

Fifth Meeting, Monday, 20 February 2023, 2:30 p.m.
Zoom Meeting

AGENDA:

1. Call to order Professor Brian Leung
2. Statement of Land Use Acknowledgement Professor Brian Leung
3. Approval of [January 2023 Meeting Minutes](#)
4. Acceptance of Agenda
5. Remarks of the President President Mung Chiang
6. [Question Time](#)
7. Memorial Resolutions
8. [Résumé of Items Under Consideration by Various Committees](#) For Information
Professor Elizabeth A. Richards
9. Senate Document 22-12 Academic Regulations Update for Academic Probation and Deficiency Policies* For Action
Professor Eric Kvam
10. Senate Document 22-16 Revising Academic Regulations to Drop the WF and Associated Direct Grades* For Action
Professor Eric Kvam
11. Senate Document 22-17 Revising Academic Regulations for Stylistic Consistency* For Action
Professor Eric Kvam

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| 12. Senate Document 22-13 Proposal for a New Embedded Learning Outcome Focused on Equity, Diversity, and Inclusion (revised)* | For Action
Professor Eric Kvam |
| 13. Senate Document 22-21 Nominees for Vice Chair* | For Discussion
Professor Richard Mattes |
| 14. Senate Document 22-18 Call for Purdue University to Join the Greater Lafayette Climate Action Plan* | For Discussion
Professor Yuan Yao |
| 15. Senate Document 22-22 Calling for Purdue to Commit to Carbon Neutrality by 2030* | For Discussion
Professor Yuan Yao |
| 16. Senate Document 22-19 Senators' Rights and Responsibilities* | For Discussion
Professor Eric Waltenberg |
| 17. Senate Document 22-20 PNW Chancellor Keon's Racist Comments* | For Discussion
Professor Denise Whitford |
| 18. Update on Teaching & Learning 2.0 | For Information
Professor Edward Berger
Professor Jennifer Dobbs-Oates |
| 19. Remarks of the Senate Chair | Professor Brian Leung |
| 20. New Business | |
| 21. Adjournment | |

***Please note that the time for items marked For Action and For Discussion will be limited to ten minutes per Document.**

Fifth Meeting
Monday, 23 February 2023, 2:30 p.m.

Zoom Meeting

Present: *Manushag N. Powell (Secretary of Faculties and Parliamentarian), President Mung Chiang, Brian Leung (Vice-Chair of the Senate), Patrick Wolfe (Provost), Se'Andra Johnson (Sergeant-at-Arms), Dulcy Abraham, Abigail Engelberth, Bradley Alge, Burton (Lee) Artz, Paul Asunda, Saurabh Bagchi, Peter Bermel, Ximena Bernal, Françoise Brosseau-Lapré, Thomas Brush, Yingjie (Victor) Chen, Laura Claxton, Amanda Darbyshire, Patricia Davies, Chittaranjan Das, Brian Dilkes, Donna Ferullo, Jennifer Freeman, Geraldine Friedman, James Greenan, Stephen Hooser, Katie Jarriel, Andrew Jensen, Hyunyoung (Young) Jeong, Nastasha Johnson, Cara Kinnally, Neil Knobloch, David Koltick, Nan Kong, Eric Kvam, Julie Liu, David Love, Angeline Lyon, Richard Mattes, Seema Mattoo, Shannon McMullen, Muhsin Menekse, Lin Nan, Deborah Nichols, Abdelfattah Nour, Jan Olek, Erik Otárola-Castillo, Li Qiao, Julio Ramirez, Elizabeth Richards, Brian Richert, Gustavo Rodriguez-Rivera, Chris Ruhl, Antônio Sá Barreto, David Sanders, Dennis Savaiano, Jennifer Scheuer, Juan Sesmero, Alexander Seto, John Sheffield, Thomas Siegmund, Qifan Song, Susan South, John Springer, Kevin Stainback, Dengfeng Sun, Howard Sypher, Robin Tanamachi, Ariana Torres Bravo, Anish Vanaik, Eric Waltenburg, Jeffrey Watt, Ann Weil, Denise Whitford, Kipling Williams, Rod Williams, John Yaninek, Yuan Yao, Dabao Zhang, Mark Zimpfer. **Advisors:** Stephen Beaudoin, Michael Cline, Keith Gehres, Peter Hollenbeck, Carl Krieger, Lisa Mauer, Beth McCuskey, Jamie Mohler, Jenna Rickus, Alysa Rollock, Katherine Sermersheim, Kris Wong Davis.*

Absent: *Colleen Brady (Chair of the Senate), Kathleen Abrahamson, Jonathan Bauchet, Charles Bouman, Sabine Brunswicker, Michael Campion, Min Chen, Matt Conaway, Todor Cooklev, Daniel Frank, Alan Friedman, Lori Hoagland, Erika Birgit Kaufmann, Alexander Kildishev, Yuan (Brad) Kim, Damon Lisch, Andrew Lu Liu, Oana Malis, Rose Mason, John McConnell, Terrence Meyer, Pete Pascuzzi, Paul Robinson, Mark Rochat, Steven Scott, Michael Smith, Joseph Sobieralski, Rusi Taleyarkhan, Darci Trader, Mario Ventresca, Tony Vyn. **Advisors:** Heather Beasley, Laurie Hitze, Lowell Kane, James Sadler.*

Guests: *Ed Berger (Learning Innovation), Jen Conklin (Captioner), Jenn Dobbs-Oats (Learning Innovation), Ed Dun (iT), Amanda Emmons (Bursars Office), Karen Marais (UCC Chair, Professor of Aeronautics and Astronautics), Abbey Nickel (MarComm), Lindsay Weinberg (UCC Rep, Professor-Honors College).*

1. The meeting was called to order at 2:32pm by Vice Chair Brian Leung, who presided at the request of Chair Colleen Brady.
2. Vice Chair Leung read the following Statement of Land Use Acknowledgement, as required by 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 23 January 2023 Senate meeting were entered as read.
4. The agenda was accepted by general consent.
5. Vice Chair Leung reminded Senators to visit the website for the [posted question-and-answer document](#) that is made available every month. Often, the issues covered there are not directly addressed in Senate meetings, and yet they do comprise important and useful information. He noted that Chair Brady had asked President Chiang and Provost Wolfe to address some of the February questions during the live meeting, as well.

President Mung Chiang delivered his remarks, which consisted of three main points. First, he stated that the Purdue community looked forward to continuing and expanding the Ukrainian scholars program begun a year ago by President Emeritus Daniels. Nearly a dozen Ukrainian scholars were with us already, and more might be arriving. United States Vice President Harris had recently stated that the Russian invasion was a crime against humanity, and President Biden had traveled to Ukraine to show U.S. support. President Chiang asked faculty to consider hosting additional scholars through the renewal of this program.

Second, President Chiang and Provost Wolfe said they were looking into an initiative called Returning One Hour Per Day to Faculty. Chiang explained his understanding that whether in teaching, research, or paperwork, much labor had been pushed to faculty plates in recent years. Therefore, there was now an opportunity to support time-saving and productivity enhancement for faculty members. Although an ambitious goal, President Chiang said he felt assured it was achievable. Suggestions were welcomed from the Senate and from faculty at large. [Following this announcement, Senate leadership created a [reporting form](#) for interested faculty and staff to use.]

Finally, President Chiang concluded with the wish that Senators would pay particular attention to external recognition and awards for faculty colleagues. He noted the creation of an office under the Provost to promote external awards recognition and awards nominations. He expressed hope that department heads and faculty would look at external recognition as a key priority, and act as nominators and reference writers as well as award seekers. He said this was an important matter for retention efforts, and for celebrating Purdue's reputation for success.

6. During Question Time, Provost Wolfe responded to the Chair Brady's request that he address some of the [pre-submitted questions](#).

Regarding admissions, he said that an annual target is set by the Board of Trustees, and then broken down across colleges based on historical trends and demographic information, and applications are then reviewed holistically. Applications and yield

numbers vary across units, but the Provost emphasized that every corner of campus could benefit from paying attention to increasing their yield. The same basic process was to apply to applicants from Purdue Indianapolis, after the IUPUI realignment was complete.

In response to questions about recent changes to hiring protocols, the Provost confirmed that the [Strategic Opportunity Hiring Program](#) had been paused for reassessment as part of recent university leadership changes. He said strategic hires would continue to occur, but not as part of this program. Promotion and tenure would continue for the time being as per previously published guidelines, and faculty and deans would continue to play an important role in these processes. However, he suggested that appointments of tenured and senior faculty to Purdue should be considered with great gravity. Provost Wolfe stated that his office wished to see more uniform consistency in following guidelines for tenure and promotion, particularly in the case of outside hires hoping to come to Purdue with tenure.

Professor Kipling Williams asked what the reasons had been for the pause on the Strategic Hiring Program. Provost Wolfe responded that he wanted to ensure that all faculty searches employ a robust process to generate a broad and diverse pool of applicants. He felt that there was some evidence that the Strategic Opportunities Hiring Program discouraged robust pools in the overall hiring process.

7. The Senate observed a moment of silence in honor of Dr. Werner Soedel, Professor Emeritus of Mechanical Engineering.
8. Professor Elizabeth Richards, Chair of the Steering Committee, presented the Résumé of Items Under Consideration by Various Committees. [\[Appendix A\]](#) Professor Eiv Kvam, Chair of the Educational Policy Committee, reported that in addition to listed items, the EPC was looking into sunseting a defunct committee, and to dealing with the problem of undergraduates with no attachment to a department or major.
9. On behalf of the EPC, Professor Kvam moved that the Senate adopt [Document 22-12](#) Academic Regulations Update for Academic Probation and Deficiency Policies. Discussion began. Professor Kvam reminded the Senate that the intent of the Document was to generalize and soften some of the language for cases where students were to be removed from the university for academic reasons.

Vice Provost Jenna Rickus informed the Senate that in response to a request from the January meeting, she had asked legal counsel to review the Document's language, and that they reported no concerns. She also emphasized that the proposal had come to the Senate from the probation team, which worked very deeply and closely with students, and employed evidence-based strategies in their recommendations. Students on probation were most often there not because of academic deficiency per se, but rather because of complex life circumstances. Because language can drive behavior, Purdue's language needed to push students towards the Academic Success Center and to talk to their faculty. The goal was to

decrease the likelihood of students being dismissed, and to encourage behavior that would allow dismissed students to be readmitted and graduate.

Professor Julie Liu stated that she supported the goals of the Document, but reminded the Senate that some of her colleagues has expressed reservations over the term “separated,” and wondered whether the EPC had weighed those concerns. Professor Kvam replied that the EPC had looked into the issue, but had not found a better alternative term.

There being no further discussion, the question was put. The motion carried by a vote of 68 in favor to four opposed.

10. On behalf of the EPC, Professor Kvam moved that the Senate adopt [Document 22-16](#) Revising Academic Regulations to Drop the WF and Associated Direct Grades. There was no discussion, and the motion was adopted by general consent.
11. Again on behalf of the very busy EPC, Professor Kvam moved that the Senate adopt [Document 22-17](#) Revising Academic Regulations for Stylistic Consistency. There was no discussion, and the motion was adopted by general consent.
12. Once more (with feeling) on behalf of the EPC, Professor Kvam moved that the Senate adopt [Document 22-13](#) Proposal for a New Embedded Learning Outcome Focused on Equity, Diversity, and Inclusion (revised). Vice Chair Leung added that since January, the Equity, Diversity, and Inclusion Committee had joined the Document as a co-sponsor.

Discussion began. Professor Kvam reminded the Senate that this Document reflected the implementation of a Resolution that the Senate had passed in the previous year [[Senate Document 21-29](#)]. Professor Denise Whitford, Chair of the Equity, Diversity, and Inclusion Committee, said that the EDIC was sincerely grateful to the Undergraduate Curriculum Council for the work they had put in to the proposal, and that they believed the embedded outcomes would add value to the Purdue curriculum and improved student experience.

Professor Brian Dilkes said he echoed these remarks, and opined that the proposed embedded outcomes were a great way to support on-going DEI efforts in colleges and departments across campus in a sustainable way. He noted that while some of his constituents would have preferred to see foundational rather than embedded outcomes, it was important not to let the perfect become the enemy of the good. He also added that while the Document specifically included both domestic and international aspects of diversity, members of his department wished to see more work done specifically on domestic diversity, moving forward.

There being no further discussion, the question was put. The motion carried by a vote of 60 in favor to eleven opposed.

13. Professor Richard Mattes, Chair of the Nominating Committee, presented for discussion [Senate Document 22-21](#) Nominees for Vice Chair. Professor Mattes remarked that the Nominating Committee had identified an exceptionally qualified group of vice-chair candidates, and was highly enthusiastic about the slate. He also reminded the Senate that the opportunity for further nominations would, per our Bylaws, remain open until the March vote.
14. Professor Yuan Yao, Chair of the University Resources Policy Committee, presented for discussion [Senate Document 22-18](#) Call for Purdue University to Join the Greater Lafayette Climate Action Plan. Professor Yao explained that the Document had come to the URPC through the Sustainability Committee. Professor Amanda Darbyshire, Chair of the Sustainability Committee, was recognized to speak on behalf of the proposal. [\[Appendix B\]](#)

Professor Darbyshire gave some history of the Sustainability Committee, which was formed in 2012 and is made up of faculty, students, and staff from Purdue West Lafayette, Fort Wayne, Northwest, and IUPUI. Sustainability's charge was to set five-year goals relating to sustainability, and their main practice was consulting with the administration on academic matters relating to campus sustainability, being a watchdog for commitments on sustainability, and bringing a voice and a little bit of pressure to matters relating to sustainability.

