

Seventh Meeting, Monday, 18 April 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 March 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 21-33 Nominees for the Equity, Diversity, and Inclusion Committee Professor Robert Nowack
  - Senate Document 21-34 Nominees for the Nominating Committee Professor Robert Nowack
  - Senate Document 21-35 Nominees for the Student Affairs Committee Professor Robert Nowack
10. Senate Document 21-29 On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion (revised) For Action  
Professor Thomas Siegmund

11. Senate Document 21-30 Statement on Shared Governance at Purdue-West Lafayette (revised)

For Action  
Professor Thomas Siegmund,  
Professor Janice Kritchevsky, and  
Professor Signe Kastberg

12. Senate Document 21-31 Request for an Investment Plan for the Purdue Endowment

For Action  
Professor Janice Kritchevsky

13. Senate Document 21-32 SAT/ACT and Undergraduate Admissions

For Action  
Professor David Sanders and  
Professor Brian Leung

14. Senate Document 20-59 Academic Regulations for Finals Week (revised)

For Action  
Professor Thomas Siegmund

15. Senate Document 21-36 Promoting Civic Engagement

For Discussion  
Professor David Sanders

16. New Business

17. Adjournment

Seventh Meeting  
Monday, 18 April 2022, 2:30 p.m.

Zoom Meeting

**Present:** *Manushag N. Powell (Secretary of Faculties and Parliamentarian), President Mitchell E. Daniels Jr., Stephen P. Beaudoin (Chair of the Senate), Colleen Brady (Vice-Chair of the Senate), Dulcy Abraham, Jay T. Akridge, Bradley J Alge, Alan Beck, Peter A. Bermel, Ximena Bernal, Bharat Bhargava, Thomas H Brush, Min Chen, Laura J. Claxton, Matt Conaway, Chittaranjan Das, Ariel de la Fuente, Abigail S. Engelberth, 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, 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, Pete E. Pascuzzi, Alice Pawley, Rodolfo Pinal, Bob Pruitt, Li Qiao, Vanessa S. Quinn, Elizabeth (Libby) Richards, Brian T. Richert, Sandra S. Rossie, Chris Ruhl, Yumary Ruiz, Antônio Sá Barreto, David Sanders, Dennis Savaiano, John W. Sheffield, Thomas Siegmund, Joseph B Sobieralski, Qifan Song, John A. Springer, Kevin Stainback, 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, Heather Beasley, Amanda J. Emmons, Keith Gehres, Melissa J. Geiger, Carl T. Krieger, Lisa Mauer, Beth McCuskey, Jamie L. Mohler, Alysa C. Rollock, Katherine L. Sermersheim, and *Stephanie L. Dykhuizen (Sergeant-at-Arms)**

**Absent:** Paul A. Asunda, Charles A. Bouman, Sabine Brunswicker, Michael A. Campion, Eugene Chan, Yingjie (Victor) Chen, Todor Cooklev, Edward A. Fox, Daniel H. Frank, Alan M. Friedman, Lori A. Hoagland, Alexander V. Kildishev, Lata A. Krishnan, Angeline M. Lyon, Rose A. Mason, John J McConnell, Felicia Roberts, Mark C. Roachat, Steven Scott, Juan P. Sesmero, Rusi Taleyarkhan, Vikas Tomar, Michael B. Cline, Peter Hollenbeck, Lowell Kane, and Jenna Rickus

**Guests:** Spencer Deery (President's Office), Jennifer Dobbs-Oates (Undergraduate Curriculum Council), Fred Duttlinger (Provost's Office), Eric Firstenberger (Purdue Student Government), Clarence Maybee (Undergraduate Curriculum Council), Jill Newton (Undergraduate Curriculum Council), Abbey Nickel (Purdue Today), Heather Servaty-Seib (Provost's Office), Lindsay Weinberg (Undergraduate Curriculum Council), Kris Wong Davis (Enrollment Management), Olivia Wyrick (Purdue Student Government), and Mitchell Zischke (Undergraduate Curriculum Council)

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

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

3. The minutes of the 21 March 2022 Senate meeting were entered as read.
4. The agenda was accepted by general consent.
5. Chair Beaudoin made his remarks [Appendix A]. He summarized the work of the Chair's Select Committee on Addressing Sexual Violence on Campus. A number of actions will be pursued by the University from the first round of recommendations, including the introduction of new online education models, increased visibility for the CARE Center, some expansion of the Sober Drivers program, and changes in the language used in timely warnings communication. A second round of recommendations had just been submitted, and this included a request for verified misconduct to play a formal role in faculty assessment for a minimum of five years following the incident. Other recommendations included a more robust code of conduct, and more staff trained in handling sexual violence. Chair Beaudoin reported that under new Title IX guidelines, most faculty and TAs are no longer considered mandatory reporters.

The Chair's update on the Civics Literacy Graduation Requirement stated that the program is on track, and more than 95% of the students taking the exam to this point passed it on their first attempt. Advisors communicated that they needed more support in conveying the details of the Civics Literacy Requirement to undergraduates. Fred Duttlinger was introduced as Assistant Director of Civics Literacy. He explained that any faculty or staff members who wish to take the exam on Brightspace may do so by requesting it by emailing [civicsliteracyproficiency@purdue.edu](mailto:civicsliteracyproficiency@purdue.edu). The exam is confidential.

Chair Beaudoin reviewed the arrest of Adonis Tuggle and the subsequent related events, and highlighted actions the University was taking to prevent something like this from happening again, including an external review of use-of-force policies and de-escalation training programs.

He shared that MIT has returned to requiring ACT and SAT scores in admissions, and opined that standardized tests were important as a component of admissions at Purdue.

Finally, he also shared his opinion that the Senate's function could be improved if the body were "right-sized" by reducing it by 1/3, instituting a lifetime term limit, and making other changes, such as increasing Trustee contact by having Trustees consult with committee members directly, and having some of the Standing Committees report directly to administrators rather than the Senate. He stated he had shared these ideas with the Trustees in their recent meeting of 7-8 April 2022.

6. President Daniels thanked Chair Beaudoin for all the work he had done as Senate Chair. In his general remarks [Appendix B], President Daniels also thanked the Senate for its encouragement of the Administration's proposal to bring Ukrainian scholars to West Lafayette. The initial proposal had been to host up to 20 scholars and their dependents. Thus far, 11 faculty members had been matched with tenure-track hosts, with at least 15 more in process. The university had received about 50 inquiries from professors and graduate students. A wide variety of disciplines was represented. President Daniels expressed his hopes that the Purdue community would make an extra effort to make these scholars and their families feel welcome and at home while they were here. He also noted that we have seen no recent falloff in applications from international students—in fact, the contrary is the case; international applications are up. Our enrollment team has worked hard to avoid another surprise of acceptance yields far above our projections. Once again, though, despite offering fewer acceptances, demand is strong, and yield is ahead of projections. The aim was for 8500-9000 students; hopefully we will still fall on the higher side of that range. The highest yield has been coming from U.S. students outside of Indiana.

7. Answers in response to pre-submitted questions were posted to the Senate website [Appendix C]. Provost Akridge also introduced information provided by Graduate Dean Linda Mason and Vice Provost John Gates. Purdue's number of graduate degrees awarded to Black students ranks very high among U.S. R1 institutions. While the overall number is still smaller than it should be, these results do suggest that recent attempts to recruit and retain Black graduate students are having an effect.

He addressed the year's merit fund, which consisted of two pools, totaling 5% of compensation. 4% was to be directed to the merit pool, and an additional 1% held back for market adjustments for faculty, staff, and graduate student in areas with high turnover and retention/recruitment issues. Peer institutions are working with pools closer to 3% this year. Full-time benefits-eligible staff minimum wage will be raised to \$15 / hour. Further, university graduate minimums would also be raised on a cost-of-living-adjusted basis. The 4% merit pool may also be used for graduate stipends, depending on individual unit preferences. Funds would be made available on a one-time basis to transition students being paid on grants if the grants would not cover a mandated increase; an \$11 million investment in graduate stipends overall was anticipated.

8. On behalf of the Steering Committee, Professor Elizabeth Richards presented the Résumé of Items Under Consideration by Various Committees [Appendix D]. There were no updates.

9. A consent agenda was presented on behalf of the Nominating Committee, consisting of Document 21-33 Nominees for the Equity, Diversity, and Inclusion Committee, Document 21-34 Nominees for the Nominating Committee, and Document 21-35 Nominees for the Student Affairs Committee. There were no nominations from the floor, and the items were adopted by consent.

10. Professor Thomas Siegmund presented **Document 21-29** On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion (revised) on behalf of the Educational Policy Committee. It was moved and seconded to adopt the Document, and discussion began. Professor Siegmund reminded the Senate that the intent of the Document was to show Senate support for the Undergraduate Curriculum Council's plan to embed educational aspects of diversity, equity, and inclusion into the University Core. As yet, the resolution did not include a concrete plan for how that might be done; any final proposal would come to the Senate for review at a later date. There being no further discussion, the Chair put the question, and the motion carried by a vote of 63-6, with one abstention.
11. Professors Janice Kritchevsky, Thomas Siegmund, and Signe Kastberg presented **Document 21-30** Statement on Shared Governance at Purdue-West Lafayette (revised) on behalf of the University Resources Policy Committee, Educational Policy Committee, and Faculty Affairs Committee, respectively. It was moved and seconded to adopt the Document, and discussion began. Professor Alice Pawley, in her capacity as vice-chair of the EPC, made a presentation on the Document [**Appendix E**]. She noted that the Document had been revised in response to Senate feedback, and that both the EPC and FAC had had time to hold votes affirming the newly modified version of the Document as well. She said Provost Akridge and Chair Beaudoin had been contacted for feedback, and that while neither was necessarily opposed to the proposal, neither was convinced of its necessity. However, Professor Pawley argued that the Document remained necessary because its adoption of the AAUP shared governance principles as a starting place for conversations about shared governance would benefit our internal functioning as a faculty. In particular, it would be useful for thinking about the relationship between Standing Committees and administrators, as per Chair Beaudoin's earlier remarks. She argued that AAUP standards were already in wide use across the country, and adopting them explicitly made a meaningful statement regarding the faculty's values.

Provost Akridge agreed that he had raised the question of why the Document was needed, and was not clear on the value of additional structure and formality to governance processes at this point. Individual Senators would need to think about whether formally adopting AAUP standards would be helpful at the college level, as well. In addition, he reminded the Senate that he held monthly meetings with the chairs of the FAC and the EDIC, and that both he and President Daniels met monthly with the Advisory Committee. There was also a monthly meeting with the Senate chair and campus leadership groups. Conversations among faculty, staff, students, and administration did happen and were on-going.

Professor Dennis Saviano spoke in favor of the proposal. He said that as a former dean, he often felt faculty needed every opportunity available to take advantage of shared governance. He agreed with Provost Akridge that matters had improved across the past year, but said it was still the Senate's responsibility to continue to improve shared governance.

Chair Beaudoin stated that he was in regular communication with the Provost and Board of Trustees, and found them to be sincerely interested in learning and getting input from the faculty whenever possible. He felt ambivalent as to whether formalizing an endorsement of AAUP's statements would advance that relationship.

There being no further discussion, the question was put. The motion carried by a vote of 51-17, with two abstentions.

12. Professor Kritchevsky presented [Senate Document 21-31](#) Request for an Investment Plan for the Purdue Endowment on behalf of the University Resource Policy Committee. It being moved and seconded to adopt the Document, discussion began. Professor Pawley presented on this proposal as well [\[Appendix F\]](#), this time in her capacity as the Chair of the Sustainability Committee.

Professor Pawley explained that the Document was proposed as part of that committee's charge from the Senate to help set five-year goals around sustainability for the university; the Document would express the will of the faculty on the matter of Purdue's endowment, but did not have direct authority to alter financial matters. She said the Document also acknowledged the much broader movement to divest endowments from fossil fuels, and called for a renewable resource investment plan modeled on the University of Michigan's plan, which was unanimously passed by their Board of Trustees. Some Senators had expressed concerns over the Document, which she wished to address. The first was that divesting threatened research and student relationships with fossil fuel companies and potential donations from fossil fuel industries. The committee did not think this was likely, and made the analogy that current investments do not threaten our research and student relationships with companies that focus on renewable energy. Next, there was concern that oil and gas companies are important for the overall economy. The committee suggested that the high rate of fossil fuel subsidies made questionable their value as investments. It had been suggested that divesting from fossil fuels while still driving a car or flying on a plane was hypocritical, but this concern did not address the matter of impact, or research showing how fossil fuel companies have pushed this rhetoric of individual responsibility strategically. It was also suggested to increase investments in renewable technologies without decreasing fossil fuel investments. Pawley said the United Nations' Intergovernmental Panel on Climate Change (IPCC) [reports](#) made clear that we cannot keep using fossil fuels at the current rate without dire consequences for the climate. Another individual pointed out that some renewable energy sources fail to decrease greenhouse gases (e.g., biofuels). In addition, a letter had been sent to the Senate from a group of concerned Senators regarding the proposal [\[Appendix G\]](#). Senator Pawley reiterated that the Document was not outside the faculty's scope, because it did not hold forth to take action, but rather to make clear the opinion of the faculty, and explained that there was no evidence made available that divestment would create a decline in endowment funds.

Professor Tony Vyn felt it was awkward to try to divest from all oil, gas, and coal companies when those same companies were also major investors in renewable energy. He expressed that Purdue is attached to technology and innovation, first and

foremost, and so this proposal would be antithetical to our primary mission, particularly given his view that agriculture would need fossil fuels to achieve food security.

Professor Julie Liu responded with her perspective as a member of the chemical engineering faculty, much of whose fundamental core is built out of the oil industry. She stated that the faculty in her unit were very much opposed to the Document, because many faculty members do research in the area and many students are hired by traditional oil companies, who are partners with the department's NSF-funded Engineering Research Center. This Document would effectively be a slap in the face to those partners.

Professor Kritchevsky noted that all of the arguments being made today had previously been made at the University of Michigan before they changed their minds and adopted a policy like this. The conversation was coming and needed to be had, she said.

Professor Thomas Brush wanted to make comments on behalf of himself and Professors John McConnell, Mike Campion, and David Koltick. They wished to make four points regarding their understanding that the proposal at hand would mean moving from a stakeholder approach to endowment management, instead of a shareholder approach. The points were that 1) the proposal was not merely a statement of opinion, but the call for a plan, and therefore a first step to action being taken. 2) They estimated that Purdue's \$2.6 billion endowment would have its costs raised by \$1.5 million because of the higher cost load to administer the funds. 3) They suspected that the return on investments would be lowered, with potential consequences for Purdue's employees and mission. 4) The Senate should not be involved in managing the endowment.

There being no further discussion, the question was put. The motion tied at 33-33, and therefore failed to carry.

13. Professors David Sanders and Brian Leung presented [Senate Document 21-32](#) SAT/ACT and Undergraduate Admissions on behalf of the Student Affairs and Equity, Diversity, and Inclusion Committees, respectively. It was moved and seconded to adopt the Document, and discussion began.

Professor Leung explained that the proposal had come to the EDIC from Professor Sanders and the SAC. He said that the white paper circulated from 2020 [[Appendix H](#)] prior to the Senate meeting was helpful, and made clear that this conversation had been going on for a long time; it had been an ongoing discussion in academia at large as well, and should not be a matter for frustration. The example of MIT returning to the use of standardized testing showed that they, too, were in friction and that the question was far from settled. Professor Leung said it was not clear what the right answer with respect to standardized testing, but that given the choice between erring on the side of access or barrier, he preferred to err on the side of access.



Professor Sanders stated that the intent of the Document was not to eliminate tests used for placement or scholarship, but only for admissions purposes. He also stated that while MIT had brought back the use of standardized tests in admissions, the University of California and Washington State systems had eliminated them since the last time the Senate considered the matter. He reminded the Senate that when it had weighed recommending the test-flexible approach to admissions during COVID, the vote had been strongly in favor of that approach. He added, regarding the MIT article, that the MIT Director of Admissions had an association with the College Board. Professor Sanders called the College Board a billion-dollar industry and a private corporation without meaningful supervision; he said their data is all but impossible to validate. He also said that there was a direct correlation between family income and scores on these exams. He claimed that because of the dominance of the SAT and ACT, English classes were giving multiple choice tests in order to prepare people for this exam, which is not a good predictor of college success. Evaluation of students was being outsourced from the teachers who grade them to the flawed metric of standardized testing. The use of the testing could be preventing people with lower test scores from applying and being admitted to Purdue University.

Chair Beaudoin asserted that the MIT Dean of Admissions was a person of integrity.

Vice Provost Kris Wong Davis made a presentation on Purdue's use of standardized tests in the admissions process [Appendix I]. During the pandemic, Purdue had been encouraging but not requiring a standardized test score with applications; about 80% of applicants chose to submit test scores. The current conversation was around what is called "test-optional" admissions, in which students can choose whether or not to submit test scores. In contrast, the Regents of the University of California had adopted a "test-blind" policy, in which even if students submitted test scores, they were not seen by admissions personnel. Purdue, meanwhile, practices holistic admission evaluation, and focused on understanding the student in the context in which they learned and grew up; no single fact determines admission to Purdue. The emphasis is on looking across a student's portfolio to understand whether they have the preparation to be successful in an environment like Purdue. Students need to be set up for success. Test scores play a part in this process because they allow some benchmarking across institutions, which GPA does not. She said that the important question is not whether to use tests, but how to use them. It is very difficult to do predictive validity against things like essays or extracurricular activities, but test scores combined with GPA, Subject Tests, coursework, honors courses, AP exams, etc. in a careful review can be more predictive. Purdue is part of a national consortium researching the effects of test optional policies. The study is on-going, and particularly due to the context of the pandemic, year-one data was not sufficient to draw meaningful conclusions. It was known, though, that the students who did have test scores but did not submit them came from across socioeconomic, ethnic, racial, and geographic boundaries—but consistently had lower test scores. Purdue was particularly concerned with math preparation, and reluctant to rely only on grades as upward grade pressure was most evident in suburban high schools, private

high schools, and those high schools with higher income and higher socioeconomic background families. While test scores could convey privilege, they could also convey academic preparation for those who have less privilege.

Professor Siegmund, on behalf of the Educational Policy Committee, proposed an amendment to the Document. The motion was seconded. The amendment was to add the following text to the Document:

The University Senate requests that the Purdue University Office of Admissions provide a report to the University Senate (by September 2022) on the use of SAT/ACT scores and all admissions metrics in admission, on the predictive power of SAT/ACT, HS GPA scores, and all admissions metrics for academic success and retention at Purdue University, under particular consideration of data of the admission cycle 2020 and 2021 where SAT/ACT were optional, as well as an analysis of potential connections between socioeconomic and minority status and SAT/ACT criteria and all admissions metrics in admissions at Purdue University. Said report shall form the basis for future decision-making processes on the use of SAT/ACT scores and all admissions metrics at Purdue University in admissions and placement.

