absence of standardized test scores would invariably increase the workload and cost of assessing the math level of incoming students and

could also increase the error rate of placements. The potential negative impact on student experience in their first Purdue math course could have multiple ramifications including student satisfaction, persistence and retention.

### Purdue Retention and Graduation by Test Score

The predictive nature of test scores do not end with a student’s predicted first year GPA. When assessed across multiple years, it is evident that test scores are predictive of retention and graduation at Purdue.

Table 1.

*First year Purdue West Lafayette retention rates for students from 2014 through 2018 by SAT and concorded ACT score bands.*

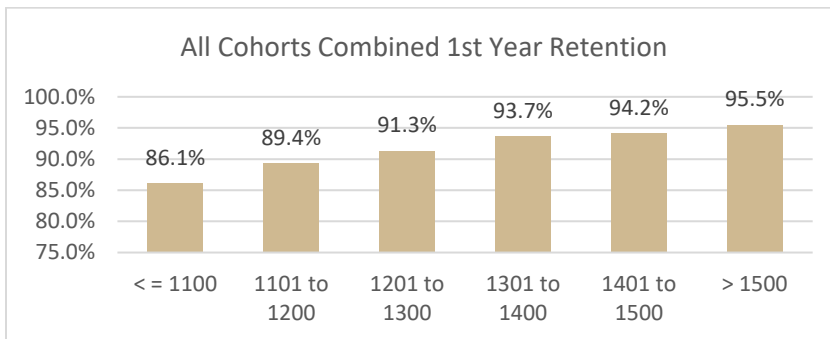
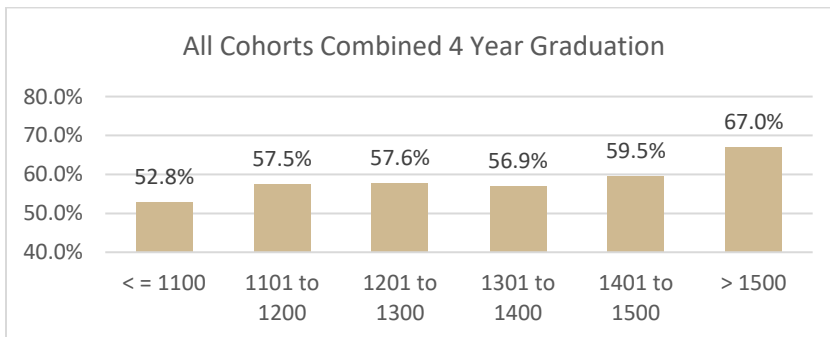


Table 2.

*Four year Purdue West Lafayette graduation rates for students from 2011 through 2015 by SAT and concorded ACT score bands.*