She said that the proposal for Purdue University West Lafayette to join the Greater Lafayette Climate Action Plan was based on a Purdue Student Government Resolution advocating the same. The GLCAP was created by Lafayette, West Lafayette, and Tippecanoe County to address climate change through mitigation and adaptation initiatives, with the aims of improving quality of life, developing new opportunities, better resource management, ecosystem preservation, economic resilience, and improved health outcomes for residents. The GLCAP collaborators urged Purdue to join in July of 2020, since Purdue was a significant source of greenhouse gas emissions in West Lafayette. Involvement with GLCAP would include sharing relevant data, committing a senior administrator to serve on the leadership team and a staff member to serve on the implementation team, and communing with other GLCAP representatives. It was not a binding agreement to participate in GLCAP initiatives. Climate change predictions include a 10-degree increase in both the highest and the lowest temperatures by the year 2050 compared to averages from the 1970s to 2000s, as well as a 16% increase in spring rainfall during the same time period, an increase in severe weather events, increased food prices, increased droughts and floods, and increased air pollution. GLCAP's goals were to reduce carbon emissions by 50% in 2030, and by 80% in 2050 by increasing energy efficiency of buildings and infrastructure, transitioning from fossil fuels to renewable resources, through reducing vehicle miles traveled, and reducing stormwater runoff. Recently, the WBAA Council President Peter Bunder made note that the plan had buy-in from Lafayette, West Lafayette, and Tippecanoe County, but was not endorsed by Purdue. Purdue did not respond to a request for comment.

15. Professor Yao was again recognized to introduce for discussion [Senate Document 22-22](#) Calling for Purdue to Commit to Carbon Neutrality by 2030, also on behalf of the URPC and Sustainability. Professor Darbyshire was again recognized to make remarks. [[See end of Appendix B](#)]

Professor Darbyshire explained that the proposal—also initially based on a PSG proposal—was for Purdue to become carbon neutral (defined as net-zero emissions) by fiscal year 2030. This would include both direct greenhouse gases produced from the institution, and indirect greenhouse gases associated with the purchase of electricity, steam heat, or cooling. The proposal included a number of specific requests for administrative action (including joining GLCAP). Most B1G schools were already committed to carbon neutrality through comprehensive climate action plans, and were looking at 100% neutrality somewhere between 2025 and 2050. IU was on track to become carbon neutral by 2030. Despite a growing campus footprint, Purdue had already reduced carbon emissions substantially.

Professor David Sanders asked whether there had been any consideration of Purdue Research Foundation (PRF) properties, and what plans there were to bring those businesses into carbon neutrality. He encouraged the Sustainability Committee to think more broadly about carbon neutrality in the greater West Lafayette area.

16. Professor Eric Waltenberg presented for discussion [Senate Document 22-19](#) Senators' Rights and Responsibilities on behalf of the Faculty Affairs Committee. He explained that the Document was a response to the Senate's [Election Procedures Inquiry Commission \(EPIC\) report](#), as well as a charge from the Steering Committee. He emphasized that the FAC had been working on its recommendations for more than a calendar year, and the result was a fairly long and detailed document covering the rights and responsibilities of the Senators, their privileges, causes and procedures for Senator expulsion or recall, as well as expectations regarding attendance at both Senate sessions and Committee meetings. He added that the FAC looked forward to receiving the Senate's feedback, which individual Senators were invited to send via email.

Professor Sanders commented that the AIPSC did not list as cause for expulsion the causes that were listed in the FAC Document; he asked where, then, that language had originated. He asked what sort of rules could be used to deny the rights of other Senators, and why that, as opposed to issues actually listed in the AIPSC, was preferred as the only cause for expulsion from the Senate in the proposal. Professor Waltenberg agreed that the FAC would continue its discussions on this issue.

17. Senator Whitford presented for discussion [Senate Document 22-20](#) PNW Chancellor Keon's Racist Comments on behalf of the Equity, Diversity, and Inclusion Committee. Professor Lee Artz, the Senator representing Purdue Northwest, was recognized. He said he assumed most Senators were aware of the performance by Chancellor Keon at PNW's December convocation, as his racially charged behavior had elicited both national and international criticism. In the opinion of the Purdue Northwest Senate, the ramifications of his actions extended beyond their regional campus, because in

disparaging Asians and Asian Americans, the Purdue name itself was tarnished. Professor Artz also noted that Chancellor Keon had not been carrying out his responsibilities as Chancellor since December: he had not communicated with the Senate, and had canceled several college meetings. Professor Artz argued that the call for the Chancellor's resignation was timely, since two months had passed without the Purdue faculty having a public expression. He invited questions or concerns.

Immediate Past Chair Stephen Beaudoin remarked that if we could not hold university-level administrators accountable for this kind of behavior, how could we hold anybody accountable for anything?

Professor Neil Knobloch thanked Professor Artz for his work, speaking as a member of the EDIC. He asked for an update as to where things stood at PNW: had things improved, were they about the same, or were they less positive than hoped for? Professor Artz said that no one from the Senate had seen the chancellor since December 16, and that he had informed the PNW Faculty Senate that he would not be attending the next several meetings, and had canceled several college meetings. Meanwhile, letters of support and of anger over the situation continued to come in, including a student-begun petition with over 10,000 signatures. Professor Artz expressed his hope that if the West Lafayette campus expressed their dissatisfaction with the state of affairs, the Board might agree to reevaluate it. Professor Knobloch moved to suspend the rules and take immediate action on the item.

The request to suspend the rules being moved and seconded, the question was put. By a vote of 63 to seven (90% in favor), the motion to suspend the rules carried.

Professor Artz expressed gratitude to the EDIC and to Professor Whitford for their work in readying the Document and bringing it to the Senate floor in its clear, effective form.

There being no further discussion, the question was put. The motion carried by a vote of 59 votes in favor to eight votes opposed (88% in favor).

18. Associate Vice Provost for Learning and Innovation and Director of the Innovation Hub Edward Berger, and Director of the Office of Experiential Education, Jennifer Dobbs-Oates were recognized to report to the Senate on teaching and learning 2.0. Update on Teaching & Learning 2.0. [\[See Appendix C\]](#) Vice Provost Rickus also signaled her willingness to answer questions on the Innovation Hub or Lilly Endowment Grant.

19. In his remarks, Vice Chair Leung praised the Senate's work and improved efficiency, and noted that the Senate was doing their part toward giving back the proverbial faculty hour.

He stated that the Senate was a demonstration of shared governance, and other universities looked to us to see what it is we do and how we operate. He reminded Senators that we had many new faculty and staff members on campus, and

suggested it was possible that they were not familiar with the Senate's ability to have input on the workings on the university. He charged everyone listening in on the meeting to take some time to reach out to colleagues, to campus visitors, and specifically to anyone new to the Purdue community, and tell them what the Senate does, and why it matters and is important. He asked members to write him (brian-leung@purdue.edu) and share their successes in communicating the importance of the Purdue University Senate to others. This communication would redound to our benefit in the coming years, he said, and urged the community to build forward.

20. Under New Business, Professor Kvam was recognized to present [Senate Document 22-24](#) Request to Transition to Pass/Not Pass Grading for the Fourth Year of the Doctor of Veterinary Medicine Curriculum on behalf of the indefatigable Educational Policy Committee. Professor Kvam explained that most of the fourth-year veterinary curriculum consisted of what we might call internships, and so grading students on a traditional letter scale was not appropriate to their work, and was often done by people outside the university. Moreover, he said that this pass/not pass practice had been used by another of our professional schools, Pharmacy, for several years without issue. The proposal would perform two actions: 1) allow the DVM program to change its grading protocol, and 2) alter the language in Purdue's academic regulations to make it clear that professional programs can do this.

This Document will be presented for action in the 20 March 2023 Senate meeting. Vice Chair Leung reminded Senators that items presented for discussion should be sent to constituents for feedback.

21. There being no further business, the Senate celebrated its masterful efficiency by adjourning at 4:17pm.

Questions

Graduate compensation	3
Follow-up to last month’s question about graduate compensation: Is it true that the university contributes more to the healthcare premium costs of permanent staff/faculty if they include a child on their healthcare plan compared to their contribution for just an individual, but does not contribute more to the premium for a graduate staff employee who includes a child on their healthcare plan compared to their contribution for just an individual? If so, this has the effect of having the university subsidize and assist with the child healthcare costs for permanent staff/faculty, but require graduate staff to pay the entire cost of child healthcare premiums.....	3
Earthquakes	3
As two massive earthquakes hit a large region in Turkey and Syria, severe damage and many casualties (more than 19000 people so far) are reported. How could Purdue University’s leadership, faculty, and staff financially and academically support earthquake victims? Can Purdue leadership organize a university-wide fundraising event for the earthquake relief efforts?	3
Hiring and faculty compensation	3
Faculty are asking for clarity regarding the current indefinite pause on all strategic hires, as well as information about the rumors that promotion and tenure cases will be undergoing a new level of scrutiny. Are standards for tenure and promotion changing? Will the expertise of primary and area committees continue to be respected, as has historically been the case at Purdue?	3
The climate for hiring has dramatically changed (refer to Provost’s memo 2/6/23). We will be very unlikely to recruit and secure top-candidates if we are putting top-notch senior faculty through this new process. What is the rationale for increased scrutiny?	4
What are the general procedures and policies that the administration will follow in order to cut a tenured professor’s salary to zero? What are the ways in which the Faculty Committee on Censure and Dismissal Proceedings are involved, as per Policy B-48? Please consider this question independently of the particularities of any contemporary case where this appears to be happening.	4
I was particularly interested in this line from the Provost’s email: “We will enable faculty members, through the Purdue Applied Research Institute (PARI) and other mechanisms being vetted, to apply for increased total compensation from external awards when permitted by the sponsor.” What is the mechanism for requesting this or exploring it further, and for determining which/whether sponsors permit it? What kind of timeline is there for putting this into effect if it isn't actually “effective immediately”?.....	4
With tuition remaining frozen for another year, Purdue University must grapple with the challenge of huge inflation. Other universities have taken steps to help faculty and staff with inflation. For example, Princeton University just approved a supplemental 2.5% midyear salary increase for most of its faculty, academic professionals, and staff. What is Purdue's plan for responding to the persistent inflation that has hampered the market competitiveness?.....	4
Physical facilities	5

As part of Transformative Education 2.0, a space survey was conducted to evaluate physical instructional facilities (classrooms, labs, etc.). What recommendations are being implemented? Classes across campus are being overcrowded, which is particularly burdensome for active and experiential learning, and labs.5

Lactation spaces are not available in every building on campus, and the list of lactation spaces on Family Friendly Purdue is not up-to-date. Given this constraint, the University might benefit from investing in a few of the portable Mamava freestanding lactation pods. These are the same pods that you might see in airports, at Walmart, etc. They are not exorbitantly priced, and their portability would allow for Purdue to place private pumping spaces within larger spaces (lobbies of large buildings, for example) and “flex” lactation spaces based on the continual need to adapt Purdue’s living/working spaces.5

Admissions..... 6

How is the number of students admitted allocated across academic units? Based on what criteria? Some units report having to hire additional instructors to manage increased enrollment, while others are having hundreds of students received deferrals, while not having enough students admitted to meet their enrollment targets. Is there a priority for admitting students to programs unique to the WL campus (i.e., programs that deferred students could not pursue by attending a regional campus)?.....6

Given that the West Lafayette Admissions office will take over admissions for the Indianapolis campus, what will the administration do to ensure the campus continues to meet the same demographic of students they have historically served? The Indy campus serves to provide assets to a much more diverse group of students (with very different needs from those on the West Lafayette campus). How will Purdue continue to provide access to that same demographic of Indiana residents if the Indianapolis campus has the same admission criteria as the West Lafayette campus?6

Questions for President Chiang..... 6

I’d like to hear more about the President's commitment to basic research beyond metrics determined by impact factors and grant dollars obtained. What is his vision for Purdue as a leader in research into fundamental questions that do not have obvious immediate applications?6

What is President Chiang’s understanding and recommendation regarding PNW Chancellor Keon’s anti-Asian behavior at the Purdue Northwest Fall Convocation?6

Graduate compensation

Follow-up to last month's question about graduate compensation: Is it true that the university contributes more to the healthcare premium costs of permanent staff/faculty if they include a child on their healthcare plan compared to their contribution for just an individual, but does not contribute more to the premium for a graduate staff employee who includes a child on their healthcare plan compared to their contribution for just an individual? If so, this has the effect of having the university subsidize and assist with the child healthcare costs for permanent staff/faculty, but require graduate staff to pay the entire cost of child healthcare premiums.

Anyone in a graduate staff position(s) carrying a minimum of 0.50 FTE/half time/20 hours per week or more, or a graduate student with a fellowship administered as an assistantship on the West Lafayette campus, receives \$2,300 in University funding if they enroll in the graduate medical insurance plan through United Healthcare. Graduate students also have the option to enroll (without University subsidy) in the domestic/international student insurance plan, which may be more cost-effective given that premiums under all of the different plans vary by how many individuals (adults/children) are covered and by plan design, including deductibles, co-pays and out-of-pocket maximum.

Earthquake relief

As two massive earthquakes hit a large region in Turkey and Syria, severe damage and many casualties (more than 19000 people so far) are reported. How could Purdue University's leadership, faculty, and staff financially and academically support earthquake victims? Can Purdue leadership organize a university-wide fundraising event for the earthquake relief efforts?

Our Provost's Office identified and emailed both students and faculty from the impacted regions (and checked that no Purdue community members were physically present in these regions), and helped to ensure that Purdue Today carried multiple notices of a vigil and fundraising campaign by Purdue's Turkish Student Association. President Chiang and Provost Wolfe recorded messages for this vigil. We have also gathered information about scholars at all levels who are supported by government funding from Turkey, so that we can be prepared to step in and backstop any funding or other arrangements should such be suspended in the wake of this disaster.

Hiring and faculty compensation

Faculty are asking for clarity regarding the current indefinite pause on all strategic hires, as well as information about the rumors that promotion and tenure cases will be undergoing a new level of scrutiny. Are standards for tenure and promotion changing? Will the expertise of primary and area committees continue to be respected, as has historically been the case at Purdue?