Provost Akridge stated that we are in a process of continuous evaluation, but the timeline proposed in the amendment was of concern, as, due to the pandemic, it was unlikely there would be good data on the predictive use of test scores re: first-year retention or graduation rates available yet. Vice Provost Wong Davis agreed that at best, only very preliminary data could be available by September 2023.

Professor Kritchevsky referenced a recent article in the *Atlantic* [[The SAT Isn't What's Unfair, Kathryn Paige, 2 April 2022](#)] that acknowledged SAT bias, but asserted they were less biased than other metrics used by admissions committees. She suggested she would have wished to see the amendment focus on admissions metrics more globally, and not test scores exclusively. She proposed a secondary amendment to expand the scope of investigation to all admissions metrics. The motion was seconded. Provost Akridge reiterated his earlier point about ongoing assessment, and the question was put. By a vote of 44-21, the secondary amendment was adopted. The question was then put of the primary amendment, and it, too, was adopted by a vote of 45-20, with six abstentions. Discussion of the main motion, as amended, resumed.

Professor Brush stated that from his experience on a committee evaluating students for admission to upper-division management placement, they had found the SAC/ACT highly predictive of which students would be admitted to the upper division. He asked to read a statement by Professor Mike Campion, as well, which was as follows:

One of my areas of expertise is the use of testing for personnel selection. I teach, publish research articles, and advise organizations on this topic. I especially work to increase diversity by testifying in court cases on discrimination and publishing articles on how to increase diversity without

sacrificing quality. Although most of my work is in employment. I'm familiar with the research literature and education. Based on this proposal, a previous white paper circulated to the Senate on this topic, and my familiarity with this initiative elsewhere, I'd like to make five observations on the proposal. The tests are depicted as having substantial limitations. That may be true about everything, of course, but the research supporting the value of testing for predicting academic performance is overwhelming. Although prediction is far from perfect, as is true for human behavior in general, based on 100 years of educational research, there simply is not a better predictor, particularly of future grades in college. Tests are depicted in the popular press and in this proposal as being problematic because they are associated with socioeconomic status. Although there is a statistical correlation that is a distant indirect cause. The most immediate cause of scores on these tests is being a good student in the past. The correlation of socioeconomic status, which is true for any race, is probably due in part to an emphasis on education in the home, growing up with support for public education, hard work, role modeling, and other factors which should not be discouraged by making it not relevant to gaining access to college. Another problem with abandoning testing, in order to select a few more minority students, is that it will lower the quality of all students as a group to get only a small number of additional minorities. Is it worth diluting the quality of the entire entering class in order to achieve marginally more diversity? There are other, better solutions, such as an emphasis on recruiting, mentoring, and otherwise supporting disadvantaged students, which should, by the way, apply to all races. Abandoning tests because they show us existing differences between groups looks like simply wanting to kill the messenger. Another major problem is a question of what alternative methods will be used to select students. When tests were originally invented, they were intended to be the fair alternative to other methods because they gave everyone the exact same chances to show their knowledge and skill, regardless of background. The alternative selection methods will not only be less accurate statistically, but they will be based on the subjective judgment of mostly administrative staff based on qualitative aspects of the candidate's life history. How will Purdue be able to defend itself when faced with allegations of unfairness and discrimination that are likely to result. It is noteworthy that this experiment failed at MIT, and they returned to using these tests for student admission, as described in a recent *Wall Street Journal* article. Finally, the proposal says it will increase diversity, but part of the wonderful diversity of Purdue is large number of international students who got an opportunity to come to Purdue partly because a very high test scores indicating their high capability as students. Thankfully, many even stay and become faculty.

Eric Firstenberger, a member of the Purdue Student Government and Chief Justice of the Student Court, was recognized to speak, and said that in his opinion, the main thing Purdue owed to the students who apply is a clear description of what exactly the value of standardized testing was.

Professor Saviano said that there was a long history of using test scores, and of the College Board making a great deal of money from the testing. He said conflicts of interest from College Board affiliations are not necessarily bad, but do have to be identified. He felt the University of California had taken a different tack that was much more open to the opportunity to not use a score that is made by a for-profit company for the benefit institutions. He expressed faith that Purdue had good people trained in making sound admissions decisions who can do so without using test scores.

Professor Erik Otárola-Castillo said he assumed the predictability of academic success might vary across the university, and that a one-size-fits-all approach might be too restrictive. He asked if Vice Provost Wong Davis could address how the administration was handling variations across campus. The Vice Provost replied that there is a challenge in the question, because students change majors frequently. However, colleges provided input to the Office of Admissions every year concerning weighting criteria and what they think is most important to incoming students for their success.

Professor Neil Knobloch asked whether, should the amended resolution fail, there would be an opportunity to return to the unamended main motion. The Chair indicated that there would not; the Parliamentarian, when consulted, concurred.

Professor Tony Vyn asked Vice Provost Wong Davis whether it would be possible somehow for standardized tests to be used for placement and scholarships, but not for admissions. Vice Provost Wong Davis replied there was only one application process, and that reviewing scholarships with test scores but not admissions would disadvantage students who did not submit test scores.

Professor Eric Kvam offered the correction that the ETS is a nonprofit corporation, and not a for-profit entity.

There being no further discussion, the question was put. The motion failed to carry by a vote of 27-39 with three abstentions.

14. On behalf of the Educational Policy Committee and the Purdue Student Government, Professor Siegmund presented [Senate Document 20-59](#) Academic Regulations for Finals Week (revised). A motion was made and seconded to adopt the Document, and discussion began. Professor Siegmund reminded the Senate that an earlier version of this proposal had been presented in the previous year, but that it had been held back so that more work could be done to increase its clarity and flexibility.

Professor Pawley and Purdue Student Government Vice president Olivia Wyrick presented in favor of the Document [\[Appendix J\]](#). Vice President Wyrick provided historical context on the Document: In February of 2020, PSG surveyed undergraduate and graduate students on dead week and finals week policy. The survey report found that 70% of students reported three to five final exams in the fall of 2019, and 43% reported that dead week policies were not followed in their

classes. Based on the survey, in October 2020, PSG passed a resolution to update dead week policy. Since then, the proposal had been edited significantly based on conversations with the Educational Policy Committee. The goal of the proposal was to ensure students had adequate time to prepare for exams, and to prevent student burnout before the end of the term. It might also provide breathing room for instructors working to catch up on grading and preparation. Part of the issue was a misunderstanding in which students perceived there should be no assignments at all during dead week, but the regulation actually only required no exams or quizzes in that period. The proposed grace period would also provide tangible mental health benefits to students, according to Vice President Wyrick. And the Document revisions also attempted to accommodate the fact that many instructors have moved away from high-stakes final exams to more frequent lower-stakes testing, final projects, or portfolio evaluation.

Professor Pawley wished to underscore the changes that had been made to the proposal. Language was altered to emphasize that the exam period was not only for traditional final exams, but for any major final assessment projects. The other major change was the addition of language on “quiet period” (as opposed to dead week, or even reading week, which would have implied cancelling class meetings), which included both in-person as well as online and hybrid coursework. Other language had been cut to avoid confusion and distractions. Professor Pawley also stipulated that if the academic calendar were to change to accommodate winter term or for other reasons, the entire issue would need to be re-thought again.

There was no further discussion, and the question was put. The motion carried by a vote of 44-17, with two abstentions.

15. On behalf of the Student Affairs Committee, Professor Sanders presented Senate **Document 21-36** Promoting Civic Engagement for discussion. He explained that this Document had also originated in a piece of legislation passed by the Purdue Student Government. The Student Affairs Committee had expanded its scope to include the West Lafayette City Council meetings. To promote civic engagement, it would be important to encourage students to participate in actual civic meetings. Professor Sanders also disclosed his potential conflicts of interest as a member of the West Lafayette City Council and member of the National Council of the American Association of University Professors (AAUP). He also stated that as Chair of the Student Affairs Committee, he had focused on bringing student-initiated measures, specifically those from PSG, to the Senate.

Purdue Student Government President Shannon Kang spoke in favor of the Document as a member of both PSG and the West Lafayette City Council, both of whose meetings had helped her learn to be more civically engaged.

Mr. Firstenberger was also asked to speak on the motion, as the author of the original PSG legislation. He felt that for students choosing the events pathway for the civics literacy requirement, it would be optimal to choose to events that would be meaningful and promote engagement of the students. As a member of the student

government's court system, which historically deals with traffic ticket cases and parking tickets, he understood that even for these rulings a great deal more nuance than simple political affiliation went into decision making. Similarly, Senate sessions involved discussion of policy and its implications that were not attached only or primarily to traditional national politics; seeing and participating in the process was an important educational experience. The new suggestions were geared towards local impact, and would reward students with educational credit for participating.

Provost Akridge explained that under the current events pathways guidelines, someone would make a request to include an event, and it would be evaluated against set criteria for approval. He also clarified that the exam was still a part of the civics literacy requirement, regardless of the pathway chosen by a student.

Professor Sanders said that one of the motivations for changing the events pathway was that there hadn't been any new events included on the list since the last October. It would be advantageous for it to be easier for students to be able to fulfill this pathway by having regularly scheduled events. It was presumed that the Document would return to the Senate for action in Fall 2022.

16. There being no further discussion or new business, Chair Beaudoin thanked the Senate for their work, and wished Senators and Advisors a great end of the semester and good start to the next year under incoming Chair Colleen Brady's leadership.

The Senate adjourned for the 2021-22 season at 5:21pm, without once having had to call for a continued meeting across their year. There was much rejoicing throughout the land.

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Equity, Diversity, and Inclusion Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the four openings on the Equity, Diversity, and Inclusion 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>
Brian Dilkes	3	Biochemistry
Li Qiao	3	Aeronautics and Astronautics
Gustavo Rodriguez-Rivera	3	Computer Science
Denise Whitford	3	Educational Studies

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

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

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

Jan Olek  
Vikas Tomar

**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Nominating Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the three openings on the Nominating 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>
Sabine Brunswicker	3	Technology, Leadership and Innovation
Damon R. Lisch	3	Botany and Plant Pathology
Yumary Ruiz	3	Public Health

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

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

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

Jan Olek  
Vikas Tomar



**To:** The University Senate  
**From:** University Senate Nominating Committee  
**Subject:** Nominees for the Student Affairs Committee  
**Reference:** Bylaws of the University Senate  
**Disposition:** Election by the University Senate  
**Proposal:** For the seven openings on the Nominating 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>
Paul Asunda	2	Technology, Leadership and Innovation
Abigail S. Engelberth	1	Agricultural and Biological Engineering
Hyunyoung (Young) Jeong	3	Industrial and Physical Pharmacy
Pete E. Pascuzzi	2	Libraries
Dennis Savaiano	3	Nutrition Science
Michael G. Smith	3	History
Dengfeng Sun	3	Aeronautics and Astronautics

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

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

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

Jan Olek  
Vikas Tomar

**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-Documents-21-21.pdf>
2. Senate Document 21-24: 4 February 2022 Purdue University Police-Student Incident  
<https://www.purdue.edu/senate/documents/meetings/Senate-Documents-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. To facilitate this, the UCC and ODIB should develop a plan for regular meetings by the end of the spring semester 2022.

The University Senate encourages the Office of the Vice Provost for Teaching and Learning to allocate funding to this effort, including support for: 1) the development of a DEI proposal, 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 UCC should

connect with the Office of the Vice Provost for Teaching and Learning as soon as possible.

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. The UCC should develop a plan for regular meetings with these groups by the end of the spring semester 2022.

### **Committee Votes:**

#### **For:**

##### **Faculty**

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

##### **Students**

Elli DiDonna  
Olivia Wyrick

##### **Advisors**

Jeff Elliott  
Keith Gehres

#### **Against:**

#### **Abstained:**

##### **Advisors**

Jenna Rickus  
Jeffery Stefancic

#### **Absent:**

##### **Faculty**

Li Qiao

##### **Students**

Janelle Grant

##### **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  
Faculty Affairs 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 ~~a~~ ~~the~~ authoritative working document outlining the principles of shared governance, and ~~a~~ ~~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**

Thomas Brush  
Todor Cooklev  
Jennifer Freeman  
Eric Kvam  
Alice Pawley  
Vanessa Quinn  
Libby Richards  
Thomas Siegmund

#### **Students**

Janelle Grant  
Olivia Wyrick

#### **Advisors**

Jeff Elliott

### **Against:**

#### **Faculty**

John Sheffield

### **Abstained:**

#### **Students**

Elli DiDonna

#### **Advisors**

Keith Gehres  
Jenna Rickus  
Jeffery Stefancic

### **Absent:**

#### **Faculty**

Erik Otárola-Castillo  
Li Qiao  
Antônio Sá Barreto  
Jeffrey X. Watt

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

Jaclyn Palm  
John Pearson

## **University Resources Policy Committee Votes (per unrevised document as presented 21 March 2022):**

### **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

**Faculty Affairs Committee Votes:**

**For:**

**Faculty**

Edward Fox  
Stephen Hooser  
Signe Kastberg  
David Koltick  
Lata Krishnan  
Eric Waltenburg  
Steve Yaninek

**Against:**

**Abstained:**

**Absent:**

**Faculty**

Charles Bouman  
Min Chen  
Jozef Kokini  
Angeline Lyon  
Brian Richert  
John Springer

**Advisors**

Lisa Mauer

**Advisors**

Peter Hollenbeck

- 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.

**The University Senate requests that the Purdue University Office of Admissions provide a report to the University Senate (by September 2022) on the use of SAT/ACT scores and all admissions metrics in admission, on the predictive power of SAT/ACT, HS GPA scores, and all admissions metrics for academic success and retention at Purdue University, under particular consideration of data of the admission cycle 2020 and 2021 where SAT/ACT were optional, as well as an analysis of potential connections between socioeconomic and minority status and SAT/ACT criteria and all admissions metrics in admissions at Purdue University. Said report shall form the basis for future decision-making processes on the use of SAT/ACT scores and all admissions metrics at Purdue University in admissions and placement.**

**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  
Veronica Reynolds  
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

**Advisors**

Heather Beasley

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

**For:**

**Faculty**

Peter Bermel  
Ximena Bernal

**Against:**

**Abstained:**

**Student**

Rasul Diop

**Absent:**

**Students**

Matt Thomas

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

**Advisors**

Megha Anwer  
Lowell Kane  
Alysa Rollock

**To:** The University Senate  
**From:** Purdue Student Government  
Educational Policy Committee  
**Subject:** Academic Regulations Update for Quiet Period Policies  
**Disposition:** University Senate for Discussion and Adoption  
**Reference:** [1] Purdue Student Senate Resolution 20-40, “A resolution to update Purdue’s Dead Week policy.”  
<https://drive.google.com/file/d/1SaYNwFbl97SMPgzah6ZAg8VgyGpa8yji/view>  
[2] Academic Regulations:  
<https://catalog.purdue.edu/content.php?catoid=14&navoid=16527>

\* See also [Document 20-59 as presented in April 2021](#)

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

**Rationale:** This legislation is based on PSG Resolution 20-40. [1]

Final exams are inevitably high stress situations for students, a condition which does not contribute to a constructive and positive environment in academic assessments. Students report burdensome amounts of work in some cases [1], and in others, what appear to be comprehensive exams, in addition to final exams during the final exam period.

As currently stated in Purdue’s Academic Regulations [2], courses are prohibited from administering examinations or quizzes during the week before final exams. The policies surrounding this period and finals week appear unclear, or insufficient, to both faculty and students, as reported by students regarding the burdensome workload assigned during this time. The existing policy also does not accommodate courses in which instructors have decided to use an assessment approach which places a reduced emphasis on high stakes (final) exams.

This proposal seeks to modify the Academic Regulations for this time period to provide more mental space for students to review for their final exams, and opportunity for instructors to grade and return to students already-collected coursework before final exams occur.

This proposal also seeks to change the term of “Dead Week” to “Quiet Period” to reflect the intended protection of this time. While we considered using the term “Reading Week,” based on Purdue’s use of “Reading Days” during the first year of the COVID pandemic, those were declared days without any instruction. A benchmarking of Big 10 institutions’ academic calendars confirmed that when institutions listed “reading” periods (reading days, study days, reading periods, etc.) associated with their semester or quarter terms, these periods were days without any instruction or assessment at all, scheduled between the end of classes and the beginning of final exams. We are considering a different timeframe when instruction is still occurring.

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

- Proposal:** The University Senate revises the Academic Regulations and Procedures from the original policy on the left, to the policy on the right, in two areas:
- Part B. Final Examinations, revising point 8
  - Part C: A new section defining a Quiet Period, its scheduling, and restrictions on student work for courses which offer a final examination.

The revised regulation shall become effective in Fall 2022.

This revision does not change anything with regards to what constitutes a final examination.