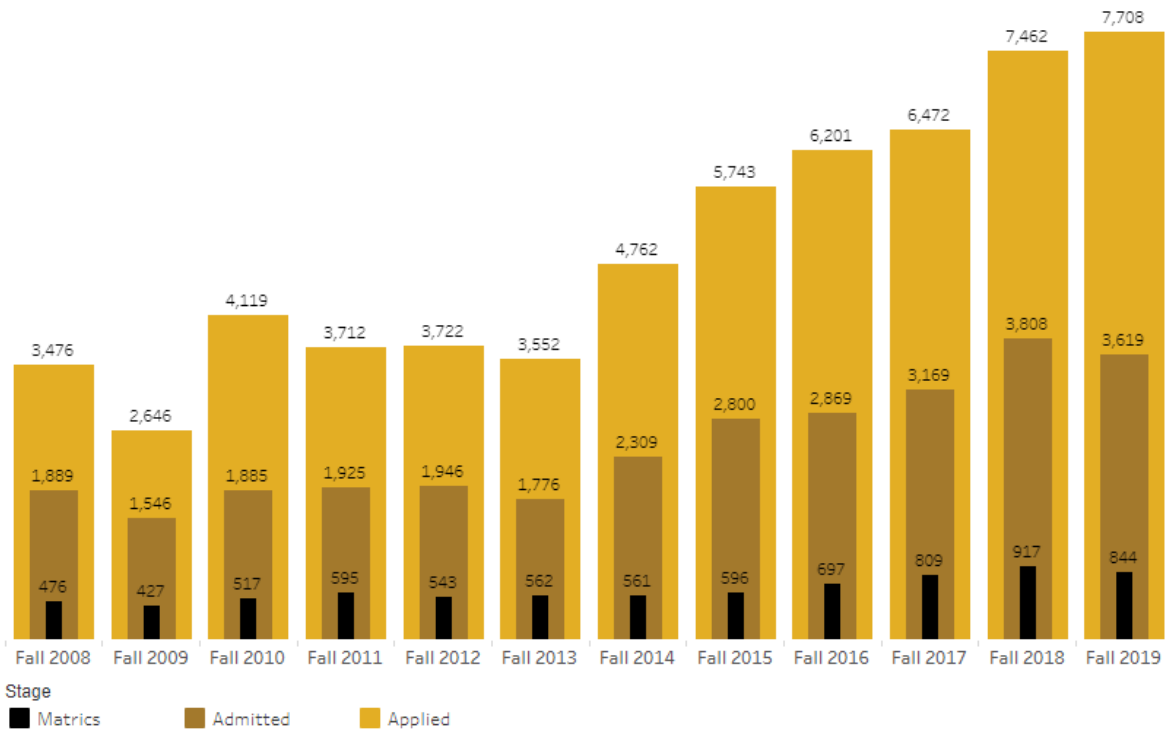


The charts above provide statistical evidence of the strength of test scores in predicting student success. This is meaningful not only for the admission process, but also for further understanding which students might benefit from additional academic support early in their academic studies.

### Diversity in Purdue Undergraduate Enrollment

Table 3.

*Undergraduate Underrepresented Minorities – Applications, Admits and Matrics*



Applications from underrepresented minorities have increased over time, especially in the years following the adoption of the Common Application (2014 and beyond). From Fall 2014 to Fall 2019, we saw an increase of 2,946 URM applications. That is an increase of 61.9%. During that same time period, there was an increase in admits and matrics, though not always a year over year increase. Admits increased by 1,310 or 56.7% and matrics increased by 283 or 50.4%.

It is important to note that the gains in underrepresented (URM) enrollment represent larger increases than the projected demographic increases published by WICHE’s Knocking at the College Door (2016). By comparison, WICHE projected an increase of URM high school graduates of 9% for the Midwest and 25% for Indiana (Dashboards, Percent Change in Graduates: <https://knocking.wiche.edu/percent-change-in-graduates>). Granted, this is not an apples to apples comparison considering that these were projections based on 2001 to 2013 actuals and this does

not consider the quality of those high school graduates—whether they would be admissible to Purdue or not. Nevertheless, an enrollment increase of 50.4% vastly outpaces any projected demographic growth of these same populations.

## **Conclusion**

When reviewing all of the aspects that surround both the use of standardized tests in admissions and the institutional motivations to develop test optional policies it is evident that it would not benefit Purdue to adopt any related policies that change the use of standardized tests in the admissions process.

While proponents of the movement argue that tests are bad, and that the test preparation industry creates disparities in access, their arguments find weak ground to stand on. With the advent of Khan Academy, free for all students, to prepare for the tests, the emergence of Landscape to assess test scores in context, and the increasing inflation of high school GPA's, it seems there are increasingly more arguments in support of the value of test scores than against.

Many struggling institutions have moved to test optional policies, Purdue is fortunate to have not struggled as so many have to fill the new enrolling class. Although these successes are not a given, all information and resources available must be utilized to continue to help Purdue recruit the best, the brightest, and the appropriate numbers of students. The horizon of the college admissions recruitment arena will become ever more competitive as struggling institutions become more desperate to fill their seats and maintain financial viability.

If the question for Purdue is around increasing diversity, perhaps test optional is not the only avenue to achieve the means. While early in the process, efforts to establish a network of Purdue Polytechnic High Schools throughout the state in underserved areas, could support the construction of a pipeline of students to Purdue that have not previously been in pursuit of four year post-secondary degrees. Furthermore, partnerships such as that which was recently announced between Modern States/Klinsky Foundation and Purdue also aims to reach students with little to no access to college preparatory academic course work and provide them with a pathway to post-secondary studies. These efforts and many more which might yet be on the horizon provide methods to build pipelines of diverse students for Purdue without requiring the institution to implement admissions policies which could have negative impacts once the students arrive.



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