The Provost's Office has paused its Strategic Opportunity Hiring Program, in light of overall university leadership changes, to assess the extent to which it is meeting university goals. Promotion and tenure cases this year are assessed following our existing procedures, and senior faculty and heads/deans can certainly be expected to continue to play a critical role in this process in future.

The climate for hiring has dramatically changed (refer to Provost's memo 2/6/23). We will be very unlikely to recruit and secure top-candidates if we are putting top-notch senior faculty through this new process. What is the rationale for increased scrutiny?

It is exactly for the purpose of recruiting truly top-notch senior faculty, through an accelerated "immediate tenure" process, that we have to ensure self-consistency. As noted by the memo, "The consideration of a tenured appointment for senior faculty being recruited from elsewhere is of the utmost gravity to Purdue and our academic mission. Recognizing that there has been considerable variation to date in processes used, we will now follow [the issued] uniform guidance."

What are the general procedures and policies that the administration will follow in order to cut a tenured professor's salary to zero? What are the ways in which the Faculty Committee on Censure and Dismissal Proceedings are involved, as per Policy B-48? Please consider this question independently of the particularities of any contemporary case where this appears to be happening.

Tenured faculty have continuing obligations to the institution in the areas of research, teaching, and service. Specific duties and obligations vary across departments and colleges. In an exceedingly rare case where a faculty member is unwilling to engage in any research, teaching, or service activities, Purdue may choose to pursue attempts at corrective and remedial action to allow the faculty member to resume reasonable faculty duties.

These efforts typically include clear, detailed information about the expectations related to a faculty member's effort or activity levels, with clear benchmarks, and such efforts would take place over multiple semesters to ensure that a faculty member has every opportunity to demonstrate willingness to assume some responsibility in the areas of research, teaching, and/or service.

Should such comprehensive corrective efforts fail, Purdue may consider reducing a faculty member's salary to reflect the amount of effort they are extending. Any faculty member who receives a salary reduction as a result of not engaging in their faculty responsibilities has the opportunity to have their case heard through the Faculty Grievance Policy process. This process in turn makes findings, conclusions, and recommendations to the Vice Provost for Faculty Affairs for a final determination.

I was particularly interested in this line from the Provost's email: "We will enable faculty members, through the Purdue Applied Research Institute (PARI) and other mechanisms being vetted, to apply for increased total compensation from external awards when permitted by the sponsor." What is the mechanism for requesting this or exploring it further, and for determining which/whether sponsors permit it? What kind of timeline is there for putting this into effect if it isn't actually "effective immediately"?

Details are being worked out at present. The general parameters include a determination that the additional compensation is in compliance with any sponsor limits; external funds are sufficient and validated for the amount and term of the additional compensation; effort reporting does not exceed 100%; and a portion of the faculty member's academic year salary is currently being (or will be) charged to sponsored programs. We anticipate an application process to roll out in due course.

With tuition remaining frozen for another year, Purdue University must grapple with the challenge of huge inflation. Other universities have taken steps to help faculty and staff with inflation. For example, Princeton University just approved a supplemental 2.5% midyear salary increase for most of its faculty,

academic professionals, and staff. What is Purdue's plan for responding to the persistent inflation that has hampered the market competitiveness?

It's unclear that inflation has hampered market competitiveness per se. In comparing Purdue with other public universities, we have responded to inflation much better than many others. The 4% +1% pool for FY23 was the largest such increase at Purdue in two decades. There has been no increase in healthcare premiums for four years, and a one-time premium reduction was provided in November. We anticipate hiring a record number of new faculty. Staff turnover has declined in the last year, and through flexible remote work options we have greatly expanded our opportunity to recruit and retain professional staff. The vast majority of our peers have implemented compensation increases below Purdue for many years running, in periods of low and high inflation. We will continue to assess the role compensation plays in attracting the best and brightest to the Purdue community, noting that the macro-economic environment is one of many factors that helps to determine the University's annual salary pool.

Physical facilities

As part of Transformative Education 2.0, a space survey was conducted to evaluate physical instructional facilities (classrooms, labs, etc.). What recommendations are being implemented? Classes across campus are being overcrowded, which is particularly burdensome for active and experiential learning, and labs.

As announced in October 2021, TE 2.0 included a campus-wide classroom master planning activity overseen by the Provost. Recommendations were briefed to the Board of Trustees in October 2022, and approval was given to invest \$8.4M to renovate 92 classrooms over the next four summers (116k ft² of space across 35% of classrooms on campus). This will enable classrooms and instructional labs to become more flexible, allowing active learning and supporting instructional methods to create and sustain meaningful in-person classroom experiences for students and instructors. Twenty-three classroom improvements are planned for Summer 2023.

Approval was also given in October 2022 for a \$56.6M investment to renovate three academic halls plus libraries. These projects will enhance and modernize our working and study environments. We will be able to convert current office space in Beering Hall into a 180-seat active learning classroom, and will create an additional 10,958 square feet of study space. University Hall will be renovated, transforming Purdue's oldest building into a new "front door" for Purdue, featuring open-concept study spaces and collaboration hubs that will provide an additional 2,387 square feet of open space for students, with additional classrooms in University Hall updated as part of the classroom master plan work referenced above.

Lactation spaces are not available in every building on campus, and the list of lactation spaces on [Family Friendly Purdue](#) is not up-to-date. Given this constraint, the University might benefit from investing in a few of the portable [Mamava](#) freestanding lactation pods. These are the same pods that you might see in airports, at Walmart, etc. They are not exorbitantly priced, and their portability would allow for Purdue to place private pumping spaces within larger spaces (lobbies of large buildings, for example) and "flex" lactation spaces based on the continual need to adapt Purdue's living/working spaces.

Bi-annual audits of the 50+ lactation spaces on campus are currently underway, and the list will be updated accordingly once the audit is complete this month (end February 2023). Following this audit, any space gaps will be identified that are more than a 5-minute walk from a faculty or staff member's building to the building with the lactation space, and work with building deputies will then begin to determine whether additional space is readily available that can be dedicated or shared for lactating mothers. The overall space map will also be updated to make it easier for finding and utilizing space.

Purdue has investigated freestanding lactation spaces in the past but until now the above approach has been judged to be a better use of resources. If the gaps identified above cannot be filled, then options including Mamava and other equivalent portable stations will be reviewed to determine the best available solutions.

Admissions

How is the number of students admitted allocated across academic units? Based on what criteria? Some units report having to hire additional instructors to manage increased enrollment, while others are having hundreds of students received deferrals, while not having enough students admitted to meet their enrollment targets. Is there a priority for admitting students to programs unique to the WL campus (i.e., programs that deferred students could not pursue by attending a regional campus)?

Working closely and continuously with the President and Provost, nominal goals are set by Enrollment Management for enrollment for each college for each enrollment cycle. These nominal goals are based on historical application/enrollment trends, alongside market realities as monitored across the entire nation and including our peer competitors. As applications are reviewed, admissions decisions are made upon a holistic review of applications. It is useful to note that enrollment is the product of three factors: applicant numbers, acceptance rate, and yield rate. All three factors should be considered with actions and effort. For example, there are units with high acceptance rates but low yield rates, and we welcome actions to substantially enhance yield rates.

Given that the West Lafayette Admissions office will take over admissions for the Indianapolis campus, what will the administration do to ensure the campus continues to meet the same demographic of students they have historically served? The Indy campus serves to provide assets to a much more diverse group of students (with very different needs from those on the West Lafayette campus). How will Purdue continue to provide access to that same demographic of Indiana residents if the Indianapolis campus has the same admission criteria as the West Lafayette campus?

Admissions for Indianapolis will work alongside admissions for Purdue West Lafayette and will utilize the same process. Admissions to each program in Indianapolis will consider the pool of viable applicants based upon a holistic review.

Questions for President Chiang

I'd like to hear more about the President's commitment to basic research beyond metrics determined by impact factors and grant dollars obtained. What is his vision for Purdue as a leader in research into fundamental questions that do not have obvious immediate applications?

We appreciate and support world-leading research and scholarly contributions of all types. Some are measured by citation and publication quality. Some by competitiveness relative to other proposals. Some by books that change the global dialogues. Some by patents and startups that improve others' lives. And more. All need to be recognized externally, too. It is precisely for this reason that we have established a Faculty Recognition Office within the Office of the Provost, with six positions currently advertised to help nominate our faculty for national and international awards.

What is President Chiang's understanding and recommendation regarding PNW Chancellor Keon's anti-Asian behavior at the Purdue Northwest Fall Convocation?

The Chair of Purdue's Board of Trustees has commented on this matter on 22 December 2022, and made clear that "the university does not intend to comment further on this personnel matter."

STRATEGIC OPPORTUNITY HIRING PROGRAM

Office of the Provost

FY 2015-16

Program Enhancement FY2015-16

This program has a sustainable funding model to support four faculty hires each year. For the FY15-16 recruitment year, funding for an additional ten faculty lines has been allocated from Provost resources. These lines will be available until fully utilized.

Program Description

The Office of the Provost will continue the Strategic Opportunity Hiring Program in FY15-16 to help grow the West Lafayette faculty in ways that increase representation from diverse intellectual traditions, educational institutions, life experiences and diverse backgrounds including but not limited to gender, race, ethnicity and culture. The goal is to recruit and retain the best-qualified candidates who contribute to Purdue's excellence through their own diversity, life experience or through the scholarship of diversity in their discipline. The diversity qualifier for each candidate should be addressed in the request. Diversity qualifiers can be 1) gender in discipline; 2) underrepresented minority; and/or 3) disability.

The Office of the Provost will provide matching support for faculty salaries, fringe benefits, and start-up requests for strategic opportunity hires in units that have met the following requirements:

- a. Demonstrated academic program needs;
- b. Support for the hire from the department or school as evidenced by an affirmative majority vote from the full faculty (or search committee as appropriate) for an assistant professor and from the Primary Committee (or search committee as appropriate) for associate and full professors;
- c. Established mentoring program for faculty that includes a plan for success with consistent and constructive performance evaluation;
- d. Evidence of preparation for a successful search process including attendance at hiring workshops, implementation of best hiring practices, evidence of a civil and collegial culture that supports new faculty success, sensitivity toward dual career assistance and work life balance, and demonstrated leadership that promotes an inclusive environment.

Support from the Office of the Provost will come in the form of limited-term allocations that require matching funds. As such, this sustainable long-term initiative will support the hiring of four faculty per year on an ongoing basis. The intent will be to bridge these hires to positions within the college/school. See **Program Enhancement FY2015-16** for an increased number of positions available for the current year.

Financial Resources

The Strategic Opportunity Hiring Program will provide up to four years of partial salary and fringe benefit support: typically 75% in year 1, 50% in years 2 and 3, and 25% in year 4. In addition, 50% of requested start-up funds up to \$100,000 will be available for each hire. Start-up needs in excess of this amount can be requested through the Provost's annual Faculty Start-up solicitation. This funding model is designed to allow maximum flexibility in bundling the support funds in a way that best meets the needs of the hiring unit.

If a faculty member hired through this initiative terminates during the four-year funding period, the hiring unit will return any salaries allocated and unused for the position following termination. In addition, if the termination occurs prior to the full use of the start-up funds, the department will return to the Office of the Provost the proportionate share of the balance that was applied to the original allocation.

Assessment (NEW)

An assessment process will be implemented to help understand the impact of the Strategic Opportunity Hiring Program. A report will be prepared annually by the Office of the Provost which will provide the status of each faculty member hired under the Strategic Opportunity Hiring Program since its inception in FY10-11. The report will include appointment date, initial faculty type and rank, current rank and appointment status (active, not extended, or terminated) and the diversity qualifier for this program.

Review and Approval Process

Requests for funding support through this program should be submitted to the Vice Provost for Faculty Affairs, Office of the Provost at the following email address: approvalsofficeoftheprovost@purdue.edu. Proposals will be considered at any time while funds are available.

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

1. Soliciting reports and informational sessions in response to faculty and committee requests
2. Coordinating with FAC to request review of number of Senators, definition of quorums and MaPSAC and CCSAC representation
3. Seeking standing committee input on locations and quality of lactation stations across campus

Advisory Committee

Colleen Brady, bradyc@purdue.edu

Nominating Committee

Richard D. Mattes, mattes@purdue.edu

1. Populating Faculty Committees: please encourage constituents to fill out the Qualtrics survey
2. Looking for Vice-Chair candidates to be presented in February
3. Senate Standing Committee Qualtrics was distributed at the beginning of February

Educational Policy Committee

Eric P. Kvam, kvam@purdue.edu

1. Proposal for a New Embedded Learning Outcome Focused on Diversity, Equity, and Inclusion
2. Academic Regulations Update for Academic Probation and Deficiency
3. Revising academic regulations to drop the WF and associated direct grades
4. Revising academic regulations for stylistic consistency
5. Revising academic regulations to extend the drop course deadline
6. Vetting a request from VetMed to allow seniors to complete Year 4 as Pass/No Pass

Equity, Diversity, and Inclusion Committee

Denise Whitford, dwhitford@purdue.edu

1. Deaf and Hard of Hearing Accessibility
2. Embedded learning outcome focused on DEI (see EPC above)
3. PNW Chancellor Proposal

Faculty Affairs Committee

Eric N. Waltenburg, ewaltenb@purdue.edu

1. Document addressing Senator Rights and Responsibilities
2. Issues concerning Senate apportionment

Student Affairs Committee

David Sanders, retrovir@purdue.edu

1. Improved Responses to Reports of Sexual Misconduct
2. Protecting Student Privacy/Recording Accommodations

3. Purdue Student Senate Resolution 21-69 “Resolution in Support of Editable Gender-Inclusive Options Amongst Purdue Affiliated Websites”

University Resources Policy Committee

Yuan Yao, ya01@purdue.edu

1. Revising SD 21-31 on the investments of the endowment relating to fossil fuels and carbon negative renewable technologies
2. Developing a Senate Document about Purdue being carbon neutral by 2030
3. Developing a Senate Document about joining the Greater Lafayette Climate Action Plan

To: The University Senate
From: Educational Policy Committee
Subject: Academic Regulations Update for Academic Probation and Deficiency Policies
Reference: [Academic Regulations: Academic Probation and Deficiency](#)
Senate Document 13-11
Disposition: University Senate for Discussion and Adoption

Rationale: The proposed changes to the language in the Academic Regulations stem from the work of the Probation Team (membership from Academic Advising, Academic Success Center, Office of the Dean of Students, Summer Programs, and Teaching and Learning). This Team has been engaged in several probation-related projects since the COVID-19 pandemic began. Key aspects of the work have been 1) collecting scholarly references related to probation/dismissal best practices and 2) reviewing themes from existing and newly launched surveys (by members of the Team) to students who have been on probation at least once during their course of study at Purdue University.