<b>Existing language</b>	<b>New language</b>
<p><b>B. Final Examinations</b>  <b>[Excluding Sections 1-7, with additional formatting to highlight parallel structure]</b></p> <p>8. The final examination period is intended for the end-of-semester examination.</p>	<p><b>B. Final Examinations</b>  <b>[Excluding Sections 1-7]</b></p> <p>8. The final examination period is intended for end-of-semester assessments (such as a final exam, quiz) Any such assessment that requires students to be present must conform to</p>

<p>No examination or quiz may be given during the week (three days in summer session) preceding the final examination period of the semester (examinations for laboratory, intensive, or minicourses excluded).</p> <p>It will be the responsibility of the department head or, where appropriate, the school head to ensure that none of the departmental or school faculty use the week (three days in summer session) preceding the final examination period to administer an examination.</p> <p>9. Comprehensive final examinations (examinations for laboratory, intensive or minicourses excluded) are prohibited except during the regular final examination periods of the last week of the semester.</p>	<p>the central scheduling of, and time limitations of, a final examination.</p> <p>9. Comprehensive final examinations (examinations for laboratory, intensive or minicourses excluded) are prohibited except during the regular final examination periods of the last week of the semester. [No changes]</p>
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<b>Existing language</b>	<b>New language</b>
<p>[No current bullet C.]</p>	<p><b>C. Quiet Period</b></p> <ol style="list-style-type: none"> <li>1. “Quiet Period” shall occur during the last Monday through Saturday (during the fall and spring terms), or the last three days (for 8 week terms), or the 1 day (in 3-4 week terms) of the instruction period preceding the final examination period. Distance learning, hybrid and asynchronous classes are subject to this same regulation as in-person instruction.</li> <li>2. “Quiet Period” is defined as a time during which courses that conduct or collect an assessment during the final exam period shall refrain from assigning or collecting assessments.</li> </ol> <p>Here, “assessments” are defined</p>

	<p>as activities relating to the course's learning objectives that students turn in for class credit that the course instructor intends to use to judge whether students have met the associated learning objectives. Assessments do not include class participation during normally-scheduled class time.</p> <p>Courses that do not offer an assessment (such as a final exam, quiz) during the final examination period are exempt from following the restrictions on Quiet Period.</p> <p>It is the responsibility of the unit head to ensure that the unit's faculty preserves this regulation thusly.</p>
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**Committee Votes Educational Policy:**

**For:**

**Faculty**  
 Thomas Brush  
 Jennifer Freeman  
 Eric Kvam  
 Alice Pawley  
 Vanessa Quinn  
 Libby Richards  
 Thomas Siegmund

**Students**  
 Janelle Grant  
 Olivia Wyrick

**Advisors**  
 Jeff Elliott  
 Keith Gehres  
 Jenna Rickus

**Against:**

**Faculty**  
 John Sheffield

**Abstained:**

**Faculty**  
 Todor Cooklev

**Advisors**  
 Jeffery Stefancic

**Absent:**

**Faculty**  
 Erik Otárola-Castillo  
 Li Qiao  
 Antônio Sá Barreto  
 Jeffrey X. Watt

**Students**  
 Elli DiDonna

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

Jaelyn Palm  
 John Pearson

**To:** The University Senate  
**From:** Student Affairs Committee  
**Subject:** Promoting Civic Engagement  
**Disposition:** University Senate for Discussion and Adoption  
**Reference:** <https://www.purdue.edu/provost/about/provostInitiatives/civics/>

**Proposal** Expanding the list of events that fulfill the Civics Literacy Proficiency Graduation Requirement

**Rationale:** The Purdue University Board of Trustees established a graduation requirement for Civics Literacy Proficiency for baccalaureate degrees in June 2021. The faculty and students through their elected representatives have repeatedly expressed a preference for promoting civic engagement. One approved “pathway” towards demonstrating the graduation requirement is through attending approved civics-related events. Purdue Student Government Senate Sessions and Judicial Proceedings and West Lafayette City Council meetings provide excellent opportunities for attendees to participate in civic life.

**Proposal:** The University Senate establishes that the “Civics Event pathway” for the graduation requirement for Civics Literacy Proficiency for baccalaureate degrees includes attendance at events such as Purdue Student Government Senate and Traffic Court sessions and West Lafayette City Council meetings and that documented attendance at six such events fulfills the Civics Literacy Proficiency graduation requirement.

**Student Affairs Committee Votes:**

**For:**

**Faculty**

Chittaranjan Das  
Erika Birgit Kaufmann  
David Sanders  
Dennis Savaiano  
Jane F. Yacilla

**Students**

Mohamed Bouftas  
Kamryn Bridges  
Ailin Fei  
Lillian Ferguson  
Veronica Reynolds  
Matt Stachler

**Advisors**

Melanie Morgan

**Against:**

**Abstained:**

**Advisors**

Heather Beasley

**Absent:**

**Faculty**

Bradley J Alge  
Alan M. Friedman  
Alexander Kildishev  
Felicia Roberts  
Mark C. Rochat  
Steven Scott  
Rusi Taleyarkhan  
Haiyan (Henry) Zhang

**Advisors**

Beth McCuskey



**Chair: Thomas Siegmund**

**Charge:** The EPC is concerned with, but not limited to, consideration of the following matters:

1. improvement of instruction,
2. grades and grading,
3. scholastic probation, dismissal for academic reasons and reinstatement,
4. standards for admission, academic placement,
5. the academic calendar, policies for scheduling classes,
6. honors programs general educational policy,
7. general research policies,
8. military training programs,
9. general curriculum standards,
10. coordination of campus and extension curricula,
11. general academic organization, and
12. interdepartmental and inter-institutional research and education programs.

**Membership:**

Senate	Thomas Siegmund	(Chair) Professor of Mechanical Engineering
Senate	Alice Pawley	(Vice Chair) Professor of Engineering Education
Senate	Thomas Brush	Professor of Management
Senate	Todor Cooklev	Professor of Electrical and Computer Engineering, PFW
Student	Elli DeDonna	Student Representative (Undergrad)
Advisor	Jeff Elliott	Executive Director of Undergraduate Advising
Senate	Jennifer Freeman	Professor of Health Sciences
Advisor	Keith Gehres*	University Registrar
Student	Janelle Grant	Student Representative (Graduate)
Senate	Eric Kvam	Professor of Materials Engineering
Senate	Erik Otárola-Castillo	Professor of Anthropology
Senate	Li Qiao	Professor of Aeronautics and Astronautics
Ex-officio	Jaelyn Palm**	Senior Academic Advisor, Health and Human Sciences
Ex-officio	John Pearson**	Senior Academic Advisor, Mechanical Engineering
Senate	Vanessa Quinn	Professor of Biology, Purdue Northwest
Senate	Libby Richards	Professor of Nursing
Advisor	Jenna Rickus*	Vice Provost for Teaching and Learning
Senate	Antônio Sá Barreto	Professor of Mathematics
Senate	John Sheffield	Professor of Engineering Technology
Advisor	Jeffery Stefancic*	Dean of Students for the Office of Student Rights & Responsibilities
Senate	Jeffrey X. Watt	IUPUI, Professor of Mathematics
Student	Olivia Wyrick	Student Representative (Undergrad)

\*Indicates advisor

\*\*Indicates Ex-Officio (non-voting)

## **Chair 2022-2023: Eric Kvam**

### **Meeting Schedule for Past Year:**

The following meetings were held

2021.08.24

2021.09.07

2021.09.21

2021.10.13

2021.10.26

2021.11.09

2021.11.30

2021.12.14

2022.1.18

2022.2.1

2022.2.15

2022.3.1

2022.3.8

2022.4.26

2022.4.29

**Committee work summary:** The following Senate Documents were forwarded to the Senate and passed:

SD20-58: Academic Regulations, Midterm Grades. Passed

SD20-59: Academic Regulations, Quiet Period and Finals Week. Passed

SD21-12: Academic Regulation, Medical Excused Absence Policy for Students, Passed

SD21-16: Honors College Member on the Undergraduate Curriculum Council, Passed

SD21-22: On the Need for a Policy to Define and Declare an Academic Emergency, Passed

SD21-23: Addition of a Winter Session to the Academic Calendar, Passed

SD21-29 On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion. Passed

SD21-30: Statement on Shared Governance at Purdue-West Lafayette, Passed

### **Status of passed Senate legislation:**

SD20-58: Academic Regulations, Midterm Grades.

The regulation will need clarity in implementation and information flow to faculty. This can best occur with the fall syllabus letter. Compliance measures remain difficult.

SD20-59: Academic Regulations, Quiet Period and Finals Week.

The regulation will need clarity in implementation and information flow to faculty. This can best occur with the fall syllabus letter.

- SD21-12: Academic Regulation, Medical Excused Absence Policy for Students.  
Implementation steps need to be undertaken by the Office of the Dean of Students, and students and instructors will need to be aware of the policy.
- SD21-16: Honors College Member on the Undergraduate Curriculum Council.  
No further action is needed
- SD21-22: On the Need for a Policy to Define and Declare an Academic Emergency.  
The Senate shall continue its interaction with the Office of the Provost to follow up on the status of the develop of such a plan.
- SD21-23: Addition of a Winter Session to the Academic Calendar.  
The Senate Document defines a series of important step that shall be taken as the implementation of the Winter Session progresses. The Senate shall request several reports and presentations on the implementation in AY 22-23 before a full implementation to online learning sessions shall be made.
- SD21-29 On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion.  
The implementation of this action is with the UCC. However, UCC will need EPC's support in interacting with campus offices charged with improving aspects of DEI. Such support has been rather tenuous so far but is absolutely needed for success of this effort.
- SD21-30: Statement on Shared Governance at Purdue-West Lafayette.  
Further actions of faculty committees and the Senate should always consider the principles defined in this document.

### **Goals / Next Steps:**

- 1) Framework for Teaching Excellence: EPC to follow up with the Teaching Academic to facilitate to bring this business to the full Senate as the Teaching Academy was instructed by the Senate to produce respective framework document. EPC shall also consult with the Faculty Affairs Committee.
- 2) Reorganization of the Honors College: EPC to follow up with Dean/Associate Dean of the Honors College on the status of this conversation on this matter with the Provost.
- 3) HLC Year 4 Assurance Review. Following the presentation of the HLC Year 4 team, EPC shall follow up to remain informed of the process and its outcomes.
- 4) Modifications of the Course Drop and Withdraw dates. EPC shall engage with Faculty Committee on Academic Progress and Records and with Jeff Elliot (Executive Director of Undergrad Advising) to develop a revised academic regulation.
- 5) Policies and procedures for during semester partial and full withdrawal requests (considering possible consistency in terms of policy and procedure with item 4 of this list.) EPC would need to develop such an academic regulation.
- 6) Grade Appeals process. There is a desire on the part of the Associate Deans for Academic Affairs across campus to modify and facilitate this process for students not to be hung up in committee processes for too long.
- 7) Review of language use in academic regulations. EPC would need to ensure that language use is in inclusive and adjusted to current best practice.

- 8) Civics Literacy. EPC shall remain engaged in the process of establishing rules to fulfill this requirement. EPC shall engage with the committee in charge of Civics Literacy.
- 9) Online education: EPC shall monitor the status of online educational programs and their academic status.
- 10) Revision of the semester length. EPC shall continue to engage with the university administration on this important topic and seek input from across campus.

**Chair:**

Sally Bane, Associate Professor of Aeronautics and Astronautics

**Charge:**

The committee shall be concerned with changes in academic organization having a significant impact on the intellectual atmosphere and functioning of the university on all of its campuses, e.g., elimination or consolidation of existing departments and schools; and the establishment of interdepartmental institutes and centers. In performance of this task the committee shall, where appropriate, work with officers of the administration, ad hoc committees and faculty involved in contemplated changes.

**Membership:**

Robin Adams, Engineering Education

Nancy Edwards, Nursing

Levon Esters, Agricultural Sciences Education and Communication

Abdelfattah Nour, Basic Med Sciences

Elizabeth (Libby) Richards, Nursing

**Chair 2021-2022:**

Sally Bane, Associate Professor of Aeronautics and Astronautics

**Meeting Schedule for Past Year:**

The Academic Organization Committee (AOC) did not have a regular scheduled meeting, but rather met on an as-need basis as proposals were received for the committee to review. When a proposal was received by the Chair, the Chair would then reach out to the members and schedule meetings to review and discuss the proposal.

**Committee work summary:**

Between June 2021 and May 2022, the Academic Organization Committee reviewed two proposals. One proposal was forwarded to the AOC at the recommendation of Thomas Siegmund, chair of the EPC, and the second proposal was forwarded to the AOC Chair by Prof. Jenna Rickus, Vice Provost for Teaching and Learning. At the end of each review, the AOC decided on a recommendation (accept/pass the proposal or fail) and sent a memo explaining the committee's recommendation to the appropriate contact (Thomas Siegmund or Prof. Rickus). The titles and the committee recommendation (pass/fail) for the proposals reviewed by the ACO are given below.

- Purdue West Lafayette Honors College Proposal for Transitioning of the Honors College Faculty Governance Committee, passed
- Purdue Fort Wayne Proposal for Renaming Three Academic Departments, passed

**Goals / Next Steps:**

The committee will continue to operate in the same way during the 2022-2023 year. The Chair will contact the members to schedule meetings when a proposal is received to review. The Chair will also research the historical role of the AOC and explore other potential opportunities for the committee to contribute to the activities and mission of the Educational Policy Committee.

**Chair:** Megan Dorton, vice-chair: Rob Mate

**Charge:** The primary charge is to hear appeals from students whose readmission application was denied by the academic college or school for which they were requesting readmission. This committee is also responsible for hearing requests for Academic Renewal.

**Membership:**

- Owen Jones
- Charles Krousgrill
- Mitchell Zischke
- Stephanie Masta

**Chair 2021-2022:** Megan Dorton, vice-chair: Rob Mate

**Meeting Schedule for Past Year:** As needed, via email

**Committee work summary:** *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

- 139 total readmission applications for Summer and Fall 2021 and Spring 2022.
- 121 complete applications and 79 offered readmission.
- 72 accepted their offer of readmission.
- 1 readmission appeal that went to the CSDR between the Summer 2021 and Spring 2022 terms.
- 2 requests for Academic Renewal which was approved between Summer 2021 and Spring 2022.

**Goals / Next Steps:**

- We anticipate no changes to goals and expectations of the committee.
- We will continue to convene as needed as appeals come to the committee.

**Chair:**

Professor Jill Newton, Curriculum and Instruction, College of Education

**Charge:**

The Undergraduate Curriculum Council (UCC) is charged with the administration and oversight of the core curriculum. As a faculty-led structure, the UCC determines and oversees the operational guidelines associated with implementation elements of the core curriculum. The issues to be addressed by the UCC are limited to: the approval of foundational courses, establishment of guiding rules for meeting the foundational outcomes, regulating and monitoring approved courses that satisfy the foundational outcomes, review of the list of foundational and embedded outcomes, and resolution of issues related to transfer students satisfying foundational requirements.

The University Senate defines and limits the UCC's duties, responsibilities and powers, and hears appeals to the UCC decisions; the UCC is directly responsible to the Senate via the Educational Policy Committee (EPC).

Four principles guide the working of the Undergraduate Curriculum Council:

1. The curriculum is faculty governed.
2. Learning outcomes within the outcomes-based curriculum are designed to prepare students for continuous learning and expertise within disciplines. The PWL curriculum will be outcomes-based.
3. The curriculum maintains high academic standards within the disciplines.
4. The goal of the curriculum is to design mechanisms to permit flexibility for both academic programs and students in meeting learning outcomes.

**Membership:***Faculty Representatives*

Name	College
George Adams	College of Science
Chad Brown	College of Veterinary Medicine
Clark Cory	Purdue Polytechnic Institute
Harry Denny (Fall 2021)	College of Liberal Arts
Jennifer Dobbs-Oates	College of Health and Human Sciences
Joel Ebarb (Spring 2022)	College Liberal Arts



Name	College
Karen Marais	College of Engineering
Clarence Maybee	Libraries & School of Information Studies
Jill Newton	College of Education
Rodolfo Pinal	College of Pharmacy
Charlene Sullivan	Krannert School of Management
Lindsay Weinberg	Honors College
Mitch Zischke	College of Agriculture

*Non-voting members* (represent the University Senate, regional campuses, the PWL Registrar's office, PWL Student Government, Academic Advising, Admissions, and the Provost's Office)

Name	Representative Role
Nurgul Aitalieva	Purdue Fort Wayne, Public Administration
Stephanie Dykhuizen	Recorder
Catherine Golden	Provost's Office
Pamela Jenkins	Registrar's Office
Ryan C. Jones	Registrar's Office
Jaime Keyster	Academic Advisor, Science
Sharon Morpew	Credit Evaluation
Anna Ochs	Academic Advisor, Health & Human Sciences
Dani Parsons	Academic Advisor, Honors College
Vanessa Quinn	Educational Policy Committee Liaison, Biology - PNW
Heather Servaty-Seib	Provost's Office
Sydney Terrell	PSG Representative, Education
Kim Watley	Registrar's Office
Jeff Watt	IUPUI - Mathematics Education
Anne Weiss	Institutional Data Analytics and Assessment (IDA+A)
Peggy J. M. Wier	Registrar's Office
Daniel S. Wilbur	Purdue Northwest, Communication and Creative Arts

### **Chair 2022-2023:**

Mitchell Zischke, Clinical Assistant Professor, Forestry and Natural Resources

### **Meeting Schedule for Past Year:**

Monthly (usually the first Wednesday of the month). New this year, the UCC Leadership team met one week before the regular UCC meeting. This was helpful for addressing items and setting the agenda, and the leadership group will continue meeting monthly next year.

**Committee work summary:** *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

- In 2021-22, the UCC reviewed **17** Purdue West Lafayette course nominations and approved **13** courses for inclusion in the core curriculum as meeting one or more foundational learning outcomes (FLO)<sup>1</sup>, as shown in the table below.

*PWL Courses Approved for Inclusion in the Core Curriculum:*

FLO	Course Number	Course Name
HUM	ANSC 33100	The Role Of Horses In Human History, Culture And Society
HUM	ARAB 23900	Arab Women Writers
HUM	ASEC 30100	Building Intercultural Partnerships
STS	CE 35500	Engineering Environmental Sustainability
STS	CGT 17208	User Experience Design Studio I: Fundamentals
HUM	CLCS 38500	Science, Medicine, And Magic In The Ancient West
SCI	EAPS 31201	Earth Systems Science for Elementary Teachers
STS	HONR 46000	Technological Justice
STS	PHIL 20800	Ethics of Data Science
SCI	PHYS 23000	Physical Science for Elementary Education
BSS	PSY 12300	Beyond Mental Health: The Science Of Well-Being
STS	VIP 17911	First Year Participation In Vertically Integrated Projects (VIP) I
STS	VIP 17920	First Year Participation In Vertically Integrated Projects (VIP)

- Across the academic year, the UCC reviewed 191 requests for transfer courses to be used to meet core FLO requirements and approved 115.
- In 2021-2022, the UCC worked closely with IDA+A to collect evaluation materials for courses that are part of the core curriculum that meet the Humanities (HUM) FLO. A new process was implemented this year to use Brightspace to collect materials from instructors. The UCC Leadership and Recorder participated in orientation sessions presented by Anne Weiss.
- The UCC approved the addition of a voting faculty representative from the Honors College. The decision was forwarded to the Educational Policy Committee (EPC), and the EPC presented Senate Document 21-16 Honors College Member on the Undergraduate Curriculum Council to the University Senate. The Senate approved the motion, and Lindsay Weinberg was appointed as the Honors College’s first voting member on the UCC.
- The UCC DEI subcommittee (Mitchell Zischke [Chair], Jennifer Dobbs-Oates, Clarence Maybee, Karen Marais, Jill Newton, Charlene Sullivan, and Lindsay

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<sup>1</sup> The listing of the core curriculum foundational learning outcomes is available at: <https://www.purdue.edu/provost/students/s-initiatives/curriculum/outcomes.html>

Weinberg) continued work to incorporate these important issues into Purdue's Core Curriculum. Senate Document 21-29 on the need for campus-wide curricular treatment of diversity, equity, and inclusion was passed at the Spring Senate meeting. The group will continue meetings this summer to prepare a proposal in Fall 2022.

- The UCC recorder worked with UCC leadership to update the Standard Operating Procedures manual for the UCC.

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

- During Summer 2022, a group of UCC faculty (Mitchell Zischke, Joel Ebarb, Lindsay Weinberg, and George Adams) and IDA+A staff (Anne Weiss and Theresa Martin) will review the Humanities course evaluation materials and determine whether the courses meet the FLO. Additionally, the group will address the following goals:
  - Define what is meant by “meeting” our expectations as the current language around this area is weak and ineffectual. To do this, faculty members will review the submitted information and/or materials to discern how we can judge if a course does in fact teach to and assess students’ learning on the key skills of the pertinent Foundational Learning Outcome (FLO).
  - Establish what information is shared back with the faculty and/or department heads affiliated with the core course(s) to establish a meaningful feedback loop.
  - Ensure that this process gathers information about changes or improvements made to teaching and assessment practices to document the full continuous improvement cycle.
- The DEI sub-committee will continue to meet during Summer 2022 to create a new proposal that aligns with the recommendations presented in [Senate Document 21-29 \(revised\)](#): *develop a formal framework to structure DEI into Purdue’s Core Curriculum to be considered by the Senate in Fall 2022.*
- UCC Leadership will discuss the evaluation of the Embedded Learning Outcomes (ELOs) during Summer 2022. At the May 2022 UCC meeting, members voted that the UCC should do something different regarding the assessment of ELOs. The UCC Leaders agreed to discuss this over the summer and present a proposal to the UCC sometime in Fall 2022.
- In 2022-2023, courses that are part of the core curriculum that address the following FLOs will be evaluated:
  - Information Literacy (IL)
  - Quantitative Reasoning (QR)

- Science, Technology, and Society (STS)
- Written Communication (WC)

**Chair: Brian Leung**

**Charge:** The EDIC provides guidance in all aspects of climate, recruitment, retention, inclusion and equal opportunities for access and success.

**Membership:**

<b>As of 1/24/22</b>
Megha Answer
Peter Bermel
Ximena Bernal
Bharat Bhargava
Deidre J. Bush
Candace Croney
Rasul Diop
Dr. John F. Gates
Daniel Guberman
Lowel Kane
Yuan H. (Brad) Kim
Amy Kirchgessner
Neil Knobloch
Klod Kokini
<b>Brian J. Leung</b>
Oana Malis
Rose Mason
Lisa Mauer
Terrence Meyer
Rodolfo Pinal
Julia Pirrello
Alysa Rollock
Sandra Rossie
Kevin Stainback
Matt Thomas
Randall Ward

**Chair 2022-2023:**  
**Denise Whitford**

**Meeting Schedule for Past Year:**

**9/1 and 9/3 (split meetings), 10/14 special meeting, 10/25, 11/18, 1/31, 2/13, 3/7, April canceled**

**Committee work summary:** *include any documents that were forwarded to Senate along with decision (passed, failed), as well as any information you have on the implementation of passed legislation*

**Originating from EDIC**

- **20-56: See 10/18 Senate Meeting link for doc and Senate discussion. The resolution was passed.**
- **21-21: See 2/21 Senate meeting link for doc. This passed at the 3/21 Senate meeting with no discussion.**

**Status of passed Senate legislation:** *Include the status of any documents that passed in the Senate. How is the legislation being implemented?*

- **(Carry-over info: Senate Resolution 20-38, passed in April 2021, was only partially implemented. The university refused to supply the men's restrooms with the products recommended by the resolution)**
- **20-56: The Provost reported that Form 36 was updated per the resolution.**
- **21-21: It's too soon to gauge implementation.**

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

**This is a large committee. In this past year the profile indicated enthusiasm for the discussions. However, there wasn't a lot of volunteerism to engage in work product, leaving individuals, rather than sub-committees, to lead efforts. It would be more productive and expedient for multiple people to engage committee tasks. Plan on sharing work product with the Steering Committee by February and no later than March so there is no carryover into the following Fall semester.**

**Chair: Professor Signe Kastberg**

**Committee Charge:** The Faculty Affairs Committee is concerned with matters that pertain primarily to the responsibilities, rights, privileges, opportunities, and welfare of the faculty, collectively and as individuals. Topics in its area of responsibility include tenure, procedures for academic promotions, orientation of new faculty members, insurance and health program planning, academic responsibilities, and standards of appointment.

**Membership:**

Professor Bouman
Professor Chen
Professor Fox
Vice Provost Hollenbeck (Advisor)
Professor Hooser
Professor Kastberg
Professor Kokini
Professor Koltick
Professor Krishnan
Professor Lyon
Associate Vice Provost Mauer (Advisor)
Professor Richert
Professor Springer
Professor Waltenburg
Professor Yaninek

**Chair 2022-2023: Professor Eric Waltenburg**

**Meeting Schedule for Past Year:**

Tuesday, September 21, 10:30-12 Zoom  
Tuesday, November 2, 9:30 to 11 Zoom  
Tuesday, December 21, 10:00 to 11:30 Zoom  
Thursday, January 27, 9-10:30 Zoom  
Monday, February 28, 3:30-5 PM Zoom  
Monday, March 28, 3:30-5 PM Zoom

**Committee work summary:** *include any documents that were forwarded to Senate along with decision (passed, failed), as well as any information you have on the implementation of passed legislation*

Summary:

1. SD 21-08: Convening Electronically at Will
2. Senate Priorities 2021-2022 Discussion
3. Faculty Experiences with Concur Discussion
4. Ongoing Discussion of Covid Protocols focused on Campus Safety
5. Tuition Remission Benefit Discussion
6. SD 20-56 Discussion associated with changes to Form 36
7. Travel Card \$1 limit discussion
8. Adhoc Committee Discussion regarding how to secure members from the Senate
9. Authorship Standard Presentation-Professor Mohler
10. Sabbatical Policy Update – Professor Mauer
11. SD 21-15 Draft Bylaws change due to Reapportionment
12. Classroom Master Plan Overview – Drew Furry
13. Winterflex Establishment Resolution Discussion and Feedback (SD 21-23)
14. SD 21-18 Resolution of Support for Action in response to International Student Harassment
15. SD 21-30 Shared Governance Resolution Presentation and Discussion – Professor Pawley
16. Teaching Excellence Update – Professor Bross
17. Teaching Excellence Draft Resolution from EPC -Discussion
18. Infant at Work Program Discussion- Ms. Sidney Jo Smith
19. Formation and presentations of Adhoc Study Committee regarding senate member code of conduct draft resolution to update Senate bylaws
20. Clinical/Professional Faculty Policy Adjustment FYI – Vice Provost Hollenbeck
21. Tenure Clock Extension Discussion
22. Meetings of Committees during non-contract time Discussion

**Faculty committee work summary:** *(if applicable) include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

1. SD 21-08: Convening Electronically at Will (passed)
2. SD 21-15 Bylaws change due to Reapportionment (passed)
3. SD 21-18 Resolution of Support for Action in response to International Student Harassment (passed)

**Status of passed Senate legislation:** *Include the status of any documents that passed in the Senate. How is the legislation being implemented?*

1. SD 21-08: Convening Electronically at Will (passed) – currently meeting via zoom
2. SD 21-15 Bylaws change due to Reapportionment (passed) – new members elected to serve in 2022



3. SD 21-18 Resolution of Support for Action in response to International Student Harassment (passed) – Faculty support for President Daniel’s statement regarding the university position on matters of International Student Harassment at Purdue

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

1. Continue work to update bylaws using the FAC Adhoc Study Committee draft resolution outlining senate member code of conduct

**Chair: Mireille Boutin**

**Charge:** The Committee shall undertake a continuing study of the policies relating to both direct and indirect compensation and benefits of the faculty. Indirect compensation shall be understood to include, but not be limited to: retirement and insurance, faculty housing, educational privileges, leaves, travel expense, and recreational athletic facilities. The committee shall report to the president through the Faculty Affairs Committee and the Senate.

**Membership:**

Mireille Boutin  
Michael Fosmire  
Laurie Hitze  
Douglass Jacobs  
Signe Kastberg  
Samanthi Obeyesekera  
Carolyn Roper  
Candace Shaffer  
Dawn Stinchcomb  
Mangala Subramaniam

**Chair 2022-2023:** Mireille Boutin

**Meeting Schedule for Past Year:** 10-13-21, 10-27-21, 11-12-21,  
2-14-22, 3-7-22, 4-11-22.

**Committee work summary:**

- In consideration of the high inflation this year, we looked at data comparing our salaries with other Big 10 schools;
- We explored the possibility of offering Professional Liability Insurance. This was found to be not feasible at this point because such a product is not available in the current market.
- We heard about a proposal for an Infant-at-Work program. The committee is supportive. The proposal will be developed outside of this committee.
- We highlighted the need to improve communication regarding our health plans (e.g., the availability of HR Service team to help sort out issues). Various suggestions were made. To be continued...
- We suggested conducting a review of the vendors within our health plans (e.g. Archimedes). To be continued...
- We were made aware that certain dental offices use SSNs to access Delta dental information. It should be emphasized that members should use the ID# on their

card instead. The card can be accessed online at any time. This needs to be better communicated to plan participants. To be continued...

- We asked that reports regarding our health plans be communicated to the committee. So far, we have received a summary of issues handled by the Service Center in the first quarter of 2022. To be continued...
- We identified the need to better survey the health plans participants so to assess them in a more holistic fashion (e.g., paperwork burden, vendor issues, impact of high out-of-pocket costs, etc.). To be continued...

**Goals / Next Steps:**

We plan to continue with the unresolved items listed above. Potential additional items to consider are:

- Child care, esp. long waitlists and dissatisfaction with transition to early learning;
- Should we shorten the term of FCBC members to 3 years instead of 5?

**Chair: Sandra Gilpin**

**Charge: University Grade Appeals**

**Membership: Faculty: Peter Hirst, Brian Kozak, Dianne Little, Ann Loomis, Yvonne Pitts, Megan Prygoski, Jonathan Sweet, Jeffrey Turkstra, Peng Hao Wang**

**PGSG Rep: Sarah Innis, Agustin Quinones, Montgomery Smith, Jonathan Soucek**

**PSG Reps: Andrew Askounis, Evan Chrise, Garrett Price, Lin Silver Two BD spots remain open.**

**Chair 2022-2023: Jonathan Sweet**

**Meeting Schedule for Past Year: The committee meets at the beginning of the semester to discuss plans and processes. The remaining meetings are on an as needed basis.**

**Committee work summary:** *include any documents that were forwarded to Senate along with decision (passed, failed), as well as any information you have on the implementation of passed legislation*

- The committee had five appeal requests during the fall 21, spring 22 semesters. One from graduate student, one from graduate faculty and three from undergraduate students
- Three were found to have no evidence of the need for appeal and the college level decision was upheld
- Of the two granted hearings the student appeal decision was “for” the student and the grade was changed.
- The other hearing decision upheld the college level decision.

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

**No report was received from this committee.**

**Chair:** Libby Richards

**Charge:** The Steering Committee proposes the agenda for every session of the Senate. It ensures distribution of the agenda to each member of the Senate at least five days before each regularly scheduled meeting. The Steering Committee, with the assistance of the Secretary of Faculties, provides for distribution along with the agenda, a report of items being brought to the University Senate by the Steering committees, along with the action taken on each item, by vote.

**Membership:** Steve Beaudoin, Colleen Brady, Matt Conaway, Mitchell Daniels Jr., Julie Liu, Manushag N. Powell\*, Bob Pruitt, Libby Richards, Kipling D. Williams, Ariel de la Fuente, Neil Knobloch, Shannon McMullen

**Chair 2022-2023:**

**Meeting Schedule for Past Year:** 1<sup>st</sup> Monday of the month at 4pm, Zoom

**Committee work summary:** *include any documents that were forwarded to Senate along with decision (passed, failed), as well as any information you have on the implementation of passed legislation*

- 1) Coordinated several speakers for informational presentations at the University Senate Meetings:
  - a. Athletic Affairs Committee
  - b. Human resources and medical benefits
  - c. CARE Center
  - d. PGSG and PSG
  - e. Shared governance task force
  - f. Graduate School- Jamie Mohler- Authorship standards
- 2) Facilitated cooperation between various Senate committees and/or university groups:
  - a. Requested FAC review senate member code of conduct and make recommendations to the senate
  - b. Recommended Senate Chair Beaudoin create a sexual violence advisory committee to work with him instead of piecing it through standing committees
  - c. Connected Teaching Academy Teaching Excellence committee with EPC and FAC
  - d. Worked with EDIC, PGSG, and the Provosts Office to get action on period product availability in gender neutral restrooms (not successful)

- e. Requested FCBC to work with HR, MaPSAC, and CSSAC (FCBC does have CSSAC and MaPSAC reps seated; Candace Shaffer is also a member) to review strategies to increase preventative care usage
- f. Communicated with Shared Governance Taskforce
- g. Worked with EPC when Administration asked to consider reexamination of grade inflation (see Feb. 7, 2022 minutes for more information)
- h. Facilitated update from Civics Literacy implementation group (See March minutes for more information)
- i. Re-initiated an annual committee review of the implementation process of senate legislation passed by each committee.
- j. Discussed representation of Purdue Global within IFC and University Senate

**Faculty committee work summary:** *Not applicable*

**Status of passed Senate legislation:** *Not applicable*

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

The following informational presentations were discussed as possibilities for the 2021-2022 AY but time did not allow. These can be considered for the 2022-2023 AY.

- a. Libraries and open access
- b. Graduate School update
- c. Teaching Academy and Framework for Teaching Excellence (Kris Bross and Lindsey Payne)- hold September date
- d. Innovation HUB (Ed Berger) and Experiential Learning (Jenn Dobbs-Oates)

**No report was received from this committee.**



**Chair:** Jessica Huber

**Charge:** <https://www.purdue.edu/senate/committees/standing-committees/studentAffairs/athleticAffairs.php>

**Membership:** Jessica Huber (Chair), Kathy Abrahamson, Ernest Blatchley, Brian Chupp, Kip Williams, Matthew Conaway, Marcy Towns (faculty athletic representative), Phil Vanfossen (faculty athletic representative), Brad Alge (student affairs liaison), Beth McCuskey (presidential liaison), Molly Beatty (campus student representative), Nate Cummings (student-athlete representative), Mike Bobinski (VP/athletics director), Ed Howat (senior associate athletics director for student services and sports), Nancy Cross (senior associate athletics director-sports), Calvin Williams (associate athletics director-sports), Tom Mitchell (associate athletics director-compliance), Peyton Stovall (assistant athletic director-student-athlete development), Tony Albrecht (alumni representative), Gary Henriott (alumni representative), and Sue Holder Price (community liaison)

**Chair 2021-2022:** Jessica Huber (Kathy Abrahamson as co-chair in fall 2021)

**Meeting Schedule for Past Year:**

Aug 20, 2021 3:30-5

Nov 5, 2021 3:30-5

Dec 10, 2021 3:30-5

Feb 4, 2022 3:30-5

Apr 15, 2022 3:30-5

**Committee work summary:** *include any documents that were forwarded to Senate along with decision (passed, failed), as well as any information you have on the implementation of passed legislation*

- Presentation to the University Senate in fall 2021 on student success
- Approval of competition schedules (and revisions) along with waivers for missed classes beyond the allowable limit
- Discussion of student athlete success initiatives
- Discussion of legislation affecting student athletes (name, image, and likeness legislation and implementation, changes to NCAA and Big 10 governance, anti-trust legislation)
- Discussion of financial standing of the athletics department with emphasis on student scholarships and support
- Discussion of COVID-19 mitigation for student athletes and athletic event spectators

- Presentation of information about academic records of student athletes (as a group) and about the Center for Academic Vision and Enrichment (CAVE) in the athletics department.

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

- Continue discussion of legislation and governance changes that may impact the student athletes
- Request presentation about head injury protocols (we had one about 3 years ago, but it is probably time to revisit)
- Continue discussion about student athlete success initiatives (which are excellent at present)

**Chair: Janice Kritchevsky****Charge:**

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

**Membership:**

Janice Kritchevsky, chair

Michael Kline, Office of the VP for physical facilities

Yuan Yao, Tony Vyn, Julio Ramirez, Lin Nan, Eugene Chen, Victor Chen, Laura Claxon, James Greenan, Lori Hoagland, Cara Kinnally, Carl Krieger, John McConnell, Austin Berenda, Sophie Braun, Doug LaCount, Juan Sesmero, Neha Shakelly

**Chair 2022-2023: To be named****Meeting Schedule for Past Year:**

The UPRC held 2 meetings per semester for a total of 4 meetings during the academic year. Meetings were held remotely via zoom. Fall semester meetings and topics were on Sept 27 (Topic: Covid Update) and Dec 6 (Topic: Parking and traffic). Spring semester meetings were January 31 (Topic: Sustainability) and April 11 (Topic: Capital projects).

**Committee work summary:** No documents arose from the UPRC. However, the committee endorsed and passed on resolutions from the sustainability committee. These were senate documents *On the need for a policy to define and declare an academic emergency*, *Request for an Investment Plan for the Purdue Endowment to divest from investments in fossil fuels and greenhouse gas contributors and instead shift to investments in renewable resources*, and a *Statement on shared governance at Purdue-West Lafayette*

**Faculty committee work summary:** Of the 3 documents that passed from the sustainability committee through the URPC and onto the senate, the document calling for divestment from fossil fuels did not pass. The other 2 documents were approved.

**Status of passed Senate legislation:** The documents that were approved by the Senate have not yet been implemented. They were passed rather late in the spring semester so this is not unexpected.

**Goals / Next Steps:** The committee had worked with Jason Wasson, associate vice president for administrative services, and he has been very helpful providing subject experts on the topics covered in our meetings. We have developed a 2-year rotating calendar covering many areas of interest. I would suggest that the incoming URPC members continue working with Jason Wasson and using the schedule of topics in the future.

The charge of the committee is so broad it is impossible to get too deeply involved in any one topic. Future committees might want to concentrate on only 1 area in order to make meaningful contributions and draft legislature.

**Chair:** Roy Dejoie

**Charge:** Members of the board should become thoroughly familiar with the Motor Vehicle, Bicycle, and Traffic Regulations at Purdue University. The board shall hear and determine all appeals made to it by staff members on charges of violations of the regulations cited.