Adjusting to college is a process that involves determining if a major is indeed a good fit, navigating the intellectual demands of college, building a foundation to navigate the personal matters of well-being that naturally occur in a college environment, and forming a new community of support. The Probation Team has learned that many students who spend at least once semester on probation report a whole range of challenging life events and mental and physical health issues that interfered with their ability to focus on their academic performance and success.

As currently stated in Purdue's Academic Regulations [1], a student shall be placed on "academic probation" if the fall or spring semester cumulative GPA is less than a 2.0. The policy also outlines the "dropping of a student for academic deficiency" if both their semester and cumulative GPAs are less than a 2.0. The language used in the existing policy is not affirming or encouraging of students and does not address the evidence-based reality of what factors generally contribute to students' experience of probation or dropped status.

The current proposal indicates the need for Purdue to update the language of the existing policies to be aligned with best practices and existing scholarly literature. The roadblocks of life that students experience may temporarily shift their focus from academics to other life domains, but they are not an indication that students are deficient in their ability to pursue a Purdue education.

Current research [2] addresses the racial and cultural need to adjust language because the “antiquated norm of adhering to a criminal justice lexicon in one of our key academic standards that define student success impacts the students’ sense of belonging and perceived ability to thrive as learners and future leaders.” Studies have also indicated that [3, 4] placement on academic probation negatively affects the 4-year graduation rate. Students who have previously navigated academics in a successful manner may feel “surprised, disappointed, ashamed and/or stigmatized when learning that they could be one semester away from academic dismissal.” These feelings further interfere with the perception that students can succeed or belong in college, which may reduce on-time graduation.

Research [5] has indicated that making an investment to assist enrolled students as they navigate a low GPA to ensure graduation is a worthwhile investment. Providing tools for students to understand what is needed for success and evaluating changes needed to earn this success is key. It may be that changing the language around this situation can be considered a university-level of support during a period that is often filled with dread. The question has been posed [6] whether the desired outcome for placing a student on academic probation is being achieved or rather undermining the trajectory of the student’s road becoming a college-educated citizen.

Based on the scholarly literature and data collected from Purdue students on probation, the Probation Team argues that replacing the words “probation” and “deficiency” may improve the success of students who experience temporary roadblocks that interfere with their academic journeys.

Proposal:

The University Senate revises the Academic Regulations and Procedures from the original policy on the left, to the policy on the right, in three areas:

- Part A: Academic Probation
- Part B: Dropping of Students for Academic Deficiency
- Part C: Readmission

Changes are bolded and highlighted. The revised regulation shall become effective for Fall 2023.

EXISTING LANGUAGE	NEW LANGUAGE
Header: Academic Probation	Header: Academic Notice
A. A student at Purdue University shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0.	A. A student at Purdue University shall be placed on academic notice if the student's fall or spring semester or overall or cumulative GPA at the end of any fall or spring semester is less than a 2.0.
<ul style="list-style-type: none"> A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPAs equal to or greater than 2.0. 	<ul style="list-style-type: none"> A student on academic notice shall be removed from that standing at the end of the first subsequent fall or spring semester in which the student achieves semester and overall GPAs equal to or greater than 2.0.
<ul style="list-style-type: none"> Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing. 	<ul style="list-style-type: none"> Any grade change due to a reporting error will result in a recalculation of the GPA and determination of notice standing.
<ul style="list-style-type: none"> Academic standing will not be assessed in summer sessions. 	<ul style="list-style-type: none"> Academic standing will not be assessed in summer sessions.

EXISTING LANGUAGE	NEW LANGUAGE
Header: Dropping of Students for Academic Deficiency	Header: Students Separated from the University Due to Academics
B. A student on academic probation shall be dropped from the University at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.	B. A student on academic notice shall be separated from the University at the close of any fall or spring semester in which the student's semester and overall GPA is less than a 2.0.
<ul style="list-style-type: none"> Any grade change due to a reporting error will result in a recalculation of the GPA and determination of drop status. 	<ul style="list-style-type: none"> Any grade change due to a reporting error will result in a recalculation of the GPA and

	determination of academic separation status.
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Existing Language	New Language
Header: Readmission	Header: Readmission
<p>C. A student who is academically dropped from the University for the first time is not eligible to enroll for at least one fall or spring semester. A student who is academically dropped for the second time is not eligible to enroll for at least one year.</p>	<p>C. A student who is academically separated from the University for academic reasons for the first time is not eligible to enroll for at least one fall or spring semester. A student who is separated from the University a second time for academic reasons is not eligible to enroll for at least one year.</p>
<ul style="list-style-type: none"> A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission. (For more detailed information about readmission, visit the following web site: http://www.admissions.purdue.edu/readmission/) 	<ul style="list-style-type: none"> A student separated by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is not guaranteed, but any student who gains readmission is readmitted on academic notice and is subject to stipulations in effect as a condition of readmission. (For more detailed information about readmission, see http://www.admissions.purdue.edu/readmission/)

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<http://itwebstg.fullerton.edu/aac/Academic%20Notice%20White%20Paper%202021.pdf>

Committee Votes:

For:

Faculty

Thomas Brush
Todor Cooklev
Jennifer Freeman
Eric Kvam (chair)
Erik Otárola-Castillo
Alice Pawley
Antônio Sá Barreto
John Sheffield
Thomas Siegmund
Howard Sypher

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus

Against:

None

Abstained:

Advisors

Jeffery Stefancic

Absent:

Faculty

Burton Lee Artz
Steven Scott
Jeffrey X. Watt

Students

Elli DiDonna
Izzy Weber

Non-voting Ex-Officio members:

Nathan Engelberth (present)
John Pearson (not present)

To: The University Senate
From: Educational Policy Committee
Equity, Diversity, and Inclusion Committee
Undergraduate Curriculum Council
Subject: Proposal for a New Embedded Learning Outcome Focused on
Diversity, Equity, and Inclusion
Reference: [Purdue University Core Curriculum](#)
Senate Document 21-29
Disposition: University Senate for Discussion and Adoption

Rationale: The United States has a long history of injustice towards marginalized communities based on, among other matters, 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 contribute actively towards a more socially conscious community, working to remove some of the burden that marginalized students, staff, and faculty have borne for decades. Enterprises such as the Board of Trustees' Equity Task Force and the Office of Diversity, Inclusion, and Belonging have made significant contributions to student life as well as recruitment and retention; however, there is a need at Purdue to better incorporate equity, diversity, and inclusion across all levels of the institution, including at a campus-wide curricular level.

Purdue University lags behind peer institutions in curricular advances on diversity, equity, and inclusion. Of the Big Ten institutions with university-wide core curricula, Purdue is one of only three universities without a curricular requirement tightly focused on diversity, equity, and inclusion (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 made by Black student groups in 1968, 2015, and 2020 [4, 5, 6]). In April 2021, Senate Document 21-29 recognized the need for campus-wide curricular treatment of diversity, equity, and inclusion, and directed the Undergraduate Curriculum Committee (UCC) to develop a formal

framework to structure diversity, equity, and inclusion into Purdue's Core Curriculum [7].

Purdue's Core Curriculum [8] aims to prepare all Purdue students for successful employment and responsible civic engagement. Adding a diversity, equity, and inclusion 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 UCC has been exploring opportunities to incorporate diversity, equity, and inclusion into Purdue's Core Curriculum, including:

- Evaluating diversity, equity, and inclusion 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 diversity, equity, and inclusion 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, with guidance and feedback from the partners above, has worked to develop this proposed embedded learning outcome (ELO) in such a way that it does not harm marginalized and minoritized students or provide less value for marginalized and minoritized students than it does for students from dominant groups.

The Educational Policy Committee vote recorded below represents its agreement to bring this UCC proposal to the University Senate for a full discussion and vote.

Proposal:

Following the positive vote of the University Core Curriculum Committee, the Educational Policy Committee, **and the Equity, Diversity, and Inclusion Committee**, the University Senate adds a Diversity, Equity, and Inclusion Embedded Learning Outcome to the Purdue University Core Curriculum. The language describing the ELO is as follows:

Diversity, Equity, and Inclusion

Students graduating from Purdue will belong to diverse workplaces and communities. Purdue students should be familiar with historical and current issues of diversity, equity, and inclusion, and reflect on the identities of themselves and others. As Purdue students develop strategies to engage inclusively with people who have identities different from their own, they can become more successful members of their workplaces and communities. In this context, diversity may consider a wide range of issues related to race, ethnicity, class, gender, sexual orientation, dis/ability, culture, or religion, in local, national, and international contexts.

Key outcomes include:

- Critically reflect on social and cultural identities and perspectives of one's self and others
- Develop knowledge and strategies **for engaging inclusively and in solidarity** with people who have social identities different from one's own
- Identify historical and structural factors contributing to inequity
- Discuss the meaning of diversity, equity, and inclusion, and the importance and challenges of living and working in diverse contexts

While curriculum is just one part of student learning and experiences, curricula focused on diversity, equity, and inclusion can lead to increased personal and professional growth for students and provide the building blocks for other curricular and experiential initiatives [9]. The University Senate envisions this curricular initiative in the context of a much larger diversity, equity, and inclusion-focused effort across campus at the program, departmental, and college level. The Senate acknowledges many units across Purdue have already **been engaging** in this work.

Works Cited

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Committee Votes, EPC:

For:

Faculty

Thomas Brush
Todor Cooklev
Jennifer Freeman
Eric Kvam (chair)
Erik Otárola-Castillo
Alice Pawley
John Sheffield
Howard Sypher

Advisors

Jeff Elliott
Keith Gehres
Jeffery Stefancic

Non-voting Ex-Officio members:

Nathan Engelberth (present); John Pearson (not present)

Against:

Faculty

Antônio Sá Barreto
Thomas Siegmund

Abstained:

Advisors

Jenna Rickus

Absent:

Faculty

Burton Lee Artz
Steven Scott
Jeffrey X. Watt

Students

Elli DiDonna
Izzy Weber

Committee Votes, EDIC:

For:

Faculty

Peter Bermel
Ximena Bernal
Brian Dilkes
Oana Malis
Rose Mason
Gustavo Rodriguez-Rivera
Kevin Stainback
Denise Whitford (chair)

Students

Solita Wilson

Against:

N/A

Abstained:

Faculty

Neil Knobloch
Brian Leung
Terrence Meyer

Absent:

Faculty

Ariana Torres-Bravo
Li Qiao

Students

Gabriela Da Silva
Josh Mariani

Advisors

Lowell Kane
Lisa Mauer
Alyssa Rollock
Kris Wong Davis

To: The University Senate
From: Educational Policy Committee
Subject: Revising Academic Regulations to Drop the WF and Associated Direct Grades
Reference: [Academic Regulations on Grades and Grade Reports, section D: Directed Grades](#)
Disposition: University Senate for Discussion and Adoption
Rationale: The current Academic Regulations provide instructors with the option to record a grade of “WF” for a credit course (or associated options for pass/no pass and zero credit courses) for students who withdraw from a class between week 5 and week 9 of a semester term (and proportionately for terms of other time lengths). This grade designation is only available to apply to students with a classification of “3” or higher (usually meaning a sophomore or higher), no matter what level course they are in. This grade designation carries no consequence to student’s GPA. Prior to week 5, an instructor may only designate a “W” for “withdraw,” even if a student dropping the course at that point has a failing grade so far.

Because the “WF” or equivalent designation is optional, because before week 5 the “WF” is not available, because it is already limited to more senior classifications of students, and because there is no consequence of the “WF” to a student’s GPA, it appears that the “WF” designation’s sole function is as a mechanism for some instructors to choose to shame a student on their transcript. At the same time, some professional schools use such designations on the transcript to determine admission (including converting WFs to Fs and recalculating GPA in light of this change).

These designations are unnecessarily punitive, akin to kicking students when they are already down. This shaming is counter to Purdue’s pillars of “respect” and “growth”: we should respect students for recognizing their limitations and taking steps to recover from mistakes (such as by dropping a course at whatever stage of their term), and we should recognize students can grow in their learning of how to be a student, so that taking a course again brings with it no prejudice.

The WF/WN/WU designations currently require the Office of the Registrar to reach out to the instructor to confirm whether the student is passing or not. Deleting this designation would reduce administrative labor for both instructors and the Office of the Registrar. It would also reduce the amount of explaining to anxious students that advisors and instructors would need to do when students receive such a designation.

Proposal: The University Senate modifies the Academic Regulations to remove the option of “WF,” “WN,” and “WU” from possible directed grade designations for a course, as per below and in other references throughout the Academic Regulations.