**Membership:** Roy Dejoie, Stephen Elliott, Brandi Plantenga, Wesley Shoop (alternate), Kumares Sinha, Michael Springer, Dengfeng Sun, Mathias Sutton, Zahra Tehrani. Signe Kastberg, Bhagyashree Katare, and Margaret Phillips will be joining June 1, 2021.

**Chair 2021-2022:** Roy Dejoie

**Meeting Schedule for Past Year:** 10/8/2021, 11/10/2021. 12/8/2021, 2/16/2022, 4/8/2022, 5/5/2022. Committee is scheduled to meet monthly; however, only meets when there are outstanding appeals that have been submitted by Parking Operations for consideration. In cases where there is only a single appeal, that appeal is can be over to the following month's meeting.

**Committee work summary:** *include any documents that were forwarded to Standing Committee and/or Senate along with decision (passed, failed)*

- Adjudication of appeals sent to it by Parking Operations for staff citations that have already been upheld by Parking Operations.
- Provide consultation with Parking Operations concerning constituent interactions with vehicle registration/permitting system as well as other parking issues.

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

Outside of standard adjudications, with the updates to the vehicle registration / permitting system completed, no goals or next steps are planned.

**Chair (2022-2023)** Forthcoming**Charge**

The purpose of the committee shall be to set five-year goals to advance the sustainability of the university, guided by Purdue University's Sustainability Strategic Plan including but not limited to reducing overall energy consumption and transitioning to greater utilization of clean and renewable sources of energy, determine measurable objectives for achieving these goals, and evaluate progress in meeting the objectives.

We focused on three ways to bring about change:

- 1) Legislative – writing and bringing legislation to URPC and Senate
- 2) Oversight – asking questions on the record of the administration
- 3) Pressure – done through both previous processes.

**Membership**

- Jonathan Bauchet, PWL
- Pamela Bender, PWL, CSSAC rep
- Tyler Brooks (absent, without communication), PNW student rep
- Alan Friedman, PWL
- Alexander Kildishev, PWL
- Bruce Kingsbury, PFW
- Bob Kramer, PNW
- Aaron Lottes, PWL
- Mason Merkel, PWL, PSG rep
- Pete Pascuzzi, PWL
- Alice Pawley (chair), PWL
- Vilas Pol, PWL
- Jon Rienstra-Kiracofe (vice-chair), PWL
- Leonid Rubchinsky, IUPUI
- JJ Sadler, PWL, MAPSAC rep
- Alex Seto, PWL, PGSG rep
- Lin Silver, PWL, PSG rep
- Jason Ware, PWL
- Ann Weil, PWL
- Fu Zhao, PWL
- Zhiwei Zhu, PWL

- Unfilled seats: IUPUI Student rep, PFW student rep, second PSG rep.

Advisors (non-voting):

- Michael Gulich, University Architect and Senior Director of Campus Planning, Architecture and Sustainability
- Tony Gillund, Director of Sustainability
- Patrick Brown, Sustainability Coordinator
- Samantha Thiesen, PFW Sustainability Coordinator

**Chair 2021-2022** Alice Pawley, apawley@purdue.edu

**Meeting Schedule for Past Year** Every two weeks, Tuesdays at 2 pm on Zoom.

**Committee work summary:** *include any documents that were forwarded to Senate along with decision (passed, failed), as well as any information you have on the implementation of passed legislation*

*Following up on the 2020-21 report:*

- Reviewed recommendations from last year’s committee, committee charge.
  - “help facilitate the annual report of the Office of the Provost and chief financial officer to the Senate
    - We reread our charge from the original documentation (SD11-15), and realized that it did not call for a report from the Provost and CFO to the Senate, but from the committee to the Senate, and that this report is likely that same report.
    - After the academic year was over, the chair read SD 17-16, and saw that there *\*was\** supposed to be an annual report from the Provost. To be taken up next year.
  - “explore expanding coverage of the campus strategic plan to other areas, including plastic, battery recycling etc.”
    - The committee hosted Michael Gulich on 10/7/21 to discuss materials and waste at Purdue associated with Physical Facilities’ Sustainability Master Plan.
    - Outstanding questions:
      - When Res Life and Housing switched to grab-and-go packaging because of COVID, who from Sustainability was involved in that decision? When is this intended to be phased out?
      - How is the pilot on improved signage and outreach on recycling going?
  - From May 7 2021 meeting:

- Connect with PSG sustainability committee next fall to find out what the goals are for the new year. PSG can coordinate with the student groups.
  - The chair and other committee members met with a variety of sustainability student leaders from PSG, and participated in the Student Sustainability Roundtable.
- There was some interest in putting together a proposal to the Office of the Provost for a program that put researchers interested in practical sustainability solutions on campus in touch with student groups in need of projects.
  - The group hosted a discussion 11/7/21 about such a possibility by Vilas Pol and Alex Kildishev. JJ Sadler said the Office of Undergraduate Research could host such a platform. Members were invited to draft a proposal so doing, but no one volunteered to take up this work.
- Vilas Pol to look up sustainability committee on big 10 schools' websites and see what they do, get in contact, ask how they function.
  - We have a starting spreadsheet created by MAPSAC alternate Anna Subramaniam; Vilas asked for someone else to take it on; the committee did not advance this.

#### *Committee organization*

- In Fall, we used Microsoft Teams infrastructure; in Spring, used Basecamp and Zoom given the cross-platform difficulties using Teams for PFW and PNW members, and multiple problems with committee members joining the wrong meetings.
- We established committee rules:
  - A quorum is 50% the members (25 standing members)
    - We cast votes at meetings where there is a quorum attending; otherwise, motions are made on Microsoft Teams and a quorum of members vote on the motion. Votes at meetings are registered in the chat for a final count.
    - All members (not advisors) have floor privileges and can vote, except the chair. The chair has floor privileges but cannot vote.
    - We have vice-chair and secretary as additional officer positions to help manage the work of the committee.
      - **i. Vice-chair:** run meetings if chair is absent; help plan meeting agendas; help maintain Teams site and archive; follow up with point people on action items.
      - **ii. Secretary:** takes notes at meetings, prepares minutes, checks votes, communicates votes to URPC or other entities
    - We propose items to vote on in one meeting, and vote the next, unless we vote to waive this rule and vote in the same meeting.
  - However, we recommend that, while the chair was granted floor privileges but not voting privileges (as per promotion committees), that the next committee revise that practice. It appears from other committees that they do not place this constraint on the chair.



- We also never got a volunteer to take notes as secretary, so we rotated this task from meeting to meeting.
- We approved agendas and meeting notes in business meetings; however, we also held working meetings where we could work together on legislation or more informal discussions.
- We discussed when the committee might decide to grant endorsement to op-eds, or other initiatives. There was not much support.
- We discussed when the chair might co-sign various faculty sustainability initiatives – decided the committee would need to vote for the chair to use the chair’s title along with signatures.
- We talked about the value of submitting questions on sustainability routinely to the President through the University Senate; however, no one wanted to take this on as a task. The chair continued to submit questions on an ad hoc basis. Here are the questions submitted and answered on this topic.
  - [January:](#)
    - Q: Preparing Purdue students to both work in and produce a world making fewer carbon emissions will take large-scale curricular change that should have already begun. How is the administration preparing to support curricular development around the realities of climate change not just in majors that already focus on it, but for all Purdue students?
    - A: The question presents an important example and opportunity for the type of [Meaningful, Flexible, and Cross-Disciplinary Curricula](#) that campus called for during the listening sessions that lead to the [Roadmap for Transformative Education](#). With funds from the [Lilly Endowment Charting the Future](#) grant, the [Innovation College at Purdue](#) was recently launched to support this type of curricular development. Faculty who have project ideas for large-scale curricular development and transformation related to climate change or other cross-disciplinary topics should contact the [Innovation Hub](#) to explore support possibilities.
  - February – Only oral remarks from president in response for a question we submitted – [slides at end](#).
    - [From the minutes:](#) The second question President Daniels addressed asked for an update on Purdue’s actions to combat climate change [Appendix A, Slide 2]; he expressed willingness to report more often on the topic, if needed. While the West Lafayette campus has grown by 13% since 2010, carbon dioxide emissions have been reduced by 25-30%; within the next several years they should be reduced by half. There had been a recent spike (2020 and 2021) interrupting the downwards slope in emissions, which was caused by Protect Purdue actions such as running air conditioning and enhancing air exchange inside buildings.

However, this spike was temporary. Other common-sense policies already enacted include prioritizing renovation and improving HVAC over constructing new buildings, enabling more remote and hybrid work, moving to LED lights, and improving insulation. Nationally, switching from coal to natural gas power sources accounts for much of our emissions reduction and will continue to contribute to reduction. Currently, Purdue administration is in the brainstorming stage of a Next Giant Leap for CO<sub>2</sub> reduction.

- April (submitted by another Senator not on the committee):
  - Q: As you know, the Senate is discussing possible future divestment from fossil-fuel dominant companies for endowment funds managed by Purdue University and Purdue Research Foundation. Please clarify to what extent endowment income is utilized to meet the normal budget expenditures versus capital improvement projects at Purdue University.
  - A: Endowments exist for both operating and capital projects. Around \$100m annually is distributed and used in the University's operating budget, primarily in the areas of student aid, professorships, and dedicated allocations. Additionally, funds are held in endowments for R&R and planned major capital projects (e.g. Nursing/Pharmacy building).
- We developed a fancy Word template for agendas and taking notes, but it was fussy and hard to use and we recommend discarding it going forwards.
- We held meetings every two weeks. This functioned to burn out committee members. We recommend one business meeting every month, with an offset working meeting on legislation or particular specific initiatives for committee members to get work done during the meeting.

#### *Other matters discussed*

- Members participated at the PSG Sustainability Roundtable organized by Hannah Gruber (co-executive director of sustainability for PSG)
- We heard reports from PFW, PNW, and IUPUI reps about sustainability initiatives. There was not a lot of ideas about how this committee could be helpful or supportive to those outside the communicative function on the committee.
- We discussed the idea of doing a campus-wide survey of academic units about how they have changed their curriculum in light of the climate crisis. Discussion started in 12/2/21 meeting, 12/16, 1/11. Notes: <https://docs.google.com/document/d/1C5psqtsTf9ZADzJ9yUUPpVYXxR1Oludz7LDoMByRyrw/edit>
- Members spoke with Purdue Exponent reporter Lucas Bleyle on a variety of climate-related stories

- [https://www.purdueexponent.org/campus/article\\_5d86c57f-da4d-5ac8-b75a-29678702b1de.html](https://www.purdueexponent.org/campus/article_5d86c57f-da4d-5ac8-b75a-29678702b1de.html)
- Chair met monthly with Tony Gillund and consulted on [AASHE STARS](#) recertification, providing access to files from last certification process. Last certification report is online from 2016 [here](#).
- Chair met with Carbon Neutral Indiana CEO Daniel Poynter, who introduced us to Bob Koester, see below.
  - <https://www.carbonneutralindiana.org/about>
  - Companies working on Project Drawdown solutions: <https://docs.google.com/spreadsheets/d/1Akbz1frfwjFEGeow6oS4AVIzz2swKbYVAoTPdOqlxGM/edit#gid=0>
- The committee met with Dr. Bob Koester on 4/19/22 from Ball State about his initiatives to help Ball State become carbon neutral. [Video here](#). Bob is happy to discuss/chat with us any time we'd like, moving forward.
  - Links:
    - <https://bsu.edu/academics/collegesanddepartments/architecture/about-us/faculty-and-staff/department-of-architecture-faculty/koesterrobert>
    - <https://unhsimap.org>
    - <https://secondnature.org/initiative/c2p2/>
    - <https://www.gogrits.org>

*Legislation:*

- Drafted SD 21-31 on divesting the endowment from fossil fuels and increase investment in renewable technologies
  - First read 12/2/21
  - Second read 12/16/22
  - Vote in favour 1/11/22 – 11 in favour, 1 against, 3 abstain. Legislation passed, forwarded to URPC chair
  - Presented at URPC on 1/31/22
  - Revised and revoted at the end of February
  - URPC voted the first week of March
  - Introduced to University Senate 3/21/22 – [doc](#) - [slides](#)
  - Voted in University Senate 4/18/22 – [doc](#) - [slides](#) – [counterresponse](#) - vote tied 33/33/6, therefore legislation did not pass. Senate minutes will list the objections.
- Revised PSG legislation on Purdue joining the Greater Lafayette Climate Action Plan.
  - Discussed with GLCAP chair Lindsey Payne on 2/22/22
  - Draft is stored in Box, requires additional work.
- Revised PSG legislation on increasing food waste collection
  - Aaron, Alice, and Patrick participated in PSG Food Waste meetings, which will be taken up by PSG going forward.
  - Draft is stored in Box, requires a lot of additional work.

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

- PFW was forming a sustainability initiative that should be checked up on.
- The PICES initiative, run by Matt Huber, should be invited to a September meeting to discuss what that organization’s goals and mission are, and how this committee might amplify its work, or translate it into practice. (We had planned this for May meeting, but canceled the meeting in the end.)
- PSG released a Climate Action Plan which we should invite them to discuss, and consider endorsing and bringing to Senate:
  - [https://www.purdueexponent.org/campus/article\\_3fc693b2-bb50-11ec-8db2-1f4d3ce7cd26.html](https://www.purdueexponent.org/campus/article_3fc693b2-bb50-11ec-8db2-1f4d3ce7cd26.html)
- We think we should revise SD 21-31 and bring it back to the Senate, doing the hard work of finding out Senators’ votes in advance, and getting Chem Eng on board.
  - Senator Juan Sesmero has volunteered to help with revisions, [jsesmero@purdue.edu](mailto:jsesmero@purdue.edu).
- We think working on the GLCAP legislation over the summer is worthwhile to bring to an early Senate meeting before there is much else to be discussed. We recommend looking to PSG to drive the Food Waste discussion.
- Michael Johnston, English, is trying to gather faculty interest in a group working to push Purdue towards carbon neutrality. He has been trying to access faculty through the campus-wide faculty listservs, and has been denied by Vice Provost Hollenbeck.
- We need to request the Provost and CFO report to the Senate as per SD 17-16.

**Possible perpetual meeting schedule moving forward**

Summer	Supply annual report to URPC and next chair. Meet as needed
August	Strategic planning, select officers, onramp for new committee members
September	Report from PWL Office of Sustainability, student organizations, discuss Green Week planning
October	Report from PFW representative; Green Week
November	Report from PNW representative
December	Meeting if necessary; schedule spring meetings (once students can register. Also students don’t have access to Exchange calendars so require additional polling.)
January	Report from IUPUI representative
February	Discuss Earth Week planning
March	
April	Earth Week
May	Write annual report, vote on annual report, elect next chair

**Chair: Sarah Huber****Charge:**

1. Study and promote a heightened cultural atmosphere on campus through the visual arts in cooperation with appropriate academic departments and/or campus organizations. It shall plan and develop a program of acquisition, maintenance, and display of arts and artifacts for the University that will create an atmosphere in which students, staff, and citizenry can gain a heightened appreciation of the diversity of visual art forms and its creators.
2. Review general design criteria of proposed new structures; evaluate and suggest alternatives where appropriate. Advise the vice president for physical facilities on matters of building and landscape design concerns from the user's viewpoint. Periodically review overall campus appearance and make recommendations for improvements relating to architectural and landscape design and planning

**Membership: 2020/2021-2021/2023****Chair 2022-2023:**

Professor Laura Bittner

Assistant Professor of Practice (interior design)

Patti & Rusty Rueff School of Design, Art, and Performance

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

**Meeting Schedule for Past Year:**

The Committee met monthly. Our project for the year was partnering with PurdueTHINK to develop an art survey project. PurdueTHINK led the project for 2 semesters.

Fall had 3 stages:

1. Identify high impact campus areas
2. Collect data on art the students come into contact with in those areas
3. Design how to measure students perceptions of the art in those areas

Spring:

PurdueTHINK developed a survey to host focus groups that gathered student impressions of art in the identified high impact areas and a survey unique to each building to gather student impressions in the high impact locations (STEW, WALC, WTHR, REC).

Outcome: PurdueTHINK did an excellent job of using Unitime Data to designate high impact locations, meaning locations where students from a wide variety of programs at high numbers pass to come and go from classes. Additionally, they took photos of the art in those areas and

collected what data they could, including simple descriptions, and any information, such as data of creation and creator. Lastly, they developed surveys. They hosted focus groups where they utilized mood boards that had photos of art from the high impact areas to administer a survey and host a discussion about them. The sample size is small and random. For example, a total of approximately 30 students took both the individual surveys administered in each of the designated high impact areas or participated in the focus groups. In the case of both the focus group and individual surveys, they were shown mood boards, but the students may or may not regularly pass through those spaces to get to and from their classes. The project served as a stepping stone for future work and provided information – those surveyed found much of the art outdated, colors to be too dark, and would like to see more diverse types of art and art that reflects more diverse populations, for example. This outcome was evidence for the need for future work.

**Committee work summary:** *include any documents that were forwarded to Senate along with decision (passed, failed), as well as any information you have on the implementation of passed legislation*

- No work was submitted to the Senate.
- 

**Goals / Next Steps:** *include any information that would be helpful to the committee members in the coming year*

- The previous chair, Sarah Huber, will be working with an intern from the Purdue Galleries, Juniper Rodriguez, to conduct a study that will survey a larger group of students. Sarah will also work with the undergraduate student to publish a paper on the findings. The recommendation is for the VAD committee to then work with Juniper Rodriguez to create a report with the finding for the Committee to submit to the Senate.

<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 (revised)	Presented by Purdue Student Government	*Approved 18 April 2022	
<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	N/A
<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	In compliance
<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	N/A
<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	N/A
<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	N/A
<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	In compliance
<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	In compliance
<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	N/A

<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	N/A
<b>21-27</b>	<b>Senate Document 21-27</b> Nominees for the Steering Committee	Presented by Nominating Committee	* Slate affirmed 21 March 2022	N/A
<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	N/A
<b>21-29</b>	<b>Senate Document 21-29</b> On the Need for Campus-Wide Curricular Treatment of Diversity, Equity, and Inclusion (revised)	Presented by Educational Policy Committee	*Approved 18 April 2022	In compliance
<b>21-30</b>	<b>Senate Document 21-30</b> Statement on Shared Governance at Purdue-West Lafayette (revised)	Presented by Educational Policy Committee	*Approved 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	*Failed 18 April 2022	
<b>21-32</b>	<b>Senate Document 21-32</b> SAT/ACT and Undergraduate Admissions (as amended 18 April 2022)	Presented by Student Affairs Committee	*Failed 18 April 2022	
<b>21-33</b>	<b>Senate Document 21-33</b> Nominees for the Equity, Diversity, and Inclusion Committee	Presented by Nominating Committee	* Slate affirmed 18 April 2022	N/A
<b>21-34</b>	<b>Senate Document 21-34</b> Nominees for the Nominating Committee	Presented by Nominating Committee	* Slate affirmed 18 April 2022	N/A

<b>21-35</b>	<b>Senate Document 21-35</b> Nominees for the Student Affairs Committee	Presented by Nominating Committee	* Slate affirmed 18 April 2022	N/A
<b>21-36</b>	<b>Senate Document 21-36</b> Promoting Civic Engagement	Presented by Student Affairs Committee	*Action 12 September 2022	

# ***REMARKS OF THE CHAIR, 4/18***

**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**



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University Senate

# Reducing Sexual Violence

## 5 Recommendations Accepted

- Education: 4 new modules available to students, faculty, and staff
    - *Healthy Relationships*
    - *Intervene*
    - *Lasting Choices: Protecting Our Campus from Sexual Assault*, and
    - *Impressions: Help Recognize, Prevent, and Report Sexual Assault*
    - In addition to: *Respect Boundaries*
  - CARE Center: New marketing plan to raise visibility of CARE Center, more staff added
  - Sober Monitors/Drivers/Teams: FSCL staff will work with all student councils to ensure all students on campus can receive safe transportation home from events.
  - Timely Warnings: Language in timely warnings sent to campus following an assault has been reworked to be more sensitive and supportive of survivors
  - Reporting website: Marketing and Media will work with students to improve the reporting websites and to steer students towards CARE during reporting time
- Partial victory: these remain voluntary

# Reducing Sexual Violence

## 4 Recommendations Submitted

- Accountability: Any faculty member who is found by OIE to have committed sexual misconduct must document this in all portfolios for all academic reviews for a period of 5 years
  - *Every committee must comment on how the info was used in every assessment of the faculty member*
  - *The faculty should not mentor students at any level for 5 years*
- Code of Conduct: The CARE and Butler Centers should partner with the Office of the Vice President for Ethics and Compliance to revitalize the Faculty and Staff code of conduct to explicitly reference sexual misconduct
- Support for Survivors: PUSH and CAPS should have staff with appropriate training in sexual violence on hand at all times, including staff from the CARE center, to ensure survivors of sexual violence are properly supported
- Messaging Campaign: PSG and PGSG should partner with Marketing and Media on a campus-wide campaign to promote eliminating sexual violence and supporting survivors

# *Mandatory Reporters*

**Most faculty ARE NOT mandatory reporters**

## WHO ARE MANDATORY REPORTERS?

Under the revised federal Title IX Regulations, many people are no longer mandatory reporters. The current policy lists mandatory reporters as:

Individuals employed by the University who hold a title of or equivalent to President, Chancellor, vice president, vice chancellor, vice provost, dean, department head and director, as well as employees in supervisory or management roles, and staff who have authority to institute corrective measures on behalf of the University.

Student employees such as Resident Assistants and Teaching Assistants are not mandatory reporters under this policy. Most faculty members are also excluded from this policy.



# *Civics Literacy Seems to Be On Track*

## **Civics literacy making progress**

- Report of the Civics Literacy Proficiency Advisory Committee
  - 149 students have earned the proficiency
  - 154 students have passed the PCKT (Purdue Civics Knowledge Test)
  - 384 students have registered to take the test
  - 63 students enrolled\pending in the Civics Event learning pathway
  - 310 students enrolled\pending in the Podcast learning pathway
  - 112 students have completed the Podcast learning pathway
  - 4,035 students have completed an approved course
  - 170 students have indicated they plan to complete an approved course
  
- Students need more guidance on how to complete
  - Advisors are already crushed and cannot carry this load

# *Are You Smarter than a Purdue Graduate?*

## **Civics literacy test available**

- The Civics Literacy Proficiency Test is available for all Faculty and Staff (F&S) Members
  - The test is the exact same as our students take through Brightspace
  - F&S need to agree to non-disclosure agreement
  - F&S will NOT need to take the test at a Testing Center, it will be remote through Brightspace
  - To request access F&S simply need to email the Civics Literacy Office at [civicsliteracyproficiency@purdue.edu](mailto:civicsliteracyproficiency@purdue.edu)
- Civics Literacy Office
  - Fred Duttlinger, Assistant Director of Civics Literacy
  - Located in KRCH 129
  - [fduttlin@purdue.edu](mailto:fduttlin@purdue.edu)

# *Civics Literacy Working Group Members*

- Robin Jones, Senior Manager, Digital Learning Solutions
- Christina Marheine, Senior Manager, Student Systems Advising, Enrollment & Student Success
- Joe Faulkner, Director, IT Student Enrollment, Success & Learning Solutions
- Jennifer Fecher, Senior Academic Advisor, College of Health and Human Sciences
- Keith Gehres, University Registrar
- Ryan Jones, Senior Assistant Registrar, Degree Audit & Data Analyst
- David Reingold, Dean, College of Liberal Arts
- Anne Weiss, Assistant Director, Assessment, IDA+A
- Rhonda Updyke Gavin, Senior IT Business Analyst
- Katelyn Kozikowski, Educational Technology Consultant
- Dan Derflinger, Executive Director Strategic Initiatives and Communication for Enrollment Management
- Robert Browning, Professor, Director of Center for C-SPAN Scholarship & Engagement
- Jay McCann, Professor of Political Sciences
- Jenna Rickus, Vice Provost for Teaching and Learning
- Ben Holmes, Senior Educational Technology Consultant
- Molly Gilbert, Assistant Director, Training & Strategic Initiatives, Boiler Success Team
- Christina King, Assistant Director, University Academic Advising
- Dan Carpenter, Executive Director, Student Success
- Kate Walker, Communications Director, Office of the Provost
- Kelsie Newberry, Senior IT Business Analyst
- Jeff Elliott, Executive Director, University Academic Advising
- Shelly Dunk, Executive Assistant, Office of the Provost
- Heather Servaty-Seib, Associate Vice Provost for Teaching and Learning
- Phil Vanfossen, Professor and Director of the Ackerman Center
- Catherine Golden, Assistant Vice Provost for Academic Initiatives

# *Civics Literacy Proficiency Advisory Committee*

- David Reingold, Dean, College of Liberal Arts, Committee Chair
- Keith Gehres, University Registrar
- Signe Kastberg, Professor, Curriculum and Instruction
- Elizabeth Pearson, Senior Academic Advisor for Industrial Engineering
- Lillian Ferguson, Purdue Student Government Representative
- Phil Vanfossen, Professor and Director of the Ackerman Center
- Robert Browning, Professor, Director of Center for C-SPAN scholarship & Engagement
- Jay McCann, Professor of Political Sciences
- Fred Duttlinger, Assistant Director for Civics Literacy

# *Policing on Purdue Campus*

## **PUPD Officer J. Selke and PWL Student A. Tuggle**

- - Bystander called PUPD to report a fight between a man and a woman, suggesting that an abduction may be in process
  - Officer J. Selke responded, engaged A. Tuggle: A. Tuggle did not comply with J. Selke's requests
  - Situation escalated leading to the video that was widely seen
  - Special Prosecutor determined that Officer J. Selke was justified, and that there was cause for charges against A. Tuggle
  - Purdue and Officer J. Selke declined to press charges against A. Tuggle

*A cascade of decisions under duress transformed what could have been a non-event into a high stakes event*

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*A cascade of decisions under duress transformed what could have been a non-event into a high stakes event*

*We should all be thankful that there was no further escalation and no injury*

# *Policing on Purdue Campus*

## **PUPD Officer J. Selke and PWL Student A. Tuggle**

- Purdue changes to ensure that this does not happen again
  - A reminder to the campus of any citizen's responsibility and the legal requirement to respect promptly and peacefully the requests of a law enforcement officer
  - An immediate external review of the Purdue University Police Department's use of force policy and de-escalation training program, followed by an action plan and metrics designed to prevent a recurrence of this type of incident
  - Officer Jon Selke is temporarily reassigned to administrative services while participating in comprehensive training, with a particular focus on de-escalation protocols, before returning to patrol duties
  - Continued commitment to recruiting a diverse police force, including Black student leader representation on search committees for PUPD leadership positions

# SAT/ACT - for the Third Time

In his statement, Mr. Schmill (*MIT Dean of Admissions*) said that all M.I.T. students must pass two semesters of calculus and two semesters of calculus-based physics, as part of the university's general requirements.

"The substance and pace of these courses are both very demanding, and they culminate in long, challenging final exams that students must pass," he said. "Given this, it is perhaps not surprising that the SAT/ACT are predictive (indeed, it would be more surprising if they weren't)"...

...On Monday, he said that students who were accepted when test score requirements were waived had done well so far.

"We had confidence in every student we admitted," Mr. Schmill said. "For students who don't have an SAT score, there was something else that gave us confidence that the students would succeed here."

The New York Times

## M.I.T. Will Again Require SAT and ACT Scores

The university said it was reinstating the admissions requirement, which it had waived in 2020 and 2021 because of the pandemic, for the 2022-23 application cycle.

Give this article



M.I.T. is reinstating standardized testing requirements. Erin Clark for The Boston Globe, via Getty Images

By Maria Cramer and Eduardo Medina

March 28, 2022

4/18/2022

12



# A More Useful Senate

## The Opinions of Steve Beaudoin

- Senate requires right-sizing
  - Purdue is great because of our field-defining research and our inspired, effective teaching and mentoring – not because we have a large fraction of our researchers, teachers, and mentors sitting in the Senate
  - Every year, we have multiple Senators appointed by their Heads or Deans due to lack of interest

"College"	Current	Why Not
Agriculture	12	8
Education	3	2
Engineering	18	12
Health & Human Sciences	10	7
Honors	2	1
Liberal Arts	11	7
Libraries	2	1
Management	5	3
Pharmacy	3	2
Science	14	9
Purdue Polytechnic	7	5
Veterinary Medicine	5	3
	<b>92</b>	<b>60</b>

# *A More Useful Senate*

## **More Opinions of Steve Beaudoin**

- Senate would benefit from lifetime term limits
  - We have term limits, but we still have Senators who rotate off for the minimum amount of time and then come right back – they dominate the discourse
  - Recommend that we have a hard term limit of 6 years service over the entire career. Period. Full stop.
  - This seems workable if we reduce the size of the Senate
  - This ensures more opportunity for leadership, more new ideas, more new perspectives, more trust
- There should be one or more Senate **liaisons** who participate in the executive sessions of the Trustees meetings
  - Recommend that the Chair of the Board of Trustees select the liaison(s) from the Advisory Committee – **not necessary to select the Chair of the Senate**
  - Doesn't have to be the same representative(s) for every meeting
  - Senate Chair can still give the Senate Report during the open session

# A More Useful Senate

## More Opinions of Steve Beaudoin

- Consider reducing the number of committees

Standing Committees	# Senators	Could Report To
Advisory	19	Mitch Daniels
Education Policy	16	Jay Akridge
Equity, Diversity, and Inclusion	18	John Gates
Faculty Affairs	14	Peter Hollenbeck
Nominating	10	
Steering	10	
Student Affairs	19	Katie Sermersheim
University Resources Policy	18	Robert Wynkoop/Michael Cline

- Consider giving the remaining committees the same responsibility as the current Senate in curriculum and calendar

# *THANK YOU*

For your hard work, your professionalism, the courtesy you showed towards me and each other, and your responsiveness

You made Purdue a better place



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- Goal is to host 20
- Open to Ukrainian research faculty and grad students in the dissertation stage
- Each receives stipend plus financial assistance for dependents. Purdue covers visa expenses and transportation costs
- Anticipating a late spring or early summer arrival



- 11 faculty accepted & matched with tenure-track hosts
- 15 more in process
- Received inquiries from about 50 scholars
- Disciplines to date include:
  - Chemistry
  - Psychology
  - Medical science
  - History, Political Science
  - Language and Cultures
  - Krannert
  - Sociology
  - Libraries
  - Earth, and Atmospheric, and Planetary Sciences



# ***2022-2023 COMPENSATION PROGRAM***

University Senate Meeting

April 18, 2022



# Graduate Degrees Awarded to Black Students: AY 2016-2020

Program	Award Level	# of Degrees Awarded	Rank in R1 Institutions
Communication, Journalism, & Related Programs	Postbaccalaureate certificate	<b>76</b>	<b>1</b>
Physical Sciences	Doctorate	<b>15</b>	<b>1</b>
Transportation & Materials Moving	Master's degree	<b>7</b>	<b>1</b>
Agricultural, Plant/Vet Science & Related Fields	Doctorate	<b>9</b>	<b>2</b>
Engineering & Related Technologies	Doctorate	<b>5</b>	<b>2</b>
Computer & Information Sciences	Doctorate	<b>4</b>	<b>3</b>
Mathematics & Statistics	Doctorate	<b>4</b>	<b>4</b>

# 2022-2023 PWL Compensation Program

- 4% Merit Pool/1% Market Adjustment Pool
  - Total \$50 million investment in compensation
  - *Average peer increases for 2022-23 about 3%*
  
- **4% Merit Pool** awarded on normal timeline, normal annual review process, increases effective July 1, 2022
  
- **1% Market Adjustment Pool**, about \$11.5 million, is targeted at faculty groups, staff positions, and graduate student stipends where turnover has been higher, recruiting has been more difficult, salaries are not as competitive
  - Positions/groups identified using review of multiple sources of peer and industry compensation data
  - 170 faculty and lecturers will receive market adjustment on May 1
  - 1,600 staff will receive a market adjustment May 1 – all full-time, benefits-eligible staff employees will be raised to \$15/hour

# 2022-2023 PWL Compensation Program

- Graduate Students:
  - Effective July 1, raise University wide minimum stipends to \$24,124 (FY) / \$18,880 (AY)
  - On a cost-of-living adjusted basis, new minimums would be in the top 1/3 of B1G institutions
  - 4% compensation pool allocated to academic colleges to further increase stipends
  - Additional \$1m centrally funded pool to match college/department investments in graduate stipends in strategic, high-performing competitive programs
  - Pilot programs targeting additional financial enhancements for top domestic students such as multi-year funding guarantees and one-time signing bonuses/scholarships
  - Bridge investments to support transition for grant-funded students where needed and appropriate
  - Collectively = \$11M total investment in graduate student stipends
- Total 1% program a combination of central funding, unit funds (primarily auxiliary units), and grant funds; for faculty, staff, and graduate students paid on general funds, the 1% will be funded centrally

## Questions

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As you know, the Senate is discussing possible future divestment from fossil-fuel dominant companies for endowment funds managed by Purdue University and Purdue Research Foundation. Please clarify to what extent endowment income is utilized to meet the normal budget expenditures versus capital improvement projects at Purdue University. ....	2
The 1% pay increase to support graduate student pay was announced. How much increase in biweekly salary, on average, will this ensure for graduate student employees? Has the Graduate School raised the minimum graduate salary? .....	2
How is Purdue going to make sure that next year’s undergraduate students taking classes in English and using the Writing Lab won’t be shortchanged, given that English graduate support is underfunded and will be understaffed? .....	2
If faculty and Senates at the regional campuses have a question for the President, what is the best way for them to ask it so that they can get a response in the same way and manner the President answers questions of West Lafayette faculty at monthly meetings of the University Senate?.....	3
Is it true that there is a year-long waiting list to be tested for free for ADHD through CAPS? .....	3
How has interest, admission, and enrollment at Purdue changed for international students (undergrad and grad) during COVID, and particularly in light of a growing sense abroad (at least in some countries) that the US (and maybe Indiana particularly) doesn’t want “foreigners” coming and learning in our universities? I’m thinking about the lobbying that universities had to do around SEA 388, for example. ....	3
The Exponent is reporting a poster insulting Adonis Tuggle was spotted posted on campus. Will there be the same investigative effort as the anti-rape culture flyers last semester? .....	4

**As you know, the Senate is discussing possible future divestment from fossil-fuel dominant companies for endowment funds managed by Purdue University and Purdue Research Foundation. Please clarify to what extent endowment income is utilized to meet the normal budget expenditures versus capital improvement projects at Purdue University.**

Endowments exist for both operating and capital projects. Around \$100m annually is distributed and used in the University's operating budget, primarily in the areas of student aid, professorships, and dedicated allocations. Additionally, funds are held in endowments for R&R and planned major capital projects (e.g. Nursing/Pharmacy building).

The current raise plan for employees and graduate students has been announced as a 4% raise pool, plus an extra 1% allocated to raising graduate students' and other underfunded employees' pay. How is this cost shared between department and central funds, and how has the administration increased department budgets to accommodate such pay increases (so that these raises don't also serve as department budget cuts)?

Central funds allocated to colleges and administrative units are the primary source for both the 4% and 1% pools. To the extent a position is funded (entirely or partially) through a sponsored program, those funds are utilized with some central funds to help bridge the increase for particular grants. For auxiliary functions paid for with dedicated revenues, those funds are used (athletics and housing/dining are examples). Consistent with prior years, we did ask units to contribute to the merit pool (4%)—central funds are funding 90% (3.5%) and colleges/units are funding 10% (0.5%).

**The 1% pay increase to support graduate student pay was announced. How much increase in biweekly salary, on average, will this ensure for graduate student employees? Has the Graduate School raised the minimum graduate salary?**

The 1% pool includes raising the university-wide minimum stipends to \$18,800 (academic-year appointments) and \$24,124 (fiscal-year appointments). That will raise pay for roughly 1,100 graduate students an average of 19% (academic year) or 26% (fiscal year). In addition, certain units will be raising the university minimums to an even higher level, also boosting wages. The precise percent increases will vary by unit. A portion of the 4% compensation pool will also be dedicated to raising stipends—those plans are in development and will be finalized in May. Finally, some of the 1% pool was targeted to select departments and disciplines where Purdue is preeminent and competing nationally for talent. Those increases will also boost pay but will target a smaller subset of the total graduate student population. In total the investment in graduate stipends is \$11 million (9% increase). On a cost-of-living adjusted basis, these increases will place Purdue in the top third of its Big Ten peers.

**How is Purdue going to make sure that next year's undergraduate students taking classes in English and using the Writing Lab won't be shortchanged, given that English graduate support is underfunded and will be understaffed?**

As it prepares to move to its new space in the Krach Leadership Center, the On-Campus Writing Lab has developed a staffing plan that combines professional writing consultants, post-doctoral fellows, a modest number of graduate students, and undergraduate tutors to serve students and other campus writers through consultations and writing workshops. The graduate students working there will be those whose primary research and teaching interests align with the core function of the Writing Lab. This new professional staffing model

increases the Writing Lab's capacity to serve students by 23%, something they anticipate may be necessary with its move to its new location in the student life corridor in Krach.