Original text	Revised text
<p>D. Directed Grades (University Senate Document 83-8, March 26, 1984; amended by University Senate Document 01-3, November 19, 2001)</p> <p>The registrar is directed to record the following grades and symbols under special circumstances in lieu of semester grades. The registrar may request from the faculty such information as he/she needs and on such forms as the registrar shall prescribe.</p> <p>W: Withdrew; a record of the fact that a student was enrolled in a credit course and withdrew from the course after the withdrawal date per campus time-frame.</p> <p>WF: Withdrew Failing; a record of the fact that a student with a classification of 3 or higher, was enrolled in a credit course and withdrew from the course after the fourth week at which time, according to a statement from the instructor, the student was not passing in his/her work. This grade does not affect GPA computations. A grade of WF may be directed by the Committee on Scholastic Delinquencies and Readmissions.</p>	<p>D. Directed Grades (University Senate Document 83-8, March 26, 1984; amended by University Senate Document 01-3, November 19, 2001)</p> <p>The registrar is directed to record the following grades and symbols under special circumstances in lieu of semester grades. The registrar may request from the faculty such information as he/she needs and on such forms as the registrar shall prescribe.</p> <p>W: Withdrew; a record of the fact that a student was enrolled in a credit course and withdrew from the course after the withdrawal date per campus time-frame.</p> <p>WF: Withdrew Failing; a record of the fact that a student with a classification of 3 or higher, was enrolled in a credit course and withdrew from the course after the fourth week at which time, according to a statement from the instructor, the student was not passing in his/her work. This grade does not affect GPA computations. A grade of WF may be directed by the Committee on Scholastic Delinquencies and Readmissions.</p>

<p>WN: Withdrew Not Passing; the same as WF for a credit course taken under the pass/not-pass option.</p> <p>WU: Withdrew Unsatisfactory; the same as WF for a zero credit course.</p> <p>IF: Unremoved Incomplete-Failing; for a credit course in which a student received an I grade, a directed record of the student's failure to achieve a permanent grade before the end of one year after the Incomplete was given. This grade counts in all respects as a failing grade.</p> <p>IN: Unremoved Incomplete-Not Passing; for a credit course taken under the pass/not-pass option and in which the student received a PI grade. The same as an IF grade except that it does not affect GPA computations.</p> <p>IU: Unremoved Incomplete-Unsatisfactory; for a zero credit course in which a student received an SI grade. The same as an IF grade except that it does not affect GPA computations.</p>	<p>WN: Withdrew Not Passing; the same as WF for a credit course taken under the pass/not-pass option.</p> <p>WU: Withdrew Unsatisfactory; the same as WF for a zero credit course.</p> <p>IF: Unremoved Incomplete-Failing; for a credit course in which a student received an I grade, a directed record of the student's failure to achieve a permanent grade before the end of one year after the Incomplete was given. This grade counts in all respects as a failing grade.</p> <p>IN: Unremoved Incomplete-Not Passing; for a credit course taken under the pass/not-pass option and in which the student received a PI grade. The same as an IF grade except that it does not affect GPA computations.</p> <p>IU: Unremoved Incomplete-Unsatisfactory; for a zero credit course in which a student received an SI grade. The same as an IF grade except that it does not affect GPA computations.</p>
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As with other changes to the academic regulations, these changes will be made by the Office of the Registrar, and reviewed for completeness by the Educational Policy Committee of the University Senate.

Committee Votes:

For:

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Faculty

Thomas Brush
Jennifer Freeman
Eric Kvam
Alice Pawley
Steven Scott
John Sheffield
Thomas Siegmund
Howard Sypher
Jeffrey Watt

Students

Elli DiDonna

Against:

None

Abstained:

None

Absent:

Advisors

None

Faculty

Burton Lee Artz
Todor Cooklev
Erik Otárola-Castillo
Antônio Sá Barreto

Students

Izzy Weber

To: The University Senate
From: Educational Policy Committee
Subject: Revising Academic Regulations for Stylistic Consistency
Reference: [Academic Regulations](#)
Disposition: University Senate for Discussion and Adoption

Rationale: The current Academic Regulations tend to refer to “students,” or “a student,” or “the student,” or “the instructor,” or “the Registrar,” which appears to signify the preferred construction of subjects.

There are a few spots, however, which rely on singular personal pronouns and which tend to use the “he/she” construction. These places stick out because of their infrequency.

On the topic of gendered pronouns, the American Psychological Association recommends writing in the plural, negating the need for singular third person pronouns. [1] Where pluralizing the subject changes the meaning of a sentence, APA recognizes the use of the singular “they” as more inclusive for referring to an individual of unknown gender, and with long historical precedent. [1] Other citation styles do similarly, such as the Associated Press and Chicago Manual of Style. [2]

Using “they” as a singular personal pronoun rather than “he/she” is more inclusive (i.e. beyond binarized gender), less grammatically cumbersome, and shorter in both letters and speech. Some people find its use as a singular pronoun ungrammatical; however, singular use for they has been common in English since at least the 14th century. The word “you” used to have a similar plural usage, and now is used uncontroversially as a singular. [3]

Proposal: The University Senate modifies the complete Academic Regulations to replace “he/she” pronouns throughout by pluralizing sentences where accurate and appropriate, and where an individual subject is necessary, by using the generic singular third person pronoun of “they.”

For example (but not limited to these examples):

<p>If a student on trial in a dependent course completes the course with a passing grade, his/her achievement may, by prior agreement, be construed as satisfying the requirements for changing an E grade in any prerequisite course in the same department, provided the department head approves and reports the change of grade properly to the registrar.</p>	<p>Students on trial in a dependent course who complete the course with a passing grade, may, by prior agreement, be construed as satisfying the requirements for changing an E grade in any prerequisite course in the same department, provided the department head approves and reports the change of grade properly to the registrar.</p>
<p>A person who is already enrolled as a student in the University and who wishes to attend a course in the University without credit shall obtain from the Office of the Registrar an Audit Permission form stating his/her name, their PUID, the subject, course, and CRN number, the number of credits, and the term.</p>	<p>A person who is already enrolled as a student in the University and who wishes to attend a course in the University without credit shall obtain from the Office of the Registrar an Audit Permission form stating that person's name, their PUID, the subject, course, and CRN number, the number of credits, and the term.</p>

As with other changes to the academic regulations, these changes will be made by the Office of the Registrar, and reviewed for completeness by the Educational Policy Committee of the University Senate.

Works cited:

1. Lee, Chelsea. (Oct 31, 2019). "Welcome, singular "they," APA Style Blog. Accessed October 6, 2022. <https://apastyle.apa.org/blog/singular-they>
2. Purdue Online Writing Lab. "Gendered Pronouns and Singular 'They'." Accessed October 6, 2022. https://owl.purdue.edu/owl/general_writing/grammar/pronouns/gendered_pronouns_and_singular_they.html
3. Words We're Watching (Sept 2019), "Singular They." Accessed October 12, 2022. <https://www.merriam-webster.com/words-at-play/singular-nonbinary-they>

Committee Votes:

For:

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Faculty

Thomas Brush
Jennifer Freeman
Eric Kvam
Alice Pawley
Steven Scott
John Sheffield
Thomas Siegmund
Howard Sypher
Jeffrey Watt

Students

Elli DiDonna

Against:

None

Abstained:

None

Absent:

Advisors

None

Faculty

Burton Lee Artz
Todor Cooklev
Erik Otárola-Castillo
Antônio Sá Barreto

Students

Izzy Weber

To: The University Senate
From: University Resources Policy Committee
Sustainability Committee
Subject: Call for Purdue University to Join the Greater Lafayette Climate
Action Plan
Reference: Purdue Student Government Resolution 21-42
Disposition: University Senate for Discussion and Adoption

Rationale: This legislation is based on Purdue Student Government Resolution 21-42, “A Resolution for Purdue University to join the Greater Lafayette Climate Action Plan.” [1]

According to the Intergovernmental Panel on Climate Change, reaching and sustaining net zero global CO₂ emissions produced by human activities would halt global warming on an immense scale [2].

In 2020, Purdue University Physical Facilities adopted a sustainability plan to reduce scope 1 (direct emissions) and scope 2 (indirect admissions) by the fiscal year 2025 with a baseline of fiscal year 2011 [3]. To achieve these goals by 2025, Purdue must reduce energy use, improve building efficiency, and lower gas emissions and waste production on campus [4].

Purdue is one of only two Big Ten universities with an expired [Sustainability, Tracking, Assessment, and Rating System](#) (STARS) score, as we have not provided a self-report since 2013 [4]. This is a priority of the Office of Sustainability, endorsed by Provost Akridge, with a goal to apply for resubmission by December 2022.

However, Purdue is also situated in a municipal community that is actively working to address climate change. The Greater Lafayette Climate Action Plan (GLCAP) was created by the city of Lafayette, city of West Lafayette, and Tippecanoe County to address climate change through mitigation and adaptation initiatives [5]. The GLCAP aims to provide the Greater Lafayette community with an improved quality of life, new development opportunities, better resource management, ecosystem preservation, economic resilience, and improved health outcomes [5].

The success of reducing the Greater Lafayette community's emissions is contingent upon all community members participating. Purdue is a large emitter of greenhouse gasses and producer of waste in West Lafayette.

GLCAP collaborators urged Purdue in July 2020 to join the climate action planning process, as Purdue is considered a significant source of greenhouse gas emissions in West Lafayette.

While much time has elapsed since GLCAP began and since PSG endorsed Purdue joining GLCAP [1], GLCAP leadership has said that it would still be valuable to their efforts if Purdue were to join.

Joining GLCAP would mean:

- Purdue would commit to sharing relevant data, including on energy use and greenhouse gas emissions (much of which is currently either publicly available or publicly requestable) with the other members of GLCAP to aid in climate projections and planning exercises.
- Purdue would commit a senior administrator to serving on the leadership team, and a staff member to serving on the implementation team.

Proposal:

The University Senate endorses Purdue University West Lafayette formally joining the Cities of West Lafayette and Lafayette, and Tippecanoe County, to participate in the Greater Lafayette Climate Action Plan process.

The University Senate urges the Office of Sustainability and other relevant offices who collect and store records of greenhouse gas emissions to share data with GLCAP leadership and other local climate professionals.

The University Senate urges the Office of the President to commit a senior representative to serve on the GLCAP Executive Committee, and the Office of Physical Facilities to commit a representative to serve on the GLCAP Joint Leadership Committee.

The University Senate urges the Purdue administration to demonstrate visible public cooperation in communicating with GLCAP representatives from the Cities of West Lafayette and Lafayette, and Tippecanoe County, in the implementation of GLCAP policies and initiatives on Purdue's campus.

Works cited:

1. Purdue Student Senate Resolution 21-42.
https://drive.google.com/file/d/1oYCsO_y5ZrowhQNedYxqmotTk2pfLQfa/view?usp=sharing
2. IPCC. <https://www.ipcc.ch/sr15/chapter/spm/>
3. Environmental Protection Agency, “Causes of Climate Change,” last updated 19 August 2022. <https://www.epa.gov/climatechange-science/causes-climate-change>
4. Purdue University Sustainability Master Plan.
<https://www.purdue.edu/physicalfacilities/units/cpas/sustainability/sustainability-master-plan/energy.html>
5. Purdue University’s AASHE STARS certification.
<https://reports.aashe.org/institutions/purdue-university-in/report/2013-03-27/>
6. Greater Lafayette Climate Action Plan.
<https://greaterlafayetteind.com/climate-action-plan/>

Committee Votes, URPC:**For:****Faculty**

Jonathan Bauchet
Yingjie Chen
Laura Claxton
James Greenan
Lori Hoagland
Cara Kinnally
Julio Ramirez
Juan Sesmero
Ann Weil
Yuan Yao

Students

Theodora Amuah

Against:**Faculty**

Lin Nan

Abstained:

N/A

Absent:**Faculty**

John McConnell
Tony Vyn

Students

Evan Adam

Advisors

Michael B. Cline
Carl Krieger

Committee Votes, Sustainability:

For:

Matthew Bearden
Amanda Darbyshire (chair)
Kendrick Hardaway
Alexander Kildishev
Bruce A Kingsbury
Aaron Lottes
Alice Pawley
Hanxiang Peng
Ernesto Marinero
Mark McNalley
Cody Mullen
Jaylene Nichols
Hanxiang (Sean) Peng
Jon Rienstra-Kiracofe (vice chair)
Ann Weil
Zhiwei Zhu

Against:

N/A

Abstained:

N/A

Absent:

Tyler Brooks
Fabrício d'Almeida
Andrea DeMaria
Sumon Dutta
Anna Hampton
Vilas Pol

To: The University Senate
From: Faculty Affairs Committee
Subject: Senators' Rights and Responsibilities
Reference: [University Senate Bylaws Article VII](#): The first edition (2012) of the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (AIP) governs the Senate in all parliamentary situations that are not provided for in the University Code or in the Bylaws.

The [Election Procedures Inquiry Commission Report](#) (EPIC) recommends several criteria for a Senator to be effective and to be considered in good standing.

To be **effective**, the EPIC report recommends that a Senator:

[1] Possess a detailed knowledge of the Purdue University Senate Bylaws

For a Senator to be considered **in good standing**, the EPIC report's recommendations include:

[2] Attendance to at least a majority of regular Purdue University Senate meetings

and

[3] Attendance at a majority of Senate committee meetings

Request from the Steering Committee to develop a Senate member code of conduct (1/11/2022):

*“May I request that the Steering Committee ask the Faculty Affairs Committee to extract a code of conduct from the *Parliamentarian’s Handbook* and present it for adoption by the Senate?”*

Disposition: University Senate for Discussion and Adoption

Rationale: Faculty Senate Membership plays an essential function in faculty governance at Purdue University. Elected Senators give time and thought to the performance of their duties; yet Senate Bylaws are silent on the rights, privileges, and responsibilities of Senators. The following changes provide guidance regarding Senators’ rights and responsibilities in relation to their Senate and Committee membership. In 2021, Chair Steve Beaudoin tasked the Faculty Affairs Committee with developing a code of conduct for University Senators.

Proposal: The University Senate recognizes the need to develop a code of conduct drawn from the first edition (2012) of the *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (AIP), and to amend the Senate Bylaws to include a description of rights and privileges of Senators informed by the recommendations of the Election Procedures Inquiry Commission (EPIC) Report and recommendations.

Existing Bylaws Language	Proposed Language
<p>Article II: Membership of the Senate</p> <p>2.04 Recall</p> <p>If a Senator is unduly absent the Senate may petition their unit to recall the Senator and elect another. A recall petition requires an affirmative vote of two-thirds of the Senators voting and present at a regular meeting.</p>	<p>Article II: Membership of the Senate</p> <p>2.04 Rights, Privileges, and Responsibilities</p> <p>All Senators have equal rights, privileges, and responsibilities. These include those put forth in Article II, Section 2.041 and 2.042 of these Bylaws. The Chair and Vice Chair of the Senate assume the responsibility for creating an environment in which Senators can exercise their rights, privileges, and responsibilities freely and without fear of retribution.</p> <p>2.041 Rights and Privileges</p> <p>Rights and privileges of Senators include, but are not limited to, the following:</p> <ul style="list-style-type: none"> a) Attend Senate meetings b) Respect and be respected c) Speak openly d) Ask questions, and rise to a parliamentary or factual inquiry e) Be heard

- f) Present proposals
- g) Oppose proposals
- h) Propose motions
- i) Nominate candidates for office
- j) Be a candidate for office
- k) Vote on motions
- l) Express an opinion freely and without interruption or interference, provided that the rules for debate, which are applicable to all members, are observed
- m) Know the meaning of the question before the assembly and what its effect will be
- n) Request information from or through the presiding officer on any motion they do not understand so that they may vote intelligently

2.042 Responsibilities

Responsibilities of Senators include, but are not limited to, the following:

- a) Protect the parliamentary rights of all members
- b) Act in fairness and good faith
- c) Act when rules are used to deny the rights of other members, or to thwart the will of the assembly, including overemphasis on minor technicalities or dilatory tactics
- d) Attend at least 50% of Senate meetings and committee meetings in a single academic year
- e) Represent their constituents by soliciting their input on Senate items for discussion, and by providing to them information on Senate actions
- f) Possess a detailed knowledge of the Purdue University Senate Bylaws

2.05 Procedures for Expulsion

2.051 Cause for Expulsion

If a senator uses Senate rules to deny the rights of other Senators, or to thwart the will of the Senate, the Senator is not acting consistently with the responsibilities of a Senator.

2.52 Process for Expulsion

- a) The offending Senator is reported to the Secretary of Facilities and/or the Sergeant-at-Arms.
- b) The Senate Chair and Vice Chair are notified of a possible disciplinary matter and appoint an ad hoc investigatory committee of 3 voting Senators. (Steps will be taken to ensure members of the investigatory committee do not have any conflicts of interest.) At this time the accused Senator (respondent) is notified of an inquiry.
 - i. If the complaint is made against the Senate Chair and/or Vice Chair, the Secretary of Facilities will randomly select 3 Standing Committee chairs.
 - ii. The group of 3 Standing Committee chairs will create an ad hoc investigatory committee consisting of 3 voting Senators. (Steps will be taken to ensure that the group of 3 randomly drawn Standing Committee chairs and the members of the ad hoc investigatory committee do not have any conflicts of interest.)
- c) The ad hoc investigatory committee examines the charges and alleged behavior.
 - i. The respondent will be allowed to respond in person or in writing to the charges relating to the respondent.
- d) If a majority of the ad hoc investigatory committee finds, from a preponderance of the evidence, that the respondent acted in a harassing manner or contrary to the will of the Senate, a report is made to the Chair and Vice Chair of the Senate, or to the group of 3 Standing Committee chairs who set up the ad hoc investigatory committee if the Chair and/or Vice Chair of the

Senate are the object of the complaint, that disciplinary actions are in order.

e) Upon this notification, the Chair and Vice-Chair of the Senate, or the group of 3 Standing Committee chairs, will constitute an ad hoc disciplinary committee of 3 voting Senators. (Steps will be taken to ensure members of the ad hoc disciplinary committee have no conflicts of interest.)

i. The ad hoc disciplinary committee will review the findings of the ad hoc investigatory committee and all other related documents, and determine whether expulsion is in order.

ii. A finding of expulsion requires a unanimous vote of the ad hoc disciplinary committee, and subsequently a two-thirds affirmative vote of the Senators voting and present at a regular meeting.

iii. If an expulsion order is made, the Secretary of Facilities will inform the respondent that removal from the Senate has occurred, and will contact the Senator's academic unit for a replacement. The chair of the Nominating Committee will be informed immediately and will manage the replacement of the respondent on any Standing Committees.

2.06 Attendance and Recall

2.061 Cause for Recall

If a Senator is absent for more than 50% of Senate and/or Committee meetings in a single academic year, the attendance record is inconsistent with the responsibilities of a Senator. The Secretary of Facilities and Standing Committee chairs will monitor Senator attendance at Senate and committee meetings, respectively.

- a) Attendance is determined through the process of taking attendance and determining if quorum has been achieved at the start of Senate and Committee meetings.
- b) Senators not present at the time quorum is declared may make a request to the Secretary of Facilities or the Committee chair that the time at which they became present be noted, at which point they will be deemed present and in attendance.

2.062 Process of Recall

The Secretary of Facilities and/or the Committee chair will report excessively absent Senators to the chairs of the Steering and Nominating Committees at the end of the academic year.

- a) The Steering Committee will notify the Senator that removal has occurred effective at the start of the subsequent academic year.
- b) The Secretary of Faculties will contact the Senator's academic unit to request a replacement.
- c) The Nominating Committee will replace the Senator on any committee assignments.

2.07 Knowledge of Purdue University Senate Bylaws

At the start of each academic year, all newly elected Senators must complete a training course on the Purdue University Senate Bylaws, administered by the Secretary of Facilities. Senators may not participate in regular Senate meeting or Committee meeting votes until the training is completed.

- a) Refresher courses are not required for Senators serving either continuous or non-continuous terms.
- b) Interim Senators (e.g., those serving in place of absent Senators due to sabbatical,

	FMLA, etc.) are relieved of this requirement.
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Committee Votes:

For:

Faculty

Françoise Brosseau-Lapré

Patricia Davies

Nastasha Johnson

David Koltick

Brian Richert

Jennifer Scheuer

Susan South

John Springer

Eric Waltenburg (chair)

Advisors

Peter Hollenbeck

Lisa Mauer

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Charles Bouman

Stephen Hooser

Angeline Lyon

Anish Vanaik

To: The University Senate
From: Equity, Diversity, and Inclusion Committee
Subject: PNW Chancellor Thomas Keon's Racist Comments
Disposition: University Senate for Discussion and Adoption

Rationale: Chancellor Thomas Keon engaged in racially charged behavior when he mocked Asian language at the Purdue Northwest (PNW) 2022 Winter Commencement. His performance humiliated and dehumanized Asian Americans and Asians, and tarnished Purdue's global reputation. An [editorial](#) written by a Purdue Faculty Member published in the Purdue Exponent ("Why the PNW Chancellor's Words Matter" by Xiang Zhou, 21 December 2022) as well as an [open letter](#) from members of Purdue Asian American and Asian faculty and staff, explains the gravity of this behavior particularly as it impacts our Asian American and Pacific Islander (AAPI) faculty and students. The Purdue Board of Trustees' and Keon's inadequate response to the outrage his actions produced has led to national and international indignation. For instance:

- A [statement of condemnation](#) has been signed by 1,000 scholars from hundreds of U.S. universities
- Over 9,400 people have signed a [student-initiated petition](#) calling for Keon's resignation
- Dozens of statements and public demands for his removal have been released by Asian American, Black, LGBTQ, and many other communities
- The Urban League [has removed him from its board](#), and other organizations are pondering whether to do so
- 87% of PNW faculty have voted "[no confidence](#)"

At Purdue West Lafayette, we are over 25% AAPI, and a mere reprimand of Chancellor Keon's behavior suggests that demeaning humor, which has historically been used as a tool of oppression and subjugation, is tolerable. We agree with the 87% of PNW faculty who voted no confidence, and call on the Trustees of Purdue University to act resolutely to restore confidence in leadership within the Purdue University System by removing Thomas Keon from leadership.

Proposal: The Faculty Senate condemns Chancellor Thomas Keon’s actions at the commencement, and his failure of leadership since that time, and calls for his resignation. If that resignation is not immediately forthcoming, the Purdue Faculty Senate asks the Board of Trustees to remove Keon from his position as Chancellor of PNW. Given the gravity of the unacceptable behavior by Keon, this is for the good of Purdue. Further, and most importantly, this would demonstrate Purdue’s support for diversity, equity, and inclusion, and the need for a leader who has the confidence of the university community, including its faculty. Failure to do so would send the opposite message.

Committee Votes:

For:

Faculty

Peter Bermel
Ximena Bernal (vice chair)
Brian Dilkes
Neil Knobloch
Brian Leung
Oana Malis
Rose Mason
Terrence Meyer
Gustavo Rodriguez-Rivera
Kevin Stainback
Denise Whitford (chair)

Students

Gabriela DaSilva

Advisors

Lowell Kane

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Josh Mariani
Lisa Mauer
Li Qiao
Ariana Torres-Bravo
Solita Wilson

Students

Josh Mariani
Solita Wilson

Advisors

Kris Wong Davis
Lisa Mauer
Alysa Rollock

To: The University Senate
From: University Senate Nominating Committee
Subject: Nominees for Vice Chairperson of the University Senate
Reference: Bylaws, Section 3.20b, c
Disposition: Election by the University Senate

Proposal: The Nominating Committee proposes the following slate to serve as candidates for Vice Chairperson of the University Senate during the academic year 2023-2024:

Neil Knobloch, Agricultural Sciences Education and Communication

Steven Scott, Pharmacy Practice

Susan South, Psychological Sciences

Mark Zimpfer, Construction Management Technology

Committee Votes:

<u>For:</u>	<u>Against:</u>	<u>Abstained:</u>	<u>Absent:</u>
Dulcy Abraham	N/A	N/A	N/A
Sabine Brunswicker			
Damon Lisch			
Andrew Liu			
Richard D. Mattes (chair)			
Abdelfattah Nour			
Jan Olek			
Joseph Sobieralski			
Qifan Song			

Candidate Biographical Sketches

Neil Knobloch, Agricultural Sciences Education and Communication

Neil Knobloch was appointed to the Purdue University faculty as an Assistant Professor in 2007 and was promoted to Associate Professor in 2009 and to Professor in 2017. He has been recognized nationally for his research, teaching, and engagement to advance diversity, equity, and inclusion. Professor Knobloch has been a campus and national leader in developing human capacity through inclusive learner-centered teaching and mentoring. He is completing his 2nd term in the University Senate, including service on the Steering Committee and Equity, Diversity, and Inclusion Committee. Past university-level service includes the Purdue Office of Engagement Associate Deans Advisory Group; Inclusive Excellence Graduate Certificate Taskforce; Purdue COACHE Workgroup on Work-life Issues for Associate Professors, Female Faculty, and Faculty of Color; Integrated STEM Education Leadership Council & Cluster Hire Search Committee; and the Presidential Taskforce for Assessing Student Growth. He serves as the College of Agriculture Representative on the Agenda and Policy Committee and Purdue Agriculture Faculty Meetings. Neil enjoyed serving as a Senator and values a collaborative leadership style in advocating for faculty, staff, and students through faculty governance.

Dr. Knobloch's scholarship focuses on motivating and engaging K-12, undergraduate, and graduate students in the agricultural sciences to support and advance the STEM career pipeline and system. He teaches courses on research design for social scientists, integrated STEM learning, and preparing faculty and graduate students to be inclusive learner-centered teachers. Neil attended Iowa State University, where he received a BS and MS in Agricultural & Extension Education. After teaching middle and high school students for seven years, he attended Ohio State University where he received his Ph.D. in Human and Community Resource Development with a specialization in Instructional Leadership. He is the proud dad of three Boilermakers. Grant (ABE '19) works for Brock Grain Systems, Nelson (AGEC '20) works for John Deere, and Kedron is a sophomore in Hospitality and Tourism Management.

Steven Scott, Pharmacy Practice

Steven A. Scott, PharmD, is an Associate Professor of Pharmacy Practice and Director of Alumni Engagement in the Department of Pharmacy Practice at the Purdue University College of Pharmacy. After two years at the University of Houston, he joined the Purdue faculty on the IUPUI campus in 1982, and moved to the West Lafayette campus after 8 years as faculty in Indianapolis. As a licensed pharmacist, Steve has practiced in pediatrics, adult medicine, and long-term care throughout his career as a practitioner. His service on the University Senate began in 2018 and with subsequent appointments to the Student Affairs, Educational Affairs, Advisory, and Athletic Affairs Committees.

During his 40-plus years as a pharmacy educator, Steve has served the college in numerous roles including both didactic and experiential teaching, admissions, assessment, curriculum development, and as interim Associate Dean. Most recently, his efforts and scholarship have focused on mentoring and the development of students from orientation to graduation and beyond. Steve has been very active in the American Association of Colleges of Pharmacy (AACP) throughout his career, was elected to the AACP Board of Directors for a 6-year term, and served as AACP president in 2017-18.

Steve received both his BS in pharmacy and doctor of pharmacy degrees from Purdue University in 1976 and 1978, respectively, and then completed a hospital pharmacy residency at St. Lawrence Hospital in Lansing, Michigan. Steve and his wife, Cathy, have been married for 45 years and live in West Lafayette. His free time is spent attending his grandchildren's activities, pursuing his love for history through reading, and keeping in touch with hundreds of his former students.

Susan South, Psychological Sciences

Susan South began her academic career at Purdue University in 2008. She was promoted to Associate Professor in 2014 and Full Professor in 2021. She currently serves as the Director of Clinical Training for the Ph.D. program in clinical psychology, which is accredited by two national accrediting bodies, including the American Psychological Association. She has served on the University Senate for three semesters, is currently on the Senate Faculty Affairs Committee, and served as the Chair of the Faculty Compensation and Benefits subcommittee for several years. Past service also includes serving on and chairing the College of Health and Human Sciences Faculty Affairs Committee.