With regard to classes in English, the University offers several options to allow students to fulfill the written communication requirement. The College of Liberal Arts will offer capacity in their courses as requested to meet the projected needs of students. In terms of other English classes, it is not currently foreseen that there will be a shortfall of courses that will limit students' ability to make progress toward their degrees.

**If faculty and Senates at the regional campuses have a question for the President, what is the best way for them to ask it so that they can get a response in the same way and manner the President answers questions of West Lafayette faculty at monthly meetings of the University Senate?**

Questions may be submitted through the [University Senate](#) or directly to the Provost or Office of the President at [president@purdue.edu](mailto:president@purdue.edu).

**Is it true that there is a year-long waiting list to be tested for free for ADHD through CAPS?**

From Chris Hanes, Senior Director of CAPS:

CAPS does not offer psychological assessment, including ADHD testing. CAPS provides referrals to campus and community partners when testing is recommended. Waiting lists for these evaluations vary in length depending on time of the year and the distance one is able to travel from campus.

**How has interest, admission, and enrollment at Purdue changed for international students (undergrad and grad) during COVID, and particularly in light of a growing sense abroad (at least in some countries) that the US (and maybe Indiana particularly) doesn't want "foreigners" coming and learning in our universities? I'm thinking about the lobbying that universities had to do around SEA 388, for example.**

Applications for both undergraduate or graduate international students are at or near record highs. During the height of the pandemic lockdowns, some students could not obtain visas, but we worked to facilitate online courses for these students. Visa and travel issues have improved, and we continue to see strong interest and enrollment from international students at every level.

The focus of SEA (Senate Enrolled Act) 388 was on foreign gifts and contracts, not on foreign students. None of the discussion, testimony, or debate on the bill focused on interest, admissions, or enrollment of our international students. Additionally, the language in SEA 388 requires us to submit the same information to the state that we were already submitting to the federal government, so it's an added step to also share the info with the state, but not a brand-new requirement.

**The Exponent is reporting a poster insulting Adonis Tuggle was spotted posted on campus. Will there be the same investigative effort as the anti-rape culture flyers last semester?**

The exact same policies apply regardless of content. The university has investigated conduct, not content. Vandalism and defacing university property will be looked into, regardless of the nature of the communications. The university guarantees all members of the community the broadest possible latitude to speak, write, listen, challenge, and learn.

**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. Senate representation of Purdue Global

**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 21-29 (DEI and UCC)
2. Senate document 21-30 (Shared governance)
3. Senate document 20-59 (end of semester regulations)
4. Senate document 21-32 (SAT/ACT in admissions)
5. HLC Year 4 Assurance Review for information to EPC

**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. Definition of Faculty Governance
2. Adhoc study committee/rights and responsibilities of members
3. Teaching Excellence



## **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 Long-Term Health
4. Student Free Speech
5. Student Mental Health
6. Student Experience of Law Enforcement
7. Standardized Tests and Admissions
8. Civics Literacy Implementation

## **University Resources Policy Committee**

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

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

***SD 21-30***

***SHARED GOVERNANCE***

**FOR VOTE – 4/18/22**

**Educational Policy Committee**

University Resources Policy Committee

**Faculty Affairs Committee**

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



## *Proposal - revised*

- The University Senate adopts the American Association of University Professors (AAUP) “Statement on Government of Colleges and Universities” [2] as a **working document outlining the principles of** shared governance, and **a** 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.

## *Stakeholder groups*

- EPC, URPC passed the original version of the legislation.
- EPC, FAC have passed the modified version of the legislation.
  - (I forgot to take it back to URPC. I'm so sorry.)
- Comments solicited from Provost Akridge, Chair Beaudoin
- Comments solicited from the Senate by email

## *Is it necessary, given decision authority established by state statute?*

- The Statement on Government does not question the authority of the Board.
- In addition to defining the relationship of the Faculty to the Board and the President, the Statement on Government helps us improve our internal functioning and implementation of shared governance processes.
  - College level faculty committees and Senates
  - College bylaw revisions
  - Department-level faculty committees that oversee the curricula
  - The philosophy of the internal structure and workings of the Senate
  - The relationship of the Senate with areas of the administration below the President – how committees interface with the administration
  - Etc.
- So – yes.

## *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.
- This legislation only does something meaningful when we take it up in that effort. If this passes, it will be one small but necessary step in a longer effort to improve shared governance at Purdue.

***SD 21-31***

***INVESTMENT PLAN FOR PURDUE  
ENDOWMENT***

**FOR VOTE – 4/18/22**

University Policy Resources Committee and Faculty Sustainability  
Committee

Alice Pawley, [apawley@purdue.edu](mailto:apawley@purdue.edu)  
Chair, Faculty Sustainability Committee



# *Proposal - no edits from March*

## 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 the development of 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).



## Concerns from some constituents

- Some faculty are conducting research in fossil fuel areas. Students are hired by oil/gas companies. Companies donate to Purdue.
  - This would not threaten those relationships, just as our current investments in fossil fuel companies do not threaten the relationships faculty and students have with companies based on renewable technologies.
- Oil/gas companies are critical to our economy right now.
  - The International Institute for Sustainable Development reports that the United States provides high levels of direct budgetary transfers and forgo(es) tax revenue for domestic coal - almost \$1B on average between 2017-2019. [1]
- If one participates in the fossil fuel economy, such as by driving a car/flying, then such a proposal is hypocritical
  - The fossil fuel industry has advocated a rhetoric of individual responsibility for climate change to distract attention from their outsized corporate responsibility. [2]
  - We need large changes at scale to produce infrastructure that makes individual responsibility more possible.

[1] <https://www.iisd.org/system/files/2020-11/g20-scorecard-report.pdf>

[2] Lamb et al (2020) "Discourses of climate delay" in *Global Sustainability*, 3(17), DOI: <https://doi.org/10.1017/sus.2020.13>  
Supran and Oreskes, (2021) "Rhetoric and frame analysis of ExxonMobile's climate change communications" in *OneEarth* 4(5) 696-719, <https://doi.org/10.1016/j.oneear.2021.04.014>

## *Concerns from some constituents*

- We should increase investments in renewable technologies without decreasing investments in fossil fuels
  - The latest IPCC report (Monday, April 4, 2022) concludes that deep cuts in CO2 emissions are needed. We can no longer ignore CO2 emissions from fossil fuels.
- The four specific points are too specific and run roughshod over important nuances, like biofuels are renewable but don't decrease GHG emissions.
  - The legislation does not compel PRF to do this. It instead represents the voice of the faculty.

## *Concerns from some constituents*

- Concerns about the specificity of the 4 points in the proposal (paraphrased):
  - We should prioritize reducing the environmental footprint of energy without pricing low-income consumers out of the market, while protecting the integrity of the Endowment.
  - Net-zero GHG is important, but so is curbing water pollution. Some renewable energy sources can help both at moderate cost. But doing so would push solar into farmland and reignite a food/energy tradeoff that affects low-income people disproportionately. So replacing coal partly with natural gas could ease the food vs energy tradeoff while reducing GHGs.
  - Not all renewables are created equal. Biofuels are renewable but with a likely negative environmental footprint. We need solutions that reduce GHG, reduce energy cost, have limited impact on water, doesn't displace agricultural production
  - While a change of investment strategy might not have national or even regional effects, it could have local effects. Given this is a statement of principles more than an actionable plan, why not declare the principle to balance the environment, more broadly defined, with other desirable goals?

# *Letter distributed to the University Senate on 4/15/22*

## **From Senators Brush, McConnell, Campion, and Koltick**

I sent a longer response on Friday night, 4/15/22.

1. Is this document at odds with SD 21-30?
  - No. The Statement on Government acknowledges that the Board of Trustees are the stewards of the endowment. This is the Board's area of primary responsibility. The Endowment is not an area of primary responsibility for the Faculty. Therefore the document represents the voice of the Faculty. It provides information to the Board. It does not compel the Board to do anything, even to request a plan from PRF.
  - The Statement on Government does recommend faculty be involved in short- and long-range budgetary planning.
2. Have the endowment managers been asked whether proposal SD 21-31 will raise their costs?
  - We asked them a number of questions. They declined to reply.
3. Have the endowment managers been asked whether they expect to have lower returns on the funds they invest when implementing this proposal?
  - See answer above.

# *Letter distributed to the University Senate on 4/15/22*

## **From Senators Brush, McConnell, Campion, and Koltick**

4. What cuts would the Senate propose in the budget of Purdue University to offset these lost funds?
  - It is presumptive to assume that a divestment/investment strategy would lose funds.
  - It is not the Senate's place to dictate how either a deficit or indeed a surplus should be managed. However, faculty could give input on this matter should it arise (as provided for in the Statement on Government).

## *Final thoughts*

- This is a statement of principle.
- It represents the voice of the faculty.
- It does not compel anyone to do anything, given our area of primary responsibility
- It asks for a plan. The Board can decide to ask for a plan or not, and can decide to enact the plan, or not.
- We are in good company.
- We are running out of time and need all hands on deck. This is one such effort.

- Re: SD 21-31 Request for an Investment Plan for the Purdue Endowment [SD 21-31 on developing an invest/divest plan for the endowment](#).

Dear Senator Alice Pawley,

Thank you for your solicitation of feedback on the proposal.

This proposal, [SD 21-31 on developing an invest/divest plan for the endowment](#), is moving away from a shareholder investor centered strategy toward a stakeholder approach. This means that shareholders will lose as the primary beneficiaries of investment funds. Our estimation shows that Purdue as an investor will have to bear higher costs for the management of the portfolio and will likely suffer lower returns from the portfolio.

We have four questions that we believe should be addressed prior to a vote by the University Senate advising Endowment managers as to how to manage Endowment funds. In particular, we have concerns regarding the Endowment adopting a stakeholder as opposed to a shareholder perspective in managing the Purdue Endowment.

- 1) It is our understanding the Senate has no formal oversight in prescribing specific investments to the endowment managers. Is this correct?
- 2) It is our estimate that a stakeholder approach to investment will have a minimum increase in costs of \$1.5 million for managing Purdue's Endowment of \$2.6 billion. Have we missed anything?
- 3) It is also our estimate that the returns will be lowered even more than the higher costs identified in question 2 as a result of adopting a stakeholder perspective. Are there benefits to Purdue University of which we are unaware of that would justify these higher costs and lower returns?
- 4) If costs are raised, and returns are lowered, what cuts will likely be made in specific areas of the Purdue budget? For example, our minimum increase in costs of \$1.5 million would wipe out a 2.5% raise pool on \$60 million in staff salaries. If staff salaries average \$50,000 this would be the raise pool for 1,200 people. If we believe in the mission of Purdue University, is this really what the Endowment should do?

We explore these four main questions further below.

1)The AAUP document referenced at PWL proposal (SD 21-30) [SD 21-30 on shared governance at PWL](#) indicates explicitly that the board should husband the endowment.

“The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. “

Is it not inconsistent with that AAUP document and the shared governance proposal now being put forward in which the senate is to manage the endowment and, in doing so, restrict its ability to invest in the specific sectors?

2) Have the endowment managers been asked whether proposal SD 21-31 will raise their costs?

We believe the endowment changes proposed are likely to substantially increase management costs. For example, an acquaintance who manages a mutual fund tells me an ESG (Environment and Social Governance) version of the S&P index has an extra cost load of 33-34 basis points or one third percentage

point. Assuming roughly 1/5 of the endowment is in S&P Index funds, then the \$2.6 Billion Purdue Endowment (2021) would have a minimum cost of \$1.5 million.

3) Have the endowment managers been asked whether they expect to have lower returns on the funds they invest when implementing this proposal?

This is harder to identify than the cost increase identified in (2) above but is no less real and probably higher in magnitude. The oil and gas sector in 2021 and so far in 2022 are the highest return sector in the S&P 500 index. It is our opinion that this high level of performance may not end if the plans called for in SD-21-31 are implemented. How confident can we be that the Senate's judgement is better than the expectations and judgement of the Purdue endowment managers? Wouldn't it be better, if in fact they think the returns in this sector will drop, to let them choose when to disinvest and what the exact timing of doing so should be?

4) What cuts would the Senate propose in the budget of Purdue University to offset these lost funds? A responsible body making cuts in revenue should also jointly propose cuts in spending. Document SD 21-31 does not do this.

Should cuts be proposed in scholarship funding? Faculty salaries? Health Benefits? Travel funding? These have all been contentious issues in the Senate in the past and would be aggravated further by this lost funding.

Sincerely,

Thomas Brush,  
Advisory Committee Member, and Educational Policy Committee Member, Professor of Management,  
Strategic Management Area

John McConnell  
Resource Policy Committee Member, Distinguished Professor of Management, Finance Area

Michael Campion  
University Senator, Distinguished Professor of Management, Organizational Behavior and Human  
Resource Area

David Koltick  
Faculty Affairs Committee Member, Professor of Physics and Astronomy



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.

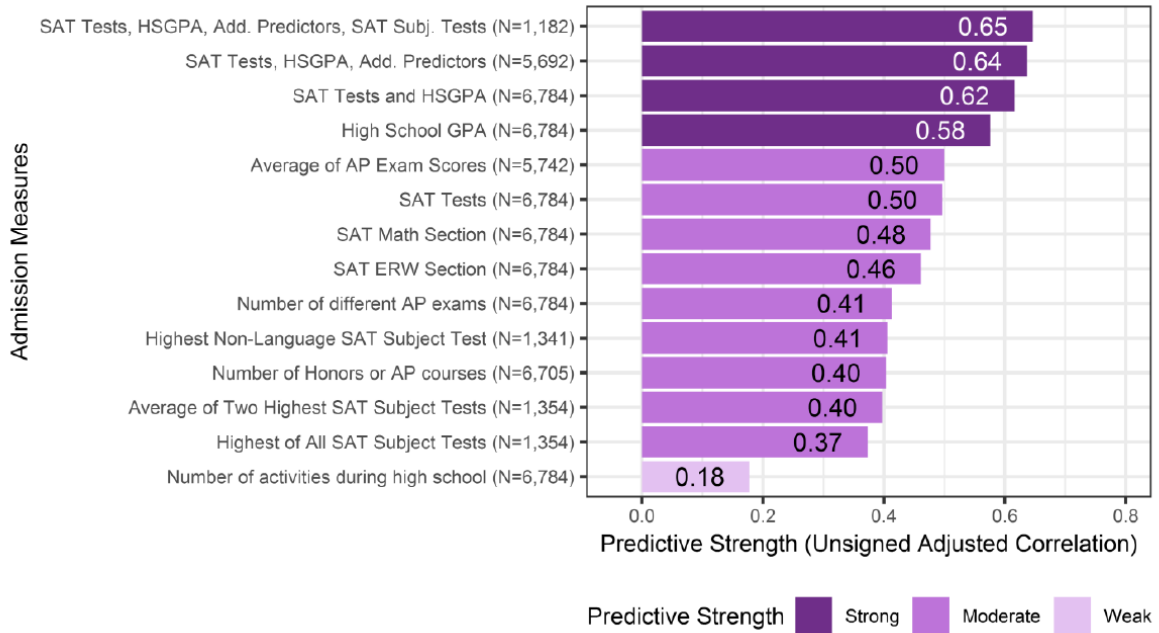
Evidence:

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.

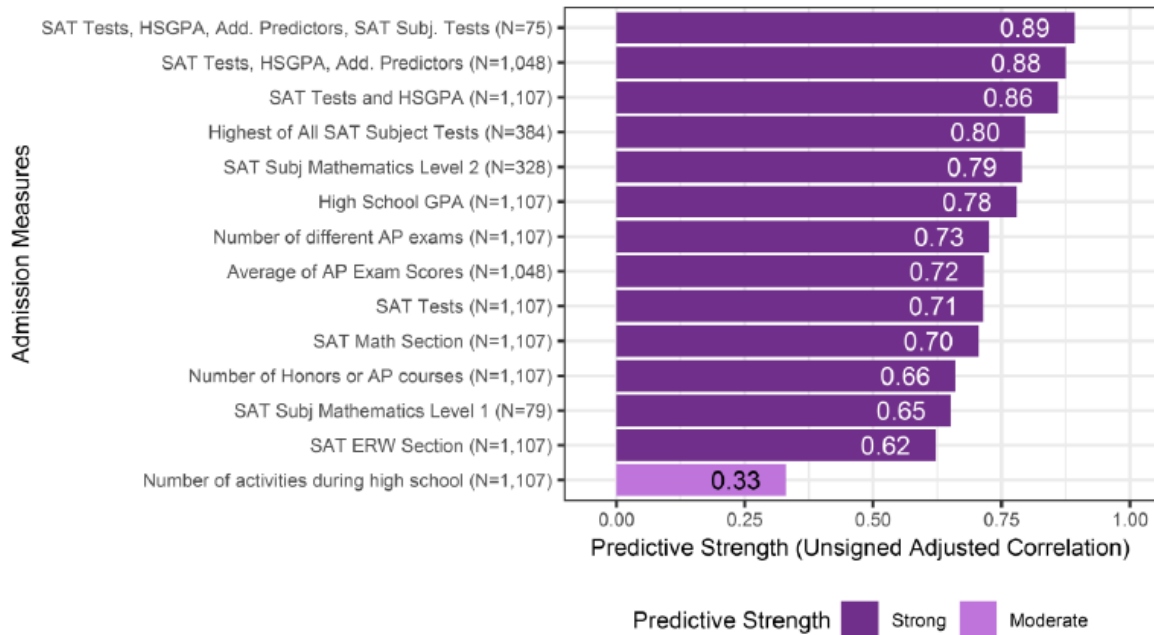
*Predictive strength of admissions measures across all applicants and all majors*