Susan is an internationally recognized researcher who investigates the links between romantic relationship functioning, personality, and psychopathology. She has published over 100 peer-reviewed empirical publications on the assessment of relationship satisfaction, the links between mental illness and relationship distress, gene-environment interplay between relationship distress and mental illness, and gender differences in personality. She has served on the editorial boards of several journals, and she is currently an Associate Editor at the Journal of Personality and Social Psychology. Her current, NIH-funded research examines the links between interpersonal relationships and mild cognitive impairment.

Susan received her undergraduate degree in psychology and graduate degrees (M.A., Ph.D.) in clinical psychology from the University of Virginia. She completed her clinical psychology internship at the Medical University of South Carolina. After a postdoctoral fellowship at the University of Minnesota, Susan came to Purdue for her first faculty position. Susan and her husband, also on the faculty at Purdue, live in West Lafayette and spend their free time chasing after an active Kindergartener and a golden retriever.

Mark Zimpfer, Construction Management Technology

Mark Zimpfer was appointed to the faculty at Purdue University in August of 2016 and was promoted to the rank of Associate Professor of Practice in April of 2022. He has served in a variety of school, college, and university-level committees including: Faculty Senate, Advisory Council, Grievance Committee, Ed Policy Committee, PPI DEI through Engagement Committee, and Faculty Fellow IMPACTX+, in addition to others. Additionally, Mark is involved on numerous boards, including the Advisory Board for the National Association of Homebuilders. In the research field, Mark has been involved with the National Housing Endowment, is a faculty affiliate with the Institute for a Sustainable Future, and is a researcher for the Arequipa NEXUS Institute. All of this has been accomplished while teaching as many as four classes per semester, starting a new conference at Purdue (The Building Academy) with the Indiana Building Commissioner, along with mentoring dozens of students. Mark has also been a construction company owner for the last 26 years and has experience leading a diverse collection of stakeholders to reach successful outcomes.

He has been honored to receive four Excellence in Teaching awards, voted on by students; the National Educator of the Year Award, awarded by NAHB/National Housing Endowment; the John P. Lisack Early-Career in Engagement Award; the Purdue Polytechnic Institute Outstanding Faculty in Engagement; and the Purdue Seed for Success Award, among others. Professor Zimpfer believes in open, direct dialogue that leads to action and looks forward to working with the Senate and the administration to coordinate measurable, meaningful pathways to enhance the Purdue environment for all parties.

To: The University Senate

From: University Resources Policy Committee
Sustainability Committee

Subject: Calling for Purdue to Commit to Carbon Neutrality by 2030

Reference: Purdue Student Government Resolution 21-92

Disposition: For Discussion and Adoption

Rationale: This legislation is based on Purdue Student Senate Resolution 21-92 “Resolution in Support of Creating a Carbon Neutral Purdue by 2030” [1].

According to the Intergovernmental Panel on Climate Change, reaching and sustaining net zero global CO₂ emissions produced by human activities would halt global warming on an immense scale [2].

In 2020, Purdue University Physical Facilities adopted a sustainability plan to reduce Scope 1 (direct emissions) and Scope 2 (indirect admissions) by the fiscal year 2025, with a baseline of fiscal year 2011 [3]. To achieve these goals by 2025, Purdue must reduce energy use, improve building efficiency, and lower gas emissions and waste production on campus [4].

“Neutrality” refers to net-zero carbon emissions; fully renewable energy usage is not required, but decreasing fossil fuel dependency produces a valuable return on investment and greatly assists the net-zero emissions ratio alongside other methods like optimizing energy efficiency, planting carbon sequesters, purchasing offsets if needed, and others.

As an increasing number of countries target net-zero emissions [5], the majority of Big Ten schools are committed to, and making significant progress towards, more ambitious & innovative carbon neutrality goals than Purdue University through comprehensive climate action plans. For example, the University of Michigan [6] is on track to reducing greenhouse gas emissions (Scope 1 and 2) by 50% by 2025, moving toward a goal of 100% elimination by 2040. Similarly, the Ohio State University [7] and Rutgers University [8] also plan for 100% elimination by 2040, while the University of Wisconsin, [9] University of Illinois [10], University of Nebraska [11],

and Michigan State University [12] plan to be carbon neutral by 2050, which aligns with the UN Intergovernmental Panel on Climate Change [13] global net-zero target. Our in-state peer, Indiana University [14], is on track to become carbon neutral by 2030 (if not sooner), with intentions to become carbon negative shortly after, and the University of Maryland [15] is committed to being neutral by 2025, which is Purdue University's target date to reduce our carbon footprint by 50%. Now is the time for Purdue University to make significant changes and impactful goals to join Indiana University and the University of Maryland in being a leading institution in the Big Ten for carbon neutrality.

In September 2022, the Administration addressed questions the Senate had asked about sustainability. Stated in these responses was that, "Purdue University has been making great strides in our sustainability and climate efforts, and we appreciate the continued opportunities to engage in dialogues on these topics." This shows that the University is open to improving sustainability endeavors on campus. Purdue is already moving towards a more sustainable energy source by using a Small Nuclear Reactor to provide a carbon neutral energy source for the University. President Mitch Daniels responded, "No other option holds as much potential to provide reliable, adequate electric power with zero carbon emissions [...] Innovation and new ideas are at the core of what we do at Purdue, and that includes searching for ways to minimize the use of fossil fuels while still providing carbon-free, reliable, and affordable energy. We see enough promise in these new technologies to undertake an exploration of their practicality, and few places are better positioned to do it" [16]. In addition to this, the 2020 Physical Facilities Sustainability Master Plan ensures that the University is working to curb energy consumption and reduce campus carbon emissions.

So far, over 4,000 tuition-paying Boilermakers, several bipartisan city and state lawmakers [17], and forty-seven Purdue Student Organizations from all spheres of interest, representing thousands of students, have signed onto the request for Purdue to commit to a carbon neutrality goal [18], including the Purdue Student Government passing Resolution 21-92. In conjunction with Purdue students, the Purdue Faculty Sustainability Committee supports a research-intensive, land-grant commitment to carbon reduction.

A proof-of-concept climate action plan designed by undergraduate students [19] targeting carbon neutrality based on input from faculty and staff, estimates where university data is unavailable, and the analysis of costs and emissions of current infrastructure versus

carbon neutrality includes methods for achieving this goal. This proof-of-concept climate action plan describes methods to achieve carbon neutrality, with the result of creating a return on investment and emissions reduction [20].

Proposal: The University Senate amplifies the leadership of Purdue Student Government and Purdue Graduate Student Government and joins with them in calling for a research-intensive commitment to achieving carbon neutrality by the end of 2023, and to achieving complete Scopes 1 and 2 carbon neutrality on its West Lafayette campus by the year 2030, with the consent of the University Senate and the Purdue Board of Trustees.

In addition, the University Senate requests:

1. The Purdue Board of Trustees to increase financial commitments to this ambitious goal.
2. The Office of Physical Facilities to improve its goal towards carbon neutrality by 2030 by changing its sustainability plan from a 50% reduction from FY11 to FY25 to a 100% reduction from FY23 to FY30.
3. Purdue exhibit transparency in reporting existing collected emissions data publicly. The data on carbon emissions is already collected. In line with improving transparency and accountability, it is in the interest of the Purdue and broader Tippecanoe County communities to be informed on the matter of university emissions.
4. The Office of the Provost and Office of Physical Facilities, in partnership with the University Senate, form a climate action committee, which includes faculty, students, and staff. This committee would be charged with developing comprehensive recommendations for short- and long-term opportunities to reduce greenhouse gas emissions on the Purdue campus.
5. For President Chiang to sign an MOU to have Purdue join GLCAP as per Purdue Student Government Resolution 21-42 (Senate Document 22-18) and the proposed legislation for Purdue University to Join the Greater Lafayette Climate Action Plan.

Works Cited:

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11. University of Nebraska-Lincoln <https://sustainability.unl.edu/reducing-greenhouse-gas-emissions-unl-facilities#:~:text=Expecting%20that%20goal%20is%20achieved,of%20fossil%20fuels%20for%20heating.>
12. Michigan State University
<https://www.michigan.gov/egle/about/organization/climate-and->

Committee Votes, URPC:

For:

Faculty
Jonathan Bauchet
James Greenan
Lori Hoagland
Cara Kinnally
Julio Ramirez
Juan Sesmero
Ann Weil
Yuan Yao

Against:

Faculty
Yingjie Chen
John McConnell
Lin Nan
Tony Vyn

Abstained:

N/A

Absent:

Faculty
Laura Claxton

Students
Evan Adam
Theodora Amuah

Advisors
Michael B. Cline
Carl Krieger

Committee Votes (Sustainability):

For:

Bruce A Kingsbury
Kendrick Hardaway
Jon Rienstra-Kiracofe
Amanda Darbyshire
Jaylene Nichols
Ernesto Marinero
Matthew Bearden
Ann Weil
Hanxiang Peng
Anna Hampton
Andrea DeMaria

Against:

N/A

Abstained:

N/A

Absent:

Fabrcio d'Almeida
Sumon Datta
Alex Kildishev
Aaron Lottes
Mark McNalley
Cody Mullen
Vilas Pol
Zhiwei Zhu
Muhsin Menekse

To: The University Senate
From: The Educational Policy Committee
Subject: Request to Transition to Pass/Not Pass Grading for the Fourth Year of the Doctor of Veterinary Medicine Curriculum
Reference: [Academic Regulations on Grades and Grade Reports, Section C: Pass/Not Pass Option.](#)
Disposition: University Senate for Discussion and Adoption

Rationale: The Doctor of Veterinary Medicine is a four-year professional program in the College of Veterinary Medicine. The fourth year consists of clinical rotations in the authentic workplace of the on-campus veterinary hospital and off-campus locations. Student assessment in the clinical environment is inherently subjective. The focus of student assessment in the fourth year is determining competence. Rather than assigning a letter grade, it is more appropriate to determine if the student is competent performing various skills and procedures and making decisions regarding case management. Most medical schools and many veterinary schools use Pass/Fail grading systems for their clinical rotations.

Clinical rotations account for 48 of the 165.5 credits in the DVM program, which is 29%. The DVM curriculum currently has 18.5 credits of courses (problem-based learning courses and clinical skills courses) that are graded Pass/Not Pass. Changing the clinical year grading to Pass/Not Pass would result in 66.5 credits (40%) of the DVM curriculum being graded Pass/Not Pass.

University regulations state that *students* may not elect the Pass/Not Pass option for more than 20% of the 120-credit requirement for graduation (this appears to apply to undergraduates). University regulations also state that a department or school may specify that certain courses intended only for students in that department or school are available only on the Pass/Not Pass option. DVM clinical rotations are intended only for DVM students and thus satisfy this criterion. We request approval to change the grading in our clinical curriculum to Pass/Not Pass grading.

Proposal: The University Senate approves modification of grading for the fourth year of the DVM professional program to Pass/Not Pass grading.

As per other changes to the academic regulations, changes will be made by the Office of the Registrar, and reviewed for completeness by the Educational Policy Committee of the University Senate.

Current language	Proposed language
<p data-bbox="203 457 799 888">C. Pass / Not-Pass Option In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. Students will register for the pass/not-pass option in accordance with “Academic Regulations and Procedures: Registration and Course Assignment,” section A (University Senate Document 73-6, January 28, 1974).</p> <ol data-bbox="251 930 799 1896" style="list-style-type: none"><li data-bbox="251 930 799 1539">1. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that department or school are available only on the pass/not-pass option (University Senate Document 75-10, as amended and approved, April 19, 1976).<li data-bbox="251 1581 799 1896">2. Subject to the regulations of his/her school, a student may elect this option in any course that does not already appear on his/her academic record and in which he/she is otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the	<p data-bbox="826 457 1416 888">C. Pass / Not-Pass Option In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. Students will register for the pass/not-pass option in accordance with “Academic Regulations and Procedures: Registration and Course Assignment,” section A (University Senate Document 73-6, January 28, 1974).</p> <ol data-bbox="875 930 1416 1896" style="list-style-type: none"><li data-bbox="875 930 1416 1539">1. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that department or school are available only on the pass/not-pass option (University Senate Document 75-10, as amended and approved, April 19, 1976).<li data-bbox="875 1581 1416 1896">2. Subject to the regulations of their school, students may elect this option in any course that does not already appear on their academic record and in which they are otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the total credit

total credit hours required for graduation.

3. The registrar's class roster will indicate which students have elected this option.
4. A student who is enrolled in a course under this option has the same obligations as those who are enrolled in the course for credit with letter grade. When the instructor reports final grades in the course, he/she will report that any such student who would have earned a grade of A+, A, A-, B+, B, B-, C+, C, or C- has passed the course, and that any other such student has not passed. The registrar will make an appropriate notation on the student's academic record in place of a letter grade, but will not use the course in computing GPA.

hours required for graduation.

Schools with Professional degree programs may elect to modify grading options to Pass / Not Pass for clinical experiences even if the percent of Pass / Not-Pass credits exceeds 20 percent of the total credit hours required for graduation.

3. The registrar's class roster will indicate which students have elected this option.
4. A student who is enrolled in a course under this option has the same obligations as those who are enrolled in the course for credit with letter grade. **When reporting final grades in the course, the instructor** will report that any such student who would have earned a grade of A+, A, A-, B+, B, B-, C+, C, or C- has passed the course, and that any other such student has not passed. The registrar will make an appropriate notation on the student's academic record in place of a letter grade, but will not use the course in computing GPA.