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*



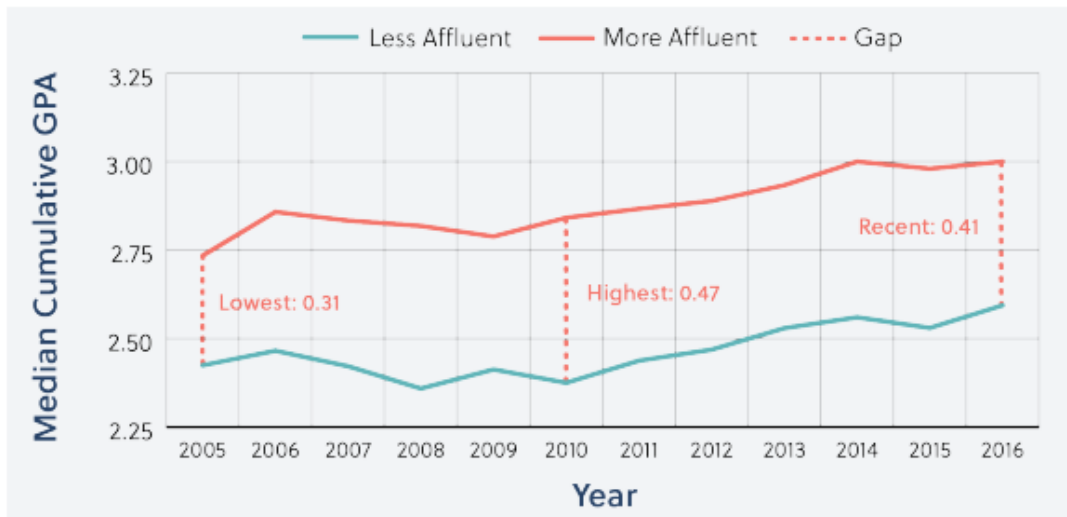
In addition to the validity studies conducted by both testing entities, the University of California system recently conducted an in-depth review of the use of test scores in admissions. The review was entirely conducted and authored by faculty across the UC System. The results of their findings resoundingly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

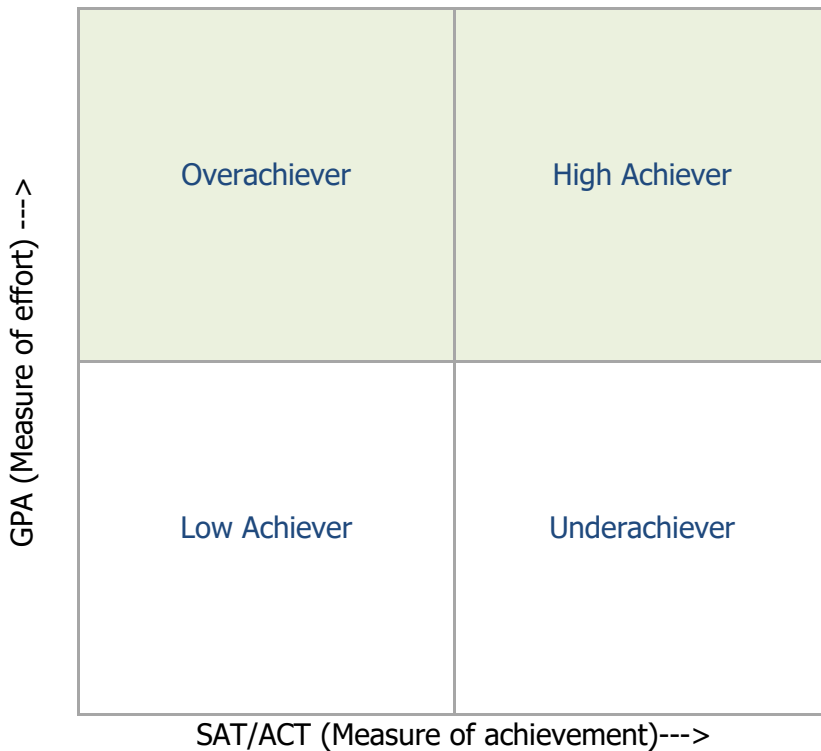


The holistic review process utilized at Purdue means a comprehensive evaluation is conducted such that that no applications are filtered out of review based on test scores or HSGPA floors. All applications are reviewed fully and assessed for first the eligibility and second for their competitiveness 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.*

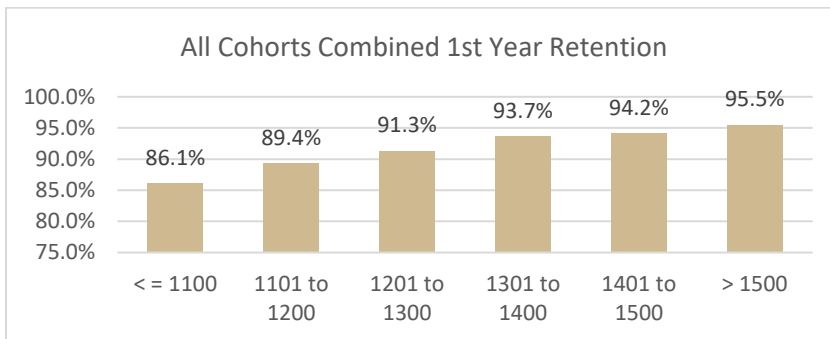
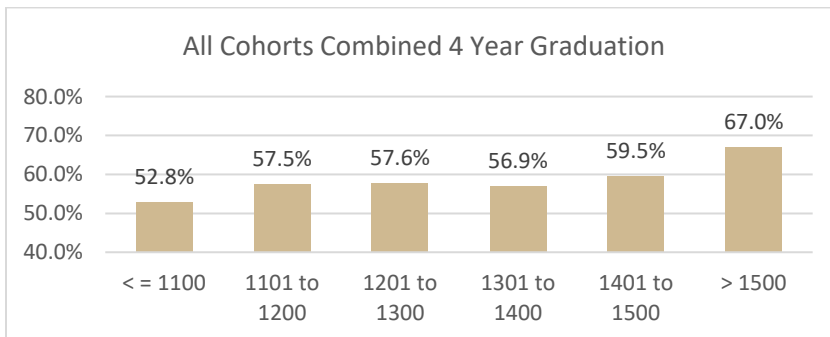


Table 2.

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

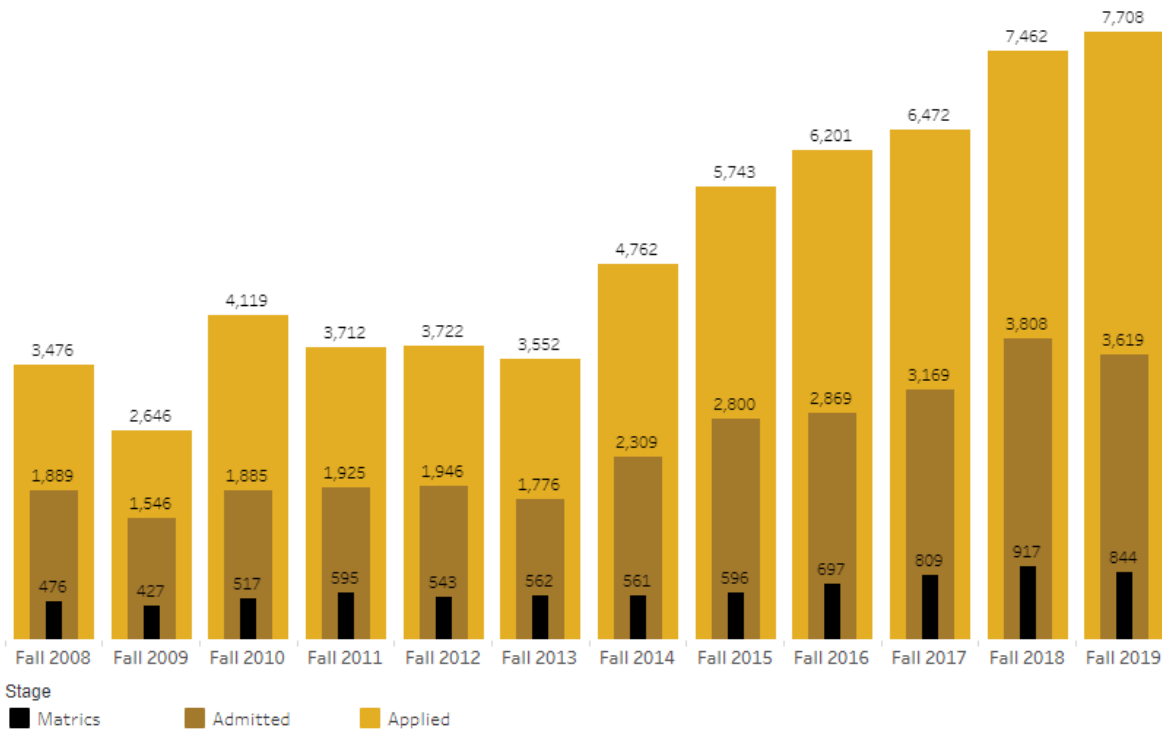


The charts above provide statistical evidence of the strength of test scores in predicting student success. This is meaningful not only for the admission process, but also for further understanding which students might benefit from additional academic support early in their academic studies.

### 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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**PURDUE UNIVERSITY | WEST LAFAYETTE**

# **OFFICE OF ENROLLMENT MANAGEMENT**

**April 18, 2022**

## **Standardized Test Use in Admissions**



## Different types of testing policies

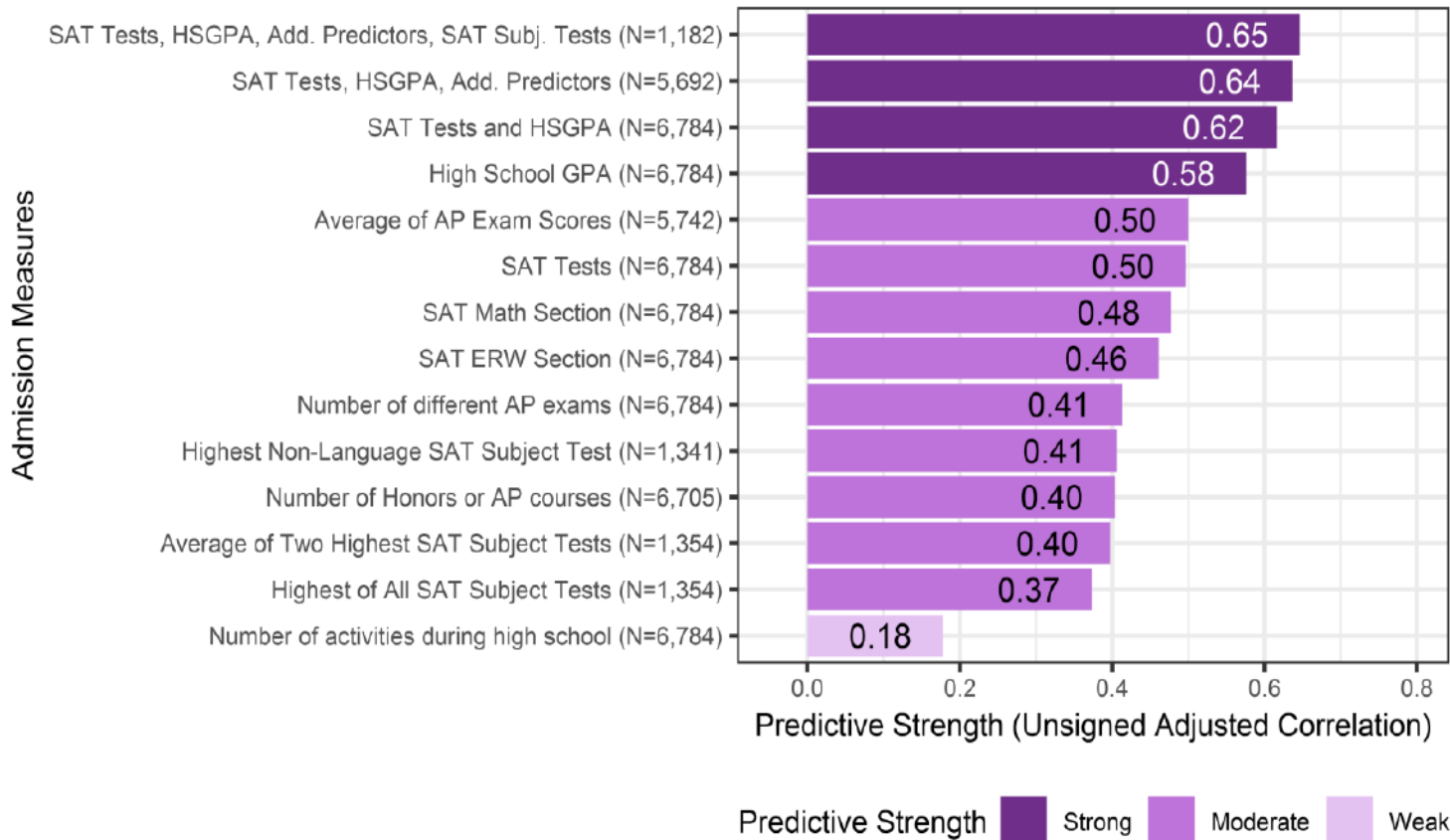
- **Test Flexible (Purdue's Current Policy in the Pandemic)** – Test score strongly encouraged, not required
- **Test Optional** – multiple types of formats but generally allow students to choose whether to submit a score or not
- **Test Blind** – test score not considered in decision, most common to 'open admission' institutions and those who are not meeting enrollment goals

# Admissions Evaluation

- Purdue employs a holistic application review process.
- **No single factor alone determines a student's admissibility.**
- The strength of our admissions decision process lies in the use of context to understand a student's individual performance relative to their home and learning environments.
- The holistic review is important in understanding how to admit the student academically (by major) for success.
- **Test scores add important information in our holistic review process.**

# Predictive Validity

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



# Effects of Test Optional Policies

- On going study to understand impacts on student performance, retention, persistence
- Too early for conclusions, however evidence of grade inflation increases during pandemic, making test scores even more important.
- Increasingly difficult to understand potential learning loss from the pandemic without test scores to identify content gaps masked by grade inflation
- Students with test scores that did not submit scores were those in the lowest scoring bands regardless of economic status

- High schools with the largest increases in high school GPA over time also had the lowest percentage of students who were Black or Hispanic and students who were eligible for free or reduced-price lunch.
- Students whose parents had the lowest levels of education experienced the least grade inflation.
- Students in private high schools (both independent and religiously-affiliated) were three times more likely to experience grade inflation than students in public or charter schools.

# Some Recent Developments

- MIT returning to the use of scores to appropriately admit academically prepared students
- Wisconsin study shows that diversity did not increase with test optional policies
- The University of California system and the California State System remain test blind in admission but just made decisions to use test scores for first-year placement

**PURDUE UNIVERSITY | WEST LAFAYETTE**

**OFFICE OF ENROLLMENT MANAGEMENT**

**Questions**

***SD 20-59:  
ACADEMIC REGULATIONS UPDATE FOR  
QUIET PERIOD POLICIES***

**Olivia Wyrick (PSG, EPC), Alice Pawley (EPC)**

**University Senate, April 18, 2022**



## *History of this document*

Date	Action
2/24/20 thru 3/6/20	PSG surveys undergraduate and graduate students
October 25, 2020	PSS 20-40 "A resolution to update Purdue's Dead Week Policy" is introduced in Purdue Student Senate, passes Purdue Student Senate.
April 19, 2021	Introduced to University Senate as SD 20-59 for discussion
Sept 2021	SD 20-59 was to be taken up by University Senate but President Kang moved to postpone, with EPC agreeing to take up and revise
April 6ish, 2022	EPC votes to send SD 20-59 to the University Senate
April 18, 2022	SD 20-59 to University Senate <b>for a vote</b>

## *Background done by PSG for PSS 20-40*

**Conducted student survey Feb 24 2020-March 6 2020, with 1240 responses, mostly undergraduates, variably distributed across Colleges**

- 70% report 3-5 final exams in Fall 2019
- 43% report that dead week policy was not followed
- 81% did not know they could report instructors who violated the academic regulations to ODOS
- 73% agreed or strongly agreed that instructors were more concerned during dead week about students' academic performance than their mental health
- 85% agreed or strongly agreed that protecting dead week from assignments would make their finals week less stressful

## *What problem is this change in regulations trying to solve?*

Students are (often) burned out by the end of the term.

Instructors are (often) behind in their grading.

Students need more time to prepare for final exams. Working on assignments at the same time interferes with this preparation.

Students and instructors alike have misunderstood the previous regulation:

- Students thought there were supposed to be no assignments in “dead week.”
- Instructors had varying understandings, including no assignments if you had a final
- Academic regulations said only:
  - “No examination or quiz may be given during the week (three days in summer session) preceding the final examination period of the semester (examinations for laboratory, intensive, or minicourses excluded).”

## *What problem is this change in regulations trying to solve?*

Mental health concerns are important to address for both students and instructors in tangible and meaningful ways.

Purdue does not have “Study Days”; Dead Week was unofficial and confusing and insufficient.

Many instructors have moved away from high-stakes final exams as final assessments, and so needed a framework inclusive of those.

# *Proposal*

## **Revise Academic Regulations:**

Revise content in Part B:

- Revise: Final exam period intended for end-of-semester assessments.
- Retain: Final exams need to happen in final exam period.
- Add: If you require students to be present for an assessment during Finals Week, then it needs to be scheduled during the final exam period.

Add part C: Quiet Period

- Scheduling
- Distance learning, hybrid, and asynchronous courses are also subject to this regulation.
- For courses that have a final exam:
  - No assignments linked to learning objectives for course credit may be due during the last week of the semester (or associated period in shorter terms)
- For courses that have no final exam:
  - No restriction

## *Changes from the previous version based on discussion*

### **From April 2021 and EPC discussions**

- There was confusion over whether we would cancel instruction.
  - We are not.
- There was much confusion around the distinction between formative and summative assessments.
  - We dispensed with it.
- The term “Reading Week” (which as an analog to Reading Days and benchmarked with Big10) implies no instruction.
  - We changed it to “Quiet Period.”
- The additional examples provided on alternative assessment mechanisms were confusing.
  - We deleted them.

## *Some existing concerns*

Students won't receive graded feedback on material that will be assessed in the final exam the following week.

- They can receive ungraded feedback.

Changes here do not bring about stronger compliance by instructors.

- This is an issue across the academic regulations, not just this one.
- Office of the Vice-Provost for Teaching and Learning can point to the policy in start of term semester letters.
- Students can be better educated about how to report non-compliance (PSG can help with this).

This does not address instructors taking more than their allotted time for instruction during week 16 (and associated time periods).

- True. We lacked data on this from the PSG survey, so decided to exclude it for now.

## *Some issues it tries not to make worse*

Some instructors want to offer a cumulative exam in the last week of instruction, rather than in the final exam period.

- They are already not supposed to. This is retained.
- If the semester is shortened, Quiet Period would further reduce the amount of time for assessment.
  - If we move to a shorter term, we would need to rethink the length of time of Quiet Period, along with rethinking the rest of the academic calendar.



*Please vote yes on SD 20-59.*

Olivia Wyrick (PSG, EPC), Alice Pawley (EPC)