Committee Votes:

For:

Faculty

Thomas Brush
Jennifer Freeman
Eric Kvam (chair)
Antônio Sá Barreto
Steven Scott
John Sheffield
Thomas Siegmund
Howard Sypher
Jeffrey Watt

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus
Jeffery Stefancic

Against:

N/A

Abstained:

N/A

Absent:

Faculty

Burton Lee Artz
Todor Cooklev
Muhsin Menekse
Erik Otárola-Castillo

Students

Elli DiDonna
Izzy Weber

SD22-18

GREATER LAFAYETTE CLIMATE ACTION PLAN

FOR DISCUSSION – 2/20/23

University Policy Resources Committee and Faculty Sustainability
Committee

Am anda Darbyshire , adarbysh@purdue.edu



Faculty Sustainability Committee

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

Proposal

For Purdue University to join the Greater Lafayette Climate Action Plan

- Based on Purdue Student Government Senate Resolution 21-42, "A Resolution for Purdue University to join the Greater Lafayette Climate Action Plan"
- Created by the city of Lafayette, city of West Lafayette, and Tippecanoe County to address climate change through mitigation and adaptation initiatives
 - Aims: Improved quality of life, new development opportunities, better resource management, ecosystem preservation, economic resilience, and improved health outcomes
- GLCAP collaborators urged Purdue in July 2020 to join the climate action planning process as Purdue is considered a significant source of greenhouse gas emissions in West Lafayette.
- Involvement includes:
 - Sharing relevant data
 - Commit a senior administrator to serving on the leadership team, and a staff member to serving on the implementation team
 - Communication with other GLCAP representatives and cooperation with implementing initiatives and policies on campus

Climate Change Predictions

- 10 degree increase in highest and lowest temperatures of the year by 2050
 - Compared to averages from 1970-2000s
- 16% increase in spring rainfall
- Increase in severe weather events
- Increased food prices
- Drought and floods
- Air pollution
- Health-related complications of asthma, allergies, heat stroke, pest-borne disease, drowning, and malnutrition
- Vulnerable populations at highest risk



<https://greaterlafayetteind.com/4climate-action-plan/>

GI GAP Goals

Reduce carbon emissions by 58% by 2030, 80% by 2050

- Energy use
 - Increase energy efficiency of buildings and infrastructure
 - Transition from fossil fuels to renewable sources
- Transportation
 - Reduce vehicle miles travelled
 - Incentivize zero and low carbon emission vehicles
 - Reduce storm-water run-off and heat-island impacts associated with transportation infrastructure
- Agriculture and Forestry
 - Support a climate friendly farming community
 - Enhance, protect, and improve access to natural resources
- Water
 - Enhance Recycling, Waste Reduction, and Composting
 - Harvest Wastewater Energy and By-products and protect Water Quality

In the News..

WBAA

- Council President Peter Bunder noted that the plan had buy-in from the city of Lafayette, West Lafayette, and Tippecanoe County - but wasn't endorsed by Purdue University.
- "We need Purdue's cooperation," he said. "It is good that members of the Purdue community are listed in there as contributing their expertise to this plan, but it would be nice to know the university shares the community's interest in climate change."
- Bunder specifically pointed to the Wade Power Plant at Purdue University as a significant source of emissions within the city.
- Purdue University did not immediately respond to a request for comment.

Presidents' Responses when asked about joining GICAP

- September 2022 - President Daniels
- "Purdue University has been making great strides in our sustainability and climate efforts, and we appreciate the continued opportunities to engage in dialogues on these topics. Through initiatives like our 2020 Physical Facilities Sustainability Master Plan, our staff are actively working to curb energy consumption and reduce our campus carbon emissions.
- This spring we announced a partnership with Duke Energy that could make a drastic difference to carbon emissions. Through this partnership, we are exploring the feasibility of using small modular nuclear reactors to meet the West Lafayette campus' long term energy needs. Nuclear energy has the potential to provide reliable electrical power with zero carbon emission."
- Jan 2023 - President Chiang
- "The university is always open to new conversations and ideas around climate initiatives and, as announced, has partnered with Duke Energy to jointly explore the feasibility of using advanced nuclear energy to meet our long-term energy need."

Discussion

SD22-22

CARBON NEUTRALITY

FOR DISCUSSION – 2/20/23

University Policy Resources Committee and Faculty Sustainability
Committee

Am anda Darbyshire , adarbysh@purdue.edu



Proposal

For Purdue to become carbon neutral by FY2030

- Includes Scopes 1 and 2 carbon neutrality
 - Scope 1: Direct greenhouse gases produced from the institution
 - Scope 2: Indirect greenhouse gases associated with the purchase of electricity, steam, heat, or cooling
- Based on Purdue Student Senate Resolution 21-92 "Resolution in Support of Creating a Carbon Neutral Purdue by 2030"

Asks of Proposal:

- BOT increase financial commitments
- Office of Physical Facilities to change its sustainability plan from a 50% reduction from FY11 to FY25 to a 100% reduction from FY23 to FY30
- Purdue exhibit transparency in reporting existing collected emissions data publicly
- The Office of the Provost and Office of Physical Facilities, in partnership with the University Senate, form a climate action committee
 - Faculty, students, and staff
 - Develop comprehensive recommendations for short- and long-term opportunities to reduce greenhouse gas emissions
- For President Chiang to sign an MOU to have Purdue join GLCAP

Carbon Neutrality

- "Neutrality" refers to net-zero carbon emissions
 - Fully renewable energy usage not required, but decreasing fossil fuel dependency produces a valuable return on investment and greatly assists the net-zero emissions ratio
 - Also involves optimizing energy efficiency, planting carbon sequesters, purchasing offsets if needed, and other methods
- The majority of Big Ten schools are committed to carbon neutrality through comprehensive climate action plans.
 - Range from 100% neutrality between 2025 and 2050
 - IU on track to be carbon neutral by 2030

Current Initiatives Towards Neutrality

- Small Nuclear Reactor to provide a carbon neutral energy source for the University in conjunction with Duke Energy
 - President Daniels reported "No other option holds as much potential to provide reliable, adequate electric power with zero carbon emissions," "Innovation and new ideas are at the core of what we do at Purdue, and that includes searching for ways to minimize the use of fossil fuels while still providing carbon-free, reliable, and affordable energy. We see enough promise in these new technologies to undertake an exploration of their practicality, and few places are better positioned to do it!"
- 2020 Physical Facilities Sustainability Master Plan ensures that the University is working to curb energy consumption and reduce campus carbon emissions.
 - Current plan ends in 2024
 - 50% reduction by 2025
 - Cap total energy consumption at FY11 levels in order to show no net gain in total energy consumption despite an increase in total campus gross square feet.

On Track to Reduce Carbon Emissions by 50%

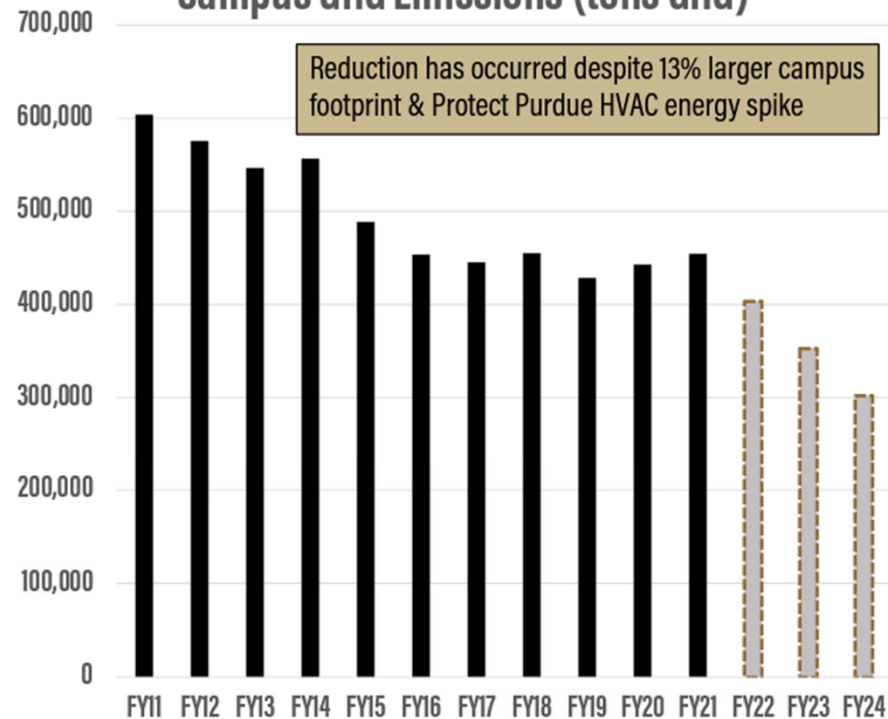
Reducing Demand for Carbon:

- “Renovate First” policy limits new construction and improves HVAC efficiency
- Future of Work initiative leading to more efficient building utilization
- LED light investments
- Updated lab controls that guide equipment on/off times
- Improved insulation on steam pipes

Supplying Cleaner Energy

- Switch to natural gas from coal

Campus GHG Emissions (tons GHG)



Next steps and Discussion

- Please send comments, questions, suggestions to Amanda Darbyshire at adarbysh@purdue.edu
- Continued diligence to ensure these documents are pushed forward if passed

TRANSFORMATIVE EDUCATION 2.0 UPDATE

Prepared for the University Senate

February 2023



PURDUE
UNIVERSITY®

Office of the Provost

2/20/2023

1

Overall Scope of Transformative Education 2.0

Roadmap Foundations

Experiential Education

Innovation Hub

Office of Experiential Education

Jennifer Dobbs-Oates, director of the office and
clinical professor of HDFS

EXPERIENTIAL EDUCATION

Mission: to support, enhance, and expand
undergraduate experiential education at Purdue
– West Lafayette

Definitions

- Experiential education is a planned pedagogy centering on an authentic experience to strengthen students' knowledge, skills, and abilities, paired with student reflection.
- Currently developing a list of ExEd subtypes with definitions and examples

Building Purdue Capacity

Programs for faculty, staff, and graduate students

- ExEdCommunity of Practice, ExEdWorkshops, and other events
- ExEdChampions
- Resources on Office of ExEdwebsite

Increase Scale and Access

Providing resources to students and programs

- \$100K annual scholarship budget. Scholarships support students participating in Purdue ExEd opportunities.
- ExEd Program Grant opportunity launched last fall. Four grants funded.
 - Rachel Clark et al. (Nutrition Science, Housing & Food Services)
 - John Dunning et al. (Forestry & Natural Resources)
 - Sarah La Rose et al. (Agricultural Sciences Education & Communication, Animal Sciences)
 - David Whittinghill et al. (Computer Graphics Technology)

Purposes of the tracking project:

- ExEd participation tracking to inform decision-making, accountability, and messaging
- Increased efficiency for ExEd programs through administrative tools
- Improving student experience through a “onestop shop” for ExEd experiences and building a culture of ongoing reflection

Innovation Hub

Ed Berger, Director

Beth Fines, Managing Director

INNOVATION HUB

Mission: to propagate teaching and learning innovations at scale and promote transdisciplinary learning opportunities for students

Innovation Hub Evolution

Innovation Hub is the home for ‘course-based’ academic innovations.

- **Project funding mechanisms** by which innovators (teams of faculty, staff, and students) can pursue projects to explore scalability both in size and across disciplines/settings
- Emphasis on **transdisciplinary experiences** for students
- A **network of experts and partners (“innovation fellows”)** to embed considerations of assessment, equity, student acceptance, and many other dimensions into each innovation project
- Innovation Hub-level **evaluation, data collection, and comparison** against target metrics for participants, engagement, and outcomes
- A focus on **development and expansion of innovations**, with a secondary outcome on the scholarship of teaching and learning (SOTL)

Innovation ~~Map~~ Actors

Innovation Hub partners with people and teams across campus:

- **Managing Director, Innovation Hub (new)** . A staff professional providing project management and strategic direction to the Hub.
- **Innovative Learning Team (existing)** . Center for Instructional Excellence, Teaching and Learning Technologies, Purdue Online, Envision Center, and Libraries, who engage in innovation across the education space.
- **Office of the Executive Vice President for Research (existing)**. Partnership on a grant writing program targeting NSF IUSE projects, CAREER, and other research initiatives.
- **Purdue Online (existing)** . Potential co-funding for technology-oriented innovations.
- **IDA+A (existing)**. Partnerships on data collection and sharing.
- **Students (existing)** . Student voice is integrated in both advisory and project capacities.
- **Faculty and staff (existing/new)**. Partnerships with individuals across colleges.
- **Partners via Innovation Hub programs (new)**.
 - Innovation Grant awardees
 - Innovation Fellows
 - Transdisciplinary planning grant teams

Innovation Hub Initiatives

Hub programmatic and funding opportunities for faculty and staff:

- **Innovation Grants Programs** . Teams submit brief proposals for funds to support *development* and scaling of their innovation project. Multiple funding levels, each with specific expectations.
- **Innovation Fellows Program** . Faculty and staff share their experience and expertise.
- **Butler -Purdue Fellows** . Lilly Endowment funding also provides for a Butler-Purdue partnership around teaching and learning innovation.
- **IUSE Mentored Proposal Writing series.** A mentored experience focused on the higher levels (>\$600k) of IUSE funding, targeting the July IUSE deadline.
- **Transdisciplinary Program Planning Grants.** Support for teams of faculty and staff developing truly transdisciplinary experiences for students.
- **Innovation Grant Special Calls.**
 - Teaching and learning in an AI-rich environment
 - Virtual labs, VR/AR, and adjacent technologies for teaching and learning

Innovation Hub 2022 Accomplishments

Awarded Fellowships and Grants

Program	Number of Awards	Total Budget (approximate)
Innovation Grant (Pilot)	7	\$280,000
Innovation Fellowship	4	\$65,000
Innovation Grant (Mid-Scale)	3	\$450,000
Transdisciplinary Planning Grant	6	\$120,000

Key Priorities and Interests

Access & equity
AI/ ML tools
Assessment
Campus culture/operations
Career/workforce development
Experiential education
Pedagogical experimentation
Professional development/mentoring
Technology tools (non-AI)
Transdisciplinary collaboration

THANK YOU

For additional information on the Office of Experiential Education, please contact Jennifer Dobbs Oates at jendo@purdue.edu

For additional information on the Innovation Hub, please contact Ed Berger at atbergere@purdue.edu